

جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
قطاع الكتب

Revised Edition

Hello!

English for Secondary Schools

Year Two
Student's Book
Simon Haines

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Contents

Unit 1	Enjoying work	1
Unit 2	Ted Hughes: <i>The Iron Woman</i>	6
Unit 3	Water and food safety	11
Revision A		16
Unit 4	School for all	21
Unit 5	Daniel Keyes: <i>Flowers for Algernon</i>	26
Unit 6	That's amazing	31
Revision B		36
Unit 7	Cooperation and tolerance	41
Unit 8	William Golding: <i>Lord of the Flies</i>	46
Unit 9	The Olympics	51
Revision C		56
Unit 10	Where today's food comes from	61
Unit 11	Herman Melville: <i>Moby Dick</i>	66
Unit 12	Population, health and the environment	71
Revision D		76
Unit 13	Keeping safe	81
Unit 14	Rider Haggard: <i>King Solomon's Mines</i>	86
Unit 15	Digital media	91
Revision E		96
Unit 16	Tourism today	101
Unit 17	Rudyard Kipling: "If"	106
Unit 18	Global issues	111
Revision F		116
Grammar review		121

Unit	Title	Grammar	Listening	Reading
Unit 1	Enjoying work	Present simple, present continuous and past simple	Descriptions of different jobs; different pronunciations of the same letters	A webpage about Professor Magdi Yacoub
Unit 2	Ted Hughes: <i>The Iron Woman</i>	Relative clauses and <i>whose</i>	A talk about the writer Ted Hughes; practising words with the schwa sound	A summary of Ted Hughes's <i>The Iron Woman</i>
Unit 3	Water and food safety	Passive verbs: the infinitive and expressions with <i>It</i>	A discussion about water pollution; stressed syllables in longer words	An article about buying and preparing food safely
Revision A	Revision A	Revision	A quiz about jobs	A webpage about the scientist Louis Pasteur; an article about food safety
Unit 4	School for all	The past continuous and the present perfect	A talk about multiple intelligences; how to say words ending in <i>-ough(t)</i>	An article about problems with learning
Unit 5	Daniel Keyes: <i>Flowers for Algernon</i>	<i>used to</i> and <i>didn't use to</i>	A talk about the author Daniel Keyes; the pronunciation of words ending <i>-s</i>	A summary of Daniel Keyes's <i>Flowers for Algernon</i>
Unit 6	That's amazing	Comparative and superlative forms	A discussion about quiz questions and the answers to the quiz; saying long vowel sounds	A text about mountaineering
Revision B	Revision B	Revision	A job interview	A text about a famous mountaineer; an article about how to stop bullying
Unit 7	Cooperation and tolerance	Adjectives and adverbs	A conversation about sports; silent letters in words	An article about how to be a better person
Unit 8	William Golding: <i>Lord of the Flies</i>	Past tenses	A discussion about the author William Golding; saying short vowel sounds	A summary of William Golding's <i>Lord of the Flies</i>
Unit 9	The Olympics	Present perfect simple and continuous	A conversation about sports events; saying words with diphthongs	A text about the history of the Olympic Games
Revision C	Revision C	Revision	A sports quiz	A text about the Paralympic Games; an article about why we should be tolerant
Unit 10	Where today's food comes from	Reported speech	A conversation about types of farming; intonation in question tags	A text about genetically modified food
Unit 11	Herman Melville: <i>Moby Dick</i>	Past perfect simple and continuous	A talk about the writer Herman Melville	A summary of Herman Melville's <i>Moby Dick</i>
Unit 12	Population, health and the environment	Future continuous and <i>may be + -ing</i>	A radio programme about the future of medicine; saying words starting with the letters <i>br-</i> and <i>pr-</i>	A text about our future environment
Revision D	Revision D	Revision	A discussion about a holiday	A text about modern medicines; an article about being flexible
Unit 13	Keeping safe	Reported questions	A talk about computer health and safety; saying short and long vowel sounds	An article on safety in the home
Unit 14	Rider Haggard: <i>King Solomon's Mines</i>	Prepositions after nouns, verbs and adjectives	A conversation about the author Rider Haggard; stress on compound nouns	A summary of Rider Haggard's <i>King Solomon's Mines</i>
Unit 15	Digital media	Conditionals	A discussion about a social networking site; saying the <i>th</i> sound	A text about young people's use of technology
Revision E	Revision E	Revision	A radio programme about air safety	A summary of Rider Haggard's <i>She</i> ; an article about scientific revolutions
Unit 16	Tourism today	<i>have to</i> , <i>must</i> and <i>need to</i>	A discussion about tourism; stressing the correct syllable	A text about tourism today
Unit 17	Rudyard Kipling: "If"	Participle clauses	A talk about the writer Rudyard Kipling; saying lists	Rudyard Kipling's poem <i>If</i>
Unit 18	Global issues	<i>can/could</i> for ability/possibility and permission	A conversation about global problems; identifying words that sound similar	A text about climate change
Revision F	Revision F	Revision	A discussion about where to go on holiday	A text about visiting a remote country; an article about lifelong learning

Critical thinking / Values	Speaking	Functions	Writing
The importance of older people and the work of charities; learning about how jobs can help society	Talking about experiences; giving your opinion about charities	Expressing opinions with reasons	An application form
Understanding why people can be unkind; considering the problems of pollution; learning how to look after the environment	Negotiating on the site of a new factory	Negotiating	A formal email negotiating a problem
Water and food safety; learning about the importance of food hygiene and healthy eating	Recommending people to do things	Making recommendations and agreeing or disagreeing	A report about an illness
The problem of pollution; learning about food safety in the kitchen	Project: Deciding how to prevent pollution	Revision	A poster about Hepatitis A
Appreciating the problems of people who are dyslexic or colour-blind; the importance of noting sources when doing research; valuing different educational skills	Interviewing people and giving people advice about which jobs they can do	Giving advice	Writing about an interview
Considering the use of animals in scientific experiments; learning about genes and the importance of medical research	Giving a talk about a writer	Giving a talk	A text about a writer
Considering why people do dangerous things; the importance of being inspired and challenging yourself to do difficult things	Talking about an experience that you are proud of	Expressing certainty and uncertainty; using idioms	An informal email
Considering mountaineering as a sport and ways to protect the environment; preventing bullying	Project: Preparing a talk about answers to a geography quiz	Revision	Writing the results of a survey
Understanding the importance of tolerance	Discussing sports; Project: Choosing jobs at a magazine	Asking for and giving advice	An advertisement for a magazine
The importance of leadership and cooperation; learning to cooperate; achieving your potential	Giving opinions about leadership and making rules for an island	Giving opinions and making rules	A set of rules
The importance of honesty, fairness and cooperation in sport; the importance of sport to keep you healthy	Discussing possible Olympic sports	Making suggestions, agreeing and disagreeing	A questionnaire
Appreciating the achievements of people with disabilities; understanding why intolerance can be dangerous	Project: Planning where to locate a new school and hospital	Revision	A report about sports teams
Considering the advantages and disadvantages of GM food; learning about farming and healthy eating	Project: Understanding healthy eating	Giving advice and instructions	A magazine article
Considering the problems of ambition; the importance of thinking flexibly	Recommending a book to read	Making recommendations and giving reasons	A book review
Understanding the problems of climate change; understanding how we can improve our health and the environment	Describing your worries and reassuring people	Saying you are worried and reassuring	A description of the effects of climate change
Appreciating the importance of medicines; how thinking flexibly can be helpful	Project: Looking at healthy and unhealthy food	Revision	A news article
Thinking about how to avoid accidents; learning to protect yourself and other people	Persuading people do to things	Persuading	Instructions to help prevent a fire
Understanding and appreciating the differences between nationalities; being tolerant of other people	Asking people for help	Asking for help and agreeing to help someone	An email asking for help
Thinking about the possible disadvantages to social networking sites; the importance of technology	Warning people about possible dangers	Giving warnings	An email giving a warning
Appreciating the importance of a family's history; learning about the importance of new inventions	Project: Finding out about the Egyptian Knowledge Bank (EKB)	Revision	A talk
Appreciating what makes a place popular with tourists; understanding the importance of tourism	Choosing a destination for a holiday	Making compromises and coming to an agreement	A formal email
Looking at what makes a successful person; the importance of improving yourself throughout life	Talking about a dream job	Talking about dreams and ideals	A text about a famous poet
Understanding the possible affects of global warming; understanding the global problems of pollution and energy use	Asking people questions about climate change	Asking for, accepting and refusing permission	An essay about climate change
Appreciating why some countries want to protect their culture; appreciating the importance of lifelong learning	Project: Preparing a talk about an endangered animal	Revision	A report about job skills

Enjoying work

- OBJECTIVES**
- Listening** Listening for gist and specific information
 - Grammar** Present simple, present continuous and past simple
 - Reading** Reading for gist
 - Critical thinking** Understanding the positive contributions older people can make to society and the importance of charities
 - Functions** Expressing opinions with reasons
 - Writing** Writing an application form

Listening

- 1 Check the meanings of these words in your dictionary.

efficient grandchildren leader
trade delegation



- 2 You will hear four people talking about their jobs. Which speaker likes the following?
- computers
 - helping to improve their country
 - good training and a uniform
 - meeting important people
- 5 Imagine that you have one of the jobs mentioned in the listening. Tell a partner why you like it using expressions from *Focus on functions*.

FOCUS ON FUNCTIONS

Expressing opinion with reasons

- The reason I like this job is (that I meet all kinds of people).
- The best thing about working here is (the friendly people).
- I enjoy / love working here because (every day is different).
- The main reason is (that I'm proud to be helping to make Egypt a better place).

- 3 Listen again and choose the correct answers.

- Speaker 1 works in a modern / historical building.
- Speaker 2 works *inside* / *outside*.
- Speaker 3 started her job **2 / 12** years ago.
- Speaker 4 first became interested in computers at *university* / *school*.

- 4 Discuss these questions in pairs.

- Which speaker does the job shown in the photograph?
- Which jobs do the other speakers do?



SKILLS FOR LIFE

If you learn as much as you can, you will have a better chance of getting the job that you want.

6 FOCUS ON SOUNDS

grandchildren
countries
leader

Germany
count
headline

- Look up these pairs of words in your dictionary. How are they pronounced?
- Listen and repeat the pairs of words.

Grammar The present simple, present continuous and past simple

1 Underline all the verbs in these sentences from the listening text. Which tense is each sentence?

- a *I started the job two years ago. During that time, I met some very important people.*
past simple
- b *Yesterday, I interviewed business leaders in Cairo.*
- c *Now I work for a well-known Egyptian company that writes computer programs.*
.....
- d *At the moment, I'm doing research on a computer program for an Australian company.*
.....

2 Choose the correct verbs to complete these sentences.

- a Omar never smokes / *smoking*. That is why he *is* / *was* always fit.
- b When I was eight, I *saw* / *see* a programme about a famous Egyptian doctor on television.
- c We *make* / *are making* a card for my brother. *Do you want* / *You wanted* to help?
- d We *had* / *have* a meeting at work yesterday.
- e My sister *enjoys* / *enjoying* working with children. At the moment, she *trains* / *is training* to be a primary school teacher.

3 Complete these questions, then ask your partner.

- a What do you do
- b How often do you
- c When was the last time you
- d What are you doing

What do you do after school?

I usually go to sleep.



FOCUS ON GRAMMAR

The present simple and present continuous

- We use the **present simple** to talk about facts and personal habits:
*The earth **goes** around the sun.*
*Adel usually **visits** his relatives on Friday.*
- We use the **present simple** to talk about present repeated actions:
*Amr **travels** to work by train every day.*
- We use the **present simple** after some time conjunctions to talk about future events:
*As soon as / After / When I **arrive**, I'll go to the shops.*
- We use the **present continuous** to talk about something happening around now:
*Maya **is playing** tennis at the moment.*
*She **is practising** for a competition.*
- Note the difference between the present simple and the present continuous:
*I usually **read** short stories.* (not necessarily now)
*I'm **reading** a short story.* (I'm doing this action now.)
- We use the **present continuous** to talk about future arranged actions:
*We **are travelling** to London tomorrow.* (We arranged this before.)
- We use the **present continuous (going to)** to talk about future plans or intended actions:
*I'm **going to** spend the weekend in my village.* (This is my plan or decision.)

The past simple

- We use the **past simple** to refer to an action which started and ended in the past:
*My uncle **was** in hospital last month.* (He isn't there now.)
*I **lived** in Tanta two years ago.* (I no longer live there.)
- We use the **past simple** to refer to past habits:
*Ali always **walked** to work when he **was** young.* (Ali used to walk to work when he was young.)
- We use the **past simple** to refer to one event following another in the past:
*Yesterday, I **went** to the club and **met** my friends.*

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

adapt **free of charge**
foundation **retire** **surgeon**
transplant **treatment**

2 Discuss these questions in pairs.

- What do you already know about Professor Magdi Yacoub? What would you like to know?
- Read the article quickly. Were your ideas mentioned? Did it answer your questions?

3 Read the article again and put the sentences in the order that they happened.

- He retired as a surgeon.
- He lived in many places around Egypt.
- He worked at a university in the United States.
- He studied medicine at university.
- He became a doctor.
- He researched new treatments.
- He headed a foundation, which started the AHC.

4 FOCUS ON COLLOCATIONS

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

- Professor Magdi Yacoub was one of the first surgeons to do heart transplant operations.
- Professor Magdi Yacoub was part of a team which new heart parts from human cells.
- He believes his work can a difference in people's lives.
- He a lot of important work every day.



Professor Magdi Yacoub

Professor Magdi Yacoub is a world-famous heart **surgeon**. He was born in Egypt in Belbis in 1935, the son of a surgeon who worked in different places around the country. The family had to move every few years, so Yacoub learned to **adapt** to living in different places and enjoyed meeting different people.

When his aunt died because of a heart problem, Yacoub decided to become a heart surgeon. He studied medicine at Cairo University and became a doctor in 1957. In the 1960s, he taught at Chicago University in the United States and worked with many of the world's best heart surgeons.

Now Yacoub had the qualifications and experience to do great things. In 1973, he became a heart surgeon at Harefield Hospital in England. While he was there, Harefield

became the most important **transplant** centre in the country.

In the early 1980s, he was part of the team which did the first British heart transplant operation. At this time, Yacoub travelled thousands of kilometres in small planes to find healthy hearts for transplants.

Yacoub became Professor of Heart Surgery at London University in 1986. Although he **retired** as a surgeon in 2001, Yacoub continued to research new **treatments**. He is now the head of the Magdi Yacoub Heart **Foundation**, which is one of the largest charity organisations in Egypt.

In 2009, Yacoub's foundation opened The Aswan Heart Centre Project (AHC). This meant that many Egyptian patients with heart problems, including small babies, could have heart operations **free of charge**.

Critical thinking

1 Read this quotation from the article about Professor Magdi Yacoub and answer the questions.

- What kind of people has Professor Yacoub helped in his life?
- What differences has he made to their lives?
- Why do you think Professor Yacoub chose to open a heart centre in Aswan?

In 2009, Yacoub's foundation opened The Aswan Heart Centre Project (AHC). This meant that many Egyptian patients with heart problems, including small babies, could have heart operations free of charge.

2 Answer the following questions.

- When was Professor Magdi Yacoub born? *He was born in 1935.*
- What did his father do?
- Who has Professor Magdi Yacoub helped since he retired?
- Why do you think Professor Yacoub's father had to work in different places in Egypt?
- How do you think Professor Yacoub felt when his team did the first heart transplant?
- Why did Professor Yacoub not stop working when he retired?



3 Now discuss these questions in pairs.

- People usually retire in Egypt at the age of 60. Do you think this is necessary? Why / Why not?
- How can people who work in their 70s or 80s help society? Give reasons.
- What are people's main reasons for continuing to work when they are older?
- Can older people offer anything that younger people do not have? Give examples.

4 Discuss these questions with a different partner.

- What roles do charities play in Egypt? What do they do?
- Why do you think that charities around the world are important? Use expressions from *Focus on functions*.



MAGDI YACOUB
HEART FOUNDATION
ASWAN HEART CENTRE

FOCUS ON FUNCTIONS

Expressing opinion with reasons

- I think / believe charities are important because ...
- In my opinion / view, charities do an excellent job, as they ...
- If you ask me, people should give more money to charity so that ...

WORKBOOK
PAGE 3

Communication skills Completing an application form

Surgeon needed at Central Hospital

- This is a **full-time** job starting in May.
- Two years' experience needed.
- Email us at centralhospital@here.org

Full-time architect with international company

You will work on projects planning a new school and designing an important city centre office building.

Training will be given on the job.

Phone for an interview: 08954 740927

Part-time Accountant

needed at University of Science (10–15 hours a week).

If you have a qualification in maths or some accounting experience, apply in writing to: P.O. Box 43, Cairo.

1 Read about the ads for jobs and discuss the questions below.

- a Do people who do jobs like these help society? How?
- b Which of these three jobs would you most like to do? Why?

2 When you fill in a job application form, you have to answer questions about yourself. Match the headings 1–8 with the correct questions a–h.

- | | | |
|------------------|---------------------------------------|-------------------------------------|
| 1 Surname | a <input type="checkbox"/> | Are you married or single? |
| 2 First name | b <input checked="" type="checkbox"/> | What is your family name? |
| 3 Date of birth | c <input type="checkbox"/> | Where do you live? |
| 4 Nationality | d <input type="checkbox"/> | When were you born? |
| 5 Address | e <input type="checkbox"/> | What degree(s) do you have? |
| 6 Education | f <input type="checkbox"/> | What is your first name? |
| 7 Qualifications | g <input type="checkbox"/> | Which country are you from? |
| 8 Marital status | h <input type="checkbox"/> | What special abilities do you have? |

3 Now ask your partner questions a–h above and complete this form with their answers.

Title Mr/Mrs/Miss

Surname

First name

Marital status

Date of birth

Nationality

Address

Education

Qualifications

4 Research the following about jobs

Find out which jobs are now most needed and:

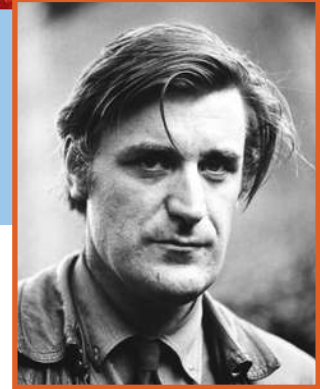
- what people do in them
- which qualifications they need to do them

RESEARCH



Ted Hughes: *The Iron Woman*

- OBJECTIVES**
- Listening** Listening for gist and for specific information
 - Grammar** Relative clauses and *whose*
 - Reading** Reading for detailed information
 - Critical thinking** Understanding the consequences of pollution
 - Functions** Negotiating
 - Writing** A formal email negotiating a problem



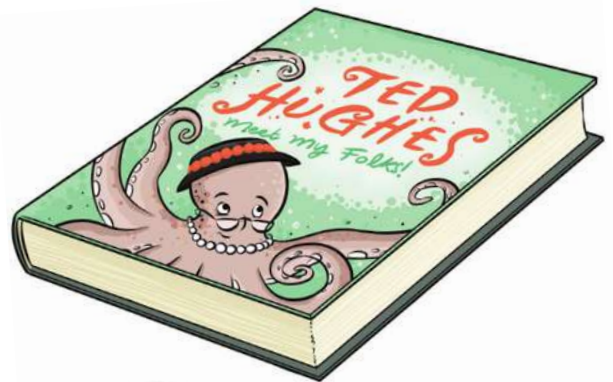
Listening

- 1 **Before you listen, discuss these questions in pairs.**
- a Which poets do you know?
 - b What subjects do poets often write about?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

amusing childhood death
publish Poet Laureate



- 3 Listen to a talk about the writer Ted Hughes, the author of *The Iron Man* and *The Iron Woman*. What were many of his books about?

- 4 Listen again. Are these sentences **True** or **False**? Correct the false sentences.

- a Many people think that Ted Hughes was one of the best English poets of the twentieth century. True.
- b *The Iron Woman* was written just after *The Iron Man*.
- c When Hughes was a child, he spent a lot of time in the countryside.
- d He learned a lot about animals while he was working at a zoo.
- e Hughes met his wife while he was working at a magazine.
- f Hughes's first book for children was about animals.
- g Some of Hughes's plays for children are now taught in schools.
- h Hughes was Poet Laureate from 1984 until he died.

5 FOCUS ON SOUNDS

- a Listen and repeat these sounds which include the most common vowel sound, called schwa /ə/. What do you notice about the underlined parts of these words?

arrived banana
introduce vegetables
lemon petrol welcome

- b Listen and underline the parts that have a schwa sound.
- 1 He also wrote wonderful books for children.
 - 2 After university, Hughes had a lot of different jobs.
 - 3 He wrote special poems to celebrate important national events for the Queen.



Grammar Relative clauses and *whose*

1 Circle the relative pronouns in these sentences from the listening. Underline the relative clauses.

- He worked in a zoo. where he learned a lot about animals.
- Hughes met his wife, who also worked at the magazine, at this time.
- His wife, whose name was Sylvia Plath, was a famous American poet.
- The poems that were in the book describe each member of the family.
- The books which people liked most were often about nature.
- This was a time when he wrote special poems for the Queen.

2 Now complete the sentences about relative clauses.

that
when
where
which
who
whose

- Use who to refer to people, e.g. sentence b.
- Use to refer to a time, e.g. sentence
- Use to refer to a place, e.g. sentence
- Use or to refer to things, e.g. sentences and
- Use to say that something or someone belongs to or is connected with someone, e.g. sentence

3 Study these sentences and answer the questions.

- My cousin, who is 30 this weekend, has bought a house in Port Said.
- The house that he bought is very modern.
- The person who he bought it from moved to Cairo.

- In which sentence do the underlined words give us information that we do not need to understand the meaning?
- In which two sentences do the underlined words help us to understand who or what the sentences are about?

4 Complete these sentences using a relative clause.

- The Hawk in the Rain* was Ted Hughes's first book. It was published in 1957.
The Hawk in the Rain, which was published in 1957, was Ted Hughes's first book.
- My friends have never visited Egypt. They are coming to Cairo this weekend.
- Hassan's uncle travels all over the world. His home is in Alexandria.
- 2015 was very hot. My brother started university then.

WORKBOOK
PAGE 6

FOCUS ON GRAMMAR

Relative clauses and *whose*

- Type 1** relative clauses give necessary information about a person or thing. We use **who/that** for a person, and **which/that** for a thing:
*Ted Hughes is the man **who** was Poet Laureate from 1984 to 1998.*
*I like the book **which** gives us information about modern Egypt.*
- Use **whose** to show possession or relationship:
*She's the teacher **whose** youngest daughter is in my class.*
- Use **where** for places and **when** for time.
*Alex is the city **where** I spend my summer holiday.*
Note: We can use a preposition before *whose*, *where* or *which*. We can't use a preposition before *who* or *that*.
*This is the hotel in **which** (not *that*) you were staying.*
- Type 2** relative clauses (with commas) give us more information about a person or thing:
*Ted Hughes, **who was an English poet**, loved nature.*
*The hotel, **which is very new**, is expensive.*
Note: In type 2, *that* can't be used instead of *who* / *whom* / *which*:
*The room, **which** (not *that*) is very large, overlooks the Nile.*



Reading

1 Discuss these questions in pairs.

- Why are factories often built next to rivers or the sea?
- What problems does this sometimes cause?

2 Match these words with their meanings.

CHECK
IN YOUR
DICTIONARY

a <input checked="" type="checkbox"/> 5 forever	1 to make something change and become completely different
b <input type="checkbox"/> marsh	2 very big
c <input type="checkbox"/> enormous	3 continue in the same way
d <input type="checkbox"/> remain	4 poisonous
e <input type="checkbox"/> toxic	5 for all future time
f <input type="checkbox"/> waste	6 what is left after you have used something
g <input type="checkbox"/> turn into	7 an area of soft wet land

3 Read the summary of *The Iron Woman* and answer these questions.

- How did Lucy feel when she first saw the Iron Woman? *She was terrified.*
- In what way did Lucy help the Iron Woman?
.....
- Why did the Iron Woman want to destroy the factory?
.....
- How did Lucy know about the Iron Man?
.....
- What special powers did the Iron Man give to the Iron Woman?
.....
- What did the workers understand when they became fish?
.....

THE IRON WOMAN

Lucy first saw the Iron Woman as she was climbing out of a dirty **marsh**. The Iron Woman was **enormous**, with bright red eyes. She was as big as Lucy's house. Lucy was terrified and quickly ran home.

Later, Lucy woke up from a dream and found that the Iron Woman had come to ask for her help. She wanted Lucy to clean the mud from her. Lucy did this. Then the Iron Woman told Lucy why she had come. She wanted to destroy the factory by the river.

She thought that if she killed all the workers in the factory, she would save the planet. The workers were throwing **toxic waste** into the river. This was killing all the fish in the water. Lucy asked her not to destroy the factory, where Lucy's father worked, but the Iron Woman said that she must. She walked off into the night.

Lucy remembered reading about the Iron Man in a newspaper, and a boy called Hogarth who was his friend. She wrote to Hogarth and asked him to bring the Iron Man. Perhaps together they would be able to protect the factory and also stop it polluting the river.

The next day, Lucy met Hogarth and the Iron Man next to the factory. At that moment, the Iron Woman arrived. She was ready to destroy the factory. Hogarth stopped the Iron Woman. He said that the Iron Man had a plan.

The Iron Man gave the Iron Woman special powers so that she was able to **turn** the factory workers **into** fish! They all had to live in the river that they had poisoned! The workers felt the pain that the fish felt in this poisoned river, and suddenly understood the terrible damage that they had caused.

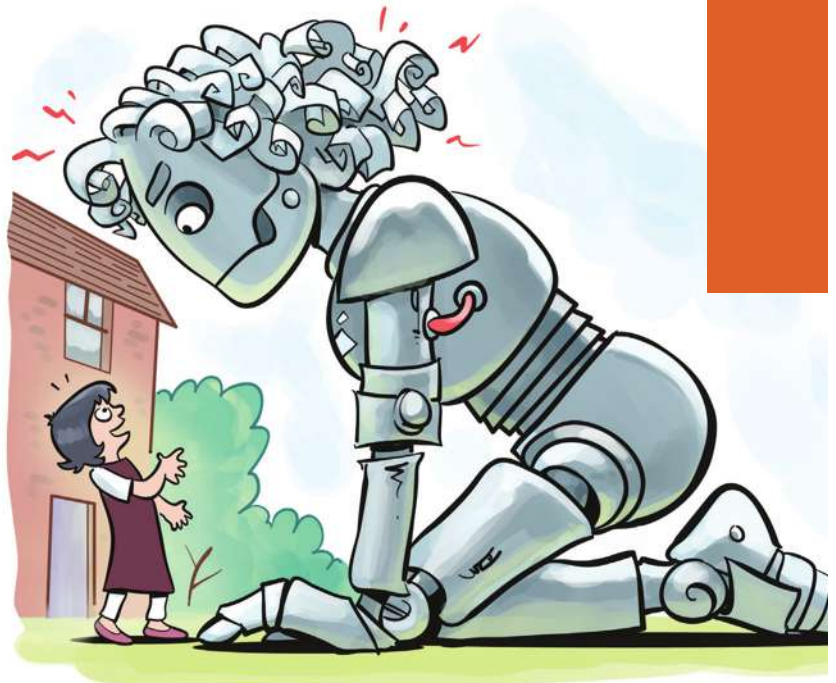
The Iron Woman turned them back into people after they promised never to pollute the earth again. However, the men were so frightened by this experience, that all of them now had white hair. The river became clean once again, but the men's hair didn't change and **remained** white **forever**.

Critical thinking

1 Read this quotation from *The Iron Woman* and answer the questions.

The Iron Woman wanted to destroy the factory by the river. She thought that if she killed all the workers in the factory, she would save the planet. The workers were throwing toxic waste into the river. This was killing all the fish in the water.

- Do you think that the Iron Woman would save the planet if she destroyed the factory? Why / Why not?
- Do you think that it was right that she turned the factory workers into fish? Why / Why not?
- Do you think that the workers now want the river to remain clean forever? Why / Why not?



2 Answer the following questions.

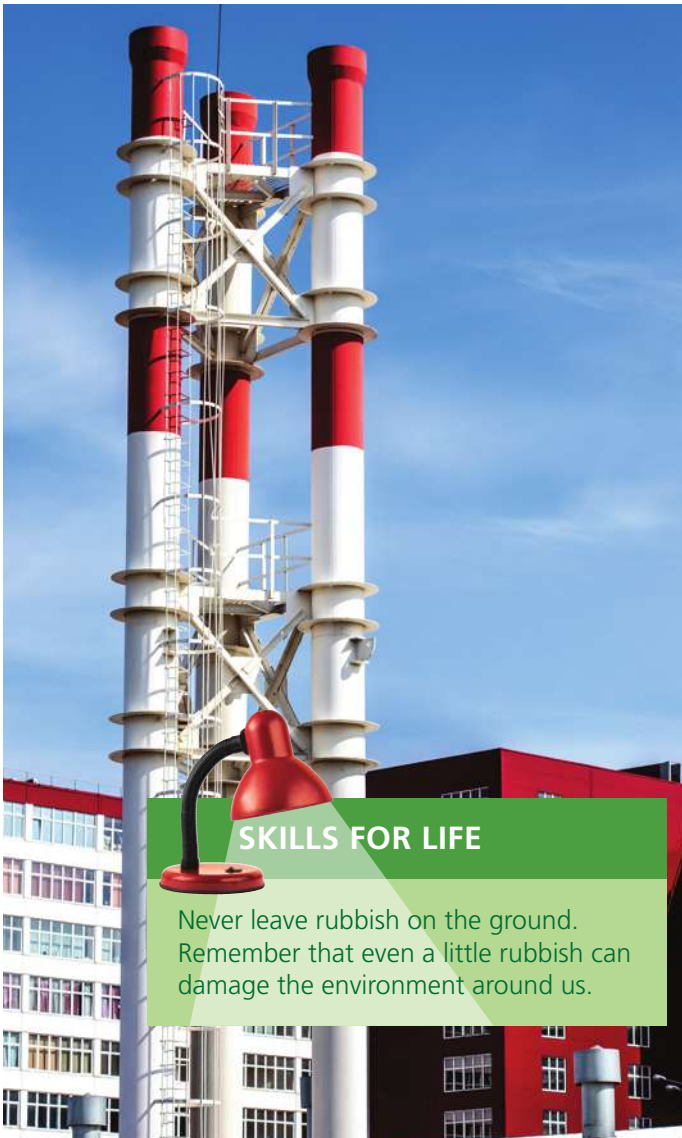
- Why did Lucy not want the Iron Woman to destroy the factory?
- Why are factories important? Do they all cause pollution?
- What would you do if there was a large factory that was polluting the air or water in your area?

3 Work in small groups and discuss the following.

- The expression "give someone a taste of their own medicine" means to do something bad to someone because they have done something bad to you, so that they learn from the experience. In what way did the Iron Woman give the workers a taste of their own medicine?
- Can you think of a situation when a person that you know gave someone else a taste of their own medicine?
- If a friend was unkind to you, what would you do? Would you be unkind to them, too? Or would you try to find out why they were being unkind?

4 Discuss these questions in pairs.

- Do you think that pollution from factories is better or worse than it was in the past? Why?
- How can we make sure that our rivers have clean water?

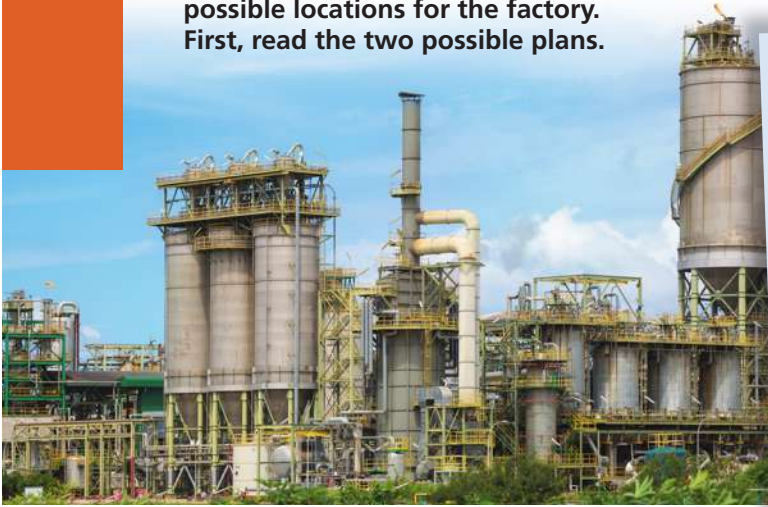


SKILLS FOR LIFE

Never leave rubbish on the ground. Remember that even a little rubbish can damage the environment around us.

Communication skills Negotiating

- 1 You work for a business that needs to build a chemical factory. There are two possible locations for the factory. First, read the two possible plans.



Plan 1: Build a new factory near the city

Advantages:

- It will be easy to find people to work in the factory.
- There is another factory nearby that will take away the chemical waste for you.

Problems:

- It is expensive to build there and any pollution would be bad for many people.
- The city traffic is very bad so it is not easy to drive there.

- 2 Work in groups of three. Read your situation and decide on the best place to build the factory.

Student A The factory makes a lot of things. These must be taken quickly to shops around the country. The most important thing is to have good transport.

Student B The owners of the factory do not have a lot of money. The most important thing is to find a place that is not very expensive.

Student C You do not want the factory to damage the environment. The most important thing is to build a factory that does not cause much pollution.

- 3 Now negotiate with the other students and make a final decision on where to build the factory. Use expressions from *Focus on functions*.

FOCUS ON FUNCTIONS

Negotiating

Surely the best place for the factory is ...

The reason for doing this is (that) ...

If you (put the factory) there, it would ...

Although ... is a good idea, we must / mustn't forget that ...

I agree that is a good reason, but ... /

However, ...

Plan 2: Build a new factory in the desert

Advantages:

- It is very cheap to build there.
- It is a long way from any towns, so any pollution will not damage people's health.

Problems:

- It might not be easy to find people to work in the factory.
- There is nowhere to easily take chemical waste.

4

Research the following about pollution



RESEARCH

Research how we can stop the pollution of the Nile. Find out:

- where it is polluted
- what causes the pollution and what problems the pollution causes
- if people are doing anything to try to reduce the pollution

Water and food safety

- OBJECTIVES**
- Listening** Listening for gist; listening for detail
 - Grammar** The passive infinitive and expressions with *It*
 - Reading** Reading for gist; reading for detail
 - Critical thinking** Understanding water and food safety
 - Functions** Making recommendations
 - Writing** Writing a report about an illness

Listening

1 Discuss these questions in pairs.

- a How clean do you think that water from the Nile is?
- b What is happening in the picture?
- c What problems might this cause?



4 Listen again and choose the correct answers to these questions.

- a The vegetables that Maya ate were washed using
A polluted water **B** polluted soil
C dangerous chemicals
- b Pollution from the factories is ... put in the river deliberately.
A always **B** sometimes **C** never
- c In the past, water from the Nile used to make the soil
A toxic **B** more dangerous **C** fertile
- d Now in Egypt, about ... people drink water that is polluted.
A 38,000 **B** 3,800
C 38 million
- e Every year, polluted water makes about 10,000 people
A die **B** become very ill
C learn about the problems

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

carelessness deliberately
 exist fertile industry
 manage

5 Discuss these questions in pairs.

Which of the following do you think causes water pollution in the Nile?

- factories
 - farms
 - waste from houses
 - ships
- b What do you think we can do to help stop water pollution?

6 FOCUS ON SOUNDS

- a How many syllables do these words have?

application carelessness
 communication deliberately
 generosity

- b Look up the words in your dictionary. Which syllable is stressed in each word?
- c Listen and repeat the words in pairs.

3 Listen to Reem talking to Nihal and answer the questions.

- a Why did Maya go to hospital?
She became ill after she washed some vegetables.
- b What does Maya want to warn people about in her project?
- c What should people never do?

Grammar The passive infinitive and expressions with *It*

GRAMMAR
REVIEW
PAGE 122



1 Underline the passive verbs in these sentences from the listening text.

- a *It is believed* that she became ill after she washed some vegetables.
- b *She was taken* to hospital.
- c *It is thought* that waste that is put into the river by factories is often so poisonous that it kills the fish.
- d *It is said* that in Egypt, about 38 million people drink polluted water.
- e *You must never wash* food using water that may be filled with toxic chemicals.
- f *We should all be taught* about the dangers that exist today.

2 Discuss these questions in pairs.

- a What tense is the passive verb in Exercise 1 sentence b?
- b What form of the passive is used in sentences e and f?

3 Rewrite sentences a–d from Exercise 1 with active verbs.

- a *We believe that she became ill after she ate some vegetables.*
- b
- c
- d

4 Rewrite these sentences with a passive expression starting with *It* and the verb in brackets.

- a About 4.5 million tons of waste goes into the Nile every year. (*believe*)
It is believed that about 4.5 million tons of waste goes into the Nile every year.
- b Many people use water from the Nile to wash clothes and plates, and to water plants. (*know*)
- c Many people die each year because they drink polluted water. (*think*)
- d About half the fish in the Nile contain toxic waste. (*believe*)
- e The Nile will be cleaner in the future. (*hope*)

FOCUS ON GRAMMAR

Passive verbs: the passive infinitive and expressions with *It*

- Passive infinitives are often used after modal verbs:
*A new bridge must **be built** here.*
*Food must **be kept** in the fridge.*
*Your room needs to **be tidied**.*
*Traffic rules have to **be obeyed**.*
- Use expressions with *It* when we cannot or do not want to name the agent:
***It is known that** the internet can be dangerous sometimes.*
(People know that the internet can be dangerous sometimes.)
***It has been shown that** our planet is gradually getting warmer.*
(Scientists have shown that our planet is gradually getting warmer.)

WORKBOOK
PAGE 10

Reading



- 1 Discuss these questions in pairs.
 - a What is the woman in the picture selling?
 - b What problems might there be with the food here?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

artificial fine (v) expiry label (n)
 make sure manufacture (v)
 properly reliable

- 3 Read about food safety and check your answers to Exercise 1.
- 4 Now answer these questions.
 - a What is the aim of the food safety organisations? *It is to make sure that all the food that you buy is safe to eat.*
 - b What information can a label on food give you?
 - c What can happen to the owners of shops that sell old food?
 - d What problems might there be with bread?
 - e Where should you buy food from?
 - f What is the problem with some food that is sold on the streets?
- 5 Which of the words in bold from the article mean the following?
 - a the thing that you are hoping to achieve
 ... *aim* ...
 - b what the food is made of
 - c not cooked
 - d trust someone or something

CHECK
IN YOUR
DICTIONARY

Know what you eat

When you buy food from a shop, it is not always easy to know where the food has come from. There are now food safety organisations whose **aim** is to **make sure** that all the food that you buy is safe to eat.

Labels on the food may have a list of **ingredients**, so you know if they are natural or **artificial**. The labels should say when the food was **manufactured** and give an **expiry** date saying when it should be eaten by. Owners of shops that sell food that has gone past its expiry date can be **fined**. Never eat food later than the expiry date or it might make you very ill.

The food safety organisations cannot check all the food that is sold. For example, when you buy fruit and vegetables such as oranges, potatoes and tomatoes, you might not know if they were grown using chemicals that may be bad for you. Was your bread baked in a place that was clean, or was it full of germs?

You must be very careful with meat and cheese. You should always buy fresh meat and cheese, so make sure that they have not been in the shop for too long unless they are kept cool. Cheese should also be covered when it is taken to the shops, so that insects cannot land on it. It is always best to buy food from a **reliable** shop or market, where you know that you can **count on** your food being both tasty and healthy. You must also be careful when you buy cooked food from the street. Meat that is **raw** or not **properly** cooked can make you very ill if you eat it.

- 6 Read again. Are these sentences **True** or **False**? Correct the false sentences.
 - a Food safety organisations check that all the food that we buy is safe to eat. *False. They cannot check all the food that is sold.*
 - b Only healthy, natural food has labels on it.
 - c Fruit and vegetables are always good for you.
 - d Bread is not always baked in a clean place.
 - e Some cheese that is sold in shops is not fresh.
 - f Milk is an artificial ingredient.

Critical thinking

1 Read this quotation from the article on page 13 and discuss the questions.


- Why do you think that some people eat food after the expiry date on the label?
- Do you think that all food should have an expiry date? Why / Why not?

2 Look up these words in your dictionary.

carbonated water caffeine flavour
preservative valid


3 Look at the pictures of these three items and discuss the questions.

- How often do you eat crisps, put ketchup on your food, or have soft drinks?
- Tick the ingredient that is good for you, and cross the one that is bad for you.
- Do you think these three items are healthy? Why or why not?



MFG. 4/17
EXP. 1/18

- ♦ Carbonated water
- ♦ Caramel colour
- ♦ Sugar
- ♦ Caffeine
- ♦ Artificial flavours



MFG. 1/10/18


- ♦ Tomatoes
- ♦ Vinegar
- ♦ Salt
- ♦ Onions
- ♦ Artificial flavours

Valid for eighteen months from production date printed on the bottle



- ♦ Potatoes
- ♦ Sunflower oil
- ♦ Corn oil
- ♦ Salt
- ♦ Preservatives

Best before 6/19



FOCUS ON NOUNS ENDING IN -O

- Some nouns which end in -o add -es to form the plural:
*We bought some **tomatoes**.*
- Other nouns add -s only:
*1000 has three **zeros**.*
- Complete these sentences with the plural form of the word in brackets. Check in your dictionary.
 - She needs three **kilos**. (*kilo*) of **potatoes**. (*potato*) from the shops.
 - You shouldn't always believe what you see in (*photo*).
 - Most music (*studio*) have at least two (*piano*).

4 Look at the items in Exercise 3 and choose the correct answer.

- The soft drink was produced in ...
A **April 2017** B January 2017 C April 2018
- The soft drink will expire after ...
A one month B nine months C one year
- The crisps will expire in ...
A January 2019 B June 2019 C July 2019
- What is the ketchup's expiry date?
A 1/10/19 B 1/4/20 C 1/10/20
- If you make crisps at home, which ingredient will not be in it?
A potatoes B oil C preservatives

Never eat food later than the expiry date or it might make you very ill. The food safety organisations cannot check all the food that is sold.



SKILLS FOR LIFE

Don't have too many soft drinks because there is a lot of sugar in them.

Communication skills Making recommendations

1 Listen to three people talking and answer these questions.

- a What is the subject of their conversation?
Avoiding unhealthy foods.
- b Which of these recommendations do the speakers make?
- Make unhealthy foods very expensive.
 - Design a poster so that people know about the problem.
 - Make a video.
 - Make a television advertisement.

2 Listen again and circle the expressions you hear that are used to make recommendations and to agree or disagree with recommendations.



3 Work in groups of three. Choose one of these subjects and make recommendations, using expressions from *Focus on functions*.

- How can people be persuaded to stop buying food that is unhealthy?
- How can people be persuaded to keep the Nile clean?



FOCUS ON FUNCTIONS

Making recommendations

- a I'd suggest making unhealthy foods very expensive. / *I'd recommend making unhealthy foods very expensive.* / Why don't we make unhealthy foods very expensive?
- b We might even include photos. / We could even include photos. / Let's include photos.
- c What we should / can do is ... / What we really should do is ... / What we can't do is ...
- d We could think about making a video. / We should think about a video. / I recommend making a video.
- e We should try those two things. / Let's try those two things. / Why don't we try those two things?

Agreeing with recommendations

- f There's a good idea. / That's a good idea. / That's an idea.
- g I like that idea. / I love that idea. / I'd like that idea.
- h Great thinking, Rami. / Good idea, Rami. / Good thinking, Rami.

Disagreeing with recommendations

- i I'm not sure how we'd do that. / We can't do that. / That wouldn't work.

4 Research information about illnesses

Find out about an illness that can be caused by water pollution. Research:

- what causes the illness
- what can happen to people who have the illness
- how people can avoid getting the illness

WORKBOOK
PAGE 12

Revision A



Listening



1 Listen to two people doing a quiz about different jobs. Write the jobs in the order you hear them.

- a surgeon
- b
- c
- d
- e



2 Listen again and answer the questions.

- a In which job do you meet a lot of people?
journalist
- b Which two jobs need people who are good with their hands?
- c In which two jobs are people usually good at maths?
- d In which job do you sometimes work outside?

3 Complete these sentences from the listening with the correct relative pronoun.

- a These people, who often save lives, are always very good with their hands.
- b My cousin does this job, is very exciting.
- c People do this job are very good at maths.
- d This is a job people sometimes do in office and sometimes outside.
- e These people, job is very physical, sometimes work outside.

4 Work in pairs. Think of four more jobs. Make sentences about the job like the quiz. Your partner can guess the job.

People who do this job are very brave.

Are they firefighters?

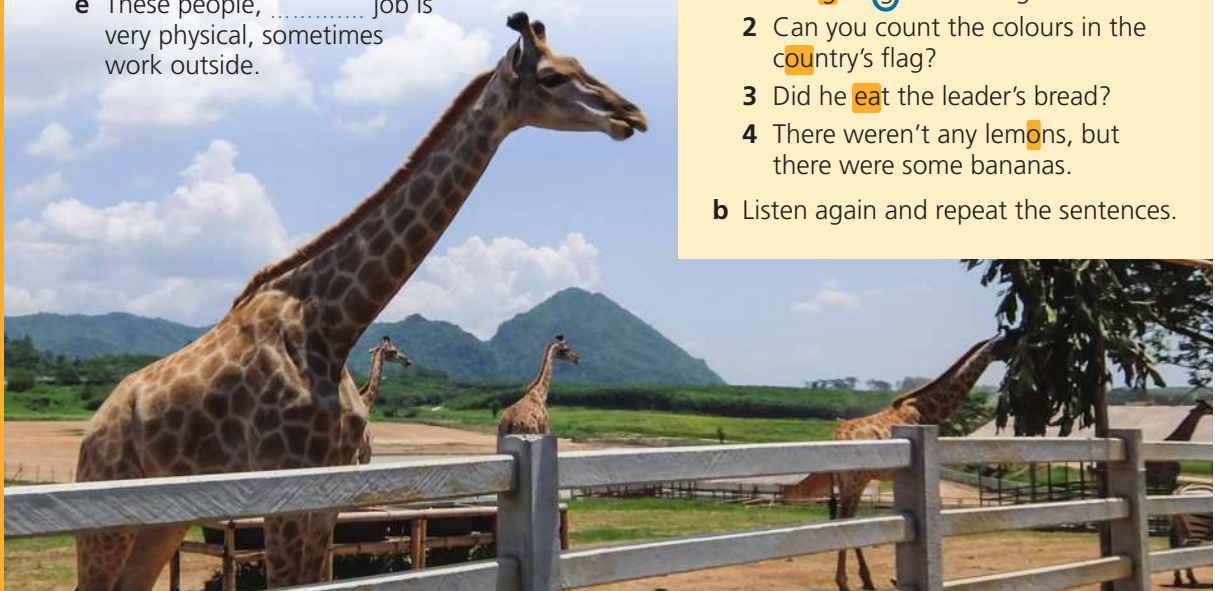


5 FOCUS ON SOUNDS

a Listen and circle the letters with the same sound as the highlighted letters in each sentence.

- 1 The **g**ate **o**penes to the giraffe house.
- 2 Can you count the colours in the **c**oun**o**untry's flag?
- 3 Did he **e**at the leader's bread?
- 4 There weren't any **l**em**o**ns, but there were some bananas.

b Listen again and repeat the sentences.



Grammar



1 Look at the pictures. Write what people with this job do and what this person is doing now.

- a Manal is an architect.
Architects design houses and other buildings.
Manal is taking photographs of a new building project.
- b Anwar is a surgeon.
- c Ahmed is an engineer.
- d Habiba is an accountant.

Which of these four jobs would you prefer to do?
 Why? Discuss in pairs.



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

Hussein **a** *doesn't know* (not know) Alexandria, so last week, he **b** (ask) me to go with him to visit his cousins. They **c** (live) near the station, so we **d** (decide) to take the train.

Before we **e** (leave) Hussein's house, my father **f** (phone) us. He's got a new job and he often **g** (have to) travel for his work. He **h** (have to) go to Alexandria that day for work, so we could go with him. Hussein and I **i** (walk) to his office. Then my father **j** (drive) us out of Cairo. However, the car broke down outside Cairo! Now we **k** (wait) for a mechanic to arrive. I hope we can get to Alexandria later!

3 Work in pairs. Complete these sentences with a relative clause.

- a My childhood was a time when
- b My favourite shop is a place where ...
- c The last lesson we had at school was a subject which ...
- d My grandfather, whose children ...
- e My best friend is a person who ...

My childhood was a time when I played with my dolls and toys.



Reading

- 1 Complete the article about the French scientist Louis Pasteur with the correct form of these words.

body help ~~intelligent~~ publish
surname when which who

Louis Pasteur, 1822–1895, Scientist

Louis Pasteur was a famous scientist, who was born in 1822 into an ordinary French family. It is said that Louis did not do very well when he first went to school. However, he was very **a** *intelligent* and his life changed when he had a new chemistry teacher. From that time, he was very excited by the subject and he did very well in his exams easily. After school, he went to study in Paris.

It is believed that this was a time **b** he did a lot of research. Then, in 1854, he became Professor of Chemistry at the University of Lille in the north of France. Part of his work there was to help companies with their problems. For example, he showed a food company that the germs in milk could be killed by boiling it and cooling it again. This made the milk, **c** could carry diseases, safe to drink. He also showed that people could catch diseases from other people **d** carried germs. He also **e** work which explained how our **f** might be infected in three different ways: through the air, through our skin and through the food we eat. Later, he discovered ways of stopping diseases from passing from person to person.

In 1888, he started a special school for the study of diseases. The school took its name from his **g**: it was called the Pasteur Institute. Pasteur died in 1895, at the age of 72. It is thought that his discoveries **h** us all to live healthier lives.



- 2 Answer the questions.

- a When did Louis begin to feel excited by chemistry?
When he had a new chemistry teacher.
- b What did he do when he went to study in Paris?
- c What did he show a food company?
.....
- d What was the problem with milk before this?
- e What did the work which he published explain?
- f What was started in 1888?
- g What was the year of Louis's death?
- h How do his discoveries help us?

- 3 Discuss these questions in pairs.

- a Which charities do you know that help people to stay healthy?
- b What kinds of things do these charities do to help people?
- c How can richer countries help poorer countries with their health problems?
- d Why is it important for countries to work with each other in doing medical research? Think of one or two reasons.

Communication skills Project

- 1** Look at the photographs which show forms of pollution. Discuss in pairs. Which one shows the biggest problem? Use some of these expressions.

I think / believe that ...
 In my opinion / view ...
 If you ask me, ...

- 2** Work with another pair.

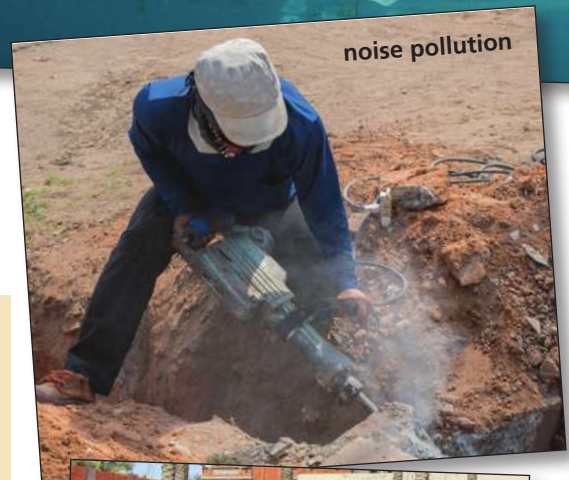
- a** Choose one form of pollution. How could you help stop the pollution?
b Take turns to make recommendations. Your partner can agree or disagree. Use some of these expressions.

I'd suggest / recommend ...
 Why don't we ...?
 We could think about ...
 Let's try ...
 That's a good idea. / I like that idea.
 We can't do that. / That wouldn't work.

- 3** Work in groups of four. Take turns to tell the other pair in your group about how you plan to stop one form of pollution.
- 4** A charity has given you some money to help stop one form of pollution. What will you spend the money on? Negotiate with the other groups in the class. Use some of these expressions.

Surely the best thing to do is ...
 The reason for this is that ...
 If you spend the money on this, it would ...
 Although ... is a good idea, we mustn't forget that ...
 I agree that is a good reason, but ...

- 5** Have a class vote. What will you spend the money on?



EXTRA READING

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

avoid chop (v) chopping board cloth
cool (v) multiply prepare spread (v)

2 Work in pairs and do the quiz.

1 What do you do before you start to prepare food?

- a I put all the food I need on the table.
b I wash my hands.

2 What do you do before you eat fruit?

- a I wipe it with a cloth, then eat it.
b I wash the fruit carefully.

3 You find some yoghurt in the fridge that is past its expiry date. What do you do?

- a I eat it if it smells OK. b I don't eat it.

4 What do you use to clean the kitchen?

- a I use the same cloth every day.
b I usually use a new cloth.

3 Do you think that you are more likely to be ill if you answered mostly a or mostly b to each question in the quiz? Why?

4 Read about food safety and check your answers to Exercise 3.

5 Read the text again and answer these questions.

- a Why should you not chop vegetables on the same board that you use to chop meat?
b Why should you not keep raw meat or fish at the top of the fridge?
c What should you do with raw chicken?
d What can happen if you put hot food in a fridge?
e What should you always do after you have prepared food?

6 PROJECT

- a Use the internet or the library to find out about Hepatitis A.
- How do people get it from food and drink?
 - How can you avoid getting it?
- b Work in small groups. Make a poster giving advice about how to avoid Hepatitis A.



Food safety

It is believed that even a clean kitchen usually has about 100,000 times more germs than a bathroom, and most of the germs come from food. So how can you **avoid** becoming ill when there are so many germs in a kitchen?

- First, always wash your hands with hot water and soap before you **prepare** any food. It is best to wash fruit and vegetables, too, but don't use soapy water or dirty water. Always use clean water.
- Never **chop** vegetables on the same **chopping board** that you use for raw meat. Use a different board, because raw meat often has a lot of germs on it.
- When you buy raw meat or fish, keep it in a bag at the bottom of the fridge or freezer, where it cannot touch or drip on other food. Before you cook chicken, you should always wash it in water and vinegar so that you don't **spread** any germs.
- Always cook meat at the correct temperature because meat that is not well cooked can make you very ill. You should wait for cooked food to **cool** before you put it in the fridge. If you put hot food in the fridge, it can help germs to **multiply**. A fridge should always be below 5°C, but do not keep food past its 'best before' date even in the fridge.
- Finally, clean all the areas where you have prepared the food. Try to use a new, clean **cloth** or wash your cloth very well: thousands of germs can live in old or dirty cloths.

Follow this advice and you will have no health problems in the kitchen!

School for all

- OBJECTIVES**
- Listening** Listening for gist; listening for detail
 - Grammar** The past continuous and the present perfect
 - Reading** Reading for gist and for specific information
 - Critical thinking** Understanding the problems of people who are colour-blind or have dyslexia
 - Functions** Giving advice
 - Writing** Writing about an interview

Listening

1 Choose the correct meaning of the words.

CHECK
IN YOUR
DICTIONARY

- a pass** **A** succeed in an exam
B take an exam again
- b sound** **A** something that you can see
B something that you can hear
- c ability** **A** your skill or physical power to do something
B when you cannot do something
- d visual** **A** to do with talking
B to do with seeing
- e vocational** **A** to do with work or a job
B to do with a holiday

2 Listen to a talk about people's intelligence and choose the correct answer.

- a** Dr Fareeda talks about a book that was written in
A the 1970s **B** the 1980s **C** the 1990s
- b** The American professor said that there were ... kinds of intelligence.
A six **B** eight **C** ten
- c** Students should remember that people
A are all the same
B are not all intelligent
C all learn differently

3 Listen again and tick the kinds of intelligence that Dr Fareeda talks about.

- a** can speak and write well
- b** good at cutting hair
- c** good with numbers
- d** good at understanding maps
- e** good at understanding music
- f** good at understanding nature
- g** can use the body to solve problems
- h** good at understanding people
- i** good at languages
- j** good at understanding their own abilities

4 Discuss these questions in pairs.

- a** Which of the above kinds of intelligence do you think that you have? You can have more than one.
- b** Compare your answers with other students. Are you all the same or different?

5 FOCUS ON SOUNDS

- a** Match each word in 1 with a word in 2 that has the same sound.

1	2
although	cow
brought	borrow
enough	suffer
plough	port

- b** Listen, check your answers and repeat the words.

WORKBOOK
PAGE 17



Grammar The past continuous and the present perfect

1 Underline all the verbs in these sentences from the listening text. Which are in the past continuous and which are in the present perfect?

- In yesterday's programme, I was talking to a teacher about how we learn at school.*
- She has given many talks about an important book.*
- Many people have studied it since it was written in the 1980s.*
- The professor has taught me that people do not all learn in the same way.*
- While I was preparing for today's programme, I heard one of your talks.*
- Have schools been wrong to teach everyone in the same way?*

GRAMMAR
REVIEW
PAGE 122

2 Choose the correct verbs to complete these sentences.

- I **was wanting** / **have wanted** to be a doctor since I **was** / **have been** ten.
- Ali **has waited** / **was waiting** at the bus stop when it started to rain.
- My sister is a teacher. She **has always enjoyed** / **was always enjoying** working with children. In yesterday's lesson, they **have painted** / **were painting** flowers.
- We **have had** / **were having** a meeting at work when suddenly all the office lights **went out** / **have gone out**.
- What **have you done** / **were** you doing at five o'clock yesterday afternoon?

FOCUS ON GRAMMAR

The past continuous and the present perfect

Past continuous: **was / were + infinitive + -ing**

- We use the **past continuous** to talk about something that happened for a period of time in the past (when another action happened or interrupted it):

*I **was doing** my homework when the phone rang.
While we **were playing** football, the bell rang.*

- We use the **past continuous** to talk about an action that happened at a particular time:

*I **was revising** my lesson at 6 p.m. yesterday.*

Note:

While = **As + subject + past continuous:**

***As / While** I **was helping** my mother, someone knocked on the door.*

Present perfect:

- We use the **present perfect** to talk about actions that started in the past and are still in progress or haven't stopped yet:

*I **have lived** in Cairo for ten years. (I am still living there.)*

*Yasmine **hasn't finished** her homework yet. (She is still doing it.)*

- We use the **present perfect** to talk about past experiences:

*I **'ve been** to London, but I **'ve never been** to Paris.*

*This is the best book that I **'ve ever read**.*

- We use the **present perfect** to talk about actions that happened (in the past) and still have an effect now:

*I **'ve lost** my money. (Now I have no money.)*

*Ali is happy because he **has passed** his exam.*

- Note the difference between **since** and **for**:

*I **'ve lived** in Cairo **for** ten years / a long time / two months, etc.*

*I **have lived** in Cairo **since** 2007 / last year / I was a child, etc.*

Note how to replace the past simple with the present perfect:

*I **caught** fish when I was in Hurghada.*

*I **haven't caught** any fish since I was in Hurghada.*

3 Complete these questions using the past continuous or the present perfect. Then ask your partner.

- Have you ever?
- How long have you?
- What were you doing?
- Where have you?

Have you ever been to Aswan?



WORKBOOK
PAGE 18

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

develop dyslexia lazy overcome
potential support (n) triumph
colour-blind

2 Read and complete the sentences with words from Exercise 1.

- My little brother is always *lazy* when it's very hot. He doesn't want to do anything!
- Hala's cousin always does very well in her exams. She has the to go to a very good university.
- Ahmed's grandfather is nearly 90 and needs the of his family every day.
- Very small babies need milk to grow and
- Mona is trying to her fear of insects. She's reading a book about them.

3 Read the article and answer the questions in pairs.

- Do children always develop in the same way?
No, they don't.
- What problems do people with dyslexia have?
- Are people with dyslexia very intelligent?
- Who can help people with dyslexia become successful?
- Why is life difficult for people who are colour-blind?
- What did John Dalton study?
- How can people overcome their problems?

4 FOCUS ON EMPHASISING INFORMATION

We can use *In truth* / *In fact* / *Actually* to emphasise a fact that is not expected or is surprising. Choose the correct words in these sentences.

- It was very hot today. *In fact* / *However*, it was the hottest day of the year.
- Hala did not study for her test, *so* / *actually* she didn't pass it.
- The new restaurant is amazing. *In truth* / *However*, the food there is better than the food in my favourite restaurant.
- Hassan looks 25. *So* / *Actually*, he is 18.



Problems with learning

School is really important for all children. However, children do not all **develop** or learn in the same way and many students have to **overcome** problems. What is easy for most students might be a **triumph** for others.

About ten percent of people in Egypt have something called **dyslexia**. People with dyslexia find it very difficult to read. In the past, people thought that students with dyslexia were **lazy** and did not want to learn. Other people thought that they were not intelligent.

Actually, people with dyslexia are usually very intelligent in other ways. For example, they are often very good at learning vocational skills such as fixing or making things. Some very famous people had or have dyslexia, including Albert Einstein and the film-maker Steven Spielberg. Today, special teachers can often help people with dyslexia to be very successful.

Another common problem is being **colour-blind**. People who are colour-blind cannot see colours in the way that most people do. This can make it very difficult for them to read maps and traffic signs. It can also be difficult to prepare food. For example, they cannot always see when meat is cooked.

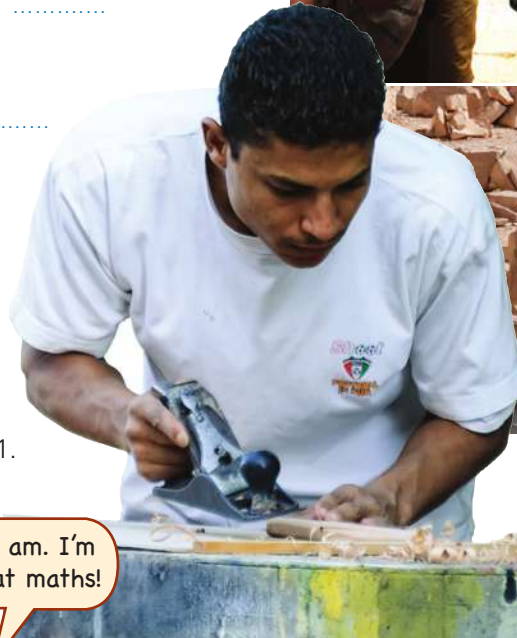
Of course colour-blind people can be very intelligent. In fact, the first person to study being colour-blind was an Englishman called John Dalton, who was born in 1794. He realised he was colour-blind when people laughed at him for wearing strange-coloured clothes. Although he could not tell the difference between blue, pink and other colours, he became a teacher and a brilliant scientist.

People are all different and have different problems in their lives. In truth, everyone has the **potential** to do amazing things if they work hard to overcome their problems, and if they are given the right help and **support**.

Communication skills Giving advice

1 You are going to interview a person about their skills and abilities. Work in pairs and use the prompts below to make questions that you can ask someone.

- a good with numbers? *Are you good with numbers?*
- b speak English or other languages?
- c kind and patient?
- d like sports?
- e pass all your exams last year?
- f good at making things?
- g like animals?
- h good at science?
- i like working outside?
- j good at history?



2 Work in different pairs.

- a Take turns to interview each other using the questions from exercise 1.
- b Make a note of the answers.

Are you good with numbers?

Yes, I am. I'm good at maths!



3 Look at the answers to the interview. Give your partner advice about which job they can do. Use expressions from *Focus on functions* and the jobs below, or choose a different job.

archaeologist carpenter
doctor farmer illustrator
primary school teacher scientist
sports teacher tour guide

FOCUS ON FUNCTIONS

Giving advice

- I advise you to ...
- I really would / wouldn't ...
- If you ask me, you should / shouldn't ...
- If I were you, I would / wouldn't ...
- In my opinion, you should / shouldn't ...
- Why don't you ... ?

SKILLS FOR LIFE

When you use the internet to do research, remember to make a note of the address of the website, who wrote the information and when it was written.

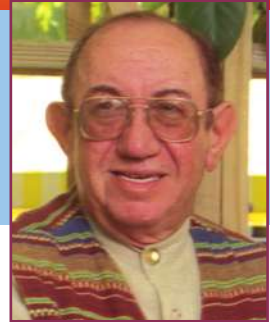
4 Research the following about jobs

Conduct a survey among older people that you know and report the results to the rest of the class. Write a summary to put on the classroom wall. Find out:

- what job they do and what they usually do every day
- what qualifications they needed for the job and how they got it
- make a note of the answers

Daniel Keyes: *Flowers for Algernon*

- OBJECTIVES**
- Listening** Listening for gist and for specific information
 - Grammar** *used to* and *didn't use to*
 - Reading** Reading for gist and for detail
 - Critical thinking** Understanding the problems of scientific research
 - Functions** Giving a talk
 - Writing** Writing a text about a writer



Listening

- 1** Discuss this question in pairs.
How do you think that authors get the ideas for their stories?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

comic (n) navy
psychology spare time

- 4** Listen again. Find and correct the factual mistakes in these sentences.

- a Daniel worked in a bakery until seven o'clock in the evening. *Daniel worked in a bakery until seven o'clock in the morning.*
- b Daniel studied English at university.
- c After university, Daniel taught English at a primary school.
- d He wrote stories in the classroom.
- e *Flowers for Algernon* was made into a film of the same name.
- f Daniel called himself Kris Daniels for all his books.

- 3** Listen to an interview about the author Daniel Keyes. Which of the following helped him to get ideas for his novel *Flowers for Algernon*?

- a his experience working in a bakery
- b being in the navy
- c studying psychology
- d teaching students how to read
- e writing comics

5 FOCUS ON SOUNDS

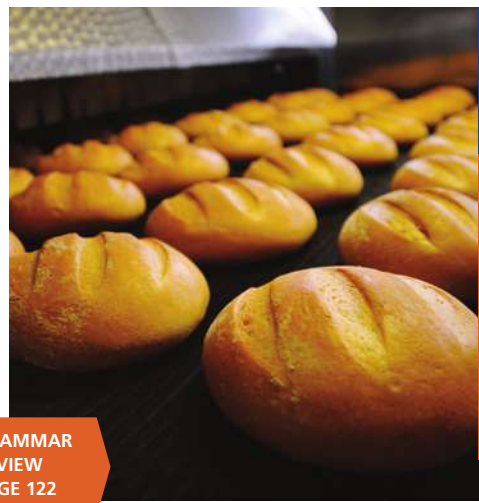
- a Listen to these three ways of saying the endings of plural nouns and complete the table.

authors books comics experiences films
magazines sentences stories students

/s/	/z/	/iz/
<i>comics</i>	<i>authors</i>	<i>experiences</i>
.....
.....

- b Say these words to your partner.

Grammar *used to* and *didn't use to*



GRAMMAR
REVIEW
PAGE 122

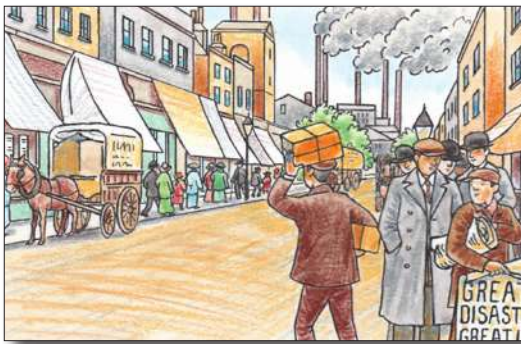
1 Underline the verbs which refer to the past in these sentences from the listening text.

- As a boy, he used to work in a bakery from four until seven in the morning.
- He also used to write in his spare time.
- He also used to write for comics.
- He didn't use to use his own name in the comics.
- He died in 2014, aged 86.

2 Discuss these questions in pairs.

- Which of the underlined verbs refer to things which happened once?
- Which of the underlined verbs refer to things that happened more than once, but do not happen now?
- How are the past verbs in the sentences below different from the past verbs in sentences a–c above?
 - Did he use to write** novels at university?
 - He **didn't use to call** himself Daniel Keyes in the comics.

3 Look at these pictures of a city 100 years ago and now. Compare people's lives using *used to*.



People used to walk or travel by horse and carriage, but now they travel by car or bus.

4 In pairs, discuss your life in the past using *used to* and the following ideas.

home school games family holidays

When I was young, we used to live in Luxor, but now we live in Cairo.

FOCUS ON GRAMMAR

used to and *didn't use to*

- Use ***used to*** + infinitive to talk about things that you often did in the past but that you do not do now, or to talk about things that were different in the past:

*I **used to play** with my toys when I **was young**.* (I no longer do this now.)

*My uncle **used to be** a taxi driver.* (Now, he is not a taxi driver.)

*That hotel **used to be** an office.*

Note: Use *used to* to express habits in the far past, not yesterday or last week:

*My father **used to walk to work** when he was young.* (not last week)

- In the negative and in questions, use ***did/didn't*** + ***use to***:

*She **didn't use to like** tennis. Now she loves it.*

***Did** your grandfather **use to work** in a bank?*

Note: ***am/is/are*** + ***used to*** are followed by nouns or gerunds to express present habits:

*I am **used to eating** vegetables every day.*

*The noise doesn't bother me. **I'm used to it.***

WORKBOOK
PAGE 22

Reading

- 1 Discuss these questions in pairs.
- What problems might people have if they cannot read or write?
 - Do you think people are born intelligent? Why / Why not?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cage (n) fool (n) maze
normal promote tease

- 3 Read the summary of *Flowers for Algernon*. Who is Algernon, and what happens to Algernon?

- 4 Read the summary again. Put the sentences in the order in which they happened from 1–8.

- Charlie suddenly understood that he was like a laboratory animal.
- The scientists operated on Charlie and he slowly became more intelligent.
- 1 The people at the bakery laughed at Charlie because they knew he was not clever.
- Algernon was not clever any more.
- Charlie went with Dr Strauss and Professor Nemur to a meeting with other scientists.
- Charlie was promoted because he helped the bakery produce more bread.
- Dr Strauss and Professor Nemur showed Charlie a mouse which was now very clever.
- Charlie's teacher told him about Dr Strauss and Professor Nemur.



Flowers for Algernon

Charlie Gordon was 32 and worked in a bakery in New York. The manager **promoted** him because he was clever. Charlie had found out how to increase the amount of bread that the bakery produced.

Charlie had worked at the bakery for a long time. When he first started there, the other workers always talked to him, but now they didn't. Why was this? A few weeks earlier, Charlie had been very different. The workers used to **tease** him because they knew that he was not clever. He used to sweep the floor and do the jobs that nobody else wanted to do. People had always laughed at Charlie because they thought that he was a **fool**, but he did not use to realise that they were often **cruel** to him. Now, however, he understood what they said to him. Why had he changed?

Charlie had always wanted to be clever. A few months before, Charlie had started going to a special school for adults after work. One day, the teacher at the school told him about Dr Strauss and Professor Nemur. The teacher said that they could help him learn even more.

The next day, Charlie visited Dr Strauss and Professor Nemur. They said that they wanted to use him in an experiment to become clever.

They took Charlie to a laboratory where scientists asked him to find the way through a **maze**. It was too difficult for Charlie. The scientists then showed him a mouse called Algernon. They put Algernon in the maze and the mouse ran through it in just a few seconds. Dr Strauss said that Algernon used to be a **normal** mouse. Then they did an operation on it and it became very clever. They wanted to do the same operation on Charlie. He agreed.

After the operation, Charlie slowly became more and more intelligent. Dr Strauss and Professor Nemur were delighted with his progress. They took him to a meeting with other scientists in a different city, but Charlie now understood more about science than they did. He was angry with the men. He realised that they were treating him like a laboratory animal, so he took Algernon from its **cage** and returned to New York.

At home, Charlie began to study Algernon carefully. He realised that the mouse was not clever any more. It had become a normal mouse again. Would the same thing happen to him?

Critical thinking

- 1 Read this quotation from the summary of *Flowers for Algernon* and discuss these questions in pairs.

Dr Strauss and Professor Nemur were delighted with his progress. They took him to a meeting with other scientists in a different city, but Charlie now understood more about science than they did. He was angry with the men. He realised that they were treating him like a laboratory animal.

- a Why do you think that Dr Strauss and Professor Nemur showed other scientists what they had done with Charlie?
- b Why did Charlie now understand more about science than they did?
- c Why do you think that Charlie felt like a laboratory animal?

- 2 Discuss these questions in pairs.

- a Do you think that Dr Strauss and Professor Nemur were right to do an operation on Charlie to make him more intelligent? Why / Why not?
- b There are many people who find it very difficult to learn. How do you think that we should help these people?



- 3 Read the following and discuss the questions in pairs.

- a Do you think that it is right that scientists test medicines using animals? Why / Why not?
- b How do you think that scientists could test medicines if they were not allowed to use animals?
- c What other products, beside medicines, do you think scientists test?

In the past, scientists used to do experiments using a lot of different animals. Fewer animals are used today. However, many mice are still used to test medicines and the safety of other products that are used by humans. Scientists say that this is because we share 95% of our **genes** with mice. Without these tests, we would not have many of the medicines that we can safely use today.

SKILLS FOR LIFE

Genes are parts of our cells that control what we look like and how we develop; for example, the colour of our eyes, how tall we are, whether we are good at a certain skill, etc. Ask your parents about your grandparents and relatives to see what sort of genes you have inherited from them.

4 FOCUS ON PLURAL NOUNS

- 1 Notice these irregular plural nouns:

mouse/mice **man/men**
child/children

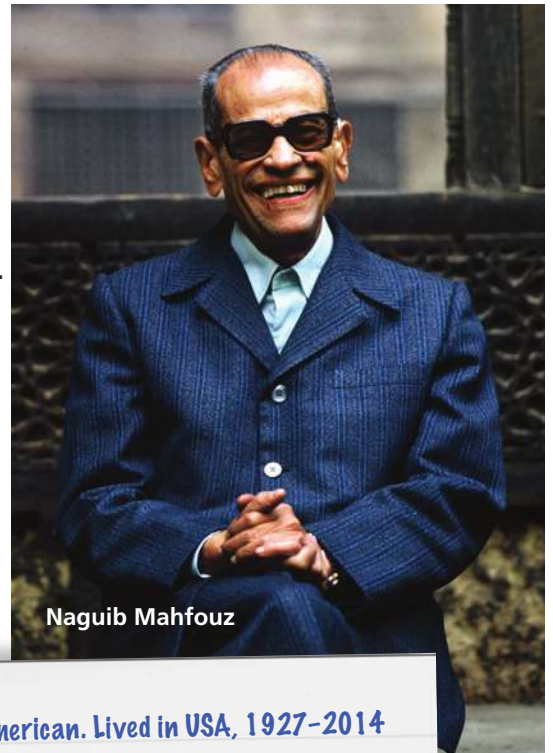
- 2 What are the irregular plural forms of these nouns?

- a shelf shelves
- b half
- c wife
- d bacterium
- e foot

Communication skills Giving a talk

1 You are going to talk about a famous writer. Choose a writer you like and make notes to answer these questions.

- What is the writer's name and nationality?
- Is he or she living now?
- If the answer to **b** is *No*, when and where did the writer use to live?
- What is the writer's most famous book?
- What is this book about?
- What else did this person write?
- What do you like about this writer?



Naguib Mahfouz

2 Use the example to make notes about your writer's life and work.

3 Work in small groups.

- Plan a talk about your writer using the expressions from *Focus on functions*.
- Take turns to tell the other students in the group about the writer you have chosen. Use the notes you have made in Exercise 2 above and the expressions from *Focus on functions*.
- After each student has spoken, other students in the group who know this writer can say what they think of him or her.

Beginning	Daniel Keyes, American. Lived in USA, 1927-2014
Middle	Famous book: <i>Flowers for Algernon</i> The story of Charlie Has operation to make him intelligent Also wrote: comics and other books
End	Stories exciting, with interesting messages



FOCUS ON FUNCTIONS

Giving a talk

Hello, and welcome to my talk about ... /
I'm delighted that you have come to my talk about ...

I'm going to start by talking about ...

In the next part of my talk, I'll tell you about ...

I'll finish by telling you about ... /

To conclude, ...

4

Research the following about a kind of medicine



RESEARCH

Find out what a *vaccination* is.
Find out:

- how it helps people
- how it is given to people
- how the first vaccination was discovered

WORKBOOK
PAGE 24

That's amazing

- OBJECTIVES**
- Listening** Listening for gist and specific information
 - Grammar** Comparative and superlative forms
 - Reading** Reading for gist and distinguishing fact from opinion
 - Critical thinking** Understanding the importance of motivation
 - Functions** Expressing certainty and uncertainty; using idioms
 - Writing** Writing an informal email

Listening

- 1 Check the meanings of these words in your dictionary.

above deep summit

- 2 Do the quiz in pairs. Make a note of your answers.

- a Where is the oldest tree in the world and how old is it?
- b Which is the highest mountain in the world?
- c How far above sea level is it?
- d Who was the first Egyptian to reach the summit of this mountain?
- e 1 Where is the deepest part of all the oceans?

- 3 You are going to listen to two girls answering the same questions.

- a Listen to Part 1 and put the questions in Exercise 2 in the order you hear them.
- b Now listen to Part 2 and check the answers you wrote for Exercise 2.

- 4 Underline the words and phrases in *Focus on functions* which show how sure the speakers are about their answers. Which do you think is the most / least sure?



FOCUS ON FUNCTIONS

Expressing certainty and uncertainty

- a I think it's in the Pacific Ocean, but I'm not sure.
- b About nine thousand metres, maybe?
- c I know that! It was definitely Omar Samra.
- d I have an idea it's in Canada.



FOCUS ON SOUNDS

- a Listen and repeat these sentences, which include five long vowel sounds.

- 1 It's the world's deepest ocean.
- 2 For me, it was an important event.
- 3 Part two is more difficult.
- 4 We learned about the tree's root.

- b Listen again and complete the table with the words that have the matching vowel sounds in your exercise books.

	1	2	3
<u>start</u> /ɑ:/	.....	.....	.....
<u>sea</u> /i:/	<u>deepest</u>	.....	.....
<u>turn</u> /ɜ:/	<u>world's</u>	.....	.....
<u>course</u> /ɔ:/	.....	.....	.....
<u>who</u> /u:/	.....	.....	.....

WORKBOOK
PAGE 25



Grammar Comparative and superlative forms

GRAMMAR
REVIEW
PAGE 122

- 1 Choose the correct words in these sentences from the listening text.
- a Challenger Deep is the **deeper / deepest** part of all the oceans.
 - b Mount Everest is **higher / highest** than Mount Kilimanjaro.
 - c Mount Everest is not as high **as / than** that.
 - d Part two is **more / most** difficult than part one.
 - e For me, his climb was the **more / most** important sporting event of 2007.
 - f The **older / oldest** tree in the world is nearly 10,000 years old.

2 Make sentences using comparative or superlative forms to compare these mountains.

less the least more the most not as... as...			
Name	Annapurna (Nepal)	Mount Fuji (Japan)	The Matterhorn (Switzerland/Italy)
Beauty	•	• • •	• •
Danger	• • •	•	• •
Popularity	•	• •	• • •

- a Mount Fuji / beautiful / the Matterhorn
Mount Fuji is more beautiful than the Matterhorn.
- b Annapurna / beautiful / the Matterhorn
- c Annapurna / dangerous
- d Annapurna / not popular / Mount Fuji
- e Mount Fuji / dangerous
- f The Matterhorn / popular

3 Now match the phrases which have the same meaning.

a more difficult	1 <input type="checkbox"/> more boring
b the most unpopular	2 <input type="checkbox"/> less modern
c not as modern	3 <input checked="" type="checkbox"/> less easy
d less interesting	4 <input type="checkbox"/> the most informal
e the least formal	5 <input type="checkbox"/> the least popular

FOCUS ON GRAMMAR

Comparative and superlative forms

- Use **comparative adjectives** to compare two people, places or things. The comparative form of short adjectives ends in **-er**. Use *more / less* for longer adjectives:
My brother is taller than me.
The first book was more / less interesting than the second book.
- Use **superlative adjectives** to compare more than two people, places or things. The superlative form of short adjectives ends in **-est**. Use *the most / the least* for longer adjectives:
Today is the hottest day of the year.
The maths test was the most / the least difficult test that I took.
- You can also use **not as ... as ...** to compare things:
Your sister is not as tall as you.
Adel is as careful as Ahmed.

Note:
thin → thinner → the thinnest
easy → easier → the easiest
nice → nicer → the nicest

WORKBOOK
PAGE 26

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

ambition challenge (n) conquer lifelong
mountaineer professional (adj) slightly toddler

2 Discuss this question in pairs.

Why do people climb mountains like Mount Everest?

3 Read the article quickly. Does it include any of the reasons that you discussed in Exercise 2?

Why do they do it?

A question which people often ask **mountaineers** is "Why do you climb mountains?" The most common answer is "Because they are there." But this does not tell us the real reasons why people choose this exciting but dangerous hobby.

Professional mountaineers climb for money, but for many others, climbing a great mountain is a **lifelong ambition**. For example, Omar Samra, the Egyptian who reached the summit of Mount Everest in 2007, says that he had wanted to climb mountains since he was a **toddler**. He even had photos of Mount Everest on his bedroom walls. But Omar does not just climb for himself. He always takes an Egyptian flag with him and leaves it on the mountains.

Some mountaineers say that their hobby is no different from other hobbies, but most people do not understand this because the hobby is so dangerous. Since 1922, Mount Everest has been climbed by more than 4,000 people, but more than 200 of these climbers lost their lives. So perhaps we should ask a **slightly** different question: "Why do people climb dangerous mountains?" Many mountaineers say the answer is easy: they think that most people want to **conquer** something during their life. A dangerous mountain is a **challenge**; when someone has climbed it, they have reached their goal and they feel fantastic.

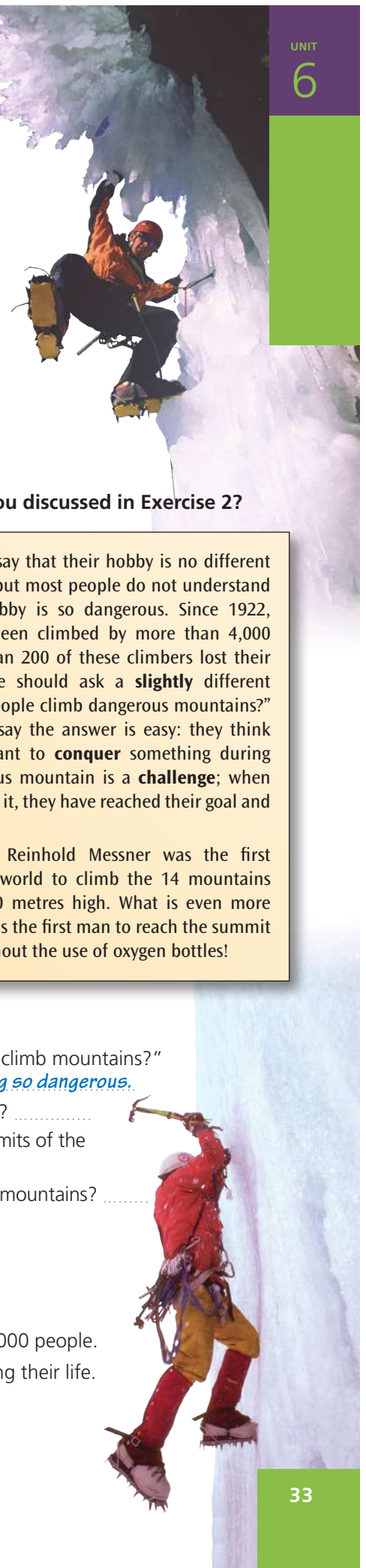
The Italian climber Reinhold Messner was the first mountaineer in the world to climb the 14 mountains which are over 8,000 metres high. What is even more amazing is that he was the first man to reach the summit of Mount Everest without the use of oxygen bottles!

4 Read the article again and discuss these questions in pairs.

- Why do you think that people often ask mountaineers, "Why do you climb mountains?"
Because they cannot understand why anyone wants to do something so dangerous.
- Who do you think pays professional climbers? Why do they pay them?
- Why do you think that Omar Samra leaves an Egyptian flag at the summits of the mountains he climbs?
- Why do you think that the Italian climber wanted to climb 14 different mountains?

5 Discuss in pairs.

- Which of these sentences are facts (F) and which are opinions (O)?
 - Professional mountaineers climb for money.
 - Since 1922, Mount Everest has been climbed by more than 4,000 people.
 - They think that most people want to conquer something during their life.
 - When someone has climbed it, they feel fantastic.
- Make a statement of fact about mountains.
- Express an opinion about mountaineers.



Critical thinking

1 Answer the following questions about the article on page 33.

- Why do professional mountaineers climb mountains? *They climb them for money.*
- When did Omar Samra climb Mount Everest?
- How many people have climbed Mount Everest since 1922?
- Why do you think that Omar Samra had photos of Mount Everest on his bedroom walls?
- What do you think are the main causes of accidents on mountains?
- Why do you think that the Italian climbed Mount Everest without oxygen?

2 Read what some mountaineers have said about climbing, then discuss the questions.

Mount Everest is amazing, but it's a frightening mountain. I still want to climb after my accident but I am more nervous of the really big mountains now. I don't want to go away and leave home for months either.

- Why do you think that people want to climb even after an accident?
- Why do you think that this climber does not want to be away from home for months?

Mount Everest is a very dangerous mountain. There is no room for mistakes. Big mountains take lives. The dangers have never changed - only the equipment has changed.

- What does this climber mean when he says *There is no room for mistakes*?
- How do you think climbing equipment has changed? Do you think mountaineering is safer now?

It is not the mountain we conquer but ourselves.

- What does this mean?

I've always been inspired by stories of great explorers and all the men who were motivated by something greater than themselves. For me, this has always been national pride.

- What does the speaker mean by *national pride*?

3 Discuss these ideas in pairs.

- Would you like to climb a mountain like Mount Everest? Why / Why not?
- If you could interview a successful mountaineer, what questions would you ask him or her?



WORKBOOK
PAGE 27



SKILLS FOR LIFE

Think about which school subject inspires you and which jobs it can lead to. People who enjoy their jobs are often very successful.

Communication skills Using idioms



1 Read this email from someone who has been diving in the Red Sea and answer these questions.

- a Who is the person writing to? How do you know?
b Is the email formal or informal? How do you know?

New Message

Hi Tamer,

I've just done something very special! Last weekend I went diving in the Red Sea with my family. We went to Dahab and dived in the Blue Hole – that's the deepest part of the Red Sea. It was quite dark, and we saw some enormous fish. Then, **out of the blue**, something went wrong with my diving equipment and I couldn't move! An enormous fish was coming near and I was in **a tight corner**. My brother told me to **keep my cool** and to stay very still until the fish swam away without noticing us. Luckily, my brother managed to fix my equipment and I could swim again. It was **a close call**.

The rest of the day went really well. We saw some really friendly dolphins. The experience really **made my day**. I hope I'll do it again one day.

See you soon,
Ahmed

2 FOCUS ON FUNCTIONS

Using idioms

Look at the idioms in red above and answer the questions.

- a Does *out of the blue* mean suddenly and surprisingly or quietly?
b Does *made my day* mean made me worried or made me very happy?

Idiom	Example	Meaning
a close call	I didn't see that car coming. That was a close call.	Something bad nearly happened.
to keep your cool / head	I was in a dangerous situation but I kept my head.	To stay calm and not get upset or nervous.
in a tight corner	We were in a very tight corner. Escape looked impossible.	To be in a difficult situation with not many choices.

3 Make notes about something you have just done that you are proud of.

- a Choose something that really happened to you, or something fictional. If it is fiction, choose something you would really like to do one day.
- b Write notes in answer to these questions.
- 1 What did you do? **went diving in Red Sea**
 - 2 When did you do it? **last weekend**
 - 3 Why did you do it? **to collect money for charity**
 - 4 How did it make you feel? **excited and proud**

WORKBOOK
PAGE 28

4 In pairs, take turns to tell your stories. Use some of the idioms from *Focus on functions*.

5 Research the following about animals



RESEARCH

Find out:

- which is the oldest living animal
- how old they can live to
- where they live

Revision B



Listening

1 Discuss these questions in pairs.

- a Do you ever read magazines? If so, which ones do you read?
- b What kinds of things can you read about in magazines?

2 Listen to a Hala being interviewed for a job and answer the questions.

- a Which languages can Hala speak?
She can speak English and French.
- b Which job did she use to do which needed English?
- c What does the interviewer think of her work?
- d Which of the following is the job interview for?
 - journalist • illustrator
 - manager • teacher

3 Listen again. Are these sentences True or False? Correct the false sentences.

- a The magazine is only translated into English. *False. It is translated into different languages.*
- b Hala has never worked with other people before.
- c Hala often used to win art competitions.
- d Everyone used to say she should draw as a professional.
- e Hala used to speak English while she was working.
- f Hala has passed most of her school exams.
- g Hala definitely has the job.
- h She will receive an email tomorrow.

4 Discuss these questions in pairs.

- a Why do newspapers and magazines sometimes have paintings as well as photographs?
- b What do you think the expression *A picture is worth a thousand words* means?

5 Match to form two-word phrases from the listening text.

a school	1	<input type="checkbox"/>	competition
b job	2	<input type="checkbox"/>	newspaper
c local	3	<input checked="" type="checkbox"/>	exam
d art	4	<input type="checkbox"/>	interview

6 FOCUS ON SOUNDS

a Are the underlined vowels in sentences 1–3 long or short? Listen and complete the table.

- 1 Can I ask you some questions?
- 2 I also speak a little French.
- 3 Have you passed your exams in those subjects?

Short vowels	Long vowels
<u>q</u> uestions	<u>a</u> sk
.....	<u>y</u> ou
.....
.....
.....

b Listen and say these longer words. Complete the table of plural noun endings.

academics	ambitions	applications
cosmetics	<u>minorities</u>	societies
/s/	/z/	/iz/
<u>a</u> cademics	<u>a</u> pplications	<u>mi</u> norities
.....

Grammar

1 Rewrite these sentences like the example using the correct form of *used to*.

- a Today, people usually travel by air when they go abroad.
In the past, they used to travel by train or ship.
- b Today, people communicate with their friends by email or mobile phone.
- c Today, ships can sail through the Suez Canal.
- d Today, many students go to university when they leave school.
- e Today, babies with heart problems can be treated free of charge.



2 Complete the sentences with the present perfect or past continuous form of the verbs in brackets.

- a *I was washing* (wash) my hands when my sister told me that lunch was ready.
- b Zeinab's father (study) English since he visited New York 20 years ago.
- c I like Chinese food, but I (never eat) Japanese food.
- d What (Hala do) at six o'clock yesterday?
- e Tarek's uncle (work) in the market for 15 years.
- f Mona didn't catch the ball because she (not look).

3 Look at the information about five birds and make sentences using superlative forms.

	 1 Spix's Macaw	 2 Ostrich	 3 Red Junglefowl	 4 Andean Condor	 5 Bee Hummingbird
Common	•	• • • •	• • • • •	• •	• • •
Size	• •	• • • • •	• • •	• • • •	•
Long wings	• • •	• • • •	• •	• • • • •	•

- a Bird 5 (size) *Bird 5 is the smallest bird.*
- b Bird 1 (common)
- c Bird 4 (long wings)
- d Bird 2 (size)

4 Now compare the birds using these words.

- a Bird 1 / bird 4 (big) *Bird 1 is not as big as bird 4.*
- b Bird 5 / bird 3 (common)
- c Bird 3 / bird 1 (long wings)
- d Bird 4 / bird 2 (small)

5 Answer the questions.

- a Have you seen any of the birds in the pictures?
- b Which is the biggest bird you have seen?
- c Which is the smallest animal you have seen?
- d Which is the fastest animal in the world, a kind of cat or a bird?
- e Which is the most common bird in your area?

Reading

- 1 Discuss this question in pairs.
What do you know about Mount Everest?
- 2 Read about a famous climber and complete the text with these words.

challenge environment ~~greatest~~ high keep
motivation mountaineer skills used to waste



Zed Al Refai

One of the world's (a) *greatest* climbers is the Kuwaiti Zed Al Refai. In 2003, he became the first Arab (b) to successfully climb Mount Everest. He has now climbed the summits of seven of the (c) mountains around the world.

These are fantastic achievements, but Zed Al Refai now has a new ambition. He wants to make people realise how important it is to look after nature. He has travelled to many places around the world, and he has seen the damage that people can do to the (d) He wants everyone to save water, recycle what they can and not (e) energy. He believes that we can all help to protect nature if we try.

Zed Al Refai (f) live in the USA and spent his holidays walking in the mountains. He believes that to climb a mountain, you have to have the right (g) , so that you really want to succeed. You also need to be able to (h) your head when things become difficult. It is always a (i) to climb a mountain. You never know what might happen next: there are dangers from falling and from the sun, snow and ice.

Today, Zed Al Refai also helps young people to become mountaineers. He believes that the sport will be more popular in the future because it helps people to stay fit and healthy. He loves watching young people going on their first climb, and coming back with new (j) and as stronger people.

- 3 Read the text again and choose the correct answer.

- a How many of the world's highest mountains has Zed Al Refai climbed? **A 7** B all of them C 23 D 46
- b What is Zed Al Refai's new ambition?
A To climb more mountains. B To teach in a school.
C To help protect the environment. D To go to the USA.
- c What does he say mountaineers need to have, as well as a strong body?
A energy B money C dangers D motivation
- d Which of the following dangers is not mentioned in the article?
A cold weather B not being able to breathe
C falling from a mountain D the sun
- e What does Zed Al Refai think will happen in the future?
A Climbing will be easier.
B There will be more young climbers.
C Everyone will be stronger.
D Mountains will disappear.
- f How can climbing help young people?
A It keeps them fit. B It makes them brave.
C It helps them to travel. D Both A and B.

- 4 Discuss these questions in pairs.

- a In what ways do you help to protect the environment?
- b Why do you think that it might be difficult for some young people to try mountaineering?
- c Would you like to try mountaineering? Why / Why not?

I always take my rubbish home after I go to the beach or the park.



Communication skills Project

- 1 Work in pairs. Can you do this geography quiz? Use some of these expressions in your answers.

- I think it's ..., but I'm not sure.
- I know that! It's definitely ...
- I have an idea that it's ...
- Is it ..., maybe?

- Which is longer, the Nile or the Amazon?
- Which is bigger, Egypt or France?
- Which has a longer coast, Brazil or Greece?
- Which has the higher mountain, Egypt or England?
- Which has the bigger population, India or China?

- 2 You are going to give a talk about one of the answers in Exercise 1. Discuss which would be the best subject for a talk. Use some of these expressions.

- If you ask me, we should ...
- In my opinion, we should ...
- Why don't we ...?
- I really would/wouldn't ...

- 3 Find information so that you can give a talk about the answer you chose. Then give a talk, using some of these expressions.

- Hello, and welcome to my talk about ...
- I'm delighted that you have come to my talk about ...
- I'm going to start by talking about ...
- I'll finish by telling you about ...
- To conclude ...



The Amazon



Paris, France



Lefkada, Greece



Scafell Pike, England



The Great Wall of China

EXTRA READING

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

behave bully (*n, v*) impress

2 Work in pairs and do the quiz.

1 You see a student teasing someone in your class. What do you do?

- a I tease that person, too.
- b I try to be kind to that person.

2 Someone in school tries to bully you. What do you do?

- a I show him / her that I am frightened.
- b I show him / her that I am not frightened.

3 Someone teases you and you are frightened. What do you do?

- a I don't tell anyone.
- b I tell my teacher.

4 What do you do if you see a bully in your school?

- a I try to be part of his / her group of friends.
- b I try to avoid him / her.

3 Do you think that you are more likely to stop a bully if you answered mostly a or mostly b? Why?

4 Read about bullying and check your answers to Exercise 3.

5 Discuss these questions in pairs or small groups.

- a Have you ever seen people being bullied? What happened?
- b How do you think people feel if they are bullied?
- c What problems do you think that bullies might have in their lives?
- d How would you help someone if you thought they were being bullied?
- e Where might people be bullied outside school?



Let's stop the bullies

A **bully** is someone who teases or hurts other people to frighten them. A bully often **bullies** because they think that someone looks or **behaves** differently to other people. For example, Charlie in *Flowers for Algernon* was bullied at the bakery because people thought that he was not very clever. Children with dyslexia used to be bullied because people thought they were lazy.

A bully often bullies other people to **impress** their friends or to prove that they are more powerful or stronger than the person who they are bullying.

Experts say that the best way to stop someone bullying you is to show that you are not frightened of them. Try to walk away when they bother you. Tell an adult what the bully is doing. Then try to avoid the bully and stay near your friends, teacher or other adults.

You can help someone if you think that a bully is being cruel to them. Tell an adult that they are having problems. Talk to them and sit with them if they are on their own. Ask them to join you in activities or games.

6 PROJECT



- a Use the internet or the library to find out what **cyberbullying** is and the best ways to avoid it.
- b Do a survey in your class or with people you know. Find out how many people have been cyberbullied. What happened? How did they feel?
- c Now write about what the people have told you. Write three or four quotations like the ones on Student's Book page 34.



Cooperation and tolerance

- OBJECTIVES**
- Listening** Listening for gist and for detailed information
 - Grammar** Adjectives and adverbs
 - Reading** Reading for gist and specific information
 - Critical thinking** Discussing the benefits of cooperation and tolerance
 - Functions** Asking for and giving advice
 - Writing** Writing an advertisement for a magazine



Listening

- 1** Check the meanings of these words in your dictionary.

combination decision
individual (adj) prove



- 5** In pairs, take turns to ask each other for advice about which sport you should do. Use expressions from *Focus on functions*.



- 2** Discuss these questions in pairs.

Which of the sports in the photographs are team games? Which can be played as individual sports?

- 3** Listen to a conversation about sports and answer these questions.

- a** Which four sports do Ali and his brother Omar talk about? *Squash*, ..
b What kind of sports does Ali prefer?

- 4** Listen again and match the sentences a-d to the sports they describe.

basketball ~~squash~~
hockey football

- a** You have to beat the person you are playing on your own. *Squash*
b You need to be very tall.
c I already play that.
d I think you'll be really good at it.

FOCUS ON FUNCTIONS

Asking for advice

- I'm (not) very tall. Which sport do you think I should choose?
- I want to keep fit / meet other people. Which sport would you do?

Giving advice

- If you ask me, you should ...
- If I were you, I'd go for ...
- Why don't you ... ?
- I really would / wouldn't ...

FOCUS ON SOUNDS

- a** Listen and underline the letters that you do not hear in these words.

know answer right
people should sandwich

- b** Now listen and underline the letters that you do not hear in these words.

castle climb knock
lamb listen science write



Grammar Adjectives and adverbs



1 Underline any adjectives in these sentences from the listening text.

GRAMMAR REVIEW
PAGE 123

- a They're all really exciting sports.
- b Your decision is quite easy, isn't it?
- c You can't win team games without working very hard with the other people on your team.
- d You need to be extremely tall to be a good basketball player.
- e When I play football indoors, I feel absolutely exhausted.

2 Now do the following in pairs.

- a In the first sentence, *really* is an adverb of degree which tells us how exciting the sports are. Circle the other adverbs of degree.
- b Which are the two strongest adverbs?
- c Which is the weakest adverb?
- d Which adverbs have the same meaning?

3 Now discuss these questions in pairs.

- a What is the difference in meaning between these sentences?
 - 1 It's a **very big** black horse.
 - 2 It's an **absolutely enormous** black horse.
- b Why do you think we cannot use the adverb *very* with the adjective *enormous*?
- c Complete the table with pairs of words.

4 Answer the questions using adjectives from Exercise 3c and one of these adverbs.

absolutely extremely quite
really very

- a How do you feel after playing sport?
I feel quite tired. / I feel absolutely exhausted.
- b How do you feel when you hear that you have passed an exam?
- c How do you feel if someone breaks something that belongs to you?
- d How do you feel if you hear a strange noise in the middle of the night?
- e How do you feel if you hear news that you are not expecting?

CHECK IN YOUR DICTIONARY

amazed angry ~~awful~~
~~bad~~ delighted exhausted
frightened furious happy
surprised terrified tired

Ordinary adjectives like <i>big</i>	Extreme adjectives like <i>enormous</i>
<i>bad</i>	<i>awful</i>
.....
.....
.....
.....

- d Now make pairs of sentences using *very* or *absolutely* with the adjectives above.
I've got a very bad headache.
- I've got an absolutely awful headache.*

FOCUS ON GRAMMAR

Adjectives and adverbs

- We use adjectives after the verb *be* and before nouns:
The room is hot.
English is a useful language.
In most cases, we form an adverb by adding **-ly / -ily** to an adjective:
quick (adj) → quickly (adv)
terrible (adj) → terribly (adv)
easy (adj) → easily (adv)
- We use adverbs after verbs or verbs + object:
He is a quick runner. He runs quickly.
The lesson is easy. I can study it easily.
- We use an adverb before an adjective to give the meaning of *very*:
I'm awfully sorry for being late.

Notes:

- With ordinary adjectives, we use *extremely / quite / really / very*:
Mr Ahmed is a very good teacher.
- With extreme adjectives, we use *absolutely / completely / really*:
Mr Ahmed is an absolutely amazing teacher.

WORKBOOK
PAGE 34

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cooperate distract effective
goal habit rely on responsibility
teen / teenager tolerant
independently



2 Discuss these questions in pairs. Then read the article and check your ideas.

- a Why do you often need to cooperate with other people?
- b What bad habits can teenagers sometimes get into?

3 Read again and complete these sentences.

- a Surgeons, doctors and nurses need to work together to help a patient.
- b Always listen to others, even
- c Do not be distracted by
- d Teenagers should not always rely on

4 Discuss these questions in pairs.

- a Which of the good habits from the article do you think is most important? Why?
- b What do you think that you have the potential to do in the future?

Teach yourself to be a better person

When you play a team sport, one of the most important things to remember is that you are part of a team. There are many situations in life when groups of people need to **cooperate** to succeed. For example, surgeons, doctors and nurses work together to help a patient.

It isn't always easy to cooperate with other people, especially when you are a **teenager**. It is easy to get into bad **habits**, for example, not communicating with your parents, being late for school, not doing your homework and so on. How can you change these bad habits into good habits?

Train yourself to be **tolerant**. There are many situations when you need to cooperate with people who are different from you. Tolerance of other people is very important. Remember that you can learn things from many different people. Always listen to others, even if they have different opinions. Communication is extremely important.

Give yourself **goals** in life. What do you want to do and achieve? When you decide to do something, understand why you are doing it and make sure you finish it. Do not be **distracted** by other things which are less important. Do not stop doing something when it becomes difficult. Tell yourself that you will be successful and you probably will!



An essential good habit is that you should take **responsibility** for your life. You should not always **rely on** your parents or other people to do things. You should learn how to make important decisions and not be afraid to work or study **independently**.

There are lots of books which can give advice to help you to improve your habits. One of these is **Seven Habits of Highly Effective Teens**, by Sean Covey. This book gives many ideas about how teenagers can learn to succeed in life. If you can change your bad habits to good ones when you are a teenager, you will be able to do really amazing things.

Critical thinking

1 Answer the following questions about the article on page 43.

- Who works in a team with surgeons?
Doctors and nurses work with them.
- What can teenagers train themselves to do?
.....
- What is extremely important?
- What should you tell yourself?
- Why shouldn't teenagers always rely on their parents or other people to do things?
.....
- Why shouldn't teenagers be afraid to work independently?

2 Read this quotation from the article and discuss the questions.

Train yourself to be tolerant. There are many situations when you need to cooperate with people who are different from you. Tolerance of other people is very important.

- What could go wrong if a nurse refused to help a doctor?
- Think of other people, like doctors and nurses, who have to work in teams. How do the different members of these teams help each other?
- Why is it difficult for some people to show tolerance towards others?
- How is showing tolerance towards people different from liking them? Give some examples from your personal experience.

3 Look at the pictures and discuss the questions in pairs.

- How can people of different ages benefit from cooperating with each other?



- How would life be different if family members did not show tolerance towards each other?



- How can neighbours improve their quality of life through tolerance and by cooperating with each other?



WORKBOOK
PAGE 35

SKILLS FOR LIFE

Remember that people who show tolerance are often successful because they can work with many different kinds of people.

Communication skills Project



Situation

You and your partner have decided to start a magazine for young people in your school or your local area. Neither of you has done anything like this before, so you decide to get a team together to work on the project with you. Before you begin, you need to make some decisions.

1 Read this situation, then discuss the questions in pairs.

- Who would you like to read the magazine – students, children, adults, older people?
- What are you going to put in your magazine – stories, news, pictures, facts, jokes, cartoons, reports on sports, films, books?
- How often is it going to be published – every day, week or month?

2 Which of these jobs is the most important for the magazine? Which would you like to do? Discuss with your partner.

Job	Job description
Editor	<ul style="list-style-type: none"> Decide what should be in the magazine. Improve the quality of writing. Find out what the readers want.
Writer	<ul style="list-style-type: none"> Write news stories, interesting articles and fiction.
Illustrator	<ul style="list-style-type: none"> Draw pictures and cartoons.
Photographer	<ul style="list-style-type: none"> Take photographs.
Designer	<ul style="list-style-type: none"> Decide what the magazine should look like.
Business Manager	<ul style="list-style-type: none"> Decide on the price. Sell the magazine to readers.

WORKBOOK
PAGE 36

3 Now discuss these questions.

- You can have two more people to work in your team. Which jobs are they going to do? Can anyone do more than one job?
- How are you going to choose the extra people you need?
- How are you going to make sure your magazine group works really well as a team?

4 Research the following about magazines



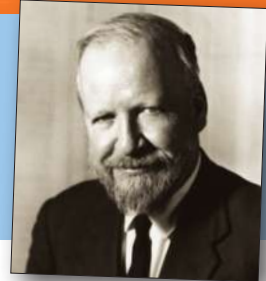
RESEARCH

Find out about:

- which educational magazines you can buy for young people
- which school subjects the magazines can help you with and how often they come out

William Golding: *Lord of the Flies*

- OBJECTIVES**
- Listening** Listening for detail and to identify points of view
 - Grammar** Past tense verbs
 - Reading** Reading for gist and recognising attitude
 - Critical thinking** Understanding the qualities needed for leadership
 - Functions** Giving opinions and making rules
 - Writing** Writing rules



Listening

- 1 Discuss these questions in pairs.
- a What is the last book you read?
 - b Did you enjoy it? Why / Why not?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cruel literature optimistic
pessimistic shocked

- 3 Listen to two people discussing the novel *Lord of the Flies* and complete these sentences about the author, William Golding.

- a William Golding was born in 1911 and died in
- b Before he became a teacher, he worked as an
- c Golding believed that everyone could be

- 4 Listen again and choose the correct answer.

- a Karim knew about William Golding from a **TV / radio** programme.
- b William Golding was a student at **Oxford / Cambridge** University.
- c Later, Golding taught at a **primary / secondary** school.
- d Golding started writing books in the **1940s / 1950s**.
- e Golding was a **soldier / sailor** during the Second World War.
- f Golding **wrote / did not write** other novels after *Lord of the Flies*.

5 FOCUS ON SOUNDS

- a Listen and repeat sentences 1-4.
 - 1 Have you read any of his other novels?
 - 2 It's not a happy story, but it makes you think.
 - 3 Golding studied at Oxford.
 - 4 Then he became an English teacher in a secondary school.
- b Now complete the table with the words that have the matching short vowel sounds.

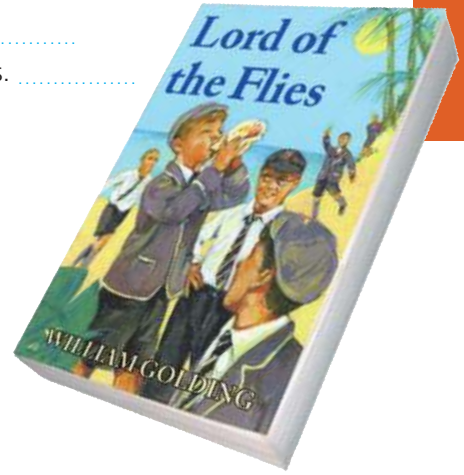
WORKBOOK
PAGE 37

	1	2	3	4
<u>have</u> /æ/		<u>happy</u>	.....	.....
<u>read</u> /e/	
<u>his</u> /ɪ/		<u>think</u>	.....	.....
<u>other</u> /ʌ/		<u>but</u>	.....	.....
<u>novels</u> /ɒ/		<u>not</u>	.....	.....



Grammar Past tense verbs

- 1 Underline all the verbs in these sentences from the listening text. Which tense is each verb?
- a Have you read any books by William Golding? *Present perfect.*
 - b I've read Lord of the Flies.
 - c That was his first job after he'd finished at Oxford University.
 - d He was teaching there when he had the idea for Lord of the Flies.
 - e It was his first novel and came out in 1953.



- 2 Choose the correct verbs to complete these sentences.
- a I've ~~played~~ **played** tennis last year but I've never played / never played volleyball.
 - b My uncle **has lived** / lived in Canada in the 1960s.
 - c The children **crossed** / were crossing the road when the accident happened.
 - d Ahmed **worked** / had worked for twelve hours before he went home on the bus.
 - e Leila **slept** / was sleeping when she heard a loud sound.

- 3 Complete these questions, then ask your partner.
- a What did you do
 - b Have you ever
 - c Before you came to this school, had you
 - d How long were you
 - e What were you

What did you do after school yesterday?

I went home and did my homework.

Talking heads

- 4 Choose the correct verbs.

Many famous people **a** have visited / visited Egypt. The author William Golding **b** visited / has visited Egypt with his wife Ann in 1984. They **c** went / had been to many of the famous places that most foreign tourists go to. While they **d** have travelled / were travelling up the Nile on a boat, they also **e** visited / had visited small villages where people's lives **f** were not changing / had not changed in many years. After the trip, Golding **g** wrote / has written a travel book called *An Egyptian Journey*. In the book, Golding **h** described / was describing some of the things which they **i** have seen / had seen.

FOCUS ON GRAMMAR

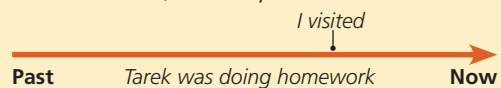
Past tense verbs

- When we want to talk about a past experience, but when it happened is not important, we use the **present perfect**. If we say when the experience happened, we use the past simple:

Mona **has** never **been** to the Nubian Museum in Aswan but she **has visited** the Cairo Museum. She **went** there last month.

- When we want to talk about a past event that interrupts a longer event in the past, we use the **past simple** with the **past continuous**:

When I **visited** Tarek, he **was doing** his homework, so I helped him.



- When we want to talk about two actions in the past, we use the **past simple** with the **past perfect**. For the later action, we use the past simple. For the earlier action, we use the past perfect:

When I **visited** Ahmed, he **had finished** his work, so we both went to the club.



Reading

1 FOCUS ON VOCABULARY

Choose the correct meanings of these words, then check in the dictionary.

crash: hit something in an accident / buy something

hunter: someone who eats animals / someone who chases animals.

organise: write about / make arrangements for

shelter: a place to keep you dry and safe / a hotel

split: add to / make into two or more parts

steal: take something that does not belong to you / wear

2 Read this summary of *Lord of the Flies* and complete it with the correct form of the words from Exercise 1.

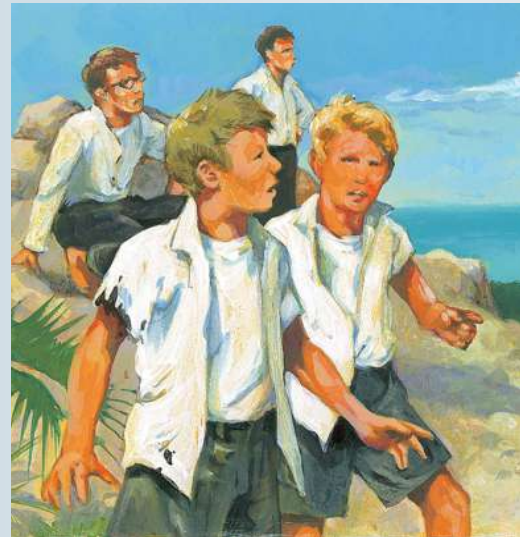
3 Read the story again. Are these sentences *True* or *False*? Correct the false sentences.

- a The boys make a fire to keep warm.
False. They make a fire so that ships will see them.
- b They hope that they will be seen by a plane flying above the island.
- c The boys choose Ralph as their leader.
- d All the boys believe that there is a frightening animal on the island.
- e Some boys join Jack's group because they don't like Ralph.
- f Three of Ralph's group are captured in the fight between the groups.
- g Jack wants to stop Ralph from escaping, so he makes a fire on the island.

4 Complete these sentences using the correct form of the words in brackets.

- a The boys choose Ralph as their *leader*. (lead)
- b At first, the boys with each other. (cooperation)
- c But then the boys start to have an (argue)
- d Some boys believe there is a animal on the island. (frighten)
- e Ralph is saved by the of a ship. (arrive)

LORD OF THE FLIES



Lord of the Flies starts when a plane carrying a group of British boys **a** *crashes* near an island. The boys realise that they must look after themselves on the island until they are rescued. The boys choose a leader and start to **b** their new life. The leader, Ralph, tells them that they must work together. They make a fire and hope that it will be seen by a passing ship.

At first, the boys cooperate with each other and everything goes well. Some look for food and water, others build a **c** to sleep in. But then there are problems. First, the fire goes out. Then Jack, who wanted to be the leader, tells the boys that there is a frightening wild animal on the island. After some arguments, the boys **d** into two groups. Jack's group believe that the wild animal

THE FLIES



is around and want to become **e** Ralph's group just want to escape from the island. More boys join Jack's group because he promises to protect them from the wild animal and give them meat.

Jack's boys paint their faces and become very violent. They think that one of the other boys is the frightening animal and they attack him. Then they attack Ralph's camp and **f** the glasses of a boy called Pogy. They want to use the glasses to make a fire. Ralph's group try to get the glasses back but Pogy is hurt. Jack captures two others and Ralph is left alone. Jack then lights a fire to try to stop Ralph from escaping. A passing ship sees the fire and comes to rescue the boys. Finally, with the arrival of adults on the island, the fighting stops.

Critical thinking

1 Read this quotation from *Lord of the Flies* and answer the questions.

The boys realise that they must look after themselves until they are rescued. The boys choose a leader and start to organise their new life. The leader, Ralph, tells them that they must work together.

- a What will the children have to do to look after themselves in this situation?
- b Why do you think that the boys want a leader?
- c Why do the boys need to work together? What may happen if they do not?

2 Answer the following questions.

- a How does the story of *Lord of the Flies* begin?
A plane carrying a group of boys crashes near an island.
- b Why does Jack's group want Pogy's glasses?
- c Why do you think that the group choose Ralph as their leader?
- d Why do you think that the arrival of the adults changes the way the boys behave?

3 Work in pairs. How would you choose a leader if you and your friends were on an island?

- a Write a list of the most important qualities that a leader should have. Use language from *Focus on functions*.

FOCUS ON FUNCTIONS

Giving opinions

He / She	should	be	brave / calm / honest / intelligent / imaginative / kind / optimistic / patient / respected / sensible / tolerant / strong / understanding
	must		
	would need to		
A (good) leader	is someone who is		

- b Compare lists with a partner and discuss your ideas.

In my opinion, a leader should be honest and sensible.

I think a good leader is someone who is patient and respected.



WORKBOOK
PAGE 39

Communication skills Making rules

1 Discuss these questions in pairs.

- Why are rules important in families / in schools / when driving a car?
- What can happen in situations where there are no rules, or where people break the rules?



2 If you were the leader of a group of children on a desert island, what rules would you make? Write one suggestion under each of these headings.

Headings	Suggestions
Working with others	<i>Be tolerant, try and get on with each other</i>
Planning for the future	
Finding and preparing food	
Solving problems	
Escaping from the island	

3 Discuss and compare your ideas.

- Discuss your ideas with a partner and make a list of rules that you both agree on.
- Compare the rules that you have agreed on with the rules of another pair of students.



SKILLS FOR LIFE

Everybody is different. It is important to be tolerant so that we can all get along.



4 Research the following about making a fire

Find out:

- how you can make a fire using glasses
- what other things you can use to start a fire

RESEARCH

WORKBOOK
PAGE 40

The Olympics

- OBJECTIVES**
- Listening** Listening for gist and specific information
 - Grammar** Present perfect simple and continuous
 - Reading** Reading for gist and guessing the meaning of unknown words
 - Critical thinking** Discussing the benefits of international sports
 - Functions** Making suggestions, agreeing and disagreeing
 - Writing** Writing a questionnaire

Listening

1 Discuss these questions in pairs.

- a What is the subject of these photographs?
- b Who is the man in the photograph? What did he do in 2016?
- c What do you think of what he did?



4 Listen again and complete these sentences.

- a At the Olympic Games, Mohamed Mahmoud and Sara Ahmed won bronze medals for weight-lifting.
- b Egypt had not won three bronze medals
- c Mohamed Mahmoud should feel
- d Mohamed Mahmoud World Weight-lifting Championship in 2014.
- e Tamer plays two sports: and
- f Tamer enjoys playing squash and it helps him to

5 Discuss these questions in pairs.

- a Why do you think that the Olympic Games are so important for sportsmen and sportswomen?
- b Did you watch the last Olympic Games on television? If you did, what did you like or dislike? Why?

2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

bronze medal exercise
receive taekwondo

3 Listen and answer these questions.

- a List all the sports you hear in the conversation between these two friends.
.....
- b Why won't Tamer take part in the 2020 Olympic Games?

6 FOCUS ON SOUNDS

Many English vowels are made of two sounds (diphthongs). Listen and decide how many vowel sounds you hear.

- | | | | |
|---------|---------|-------|---------|
| 1 fit | ...1... | fight | ...2... |
| 2 bake | ..... | back | ..... |
| 3 phone | ..... | fun | ..... |
| 4 town | ..... | ten | ..... |
| 5 John | ..... | join | ..... |

Grammar Present perfect simple and continuous

GRAMMAR
REVIEW
PAGE 124

1 Look at these sentences from the listening text.

- a I've been trying to phone you since this morning.
 b I've been watching the Olympic Games.
 c He's been training really hard since the World Weight-lifting Championships in 2014.
 d I've watched all the weight-lifting competitions this year.
 e For the last few months, I've been playing squash regularly.
 f Squash has helped me to keep fit.

- a Circle the present perfect continuous verbs.
 b Underline the present perfect simple verbs.
 c How are the two tenses formed?

2 Discuss the difference in meaning between these sentences.

- a 1 I've tried taekwondo at the sports centre.
 2 I've been trying taekwondo at the sports centre.
 b 1 I've read the sports news.
 2 I've been reading the sports news.
 c 1 I played squash for two years.
 2 I've played squash for two years.
 3 I've been playing squash – that's why I'm so tired.



3 Choose the correct verbs to complete this conversation.

Randa Hi, Leila. It's Randa.

Leila Hi, Randa. a *I've tried* / *I've been trying* to contact you for ages. What b *have you done* / *have you been doing*?

Randa I'm sorry. c *I was* / *I've been* really busy recently. And my phone d *didn't work/hasn't worked* very well since e *I dropped* / *I've dropped* it last week.

Leila It's good to hear from you.

Randa Would you like to come to my house and watch the Olympic Games with me? f *I've watched* / *I've been watching* it on my own all week.

Leila That'd be great. Shall I come now?

Randa No, it g *has finished* / *has been finishing* for today. Come tomorrow.

FOCUS ON GRAMMAR

Present perfect simple and continuous

- We use the **present perfect simple** and **continuous** to talk about actions that started in the past and are still in progress, but we use the **present perfect continuous** (*has/have + been + verb + -ing*) to emphasise the length of time:

I've been living in Alexandria for ten years now.

I've been doing my homework for two hours. (I'm still doing it.)

Mother *has been cooking* since noon. (She hasn't finished yet.)

- We use the **present perfect continuous** to show a reason for or explanation of a present result:
I'm tired because *I have been working* all day.
 result → explanation (reason)

Note: We use the **present perfect simple** (not continuous) when:

- the verb doesn't usually take a long time: My uncle *has joined* the army.
- we say how many times we have done the action: Khaled *has sent* me three emails.
- we use sense verbs: *I've known* Yara since kindergarten.

WORKBOOK
PAGE 42

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

athletics benefit (v)
boxing competitor fair
particularly religious

2 What do you know about the history of the Olympic Games? Write down one or two facts.

3 Now read the article quickly. Does it include any of the facts you wrote?

4 Match these headings with the correct paragraphs.

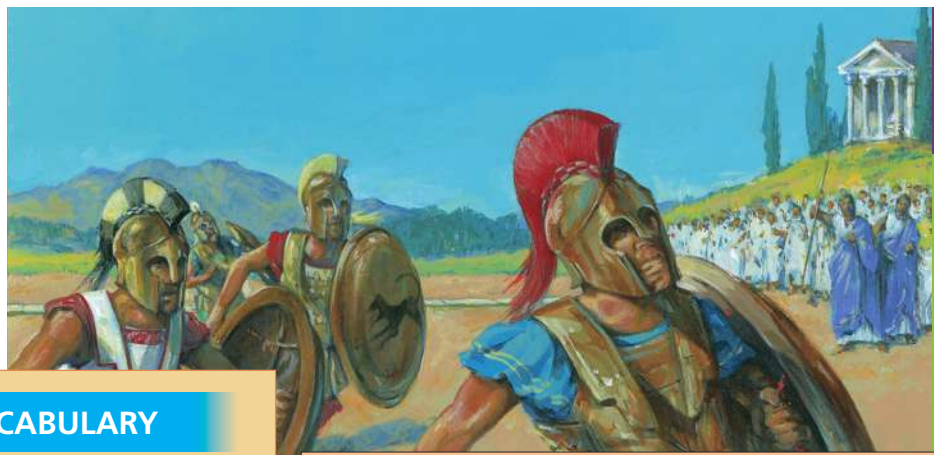
- a The Olympics become amateur again
b How ordinary people benefit from the Olympics
c The new professionals
d The first Olympic Games
e The Olympic Games today

5 Guess the meanings of the words in bold, then answer these questions.

- a What other famous sports event **takes place** every four years?
- b Do you think **highlight** has a positive or negative meaning? Look at the two parts of the word.
- c How do you think that **archaeologists** found the Olympic stadium?
- d Look at the seven words which follow **amateurs**. What do you think it means?

6 Discuss this question in pairs.

How do you think countries can help their athletes to prepare for the Olympic Games?



The Olympic Games

1 The Olympic Games, an international sports festival which **takes place** every four years, are **particularly** famous for **athletics**. But they also include individual sports, like swimming, and team sports, like football and hockey. For sportsmen and sportswomen everywhere, taking part in the Games is usually the **highlight** of their careers.

2 At first, the Olympic Games were part of a **religious** festival in ancient Greece. The only sport at that time was a running race. Later, longer races were added, together with **boxing**. The Romans conquered Greece during the second century BCE and, soon after, the Games lost their religious meaning. Athletes were only interested in money, so, in 349, the Games were stopped.

3 Fifteen hundred years later, **archaeologists** discovered the ancient Olympic stadium, which had been destroyed in an earthquake. This discovery gave people an idea. They thought that individual athletes would **benefit** if the Olympic Games started again. They also believed that the Games would help the world to be a more peaceful place. So, in 1896, the first modern Games took place in Greece. Again, the Olympics were only for **amateurs**; no one was paid to take part.

4 Although **competitors** are still not paid to take part, some countries now train and pay future professional Olympic athletes, so they are not really amateurs. Some say this is not **fair**.

5 Since the modern Olympics began over a hundred years ago, athletes have been getting faster and stronger and, at every Games, world records have been broken. This is good not only for individual athletes, but also for ordinary people. People want to try new sports themselves after they have watched Olympic athletes.

Critical thinking

1 Answer the following questions about the text on page 53.

- What kind of festival were the Olympic Games at first? *They were a religious festival.*
- Why did the Romans stop the Olympic Games in 349?
- What happened to the original Olympic stadium?
- Why do you think that some countries in the 20th century started to train and pay their athletes?
- How can sportsmen and sportswomen win more Olympic medals?
- Why do people want the Olympic Games to take place in their country?

2 Read this quotation from *The Olympic Games* and discuss the questions.

- Do you think that international sports events like the Olympic Games have helped the world to be a peaceful place? Why / Why not?
- Do you think that all Olympic athletes should be amateurs? Why / Why not?
- What would happen to the Olympic Games if sportsmen and sportswomen were never paid?

They thought that individual athletes would benefit if the Olympic Games started again. They also believed that the Games would help the world to be a more peaceful place. So, in 1896, the first modern Games took place in Greece. Again, the Olympics were only for amateurs; no one was paid to take part.

3 Now discuss these questions in pairs.

- What qualities are needed to be a successful international athlete? Think about athletes' characters as well as their health and fitness.
- Do you think that international sport brings people together? Give reasons for your answer.
- How do countries benefit from international sport?



SKILLS FOR LIFE

Remember that sports help you to keep fit and to work with other people.

4 Discuss these questions in small groups.

- Why are fair play and honesty so important in international sports?
- Read about two Olympic athletes. Do you think that what they did was fair and honest?



Abebe Bikila

In the 1960 Olympics, the Ethiopian runner Abebe Bikila won the gold medal for running – but he ran without shoes. Some people said this was not fair. What do you think?



Zola Budd

In the 1984 Olympics, the runner Zola Budd broke the world record for the women's 5,000 metres and won a medal for Britain. However,

Zola Budd was South African, not British. But in 1984, South Africa was not allowed to be in the Olympic Games. Was it fair that Zola Budd could run for Britain?

Communication skills

Making suggestions, agreeing and disagreeing



1 The five activities in the pictures are not part of the Olympic Games now, but may be in the future. Discuss these questions in pairs.

- What do you know about these activities? Have you ever played or watched any of them? Which do you like?
- Which of these activities are popular in Egypt? How good are Egypt's international players at these activities?
- Which countries do you think would do well in these activities? Why?
- Which of these activities would you like to be part of the Olympic Games in the future? Why?

2 In groups, discuss these activities using language from *Focus on functions*.

- Take turns to suggest that one of the five games be part of a future Olympics.
- When all students in the group have made their suggestions, the group should discuss and decide which three games should be in the Olympics.

3 Now discuss this question in pairs.

Are there any games that you think should never be part of the Olympics?



4 Research the following about sports

Find out:

- which are the four most popular sports in the world
- which sport uses the most muscles in the body

FOCUS ON FUNCTIONS

Making suggestions

- If you ask me, (chess) should ...
- What about having ...?
- I think it'd be a good idea to have ...

Agreeing with suggestions

- That's a good idea.
- I'll go along with that.
- I agree.
- That's what I think.

Disagreeing with suggestions

- I'm not sure about that.
- I don't agree.
- No, I'd prefer to have ...
- I wouldn't choose ...

Revision C

Listening

1 Can you do this sports quiz in pairs?

- a How many circles are there on the Olympic flag? *There are five.*
- b Where did the Olympic Games take place in 2016?
- c Can you name any sports which have been in the Olympic Games but are not now?
- d Which country has won the football World Cup the most times?
- e Where did the Pan Arab Games take place in 2011?
- f Where did the first international tennis matches take place?

Now listen to check your answers.

2 Listen again and complete these notes.

- a All the quiz questions are on the subject of *international sport.*
- b Brazil has won the World Cup
- c The student in team A knew where the Pan Arab Games took place in 2011 because
- d The first international tennis matches took place in the year
- e In the class quiz, both teams scored

3 Discuss this question in pairs.

If you could have a free ticket to any international sport, which would you choose? Why?

4 FOCUS ON SOUNDS

- a Complete the table with the matching vowel sounds

could	light	read
tea	white	wood

fight	feet	should
.....
.....

- b Listen, repeat and check your answers.



Grammar

1 Match a–d with 1–4 and complete with these words.

~~excellent~~ exhausted kind terrified

- | | | | | | |
|---|---|---|-------------------------------------|-------------------|--|
| a | The basketball team are absolutely | 1 | <input type="checkbox"/> | | She always gives me the best fruit and vegetables. |
| b | The woman in that shop is really | 2 | <input checked="" type="checkbox"/> | <i>excellent.</i> | They win nearly all their games. |
| c | At the end of the day, we were all completely | 3 | <input type="checkbox"/> | | The waves were very big and I thought we were going to sink. |
| d | On the ship, I was really | 4 | <input type="checkbox"/> | | We had walked for five hours without a rest. |



2 Choose the correct words.

- a I thought that film was **absolutely** / **really** bad.
- b When the children broke the window, the man was **absolutely** / **very** furious.
- c The boys were **quite** / **absolutely** tired, so they went to bed.
- d We were **completely** / **very** amazed when it snowed last week.

3 Choose the correct verbs.

I **a** *was* / *have been* interested in the author William Golding for many years. I love his book *Lord of the Flies* and I **b** *have also seen* / *also saw* two films of the story. One film **c** *was made* / *has been made* in 1990. It **d** *was* / *was being* a bit different to the book. While the children **e** *had lived* / *were living* on the island, they **f** *had to* / *have to* look after the pilot from the plane which crashed. My friend told me that a film company **g** *had made* / *have made* another film before this one, in 1963. The film **h** *used* / *was using* actors who were not professional, but it **i** *was* / *is being* very good. I **j** *preferred* / *have preferred* this older film.

4 Complete with the correct form of the verbs in brackets.

Two years ago, I **a** *watched*. (*watch*) a TV programme about China and its growing economy. Since I **b** (*see*) that programme, I **c** (*become*) very interested in China and I **d** (*read*) everything I could find about the country and its people. When I **e** (*tell*) my parents about my interest, they **f** (*suggest*) that I should write to a student of my age in China. I **g** (*find*) a pen friend on the internet. He lives in Shanghai and we **h** (*start*) writing to each other nearly a year ago. Since then, we **i** (*write*) to each other every month. Of course, we **j** (*never visit*) each other's country, but we hope to in the future.



Reading

1 Discuss these questions in pairs.

- a What is a disability?
- b What problems can people have if they have a disability?
- c What do you know about the Paralympic Games?

2 Read about the Paralympic Games and answer this question.

In what ways has the Paralympic Games changed since the first competition?



3 Read the text again. Are these sentences True or False?

- a F The Paralympic Games is the biggest athletics event in the world.
- b A German doctor helped his patients to feel better about their futures.
- c Dr Guttman arranged the first Paralympic Games in 1948.
- d There has been a Paralympic Games every four years since 1960.
- e Most of the Paralympic competitors in the 2016 Paralympic Games did better than the athletes at the Olympic Games.
- f Abdellatif Baka was faster than the best Olympic athlete in the same event.

4 Discuss these questions in pairs.

- a Do you enjoy watching the Paralympic Games? Why / Why not?
- b Are you surprised that Paralympic athlete can be faster than Olympic athletes? Why / Why not?

The Paralympic Games

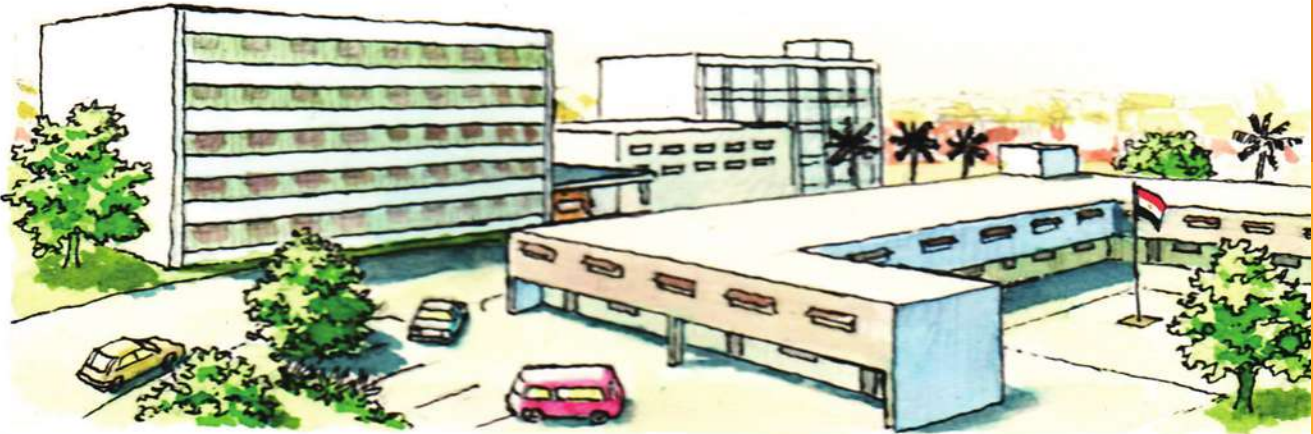
The Paralympic Games is the second biggest athletics event in the world, after the Olympic Games. The people who compete in the Games have disabilities: for example, they may be blind or have one arm.

The start of the event was thanks to the work of a German doctor called Dr Guttman. In the 1940s, he worked in a hospital in England with patients who had very bad injuries. Many of his patients could never walk again. However, Dr Guttman realised that he could help them to learn a new skill so they could find work. He also understood that sports and exercise could benefit their physical health and how they felt: sports gave them a reason to feel optimistic about life. In 1948, Dr Guttman arranged a competition, during the London Olympic Games, for athletes who could not walk. The competition was very successful.

A similar event took place in the next Olympic Games. Then, in 1960, the first Paralympic Games was arranged only for athletes with disabilities. The competition has been taking place every four years ever since. The first Paralympic Games had athletes from 21 countries in nine sports events. Today, athletes from around 160 different countries take part in more than 20 different sports.

Since 1960, Paralympic athletes have been changing how we see people with disabilities. We now know that a disability does not always stop people living a full life. In fact, some of the competitors in the 2016 Paralympic Games were able to run faster than the athletes in the Olympic Games. In the 1500 metre race, the Algerian Abdellatif Baka finished 1.5 seconds faster than the winner of the Olympic Games in the same sport. That was an absolutely amazing achievement.

Communication skills Project



- 1 Read this situation and think about the best location.

Situation

There are plans for a new hospital and school in your area and everyone is happy about this. However, there is disagreement about the location of the new buildings. Each of the two possible locations has good and bad points.

Location 1

- This location is easy for people to get to.
- The location is in an area which is not being used now.
- The cost of the building will be higher here.
- This location is noisy because it is near to busy roads, a station and an airport.

Location 2

- It will be cheaper to build the hospital and school here.
- The location is in a quiet part of the area.
- This location is not very easy for people to get to.
- To build here they will have to cut down trees where unusual birds and insects live.

- 2 Work in pairs.

- a **Student A** Ask your partner to help you choose the best location.
- b **Student B** Listen to your partner and give them advice using some of these expressions.

- If you ask me, the best location is ...
- If I were you, I'd go for ...
- I really would/wouldn't choose ...

- c Decide as a pair on the best location.

- 3 Work in groups.

- a Take turns to explain which location your pair has chosen. Use some of these expressions:

- We think that the location should / must / would need to be ...
- The best location is a place which is ...
- We think it'd be a good idea to have ...

- b At the end of each talk, you can agree or disagree using some of these expressions:

- That's a good idea. / I'll go along with that.
- I'm not sure about that.
- No, I'd prefer to have ...

- 4 Decide as a class on your preferred location.

EXTRA READING

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

argue peacefully serious treat (v)

2 Work in pairs and do the quiz.

1 What do you do when your brother or sister does something you do not like?

- a I try to understand why he / she is doing this.
b I get very angry with him / her.

2 There is a new student in your class. He / She does not speak Arabic very well. What do you do?

- a I try to make him / her feel welcome.
b I tell him / her to learn Arabic quickly.

3 A tourist is taking a very long time to buy a ticket on a bus. What do you do?

- a I help the tourist get his / her ticket.
b I push past the tourist to get onto the bus.

4 You are having a family party. A new neighbour phones you to say that you are making a lot of noise. What do you do?

- a Say sorry and ask your family to talk quietly.
b Ask the neighbour to close his / her windows.

3 Do you think that you are a more tolerant person if you answered mostly a or mostly b to each question? Why?

4 Read about why we should be tolerant and answer these questions.

- a In what ways are you tolerant of other members of your family?
b Is it easy or difficult to be tolerant of your neighbours? Why?
c What different ideas and habits do you think tourists might have?

5 Discuss these questions in pairs.

- a What examples of intolerance have you come across? Think about individuals and groups.
b What kind of social problems do you think there can be if people are intolerant?
c What do you think can be done to prevent intolerance?



Let's be tolerant

If we describe someone as being tolerant, it means that they accept what other people are like even if they look different or have different ideas and opinions. Being tolerant of other people's differences is very important if groups of people are to live together without **arguing** or fighting.

Groups of all kinds need to be tolerant of each other in order to work together successfully. If children were not tolerant of their brothers and sisters, families would be arguing about differences all the time. In society, if people were not tolerant of others, there would be **serious** social problems.

Many people have to live closely together in big cities, but there are many differences between them. For example, people sleep and go to work at different times and they like different sports teams. It is very important to be tolerant of these differences. Try not to be too noisy when you know that your neighbours are sleeping, and always help other people when you can. We must also **treat** visitors to our country as our friends. It is important to be tolerant of tourists' different ideas and habits.

We all have a responsibility to show tolerance towards other people, even when we do not agree with their ideas. If we can all do this, we could all live together **peacefully** in the future.

PROJECT

- a Find out which sports teams are the most popular in your class. Ask students which teams they like best and why.
b Write a report about which sports teams are the most popular and why. Explain why it is important to respect different people's likes and dislikes.
c Use the article on page 53 as a model. Include photographs from the internet or magazines.

WORKBOOK
PAGES 45-48

Where today's food comes from

UNIT
10

- OBJECTIVES**
- Listening** Listening for gist and specific information
 - Grammar** Reported speech
 - Reading** Reading to check predictions and for detail
 - Critical thinking** Looking at the uses of genetic engineering
 - Functions** Giving advice and instructions
 - Writing** Writing a magazine article

Listening

1 Discuss this question in pairs.

What do the photographs show about agriculture?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

fertilizer genetically modified organic
pesticide poisonous spray (v)

3 Listen and answer these questions.

a Which of the speakers, Hassan or Ali, is not sure about organic farming?

.....

b What are some of the disadvantages of organic farming?

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

a The farmer said that pesticides could be poisonous to / *good for* the soil.

b Hassan thinks that it is *more difficult* / *easier* for farmers to use chemical fertilizers.

c Organic farmers *have* / *don't have* to buy expensive fertilizers and pesticides.

d Hassan thinks that modern farming makes *less* / *more* money than organic farming.

5 Discuss this question in pairs.

Do you think that there is any difference between organic and non-organic foods? Why / Why not?



6 FOCUS ON SOUNDS

a Listen to these sentences. Do the speakers' voices go up or down at the end? (Write [↑] or [↓])

1 It's much quicker for farmers to spray their crops with chemical fertilizers, isn't it? [↑]

2 Modern farming makes more money than organic farming, doesn't it?

3 It'll be on next Tuesday, won't it?

4 It's an interesting subject, isn't it

b Your voice goes up at the end if you are asking a real question. If you want to check that something you are saying is true, your voice goes down. Now listen and repeat the sentences.

WORKBOOK
PAGE 61

Grammar Reported speech

1 Match the sentences 1–5 from the listening text with the words the speakers use a–e.

Reported speech

- 1 *He explained that pesticides could be poisonous.*
- 2 *He explained that this had left fertile soil.*
- 3 *He said that he wanted to improve the quality.*
- 4 *He said that using organic fertilizers would be cheaper.*
- 5 *The interviewer said that this was going to be the subject of the programme the following week.*

Direct speech

- a "I want to improve the quality."
- b "This is going to be the subject of the programme next week."
- c "Using organic fertilizers will be cheaper."
- d "Pesticides can be poisonous."
- e "This left fertile soil."

2 Discuss these questions in pairs.

- a What usually happens to the verbs when we change direct speech to reported speech?
- b What happens to some pronouns and time expressions?
- c Look at the sentence below. Why do you think that there is no change to the main verb?

He said that the Nile doesn't flood the fields now.

3 Rewrite this discussion in reported speech.

Mona: There are a lot of small farms near my grandparents' house.

Mona said that there were a lot of small farms near her grandparents' house.

Zeinab: I've never been to a farm!

Mona: I visited a farm last year. The farmer grows oranges and lemons.

Zeinab: I want to visit a farm one day.

Mona: I'll take you with me when I visit my grandparents next week.

4 Work in pairs.

- a Make four sentences about the food you eat.
"I'm going to have a chicken sandwich for lunch."
- b Tell your partner if you think that their food is healthy or unhealthy.
"A chicken sandwich is quite healthy."
- c Report your sentences to another pair.
Warda said that she was going to have a sandwich for lunch. I said that a chicken sandwich was quite healthy.



FOCUS ON GRAMMAR

Reported speech

- Use reported speech to talk about what someone said without using their actual words:
Tamer said, "I want to stop smoking." (his actual words) → *Tamer told me that he wanted to stop smoking.* (reported speech)
- In reported speech, we do the following:
 - tenses move one step back (*is reading* → *was reading*, *will play* → *would play*, *has arrived* → *had arrived*, etc.)
 - we can use *that* between the verb and the statement: *He said (that) it was cold.*
 - pronouns change according to the meaning (*I* → *he / she* to refer to the speaker, etc.):
"I like reading," said Mona. → *Mona said that she liked reading.*
 - time references change: (*today* → *that day*, *now* → *then*, *next week* → *the following week*, *yesterday* → *the previous day / the day before*, etc.)
- The verb does not always change when we report a fact: *"Cairo is very big."* → *He said that Cairo is very big.* or *He said that Cairo was very big.*
- We can use different reporting verbs as well as *said*, for example: *told*, *explained*, *promised*, etc.
He promised / said that he would visit me.

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

genetic engineering ingredient
method quality ripen
rot starvation

2 Now read and answer these questions.

- a What advantages of genetic engineering are described?
- b Why do some people worry about eating genetically modified food?



Should our food be modified?

Thousands of years ago, most people were hunters whose food came from the animals and fish that they had killed and from nuts, roots and fruit that they had collected. Later, these hunters lived in one place and became farmers whose **method** of getting food was to grow crops from the seeds of wild plants. Over time, they noticed that some plants were better than others. They saved the seeds from these plants and so the **quality** of their crops improved.

Like plants, all other living things contain genes which control what they will be like. Modern scientists can put genes into plants and animals in their laboratories, and this means that they can modify their genes in order to change what they are like. This is called **genetic engineering**.

A type of tomato is an example of this. When tomatoes **ripen**, one of their genes produces a chemical that makes the fruit **rot**. Scientists can modify this gene so that the tomatoes do not rot so quickly. This is one way in which genetically modified (GM) crops can improve agriculture. Scientists know that this technology can also protect people from **starvation** in countries where insects or diseases destroy crops. For example, fruit and vegetables have been modified so that they are not damaged by the diseases that kill other plants.

However, many people believe that modified food is unnatural and fear that genetic engineering may bring new diseases in the future. So should we eat genetically modified food or not? Surprisingly, biscuits, cakes and many other foods that we have been eating for years already contain genetically modified **ingredients**. Have they done us any harm?

3 Match to make sentences.

- | | |
|--|--|
| a Once, people ate animals which | 1 <input type="checkbox"/> there will be new diseases. |
| b Early farmers used the seeds that | 2 <input type="checkbox"/> they had collected from the best plants from the year before. |
| c Scientists have modified the genes of some tomatoes so that | 3 <input type="checkbox"/> people have been eating for a long time. |
| d Because of genetic engineering, some people are afraid that | 4 <input type="checkbox"/> they rot more slowly. |
| e There are genetically modified ingredients in some of the foods that | 5 <input checked="" type="checkbox"/> they had hunted. |

4 Join these sentences using *whose*.

- a Once, people were hunters. Their food came from animals and fish.
Once, people were hunters whose food came from animals and fish.
- b Later, these hunters became farmers. Their method of getting food was to grow crops.
- c There are many families. They have got GM food inside their cupboards.

Critical thinking

1 Answer the following questions about the text on page 63.

- Which plant seeds did the early farmers save?
They saved the seeds of the good / best plants.
- What did they use these seeds for?
.....
- How can scientists change what plants or animals are like?
- How can scientists protect people from starvation?
.....
- How do you think that early farmers chose where to live?
- Are you worried about what may happen in the future because of genetic engineering? Why / Why not?
- If you had known that some of your food already contained genetically modified ingredients, would you have eaten it? Why / Why not?



2 Read this quotation from *Should your food be modified?* and discuss the questions.

- How has modern science changed the way that farmers protect their crops from insects and diseases?
- What other uses do you think that there will be for GM technology in the future?
- Should scientists modify our food? Why / Why not?

Scientists know that this technology can also protect people from starvation in countries where insects or diseases destroy crops. For example, fruit and vegetables have been modified so that they are not damaged by the diseases that kill other plants.

However, many people believe that modified food is unnatural and fear that genetic engineering may bring new diseases in the future.

3 Read the following and discuss the question below in pairs.

- People in some remote areas do not have enough food. Their health is getting worse.
- Scientists can give these people GM seeds which will produce high quality plants. This will give the people enough food.
- It is possible that the new food will bring a new disease.

Should the people depend on the new seeds, or should they use their normal seeds and move to an area where food is easier to grow?

4 Work in groups of four.

- Compare your answers to Exercise 3. Do you all agree?
- Now have a class vote. Which is the best answer to the problem?



SKILLS FOR LIFE

Always eat healthy food, especially when you are revising or taking exams.



Communication skills Project

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

amount plenty of regularly



2 Look at the different types of food and complete the table.

Types of food	meat / fish	fruit and vegetables	butter and cheese	bread / pasta
1 How often do you eat this type of food?	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never
2 Which of these things does this food contain?	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein

3 Work in pairs.

- Compare your answers with your partner. Do you eat the same types of foods?
- How healthy are the foods you both eat most often?

I often eat meat.
It has lots of protein.



4 Compare your answers with other pairs. Give each other advice about what to eat. Use expressions from *Focus on functions*.

FOCUS ON FUNCTIONS

Giving advice and instructions

Eat (meat) regularly. It has lots of (protein).

Make sure that you eat plenty of (cheese and milk). They have ...

You need ..., but don't eat too much.

You mustn't eat too much It's bad for you.

5 Research the following about food

Use information on labels, reference books or the internet to find out which of the following has the most and least protein and fat:

- beans, cheese, chicken, fish, lamb, lentils, nuts

WORKBOOK
PAGE 64

Herman Melville: *Moby Dick*

- OBJECTIVES**
- Listening** Listening for detail and to interpret information
 - Grammar** Past perfect simple and continuous
 - Reading** Reading for detail and between the lines
 - Critical thinking** Understanding the dangers of being too ambitious
 - Functions** Making recommendations and giving reasons
 - Writing** Writing a book review

Listening

- 1 Discuss these questions in pairs.
- When do you think that this scene took place?
 - How would this scene be different today?

- 2 Check the meanings of these words in your dictionary.

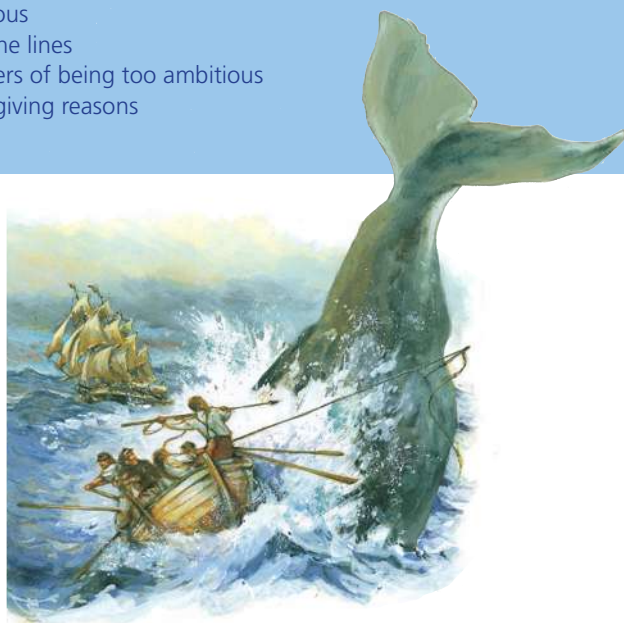
ashore primitive remote whaling

- 3 Listen and answer these questions about Herman Melville, who wrote a story about whaling called *Moby Dick*.

- How many of Herman Melville's novels does the speaker talk about?
- What happened on these dates?
 - 1819 *Melville was born.*
 - 1839
 - 1847
 - 1851
 - 1891

- 4 Listen again. Are these sentences *True* or *False*? Correct the false sentences.

- Herman Melville wrote three novels before *Moby Dick*. *False. He wrote two novels.*
- When he was twelve years old, Melville's mother died.
- Melville's first job was as a sailor on a ship.
- His first novel was about a man who lived on an island.
- Readers really liked Melville's first two novels.
- Readers thought *Moby Dick* was more exciting than Melville's earlier novels.
- Melville finished *Billy Budd* just before he died.



- 5 Discuss this question in pairs.

How do you think that Melville's life on the remote Pacific islands was different from his life in New York?

6 FOCUS ON SOUNDS

- a Listen and repeat these words which start with the /f/ sound.

shirt shop short should

- b Now listen and repeat these words which start with the /tʃ/ sound.

change chess child China

- c Listen and tick the word that you hear in each pair.

- | | | | |
|----------|--------------------------|-------|-------------------------------------|
| 1 chair | <input type="checkbox"/> | share | <input checked="" type="checkbox"/> |
| 2 cheap | <input type="checkbox"/> | sheep | <input type="checkbox"/> |
| 3 cheese | <input type="checkbox"/> | she's | <input type="checkbox"/> |
| 4 choose | <input type="checkbox"/> | shoes | <input type="checkbox"/> |

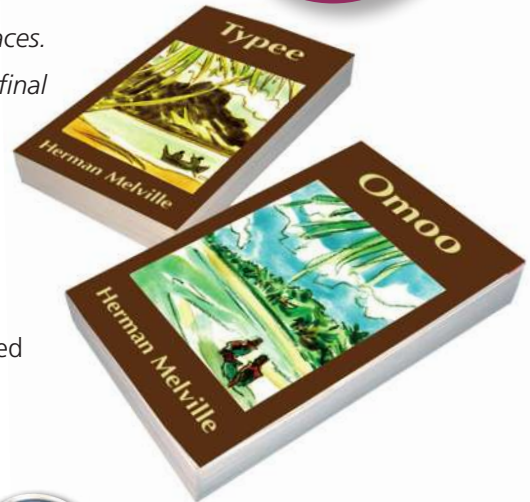
- d Now listen and repeat the sentences that use these words.

Grammar Past perfect simple and continuous



1 Choose the correct verbs in these sentences from the listening text. Then listen and check your answers.

- a When his novel *Moby Dick* came out in 1851, Herman Melville **had written** / **had been writing** for five years.
- b He **had already written** / **had already been writing** *Typee* and *Omoo*.
- c After he **had left** / **had been leaving** school, the young boy worked in very ordinary jobs.
- d By the age of 20, Herman was bored with the jobs he **had done** / **had been doing** and decided to look for adventure.
- e People loved reading about the unusual life Melville **had lived** / **had been living** in these strange, remote places.
- f Melville **had not finished** / **had not been finishing** his final novel about life at sea at the time of his death.



2 Discuss these questions in pairs.

- a Which verb form, past perfect simple or continuous, is used to describe something which happened for a length of time in the past?
- b Which verb form, past perfect simple or continuous, is used to describe something which was completed in the past?

3 Complete these sentences with the past perfect simple or continuous form of the verb in brackets.

- A Why did Herman Melville go to sea when he was twenty?
- B Because he was bored with the jobs he
a **had been doing** (do) before that.
- A Twenty is quite young to go to sea, isn't it?
- B Yes, but don't forget that he
b (leave) school by the age of twelve.
- A He started writing in his mid twenties, didn't he?
- B That's right. By then he c (travel) all over the world.
He d (be) a sailor on a whaling ship and a navy ship.
- A And he e (visit) some islands in the Pacific Ocean.
- B Yes. In fact, before he finally went back to America, he f (live) with a group of very primitive people for four months.

FOCUS ON GRAMMAR

Past perfect simple and continuous

- Use the **past perfect simple** (*had* + past participle) to refer to an action or situation that happened before an event in the past:

*We were late because the bus **had broken** down.*

- Use the **past perfect continuous** to talk about actions or situations which continued before an event in the past, or shortly before it:

*When we visited my cousins in Canada, they **had been living** there for six months.*

- We often use the **past perfect continuous** to give a reason for an event in the past:

*My father was tired because he **had been working** in the farm all day.*

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

armed attack continent
crew determined drown
enemy harpoon purpose



THE STORY OF MOBY DICK

Ishmael, the novel's storyteller, went to sea on a whaling ship called the *Pequod*. The ship's captain, Ahab, had lost a leg when his ship was **attacked** by a great white whale called Moby Dick on his last voyage. Ahab told his men that the **purpose** of their voyage was to kill Moby Dick and he offered a gold coin to the first sailor who saw him.

The *Pequod* sailed round the **continent** of Africa into the Indian Ocean. When they met other ships which had been whaling in the area, Ahab asked their captains if they had seen Moby Dick. A sailor from one of these ships predicted that anyone who tried to kill Moby Dick would



2 Read this summary of *Moby Dick* and find out what or who these are.

- a Ishmael *the storyteller of the novel*
- b Moby Dick
- c the *Pequod*
- d Ahab

3 Complete these sentences with information from the story.

- a On his last voyage, Captain Ahab *had lost his leg when Moby Dick attacked his ship*
- b On this voyage, Captain Ahab was determined
- c The first sailor to see Moby Dick would
- d Captain Ahab tried to find information about Moby Dick by
- e Men with harpoons went out in small boats to
- f The third time they tried to catch Moby Dick, the whale
- g The crew of the *Pequod* drowned when
- h Only Ishmael

4 Discuss these questions in pairs.

- a Africa is the second largest of the world's continents. What is the largest continent? What are the other continents?
- b The *Pequod* went round Africa to reach the Indian Ocean. Which quicker route could a ship travel today?

5 Work in pairs. Find out the following information.

- a Why did people kill whales in the past? Why do they kill them now?
- b Why are some people against whaling?

Critical thinking

1 Answer the following questions about *Moby Dick*.

- How did Captain Ahab lose his leg? *He lost it when his ship was attacked by Moby Dick.*
- What did the sailor on another ship predict?
- How did Ishmael avoid drowning?
- How would you describe the character of Captain Ahab?
- What do you think was special about Moby Dick?
- Do you think that the whale was trying to kill Captain Ahab? Give your reasons.

die. After this, there were many accidents on the *Pequod*, but nothing stopped Ahab. He was **determined** to kill the whale which he thought of as his **enemy**.

Suddenly, a storm hit the *Pequod* and one of the sailors fell to his death from the ship. Soon after this, they saw Moby Dick and Ahab sent out men **armed** with **harpoons** in a small boat, but the whale destroyed the boat. The next day, more boats were sent out and, although a harpoon hit the whale, Moby Dick was strong enough to attack the *Pequod*. On the third day, boats were sent out again and this time the whale hit and sank the ship. Captain Ahab was pulled out on a harpoon rope and died attached to the whale. The boat sank and all the **crew drowned** except Ishmael, who held onto some floating wood. He was rescued by another whaling ship and lived to tell the story.

2 Read this quotation from the story and discuss the questions.

Whenever they met other ships which had been whaling in the area, Ahab asked their captains if they had seen Moby Dick. A sailor from one of these ships predicted that anyone who tried to kill Moby Dick would die. After this, there were many accidents on the *Pequod*, but nothing stopped Ahab. He was determined to kill the whale which he thought of as his enemy.

- Why do you think that Captain Ahab was so determined to kill Moby Dick?
- Do you believe that Moby Dick was really Captain Ahab's enemy? Why / Why not?
- Do you think that Captain Ahab could have saved the lives of his crew? Why didn't he?
- Do you think that the story of Moby Dick has a message? If so, what is it?

3 Discuss the following quotations. Do you agree with them? Give examples of people you know.

People need to be determined if they want to reach their goals in life.

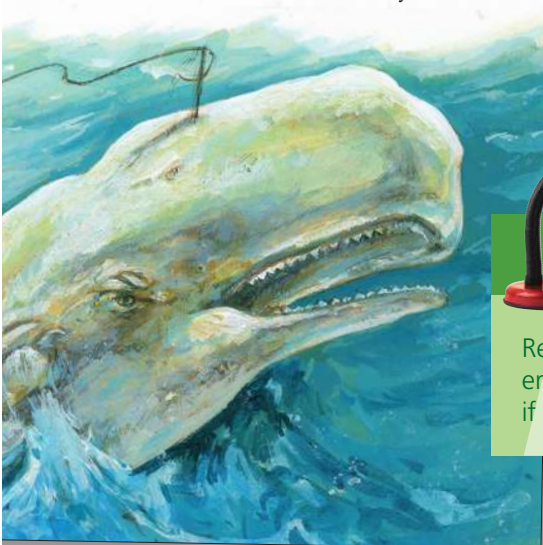
It is possible to be ambitious and determined without hurting other people.

Some people are too determined to reach their goals.

SKILLS FOR LIFE

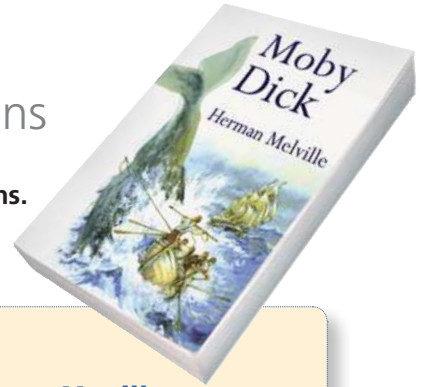
Remember to be flexible enough to change your plans if things go wrong.

WORKBOOK
PAGE 67



Communication skills

Making recommendations and giving reasons



1 Read these readers' reviews of *Moby Dick* and answer the questions.

- a Have both reviewers read *Moby Dick*?
- b Do the two reviewers agree?

This week's book review

Moby Dick by Herman Melville ★

Moby Dick is not my kind of book and I do not know if I will finish it. People say that it is one of the world's greatest books, but things happen so slowly. The voyage of the *Pequod* does not start until you have read 150 pages, and we do not meet the whale until page 250. And you know exactly what is going to happen: either Ahab will kill Moby Dick, or Moby Dick will kill Ahab. At the moment, it doesn't matter who wins.

J Smith (UK)

Moby Dick by Herman Meville ★★★★★

Moby Dick is a book that everyone can enjoy. Once you start reading it, you cannot stop. I love all the details about the characters, especially Captain Ahab, and about the *Pequod*. You really feel that you are on the ship yourself. Moby Dick is like another human character. He is incredible. You really want him to win his fight with Ahab. This really is my favourite book. I will definitely read the book again.

A Brown (Canada)

2 Make a list of the good and bad things that the reviewers say about *Moby Dick*.

Good things	Bad things
<i>Moby Dick is a book that everyone can enjoy.</i>	<i>Moby Dick is not my kind of book.</i>

3 Plan a review of a book that you have enjoyed reading. Make notes about the book. Say why you enjoyed it. Think about the following.

- the characters
- the story
- the language
- how easy it was to read and understand

4 Work in pairs. Recommend a book for your partner to read. Tell them why they should read it. Use expressions from *Focus on functions*.

FOCUS ON FUNCTIONS

Making recommendations

- I'm sure you'd enjoy / love this book.
- You really should read this book.
- I can (really) recommend this book (to you).

Giving reasons

- It's a very (exciting / interesting) story.
- The characters are so real.
- You won't be able to put it down.
- It's so (easy) to read.

5 Research the following about whales

RESEARCH

Research information about whales today. Find out:

- why most countries do not allow whaling today
- where whale-watching has become very popular for tourists

Population, health and the environment

UNIT
12

- OBJECTIVES**
- Listening** Listening for gist and for specific information; guessing the meaning of words
 - Grammar** Future continuous and *may be* + -ing
 - Reading** Reading for specific information and for detail
 - Critical thinking** Understanding the problems of climate change
 - Functions** Saying you are worried and reassuring a worried person
 - Writing** Writing about the possible effects of climate change

Listening

1 Before you listen, discuss these questions in pairs.

- a In the future, do you think that people will be healthier than they are now or less healthy? Give reasons.
- b How do you think that health care will change in the future?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

arthritis cell cure (v)
diabetes mend operate
progress (v) tissue

4 Listen again. Are these sentences *True* or *False*? Correct the false sentences.

- a The professor and his team are studying some of the world's rarest diseases.
False. They are studying some of the world's commonest diseases.
- b The professor thinks it will be a long time before they are able to cure these diseases.
- c They are working on ways to repair damaged parts of the body.
- d They will be using new medicines to treat patients.
- e The professor hopes that the new techniques will be used in the next five years.

5 Discuss this question in pairs.

What can people do to keep themselves fit and healthy?

3 Listen to a radio programme about the way that doctors will treat patients in the future and answer these questions.

- a What kinds of diseases is Professor Osman working on at the moment?
He is working on common diseases.
- b What is the difference between curing a disease and managing it?



6 FOCUS ON SOUNDS

- a Listen, repeat and tick the words that you hear.

- | | |
|---|------------------------------------|
| <input checked="" type="checkbox"/> brain | <input type="checkbox"/> pray |
| <input type="checkbox"/> bright | <input type="checkbox"/> professor |
| <input type="checkbox"/> brother | <input type="checkbox"/> prefer |
| <input type="checkbox"/> broken | <input type="checkbox"/> proud |
| <input type="checkbox"/> bosses | <input type="checkbox"/> progress |

- b Read these sentences with a partner.

- 1 He broke his promise.
- 2 I'm proud of my brother.
- 3 I prefer bright colours.

- c Now listen and repeat the sentences.

WORKBOOK
PAGE 69

Grammar Future continuous and *may be* + infinitive + *-ing*

GRAMMAR
REVIEW
PAGE 124

1 Underline all the future forms in these sentences from the listening text. Which are the future continuous?

- The programme predicts what life will be like in 20, 30 or 40 years time.
- We think that fewer people will be living with these diseases in the future.
- We'll be treating these diseases to cure them and not only to manage them.
- In 2030, people may be taking medicines which cure diabetes completely.
- In the future, we'll be using new cells from patients to repair parts of their body.
- I think that I'll be working on the project for the next 15 to 20 years.

2 Now discuss these questions in pairs.

- Which sentence below predicts a short action at a point of time, and which predicts a longer action over a period of time?
 - In 2030, we **will help** people with diabetes.
 - Between 2020 and 2030, we **will be helping** people with diabetes.
- What is the difference in meaning between these two sentences?
 - In the future, people **may be taking** medicines which cure diabetes completely.
 - In the future, people **will be taking** medicines which cure diabetes completely.

3 Choose the correct words in these sentences.

- At 9.30 next Tuesday, my father **will fly / will be flying** to London. His plane leaves at 9.15.
- Ali **will probably get / will probably be getting** a good job when he finishes his education.
- Sayed thinks that his team **will win / will be winning** next week's competition.
- I wonder what **I'll do / I'll be doing** this time next year. Hopefully, **I'll study / I'll be studying** medicine at university.
- Riham is going on holiday soon. This time next week, **she'll sail / she'll be sailing** in the Mediterranean.

4 Make future continuous sentences using the words in brackets. Compare your sentences with a partner.

- This time next year (*probably*)
This time next year, I'll probably be revising for important exams.
- In five years' time (*may*)
- In ten years' time (*I hope*)
- In the year 2050 (*probably*)



FOCUS ON GRAMMAR

Future continuous and *may be* + infinitive + *-ing*

- Use the **future continuous** to talk about an action that will be in progress at a time (or for a certain period) in the future.

I'll be playing tennis from 7 to 9 p.m.

The government will be trying to reduce the effects of climate change.

- Use **may be** + infinitive **-ing** to refer to future events or trends which are possible but not certain:

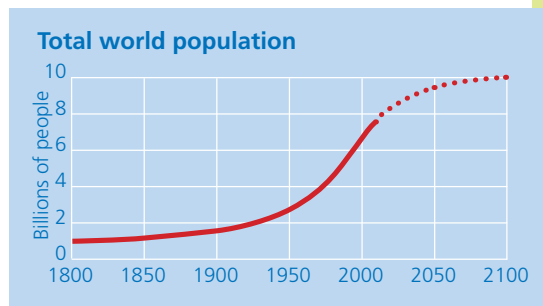
Many more people may be moving to Cairo in the next 50 years.

WORKBOOK
PAGE 70

Reading

1 Discuss these questions in pairs.

- How do you think that the population of the world will change in the future?
- What effects do you think that climate change will have in the future?



2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

decrease (v) hostile
North / South Pole

3 Read the article and check your answers to Exercise 1.

4 Which of the words in bold from the article mean the following?

- the way a situation is developing
..trend..
- protection against floods for towns and buildings
- very fast
- very large round object in space which goes round the sun
- changed so much that it seems completely different

OUR FUTURE ENVIRONMENT

Many experts are predicting that the population of the world will increase to around ten billion by the year 2100. At the same time as the population increases, they believe that **rapid** climate change will affect our environment. Climate scientists are now looking at the effect of this **trend** on our growing population. Some believe that in the year 2100, the **planet** we will be living on will be almost **unrecognisable**.

Most people agree that, over the next 50–100 years, the earth will be getting gradually warmer because of climate change. This means that the ice on mountains, at the North Pole and at the South Pole will be melting very quickly. This will probably cause serious floods and may mean that many people will have to leave their homes. The prediction is that in 2100, many millions of people will be living in different areas or even in different countries because of floods. Also, climate change will turn other areas into desert and this will affect food production. This means that in the future, more people will be importing their food from areas less affected by climate change.

It is also possible that the world's population may not increase to ten billion. If the effects of climate change mean that our environment becomes hostile, the populations of some countries may even be decreasing in around 40 years' time.

Of course, we cannot be sure that any of these predictions will come true. However, we can be certain that scientists and engineers will be working hard to reduce the effects of climate change, for example by building **flood defences** to protect growing cities.

5 Now answer these questions.

- Will climate change during the next 100 years be fast or slow? *..It will be fast..*
- According to the writer, in which three places will ice be melting in the future?
- What will happen to people if the areas where they live are flooded?
- Where will people get their food from?

CHECK
IN YOUR
DICTIONARY



Critical thinking

1 Complete these sentences from the article on page 73 with two words.

- a By the year 2100, the population of the world will increase to around ten billion.
- b The planet we are living on will be by the year 2100.
- c According to some, our planet will be completely different in the future.
- d Melting ice will cause in some parts of the world.
- e If more land becomes desert, will be affected.

2 Discuss these questions in pairs.

- 1 Do you agree with sentences a–e in Exercise 1? Why / Why not?
- 2 Your children might be living in the year 2100. What do you think that their lives will be like?

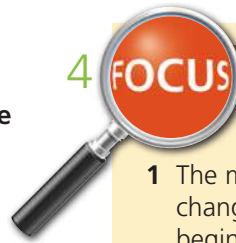
3 Read these two sentences from the article, then discuss the questions in pairs.

It is also possible that the world's population may not increase to ten billion.

Scientists and engineers will be working hard to reduce the effects of climate change, for example by building flood defences.

- a Why is it possible that the population in some countries will decrease?
- b What other things can scientists and engineers do to reduce the effects of climate change?
- c Are flood defences needed in Egypt? If so, where? What or who would they protect?

4 FOCUS ON UN- AND -ABLE



1 The meaning of words can be changed by adding a prefix to the beginning or a suffix to the end:
recognise (v) = know someone because you have seen them before
recognisable (adj) = able to be recognised

unrecognisable (adj) = unable to be recognised

2 Complete these sentences with words that contain *un-* or *-able*.

- a If water can make you ill when you drink it, we say the water is undrinkable.
- b If a story is easy to believe, we say it is
- c If a story is difficult to believe, we say it is
- d If we find a book easy to read, we describe it as
- e If a book is very difficult to read, we say it is

CHECK
IN YOUR
DICTIONARY

5 Now discuss this question in pairs.

How do you feel about the future of the world? Think about some of the subjects in the article.



SKILLS FOR LIFE

Always try to think of ways to make the world better for other people as well as yourself.

WORKBOOK
PAGE 71

Communication skills Saying you are worried and reassuring

1 Discuss this question in pairs.

Which of the following things are you most worried about for the future?

- employment
- family
- the environment
- money
- health
- the climate



2 Listen to three conversations and answer the question.

What is each of the speakers worried about?

1 *Environmental problems.*

3 Listen again and complete these expressions that say you are worried or that reassure people.

FOCUS ON FUNCTIONS

Saying you are worried

Conversation 1

It really *worries* me.

Conversation 2

I found it very
I'm it'll spread here.

Conversation 3

I'm feeling very
That doesn't stop me from

Reassuring a worried person

There's no in worrying about it.

Try and look on the

I'm sure it'll be
Just Don't it.

4 Work in pairs. Take turns to be Student A and Student B and make conversations using expressions from Focus on functions.

Student A Tell Student B that you are worried about one of the following:

- dropping out of school
- finding a good job
- passing an exam
- a friend
- going to a good university

Student B Reassure Student A. Start like this: *You look worried. What's the matter?*



5 Research the following about the effects of climate change



RESEARCH

Find out:

- what scientists predict will happen in Egypt and other parts of North Africa during the next 50 years
- how these changes will affect people's daily lives

WORKBOOK
PAGE 72

Revision D



Listening

1 Discuss these questions in pairs.

- a Which places do you like to go to on holiday? Why?
- b Which of the following animals do you think that tourists will travel a long way to see? Why?

camels dolphins elephants
giraffes lions pigeons whales

- c Would you travel a long way to see animals? Why / Why not?

2 Now listen to a conversation between Maya and Dina. Which two animals may Dina be seeing next week?

3 Listen again and choose the correct answer.

- a Maya will be spending her weekend ...
 - A at her cousins' house
 - B at home
 - C with her friends
 - D at Madeira
- b Madeira is an island ...
 - A near Asia
 - B near Australia
 - C near Africa
 - D in Africa
- c On Tuesday, Dina may be ...
 - A watching a film
 - B watching whales
 - C going whaling
 - D reading *Moby Dick*
- d Before 1981, people on Madeira had been ...
 - A killing a lot of whales
 - B making a lot of films
 - C helping whales
 - D protecting dolphins
- e The ocean around Madeira is now ...
 - A dried up
 - B poisonous
 - C dangerous
 - D protected
- f In ten days' time, Dina and Maya will be ...
 - A on holiday
 - B comparing photographs
 - C back at school
 - D watching whales

4 Write these sentences from the listening in reported speech.

- a "I'll be flying to Madeira on Saturday," said Dina. *Dina said that she would be flying to Madeira on Saturday.*
- b "The ocean around the island is now protected," explained Dina.
- c "It will be nice to see dolphins," said Maya.
- d "You can show me your photos of your cousins' house," said Dina.
- e "That's a good idea," said Maya.

5 Discuss these questions in pairs.

- a Why do you think that they made a film of *Moby Dick* on Madeira in 1956?
- b Why do you think that there are not many whales around the island today?
- c What problems may there be if too many people go on holiday to watch animals like whales?

6 FOCUS ON SOUNDS

- a Listen and repeat the three sentences that revise the sounds you have learned from units 9–12.
- b Listen again and complete the three sentences.
 - 1 *She chose cheap*
 - 2 *The child should*
 - 3 *I prefer*



Grammar

1 Match a–e with 1–5 and complete with the past perfect simple or continuous.

- | | |
|---|---|
| a Ali was exhausted when he arrived home yesterday. | 1 <input type="checkbox"/> She (pass) her English exam. |
| b Sue was carrying two heavy bags. | 2 <input type="checkbox"/> He (play) with his friends and (fall) over. |
| c The little boy was crying and holding his leg. | 3 <input type="checkbox"/> She (do) the shopping at the supermarket. |
| d When we woke up this morning, the streets were wet. | 4 <input checked="" type="checkbox"/> a He had been working . (work) hard all afternoon. |
| e When I saw Leila, she was happy. | 5 <input type="checkbox"/> It (rain) during the night. |

2 Complete these sentences with the best reporting verb.

explain promise ~~say~~ tell

- a Amal said that she had been ill the day before.
 b Salem that his house was next to the bank.
 c The teacher us that we could talk in pairs.
 d Huda that she would give Randa her pen back the next day.

3 Change the sentences in Exercise 2 into direct speech.

a "I was ill yesterday," said Amal.

4 Use will / may be + -ing to make predictions about 2030 and the following.

- a your own future I'll probably be working in Cairo.
 b your friends
 c people in your family

5 Think about life in your area in the year 2100 and discuss the following in pairs using will / may be + -ing.

- a work The people who live in my town will probably be working harder than now.
 b free time
 c holidays
 d money
 e travel
 f books
 g food
 h school
 i health



Reading

1 Discuss these questions in pairs.

- a How often do you miss school because you are ill?
- b What do you usually do when you are ill?
- c Do you think that people used to be ill more often in the past? Why / Why not?

2 Read about modern medicines. What happened to children before the year 2000?

3 Read the text again and answer the questions.

- a What happened to 35% of people who caught smallpox before 1980?
They died of the disease.
- b Why didn't people catch the disease after 1980?
- c Why is it harder to stop some diseases than it was to stop smallpox?
- d How many children have vaccinations that stop them catching diseases today?
- e How many children's lives has this saved?
- f In what kind of a world may we be living in the future?

4 Find words in bold in the article with these meanings.

- a make an illness better *cure*
- b became less, or made less
- c wanting to do something very much
- d illnesses
- e very quickly
- f bad or worrying

Modern medicines

Medicines are amazing, aren't they? If you have a stomach ache or a cough, you can visit a doctor and you usually feel well again in a few days. A few hundred years ago, it was different. People who were ill often died, especially children. People did not know what to do when they became ill. They could not control the **diseases** that killed them. Today, there are new medicines which help people to live healthier lives. Some of these **cure** diseases completely, while vaccinations can stop people getting the diseases at all.

Before 1980, there was a disease that had killed 35% of the people who got it. It was called smallpox. A few people who had caught the disease did not die, but became blind. It was a terrible disease. Then, after 1980, nobody caught the disease any more. The World Health Organisation (WHO) had been working for many years to give people vaccinations to stop the disease. It had worked.

In the future, there will be more vaccinations and many diseases will not be spreading around the world as **rapidly** as they do today. The number of people catching **serious** diseases has already **decreased** in recent years. However, it won't be easy to stop all of them. People who caught smallpox could not catch it again, but other diseases can be caught more than once. It is harder to stop these diseases. You could also see when people had smallpox, but other illnesses are harder to see.

People will always be falling ill from some diseases, but the future looks much better, especially for children. Before the year 2000, only about 25% of children had vaccinations that stopped them from catching diseases. Today, 80% of children have vaccinations. WHO say that this has saved the lives of around three million children a year, and they are **determined** to help even more children in the future. One day, perhaps we will be living in a world without serious diseases. That would be fantastic, wouldn't it?



Communication skills Project

- 1 Look at the pictures and do the following.
 - a What are the items of food in the pictures?
 - b Put them in order from healthy (1) to unhealthy (8).



- 2 Now compare your order with a partner, then discuss these questions.

- a Why are these foods healthy / unhealthy? Use some of these words and phrases.

You must / mustn't eat / You need ...	It's high / low in	carbohydrate / fat / protein / salt / sugar.
Make sure you eat plenty of ...	It has a lot of	



- b How do you know how much protein, fat etc. is in food when you buy it?
- c Do you always look at this information?

- 3 Look at the pictures and discuss these questions.

- a Do you think that food companies should tell people how much fat, protein, carbohydrate, etc. is in their food?
- b Which is the best way for them to give this information?



EXTRA READING

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cope employee employer
face (v) flexible option

2 Work in pairs and do the quiz.

1 You buy your brother / sister an electronic toy but it breaks a month later. Do you

- a go to a shop to buy a new one?
- b take the back off the toy to find out what the problem is?

2 You hurt your knee and a doctor says that you should not run on it any more. Do you

- a stop playing all sports?
- b try a new sport such as swimming?

3 You have to answer a very difficult question for homework. Do you

- a tell the teacher you can't answer it?
- b do research to find the answer?

4 You want to make an apple cake for your family but your local shop doesn't have any apples. Do you

- a buy a cake from the supermarket?
- b find out how to make a cake using another kind of fruit?

3 Do you think flexibly if you answered mostly a or mostly b to each question? Why?

4 Read about why it is important to think flexibly and answer these questions.

- a How many different jobs did people usually use to have in their lives?
- b When do people need to think flexibly?
- c Why is it useful to be flexible at school?
- d Why do many employers want people who think flexibly?

5 Discuss these questions in pairs or small groups.

- a Do you agree that being flexible in life is an important skill? Why?
- b Do you think that you think flexibly? Give an example to show why / why not.



Being flexible

Your grandparents probably worked in the same job all their lives. However, the way people work today is changing rapidly. It is unlikely that you will find a job and stay in it for the rest of your life. You will need to be **flexible**. This means being prepared to learn new skills and to adapt to different situations.

It is important to plan for the future, but you need to think flexibly when your plans change. For example, you and your friends plan to travel to a different city by train. You arrive at the station, but your train has broken down. Do you go home, or do you keep calm and think of other **options**? If you are prepared to be flexible, you might be able to find another way to travel to the city. You can continue your journey if you take a later train or find another form of transport.

At school, students who think flexibly are not frightened of new challenges. They keep calm when things go wrong and don't stop doing something because it is difficult. This will be an advantage when the students finish their education. Many **employers** now say that being flexible is one of the most important skills they look for in an **employee**. Businesses do not know what problems they might have in the future. They want employees who will know how to **cope** with these problems efficiently, and who are happy to **face** challenges.

6 PROJECT

- a Find out about a situation when something went wrong, and how people were able to solve the problem by thinking flexibly. You can talk to people you know, or write about your own experience.
- b Write a news article about the situation. Write a conclusion saying what you can learn from the experience.

WORKBOOK
PAGES 73-76

Keeping safe

- OBJECTIVES**
- Listening** Listening for specific information; listening for detail
 - Grammar** Reported questions
 - Reading** Reading for specific information
 - Critical thinking** Being aware of everyday dangers
 - Functions** Persuading
 - Writing** Writing instructions to help prevent a fire

Listening

- 1 Do this short quiz and then compare your answers with a partner.



Me and my computer

- | | | |
|---|--|---|
| <p>1 How many hours a day do you use a computer?</p> <p><input type="checkbox"/> Less than an hour</p> <p><input type="checkbox"/> 1–2 hours</p> <p><input type="checkbox"/> 3–6 hours</p> <p><input type="checkbox"/> More than 6 hours</p> | <p>2 How often do you take a break from looking at the computer screen?</p> <p><input type="checkbox"/> After 10 mins</p> <p><input type="checkbox"/> After 30 mins</p> <p><input type="checkbox"/> After an hour</p> | <p>3 Which of these feelings do you have after using a computer for a long time?</p> <p><input type="checkbox"/> tired eyes</p> <p><input type="checkbox"/> back, arm or neck pain</p> <p><input type="checkbox"/> headaches</p> |
|---|--|---|

- 2 Check the meanings of these words in your dictionary.

angle (n) blink brightness
flat (adj) height moist
permanent position

- 4 Listen again and discuss these questions in pairs.

- a What is wrong with the way this person is sitting, and what problems might he have?
- b What should he do to prevent these problems?



- 3 Listen to a talk about computer health and safety and answer the questions.

- a Who do you think that the speaker is talking to? *People in a school.*
- b How many hours a day do some people use computers, according to the speaker?
- c Why is repetitive strain injury a serious problem?
- d How many minutes break should we take every hour?
- e What two things should you do to prevent eye problems when using a computer?
- f What shouldn't happen if you follow the speaker's advice?

5 FOCUS ON SOUNDS

- a Listen and underline the words you hear.
- 1 way why 3 race rice
- 2 may my 4 whale while
- b Now listen and repeat the words.
- c In pairs, take turns to say these sentences.
- 1 Why are you going that way?
- 2 May I tell you about my holiday?
- 3 Don't eat rice before the race.
- 4 After a while we saw a whale.
- d Listen and check your pronunciation.

WORKBOOK
PAGE 77

Grammar Reported questions

1 Match these reported questions 1–5 with the words the speakers used a–e.

Reported questions	Direct questions
1 <i>Your head teacher asked me if I could come here.</i>	a <input type="checkbox"/> "How long do people spend on a computer each day?"
2 <i>Many of you asked me how long people spent on a computer each day.</i>	b <input type="checkbox"/> "What can we do to prevent damage to our eyes?"
3 <i>You asked me how long the pain would last.</i>	c <input type="checkbox"/> "Why am I getting RSI?"
4 <i>Another student wanted to know why he was getting RSI.</i>	d <input type="checkbox"/> "How long will the pain last?"
5 <i>Some of you asked me what you could do to prevent damage to your eyes.</i>	e <input checked="" type="checkbox"/> "Can you come here?"

2 Discuss these questions in pairs.

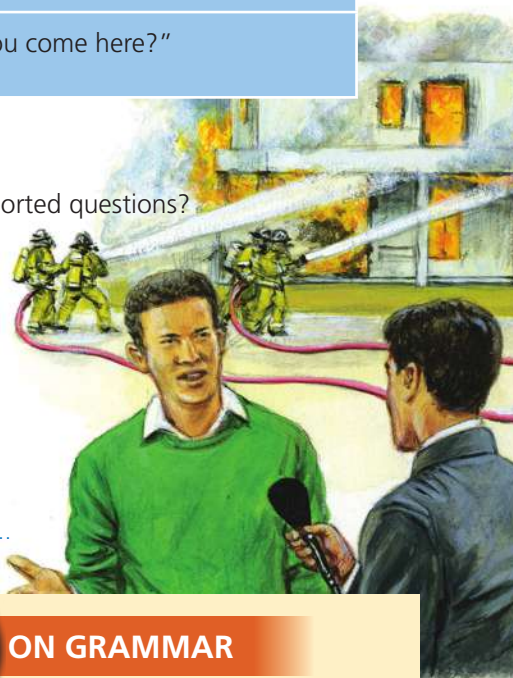
a What happens to verbs when we change direct questions to reported questions?

Example: Sentence 1 *can* becomes *could*.

- b What happens to some pronouns?
 c How is the order of words different?
 d Which word is added to the Yes / No question 1?

3 Rewrite this interview about an accident in reported speech.

Interviewer When did you get home that day?
The interviewer asked Mr Shehab when he had got home that day.
Mr Shehab I got home at about six o'clock in the evening.
Interviewer What time do you usually get home?
Mr Shehab At about five o'clock. I was later than usual that night.
Interviewer Why were you late?
Mr Shehab I was talking to a new customer.
Interviewer What was the first thing you saw?
Mr Shehab Clouds of smoke were coming from the kitchen.
Interviewer What did you do?
Mr Shehab I phoned 180.



FOCUS ON GRAMMAR

Reported questions

- When we make direct questions into reported questions, we change the word order and also make changes to: verb tenses (one step back), pronouns (*I* → *he/she*, etc.), time references (*last week* → *the week before*), punctuation (no question mark):
When will I see you? → *She asked me when she would see me.*
What were you doing yesterday? → *I asked him what he had been doing the day before.*
- Use *if / whether* to report Yes / No questions and change the word order:
"Do you like the book?" she asked. → *She asked if / whether I liked the book.*
- We can use different reporting words in questions, e.g., *inquired, wanted to know.*

4 Work in pairs.

- a Write three questions.
When is your birthday?
- b Ask and answer the questions.
My birthday's on May 17.
- c Report your conversations.
I asked Ali when his birthday was. He said it was on May 17.

Reading

1 Discuss this question in pairs.

What dangers can you see in the picture below?



2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

electrical fire extinguisher
majority overload (v) point out
simple socket unplug

3 Read the article and answer the questions.

- Which two groups of people have most accidents at home?
Children under five and adults over seventy.
- What two dangers are there in bathrooms?
.....
- What can be the problem with throwing water on a fire?
.....

4 Answer these questions.

- Why did people think that the kitchen was where most accidents at home happen?
- What should people do if they are not using electrical equipment?
- What two pieces of equipment could help people to put out a fire?
- How else should people prepare in case there is a fire?

Safety at home

One of the most common causes of personal injury is an accident at home, and the two groups most in danger from these injuries are children under five and adults over seventy.

Recently, a group of people were asked where most accidents took place at home. The **majority** correctly said the kitchen, because this is where most house fires begin. The bathroom is also a danger area, because this is where many older people fall and where some accidents involving **electrical** equipment happen.

When we asked a safety expert what we could do to prevent accidents at home, he came up with some **simple** but useful ideas. He **pointed out**, for example, that we should not leave food cooking in the kitchen. He also recommended a number of other simple things we could do, including turning off and **unplugging** electrical equipment when it was not in use, and not **overloading** electrical **sockets**. He also said that all homes should have smoke alarms.

Finally, we asked him what we should do if a fire started at home. He suggested that all homes should have at least one **fire extinguisher** and that families should work out a fire escape plan in case the worst happened. He also reminded us that throwing water on a fire, for example on a fire caused by electrical equipment, does not always put it out and can make the situation worse. In these cases, a fire blanket is recommended.

If everyone follows this simple advice, the number of serious injuries caused by accidents at home can be reduced.

Critical thinking

1 Complete these sentences with two-word phrases from the article on page 83.

- a Accidents at home are a common cause of *personal injuries*.
- b Some injuries that happen in the bathroom involve
- c The safety expert said that we should not overload
- d To help detect fires early, all homes should have
- e If you have a fire caused by electrical equipment, you should use a to put it out.

2 Discuss these questions in pairs.

- a Why do you think that young children and older adults are the most in danger from accidents at home?
- b What dangers are there in a kitchen?
- c What dangers are there in bedrooms and living rooms?

3 Discuss these questions in pairs or groups.

- a As well as those in the article on page 83, what other causes of personal injuries can you think of?
- b Where do they usually take place? (Think of inside and outside the home.)
- c What dangers are there for people in their teens or middle-aged people?



SKILLS FOR LIFE

Always try to protect yourself and other people from dangers, especially young children and older adults.

4 FOCUS ON PHRASAL VERBS WITH COME

1 Choose the correct meaning of the phrasal verbs with *come*.

a He *came up with* some simple but useful ideas.

- A thought of
- B understood

b It was nearly an hour before he *came round* after the accident.

- A recovered
- B woke up after an operation or illness

c The first Jurassic Park film *came out* in 1993.

- A appeared
- B become public

2 Complete these sentences with the correct form of a phrasal verb with *come*.

a They operated on my brother at midday, and he an hour later.

b That author's new book last month.

c When I asked my teacher for help, he some useful advice.

5 Now discuss these questions in small groups.

- a Do you think that people's everyday lives are becoming more or less safe than in the past?
- b Why do you think that some people do not follow safety advice from experts?
- c What can we do to persuade people to follow this advice?



Communication skills Persuading

- 1 Read this definition of *persuade* and discuss these questions in pairs.

persuade make someone decide to do something by explaining to them why it is a good idea

- What is the difference between *persuading* someone to do something and *asking* or *telling* them to do something?
- Can you think of a time when a friend or family member has persuaded you to do something?
- Can you think of a time when you have persuaded someone to do something?

- 2 Listen to three people trying to persuade another to do something and answer these questions.

- What is the first speaker trying to persuade the second speaker to do?
Nabil wants Hazem to go to the beach.
- Why does the speaker say that this is a good idea?
- Does the second speaker agree to the idea or not?

- 3 Listen again and put the phrases below in the order that you hear them.

FOCUS ON FUNCTIONS

Persuading

- Surely the most sensible thing would be for just one of us to look.
- I really think you'd be better at looking than me.
- 1 Go on, Hazem.
- OK, you've persuaded me!
- Just this once, please!
- You're not going to let me down, are you?
- Come on! It's a great film, you'll love it.



- 4 Work in pairs. Make conversations using expressions from *Focus on functions*.

- Student A** Ask your friend to go with you to watch a football match this afternoon. You know that your friend does not like football much, but you think that he / she will enjoy this match. You do not want to go alone.
Student B You do not like football, so at first you refuse your friend's invitation.
- Student A** There is a new archaeology exhibition at a museum. Ask your friend to go with you. You are sure that he / she will be interested because the exhibition tells visitors the history of the town.
Student B You would like to see the exhibition, but you have some important school work to finish and do not really have enough time to go with your friend.

5 Research ways of preventing fires in the home

Find out:

- what people can do to prevent fires at home
- what equipment can be put at home in case of fire
- where people can find out further information about preventing fires

Rider Haggard: *King Solomon's Mines*

- OBJECTIVES**
- Listening** Listening for gist and for detail; guessing the meanings of unknown words
 - Grammar** Prepositions after nouns, verbs and adjectives
 - Reading** Reading to check what you know and for specific information
 - Critical thinking** Understanding why people's home countries are important to them
 - Functions** Asking for and agreeing to help people
 - Writing** Writing an email asking for help

Listening

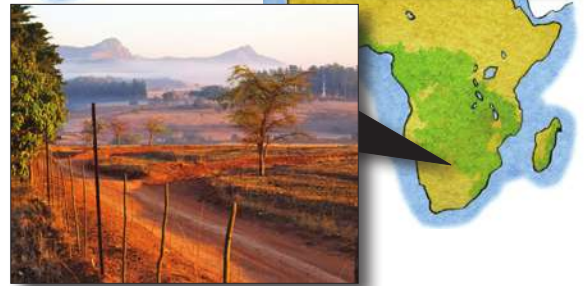
- 1 **Look at the pictures and discuss in pairs.**
How do you think that someone's life would change if they moved from England to South Africa?



2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

bestseller reform (n)
go on (doing something) keen on



- 3 **Listen to a conversation between two students and match to make sentences about Rider Haggard.**

- | | |
|---|---|
| a Rider Haggard's first job was | 1 <input type="checkbox"/> explorers found old civilisations in Africa. |
| b When he returned to England, | 2 <input type="checkbox"/> for a year. |
| c Before being a successful writer, | 3 <input type="checkbox"/> he got married. |
| d In some of his stories, | 4 <input type="checkbox"/> he worked as a lawyer. |
| e Rider Haggard spent only six weeks | 5 <input checked="" type="checkbox"/> a in South Africa. |
| f <i>King Solomon's Mines</i> was popular | 6 <input type="checkbox"/> writing <i>King Solomon's Mines</i> . |

- 4 **Listen again and answer the questions.**

- a What do the boys have to find out about for homework?
- b How do they find out this information?
- c What book do both the boys want to read soon?

5 FOCUS ON SOUNDS

- a Listen to some compound nouns and underline the main stress.

- | | |
|-------------------|----------------|
| 1 <u>homework</u> | 4 bookshop |
| 2 website | 5 bathroom |
| 3 adventure story | 6 diamond mine |

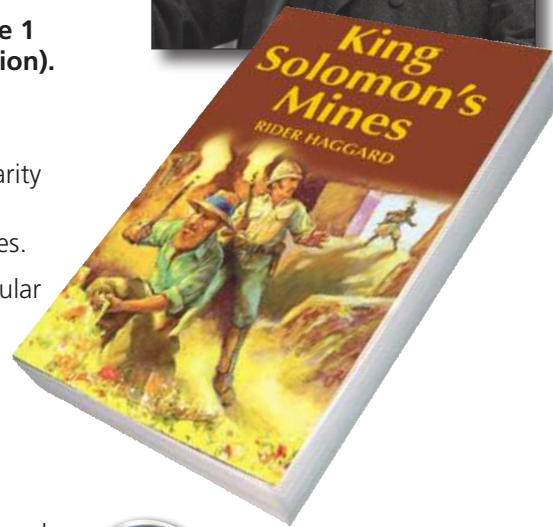
- b Now listen again and repeat the words. What do you notice about the stress?

Grammar Prepositions after nouns, verbs and adjectives

GRAMMAR
REVIEW
PAGE 125

1 Underline the noun, verb or adjective and the preposition that follows it in these sentences from the listening text.

- a We have to find out about Rider Haggard. *v.+p...*
- b He wasn't very good at school.
- c He didn't apply for university.
- d He was so keen on writing.
- e The explorers were looking for diamonds.
- f He helped in the reform of agriculture.
- g I'm interested in learning more about him.



2 Write what each underlined word is in Exercise 1 (*n* = noun, *v* = verb, *a* = adjective, *p* = preposition).

3 Choose the correct prepositions.

- a A What's the main reason for / *with* the popularity *from* / *of* Rider Haggard's books?
B He was so good *at* / *for* writing exciting stories.
- b A Have Rider Haggard's books always been popular *by* / *with* readers?
B Yes. There's been an increase *in* / *about* sales in recent years.
- c A I knew he was famous *for* / *with* *King Solomon's Mines*, but I didn't know Rider Haggard's other stories.
B I'd never heard *from* / *of* him at all until last week.
- d A How many children did Rider Haggard and his wife have?
B They had four, but one of them died *of* / *with* a childhood disease when he was only ten.

CHECK
IN YOUR
DICTIONARY

4 Discuss these questions in pairs using the red phrases in your answers.

- a Which subject are you most **interested in** at school? Are you **good at** this subject?
- b What environmental problem are you most **worried about**? What are the **causes of** this problem? What is the **answer to** the problem?
- c Which job will you **apply for** in the future?



FOCUS ON GRAMMAR

Prepositions after nouns, verbs and adjectives

- There are no rules about which prepositions follow nouns, verbs and adjectives. Learn each phrase when you meet it:
*Are you **afraid of** the dark?*
*Ali is **worried about** his exam.*
*I'm **looking for** my pen.*
*My sister **arrives at** school on time.*
*What is the **cause of** the fire?*
*The **popularity of** Naguib Mahfouz is worldwide.*
- Prepositions are usually followed by *-ing* or nouns.
*I'm **looking forward to** going on holiday.*
*Mona is **interested in** music.*

WORKBOOK
PAGE 82

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

adviser almost army battle (n)
eventually force (n) fortunately
(go) missing oasis oppose
strange trap (v)



2 Discuss in pairs.

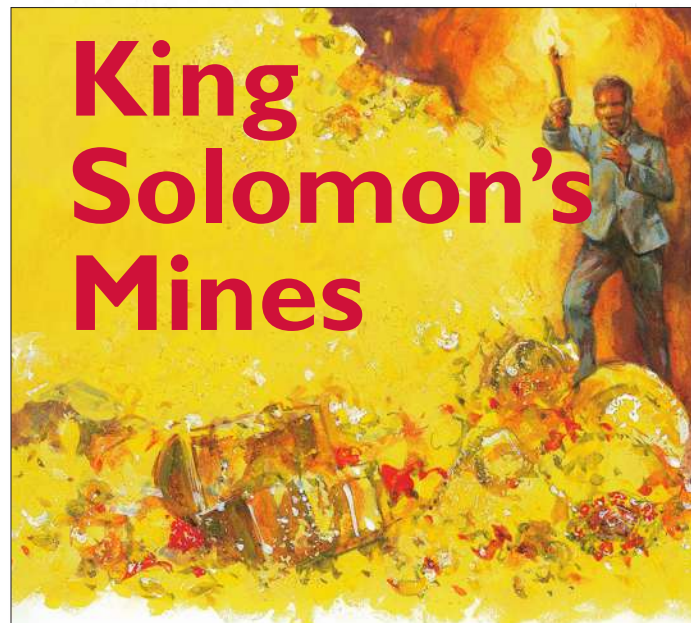
- Look at the pictures and remember the listening about Rider Haggard. What do you already know about *King Solomon's Mines*?
- Now read to see if you were right.

3 Read again and choose the correct answer.

- Why is Sir Henry Curtis in Africa?
 - To find diamonds.
 - To meet Alan Quatermain.
 - To find his brother.
 - To go hunting.
- Why don't the soldiers kill Sir Henry and his friends?
 - They have guns.
 - They believe they are their friends.
 - The king wants to meet them.
 - They are frightened of them.
- Why did King Twala kill his brother?
 - His brother was the king.
 - His brother was a cruel man.
 - He had strange and powerful forces.
 - His brother was a criminal.
- What relation is King Twala to Ignosi (Umbopa)?
 - He's his father.
 - He's his brother.
 - He's his son.
 - He's his uncle.

4 Discuss these questions in pairs.

- What do you like or dislike about stories like *King Solomon's Mines*?
- Have you read any books or seen any films like this?
- Why do you think that stories like this are so popular?



An Englishman, Sir Henry Curtis, is in Africa looking for his brother who has **gone missing** while looking for King Solomon's Mines. Alan Quatermain, an adventurer and hunter who has a map of the mines, agrees to help Sir Henry look for his brother. A young African, Umbopa, travels with them as their servant.

When they walk across a desert, the group **almost** die of thirst, but **eventually** reach mountains. They cross the mountains into Kukuaneland, a country in a remote valley. Soldiers from the country's **army** capture Sir Henry's group and are going to kill them, but suddenly become afraid when one of the Englishmen behaves **strangely**. Soon the Kukuanelandians believe that the men have strange and powerful **forces**.

The Englishmen are taken to King Twala, a cruel, violent man who kills anyone who **opposes** him.

Critical thinking

1 Answer the following questions about *King Solomon's Mines*.

- What was Sir Henry Curtis's brother doing in Africa?
He was looking for King Solomon's Mines.
- How did King Twala die?
- Where did they find Sir Henry Curtis's brother?
- Why do you think that Alan Quatermain agreed to help Sir Henry Curtis?
- Why do you think that King Twala sent his brother's wife and son into the desert to die instead of killing them?
- How do you think that Umbopa / Ignosi felt about becoming king of his country?



To become king, he killed his brother and sent his brother's wife and son Ignosi into the desert to die.

The servant Umbopa now tells the Englishmen that he is really Ignosi. Then, with his own soldiers and his English friends, he attacks the king's army. In the **battle** that follows, Twala is killed. Then, one of the old king's **advisers**, Gagool, takes the group to King Solomon's Mines, where they find rooms full of gold and diamonds. While they are looking at the treasure, Gagool escapes and **traps** the Englishmen in the mine without food or water. **Fortunately**, after a few days, they manage to get out of the mine, taking enough diamonds to make them rich.

The Englishmen say goodbye to the new King Ignosi and start their journey home. On their way, they stop at an **oasis**, where they find Sir Henry's brother.

2 Read this quotation from the story and discuss the questions.

They cross the mountains into Kukuaneland, a country in a remote valley. Soldiers from the country's army capture Sir Henry's group and are going to kill them, but suddenly become afraid when one of the Englishmen behaves strangely. Soon the Kukuanelandians believe that the men have strange and powerful forces.

- What kind of strange behaviour might the soldiers have been afraid of?
- What does this quotation tell us about the relationship between white people and Africans at this time?
- Two other popular stories at this time were *The Lost World* and *The Land That Time Forgot*. Why do you think that such stories about strange countries were so popular?

3 Read this quotation from another part of the story and discuss the question in pairs.

Ignosi tries to persuade Sir Henry and his friends to stay in his country. He offers them gifts and a home, but they tell him that they must leave because they miss their own country. Ignosi says that they will always be remembered in Kukuaneland.

What can people of different nationalities learn from each other?

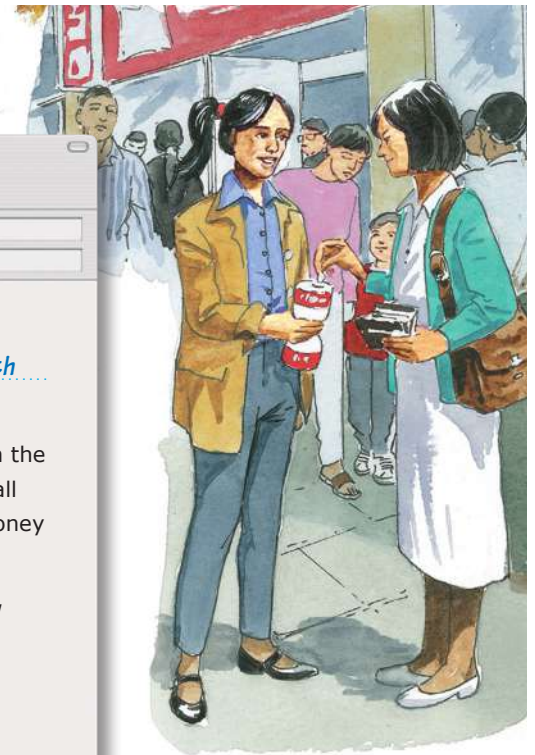
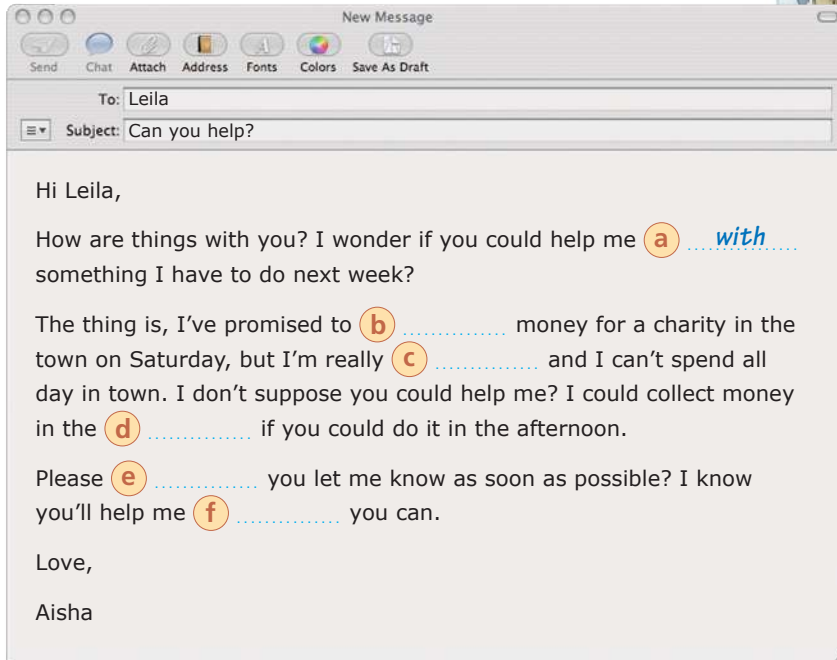
SKILLS FOR LIFE

Remember that it is important to be tolerant of people whose way of life is different from our own.

Communication skills Asking for and agreeing to help people

1 Complete this email from Aisha to her friend Leila.

busy collect could if morning ~~with~~



2 In pairs, ask each other for help and answer using language from Focus on functions.

- a You want your partner to help you to find information about a writer.
- b You need help with a computer problem.
- c You do not understand some homework that you have to do for tomorrow. Ask a friend to explain it to you.
- d You have lost your watch. Ask a friend to help you look for it.



FOCUS ON FUNCTIONS

Asking for help

Please could you help me to ...?

I wonder if you could help me with ...?

I can't (find ...). I don't suppose you could help me ...?

Would it be possible for you to help me ...?

Agreeing to help someone

Yes, of course.

Yes, what's the problem?

Yes. What would you like me to do?

I'd be happy to help.

3 Research the following about mines



RESEARCH

Find out about mines in Egypt. Find out:

- where they are
- what is taken from them

WORKBOOK
PAGE 84

Digital media

- OBJECTIVES**
- Listening** Predicting; listening for detail
 - Grammar** Conditionals
 - Reading** Reading for specific information
 - Critical thinking** Considering the advantages of social networking sites
 - Functions** Giving warnings
 - Writing** Writing an email giving a warning

Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

exclude more or less rule
stick to type (v) unpleasant



2 Can you complete these rules for communicating with people online with words from Exercise 1?

- a The most important rule is that you must always be polite.
- b You can disagree with other people, but you must not be rude or to them.
- c Remember to carefully.
- d You should always the subject.
- e People won't you if you follow the rules.

5 Discuss these questions in pairs.

- a Why do you think that discussion group members should not try to sell things to each other?
- b Why do you think that they should keep their messages brief?
- c Why do you think that people should always stick to the subject?
- d Why is it important that discussion group members do not break the rules?

3 Listen to two people discussing these rules and check your answers to Exercise 2.

4 Listen again. Are these sentences True or False? Correct the false sentences.

- a Taha has joined a discussion group on the subject of boats. *False. The subject is birds.*
- b Imad says that Taha should agree with other people in the group.
- c Taha is disappointed that he can't sell things to other members of the group.
- d The language of the discussion group is Arabic.
- e Imad suggests that Taha should look at the Help page for more advice.
- f Taha did not know that discussion groups had owners.

6 FOCUS ON SOUNDS

a The **th** sound can be soft /θ/ or hard /ð/. Listen and write **S** for soft or **H** for hard.

- | | |
|---|-------------------------------------|
| 1 <input checked="" type="checkbox"/> H this | 4 <input type="checkbox"/> them |
| 2 <input type="checkbox"/> that | 5 <input type="checkbox"/> three |
| 3 <input type="checkbox"/> thing | 6 <input type="checkbox"/> birthday |

b Listen and repeat these sentences.

- 1 Their brother is older than my brother. He's 33.
- 2 We meet on the third Thursday of each month.
- 3 It's my birthday. Thanks for the present.
- 4 Things in the shops cost more than they did this time last year.

Grammar Conditionals

GRAMMAR
REVIEW
PAGE 126



1 Complete these sentences from the listening text with the correct form of the verbs in brackets.

- a If you **join** (join) any discussion group, the rules are more or less the same.
- b If I (be) with people I didn't know very well, I would never be rude to them
- c If I contact the group, I (only tell) people about birds that I've seen.
- d If you (write) anything you shouldn't, the owner of the group may email you to remind you about the rules.
- e If I had known that you were joining the discussion group, I would (join), too. I love birds!

2 Discuss these questions in pairs.

Which sentences in Exercise 1 refer to:

- a the future? *Sentences c and d*
- b the past?
- c the present, or any time?

Sentence **a** is a zero conditional.

Which sentences are:

- d first conditional?
- e second conditional?
- f third conditional?
- g Which sentence refers to something which did not happen?
- h In which of these sentences is it more probable that Taha is with people he doesn't know?
 - 1 *If I am with people I don't know, I will never be rude to them.*
 - 2 *If I was with people I didn't know, I would never be rude to them.*

3 Choose the correct verbs.

- a If you lend me your DVD, I **will bring / would bring** it back tomorrow.
- b If Magdi **has / had** enough money, he would buy a new mobile phone.
- c If Sherif **had gone / went** to bed earlier last night, he wouldn't have got up late this morning.
- d If Nihal watches frightening films, she **does not sleep / will not sleep** at night.
- e You will do well in your exam if you **work / will work** hard.
- f I **would answer / would have answered** my phone if I had heard it ringing.

WORKBOOK
PAGE 86

4 Answer these questions, then compare your answers in pairs.

- a What would you do if you saw a snake?
- b What do you drink if you are very thirsty?
- c What will you study if you go to university?
- d What would you have done if you had stayed at home today?

FOCUS ON GRAMMAR

Conditionals

- Use the **zero conditional** to talk about actions that are always true, e.g. daily activities and scientific facts: (*If / when* + present simple, → present simple)
If/when I feel ill, I stay at home. (general habit)
I stay at home if/when I feel ill.
- Use the **first conditional** to talk about situations or actions that we think are very possible or probable in the future:
(*If* + present simple, → *will / may / can* + infinitive) *If I hurry, I will catch the bus. / I'll catch the bus if I hurry.*
- Use the **second conditional** to talk about imaginary situations or unlikely situations in the future:
(*If* + past simple, → *would / could / might* + infinitive)
I don't feel ill now.
If I felt ill, I would stay at home.
I would stay at home if I felt ill.
- Use the **third conditional** to talk about past situations or actions that did not happen:
(*If* + past perfect (*had* + past participle), → *would / could / might* + *have* + past participle)
I didn't feel ill yesterday. If I had felt ill, I would have stayed at home.
I would have stayed at home if I had felt ill.

Reading

- 1 Complete this questionnaire, then compare answers in pairs.

My use of modern technology

- 1 Which of the following do you do?
(Tick the boxes.)

- watch TV programmes on a computer
 play computer games
 send text messages
 send emails
 use social networking sites

- 2 How do you feel if you cannot do any of these activities for a day?

2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

cassette player chat (v)
 DVD video (n)

- 3 Read the article and answer these questions.

- a How did young people listen to music 20 years ago? *They listened to cassettes.*
 b How is television different from in the past?
 c What has replaced videos?
 d What can happen to people's real friends today?
 e How do some people feel if they cannot use their mobile phones?

Young people and technology

If you had asked young people 20 years ago how they spent their free time, they would probably have said that they watched television and **videos**, listened to music on **cassette players** or spent time with their friends.

If you asked the same question today, the answers would be very different. Although we still watch television, there are many more channels than there were in the past, and **DVDs** have replaced videos. We now listen to CDs, but more of us are **downloading** music and films from the internet. We can listen to or watch these on computers or mobile phones.

Of course, we still spend time with our friends, but more of our conversations with them are by text message or through online social networking sites like Facebook and Twitter. These are becoming more popular as ways of communicating with friends and of making new friends. Some people are spending more time **chatting** to their virtual friends than to their real friends.

There is no doubt that modern technology allows us to communicate with many more people than we could in the past, but there are **disadvantages**. Researchers have found that some people are **losing touch with** their real friends and becoming addicted to their mobile phones, to their computers and to social networking sites. If they cannot use their phones and computers, some people become nervous and **irritable**. And if more people become addicted to their phones, they will find it hard to make real friends.



Critical thinking

1 Write the meanings of the highlighted words from the article on page 93.

- a There are **disadvantages**. *bad points*
- b More of us are **downloading** music and films from the internet.
- c Some people become nervous and **irritable**.
- d People are **losing touch** with their real friends.
- e People are spending more time chatting to their **virtual** friends.

2 Answer these questions about the article on young people and technology.

- a Where do many people get their music from today? *They download it.*
- b What are the two main dangers of new technology?

3 Discuss this question in pairs.

How are the friends that people make on social networking sites different from "real" friends?



SKILLS FOR LIFE

Be careful about putting your personal details online because they might be seen by anyone.

4 FOCUS ON ABBREVIATIONS

DVD is short for Digital Video Disc. Check the meanings of these abbreviations in your dictionary.

- | | |
|------------|-------------|
| 1 CD | 4 www |
| 2 IT | 5 ID |
| 3 PC | 6 BCE |

5 Discuss these questions in pairs.

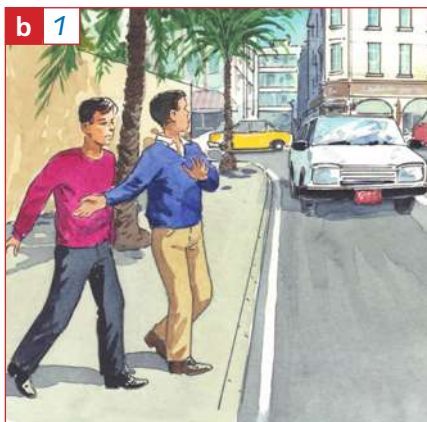
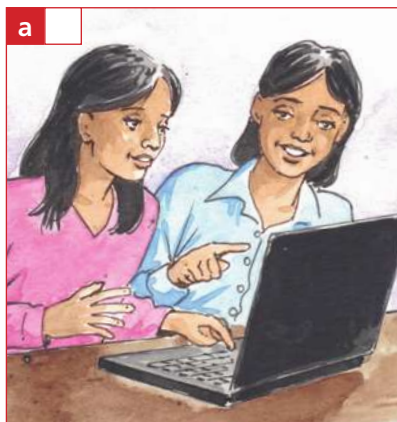
- a Why do you think that modern methods of communication like email and mobile phones have become so popular? In what ways are they better than letters and traditional telephones?
- b What are the disadvantages of these methods of communication?
- c Do you know people who become nervous or irritable if they cannot use their phones and computers?
- d Do you think that more people will become addicted to mobile phones and computers?
- e What other things can people become addicted to?

6 Read this list of the possible benefits of social networking. Do you agree? Discuss in pairs.

- Chatting to other people on social networking sites helps to give young people confidence.
- You can communicate with friends and members of your family who do not live near you.
- Young people who feel lonely can find new friends online who share their interests and their problems.
- Belonging to a social networking site is important as more and more organisations, like schools and colleges, use them to contact their students.

Communication skills Giving warnings

- 1 Listen to three conversations in which one person warns someone. Match each conversation 1–3 with the correct pictures a–c.



- 2 Now answer these questions.

- a What is the situation in each conversation?
 1 *Someone is about to cross the road.*
- b What is one of the speakers warning the other one to do or not to do?

- 3 Listen again and tick the expressions that you hear.

FOCUS ON FUNCTIONS

Giving warnings

- Be careful!
- Don't do that or ...
- If I were you, I wouldn't ...
- Make sure you are not ...
- Mind you don't ...
- Watch out!

- 4 Work in pairs. Make conversations using some of the expressions from *Focus on functions*.

- a **Student A** Your hands are dirty and you need to wash them.
Student B Warn your partner that the water might be very hot.
- b **Student A** You are at the beach. Suggest that you and your partner go for a swim.
Student B You don't want to swim. Warn your partner that the waves are very big today.
- c **Student A** You are a tourist visiting Egypt for the first time. Tell your partner that you are going to visit a remote desert area near where he / she lives.
Student B Warn your partner about some of the problems and dangers he / she may face in the desert. Tell him / her what to do and what not to do.

5 Research the following about mobile phones

Find out how often most people use their mobile phones. Find out:

- how many people in Egypt own a mobile phone
- why most people use their mobile phones
- what people can do to rely less on mobile phones

WORKBOOK
PAGE 88

Revision E

Listening

1 Discuss these questions in pairs.

- a How do you feel before you go on a long journey, for example on a train, a ship or a plane?

excited relaxed slightly nervous
very nervous afraid terrified

- b Which of the following ways of travelling do you think is the safest and which is the most dangerous?

by bicycle by car by plane on foot

2 Listen to a radio programme about air safety. Are these sentences *True* or *False*? Correct the false sentences.

- a Ola Latif is a travel writer. *False. Ola Latif is a researcher looking into air safety.*
- b Samir emailed a question to the experts.
.....
- c Flying is the most dangerous form of travel.
- d One in twenty people die in an air accident.
- e Sara was looking forward to her first flight.
- f Bad weather does not usually cause air accidents.
- g Hazem Thabet does not fly when he feels nervous.

3 Listen again and complete the questions with three words each.

- a Samir wanted to know how *safe flying was* these days.
- b Sara wanted to know so nervous.
- c Yasser asked what he feeling nervous.

4 Now write the questions in Exercise 3 as direct speech.

- a *"How safe is flying these days?"* asked Samir.
- b asked Sara.
- c asked Yasser.

5 Match to form two-word phrases from the listening text.

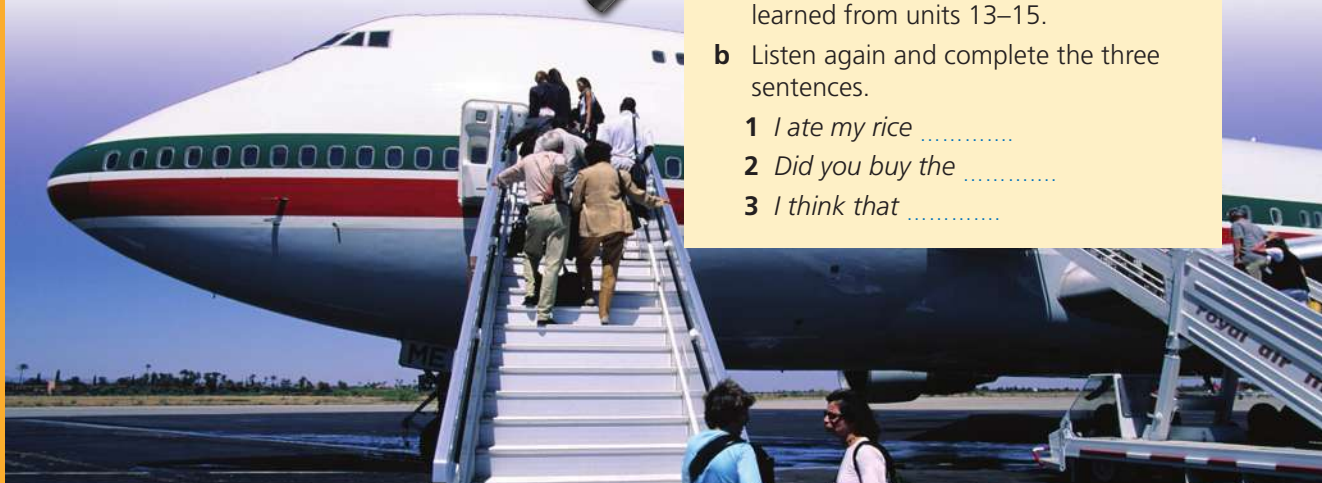
a travel	1	<input type="checkbox"/>	disease
b air	2	<input type="checkbox"/>	crew
c heart	3	<input checked="" type="checkbox"/>	writer
d bad	4	<input type="checkbox"/>	safety
e plane	5	<input type="checkbox"/>	weather

6 Work in groups of four.

- a Ask people in your group if they are afraid of flying.
- b Report what questions you asked and how people answered to the class.

7 FOCUS ON SOUNDS

- a Listen and repeat the three sentences that revise the sounds you have learned from units 13–15.
- b Listen again and complete the three sentences.
- 1 I ate my rice
 - 2 Did you buy the
 - 3 I think that



Grammar

1 Read this report of a conversation, then have the conversation in pairs.

- a My friend asked me what I'd done at the weekend. *"What did you do at the weekend?"*
- b I told my friend that I'd been to see my grandparents.
- c My friend asked me where my grandparents lived.
- d I said that they lived in a small village in the country.
- e My friend asked me how often I saw them.
- f I told him that I saw them about twice a week.



2 Choose the correct verbs in these conditional sentences.

- a I wouldn't go there alone if I **had been / were** you.
- b If you leave ice in the sun, it **turns / would turn** to water very quickly.
- c If it hadn't been so hot, we **would play / would have played** tennis.
- d I'll tell Ali you are looking for him if I **see / saw** him.
- e If you **didn't warn / hadn't warned** me, I wouldn't have seen the car coming towards me.
- f You **won't / wouldn't** be able to climb so quickly if you take a lot of equipment with you.



3 Complete the conversation with the correct prepositions (you can use each one more than once).

at for from in on

- Tarek** I'm looking **a** *for* Ali's mobile phone number. I haven't heard **b** him for ages. Do you know it?
- Hassan** Sorry, no. Can't you remember it?
- Tarek** No, I'm terrible **c** remembering phone numbers.
- Hassan** You could try his work number. He works **d** the Capital Bank.
- Tarek** How long has he worked there?
- Hassan** For three days. He applied **e** the job last week and started on Monday.
- Tarek** I know that he wasn't keen **f** his old job and I know that he was interested **g** working for a bank. But that's really quick.
- Hassan** It is, isn't it?

Reading

- 1 Look at the picture of Rider Haggard and discuss these questions in pairs.
 - a What do you remember about the writer?
 - b What kinds of stories did he write?
- 2 Read this summary of Rider Haggard's *She* and find out who these people are.
 - Horace Holly *a Cambridge University professor*
 - Leo Vincey
 - Ayesha
 - Killikrates



She

Horace Holly, a Cambridge University professor, agrees to help a younger man, Leo Vincey, to find out more about the history of his family. They discover instructions written on an ancient pot, which was left to Vincey when his father died. The instructions lead them to a far part of the east coast of Africa.

After a long journey, they meet Ayesha, a beautiful and powerful woman who is loved by her people. But her people are also afraid of her because she punishes anyone who she dislikes or who does not agree with her.

Holly and Vincey discover something very unusual about Ayesha: many years earlier, she walked through a special fire which stopped her from growing old. More than 2,000 years earlier, her husband Killikrates had disappeared. She is now waiting for him to return.

When Ayesha first sees Leo Vincey, she believes that he is Killikrates, who has come back to her. She tries to persuade Vincey to walk through the special fire. If he does this, he will also never grow old. When Vincey does not believe the story, Ayesha walks through the fire for a second time to show him what will happen. Suddenly, Ayesha changes and becomes her true age: over 2,000 years old.



- 3 Complete these sentences using information from the story.
 - a Horace Holly and Leo Vincey go to Africa because they want to *find out about the history of Vincey's family*.
 - b The instructions they follow are written
 - c If people disagree with Ayesha, she
 - d Ayesha will never grow old because many years before, she
 - e Vincey refuses to walk through the fire because he
- 4 Discuss these questions in pairs.
 - a Why do you think that people want to find out about the history of their families?
 - b What kind of information do you think that people want to know about their families?
 - c How far would you travel to find out about the history of your family? What would you like to know?
 - d Why do you think that stories like *King Solomon's Mines* and *She* are still very popular today?

Communication skills Project

1 In pairs, match the pictures 1–4 with the dangerous activities a–d.

- a deep sea diving
- b flying a light plane
- c sky diving
- d rock climbing



2 Discuss these questions in pairs.

- a Which of the activities do you think are the most and the least dangerous? Why?
- b Which of these activities would you like to try? Why?

3 Work in pairs. Choose one of the activities and make notes under these headings.

- Information about how to do the activity:
You need to belong to a flying club.
- Reasons for doing the activity:
It's exciting...
- Possible dangers:
It might be difficult to land.....

4 Work in pairs.

- a Invite your partner to do the activity with you. If they do not want to do it, try to persuade them, using some of these expressions:

- Go on! You'll really enjoy it.
- I really think you'd be good at it.
- Just this once, please.

- b You are about to do the activity but you need some help. Ask people in your group. You can ask and answer using these expressions:

- Please could you help me to ...?
- I wonder if you could help me to ...?
- Would it be possible for you to ...?
- I'd be happy to help.
- What would you like me to do?
- Yes, what's the problem?



EXTRA READING

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

depressed engine jet
necessity opportunity power (v)
privacy produce (v)

2 Work in pairs and do the quiz.

1 You want to read the news. Do you

- a buy a newspaper?
b look at the news online?

2 Your mobile phone is not working. Do you

- a tell the shop where you bought it about the problem?
b find how to repair it on the internet?

3 You want to tell your friend where to meet this evening. Do you

- a phone him / her from your house?
b send him / her a text message?

4 You want to contact a friend in Canada to practise your English. Do you

- a send him / her a letter?
b send him / her an email?

3 Do you like to use new technology if you answered mostly a or mostly b?

4 Read about scientific revolutions and answer these questions.

- a What could people do after the wheel was invented that they could not do before?
b What was different about machines with steam engines?
c How did the invention of the electric light change the way people worked?
d What disadvantages to technology does the article talk about?

5 Discuss these questions in pairs.

- a Put these inventions into order of importance. Say why.
• the petrol engine • the television
• computers • the World Wide Web
b What inventions do you think will be needed in the future? Say why.



Scientific revolutions

There is a saying about new ideas: *Necessity is the mother of invention*. This means that if we need to do something, someone will invent a way to do it.

In Asia in 8000 BCE, the wheel was invented because people wanted to transport heavy goods more easily. Over 9,000 years later, steam **engines** were invented to **power** machines which were able to **produce** things more quickly than people could. Electricity also changed the way we lived, by powering thousands of machines. Electric lights, invented by Thomas Edison in the 1870s, lit people's homes and allowed factories to produce goods at night. The **jet** engine (developed in the 1920s by Frank Whittle) made it possible to travel easily by air.

In the last 25 years, digital technology has changed our lives. We now use digital technology to communicate with each other, to listen to music and to take photographs. The World Wide Web, invented in 1989 by the computer scientist Timothy Berners-Lee, has made it easy to find information from anywhere in the world.

There are problems with technology. Some people spend too long on the internet and feel **depressed** if they cannot use it. We also need to be careful about **privacy** when we put information online. However, technology gives us all **opportunities**.

Today, there are new situations which need new inventions. Scientists are now working to solve the energy problem by using power from the sun and the wind. Past inventions have changed our world and the way we live. Future inventions will continue to change it.



6 PROJECT

- a Use the internet or the library to find out about the **Egyptian Knowledge Bank (EKB)**.
b Prepare and give a talk of about two minutes about the information you researched.
c After all the talks, have a class vote to decide on the most interesting talk.

WORKBOOK
PAGES 89–92



Tourism today

- OBJECTIVES**
- Listening** Listening to identify speakers and to interpret information
 - Grammar** *present necessity and lack of necessity*
 - Reading** Reading for specific information; guessing the meanings of unknown words
 - Critical thinking** Understanding the importance of tourism
 - Functions** Using idioms; making compromises and coming to agreements
 - Writing** Writing a formal email

Listening

1 Look at these popular tourist sites. Discuss these questions in pairs.

- a Which do you think are the five most popular places with tourists in Egypt?
- b Which can tourists see and do in these places?

2 Check the meanings of these words and phrases in your dictionary.

accommodation culture
particular pretend reputation
staff travel agent visitor



5 What do you think that the idioms in *Focus on functions* mean?

3 Listen to three people talking about tourism. Match each speaker with one of these descriptions (you do not need one).

- a He or she lives in London.
- b He or she is visiting Egypt with his or her family.
- c He or she is the manager of a large hotel.
- d He or she is a travel agent.



FOCUS ON FUNCTIONS

Using idioms

- I want to make sure customers are getting **value for money**.
- We don't need to get up early. We can just **take it easy**.

4 Listen again and match each speaker with one of these ideas (you do not need one).

- a He or she has visited Egypt many times before.
- b He or she sometimes goes on visits with tourists.
- c He or she has been interested in Egypt since he or she was very young.
- d He or she has discovered a lot about life in Egypt in a short time.

6 Discuss this question in pairs.

Where do you like to go on holiday? Answer using the idioms from *Focus on functions*.



FOCUS ON SOUNDS

a Listen and underline the part of each word which has the main stress.

customer essential fantastic
important interesting manager
relaxing university

b Listen again and repeat the words correctly.

Grammar *have to, must and need to*

GRAMMAR
REVIEW
PAGE 126



1 Underline the modal verbs in these sentences from the listening.

- My children have to study ancient history at school next year.*
- We must buy souvenirs for our friends while we're here.*
- My staff and I have to work twelve hours a day for six days a week.*
- At other times it's quieter: we don't have to work such long hours.*
- We don't need to get up or go to bed at particular times.*
- We mustn't forget that tourism is very important for Egypt.*

2 Discuss these questions in pairs and give examples from Exercise 1.

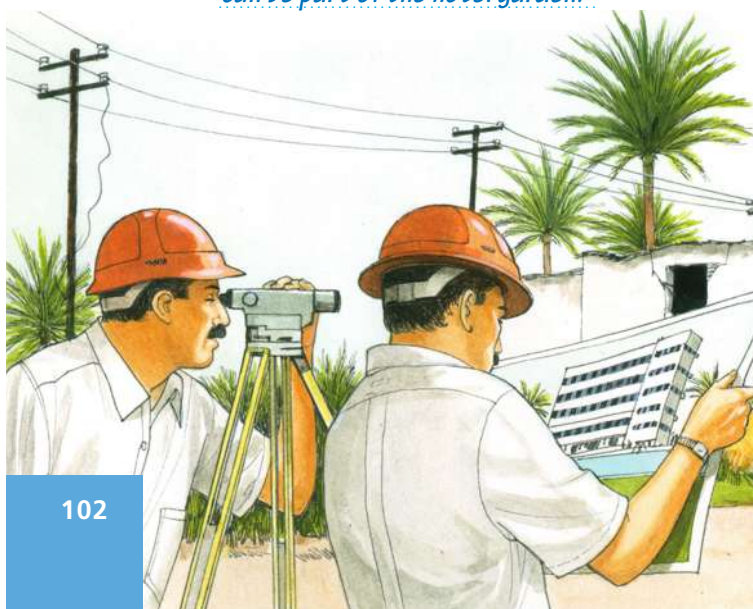
- Which two verbs can we use to refer to something that is not necessary?
don't have to / don't need to, e.g. sentences d and e.
- Which verb do we use when we don't have a choice?
- Which verb do we use to express strong feelings or wishes?

3 Choose the correct modal verbs in these sentences.

- I have to / **must** get up very early on school days.
- I **have to** / **must** phone my friend this evening. I promised him that I would.
- In some countries, children **mustn't** / **don't need to** wear school uniform.
- You **have to** / **must** show your passport when you visit another country.
- We **need to** / **have to** buy some milk from the shops because we don't have any.

4 Look at the picture and answer the questions using the passive.

- These two engineers are planning to build a new tourist hotel on this site. What has to be done?
These old buildings have to be knocked down.
- What needs / does not need to be done?
The trees don't need to be cut down. They can be part of the hotel garden.



ON GRAMMAR

Present necessity and lack of necessity

- Use **have to / has to + infinitive** for rules or when you don't have a choice whether or not to do something:
*We **have to go** to school every day.*
*My father **doesn't have to work** today because it is a holiday.*
- Use **must + infinitive** to express strong feelings or wishes, warm invitations, and strong advice:
*I **must work** hard for the exams next week.*
*I **must buy** a present for my mother. (inner feelings)*
*You **must come** to my party tonight. (warm invitation)*
*You **must stop** smoking. (strong advice)*
- Use **mustn't + infinitive** to express prohibition:
*You **mustn't park** here. It's forbidden.*
- Use **don't have to / doesn't have to / don't need to / doesn't need to / needn't + infinitive** to refer to actions that are not necessary.
- Use **need to + verb** to refer to actions that are or are not necessary:
*Hassan **needs to go** to the bank after he finishes work.*
*I **don't need to buy / needn't buy** a new pen. I've already got one.*

WORKBOOK
PAGE 94

Reading

- 1 Read about tourism today. Can you guess the meanings of the words and phrases in bold?
- 2 Read the article again and choose the correct answers.
- a A *package tour* is
- A a long journey to a remote place.
 - B** a holiday which is planned by a company for tourists.
 - C a tour to more than one country.
 - D a holiday in more than one city.
- b Countries on the Mediterranean coast have
- A fewer people living there during the summer than during the winter.
 - B more people living there during the winter than during the summer.
 - C as many people living there during the summer as during the winter.
 - D more people living there during the summer than during the winter.
- c The writer's opinion of the disadvantage of mass tourism is that
- A tourists take photographs of local people whether they like it or not.
 - B tourists often make too much noise.
 - C too many tourists can make towns and cities very busy.
 - D tourists do not spend enough money in the shops.
- d The last paragraph of the article says that in future,
- A more tourists may come to Egypt.
 - B there will be enough hotels for the tourists who come to Egypt.
 - C new tourists will not come to Egypt if there are not more golf courses.
 - D fewer tourists will come to Egypt because of pollution and traffic.
- 3 Discuss this question in pairs.
- As a tourist, would you prefer to visit very well-known places like Sharm El-Sheikh or Paris, where there are thousands of other tourists, or places that not many people know about?



Tourism today

People have visited Egypt ever since Greek and Roman times, but modern tourism began when an Englishman, Thomas Cook, arranged the first **package tour** in 1841. Package tours are holidays arranged by a travel company which **include** travel, accommodation and sometimes food for a **fixed** price.

Mass tourism first became popular in the 1960s, when air travel became cheaper, and today tourism is a huge business. Millions of tourists are carried by air to destinations all over the world. Countries on the Mediterranean coast attract millions of tourists every summer!

Countries make a lot of money out of tourism, but there are also disadvantages. For example, about one hundred people visit Notre Dame **cathedral** in Paris every minute. Their feet **wear away** the stone floors. The buses waiting for the tourists produce pollution that damages the outside of the building.

During the tourist season, many of the world's great cities are very difficult to live in. Try shopping in Prague or Florence in the middle of summer! Tourists with cameras **block** your way. Shopping is impossible!

For Egypt, tourism is the second most important earner of foreign currency after oil. The tourist industry **employs** thousands of people such as travel agents, hotel staff and building workers. If more tourists visit in the future, new hotels and roads will have to be built and new parks and resorts will need to be planned.

Critical thinking

1 Answer the following questions about the article on page 103.

- What nationality was Thomas Cook? *He was English.*
- How do visitors to Notre Dame in Paris damage the building?
- Why do you think that package tours became so popular?
- Why do you think that so many tourists visit countries on the Mediterranean coasts?
- Why do you think that air travel became cheaper?

2 Read this quotation from the article and discuss the questions.

- How was tourism before the 1960s different from tourism today?
- What are the good and bad effects of cheap air travel?
- Tourism brings foreign currency into a country. What other advantages does tourism bring to a country and its people?
- What makes particular tourist destinations popular? Think of three or four reasons.

Mass tourism first became popular in the 1960s, when air travel became cheaper, and today tourism is a huge business. Millions of tourists are carried by air to destinations all over the world.

3 Read the short news report, then discuss the questions in pairs.

- What would you think if you read this news story about your local area?
- Which groups of people would welcome this news? Why?
- Which groups might not be very happy about the new hotel? Why?
- What kinds of foreign tourists do you think would stay in this hotel?



SKILLS FOR LIFE

Remember that tourists are important to Egypt. Always try to help tourists when you can.

Five-star hotel opening next summer

A large international hotel group has plans to open a five-star hotel on the outskirts of our town next summer. The future manager of the new hotel is now the manager of a small hotel in Greece, but it is believed that between one and two hundred new staff will be needed when the hotel opens. There will be work for accountants, managers, trained cooks, waiters and cleaners.

The new hotel is expected to attract thousands of foreign tourists to our town every year.



Communication skills

Making compromises and coming to an agreement

1 Discuss these questions in pairs.

- a What kinds of damage can tourists do to the culture and environment of a country they visit? Give some examples.
- b Tourism which does not cause damage to the culture or an environment is called ecotourism. Do you know any examples of ecotourism in Egypt? How is it different from other kinds of tourism?

2 Role-play the following in groups of three.

- Student A** You want to take it easy. You are not really interested in culture or the environment.
- Student B** You are an ecotourist. You will only choose a holiday if it helps local people and does not damage the environment.
- Student C** You are very interested in the local culture of the places you choose for your holiday.
- a Look at these three advertisements and choose the holiday that you would most like to go on. Before you decide, think about the following:

- the effects of your visit on the environment and culture of the place.
- who or what will benefit from your visit.
- who or what may be damaged by your visit.

- b You would like to go on holiday with your two partners. Tell your partners about your choice and give your reasons. Try to agree on which holiday to choose. Use some of the language from *Focus on Functions*.

FOCUS ON FUNCTIONS

Making compromises and coming to an agreement

I'd prefer to go to ..., but I'm happy to go to ... instead.

I'd like to go to ..., but it's probably better to go to ...

Do we all agree? So we're going to ...?

That's good: we all agree.

WORKBOOK
PAGE 96



Spend a week in Nepal

- Each tour has only ten people.
- Stay with a Nepalese family and share their food.
- See wildlife in its natural environment.
- Walk or go horse-riding.



Welcome to our five-star hotel in Sokhna

Enjoy international cooking at its best!
Visit all the popular tourist destinations.
Travel in our own buses with air conditioning.



See real life in **MOROCCO**

- ◆ Stay in local hotels or with Moroccan families.
- ◆ Travel by public transport.
- ◆ Take a trip to an oasis.
- ◆ Try fresh local food.

3 Research the following about hotels

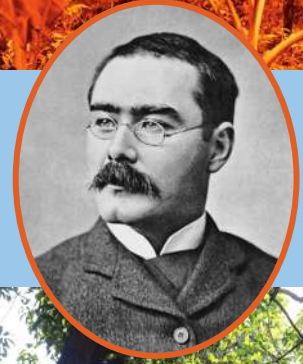
Find out why hotels are given stars. Find out:

- what the difference is between a hotel with one, two or three stars
- how many stars a hotel can have
- how a hotel can get the most stars

RESEARCH

Rudyard Kipling: "If"

- OBJECTIVES**
- Listening** Listening for gist; listening for detail
 - Grammar** Participle clauses
 - Reading** Reading for gist; reading for specific information
 - Critical thinking** Becoming a successful person
 - Functions** Talking about dreams and ideals
 - Writing** Writing about a famous poet



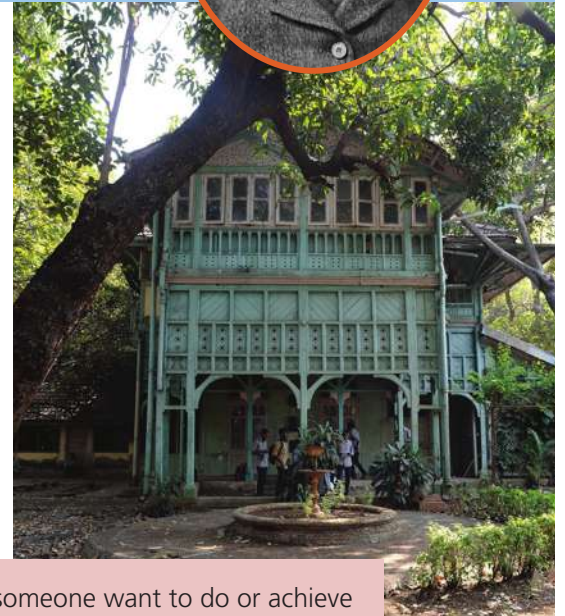
Listening

1 **Before you listen, discuss these questions.**
What is your favourite children's film? What is it about?

- 2 **Listen to Mariam and Soha talking about the writer Rudyard Kipling and answer these questions.**
- a How does Mariam know so much about Rudyard Kipling?
 - b In which country did Rudyard Kipling live before he went to school?
 - c What happened a year before he wrote *The Jungle Book*?
 - d Is "If" a poem or a story for children?

3 **Match the highlighted words with their meanings.**

- | | |
|---|---|
| <p>a It's about a boy who grows up in the jungle.</p> <p>b The poem is very inspiring!</p> <p>c If you can fill the unforgiving minute</p> <p>d With sixty seconds' worth of distance run</p> | <p>1 <input type="checkbox"/> making someone want to do or achieve something</p> <p>2 <input checked="" type="checkbox"/> a develops from being a child to being an adult</p> <p>3 <input type="checkbox"/> the amount that could be produced in that time</p> <p>4 <input type="checkbox"/> difficult, not kind</p> |
|---|---|



- 4 **Listen again and answer the questions.**
- a Which film has Soha just watched?
She has just watched The Jungle Book.
 - b What did Kipling love about his childhood in India?
 - c What kind of newspaper did Kipling work for when he returned to India from England?
 - d What is his most famous poem about?
 - e What does Soha want to do now?

- 5 **Discuss these questions in pairs.**
- a Do you think that poems can be inspiring? Why / Why not?
 - b What other things do you find inspiring?



Listen and repeat how to say lists.

- 1 Kipling wrote children's books, books for adults and poems.
- 2 I like poems about nature, science, sport and the family.
- 3 My brother plays tennis, football, volleyball and squash.

Grammar Participle clauses

- 1 Complete the sentences from the listening text with the correct words, then underline the main verbs.

~~growing up~~ reading
thinking of writing

- a Growing up in India, he developed a love of the markets and Indian people.
- b He worked for a local newspaper, often stories in the evening.
- c stories and poems for adults and children, he became very successful.
- d the poem, you feel that you want to do well at everything!

- 2 Discuss these questions in pairs.

- a How are the words you added to the sentences in Exercise 1 similar?
- b How is this form different from the form of the main verbs you underlined?
- c Who does the action of the two verbs in each sentence: a different person or the same person?
- d Which of these sentences is correct? Why is the other sentence wrong?
- 1 Working in his garden, Kipling's stories were wonderful.
 - 2 Working in his garden, Kipling wrote some wonderful stories.

FOCUS ON GRAMMAR

Participle clauses

- Use participle clauses instead of clauses starting with *as*, *when* or *and*:

Driving into town, the man saw an accident.

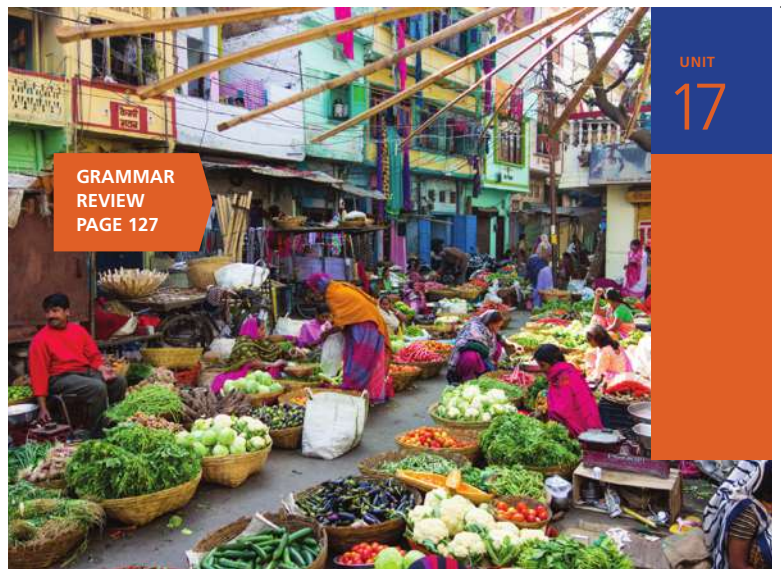
= *As / When* the man was driving into town, he saw an accident.

The car crashed into a garden, *knocking down a tree*.

= The car crashed into a garden *and* knocked down a tree.

- The subject of the participle clause must be the same as the subject of the main verb.

GRAMMAR
REVIEW
PAGE 127



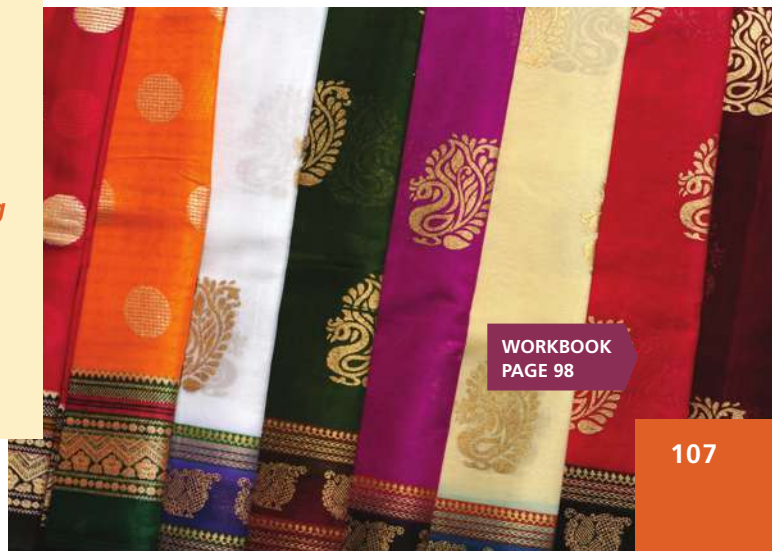
- 3 Rewrite these sentences about Mike, using a participle clause.

- a Mike woke up early and decided to go for a walk in the hills.
Waking up early, Mike decided to go for a walk in the hills.
- b When he reached the top of the hill, he was amazed by the wonderful view.
- c He took out his notebook and began to write a poem.
- d Mike didn't notice the black clouds and continued his writing.
- e He felt the first drops of rain and began to run back down the hill.
- f Mike arrived at his front door and discovered that he had forgotten to take his key with him.

- 4 Complete these sentences with your own ideas, then compare answers with a partner.

- a Arriving home late one night, Nasser
- b Realising there was going to be a storm, Mr Zaher
- c Looking out of the window this morning, I

WORKBOOK
PAGE 98





Reading

1 Before you read, discuss this question in pairs.

What kind of advice do parents often give to their children?

2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

bear (v) keep your head
lose your head
(make) allowances for virtue

3 Read and listen to the poem "If" by Rudyard Kipling. Does it give any of the advice that you talked about in Exercise 1?

4 Are these sentences True or False? Correct the false sentences.

- a The speaker says that you should stay calm when other people are not. *True*
- b You should lie to people if they lie to you.
- c It is not a good idea to always wear very expensive clothes.
- d Your dreams are the most important thing in life.
- e You must work hard when things go wrong.
- f It is important to have the ability to talk to both important and ordinary people.

5 Match these words with their meanings.

- | | | |
|------------|---------------------------------------|--|
| a aim | 1 <input type="checkbox"/> | enemy |
| b foe | 2 <input checked="" type="checkbox"/> | what you are hoping to achieve |
| c worn-out | 3 <input type="checkbox"/> | someone who pretends to be someone else |
| d impostor | 4 <input type="checkbox"/> | damaged because it has been used so much |

CHECK IN YOUR DICTIONARY



If

If you can **keep your head** when all about you
Are **losing** theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But **make allowance for** their doubting too;
If you can wait and not be tired by waiting,
Or, being lied about, don't **deal in** lies,
Or being hated don't **give way to** hating,
And yet don't look too good, nor talk too wise;

If you can dream – and not make dreams your
master;
If you can think – and not make thoughts your
aim,
If you can meet with Triumph and Disaster
And treat those two **impostors** just the same:
If you can **bear** to hear the truth you've spoken
Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And **stoop** and build'em up with **worn-out** tools;

If you can talk with crowds and keep your **virtue**,
Or walk with Kings – nor lose **the common touch**,
If neither **foes** nor loving friends can hurt you,
If all men count on you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

build'em: build them
deal in: do business with
give way to: allow
twisted: changed the meaning
knave: a man who is not honest
stoop: walk with your head forward and down
the common touch: the ability to be friendly to ordinary people

Critical thinking

1 Read "If" again and answer the questions.

- The poem consists of three verses of eight lines. Which lines of each verse rhyme with each other?
- What does the poem say that you should do when people do not trust you?
- Why do you think that the poem says you should not look too good?
- Why do you think that dreams should not be "your master"?
- Do you think that it is important to be able to talk to all kinds of people in life? Why / Why not?

2 Discuss these questions in pairs.

- Read the last two lines of the poem. What is the message of the poem?
- The poem "If" was written to inspire a teenager about how to become an adult. Do you find the poem inspiring? Why / Why not?

3 Now answer these questions.

- What kind of person does the poem say that you should be?

**brave calm imaginative kind
strong understanding**

- What do you think makes a successful person? Can you think of any adjectives to add to the list above?
- The poem was written in 1910. Do you think the advice in the poem is true for people today? Why / Why not?



4 Work in groups. Can you complete these sentences to make "If" a modern poem? It does not have to rhyme.

- If you can listen to the teacher, when
- If you can revise at home, when
- If you can keep yourself fit, although your friends
- If you can eat healthy food, when the shops
- If you can be kind to your brothers and sisters, even when
- If you can help your parents, although
- Yours is the Earth and everything that's in it
And – which is more – you'll

5 FOCUS ON LONGER ADJECTIVES

1 When we use longer phrases as adjectives before a noun, we add a hyphen:

*worn-out tools, a five-year-old girl,
a two-and-a-half-metre-long pole*

2 Write the following with hyphens:

a The horse is very friendly looking.
It's a friendly-looking horse.

b It's a house which is ten years old.

c I have a ladder which is four metres long.

d The rules are easy to remember.



SKILLS FOR LIFE

To be a successful person, it is important to continue learning different skills, even after you have finished school.

WORKBOOK
PAGE 99

Communication skills

Talking about dreams and ideals

1 Discuss these questions in pairs.

Rudyard Kipling spoke about how a boy could become the ideal man. Do you think that it is possible to be an ideal person? Why / Why not?

2 Work in pairs.

- a Think about a job that you would like to do in the future.
- b Talk about the advantages and disadvantages of doing this job.

3 Ask and answer questions.

- a What kind of person would you need to be to do the jobs in the pictures? Use some of these words. Can you add any words to the list?

**ambitious calm careful fit imaginative
organised sensible tolerant understanding**

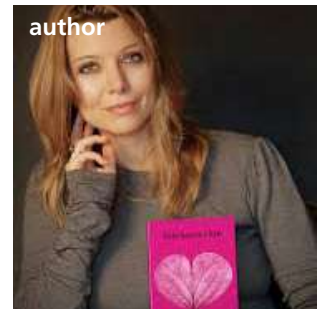
- b Which of the jobs would be a dream job for you?
- c Ask questions about these and other jobs using the expressions from *Focus on functions*.



footballer



pilot



author



doctor



diplomat

FOCUS ON FUNCTIONS

Asking about dreams and ideals

- What would your dream job be?
- If you could have any job you liked, what would you choose?
- Would you prefer to be (a leader) or (a member of a team)?

Answers

- I'd choose to be ...
- My dream job would be ... because ...
- I'd definitely be ...
- I'd really like to be ...
- I could / couldn't be a ... because ...

What would your dream job be?

I'd really like to be a tour guide.



4 Research the following about a famous Egyptian poet

Find out about a famous Egyptian poet. Find out:

- what he / she wrote
- why he / she became famous
- what messages the poems give to us

RESEARCH

Global issues

OBJECTIVES

- Listening** Listening for gist; identifying points of view
- Grammar** *can / could* for ability / possibility and permission
- Reading** Reading for detail and inference
- Critical thinking** Taking responsibility for global problems
- Functions** Asking for, accepting and refusing permission
- Writing** Writing an essay about climate change



Listening

1 Look at the pictures and discuss these questions in pairs.

- a What global problems do these photographs show?
- b How serious do you think these problems are?



2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

ban (v) demand (n) dependence
hunger run out of worrying

5 Work in pairs. Which of the following students' suggestions do you agree with? Why?

- "They are all problems we can solve."
- "Countries can't do much on their own."
- "There's plenty of food in the world."
- "We could end hunger if we thought it was important enough."

3 Listen to a conversation between two students and answer the questions.

- a Do they believe that there are answers to global problems?
- b What do they suggest?

4 Listen again and complete with the correct form of the words from Exercise 2.

- a Nadia thinks that the problems in the photos are worrying.
- b Azza suggests cars could be from cities.
- c There would be less for oil if people travelled by public transport.
- d The world's on oil and gas would be reduced if we used more energy from the wind and the sun.
- e The two students agree that the world's most serious problem is

6 FOCUS ON SOUNDS

a Listen and tick the word that you hear in each pair. (The second sound in these diphthongs is schwa /ə/.)

- | | | | | |
|---|-------|-------------------------------------|-------|--------------------------|
| 1 | here | <input checked="" type="checkbox"/> | hair | <input type="checkbox"/> |
| 2 | air | <input type="checkbox"/> | ear | <input type="checkbox"/> |
| 3 | fair | <input type="checkbox"/> | fear | <input type="checkbox"/> |
| 4 | we're | <input type="checkbox"/> | wear | <input type="checkbox"/> |
| 5 | chair | <input type="checkbox"/> | cheer | <input type="checkbox"/> |

b Now listen and repeat the phrases that use these words.

Grammar *can / could* for ability / possibility and permission

1 Check the meanings of these words in your dictionary.

ability permission possibility

GRAMMAR
REVIEW
PAGE 127

2 Underline the examples of *can / could* + verb in these sentences from the listening. Write if the meaning is ability (A), possibility (PO) or permission (P).

- a These are problems we can solve. *A*
- b We could ban cars from cities.
- c In some places, people can't use their cars every day.
- d If your number ends in two, you can only drive on Mondays.
- e There are cars which can use electricity.
- f There's plenty of food. We can feed everyone.
- g We could end world hunger if we thought that it was important enough.



3 Do the underlined verbs in these sentences tell us about ability (A), possibility (PO) or permission (P)? Do they refer to the past, the future or any time?

- a By the age nine, I could swim 100 metres, but I couldn't go swimming on my own. *A + P, past*
- b I can't see very well without glasses.
- c In my country, you can't go on public roads until you are 18, even if you can drive.
- d We could run out of oil in the next 20 years.
- e You can borrow my car tomorrow if you drive carefully.
- f A hundred years ago, many people couldn't read or write.

4 Discuss these questions in pairs.

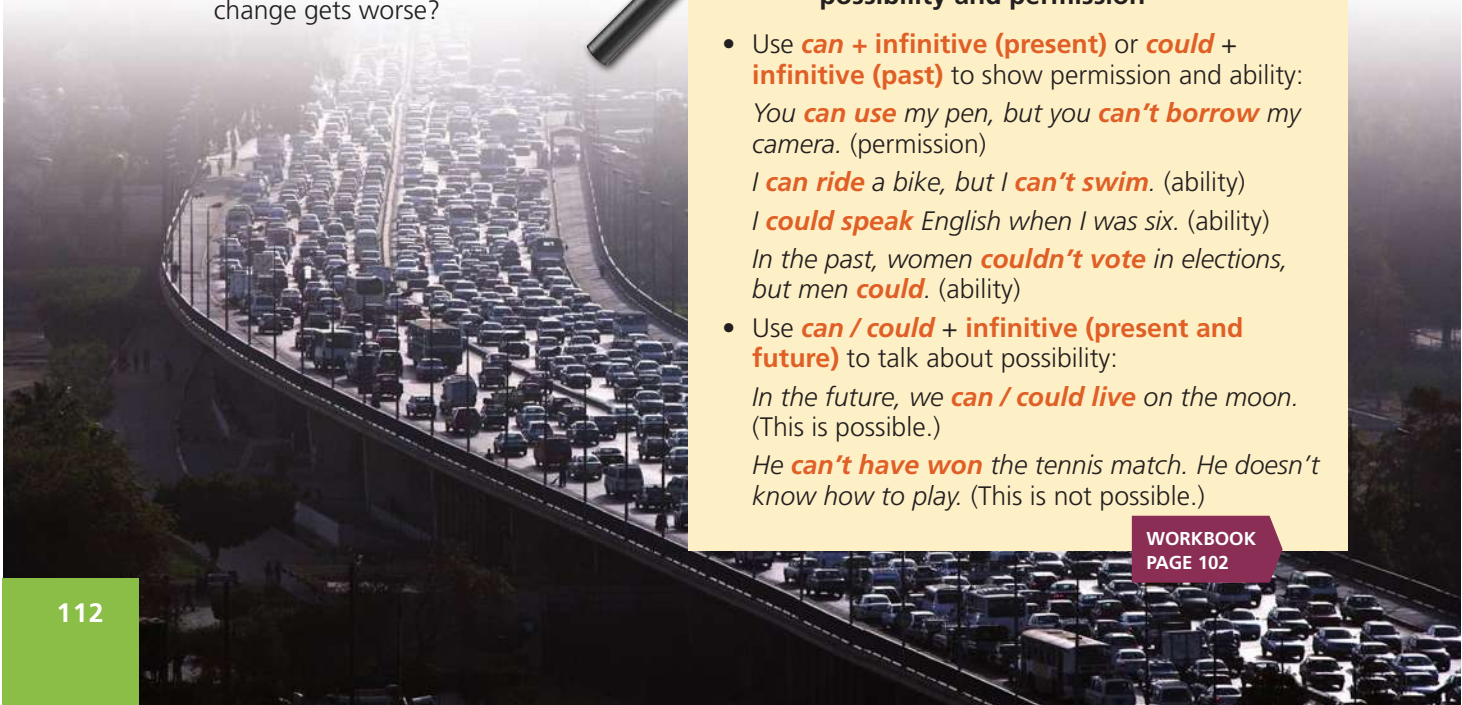
- a What can happen if there are too many cars in city centres?
- b What could happen if climate change gets worse?

FOCUS ON GRAMMAR

can / could for ability / possibility and permission

- Use **can + infinitive (present)** or **could + infinitive (past)** to show permission and ability:
You can use my pen, but you can't borrow my camera. (permission)
I can ride a bike, but I can't swim. (ability)
I could speak English when I was six. (ability)
In the past, women couldn't vote in elections, but men could. (ability)
- Use **can / could + infinitive (present and future)** to talk about possibility:
In the future, we can / could live on the moon. (This is possible.)
He can't have won the tennis match. He doesn't know how to play. (This is not possible.)

WORKBOOK
PAGE 102



Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

Arctic dust greenhouse effect
rise (v) surface (n) turn down

2 Before you read the article, discuss these questions in pairs.

- The temperature of the earth's surface is getting hotter. What are the reasons for this?
- How could this affect the world?

3 Read the article and check your answers to Exercise 2.

4 Choose the correct answers from A, B, C or D.

- The earth's surface temperature is increasing because there
 - are increases in sea level.
 - is oxygen escaping into the atmosphere.
 - are more trees being grown.
 - are greenhouse gases like carbon dioxide.
- Trees are important because they
 - keep the earth cool.
 - take in carbon dioxide and produce oxygen.
 - protect the earth from the sun.
 - take in oxygen and produce carbon dioxide.
- Scientists say that if the earth's surface temperature increases by two degrees,
 - some places will disappear under water.
 - some places will be temporarily flooded.
 - there will be more rain.
 - more volcanoes will erupt.
- The writer says that the best way for individuals to help solve the problem is to
 - stop cutting down trees.
 - produce more carbon dioxide.
 - use less electricity and fuel.
 - drive electric cars.

5 Discuss this question in pairs.

What might happen in Egypt if global warming continues?



Most people now accept the fact that the world's climate is changing. But why is this happening and what can we do about it?

Scientists believe that there are a number of natural reasons for climate change. One could be changes in how much heat we get from the sun. Another could be volcanoes. When a volcano erupts, it sends **dust** into the atmosphere. This stops some of the sun's light and can make our climate cooler.

We have also been adding gases like carbon dioxide to the atmosphere. These greenhouse gases stop heat escaping, which increases the earth's temperature. This is called the **greenhouse effect**. The carbon dioxide in the atmosphere is increasing mainly because we burn fuels such as oil and gas. The fact that we continue to destroy the rainforests (which take in carbon dioxide and produce oxygen) makes the situation worse. If the carbon dioxide in the atmosphere continues to increase, scientists believe that by 2050, the temperature of the earth's **surface** could go up by 2°C.

How will global warming affect the world? It is now known that the ice at the **Arctic** and the Antarctic is melting. If this continues, sea levels will **rise** and some parts of the world will be flooded, making many people homeless.

So what can be done? Countries must stop destroying the rainforests and produce less carbon dioxide. And, as individuals, we must all reduce the carbon dioxide that we produce. This can be done by people using cars only when they have to or by **turning down** air conditioning in the summer.

Critical thinking

1 Answer the following questions about the article on page 113.

- What happens when a volcano erupts? *It sends dust into the atmosphere.*
- What is the main reason for the increase in carbon dioxide?
- What is happening to the ice in the Arctic and the Antarctic?
- Why do you think that the climate is changing more quickly than in the past?
- How do you think that we can help people who live in parts of the world which may flood in the future?
- Should people be worried about climate change? Why / Why not?

2 Read this quotation from the article and discuss the questions.

- Why are rainforests being cut down?
- What is the land used for after the trees have gone?
- How can countries be persuaded to stop cutting down the rainforests?
- Do you think that people should turn down their air conditioning? Why / Why not?
- What do you think would persuade people to travel by public transport more often?

So what can be done? Countries must stop destroying the rainforests and produce less carbon dioxide. And, as individuals, we must all reduce the carbon dioxide that we produce. This can be done by people using cars only when they have to or by turning down air conditioning in the summer.

3 Discuss these questions in pairs or small groups.

- Look at the following pictures. Which do you think could be used as a fuel for cars?
- Do you think that petrol, oil and gas will be our main fuels in the future? What other forms of energy could we use?



SKILLS FOR LIFE


Don't use more energy than is necessary. Always turn off computers, lights and televisions when you are not using them.



Communication skills Project

Situation

You and your partner are going to find out people's opinions on climate change and what can be done about it. Before you begin, do the following.

-  **1 Listen and complete these ways to ask for, accept or refuse permission.**

FOCUS ON FUNCTIONS

Asking for, accepting and refusing permission.

- a A** I'm doing a project on climate change. Can I ask you some questions?
B Yes, of
- b A** I'm doing a project on traffic in cities. Would you answering some questions?
B No, that's
- c A** I'm doing a project on people's driving habits. I wonder if I ask you some questions?
B No, I'm, I'm very busy at the moment.

- 2 Discuss these questions in pairs.**

- a** Which of A's questions is most formal?

- b** Which of A's questions is most friendly?

- 3 You are going to ask people about their opinions on climate change.**

- a** Decide which subject related to climate change you can ask questions about, e.g.
- What individuals can do.
 - What towns or cities can do.
- b** Write down three questions you can ask on the subject that you have chosen, e.g.
- Could you travel by public transport more often?
 - Could you use less electricity at home?



- 4 Now work with another pair.**

- a** Take turns to ask each other your questions using expressions from *Focus on functions*.
b Make a note of the answers your partners give you.

- 5 Work in different pairs. Tell your partner the answers that the other students gave to your questions in Exercise 4.**



6 Research the following about rainforests

Find out:

- where there are rainforests around the world
- how much of these rainforests are cut down every year
- what could happen if we lose the rainforests

RESEARCH

WORKBOOK
PAGE 104

Revision F



Listening

1 What are the most important things when you go on holiday?

- a Put the following in order of importance for you (1 = the most important).
- b Compare your list with another student. Could you spend a holiday together, or are your ideas too different?

- the destination
- the people I am with
- the accommodation
- value for money
- the weather
- things to see and do

2 Listen to two families trying to decide where to go on holiday and answer the questions.

- a Where does each family decide to go? 1 Alexandria 2
- b When are they going to go? 1 2

3 Listen again and match to make sentences.

- | | |
|--|--|
| a The woman is worried | 1 <input type="checkbox"/> for a long time. |
| b Before the Stewarts can make their final plans, | 2 <input type="checkbox"/> more people want to go on holiday at that time. |
| c The woman suggests going on a package tour because | 3 <input type="checkbox"/> the man will have to ask permission from his manager. |
| d Mr and Mrs Ibrahim have not been to England | 4 <input type="checkbox"/> these are usually cheaper. |
| e They can't go on holiday in June because | 5 <input checked="" type="checkbox"/> that Egypt might be too hot. |
| f Travelling in July is more expensive because | 6 <input type="checkbox"/> their children are still at school. |

4 Discuss this question in pairs.

If you could choose, when and where would you go on holiday? Why?

5 FOCUS ON SOUNDS

- a Listen and complete these sentences that revise the sounds that you have learned from units 16–18.

- 1 going to our best clothes for the family party.
- 2 My father has been an accountant, a and a businessman.
- 3 The people got out of their to the speaker.
- 4 We had a holiday. We went swimming, and sailing.

- b Now listen again and repeat the sentences.



Grammar

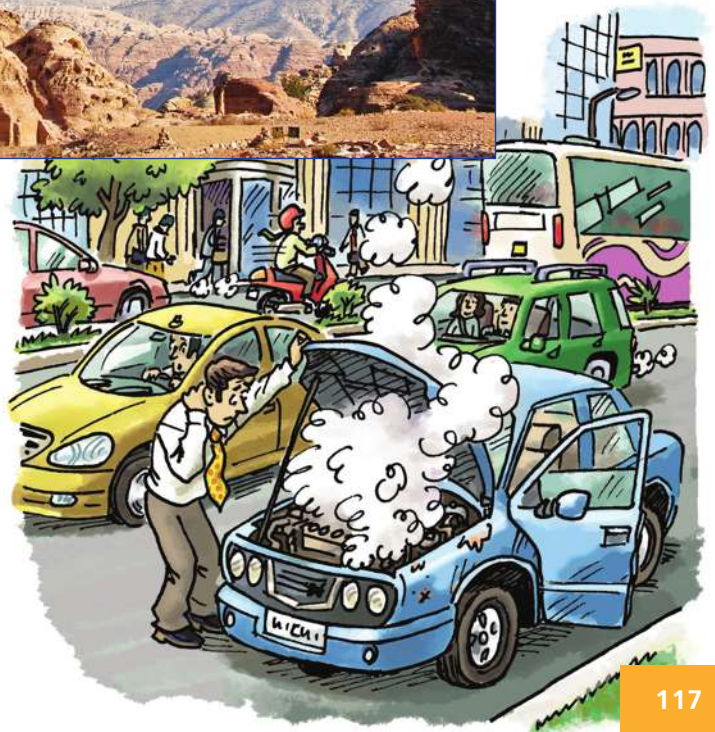
1 Choose the correct modal verb from A, B, C or D.

- a If you want to go to Jordan for a holiday, you fly or go by boat.
A need B mustn't **C can** D can't
- b We to go to school tomorrow. It's a public holiday.
A don't have B couldn't C needn't D mustn't
- c You stay at home on a school day unless you're ill.
A can B must C don't have to D can't
- d I revise for the English test. It's really important that I pass.
A need B must C don't need to D mustn't
- e Here's an idea: we all turn down our air conditioning in the summer.
A could B can't C have to D needn't
- f You use your mobile phone while you're driving. It's very dangerous.
A don't have to B needn't C mustn't D wouldn't
- g In Britain, you take your driving test until you're 17 years old.
A can B must C can't D mustn't
- h You wear anything special for the family party, but you can if you want.
A needn't B mustn't C can't D couldn't



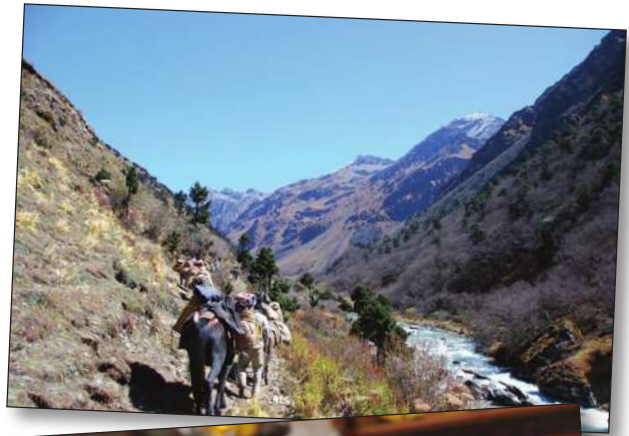
2 Join these pairs of sentences using a participle clause.

- a Nadia arrived home early. She helped her mother get lunch ready. *Arriving home early, Nadia helped her mother get lunch ready.*
- b Rami ran down the road. He fell over and hurt his back.
- c Hatem did not know the meaning of the word *oar*. He asked his teacher.
- d Ola looked out of the window. She saw her brother coming home.
- e My father drove to work this morning. His car broke down on a busy road.



Reading

- 1 Look at the pictures and discuss these questions in pairs.
 - a What sort of a country do you think this is?
 - b Why do you think that tourists might want to visit it?
- 2 Read the article and check your answers to Exercise 1.
- 3 Complete these sentences using information from the article.
 - a The people in Bhutan have to *wear traditional clothes when they go to work.*
 - b Buildings have to be
 - c Tourists must visit Bhutan
 - d They also need to
 - e There are many
 - f People who go to Bhutan
- 4 Discuss these questions in pairs.
 - a Would you like to have a holiday in Bhutan? Why / Why not?
 - b Do you think that it is fair that tourists have to pay at least \$200 a day to visit Bhutan? Why / Why not?
 - c Do you think that it is better to have fewer or more tourists visiting an area? Why?



VISITING BHUTAN

Travelling to the world's highest mountains is always exciting. For this reason, many people want to visit the small country of Bhutan in the Himalayas. However, the King of Bhutan does not want the country to be full of tourists. He wants the country to keep its traditional culture.

This means that the people in Bhutan have to wear traditional clothes when they go to work, and that tourists cannot go to some places in the country without special permission. Buildings have to be built in a traditional way, too.

How does the King stop many visitors coming to his country? Tourists cannot usually visit Bhutan on their own. They must visit as part of a tour group. They also need to pay at least \$200

a day during their visit. Some of this is for their accommodation, a tour guide and transport. The Bhutan government uses some of the money to pay for schools, hospitals and to help the poor.

Visiting Bhutan is expensive, so why do tourists want to visit? There are many beautiful temples and interesting towns. However, most people visit to walk in the mountains. There are bears and tigers in the high mountains. In the south of the country, there are elephants and monkeys and many kinds of birds.

Bhutan is not an easy country to visit and it is very expensive for tourists. Because it is between mountains, its airport is one of the most dangerous in the world. However, people who go to Bhutan always say it is an amazing place.

Communication skills Project

1 Read these newspaper headlines and discuss the questions in pairs.

- a How do global warming and human activities affect wild animals and plants? Think about the following:
- the weather
 - food
 - pollution
 - farming methods
 - the growing human population
- b Why is this situation getting worse?

2.5 degree rise in temperature will kill thousands of animals

Chinese river dolphin has disappeared

Animals that have lasted millions of years could disappear in months

2 Discuss these questions in pairs.

- a These pictures show some of the animals that could disappear in the next few years. Why do you think they are disappearing?
- b What do you think could be done to stop them disappearing?



We must help animals and plants to adapt to climate change

3 Work in small groups.

- a Choose an animal that you would like to save. Find out about this animal and make notes like this example.

Questions	Sample notes
1 Which animal have you chosen?	the tiger
2 Where does this animal live?	China, India and other parts of Asia
3 Why is it in danger?	people are taking the land where they live

- b Give a short talk to your group, telling them about the animal you have chosen.
- c Tell the group why we must stop animals and plants from disappearing.



EXTRA READING

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

active company computing
confidence mind (n) photography

2 Work in pairs and do the quiz.

1 You are very interested in the planets and want to find out more about them. Do you

- a wait until you are taught about them at school?
b find out about them yourself?

2 You learned some facts at school which you do not need for this year's exams. Do you

- a try to forget the facts?
b remember the facts because they might be useful in the future?

3 Your friend asks you to go with him / her on a digital photography course. Do you

- a say no because you are not interested in photography?
b say yes because you might learn something?

4 Your friend asks you to watch a TV programme about different countries. Do you

- a say that you'd prefer to watch a film on a different channel?
b say yes, because it might help your school work?

3 Do you think that you are more likely to want to learn new skills if you answered mostly a or mostly b?

4 Read about lifelong learning and answer these questions.

- a Why do people need to learn new skills?
b What advantages does the article say there are to lifelong learning?
c Why do you need to be motivated to do a language course?
d What do some of the most successful people do to find work or to be promoted?

5 Discuss these questions in pairs.

- a What skills might you want to learn after you have finished school and university?
b At what age do you think people should stop learning new skills? Why?



Lifelong learning

*If you can fill the unforgiving minute
With sixty seconds' worth of distance run
Yours is the Earth and everything that's in it.*

In the poem "If", Rudyard Kipling says that you can be successful if you can use your time well. For students, this means working hard at school. But you should continue to use your time well throughout your life.

Lifelong learning can mean finding out about many different things, for example, sports, science, art and crafts, history and food. It is believed that lifelong learning gives people more **active minds** and more **confidence** to face the future. Because the world is always changing, we need to learn new skills all the time so that we can work with these changes. Employers want employees who are keen to learn more skills.

Some **companies** send their employees on special courses, for example, to learn a new language. This might mean doing a course after work, so you will need to be motivated to complete it. However, if you do it, you will have better opportunities in the future.

Some of the most successful people teach themselves new skills. If a person wants to work in **computing**, for example, they can find information on the internet. They can talk to people who already work in computing or they can pay to go on computing courses. They will learn about all the latest developments. This might help them to find work, or help them to be promoted.

6 PROJECT

- a Talk to people that you know who have a job. Find out what skills they have learned since they started the job, and which skills they want to learn.
b Write a report about the skills the people have learned, and about how new skills might help them in the future.

WORKBOOK
PAGES 105-108

Grammar review

Units 1-3

Present simple

Usage:

- for habits/repeated actions: *I **go** swimming every week.*
- for situations which are true for a long time: *He **lives** in Luxor.*
- for facts that are always true: *Doctors **help** sick people.*

Present continuous: *am/is/are + -ing*

Usage:

- for actions that are happening now: *I **can't** see you now. I'**m revising** for the test.*
- for actions that are happening around now: *My sister **is studying** English at university.*

Past simple

Usage:

- for an action that started and finished in the past: *She **cooked** a tasty lunch yesterday.*
- for repeated actions in the past: *She **cooked** lunch every day last week.*
- for actions which followed each other in the past: *I **walked** home and **ate** some lunch.*

NOTE:

There is a list of irregular verbs on page 128.

Relative clauses: Type 1

Type 1 relative clauses give us important or necessary information about people, things or places. They tell us which person, thing or place:

*The supermarket **which Miss O'Connor works for** buys vegetables from France.*

*The man **that Ibrahim met** at the airport was from Jordan.*

We can leave out the relative pronoun if it is the object of the clause:

*The man **Ibrahim met at the airport** was from Jordan.*

NOTE:

Do not use commas around a type 1 relative clause.

Always use commas around a type 2 relative clause.

Relative clauses: Type 2

Type 2 relative clauses do not tell us which person, thing or place. They only give us more information about them:

*Mr Wong, **who has just arrived in Egypt**, works for an important Chinese factory.*

*The factory, **which is in Beijing**, makes plastic toys.*

We can never leave out the relative pronoun.

In all relative clauses, use:

- *who* or *that* for people.
- *which* or *that* for things.
- *where* for places.
- *when* for times.

Relative clauses with *whose*

Whose is a relative pronoun which is used to show that something or someone belongs to or is related to something or someone else:

- In a type 1 relative clause: *I work for a supermarket **whose** head office is in Alexandria.*
- In a type 2 relative clause: *Miss Jones, **whose** father works in France, is going to Paris next week.*

NOTE:

Whose expresses possession:
Whose pen is that?
Who's = Who is:
Who's going on the trip tomorrow?

The passive infinitive: *be* + past participle

- Passive infinitives are commonly used after modal verbs. They are a more formal way of presenting the information of an active sentence:

*New students should **be told** exactly what to do.*

*Unfortunately, our car is badly damaged and cannot **be repaired**.*

*People must **be warned** about the danger immediately.*

Passive expressions starting with *It*

- Passive expressions starting with *It* are commonly used when we cannot or do not want to name the agent. Like the passive infinitive, they are a more formal way of presenting the information of an active sentence:

***It is believed/thought that** nobody was in the house at the time of the fire.*

***It was decided that** the new school should be built in the middle of the town.*

***It has been shown that** there is no life on the moon.*

Units 4-6

Past continuous: *was/were* + *-ing*

Usage:

- for something in progress when an action took place: *When he arrived, I **was watching** television.*
- for past actions happening at the same time: *While / As the teacher **was talking**, they **were taking** notes.*
- to talk about an action that happened at a particular time: *Ahmed **was playing** tennis at midday yesterday.*

Present perfect: *has/have* + past participle

Usage:

- for actions which began in the past and continue until now. They might continue into the future:
*I've read three books this week. I've been at this school **since** 2014/**for** five years.*
- for past experiences (without saying when): ***Have** you ever **met** anyone famous? **She's** never **met** anyone famous yet, but she hopes to one day.*
- for actions which have happened recently: *I've just finished reading this book.*
- to talk about actions in the past that have an effect on the present: *I'm sad because I've lost my phone.*

NOTE:

*Unlike **As**, **While** does not always take a subject: **While** waiting for the train, I read a newspaper.*

used to and *didn't use to*

Usage:

- to contrast past and present habits: *He **used to swim** every day. (He doesn't do this now.)*
- to contrast past and present situations: *We **used to live** in a small flat in the city centre.*

Comparative and superlative forms

Adjective Type	Adjective	Comparative	Superlative
One-syllable adjectives ending with two consonants or a long vowel: add <i>-r/the -st</i> or <i>-er/the -est</i> .	large	larger	the largest
	deep	deeper	the deepest
One-syllable adjectives ending with a short vowel and one consonant: double the last consonant and add <i>-er/the -est</i> .	big	bigger	the biggest

Adjective Type	Adjective	Comparative	Superlative
Two or more syllable adjectives ending in <i>y</i> : change <i>y</i> to <i>-i</i> and add <i>-er/the -est</i> .	easy	easier	the easiest
Many two or more syllable adjectives: use <i>more/the most</i> + adjective.	difficult	more difficult	the most difficult

- *less/the least* are the opposites of *more* and *the most*:
My book is **less interesting** than yours, but Ali's is **the least interesting** (book).
- You can compare with (not) *as + adjective + as*: A horse is **not as dangerous as** a lion.
- *Good* and *bad* have irregular forms: This hotel is **better** than that one, but the Blue Hotel is **the worst**.
- We use comparative adjectives with *than* to compare two people or things:
Mount Fuji is **more beautiful than** the Matterhorn.

Units 7-9

Adjectives and adverbs

- Adverbs of degree tell us how strong an adjective is:
Hala is **quite** tired. (= a bit, but not very) Taha is **extremely** tired. (= very)
- With ordinary adjectives, use *quite*, *very*, *really*, *extremely*:
It's **quite warm** today. Her brother is a **very good** footballer.
I'm feeling **really thirsty**. Sara thought that the film was **extremely interesting**.
- Extreme adjectives have a strong meaning and include the idea of very. For example, *excellent* means very good. With these adjectives, use *absolutely/completely/really*:
That's an **absolutely amazing** picture. Fareeda was **completely exhausted** after the race.

Past continuous and past simple

Usage:

- for actions that happened for a period of time in the past that were interrupted by another event. The action that is interrupted is in the past continuous:
I **was reading** a book when my friend **phoned** me last night.
What **were** you **doing** when the accident **happened**?
Magda **was cooking** dinner until her family **came** home.

Past perfect and past simple

Usage:

- to describe two actions or experiences which happened in the past. We use the past perfect to describe the earlier action or experience and the past simple to describe the later action or experience:
When we **arrived** at the station, the train **had left**.
What **had** Ahmed **done** before you **got** home yesterday?
I **had** never **eaten** English food before I **visited** London.

Present perfect simple: *have/has + past participle*

Usage:

- for actions which began in the past and continue until now:
She's worked very hard this week.
- for actions which have happened recently: We **have** just **passed** the test.
- for someone's experience: He **has** always **enjoyed** fishing.
- to say how many times someone has done something:
I **ve been** to the museum four times.

NOTE:
The present perfect always links the past with the present in some way. See also p. 122.

Present perfect continuous: *have/has been + -ing*

Usage:

- for uninterrupted activities leading up to the present: *I've been studying all day.*
- for activities that have happened regularly in the time leading up to the present: *It's been raining a lot recently. I've been learning Greek for the last few months.*
- to explain the result of a present situation: *I've been running – that's why I'm so tired.*

Units 10-12

Reported speech

Usage:

- to talk about what someone says:

Direct speech	Reported speech
"You eat too many crisps," said Mum.	Mum said that I ate too many crisps.
Adel told Fatma, "You have to be careful!"	Adel told Fatma that she had to be careful.
"I'm waiting for my friend now," said Mayar.	Mayar said that she was waiting for her friend then.
"You did an excellent job last week, Rami," Rami's father said.	Father told Rami that he had done an excellent job the week before.
Belal said, "I will travel alone."	Belal said that he would travel alone.

Formation of reported speech:

When direct speech is turned into reported speech, we change:

- verb tenses (*have to be careful* → *had to be careful*, etc.)
- pronouns (*you* → *she*, etc.)
- time references (*last week* → *the week before*, etc.)

We can also report using different verbs: *said, promised, explained, advised*, etc.

Past perfect simple: *had + past participle*

Usage:

- for actions which took place before another event or action in the past: *By the time Nasser arrived, his friend had already left.*

Past perfect continuous: *had been + -ing*

Usage:

- to describe something that happened for a length of time before another action in the past: *We'd been waiting for three hours before our plane arrived.*
- to give a reason for an event in the past: *I was tired because I had been running for an hour.*

Future continuous: *will be + -ing*

Usage:

- to predict what will be in progress at a time in the future: *When he's 21, he'll be working in a bank.*
- to predict a future process or trend: *In 50 years, people will be living longer than they are now.*
- to refer to future events, processes or trends which are possible but not certain, use *may be + ing*: *In 100 years, people may be living in space. When she's 21, she may be working in London.*

NOTE:

If someone says a fact that is always true, we do not always need to change the tense in reported speech:

The teacher said, "The sun is a big star."

The teacher said that the sun is a big star.

Units 13-15

Reported questions

Direct questions	Reported questions
"Where do you live ?" asked Huda.	Huda asked me where I lived .
"Why are you laughing ?" Sami asked her.	Sami asked her why she was laughing .
"What did you do in town?" Ola wanted to know.	Ola wanted to know what he had done in town.
"Who were you talking to yesterday?" asked Heba.	Heba asked who we had been talking to the day before.
"When will you be back?" asked their father.	Their father asked them when they would be back.
"How have you been feeling ?" asked Azza.	Azza asked how I had been feeling .
" Do you do your homework on Saturday?" Noha asked.	Noha asked if I did my homework on Saturday.

Formation of reported questions:

When direct questions are turned into reported questions, we change:

- verb tenses (*where do you live?* → *where I lived*, etc.)
- pronouns (*you* → *I*, etc.)
- time references (*yesterday* → *the day before*, etc.)
- punctuation (there are no question marks)
- the order of words: (*Where do you live?* → *He asked me where I lived.*)

NOTE:

Direct questions use auxiliary verbs, but reported questions do not.

Formation of reported Yes/No questions:

For Yes/No questions, we add *if/whether* and change the order of the words.

Prepositions after nouns

What was the reason for the accident?
There has been an increase in the number of tourists going to Luxor.
Many people are worried about the problem of climate change.
The earthquake caused damage to many houses.
We never discovered the cause of the accident.

Prepositions after adjectives

He is brilliant/good/bad at writing exciting stories.
Shakespeare was most famous for his plays.
He was keen on writing, even as a boy.
I'd be interested in learning more about Rider Haggard.
I was angry/annoyed/disappointed with him for being late.
I'm proud of my brother – he has done so well at school.
My little brother is afraid/frightened/terrified of birds.
Are you worried/excited/happy about going to China?

Prepositions after verbs

Where can I **find out about** climate change?

My brother is going to **apply/look for** a job at the university.

I think that car **belongs to** one of our teachers.

They are **interested in** playing tennis.

Zero conditional: *If* + present simple + present simple

Usage:

- to talk about actions that are always true. In these sentences, *if* can be replaced by *when*:

If/When I feel tired, I ***go*** to bed early. I ***go*** to bed early ***if/when I feel*** tired.

Where ***do*** you ***go if/when*** you ***are*** on holiday?

NOTE:

In all conditional sentences, the *if* clause can start or end the sentence. *If* clauses that start a sentence are followed by a comma.

First conditional: *If* + present simple + *will* + infinitive

Usage:

- to talk about events, situations or actions that we think are very possible or probable in the future:
If he works hard, he ***'ll pass*** the exam. (We believe that he will work hard.)

Second conditional: *If* + past simple, *would* + infinitive

Usage:

- to talk about future events, situations or actions that are imaginary or that will probably not happen:
If he were taller, he ***'d be*** good at basketball. (We do not believe that he will be taller.)

Third conditional: *If* + past simple, *would* + infinitive

Usage:

- to talk about past situations, actions or events that did not happen:
If we had not been late, we ***would have seen*** the tennis match. (We were late, so we did not see the tennis match.)

Units 16-18

have to/don't have to

- Use *have to/don't have to* + infinitive when we cannot choose whether to do something or not. You can use *have to* in all the verb tenses. It is also used for the future and past forms of *must*:

My brother and I ***have to go*** to school every day.

My grandfather ***had to work*** six days a week.

The flight is at six in the morning, so we ***'ll have to get up*** very early.

must/mustn't

- Use *must/mustn't* + infinitive to express strong feelings or wishes:

You ***mustn't smoke*** in hospitals. (this is very important)

You ***must come*** and see us at the weekend. (a warm invitation)

You ***must wash*** your hands before you eat. (strong advice)

We ***must buy*** souvenirs for our friends here. (a strong reminder to ourselves)

need to/don't need to

- Use *need to* to refer to actions that are necessary. It is very similar in meaning to *have to*:
*I have no money – I **need to get** some from my bank.*
- Use *don't need to* to refer to actions that are not necessary:
*When you're on holiday, you **don't need to go** to bed early.*

NOTE:

You can use *needn't + infinitive without to* instead of *don't need to*:
*When you're on holiday, you **needn't get up early.***

Participle clauses

Participle clauses are groups of words which begin with a verb in the *-ing* form. These clauses can come before or after the main part of a sentence.

Usage:

- Use participle clauses instead of clauses starting with *as* or *when*:
***Walking** to town yesterday, Sara saw two of her school friends.*
= ***As Sara was walking** to town yesterday, she saw two of her friends.*
***Arriving** home late, they found that the door was locked.*
= ***When they arrived** home late, they found that the door was locked.*
- Participle clauses can also be used instead of clauses starting with *and*:
*The bird flew away, **making** a very loud noise.*
= *The bird flew away **and made** a very loud noise.*
- The subject of the participle clause must be the same as the subject of the main clause:
***Hearing** the phone ring, I picked it up.*
= ***I heard** the phone ring and I picked it up.*

can/could for ability

*I **can see** very well without glasses. (I have this ability.)*

*We **can solve** this problem. (We have the ability to solve this problem./It is possible for us to solve it.)*

- Use *could/couldn't* for general past abilities:
*I **could swim** at the age of six. I **couldn't ride** a bicycle until the age of nine.*
- Do not use *could* for a particular past ability. Instead, use *was able to/managed to/succeeded in + -ing*:
*I took my car to the garage this morning, where one of the mechanics **was able to/managed to start** it. I'd been trying to send that email all day. Finally, I **succeeded in sending** it at six o'clock in the evening.*

can/could for possibility

*Some cars **can use** electricity. (This is possible.)*

*We **could ban** cars from cities. (This would be possible if we wanted it.)*

*He **can't be** Egyptian. His parents are English. (This is not possible.)*

can/could for permission

*In some countries, you **can drive** at the age of 17. (The law says this is permitted.)*

*In some cities, people **can't use** their cars every day. (This is not permitted/it is against the law.)*

- Use *could/couldn't* to refer to past permission:
*In the past, people **could drive** a car without passing a driving test.*
- Use *can/could* to refer to future permission: *You **can/could borrow** my car tomorrow.*
- You can also use *may* for present or future permission. This is polite or formal:
*You **may borrow** my car tomorrow if you like. **May I use** your phone, please?*

Irregular verbs

am/is	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got/gotten (Am.)
give	gave	given
go	went	gone
grow	grew	grown
have/has	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	hold
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left

lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
split	split	split
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
sweep	swept	swept
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation

CONSONANTS

<i>Symbol</i>	<i>Key Word</i>
p	pack
b	back
t	tie
d	die
k	class
g	glass
tʃ	church
dʒ	judge
f	few
v	view
θ	throw
ð	though
s	soon
z	zoo
ʃ	shoe
ʒ	measure
m	sum
n	sun
ŋ	sung
h	hot
l	lot
r	rod
j	yet
w	wet

VOWELS

<i>Symbol</i>	<i>Key Word</i>
e	bed
æ	bad
i:	sheep
ɪ	ship
ɑ:	calm
ɒ	pot (BrE)
ɒ:	dog (AmE)
ɔ:	caught, horse
ʊ	put
u:	boot
ʌ	cut
ɜ:	bird
ə	better
eɪ	make
əʊ	boat
oʊ	note (AmE)
aɪ	bite
aʊ	now
ɔɪ	boy
ɪə	here
eə	hair
ʊə	poor
eɪə	player
əʊə	lower
ɔɪə	employer
aɪə	tire
aʊə	flower

