

Lesson 10

A Read the text on page 71 of the Student's Book. Decide if these statements are true (T) or false (F).

- 1 The writer wants to find a job in his country.
- 2 At the library the writer can learn how to apply for jobs.
- 3 The writer can borrow DVDs from the library.
- 4 He reads newspapers at the library to find out what is happening in the world.
- 5 He has already applied to some companies.

B What do these words mean in the text? Circle the correct answer.

1 **astounded**

- a) disappointed
- b) surprised
- c) upset

2 **body language**

- a) how you sit and move
- b) how you dress
- c) how you talk

3 **appropriately**

- a) in the correct way
- b) at the right time
- c) for the right reasons

4 **since**

- a) from this time
- b) although
- c) because

5 **pay off**

- a) bring a lot of money
- b) bring the right results
- c) help me become a librarian

C Complete the sentences about the text.

1 The author enjoyed his job for a while. However, _____

2 At the library you can get information about looking for a job, such as _____

3 The library has information about language tests. It also _____

Lesson 1

A Match these words from the text on page 74 of the Student's Book with their definitions.

- | | | |
|---------------|--------------------------|--------------------------------|
| 1 efficiently | <input type="checkbox"/> | a) cutting down trees for wood |
| 2 essential | <input type="checkbox"/> | b) in a sensible manner |
| 3 logging | <input type="checkbox"/> | c) working well and quickly |
| 4 wisely | <input type="checkbox"/> | d) extremely necessary |

B Read the texts again and answer the questions.

1 Why are natural resources essential to human life?

2 What is the difference between a renewable and a nonrenewable resource?

3 Find two examples of a renewable resource in the text and one example of a nonrenewable resource.

4 How do greenhouse gases harm the environment?

5 What is deforestation? How does the text say that deforestation harms the environment?

Prefixes and suffixes

Learning prefixes and suffixes can help you understand and remember new words.

- The prefix *de-* means to remove, reduce or undo.
- The suffix *-ation* means an action or process.

So the word *deforestation* means the action of removing or reducing a forest.

C Guess the meanings of the following words.

deoxygenation _____

depopulation _____

devaluation _____

D Aziz is going to South America. Complete the questions his friend Fuad asks him.

Q: _____

A: I'm going to South America.

Q: _____

A: I'm going to study the disappearance of animal habitats.

Q: _____

A: Yes, many animals are endangered because of deforestation.

Q: _____

A: No, I don't think the forests will disappear completely, because more and more people are becoming aware of the problem.

Q: _____

A: I'm leaving on Monday.

Q: _____

A: My plane leaves at 9.00.

Q: _____

A: I'll be staying there for six months.

What different verb forms are used to talk about the future in this dialogue?

Lesson 2

A Match these words with their definitions.

- | | |
|-------------|--|
| 1 bury | a) the process of damaging the air, water or land with chemicals |
| 2 waste | b) useless materials that are left after you have used something |
| 3 pollution | c) to put something in the ground and cover it with earth |
| 4 encourage | d) to suggest that someone does something that you believe would be good |

B Look at the flow chart on page 75 of the Student's Book and complete the sentences about the recycling process, using the passive form.

- 1 First, the waste _____.
- 2 Then, it is _____.
- 3 Next, it _____.
- 4 After that, _____.
- 5 In the waste treatment plant, it _____.
- 6 Then, _____.
- 7 Finally, glass, paper and plastic can be _____.

C Look only at the flow chart on page 75 of the Student's Book. Retell the process to a partner, using the verbs in the passive form.

Lesson 3

A Read the article and the letter on page 76 of the Student's Book. Answer these questions.

- 1 Which one mentions both advantages and disadvantages? _____
- 2 Which one only mentions disadvantages? _____
- 3 Which writer is more objective? _____
- 4 What is the attitude of the writer of the letter? _____
- 5 Which writer uses more informal language? Why? _____

B Read the article more carefully and write short answers to the questions.

1 In what ways has wind power been used for thousands of years?

2 What is the most important aspect of wind power?

3 Why does the author say wind power is efficient?

4 What two complaints do people who live near wind turbines have about them?

5 Why can't we only use wind power to supply our energy?

C Read the letter more carefully. What disadvantages of wind turbines does the writer mention that the writer of the article doesn't mention?

D Complete the sentences by putting the verbs in brackets into the correct form.

1 If they _____ (build) more wind farms on the coast, they would scare away the fish.


2 If solar farms were built, they _____ (provide) a cheap form of energy.

3 If birds _____ (fly) into wind turbines, they will be killed.

4 If wind turbines _____ (be) less noisy, people wouldn't complain about them so much.

5 If we _____ (find) alternative sources of energy, we will be able to meet all our energy needs.

Lesson 4

A  26 Listen again and mark the sentences true (T) or false (F).

- 1 The park ranger spends a lot of time in an office.
- 2 People are not allowed to kill animals in the park.
- 3 Workers in a refinery have to follow a lot of rules.
- 4 The health, safety and environment manager makes sure people are not put in danger in their workplace.
- 5 The recycling coordinator doesn't talk to the public much.
- 6 Most people really want to help in the recycling programme.
- 7 The water quality planner is the leader of a team.

B Read what the teens said about how they can help the environment. Then complete the sentences using the information underlined.

Ibrahim

I'm going to work in a petrol refinery. Petrol is an important source of energy, and we need to use it safely.

Nabeel

We just had a lesson at school on the importance of recycling. I think I'll be more careful about sorting and recycling my rubbish in the future.

Hazem

I'm going camping with my family tomorrow. I'll take a big bag to put our rubbish in.

Amal

I'm going to the library to borrow some books on wildlife. I think it's important for people to learn about animals so they can protect them better. I have to hurry because the library is closing in half an hour.

Ibrahim decided he was going to work in a petrol refinery.

Nabeel thought _____

Hazem decided _____

Amal had to hurry because _____

- C** With a partner, talk about why one of these problems is important. Discuss what you think can be done about it. Make some notes. Then tell the class what you have talked about. Does everyone agree with you?

Air pollution

think about:

- factories
- greenhouse gases
- environmental rules

Water pollution

think about:

- waste from factories
- fish and wildlife
- testing water samples

Rubbish

think about:

- ugly landfills
- danger to animals and plants
- recycling
- electronic waste

Lesson 5

- A** In pairs, discuss and make a list of things you know about global warming.
- B** Now look at the notes for an essay about global warming. Are the ideas the same as yours?

What is global warming?

- global warming – average increase in Earth's temperature (recorded over many years)
- could have an effect on the climate
- scientists agree Earth getting warmer
- some scientists say people contribute to global warming, but some say it's a natural phenomenon

Possible causes of global warming

- more greenhouse gases than before (example of greenhouse gas – CO₂)
- greenhouse gases cause greenhouse effect (heat from sun is trapped in atmosphere)
- greenhouse effect necessary to keep Earth warm, but too much could cause global warming
- some scientists think what people do is making greenhouse effect stronger
- things that contribute to greenhouse gases: using petrol, deforestation, landfills

Possible effects of global warming

- glaciers melting (could make sea levels rise, cause flooding in coastal areas)
- make some areas too hot and dry to grow food (people might die or have to move)
- destroy a lot of animal habitats (some species could become extinct)

What we can do

- use less petrol by car pooling, etc.
- save electricity – turn off lights, computers when not using
- recycling – rubbish that is recycled doesn't go to landfill

C Now read the first paragraph of an essay on global warming. Tick the ideas in the notes in Exercise A that are in the paragraph. Then underline the sentences in the paragraph below that should be in a separate paragraph.

Global warming

Global warming is an average increase in the Earth's temperature. This increase must be recorded over many years before scientists can say that the Earth is really getting warmer. Most scientists agree that there has been an increase in the Earth's temperature over the last 100 years. Scientists don't all agree about how it has happened, however. Some think it's natural, and some think it's caused by what people do. The causes of global warming are not completely clear, but many scientists think the greenhouse effect is one of them. The greenhouse effect is caused when gases trap heat in the atmosphere.

- D** Write the sentences you underlined. The paragraph is a little too short. Use ideas from the notes to complete it.

- E** Complete the essay by writing two more paragraphs using the notes in Exercise B and your own ideas.

- F** Reread your essay. Are your paragraphs balanced? Check your grammar and punctuation.

Lesson 6 – Test yourself

VOCABULARY

A Complete the sentences with the words from the box.

buried wisely limit replace renewable deforestation spoil essential regulations

- 1 If _____ continues, many species of animal will disappear completely.
- 2 Scientists are finding ways to _____ damage to the environment.
- 3 Wind is a _____ source of energy.
- 4 We have to follow a lot of safety _____ at work.
- 5 We need to _____ the trees that are cut down.
- 6 We need to use the Earth's resources _____.
- 7 It is _____ that something is done about the destruction of the rainforests.
- 8 Waste is often burnt or _____.
- 9 Some people say that wind farms _____ the landscape.

9 marks

B Complete the phrases with the words from the box. Use each word once only.
There is one extra word.

resource ranger renewable turbine gas warming landfill

- | | |
|-----------------------|--------------------|
| 1 park _____ | 4 natural _____ |
| 2 _____ energy source | 5 greenhouse _____ |
| 3 wind _____ | 6 global _____ |

6 marks

Total vocabulary 15 marks

GRAMMAR

- C** The underlined sentences about future plans were all spoken a few days ago. It is now three days later. Rewrite them as future in the past.

Adnan: I'm going to visit my brother in Beirut. I haven't seen him for two months.
I'm going to stay there until Saturday.

Hasan: I'm playing basketball.

Badria: I'm not sure what I'm doing this weekend. I think I'll probably go to the shopping mall with my friends.

Fawsia: I'm going to study for my exams. I need to read through all my notes again.

- 1 Adnan decided he was going to visit his brother in Beirut.
- 2 Hasan couldn't meet his friends because _____.
- 3 Badria thought _____.
- 4 Fawsia promised her mother _____.

3 marks

- D** Match the beginnings of these active and passive sentences with their endings.

- | | |
|------------------------------------|--|
| 1 Many wind turbines | a) can be used for agriculture. |
| 2 People who live near wind farms | b) have been built in Europe. |
| 3 The land under the wind turbines | c) complain about the noise. |
| 4 Building a wind turbine | d) is an expensive project. |
| 5 Wind power | e) has been used for thousands of years. |

5 marks

E Complete the sentences with a passive or active form.

Shaumari ① _____ (be) a nature reserve in Jordan. It ② _____ (create) in 1975 and has an area of 22 km². It ③ _____ (make) to protect some of the most endangered species in the Middle East. In the reserve, hunting ④ _____ (prohibit), and no one ⑤ _____ (allow) to destroy the animals' habitats. One of the endangered animals that ⑥ _____ (live) in the park is the oryx. There were only eleven oryx in 1978, but their numbers ⑦ _____ (increase). There are now more than 200 oryx at Shaumari.

7 marks

F Read the text about deforestation in Togo. Put the verbs in brackets into the present perfect simple, present perfect continuous or future perfect.

Togo has a varied climate. It has tropical rainforests in the southwest of the country. Between 1990 and 2000, Togo's rate of deforestation was 2.91% per year. Since 2000, it ① _____ (increase) to 4.12% per year. Forests ② _____ (disappear) in Togo because of a need for land for agriculture. The population has risen rapidly. It is now 5,332,000, and by 2025 ③ _____ (rise) to 8,762,000. Togo's forests also produce fine woods, which rich countries ④ _____ (import) to use for furniture. Because of the concern about deforestation, the authorities ⑤ _____ (open) several national parks.

5 marks

G Read about Adnan, then complete the conditional sentences about the story.

Adnan has had a bad day. Last week he decided to go and visit his brother in Beirut. Since he can't drive, he asked his friend Samir to drive him to the airport. Unfortunately, Samir got lost on his way to Adnan's house and arrived at his house very late. When they got to the airport, Samir drove away, and Adnan ran in to catch his flight. But the plane had already left. He had to buy another ticket for the next flight. The next flight leaves in five hours' time! He would like to call

his brother to tell him he will be late, but he forgot his mobile phone at home. And he didn't think to bring a book, so he can't read to pass the time. Even worse, he doesn't have any money on him, so he can't buy anything to drink!

- 1 If Samir hadn't got lost, _____

- 2 If the plane hadn't already left, _____

- 3 If he had his mobile phone with him, _____

- 4 If he had a book, _____
- 5 If he had some money on him, _____

5 marks

Total grammar 25 marks

WRITING

H Write 100 to 120 words about ways people can help to improve the environment.

Total writing

 20 marks

Lesson 7

A Scan the article on page 78 of the Student's Book and complete the fact file.

Name of river	
Length	
Begins	
Ends	
Countries it flows through	
Names of dams	
Uses of dams	

B Find words in the text that have the following meanings.

- 1 the opposite of *deep* _____
- 2 the remains of a building _____
- 3 an area that contains water for distribution _____
- 4 a general word for cotton, wheat, barley and so on _____

C Work with two other students. Tell them what you learnt and listen to what they learnt. Use the fact file to help you if necessary.

1.10 = Unit 1, Lesson 10

Unit 1

ankle 1.1
 be sick 1.1
 blood 1.1
 blood pressure 1.5
 breathe 1.1
 campaign 1.7
 checkup (n) 1.5
 diabetes 1.10
 diabetic 1.7
 dizzy 1.1
 dolphin 1.3
 faint (v) 1.1
 first aid 1.3
 fracture (v) 1.1
 furthermore 1.7
 give up 1.4
 ice-skating 1.2
 impolite 1.4
 in plaster 1.2
 inefficient 1.4
 joint 1.1
 lose consciousness 1.10
 paramedic 1.10
 plenty of 1.5
 puzzled 1.10
 regain consciousness 1.10
 shark 1.3
 shoulder 1.1
 sneeze (v) 1.1
 swallow 1.1
 swollen 1.1
 take up 1.4
 treatment 1.1
 try on 1.4
 unfair 1.4
 unfortunate 1.4
 unhealthy 1.4
 unpleasant 1.4
 unusual 1.4
 wrist 1.1

Unit 2

arrest 2.2
 baggage 2.3
 brake (n) 2.8

branch 2.5
 civilian 2.5
 commit a crime 2.2
 conveyor belt 2.3
 crime scene 2.1
 declare 2.3
 detect 2.10
 essential 2.7
 fingerprint 2.1
 follow the law 2.2
 footprint 2.1
 identify 2.10
 in the ignition 2.8
 install 2.5
 investigate 2.2
 join 2.5
 licence plate 2.10
 lock (n/v) 2.6
 maintain 2.5
 metal detector 2.1
 occurred 2.6
 officer 2.5
 property 2.6
 robbed 2.6
 security camera 2.1
 solid (adj) 2.7
 supervise 2.5
 witness (n) 2.2

Unit 3

a good experience 3.8
 accommodation 3.7
 advice 3.7
 allergy 3.7
 annoyed with 3.5
 annual 3.10
 application 3.2
 approve of 3.3
 architecture 3.1
 canteen 3.7
 chase (v) 3.6
 communication 3.2
 convey the sense 3.10
 details 3.7
 dietary 3.7
 disappear 3.3
 disconnect 3.3

discourage 3.3
 dislike 3.3
 disobey 3.3
 distrust (v) 3.3
 duty 3.1
 engineering 3.1
 fed up with 3.3
 fine art 3.1
 fit (adj) 3.6
 geology 3.2
 graduate (v) 3.4
 headphones 3.10
 hostel 3.7
 in demand 3.10
 independence 3.8
 information technology 3.1
 invention 3.2
 involve 3.2
 jet 3.4
 level 3.7
 location 3.7
 movie director 3.6
 nervous 3.6
 occupation 3.2
 permit (v) 3.7
 profession 3.6
 qualification 3.2
 rescue (v) 3.6
 scary 3.4
 scientific research 3.1
 solo 3.4
 stressful 3.1
 suit (v) 3.7
 takeoff (n) 3.4
 the aviation industry 3.1
 the environment 3.1
 the media 3.1
 thoroughly 5.3
 title 3.7
 train as 3.3
 trip over 3.5
 upset 3.3
 well-paid 3.1
 worth it 3.8

Unit 4

a good record 4.6
 ambitious 4.6
 charm (v) 4.7
 coach (v) 4.6
 compete 4.1
 competitive salary 4.6
 considerable 4.6
 cosmetics 4.1
 creative 4.7
 equivalent 4.6
 export (v) 4.1
 income 4.2
 keep in touch 4.1
 modernize 4.2
 motivate 4.6
 personality 4.4
 punctual 4.3
 relaxed 4.4
 sign a contract 4.1
 slang 4.1
 state (v) 4.6
 surgeon 4.4
 vacancy 4.6

Unit 5

achieve 5.3
 anything to declare? 5.1
 atmosphere 5.6
 board 5.6
 boarding card 5.1
 boredom 5.6
 brochure 5.4
 car hire 5.1
 cheated 5.2
 compound 5.1
 considerably 5.3
 considering 5.3
 consist of 5.6
 display 5.6
 entertainment 5.6
 exceptionally 5.6
 excursion 5.3
 extend 5.3
 ferry 5.6
 five-star hotel 5.1
 flavour (get a flavour of) 5.4
 heart attack 5.10
 ideal 5.7

inhabited 5.7
 luxurious 5.2
 mint 5.6
 operate 5.7
 package deal 5.1
 packed lunch 5.1
 perfume 5.1
 personal 5.10
 physical 5.10
 relationships 5.10
 research 5.4
 routine 5.10
 seafront 5.1
 self-catering apartment 5.1
 self-service 5.6
 sightseeing 5.1
 situated 5.7
 ski resort 5.1
 speciality 5.6
 spectacular 5.6
 surroundings 5.7
 thoroughly 5.3
 throughout 5.7
 transfer 5.6
 travel 5.1
 two-storey 5.6
 unbelievably 5.2
 variety 5.6

Unit 6

account 6.1
 advise 6.3
 approve 6.3
 ATM 6.1
 attract (customers) 6.3
 balance 6.1
 bank card 6.1
 bank online 6.6
 bank statement 6.1
 bill (pay a ~) 6.7
 branch (bank ~) 6.3
 cancel 6.4
 cash 6.1
 charge (a fee) 6.2
 cheque 6.1
 cheque book 6.2
 convenient 6.8
 convince 6.3
 credit card 6.1
 credit limit 6.4

currency 6.5
 current (account) 6.2
 deposit (n and v) 6.1
 disappoint 6.3
 exchange rate 6.5
 expert 6.3
 expired 6.4
 fee 6.2
 handbag 6.4
 instalments 6.6
 insurance 6.6
 interest 6.2
 investment 6.6
 knowledgeable 6.3
 loan 6.1
 misspelt 6.7
 open (an account) 6.2
 overdraft facilities 6.2
 owner 6.6
 password 6.7
 pay (interest) 6.2
 pay back 6.6
 PIN 6.1
 rate (interest ~) 6.2
 responsibility 6.3
 satisfying 6.3
 savings (account) 6.2
 tip (v) 6.5
 transaction
 traveller's cheques 6.5
 valid 6.4
 value 6.6
 withdrawal 6.1

Unit 7

admit (on a course) 7.1
 charity 7.5
 chat 7.7
 conference 7.1
 connection (Internet ~) 7.7
 crafts 7.6
 efficient 7.1
 enhance 7.1
 enrol 7.1
 graphic design 7.3
 intensive 7.2
 job prospect 7.2
 librarian 7.5
 management 7.5
 medical 7.5

**WORD
LIST**

register (for a course) (v) 7.1
shift (work ~) 7.5
spreadsheet 7.3
supervise 7.5
support 7.5
venue 7.4
web design 7.3

Unit 8

buried 8.2
concentrate 8.1
deforestation 8.1
enforce 8.4
grind 8.3
landfill 8.4
landscape 8.3
limit (v) 8.1
park ranger 8.4
regulations 8.4
renewable 8.1
replace 8.1
separate 8.2
spoil 8.3
turbine 8.3
wisely 8.1

Checklist for written work

Planning your work

- Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- Look up any vocabulary that you are unsure of.
- Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- Put your ideas into a logical order and group ideas that go together in sections.
- If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it, though.)
- Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- Remember to start a new paragraph every time you move on to a new idea or topic.
- Read through your first draft and check that you have answered the question correctly.
- Decide if you want to delete, change or add any more ideas.
- Decide whether you want to change the paragraphing or the order of the ideas.
- Check that you have linked your ideas using connecting words and phrases, e.g., *first, next, then*, etc.)
- Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words, and the spelling is correct. (Check with a dictionary.)
- Show your work to your family or a friend and see if they can help you edit it.
- Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.