

تم تحميل هذا الملف من موقع المناهج البحرينية



* للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/bh>

* للحصول على أوراق عمل لجميع مواد الصف العاشر اضغط هنا

<https://almanahj.com/bh/10>

* للحصول على جميع أوراق الصف العاشر في مادة لغة انجليزية ولجميع الفصول, اضغط هنا

<https://almanahj.com/bh/10english>

* للحصول على أوراق عمل لجميع مواد الصف العاشر في مادة لغة انجليزية الخاصة بـ الفصل الأول اضغط هنا

<https://almanahj.com/bh/10english1>

* لتحميل كتب جميع المواد في جميع الفصول للـ الصف العاشر اضغط هنا

<https://almanahj.com/bh/grade10>

[almanahjbhbot/me.t//:https](https://t.me/almanahjbhbot)

للتحدث إلى بوت على تلغرام: اضغط هنا

1

Human planet

1.1 ONE WORLD

IN THIS UNIT

GRAMMAR

- present simple and present continuous
- action verbs and adverbs of frequency

VOCABULARY

- countries and regions
- modifiers
- adventure holiday activities

SCENARIO

- agreeing/disagreeing: holiday destinations
- making a choice

STUDY SKILLS

- understanding meaning (using a dictionary)

WRITING SKILLS

- describing a place (an online city guide)



'I change the world; the world changes me.' Libba Bray, 1964 – , US writer

SPEAKING

1a **1.1** Discuss these questions with your partner and choose the correct answer. Then listen and check.

- 1 How many different languages are there in the world? under 100 about 200 over 300
- 2 How many countries use English as a main language? Can you name any of them? 15 30 60
- 3 What is the total number of English speakers in the world? 1 billion 2 billion 3 billion
- 4 What percentage of the internet is in English? 25% 55% 80%

1b Why are you learning English? When do you use English in your life?

READING

2a Read the homepage *My world, our world*. What is the website for?

2b Answer these questions.

- 1 What type of things are on the website?
- 2 The artist says 'the people of the world make this portrait of the world'. Why does he say that?
- 3 What language does the artist want the voice recordings to be in? Why?
- 4 Which sentence tells how to see/find the photographs on the website?
- 5 Do you think the project matches the artist's aims?

My world, our world is a portrait of the world in sound and images, and the people of the world make this portrait of the world. People take a photograph of a favourite place and share it on this website. With each picture, the photographer adds a voice recording about their favourite place.

I want this art project to give us a unique view of the world and to bring people together. Would you like to take part? Here's what to do.

- Take a photograph of your favourite place.
- Make a voice recording to go with your photograph. Say who you are and where you are, and tell the world about your favourite place. Please use English.
- Post your photograph and MP3 recording on the website.

To submit a photograph and recording, [click here](#).
To view the online exhibition, [click here](#).



LISTENING

3a **1.2** **Summarise key points** Listen to three people on the website. Take notes to help you remember. After each recording, match the person with a picture on the website on page 6 and tell your partner what you can remember.

3b Listen again and answer these questions.

- 1 What do you think is the main reason Liu Shan goes to the park?
- 2 Why does Mo spend time at the top of the tower?
- 3 André plays beach football three times a week. True or false?
- 4 Transport to the beach is not a problem. True or false?
- 5 Which recordings and photographs do you find interesting? Why?

VOCABULARY

COUNTRIES AND REGIONS

4a Match these countries with the continents and regions.

| | | | | |
|--------|--------|--------------|--------|----------|
| China | Canada | Saudi Arabia | Brazil | Thailand |
| Poland | Ghana | New Zealand | | |

| | | | |
|----------------|---------------|---------------|-----------------|
| Europe | North America | South America | Australasia |
| the Arab World | East Asia | West Africa | South-East Asia |

4b What are the adjectives from the country and region nouns above?

China – Chinese

4c Do you ever visit other countries and regions? Do you know any people from other countries?

GRAMMAR

PRESENT SIMPLE AND CONTINUOUS

5a Which of these sentences are in the present simple (PS)? Which are in the present continuous (PC)?

- 1 Right now, people are dancing.
- 2 I'm studying science.
- 3 Currently, the beach is getting busy.
- 4 She comes to this park every week.
- 5 It is easy to get here.

5b Match these grammar notes (a–d) with the sentences above (1–5).

- a This is a regular action or habit.
- b This is an action happening now, or around now.
- c This is a fact or general truth.
- d This is a trend (i.e. a changing situation).

5c Find more examples of these grammar points in Audio script 1.2 on page 149. How do you make negative sentences with these tenses?

→ Language reference and extra practice, pages 102–103

5d Complete these sentences. Use the present simple or present continuous of the verb in brackets.

- 1 I _____ at the café. Where are you? (wait)
- 2 She often _____ to the beach to relax. (go)
- 3 We _____ around Europe by train at the moment, before we go to university next year. (travel)
- 4 The sun _____ up in the east, and it _____ down in the west. (come, go)

GRAMMAR TIP

There are two types of verbs: state verbs and action verbs. State verbs usually describe feelings and situations, e.g. *be, have, know*. Action verbs describe activities and movements, e.g. *dance, play, hit*.

6a Underline the main verb in these sentences. Are they state or action verbs?

- 1 I'm a student.
- 2 The view is always different.
- 3 I'm playing football with my friends.
- 4 I love this part of the park.
- 5 She comes to this park every week.
- 6 People are taking photographs.

6b Which do you usually use for state verbs? Present simple or present continuous?

7 Complete this extract from *My world, our world*. Use the present simple or present continuous of the verbs.

Hi, I'm Lucy. I ¹ _____ (be) English and I ² _____ (live) in London. I'm here in Trafalgar Square, London – my favourite place. I ³ _____ (love) coming here because it's the centre of the city but it ⁴ _____ (have) a nice feeling. Right now, many people ⁵ _____ (look) around and they ⁶ _____ (take) photos. Everyone always ⁷ _____ (feel) relaxed here. I ⁸ _____ (study) photography at the moment, so I often ⁹ _____ (take) a lot of photos of people in this square. Also, the National Gallery ¹⁰ _____ (be) here, so I usually ¹¹ _____ (have) a coffee in the square and then ¹² _____ (visit) an exhibition at the gallery.

SPEAKING AND WRITING

8a **Long turn taking** Think of one of your favourite places. Draw a simple picture to represent it. Plan what to say in your short talk.

8b Work with a partner. Student A: give your talk while Student B listens, takes notes, then asks some questions. Then change roles.

8c Use your notes from your partner's talk to write a paragraph about his/her favourite place.

Ahmed's favourite place is the National Museum of Science. He goes there once a month because ...

READING AND SPEAKING

1 Discuss these questions with a partner.

- 1 Are there seasons in your country? If so, what's your favourite season? Why?
- 2 Do you like winter? Why?/Why not?
- 3 What do you know about winter in Russia? What do you know about Siberia?

2a **Understanding genre** Quickly read the introduction to the text below. Where is the text from? Why do you think this?

- 1 a guidebook to Siberia
- 2 a book about climate change
- 3 a magazine about TV programmes

2b Read the rest of the text. What is the topic of each paragraph (A–J)?
paragraph A = the length of winter

2c Read the text again. Complete the gaps (A–J) with these interview questions.

- 1 Does winter last a long time?
- 2 And what's life like? Is it very difficult for people?
- 3 Really? Why do they do that?
- 4 How do people keep warm?
- 5 Is the climate changing? Are winters getting warmer?
- 6 Is it really cold?
- 7 What do Russians think about their cold winters?
- 8 I see. What about snow? How much snow is there in Siberia?
- 9 What about you? What do you think about winter in Siberia?
- 10 That's incredible! Why is it so cold?

Surviving Siberia

Wednesday 14 May 8 p.m. on Channel 7

Liam O'Connor is a familiar face in homes all over the country. Millions of us watch his documentaries. Now he's making a new programme about life in Russia. Here he tells Gaby Redmond about winter in Siberia.

**A** *Does winter last a long time?*

Yes, it does. Generally speaking, winter starts in September and lasts until May – so for about nine months. In the north, the sun never rises in December and January, and it's dark nearly all day.

B

Well, minus 30 or 40 degrees Celsius is normal, but in northern Siberia, the temperature sometimes drops to minus 60 or 70 degrees.

C

One reason is that, in the far north, the sun is always low in the sky and produces very little heat, so the ground stays cold all year. Another reason is that freezing winds come down from the Arctic because there are no mountains or trees to stop them.

D

It often snows, but it's rarely heavy. In the far north, snow cover lasts between 260 and 280 days.

E

Yes, they are. Definitely. Western Siberia is getting warmer faster than anywhere in the world. In fact, it's actually melting. And in some places in eastern Siberia, dangerous gases are rising from the ground. They're stopping the surface from freezing, even in the middle of winter. But it's still very cold!

F

They wear fur. In the West, we consider fur a luxury, but it's the only thing that keeps you warm when it's extremely cold.

G *And what's life like? Is it very difficult for people?*

Yes, it is. Without gloves, your fingers freeze. The little hairs in your nose freeze too. It's quite scary! The tyres of cars and lorries burst. Sometimes children can't go to school because it's so cold. They have lessons on TV!

H

Actually, they don't mind them. They enjoy a lot of outdoor sports. Ice-skating is the number-one sport – it's really popular. They also like cross-country skiing and ice-hockey. Reindeer racing is quite popular too. Some people swim in rivers and lakes in the sub-zero temperatures.

I

They say there are health benefits to swimming in icy water. It's a way to avoid colds. Also, it's a real community event. Everyone takes part – men, women and children.

J

Well, to tell you the truth, I love it! In my home city, Liverpool, the winters are usually cloudy and mild, and I don't like them much. You don't get many days when the weather's fine – you know, sunny and not raining. In Siberia, it's different. On bright sunny days, it's very beautiful.



3a Find words in the text (verbs, nouns and adjectives) that refer to winter weather.

cold, ...

3b Complete these sentences with one or two words. Use the words you found above.

- In my country, it _____ a lot in the mountains in winter.
- The days are short, and it's already _____ at 4 p.m.
- Driving on _____ roads is very dangerous.
- When the _____ winds come from the north, it's very cold.

3c What other weather words do you know? Make a list of words to describe the weather in summer.

dry, clear, sunny ...

VOCABULARY

MODIFIERS

4a Match these sentences with the pictures below.

- It's extremely cold in Moscow in January.
- It's very/really cold in Beijing in January.
- In January, it's quite cold in London.



4b Talk about the cities in the chart on page 134 using *extremely*, *very/really* and *quite*, and the weather adjectives from Exercise 3.

It's extremely hot in Dubai in July.

4c Talk about places and things you know, using these adjectives and a modifier.

crowded dangerous interesting lively
popular quiet scary

My city is very crowded.

GRAMMAR

PRESENT SIMPLE AND CONTINUOUS QUESTIONS

5a Look at Exercise 2c. Which questions are in the present simple? Which are in the present continuous?

5b Match 1–3 with a–c to complete these grammar notes.

- When *be* is the main verb, you make present simple questions
 - When the main verb isn't *be*, you make present simple questions
 - You make present continuous questions
- a with the auxiliary verb *do/does* + subject + infinitive of the main verb.
b with the auxiliary verb *am/is/are* + subject + *-ing* form of the main verb.
c with *am/is/are* before the subject.

→ Language reference and extra practice, pages 102–103

6a Choose the best word to complete these questions. Then answer them.

- When *is / do / does* winter start in Siberia?
- Where *is / are / do* dangerous gases rising from the ground?
- Is / Does / Are* winter in Siberia getting warmer?
- Are / Am / Do* your fingers freeze in the very cold conditions?
- Do / Be / Are* winter sports popular in Siberia?
- What / Why / Where* does Liam like Siberia?

6b Underline the question words in Exercise 2c. What other question words do you know?

6c Put these words in order to make questions.

- sad / you / days / do / on / feel / cloudy / ?
- wearing / your / teacher / what's / today / ?
- English / are / fun / learning / you / for / ?
- time / your / how / spend / free / you / do / ?
- friends / doing / what / now / are / your / ?
- holiday / you / how much / year / have / every / do / ?

6d Take turns to ask and answer the questions in Exercise 6c with a partner.

SPEAKING

7 Discuss these questions in a group. Listen to your partners' answers and ask them questions about their views.

- What is life like for people in very hot countries?
- Is it better to live in a very hot country or a very cold country?
- What is the difference between *weather* and *climate*?
- What, in your opinion, is the perfect climate?
- Is the climate changing in your country?
- How does the climate affect the way people live in your country?

WRITING

8 Write five sentences about the climate in your country and the way the climate affects people. Use your ideas from Exercise 7.



MEET THE EXPERT

Watch an interview with James Moore, an expedition medical consultant, about living in extreme places.

Turn to page 126 for video activities.

SITUATION

1a Look at the advert below for Double Action Adventures. Why does the company have this name?

1b Match the different activities in the advert with the photos (A–J). What do you think of the activities?

2a Read this email from the boss of Double Action Adventures. What does he want his staff to do?

From james.ross@daa.com
To All staff

Dear all

We need your suggestions for two countries for our new holidays in Central and South America.

Remember, an ideal country offers a) a range of activities and locations, and b) something unusual or different.

Our main customers are adventurous young adults, but we're interested in some new customers:

- 'first timers' – people having an adventure holiday for the first time
- older adults [40–65] – active, rich, perhaps retired.

Let's have a meeting next week to discuss all your ideas.

James Ross

2b Look at these notes about southern Argentina. Do you think it is a good choice for Double Action Adventures? Why?/Why not? Refer back to the boss's email.

| SOUTHERN ARGENTINA | | |
|--------------------|---|---|
| LOCATION: | In the mountains | On the southern coast |
| ACTIVITIES: | <ul style="list-style-type: none"> • mountain trekking • horse riding | <ul style="list-style-type: none"> • three-day Antarctic wildlife cruise • sea kayaking with whales |
| HOLIDAY SEASON: | November to February | windy |
| | | very cold |

3a **1.3** Listen to Diana and Simon (two DAA employees) discuss southern Argentina. Do they have the same ideas as you? What do they think are the strong and weak points of this destination?

DOUBLE ACTION adventures

One holiday, two adventures!

Choose an adventure holiday with us and get double the action. Spend your first week white-water rafting in the mountains. Spend your second week diving and snorkelling at the coast.

Other activities available: mountain biking and trekking, sea kayaking, skiing and snowboarding, horse riding, wildlife watching and island cruises. Trips to North America, Australia and Europe. All equipment, training and guides included.

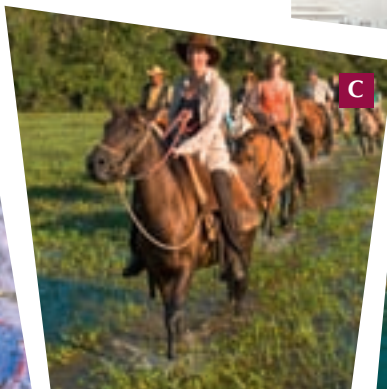
A



B



C



D



E



F



LATIN AMERICAN ADVENTURE

3b Listen again. Who has these opinions: Diana (D), Simon (S) or both of them (B)?

- 1 The Antarctic cruise is a good thing. *B*
- 2 The holiday season is not very long.
- 3 Horse riding is not a good activity.
- 4 It is OK to offer easy activities for first-timers.
- 5 The weather in the mountains is not good.
- 6 Argentina is a good place for older holiday makers.

KEY LANGUAGE

AGREEING AND DISAGREEING

4a **1.4** Listen and complete these sentences from the conversation.

- 1 D: I think the Antarctic wildlife cruise is a great idea.
S: Mmm, _____ do I.
- 2 S: It's certainly something for older customers.
D: I _____ with you.
- 3 S: I also think it's a good activity for our main customers.
D: Do you? I _____. Our main customers like ...
- 4 D: And whale watching is great.
S: Yes, you're _____. So, are there any problems?
- 5 D: It's only four months long. I don't like that.
S: No, _____ do I. It means we can't ...
- 6 D: ... everyone can go walking.
S: Well, I disagree _____ you. I think ...
- 7 D: Let's look at the other places, then decide.
S: _____, so where are the other destinations?

4b In which sentences do they think the same? In which do they think differently?

PRONUNCIATION

5a **1.5** **Showing interest** Listen to this example twice. Which one sounds more interested in the discussion, the first or the second?

Mmm, so do I.

5b **1.6** Listen and do the same with these phrases.

- 1 I agree with you.
- 2 Do you? I disagree.
- 3 Yes, you're right.
- 4 No, neither do I.
- 5 Well, I disagree with you.
- 6 Don't you? I do.
- 7 Mmm, you're right.
- 8 OK.

5c Listen again and repeat.

6 Look at the activities in the box and tell your partner your opinions about them. Does he/she agree with you? Does he/she sound interested?

an Antarctic cruise horse riding
sea kayaking walking in a strong wind
white-water rafting scuba diving

A: I don't think horse riding is interesting.

B: I disagree. I like it. / Neither do I.

TASK

MAKING A CHOICE

7a You work for Double Action Adventures. Turn to page 131 and read about three more countries.

7b Read the email from the boss in Exercise 2a again and think about these questions.

- What do you think of all four destinations?
- What do you think of the activities?
- How long is the best season for holidays?
- Is the weather OK?
- Do the holidays meet your boss's requirements?

Make notes and prepare to discuss with your partner.

USEFUL PHRASES

So, what do you think?

It means ...

The holiday season seems ...

8 Compare your opinions with your partner and choose the best two countries for Double Action Adventures.



STUDY SKILLS

UNDERSTANDING MEANING

1 Many words in English have more than one meaning. Look at this dictionary entry for *cold*. Match the example sentences (a–c) below with the definitions (1–3).

C **cold** /kəʊld/ *adjective*

- 1 something that is cold has a low temperature and is not warm or hot
- 2 cold food is cooked, but is not eaten while it is hot
- 3 a cold person is not very friendly or kind

From Longman WordWise Dictionary

- a We eat a lot of cold chicken and salad in the summer.
- b Some people think that the British are cold.
- c The weather's really cold today.

2 The words in bold below describe the weather. Turn to page 132 and look at their other meanings. Write the number of the correct definition.

- a That's a really **cool** film.
- b Some Thai fish soups are really **hot**.
- c Gabriella's got very **dark** hair.
- d They always give visitors a **warm** welcome.
- e 'How are you?' 'I'm **fine**, thanks.'
- f His writing isn't **clear**.
- g This shampoo is for **dry** hair.
- h She's a **bright** child.
- i I don't like **mild** cheeses.

3 Definitions often give you more information than just the meaning of a word. Work with a partner and answer these questions. Then check your answers in a dictionary or turn to page 131.

- 1 What colour is a **cloud**?
- 2 When does it **snow**?
- 3 What happens in **autumn**?
- 4 What does the **sun** give us?
- 5 What kind of water is in the **sea**?
- 6 Think of two uses of a **horse**.

4a Dictionaries often tell us the opposites of words. Look at this entry for *rich*. You can see that the opposite (or antonym) of *rich* is *poor*.

C **rich** /rɪtʃ/ *adjective*

- 1 someone who is rich has a lot of money or owns a lot of things **ANTONYM poor**: *He became rich and powerful.*

From Longman WordWise Dictionary

Think of the opposites of these adjectives from this unit. Check your answers in a dictionary.

- | | |
|---------------|-----------|
| 1 long | 4 easy |
| 2 strong | 5 quiet |
| 3 interesting | 6 popular |

4b Complete these sentences with the opposites from Exercise 4a.

- 1 That's a really _____ question. I don't know the answer.
- 2 It's only a _____ distance to the coast.
- 3 I don't like _____ coffee.
- 4 That music's very _____. I can't study!

WRITING SKILLS

DESCRIBING A PLACE

5 Discuss these questions with a partner.

- 1 What are the good and bad things about living in a large city?
- 2 Do you like visiting large cities when you have a short holiday? Why?/Why not?

6 Look at this list of things you can find in a city guide. Can you add two or three more things to the list?

- 1 how to get there / travel around
- 2 information about the weather / when to go
- 3 information about the history of a place
- 4 places to visit / things to do



INTRODUCTION

The capital of South Korea is a place of tradition and history, but it's also a busy, crowded and modern city. Twenty million people live in Seoul and the area around it. Seoul is great for shopping, eating and drinking, and you can do these things at any time of the day or night – it really is a 24-hour city. The transport system is excellent, and there is almost no crime.



7 Read the text below from an online city guide to Seoul and answer these questions.

- 1 Does the text tell us how many people live in the city of Seoul?
- 2 What are the two best seasons to visit Seoul? Why?
- 3 Name one place where you can go shopping very late in the evening.
- 4 Would you like to visit Seoul? Why?/Why not?
- 5 Think about where you live. Which things are similar to Seoul? Which are different?

8 Understanding text organisation In which part of the text (*Introduction, When to go or Things to do*) would you put this information?

- 1 It's a good time to visit if you enjoy skiing or snowboarding.
- 2 When you need a break from the noise of the city, take a walk along the 5.8km Cheong-gyecheon stream – and listen to the water.
- 3 Seoul is 600 years old.

9a Linkers Words like *and, but, also* and *when* are linking words. You use them to join ideas. Underline examples of them in the text below.

9b Complete these rules with the words in the box.

different fact time words

You use ...

- 1 *and* to join two _____ or parts of a sentence.
- 2 *when* to talk about the _____ that something happens.
- 3 *but* to add something _____ or surprising.
- 4 *also* to add a new _____.

9c Choose the correct words.

- 1 The waiters are friendly *and / when / also* they speak good English.
- 2 The weather's good in spring. It's *and / when / also* good in autumn.
- 3 You can go white-water rafting *but / and / also* you can't go kayaking.
- 4 A good time to visit Venice is in winter *also / when / but* it isn't crowded.
- 5 The beach is beautiful *when / and* it's *and / also* a good place to go snorkelling.
- 6 You can buy souvenirs in the hotel *but / also / when* the prices are often very high.

9d Punctuation Do you need commas before *and* or *but* in the sentences above?

10 Write a description of your city, or a city you know, for an online guide. Use the text about Seoul as a model. Divide your description into different parts, e.g. *Introduction, When to go, What to do*. Make notes before you write.

WHEN TO GO

Seoul has four very different seasons. The best time to visit is in the autumn (September to November), when it's usually sunny. Spring, from April to early June, is also a beautiful season. Winter is dry but often extremely cold. Avoid summer – June to August is hot and wet.

THINGS TO DO

- * Visit Gyeongbok Palace and learn about Korea's history.
- * Bukchon village is an old part of the city with beautiful houses, cafés and restaurants.
- * The famous Namdaemun market is hundreds of years old and is open day and night. You can buy anything here.
- * Try *kimchi* (the national dish), but remember: it's quite hot!



3

The media

3.1 THE INTERNET

IN THIS UNIT

GRAMMAR

- past continuo us
- relativeprono uns

VOCABULARY

- themedia
- nouns(*photography/ photographer*)
- TV programme genres

SCENARIO

- makings uggestions
- designing a show

STUDY SKILLS

- collaboration: working with others

WRITING SKILLS

- a TV programme review



'Everybody gets so much information all day long that they lose their common sense.' Gertrude Stein, 1874–1946, US writer

VOCABULARY

THE MEDIA

1a Put these words into three groups: A (newspapers and magazines), B (television and radio) and C (computers and the internet). Some words can go in more than one group.

advert article blog celebrity channel
drama email front page headline
homepage journalist presenter programme
social networking site spam video

1b Use the words above to make collocations with these verbs.

- | | |
|--|-------------------|
| 1 to read <i>an article ...</i> | 5 to use/go on |
| 2 to watch <i>an advert (on TV), ...</i> | 6 to like/respect |
| 3 to write | 7 to upload |
| 4 to listen to | |

1c Are these statements true for you? Discuss them with a partner.

- I don't read newspapers.
- I don't read articles about celebrities.
- I like watching adverts on TV.
- I think computer games are violent and expensive.
- I read a lot of blogs.
- I think journalists usually tell the truth.

1d Now use words from Exercise 1a to write two true statements about yourself. Then compare with a partner.

I don't like adverts on social networking sites.

READING

2a When (and how) do you think the internet began? Discuss with a partner, then read the text to check.

THE FIRST TIME

In 2009, about 1.7 billion people were using the internet. On January 1st 1994, there were 623 websites – in total. In the mid-1980s, email was beginning to change the world.

But when did the internet really begin? No one knows this for sure, mainly because no one agrees on what, exactly, the internet is. But perhaps it was 29 October 1969.

This was the day Professor Leonard Kleinrock received a large metal box in his office. At the time, Kleinrock was working at the University of California in Los Angeles (UCLA). The box was an IMP, or 'Interface Message Processor'. It looked like a fridge.

At 10.30 p.m., Kleinrock and his team connected a computer to the IMP, and the IMP made contact with a second IMP and computer, hundreds of miles away at Stanford Research Institute. They were planning to log in – from LA – to the machine in Stanford. A student, Charley Kline, was writing the word 'LOGIN' when the system crashed after just two letters. Stanford only received the letters 'L' and 'O', so the first internet message was 'LO'.



2b Answer these questions.

- When and where did Prof. Kleinrock receive the box?
- What could it do?
- What happened soon after Charley Kline started to write the word 'LOGIN'?

2c What do these words refer to?

- it (line 6)
- this (line 7)
- it (line 10)
- they (line 14)

2d Work with a partner. Take turns to retell the story without looking at your book.

LISTENING

3a **3.1** Listen to three people talking about the early days of the internet. Which of these topics – an internet café, a social networking site, a radio station, an ISP (Internet Service Provider), a computer game or a blog – do they talk about?

3b Which speaker(s):

- started his/her own business?
- didn't talk to customers face to face?
- enjoyed what he/she did?
- mentions the different names things had in the '90s?
- tells us about his/her conversations in those times?
- mentions an important visit?

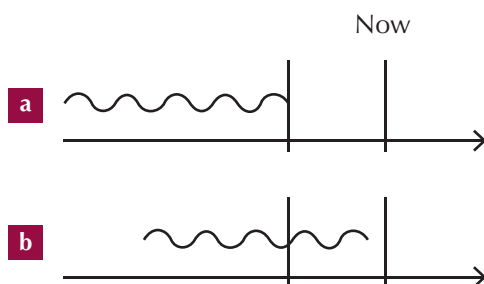
3c **Analysing the topic** How do you think people felt at the time about these new developments in the internet? Which of the developments do you think was the most important for the future of the internet?

GRAMMAR

PAST CONTINUOUS

4a Use the past continuous to talk about a longer background action in the past, when a shorter action interrupts it or happens during it. Use the past simple for the shorter action. Match the time lines below with these sentences.

- He was writing the word 'LOGIN' when the system crashed.
- He received a large metal box in his office while he was working at UCLA.



4b Find two more examples in Audio script 3.1 on page 150. How do we make sentences in the past continuous (affirmative, negative and questions)?

GRAMMAR TIP

Use the past continuous on its own to talk about actions in progress in the past. You often use a time expression when you do this.

In 1992, I was working for an ISP.

What were you doing at 11 o'clock last night?

→ Language reference and extra practice, pages 106–107

5 Complete these sentences, using a past continuous or past simple form of the verb.

- I _____ (send) an email to my sister when my computer _____ (crash).
- Sir Tim Berners-Lee _____ (invent) the world wide web while he _____ (work) in Geneva, Switzerland.
- In 2004, Mark Zuckerberg _____ (study) at Harvard University when he and three other students _____ (create) Facebook.
- I _____ (finish) my homework, _____ (turn off) the computer and _____ (go) to bed.
- 'Where _____ (work) when they _____ (make) that discovery?'
'I don't know exactly. They _____ (not work) in Europe – I'm sure of that.'
- 'What _____ (do) at ten o'clock last night?'
'I _____ (write) my blog.'

PRONUNCIATION

6a **3.2** *was/were* Listen to *was* and *were* in these sentences. How do you pronounce them?

- I was living in a large house.
- They stopped what they were doing.
- 'Was he working at UCLA?' 'Yes, he was.'
- 'Were you using the new computers?' 'Yes, we were.'
- What were you doing at four o'clock yesterday afternoon?

6b Listen again and repeat the sentences above.

7 Choose a time (e.g. ten o'clock last night) and ask your classmates what they were doing at that time. Make a note of their answers. Then report to the class.

At ten o'clock last night, Kristina and Marina were doing their homework. Roman was doing online research.

SPEAKING

8 Interview your partner about how he/she uses the internet. Ask about these things and make notes of the answers. Do you use the internet in a similar way?

- when he/she first used the internet
- how long he/she spends on the internet every day – and at what times
- what he/she does on the internet – favourite websites / own blogs or website
- how he/she used the internet two years ago – is it the same as now?

READING AND SPEAKING

1 Discuss these questions in small groups.

- How often do you watch the news on television? Which channels do you watch?
- What are the big news stories at the moment?

2a What do you know about these news companies?

BBC World Al Jazeera International
OneWorldTV CNN NowPublic

2b Read the article below from a British in-flight magazine and find out more about the news companies. Choose the best title (1–4) for the text.

- The end of TV news
- Choose the news
- World news, global lies
- Local news, real life

3a Complete these sentences with the names of the news companies in the text.

- _____ and _____ are traditional, Western news broadcasters.
- _____ is not a television company.
- _____, _____ and _____ report some different stories from the western TV broadcasters.
- _____, _____, _____ and _____ employ well-trained, professional reporters.
- _____ does not usually pay its reporters.
- _____ has a special interest in poor countries and their problems.

3b What do these words in the text refer to?

- these (line 2)
- both companies (line 8)
- this company (line 14)
- it (line 16)
- them (line 20)
- this (line 21)

After a long flight, you finally arrive at the place where you can relax – your hotel room. You throw your bag on the bed, turn on the TV and watch an international news programme on a satellite channel that probably comes from the UK or the USA.

The main international broadcasters are BBC World and CNN. With an audience of over 1.5 billion people, **these** are popular channels that offer good-quality news programmes. In both companies, the journalists are experienced writers that produce journalism of a high standard.

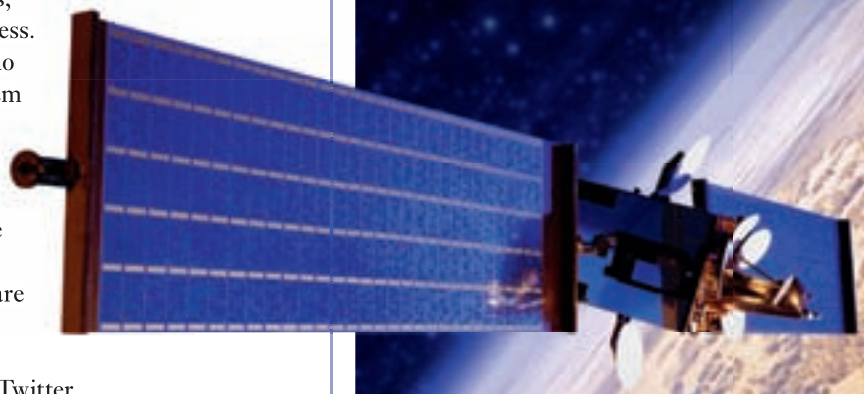
- 5 However, there are alternative news channels which people watch because they want a less traditional or non-Western view on world events. Al Jazeera International, an Arabic company, and Russia Today are international channels that broadcast in English. **Both companies** say they give a fresh view on the big stories, and their experienced journalists often report from places where Western journalists do not work, and so they give us stories that we don't normally see.

The internet offers more variety. OneWorldTV is an internet site where you can find stories about the developing world and human rights, rather than the usual stories about US politics and business.

- 15 The writers for **this company** are often local people who write the stories for free. This non-professional journalism is increasing, and **it** certainly offers more choice.

This increase in citizen journalism means that you too can write the news. Main news broadcasters often use photographs and eye-witness stories that members of the general public send to **them**, especially when there is a dramatic breaking news story. Besides **this**, some blogs are popular sources of news, and the website NowPublic lets you write the stories with information that you get from anywhere, including from sites like Youtube, Flickr and Twitter.

- 25 So, next time you are in a hotel room, before you simply watch CNN, perhaps you should change channel, or turn on your laptop or even write the news yourself.



4 Personal reflection Discuss these questions with a partner. Give examples and explain your opinions.

- 1 Do you ever watch any of the international news channels or get your news from the internet? Do you follow the news in any other ways?
- 2 Which news channels or sites do you trust?
- 3 What are the advantages and disadvantages of non-professional journalism?
- 4 Do you have any experience as a citizen journalist?
- 5 Do you ever get your news from social networking sites?
- 6 What are the advantages and disadvantages of newspapers, TV and internet news?

VOCABULARY

NOUNS

5a Choose the correct word to complete each of these definitions.

- 1 A *journalist / journalism* is someone who writes reports for newspapers, news websites, television, magazines, television or radio.
- 2 *Journalist / Journalism* is the job of writing reports for television, news websites, magazines, newspapers or radio, or the subject that people study.

5b Put these nouns into two groups: **A** for the person and **B** for the job or subject.

art artist blogger blogging journalism
journalist photographer photography politician
politics psychologist psychology reporter
reporting scientist science

A:p *hotographer*

B:p *hotography*

5c **3.3** Mark the word stress on the words above. Then listen and check your answers.

GRAMMAR

RELATIVE PRONOUNS

6a A sentence can sometimes contain two pieces of information. This example tells us the journalists are experienced writers and the journalists produce journalism of a high standard.

The journalists are experienced writers that produce journalism of a high standard.

Identify the two pieces of information in each of these sentences.

- 1 BBC World and CNN are popular channels that make good-quality news programmes.
- 2 OneWorld is an internet site which has stories about the developing world and human rights.
- 3 The writers for this company are often local people who write the stories for free.
- 4 Their experienced journalists often report from places where Western journalists do not work.

6b Look at the sentences in Exercise 6a and complete these grammar notes.

- 1 You use _____ and _____ to link information about people.
- 2 You use _____ and _____ to link information about things.
- 3 You use _____ to link information about places.

6c How many more examples of this language can you find in the text?

→ Language reference and extra practice, pages 106–107

7 Join these pairs of sentences.

- 1 Politicians are very important people.
Politicians make the laws in a country.
- 2 The United Nations is a global organisation.
The United Nations tries to solve world problems.
- 3 Nelson Mandela was a great leader.
He made his country a fairer place.
- 4 I visited a hotel.
Chairman Mao stayed in the hotel in 1965.

8 You often use relative pronouns to make definitions. Match 1–3 with a–c and join them using *who/that* or *which/that*.

- 1 A journalist is someone ...
- 2 OneWorld is a company ...
- 3 *Global* is an adjective ...
- a means 'international' or 'all over the world'.
- b writes stories for television and newspapers.
- c provides news about the developing world.

9 Work with a partner to complete a crossword.

Student A: Turn to page 139.

Student B: Turn to page 144.

SPEAKING

10a Prepare to tell your partner about a recent story from the news. Think about the people, places and events in the story. Make notes to help you remember the story and to organise your storytelling.

10b Tell your partner the news story. Try to use *who*, *which*, *that* and *where* to build your sentences. Take notes when you listen to your partner's story.



SITUATION

1 Do you watch these kinds of programme on TV? Describe some of your favourite ones.

game and quiz shows current affairs programmes
 cookery programmes talent shows chat shows
 wildlife documentaries lifestyle shows

2 **3.4** Listen to the introduction to a TV show, *Fame and Fortune*. Which of these things does the show include?

- Live music performance
- An interview with a politician
- Celebrity gossip
- Information about important businesses
- Consumer information

3 **3.5** Listen to the programme development team brainstorm ideas for *Fame and Fortune*. What ideas do they decide to include in the programme? What ideas do they decide not to include?

KEY LANGUAGE

MAKING SUGGESTIONS

4a **3.6** Complete the sentences below from the conversation in Exercise 3 with the words in the box. Then listen and check.

let's any about don't shall anything
 what should not

- 1 _____ ideas ?
- 2 Why _____ we get some politicians on the programme?
- 3 Let's _____ interview them about politics.
- 4 _____ ask them about their lives.
- 5 _____ els e?
- 6 We _____ have a live band on the programme.
- 7 What _____ interviewing rich people?
- 8 What else _____ we put in the programme?
- 9 _____ about something with animals?

4b Which of the sentences above give ideas or suggestions (G), and which ask for ideas (A)?



THAT'S ENTERTAINMENT!

4c Look at Audio script 3.5 on page 151 and find more examples of this language. Notice the different sentence patterns after each key phrase. Then match the patterns in the box with the key phrases below.

subject + verb verb (infinitive without *to*)
verb + *-ing* noun phrase

- 1 Why don't + _____?
- 2 Let's not + _____
- 3 Let's + _____
- 4 We should + _____
- 5 What else shall + _____?
- 6 What about + _____?
- 7 What about + _____?

PRONUNCIATION

5a **3.7** **Intonation in short questions** Listen to the two ways of saying *Any ideas?* Which one, a) or b), sounds most like a question?

5b **3.8** Listen and repeat these short questions.

- 1 Anythingel se?
- 2 Anymoreideas ?
- 3 Any comments?
- 4 Any questions?

TASK

DESIGNING A SHOW

6a Work in a small group. You work in the programme development department of a TV channel. You are going to design a new weekly magazine show. The programme will be one hour long. Look at these groups and select your target audience for the show.

retired and elderly people working adults
young teenagers university students
foreign students and visitors families

6b Individually, prepare for the planning meeting and get some ideas for your show. Look back at the language in Exercise 4a and prepare how you will give your suggestions.

USEFUL PHRASES

| | |
|------------------|--------------------------------------|
| Fine, but ... | That's true. |
| I agree, but ... | Perhaps that's not a good idea. |
| Exactly. | Great idea. |
| Really? | No, I don't think we should do that. |

6c Regroup with your partners from Exercise 6a and have the planning meeting. Share your ideas and design the new show. Include a name for your show.

6d Tell other groups about your show. Make sure you explain your choices for the content of the show. Did the groups have similar or different ideas?





STUDY SKILLS

COLLABORATION: WORKING WITH OTHERS

1a Think about some of your experiences of working with other people outside the classroom. What did you like about working with others? Did you have any problems? How did you solve them?

I liked exchanging ideas with other people.

It was sometimes quite difficult for everyone to agree.


1b Think about some of the tasks in this book that you did with other students (for example, the scenario tasks in Units 1–3). Make a list of things you like about working in class with others, and things you don't like. Compare your ideas in small groups.

1c What should you do if you want to work well with others? Add two or three points to this list.

Listen carefully to others

Ask others for their opinions.

2 Body language is important when you work successfully with others. What do you understand by the term *body language*? Discuss with a partner.

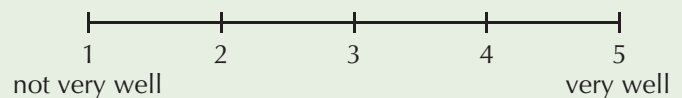
3a  **3** Watch the video without the sound. Look carefully at the speakers' body language. Do you think they are working well together? Why?/Why not?

3b Now watch the same video with the sound. What kind of things do the members of the group do when they want to speak?

4 Look at this list of things you do when you are working well in a group. Watch the video again and find examples of these things.

- 1 Checking that you understand something
- 2 Asking someone to explain something you don't understand
- 3 Agreeing with someone
- 4 Disagreeing (politely!) with someone
- 5 Showing interest in what someone says
- 6 Making suggestions
- 7 Asking others for their ideas
- 8 Asking others what they think about a topic
- 9 Remaining positive when the discussion is difficult

5 Evaluating How well do you think this group works together? Circle a number below, then summarise your answer in three or four sentences.



I think they are ...

6a Sometimes you are asked to work with a partner or groups in your class. How can this help you to improve your English? Discuss in a group. Then turn to page 133 to check your answers.

6b What can you do to work better with others in future?

WRITING SKILLS

A TV PROGRAMME REVIEW

7 Discuss these questions in small groups.

- 1 What kind of TV programmes do you know?
news, drama, ...
- 2 Where can you find reviews of TV programmes?
- 3 Do you read reviews of TV programmes?
Why?/Why not?

8 We usually find these things in a review of a TV drama or film. What do you think is the best order for these things in a review? Discuss with a partner.

- 1 a summary of the story
- 2 details of the main character(s)
- 3 a description of the place(s) where (and the time when) the action happens
- 4 a strong ending where the writer recommends (or does not recommend) the programme/series/film
- 5 comments on the actors' performances (and/or other opinions)
- 6 an interesting beginning

9a The review on the right is about a political drama. Before you read it, check that you know the meaning of these words.

government leader political party
general election prime minister

9b Read the review on the right. Is it positive or negative? Would you like to watch this series?

9c Read the text again and answer these questions.

- 1 Do you think Nyborg is a pleasant character? Why?/Why not?
- 2 In what way are Nyborg and Fønsmark similar?
- 3 Why do you think BBC4 is showing this series again?

10a Compare your answer to Exercise 8 with the review. Are there any differences?

10b What information do you find in each paragraph of the text?

10c A common mistake when writing a review is to write a lot about the story, but very little about your opinions of the programme. How many sentences in the review in Exercise 9b tell us the story of *Borgen*?

11 Summarising Look at the texts on the right about two TV programmes. Make them shorter by taking out two sentences from text 1 and three sentences from text 2. Keep the sentences with important information about each story.

12 Write a review for a website of a TV programme or series you saw recently. Alternatively, write a review of a film, play or book (novel).



g Enjoy 47 NETbase+ 109 Invite 16

Borgen BBC4

Did you miss *Borgen* first time? Well, now there's another chance to see this first-class political drama from Denmark. *Borgen* means 'castle' in Danish, and refers to the building in Copenhagen which is the home of the government.

Borgen tells the story of Birgitte Nyborg, a 40-year-old politician who is the leader of the minor Moderate Party. After a general election, Nyborg shocks everyone – even herself – when she becomes Denmark's first female Prime Minister. But she must work successfully with others to stay in power.

Nyborg is an honest woman with a good sense of humour. She enjoys a warm family life, and the excellent scenes with her husband and two children are at the heart of the drama.

There are other strong female characters – for example, Katrine Fønsmark, the young TV journalist who interviews Nyborg.

Borgen is a modern and intelligent drama with great performances by the main actors, especially Sidse Babett Knudsen as Nyborg. See it – or see it again!

1

In the American comedy *A Fresh Start*, Cristina and DeeDee become good friends at work. Both of them are about 23 years old. They don't like their jobs – or their boss! Together, they decide to set up their own company.

2

There's a great new soap opera on Channel 6. *Then and Now* follows the lives of two families in the small town of Boxville. The town is famous for its many black cats. One of the families is quite poor, while the other is extremely rich. They live on opposite sides of the town. Before long, members of the two very different families meet – with surprising results!

5

Natural world

5.1 ISLANDS

IN THIS UNIT

GRAMMAR

- comparisons
- expressions of quantity

VOCABULARY

- landscapes: nouns and adjectives
- nouns and verbs (1)
(*damagen/vb*)

SCENARIO

- discussing photo selections
- giving reasons and making choices

STUDYS KILLS

- correcting your writing

WRITING SKILLS

- writing paragraphs
(comparative essay organisation)



A

'My mission is to create a world where we can live in harmony with nature.' Jane Goodall, 1934–, British naturalist

VOCABULARY

LANDSCAPES

1a How many of these things can you see in the photos (A–C)?

| | | | | |
|----------|--------|-------|--------|-------|
| beach | cliff | coast | forest | hill |
| island | lagoon | lake | rock | peak |
| mountain | sand | wave | sea | river |

1b Which of these adjectives do you often use with the words above?

| | | | | |
|-------|----------|------|------|-------|
| cold | deep | high | long | sandy |
| steep | tropical | warm | | |

a sandy beach

1c Discuss these questions with a partner.

1 What do you think of when you think of an island?

I think of a tropical island with sandy beaches and a warm blue sea ...

- 2 Which islands have you visited (in your own country or abroad)? Describe them.
- 3 Which islands would you like to visit? What do you know about them?
- 4 The places in the photos are all islands. Where in the world do you think they are?

READING

2a Read the text. Are these sentences true or false? If false, say why.

- 1 There is a single mountain.
- 2 The water in the lagoon isn't very deep.
- 3 The colour of the water is the same everywhere.
- 4 You can drive round Bora Bora very quickly because it's a small island.

2b Collaboration Work with a partner. Read the text again and use the information to draw a simple map of Bora Bora. Compare your map with the one on page 134.

TROPICAL ISLANDS

Bora Bora

Many people have called it the most beautiful island in the world – a paradise of clear blue water and white sandy beaches in the Pacific Ocean.

On the main island there are green hills and two impressive peaks. At 727m, Mount Otemanu is the highest point. The main island has a large ring of smaller islands around it. In between is the calm water of the lagoon.

The lagoon is the most important feature of Bora Bora and is three times bigger than the main island. The water is shallow and transparent, with an amazing number of different blues. You can go on trips to feed the sharks and friendly rays.

The town of Vaitape is on the east coast of the main island. There is an airport on a smaller island north of the main island. You can drive round Bora Bora in about an hour (it's only 6km long and 3.5km wide), but it's better to travel by bike. When you're thirsty, stop for a coconut drink. A man cuts off the top of your coconut with a huge knife!

LISTENING

3a **5.1** Listen to a TV programme about islands. What do these numbers refer to?

Greenland: 1,290; 85%; 1.5km; 55,000

Great Britain: 3; 60 million

Madagascar: 100 million; 18 million; 50

3b Look at these statements. Can you remember which island each one refers to? Listen again and check.

- 1 It's popular with tourists.
- 2 The animals and plants are different from other places.
- 3 There are big differences in climate between different parts of the island.
- 4 Its name doesn't describe it well.
- 5 There are big problems for the animals.

3c Which island(s) from the TV programme would you like to visit? Why? Discuss with two or three other students.

GRAMMAR

COMPARISONS

4 Underline the comparisons in the text on Bora Bora.
smaller islands the most beautiful island

5 Complete these extracts from the listening with the comparative or superlative form of the adjectives in brackets. Then look at Audio script 5.1 on page 152 and check.

- 1 In the south, it's hot and dry, but the climate is _____ in the middle of the island. (cool)
- 2 The island's _____ animals are the lemurs. (famous)
- 3 Great Britain is _____ many of its European neighbours. (crowded)
- 4 Wales and the north of England are hilly, while the south and east of England are _____. (flat)
- 5 Greenland is _____ island in the world. (big)
- 6 Madagascar is _____ fourth _____ island in the world. (large)

→ Language reference and extra practice, pages 110–111

6a as ... as Look at this sentence and answer the questions below.

About 50,000 people live around the coast, where the climate is not **as** cold **as** in the centre.

- 1 Which part of the island is cold?
- 2 Which part is very cold?

6b Choose the correct form. Look at Audio script 5.1 if necessary.

- 1 You use *as ... as / not as ... as* to say that two things are the same.
- 2 You use *as ... as / not as ... as* to talk about differences between things.

6c Complete these sentences using (*not*) *as ... as* and the adjective in brackets.

- 1 Greenland is _____ Great Britain. (green)
- 2 The south of England is _____ the north of England. (hilly)
- 3 Parts of Great Britain are _____ its European neighbours. (beautiful)
- 4 In Bora Bora, the main island is _____ the lagoon. (important)

7 Adjectives Talk about the four islands using the adjectives in the box.

beautiful calm cheap exciting impressive
interesting magical peaceful pleasant
popular romantic strange wild

I'm sure Bora Bora is more romantic than Greenland.

I think Greenland isn't as wild as Madagascar.

SPEAKING

8a Long turn taking Think of two places you know and prepare to talk about them for one minute, describing and comparing their features.

8b Work in small groups. Tell your group about your places. Ask your partners about their places.

I'd like to tell you about two different parts of Spain.

In the north, there are some high mountains and forests.

The north is cooler and greener than the south ...

B



C



READING

1 Can you name the animals in the photos (A–E) below? Have you ever seen any of these animals? What do these animals eat?

2a Read the magazine article below and choose the best summary.

- 1 It is about the problems that new animals face in new environments.
- 2 It is about how foreign animals affect local animals and environments.
- 3 It is about the similarities between the natural environment and the business world.

2b Read the article again and complete this table.

| Animal | Where from? | Invaded where? | Problem caused? |
|----------------|-------------|----------------|-----------------|
| greys quirrels | | | |
| reddeer | | | |
| rabbits | | | |
| apples nails | | | |

3a Read the article again and answer these questions.

- 1 What do you think happens to the small food shop when the supermarket starts business?
- 2 Is the red squirrel like the small shop or the supermarket?
- 3 How did the grey squirrel come to England?
- 4 Do all invasive animals cause the extinction of native animals?
- 5 Are there more large animal invaders than small ones?

3b Thinking beyond the text Discuss these questions.

- 1 Why do you think the apple snail doesn't cause many problems in Europe?
- 2 What do you think are the 'obvious reasons' for the fact that the amount of animal invasion is increasing?
- 3 Can you think of any examples of border controls?
- 4 Are there any problems with invasive species in your country?

Animal invaders

How much danger are we in? How many invaders are there?

Imagine you run a small food shop in your local neighbourhood. Suddenly, a giant supermarket opens for business opposite your shop. What happens to you and your business?

In the natural world, things are often the same. The red squirrel was living happily in England when, in the 1880s, many people brought grey squirrels from North America as pets. These pets escaped into the wild and ate the same food as the red squirrels, which means that now there aren't many native red squirrels in England and they are in danger of extinction.

There are many invaders that don't cause extinctions, but they do destroy plants and harm the economy. For example, European red deer are destroying the forests in South America because they eat the young trees. Rabbits have spread from Europe and now eat farmers' crops all over the world. These kinds of invaders cause problems for humans, unlike the grey squirrels, which cause little damage to plants and don't damage the economy.

Few invaders are large land animals; most of them are plants or small animals like insects. These smaller animals often mean farmers lose a lot of money. For example, the apple snail from South America doesn't cause much harm in Europe, but it causes a lot of damage in South-East Asia because it loves to eat rice plants.

For several obvious reasons, the number of animal invaders is increasing in every country in the world, and many countries hope to control this situation with, for example, strong border controls. However, it seems impossible for us to bring such animal invasions to a stop, perhaps because changes are always part of nature.

C

A

B

VOCABULARY

NOUNS AND VERBS (1)

4a Many words are both nouns and verbs, without any change in form. Look at these examples. In each sentence, is *damage* a noun or a verb?

- 1 Grey squirrels don't **damage** the economy.
- 2 Apple snails cause a lot of **damage** in Asia.

4b These words can be both nouns and verbs. Are they nouns, verbs or both in the article? Underline the examples that you find.

shop cause harm plant
hope control stop change

4c Are the nouns in Exercises 4a and 4b countable (C) or uncountable (U)? What do you know about the grammar of countable and uncountable nouns? With which can you use *a/an/the*? Which have plural forms?

GRAMMAR

EXPRESSIONS OF QUANTITY

5a Which of these words and phrases mean a large quantity/number/amount, and which mean the opposite?

a lot of few little several many much

5b You can use *a lot of* with both countable and uncountable nouns. When do you use the other words above? Find and underline the examples in the article.

6 Are these statements true or false? Use the examples you underlined in the article to help you.

- 1 You never use *much* in questions.
- 2 You often use *many* in positive sentences.
- 3 You don't usually use *much* in positive sentences. Instead, you use *a lot of*.
- 4 You never use *much* in negative sentences.
- 5 You can use *many* in questions and negative sentences.

→ Language reference and extra practice, pages 110–111

7 Complete this paragraph with *much, many, a lot of, little* or *few*.

There are ¹ many animals that are invaders, but perhaps there are ² _____, if any, invaders that are worse than humans. Two hundred thousand years ago, there were very ³ _____ humans; now there are nearly six billion of them. Unfortunately, there isn't ⁴ _____ information about the early history of this species, but it seems certain that the first humans came from Ethiopia in east Africa. After ⁵ _____ thousands of years (150–180), humans were living on every continent on Earth. How ⁶ _____ damage have these invaders caused? Unfortunately, they have caused ⁷ _____ damage. They have destroyed ⁸ _____ native plants and animals. Before humans developed industry in the 19th century, there was ⁹ _____ pollution. Now, there is ¹⁰ _____ pollution and it is causing ¹¹ _____ harm to the global environment. It seems that humans need to change ¹² _____ things about their lifestyle in order to survive.

GRAMMAR TIP

In spoken and informal written English, you often use *not a lot of, not many* and *not much* instead of *few* and *little*, e.g. *There aren't a lot of students in my class. There aren't many cinemas in my city. There isn't much time left.*

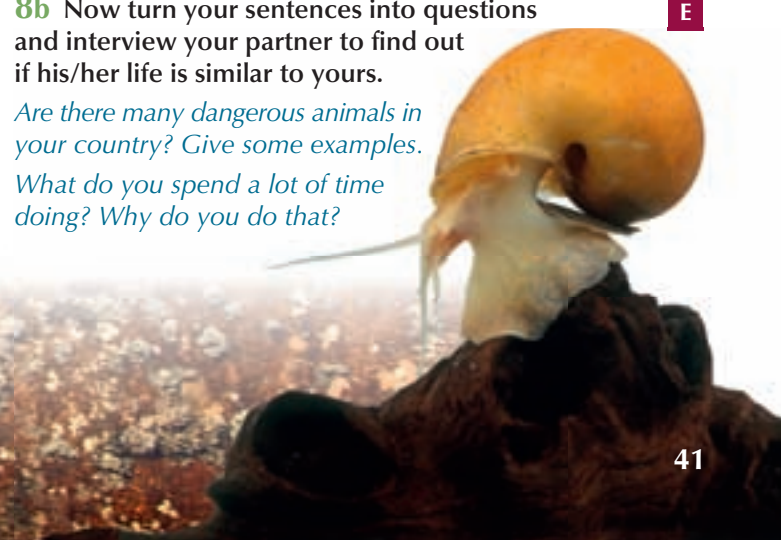
SPEAKING

8a Compare your life with your partner's. First use the sentence beginnings (or similar ones) to make true sentences about you. If you need some help with ideas, turn to page 131.

| | |
|---|---|
| In my country, In my city, In my college, In my workplace, In my house, | there are many / a lot of / few ... there's a lot of / little ... there aren't many / a lot of ... there isn't a lot of / much ... |
| I People in my family | have got many / a lot of ... haven't got many / much ... spend a lot of time ... don't spend a lot of time ... |

8b Now turn your sentences into questions and interview your partner to find out if his/her life is similar to yours.

*Are there many dangerous animals in your country? Give some examples.
What do you spend a lot of time doing? Why do you do that?*



SITUATION

1a Look at the website on page 43. What kind of organisation is it for?

- 1 a business
- 2 a charity
- 3 an academic institution
- 4 a government department

1b Which link (A–E) do you click on for the following information?

- 1 people who kill animals illegally
- 2 special accommodation for animals
- 3 caring for ill animals
- 4 animals that are not free
- 5 saving animals from danger

2a **5.2** The AAI Website Manager, Neil, and the Communications Director, Katie, are choosing some photos for the new AAI website animal rescue page. They have each brought two pictures to discuss. Listen to their conversation and answer these questions.

- 1 In what order do they discuss the photos (A–D)?
- 2 Which two photos do they most like?
- 3 Which one of the links (A–E) on the website home page are they choosing a photo for?

2b Listen again and take notes. What comments do they make about each picture?

3a Work in small groups and discuss these questions.

- 1 What do you think of the reasons they give about using each picture? Are they good reasons? Why?/Why not?
- 2 Which picture from their first two choices is the best one to use, in your opinion? Why?

3b **5.3** Listen to Katie and Neil make their final choice. Is it the same as yours?



KEY LANGUAGE

JUSTIFYING CHOICES

4a **5.4** Complete these sentences from the conversation. Then listen and check.

- 1 ... in this one, in the foreground, you can _____ three whales that are ...
- 2 ... there _____ some people who are trying to help them.
- 3 ... in the background, loads of people are _____.
- 4 I like the _____ it shows a team of people who ...
- 5 ... they _____ very professional ...
- 6 ... this one _____ very unusual.
- 7 ... we need to create the right _____ for our charity.
- 8 In the first picture, the message is _____.
- 9 I've got two pictures of people _____ are saving sea birds ...

4b Answer these questions about the sentences above.

- 1 Which tense do we use to describe someone's actions in a picture?
- 2 What type of word do we use after the verb *look*?
- 3 Underline the phrases for describing the position of something in a picture.
- 4 Look at sentences 2 and 9. What are the two pieces of information in each?
- 5 Look at Audio script 5.2 on page 152 and find examples of comparatives and superlatives.

4c Which sentences in Exercise 4a give facts, and which give opinions or ideas?

Home | Search

ANIMAL AID INTERNATIONAL *Keeping the World Alive*

Home | About AAI | Programmes | Events | Volunteer | Latest News | FAQ | Site map | Search

Welcome to **Animal Aid International**. We work to save animals that are suffering, usually because of humans.

Our areas of activity

| | | | | |
|--|---|--|--|---|
| A | B | C | D | E |
| | | | | |
| Animal rescue: We have teams of trained rescue workers in countries all over the world. | Animal hospitals: In Africa, we have five animal hospitals with experienced vets and modern medical equipment. | Animal hunting: We support the police in their fight against the illegal hunting of wild animals. | Animal sanctuaries: We provide safe places for animals to live, for a long or short period of time. | Animal captivity: Many zoos keep animals in awful conditions. We campaign to improve animal welfare. |

National centres
Know your animals
Jobs
Donate
Shop

PRONUNCIATION

5a **5.5** **Weak forms** Some words have both a strong and a weak pronunciation. We often use the weak form when the word is not stressed in a sentence. Listen to the sentence below and notice the weak pronunciation of *the* and *can*. Listen again and repeat. The stressed words are underlined.

In this one, in the foreground, you can see three whales.

5b **5.6** These weak forms all have the same vowel sound, the schwa /ə/. Listen and repeat the weak forms of *a*, *the*, *that*, *of*, *to*, *some*, *are* and *can* and the related sentences.

6 Work with a partner. Look at Audio script 5.3 on page 153 and practise saying some of the sentences. Focus on the stressed words. Use weak forms in the unstressed words when possible. Does your partner use good sentence stress? Can you hear the weak forms?

TASK

GIVING REASONS AND MAKING CHOICES

7a Work with a partner. You are going to role-play a similar situation to the conversation in Exercise 2a. You each have two pairs of photos for different links on the AAI website. Plan your key points. Use the Useful phrases below to help.

Student A: You are the Web Manager. Turn to page 141 to see your photos.

Student B: You are the Communications Director. Turn to page 145 to see your photos.

USEFUL PHRASES

This one is nicer / clearer / stronger / weaker / more unusual / more dramatic / more powerful.
I like the way this one ...
I think this one is better because ...
It makes you feel sad / angry / ...
I think we should use this one because ...

7b Have a meeting with your partner to choose a picture for each link on the website. Take turns to describe and contrast your photos and explain which you think is best for the website link and why. Then comment on your partner's ideas and photos and make a decision about which photos to use.



MEET THE EXPERT

Watch an interview with Gareth Philips, a professional photographer, about the selection of photos.
Turn to page 127 for video activities.

STUDY SKILLS

CORRECTING YOUR WRITING

1 Developing self-awareness Which of these sentences are true for you?

- I always check my writing carefully when I've finished.
- I read my teacher's comments and corrections carefully.
- When my teacher gives back my work, the only thing I look at is my mark.
- I look at my mistakes, but never remember them.
- After my teacher gives back my work, I often rewrite it to make it better.

2 Match these common types of mistake with the sentences below.

grammar vocabulary spelling punctuation
word order leaving words out

- That's an interesting idea. ^①
- Greenland is the ^{biggest} bigger island in the world.
- Great Britain is ^{not as} as not cold as Greenland.
- These animals have caused a lot ^{of} damage.
- The situation is bad, but it isn't ^{hopeless} useless.
- Their ^{advice} advise was very ^{helpful} helpfull.

3a Word order Change the position of one word in each sentence to make it correct.

- A mountain bigger than a hill is.
- Are many dangerous animals there in your country?
- Pollution damages the environment natural.
- What you can see in the first picture?

3b Add one word to each sentence to make it correct. Are the missing words similar in any way?

- It's fourth biggest island in the world.
- These animals difficult to control.
- Great Britain is crowded than many other countries.
- This picture shows team of people.

3c Punctuation Correct the punctuation in this piece of writing. Use full stops and capital letters, and take out unnecessary commas.

the natural world is very important to us and we must be careful, not to destroy it or damage it, today, many beautiful places are in danger, from greenland to madagascar

4a Look at this student's writing. The teacher uses a correction code. Correct the mistakes.

Gr = grammar WW = wrong word (vocabulary)
Sp = spelling WO = word order
^ = missing word P = punctuation

^{Sp} Many ^Pmountins are impressive and magical, but its
^{WW}important [^]remember that they can also have
^{Gr}dangerous. If we ^Pclimbing them, we should make sure,
^{WO}for example that we have the equipment correct.

4b Read the rest of the student's work. Look for mistakes and write the correct symbol above the mistake. Then check on page 135.

The wether can change very quick and it's easy lose
your way. If you don't have much experiment, its
better go with someone who can you guide. If you
have any difficulties.

Eyjafjallajökull



WRITING SKILLS

WRITING PARAGRAPHS

5 Discuss these questions with a partner.

- 1 What is a paragraph?
- 2 How long are paragraphs?
- 3 Why do we use paragraphs when we write?

6 Look back at the texts on pages 38 and 40. How many paragraphs are there?

7 Discuss these questions with a partner.

- 1 Are there any volcanoes in your country? Are they famous?
- 2 Have you ever been up a volcano? What do you remember about it?
- 3 If not, would you like to go up a volcano? Why?/ Why not?
- 4 We use special terms to talk about volcanoes. Do you know what these words mean?

active cone dormant erupt an eruption

8 **Paragraph organisation** Read this paragraph about a volcano in Iceland. Then put the points below (a–h) in the order they appear in the paragraph.

Eyjafjallajökull (pronounced: eh-a-fyat-la-yo-kutl) is an active volcano near the south coast of Iceland. It's 1,666m high. This means it's not in fact one of the largest volcanoes on the island. Also, it's not as dangerous as its neighbour, *Katla*, about 25km away. But in 2010, it erupted and caused a lot of problems for air traffic in Europe.

- | | |
|------------------------------|----------------------|
| a how dangerous it is | e location |
| b effects of recent eruption | f name |
| c height | g size comparison |
| d date of recent eruption | h active or dormant? |

9 How is the information in the paragraph organised? Put these points in the correct order. Why is this a good order?

- a the eruption
- b general information about the volcano
- c comparison with other volcanoes

Mount Fuji



10a Topic sentences The topic sentence of a paragraph tells us the topic of the paragraph. It is usually the first sentence of the paragraph. What is the topic sentence in the paragraph in Exercise 8?

10b Look at these topic sentences. What information do you think we can find in the rest of the paragraph? Think of two or three points.

- 1 Russia is the world's largest country.
- 2 My favourite photo shows a family holiday when I was about ten years old.

11 Reference words Look at the use of *it* and *its* in the paragraph in Exercise 8. Then improve this paragraph about Mount Fuji by using *it* and *its*.

Mount Fuji is perhaps the world's most famous volcano. Mount Fuji is about 100km from Tokyo, in Japan. Mount Fuji is 3,776m high, and Mount Fuji's shape is almost perfect – a cone with quite steep sides. Mount Fuji is a dormant volcano which last erupted in 1707.

12 Use these notes to write a paragraph about the volcano Mauna Loa. Think about the best order for the points, then join them up, and use reference words (*it*, *its*).

Location: Hawaii, Pacific Ocean
Height: 4,170 metres
Name: Mauna Loa
Last eruption: 1984
Active or dormant: active
Shape: quite flat
Size: largest active volcano in world

13 Write a paragraph about a natural feature in your country, or a country you know well, e.g. a mountain, lake or river.

Mauna Loa

