New Hello!

Year 3

Term 2

Student's Book

Patricia Chappell and Claire Hart

Imprint page. Copy to follow

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Module 3: Reaching your potential

Skills	Language	Life Skills, Values and Issues
7 The meaning of success		**Page 6**
Reading: An article about achieving success despite challenges **Writing:** An invitation to an event **Listening/Speaking:** A short lecture about successful people; Research, plan and give a presentation about a successful person	Present perfect simple versus present perfect continuous Adverbs and adjectives	**Life Skills:** Critical thinking – Evaluate the meaning of success; Problem solving – How to achieve set goals **Values:** Perseverance – determination to achieve goals **Issues:** Objectivity – identifying and valuing success
Great Expectations: Chapter 7		**page 12**
8 Work experience		**Page 16**
Reading: A student CV; An excertp from *Notes on Nursing: What it is, and What it is not* by Florence Nightingale **Writing:** An online professional profile **Listening/Speaking:** A presentation on finding the right work experience; Role-play an interview for an internship	Passive forms	**Life Skills:** Self management and Productivity – Setting goals and making achievable plans **Values:** Honesty – Being realistic about your own skills and ability **Issues:** Independence – Preparing for life beyond study
Great Expectations: Chapter 8		**page 22**
9 Starting again		**Page 26**
Reading: Three texts about people who have experienced big changes in their lives **Writing:** An opinion essay on the contributions of older people to modern society **Listening/Speaking:** An interview with someone who helps unemployed people to start their own companies; Discussions on what we can learn from older people in society	Narrative tenses Quantifiers *a few*, *few*, *a little*, *little*, *none*, *each*, *every*, *all*	**Life Skills:** Resilience and agile thinking – 'Failing better'; Tolerance and acceptance – Valuing the experience of others **Values:** Work ethics **Issues:** Entrepreneurship – Seeing change as a positive
Great Expectations: Chapter 9		**page 32**
Revision 3		**Page 36**

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	Skills	Language	Life Skills, Values and Issues
Module 4: Finding your culture	**10 Places of cultural interest**		**Page 42**
	Reading: A webpage about places of cultural interest **Writing:** A survey about places of cultural interest **Listening/Speaking:** A tour of an historical site; Discussing places of cultural interest	Speculating about the past: *must/can/can't* have + past particple *would* for past habits	**Life Skills:** Critical thinking – Interpreting research **Values:** Curiosity – Understanding of the wider world; Respect for diversity **Issues:** National unity; Loyalty and belonging – celebrating traditions and cultural diversity
	Great Expectations: Chapter 10		**page 48**
	11 Finding your culture		**Page 52**
	Reading: A webpage about how to support multi-lingual children **Writing:** A text about our cultural influencess **Listening/Speaking:** An interview about cultural heritage; Planning a multi-cultural festival	Compound adjectives Relative clauses	**Life Skills:** Communication – Listening to and politely responding to other views; Empathy – understanding why other people might have different opinions; Critical thinking – Learning from the past **Values:** Cooperation – Learning about and from other people; Respect for diversity – tolerance and acceptance **Issues:** National unity
	Great Expectations: Chapter 11		**page 58**
	12 Myths and fables		**Page 62**
	Reading: A myth and a fable from different cultures; The legend of King Arthur from *The History of the Kings of Britain* by Geoffrey Monmouth **Writing:** A myth **Listening/Speaking:** A radio programme on the importance of myths in modern society; Debate on the importance of myths in modern society; Re-tell a myth	Narrative tenses *so/such … that, enough/too … to*	**Life Skills:** Critical thinking – Learning from the past; Empathy – Understanding our origins and those of other people **Values:** Respect – Understanding different cultures through their story-telling **Issues:** National unity – celebrating cultural values
	Great Expectations: Chapter 12		**page 68**
	Revision 4		**Page 72**

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UNIT 7

Lesson 1

The meaning of success

Before you start

- Work in pairs. Think of someone you know who is successful. What makes them a success? Then compare with your partner. Do you both think the same things are signs of success?

OBJECTIVES

Reading An article about achieving success despite challenges
Writing An invitation to an event to celebrate achievements
Listening A short lecture about what successful people have in common
Speaking Research, plan and give a presentation about a successful person
Language Present perfect simple versus present perfect continuous, adverbs and adjectives (review)
Life skills Critical thinking: evaluate the meaning of success; Problem solving: how to achieve set goals

FOCUS ON VOCABULARY

Guess the meanings of these words. Then check in a dictionary.

impressive **inspiration**
overcome **treat** **value**

Reading

1 Work in pairs. You're going to read about two successful people who have overcome challenges. Brainstorm possible challenges and write them on the diagram.

2 Read the article. What challenges did each person have to overcome? Write *R* for Rehab, *A* for Angela or *N* if neither of them overcame this challenge.

1 Being different to other people in terms of her height. *A*
2 Not being allowed to do something that she really wanted to do because she's a woman. ☐
3 There weren't a lot of women who had the career that she wanted to have when she started. ☐
4 Not having a family who supported her as she was growing and starting out in her career. ☐
5 People believing that she couldn't have the career that she wanted to have because of something that made her different to other people. ☐

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Overcoming challenges

Rehab Ahmed enjoyed watching powerlifting on television while she was growing up, but she rarely did any sport herself. After she completed her studies, however, she met the Egyptian powerlifting team's coach at a gym and soon developed a strong interest in the sport.

Rehab is disabled, but she hasn't let this stop her lifting weights. In fact, her disability has probably been the least significant challenge that she's had to overcome. At first, Rehab wasn't sure if she could successfully combine powerlifting with being a mother to her young daughter. Powerlifting is also seen as a male sport and there aren't many role models for female powerlifters.

Rehab has now become an inspiration to other young women due to her achievements, which have included winning gold at the 2019 World Para Powerlifting Championships and silver at the 2016 and 2020 Paralympics.

Angela Bachiller comes from Valladolid in Spain. She was born with Down's Syndrome, which usually results in people having a learning disability and not being as tall as the average person. However, Angela's family has never treated her any differently because of this. They saw no good reason why Angela shouldn't grow up with the values of the importance of hard work, trying your best and trying to help other people.

After working as an administrative assistant at the town hall in Valladolid for two and a half years, a position as a town councillor became free. Angela won the vote and since 2013 she has performed the role of town councillor in the same way as another person doing that job.

Her strong character and determination not to be treated differently have helped her to change people's minds about people with Down's Syndrome and accept her as someone who can do a responsible job.

Language

3 **Complete the sentences about Rehab and Angela with the correct adjectives and adverbs.**

different hard ~~hardly~~ inspiring normal quickly

1 Rehab had *hardly* ever done any sport before she started doing powerlifting.
2 Rehab became enthusiastic about her new sport very .....
3 Rehab's achievements are very ..... for other women who are interested in powerlifting.
4 Angela didn't receive ..... treatment from her family because she had Down's Syndrome.
5 Angela's parents encouraged her to work ..... and this helped her to achieve an important position at work.
6 Angela is able to do her current job in a perfectly ..... way.

4 **Discuss the questions about the article in small groups.**

1 Whose achievements do you find the most inspiring? Why?
2 Who do you think has overcome greater difficulties to achieve success? Why?
3 Who do you think Rehab and Angela inspire the most and what might they inspire them to do?

[Design: On the left side of the page, set a talking head of a 17-18-year-old girl

I think that Angela's achievements are the most inspiring. Nobody expected that she would be able to do her job because they thought that people with Down's Syndrome couldn't do responsible jobs. But she does it and does it well.

Research

5 **Choose another person who has overcome challenges to become successful in their chosen sport or career. Do some research to find out more about their life, the success they have had and the challenges they have overcome. Use the information to write a short article.**

7 Lesson 2

Before you start

Work in pairs. Discuss the question.

- Which qualities do successful people share?

Listening

2.01 **1 Listen to a lecture about the qualities of successful people. Make notes on the four qualities in your notebook. Does she mention any of the qualities that you discussed?**

2.02 **2 Listen again. Are the sentences *true* (T) of *false* (F)? Correct the false statements.**

1 There is only one answer to the question of what qualities successful people have. F

There are many different answers to the question of what qualities successful people have.

2 You're more likely to achieve a goal if it isn't too specific. ☐

3 Successful people are always looking for new opportunities to learn and develop their skills. ☐

4 If you want to be successful, you need to work hard for a few weeks or months and then take a break. ☐

5 Don't expect to achieve success immediately because it sometimes takes a long time. ☐

Speaking

3 Work in pairs. Discuss the questions.

1 What information in the lecture did you expect to hear?
2 What other qualities do you think successful people have? How do these qualities help them to achieve things?
3 What everyday successes have you achieved so far this month?
4 How did these little successes make you feel?

SKILLS FOR LIFE

Evaluating the meaning of success

Everyone has a different understanding of success. Society often defines success as how much money you earn or your job.

However, many people find happiness in everyday successes, such as giving a good presentation or taking care of their family.

Language

4 Complete the sentences about success with the words in the box. There are some extra words you don't need.

~~been~~ come coming for since tried trying

1 There has *been* some discussion about what exactly success is.
2 Some of our successful athletes have been ..... here to train for more than ten years.
3 She has only had success as an author ..... she was about forty-five.
4 Recently, I've been ..... to enjoy all of the little successes I have every day.
5 After studying the research, I've ..... to the conclusion that there are many different definitions of success.

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5 **Choose the correct verb form to complete the sentences.**

1 Where ***have you been/have you been being***? We've ***waited/been waiting*** for you for half an hour.
2 We've ***thought/been thinking*** about learning Spanish for a while, but we ***haven't found/haven't been finding*** a good course yet.
3 How much time ***have you spent/have you been spending*** on the geography project over the last two weeks? I ***haven't had/haven't been having*** very much time to work on it recently.
4 I've ***learned/been learning*** to play the drums for three years now and I've ***never enjoyed/never been enjoying*** playing as much as I do at the moment.

Writing

6 **Read the tips for writing effective notes while you're listening to a lecture. Answer the questions in your notebook.**

Study skills: Taking notes

Notice signposting words and phrases

These are words and phrases that the speaker uses to let the listeners know that he/she is going to talk about a subject (e.g. *I will talk about three ways that …*) and then to show when one part of a lecture has finished (e.g. *That's all I have to say about …*) and what the next part of the lecture will be about (e.g. *Now, I'd like to move on to …*). Speakers may also use signposting language to highlight important information, which will usually be information that you need to write down (for example, *What I find particularly important is …*).

Know when to quote, paraphrase or summarise

You can quote what the lecturer is saying by writing a whole sentence that he/she says, but only do this if you think that you need to remember the whole sentence, exactly as the speaker said it. If you don't need to remember the lecturer's exact words, only the information, you should paraphrase it by using some key words from the speaker to write what he/she said in your own words.

1 What are signposting words and phrases?
2 Which phrase would you expect to hear when a speaker wants to start talking about a new topic?
   A It's very important to remember that …
   B In this talk, I will explain three different ways in which this can happen.
   C Now, I'd like to move on to the second reason for this.
3 When should you quote something that a lecturer says?
4 What do you do when you paraphrase information from a lecture?

2.03 **7** **Listen to the lecture again. Make short notes on what the lecturer says in your notebook.**

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE XX

Present perfect simple and present perfect continuous

- We use both the present perfect simple (*have/has* + past participle) and the present perfect continuous (*have/has* + *been* + verb *-ing*) to talk about actions or situations which started in the past but are still connected to the present. The actions are still happening, they finished a very short time ago or they have a direct effect on the present.
- We use the present perfect simple to focus on the result of an action. For example:
  *I'**ve read** a large number of research studies on this topic.*
  (The result of the reading is that you know a lot about the topic and that's what the speaker wants to focus on.)
- We use the present perfect continuous to focus on the activity itself. It is usually an activity that someone has been doing either all the time or regularly for a specific period of time. For example:
  *Researchers **have been looking at** what makes people successful for a very long time.*
  *A very successful colleague of mine who researches Egyptian history **has been taking** Arabic classes since she came to Egypt.*

Note: You can't use the verb *to be* in the present perfect continuous tense. So not: *I've been being.*

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Before you start

Work in pairs. Think of a successful person you know well. Tell your partner the following information about this person:

- Name, age and where the person is from
- What this person has achieved in his/her life
- Why you think this person is successful

Listening

2.04 **1 Listen to Youssef's presentation about a successful person. Answer the questions about the person Youssef chose.**

1 What is the person's first name and when was he born?

His name is Mahmoud and he was born in 1999.

2 Where is he from?

.....

3 What has he achieved?

.....

4 Why does Youssef think he is successful?

.....

2 Match the techniques you can use to make your presentation sound more interesting (1-5) with the example sentences and questions (a-e).

1 Asking a rhetorical question (a question that you don't expect to get an answer to).

2 Comparing one thing with another thing to explain the first thing.

3 Pausing for a few seconds after saying something that you want the audience to remember.

4 Telling a story about something that happened to you which is connected to the topic of your talk.

5 Using a photo, picture or diagram to show the audience something that you're talking about or some information about it.

a When she walked into the room she looked as beautiful and elegant as a swan.

b She was the first … Paralympic athlete in her weight category to lift such a heavy weight.

c If you look at this diagram, you can see how his company's profits have increased significantly over the last fifteen years.

d When I was younger, I also dreamed of being an actor, but she didn't just dream about acting as a child, she was in some famous films and TV shows at a young age.

e So why did he decide to become a professional tennis player?

2.05 **3 Listen to Youssef's presentation again. Tick (✓) the techniques that Youssef uses to make his presentation sound more interesting.**

Technique	
1 Rhetorical questions	
2 Comparing things	
3 Pausing for a few seconds	
4 Telling a story	
5 Using visual aids	

Speaking

4 Choose a successful person to give a presentation about. Prepare a presentation which is 2-3 minutes long.

- Do some research to find out more about this person's life and their achievements.
- Use the information to plan your presentation.
- Decide which techniques you will use to make your presentation sound more interesting. Plan how and when you will you use these techniques.
- Give your presentation – either in class or in a group.
- Ask other students for feedback on how clearly you communicated, how interesting your presentation was to listen to and whether your vocabulary and grammar was correct.

WORKBOOK PAGE 4

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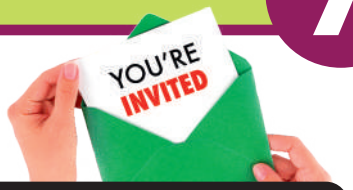
Before you start

Work in pairs. Discuss these questions.

- When was the last time you received an invitation?
- What type of event was the invitation for?
- How did you receive the invitation? For example, in a letter, in an email, in a text message, while you were talking to someone face-to-face, etc.



Reading

1 **Read the two invitations that Dina received. What two events is she invited to?**

2 **Read the invitations again. Answer the questions with A or B.**

1 Which invitation is in a letter? B
2 Which invitation is from someone that Dina knows well? ☐
3 Which invitation was sent not long before the event? ☐
4 Which invitation makes it clear exactly what two things will happen at the event? ☐
5 Which invitation asks Dina to return a form to reply to the invitation? ☐
6 Which invitation uses shorter words and less complicated grammar? ☐

A

Hi Dina,
We're organising a surprise 50th birthday party for Aunt Soha on Saturday evening. I know it's a bit short notice, but do you think you can make it? The plan is that we all meet at her favourite restaurant at 6.45. Then Aunt Soha walks in with Uncle Sami at 7.00 and finds us all there! Let me know by tomorrow evening if you can come. Hope to see you there!
Cousin Reem

B

Dear Dina Osman,
It is our pleasure to invite you to the awards ceremony for young sports people in our area. The evening will begin with a dinner at the Sporting Club and after that prizes for sporting achievements over the last year will be given out to the winners.
We trust that this will be a very enjoyable evening where we can celebrate your sporting achievements and, we hope, inspire you to continue to perform at such a high level over the year to come.
Please use the attached R.S.V.P form to indicate whether or not you can attend and send it to Mrs Noha El Taweel at the Club office by 14th June.
Yours sincerely,
Magdy El Sayed

3 **Match the phrases from the invitations (1-6) with the phrases (a-f) that have the same meaning.**

1 It's a bit short notice	a This is what we would like to do
2 The plan is that	b A reply letter to say whether you can go to an event.
3 Let me know	c We would like you to come to our event
4 It is our pleasure to invite you to	d We hope
5 We trust that	e There isn't much time before the event
6 The attached R.S.V.P. form	f Tell me

Writing

4 **Now plan two invitations.**

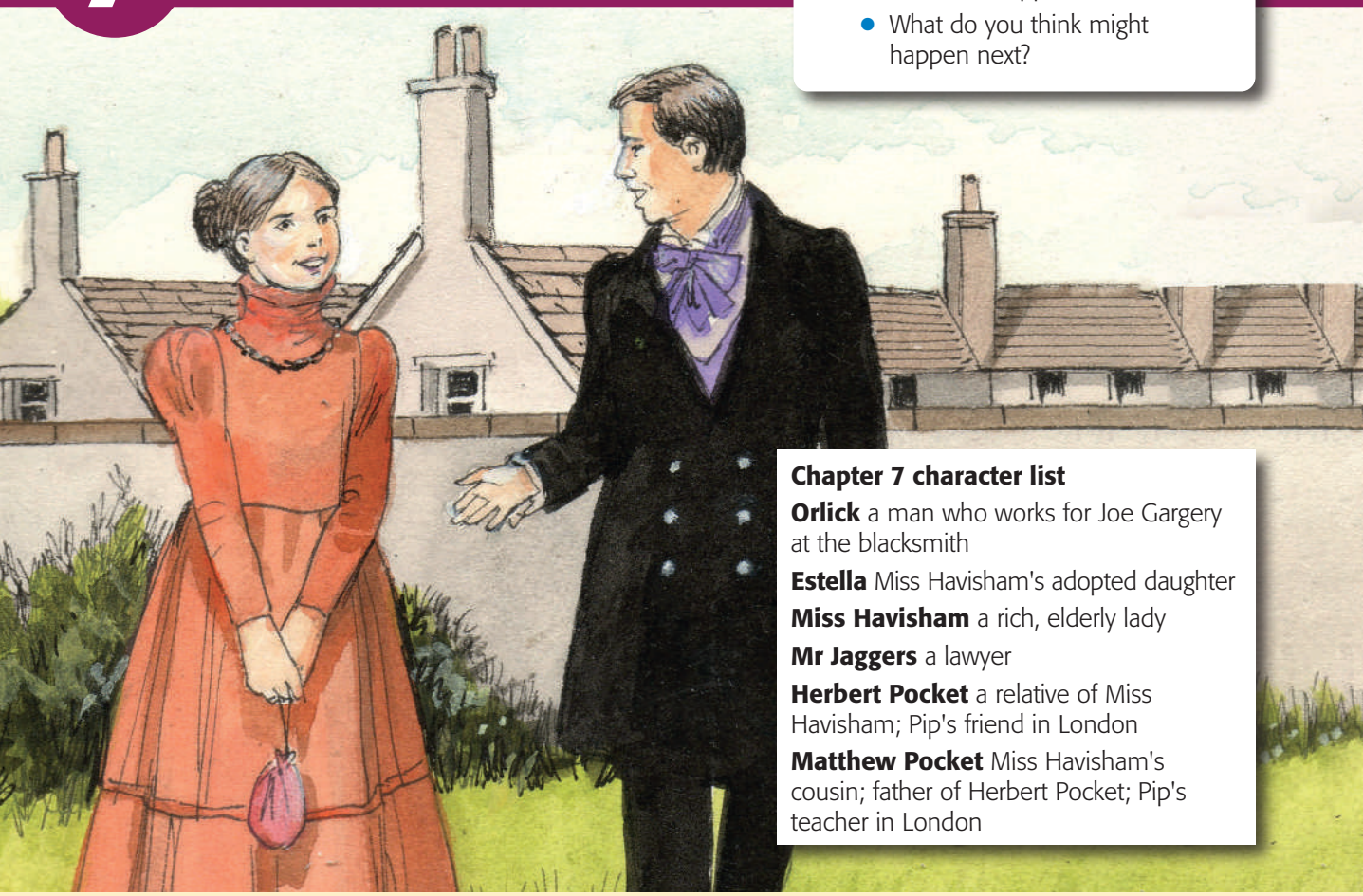
1 One invitation is from you to a friend you want to invite to your birthday party next Saturday.
2 One invitation is from the head teacher of your school to all the students. The head teacher wants to invite all students to an event to celebrate the opening of a new school library.
Make notes on:

- the phrases you could use to start and close the email
- possible details of each event and the phrases you're going to use to give them
- how you're going to find out if the people you're inviting can come to the event

7 Lesson 5

Before you read

- What has happened so far?
- What do you think might happen next?



Chapter 7 character list

Orlick a man who works for Joe Gargery at the blacksmith

Estella Miss Havisham's adopted daughter

Miss Havisham a rich, elderly lady

Mr Jaggers a lawyer

Herbert Pocket a relative of Miss Havisham; Pip's friend in London

Matthew Pocket Miss Havisham's cousin; father of Herbert Pocket; Pip's teacher in London

Chapter 7

Early the next morning, at the gate to Miss Havisham's house, I had an unpleasant surprise. Orlick let me in. He told me that he was Miss Havisham's **gatekeeper** now. I felt worried and I went to see her at once.

As I entered her room, I found that neither she nor her house had changed at all since my last visit more than a year ago.

Then I noticed an **elegant** lady sitting next to Miss Havisham. When she looked up and I could see her face, I realised it was Estella!

She was more beautiful than ever, but she made me feel like a poor working boy again.

'Has Estella changed much, Pip?' asked Miss Havisham.

'Yes, at first, I didn't recognise her,' I began. 'But now I can see…'

'What? Please don't say that she is the Estella you knew!' Miss Havisham said, annoyed. 'That Estella was proud and rude to you. Don't you remember?'

'Well, perhaps, but it was a very long time ago,' I said, not quite sure of myself.

Estella agreed with Miss Havisham that she had been unkind to me.

'Has Pip changed?' Miss Havisham asked her.

'Very much,' Estella replied.

Miss Havisham laughed, and told us to walk together in the garden.

'As you have become a fine gentleman, I expect you have new friends,' Estella said.

'The ones you had in the village wouldn't be good enough now, would they?'

I agreed with her. And at that moment, I made the decision not to see Joe again.

'Do you remember when you were cruel to me?' I asked Estella.

She looked at me in surprise.

'You made me sad then,' I told her.

'I don't remember,' she replied. 'But, you know, I have no heart; I am neither kind nor good!'

As she spoke, she reminded me of someone, but I did not know who it was. I forgot the idea, thinking instead how beautiful she was. But she was still so cold!

Later, when I was alone with Miss Havisham, I told her that everyone must love Estella.

'Love her! Love her! Love her!' Miss Havisham replied. 'If she is cruel, love her! If she breaks your heart, love her! I made her what she is – to be loved!'

Then she **whispered**, 'I'll tell you what real love is! It is giving your heart to someone completely – just as I did!'

She fell back in her chair with a loud cry. As I tried to help her, there was a knock on the door and Mr Jaggers entered. I did not know why he had come, but Miss Havisham **recovered** almost at once.

'Do come in, Mr Jaggers,' she said.

She was obviously expecting him, and thanked him for arriving on time.

That evening, as we all ate dinner together, I noticed that Mr Jaggers did not look at Estella at all. But she looked at him often. It gave me a strange feeling.

As soon as possible, I told Mr Jaggers how worried I was to see Orlick again. I was sure that Miss Havisham was not safe with him as her gatekeeper.

'**Leave it to me**!' he replied, and he promised to **dismiss** Orlick.

Estella planned to visit London soon, and I had agreed to meet her off the coach when she arrived. I was secretly delighted and could not sleep that night.

'I love her! I love her! I love her!' I thought, again and again. I was now sure that Miss Havisham wanted me to marry Estella.

In the morning, as I took a walk through the village, I saw several people that I knew. I did not speak to any of them, however; I was too proud of myself and my new life. I also **kept away from** Joe, but feeling guilty that I had not seen him, I sent him a present before I left.

On my return to London, I told Herbert about my feelings for Estella. 'I **adored** her before, but I adore her twice as much now!' I said.

'She will make you unhappy,' he replied. 'You should try to forget her!'

I knew that would be impossible.

When Estella arrived in London, some weeks later, I thought once again that she reminded me of someone.

'But who could it be?' I asked myself.

Estella climbed out of the coach. In her new coat, she seemed more beautiful than ever before.

She stood outside the inn while I brought her luggage to her. Then I asked where she was going.

'I am going in a carriage to Richmond,' she answered, 'and you are coming with me. You must take this purse and pay for everything!

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We are not free to do what we want, you know; we have to follow our instructions.'

She did not seem annoyed that I was going with her, however.

While we waited for a carriage to arrive, we went into the inn to drink some tea. The room that we sat in was dark and gloomy, but I was happy because Estella was with me. Then Estella told me that she would be staying with a wealthy lady, who would be paid to introduce her to suitable people in London.

'Do you like your teacher, Mr Matthew Pocket?' she asked, after a few moments.

'As much as I could like anyone who is not you!' I replied.

'You silly boy!' said Estella, 'how can you say that? To return to Mr Matthew Pocket; I am sure that he is a much better person than some other members of his family! They are Miss Havisham's relatives, you know, and they are **jealous** of you. I have heard them complain about you! But Miss Havisham refuses to discuss you with them, so they cannot **influence** her.'

A carriage soon arrived, and we set off to Richmond.

On the way, we saw the walls of Newgate Prison. I told Estella that Mr Jaggers visited his **clients** there, and knew all the secrets of that terrible place.

'He knows the secrets of every place, I think!'

Estella replied. 'I have known him for most of my life, but I know him no better now than I did when I was a small child. How well do you know him?' she asked.

'I have had dinner at his house,' I said.

'That must be a very interesting place,' replied Estella.

Just then, our carriage passed under a street light and I knew again that she reminded me of someone.

We continued our journey, passing Mr Matthew Pocket's house in Hammersmith on the way. I invited Estella to visit me there, and she told me that I was expected to call on her, in Richmond.

'And, Pip,' she sighed, 'Miss Havisham wants me to write to her often, to say how I am, where I have been, and what I have worn. She has given me nearly all of her jewellery, you know!'

This was the first time that Estella had called me Pip!

I was delighted, and thought it would be wonderful if I married Estella and lived in Richmond with her. But in my heart, I knew the truth; Estella would never make me happy.

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Before you read

Work in pairs. Discuss the questions.

- Why is Pip shocked when he sees Estella again?
- Why does Pip decide not to see Joe again? What do you think about his decision?

Vocabulary

1 Complete the sentences with these words from the story.

adore client dismiss elegant gatekeeper influence jealous keep away from leave it to me recover whisper

1 My sister looked very ..... in her new long, black dress.
2 I'm very ..... of my cousin because she's just got a new tablet.
3 I was so shocked when we won the competition. I needed a few minutes to ..... .
4 The job of a ..... is to open and close a gate, to decide who can enter the property.
5 I absolutely ..... my aunt. She's one of my favourite people.
6 Don't worry about anything at all. Just ..... .
7 You don't have to ....., no one can hear us.
8 We were warned to ..... that part of the city at night.
9 Sara is a ..... of mine. She comes to my salon every week to get her hair done.
10 We're planning to ..... Robert from his position because he isn't doing a very good job.
11 I'm going to decide for myself which job I want to do and I won't let anyone else ..... me.

Reading

2 Number the sentences in the order that the events happened in this part of the story.

a Pip tells Herbert that he cares for Estella and Herbert responds that she won't make him happy. .....
b At dinner, Mr Jaggers promises to dismiss Orlick as Miss Havisham's gatekeeper. .....
c Pip goes to visit Miss Havisham for the first time in a year and sees Estella again. .....
d Pip finally feels sure that Estella won't make him happy. .....
e Estella and Pip travel to Richmond. .....
f Pip takes a walk in the village, but doesn't talk to any of the village people and keeps away from Joe. .....

Speaking

3 Work in pairs. Discuss the questions.

1 How does Estella explain the way she behaved towards Pip?
2 What does Pip decide about Joe?
3 Pip says Estella reminds him of someone, but he doesn't know who. Who do you think it might be?

Literature

4 The writer doesn't only tell us what Pip does and says, but also what he's thinking and feeling. This is called the character's inner voice.

As she spoke, she reminded me of someone, but I did not know who it was. I forgot the idea, thinking instead how beautiful she was. But she was still so cold!

Find another sentence or sentences in the text where the writer uses Pip's inner voice. Write them in your notebook.

5 Which verbs or verb phrases does the writer use in Exercise 4 to show that he's describing Pip's inner voice?

Writing

6 Read this part of the text again.

We continued our journey, passing Mr Matthew Pocket's house in Hammersmith on the way. I invited Estella to visit me there, and she told me that I was expected to call on her, in Richmond.

Write another sentence in your notebook describing what Estella's inner voice might be telling her at this moment.

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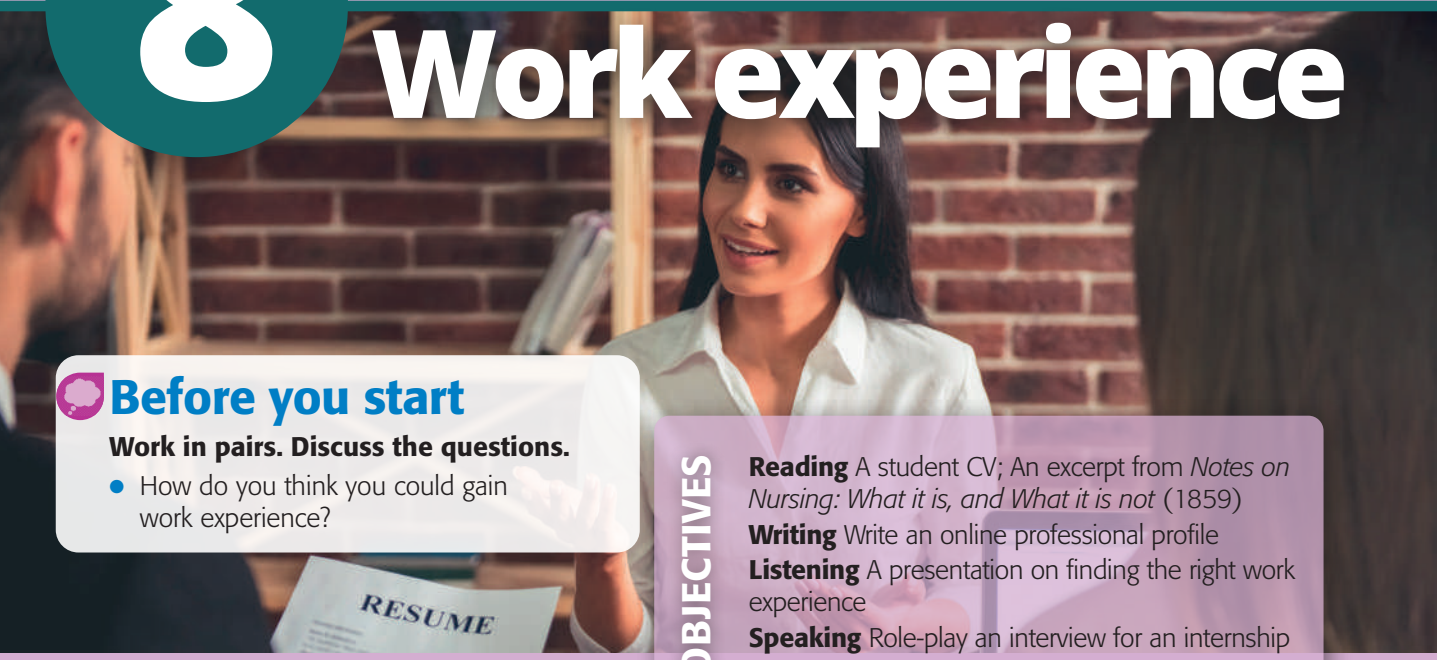
UNIT 8

Lesson 1

Work experience



Before you start

Work in pairs. Discuss the questions.

- How do you think you could gain work experience?

OBJECTIVES

Reading A student CV; An excerpt from *Notes on Nursing: What it is, and What it is not* (1859)
Writing Write an online professional profile
Listening A presentation on finding the right work experience
Speaking Role-play an interview for an internship
Language Passive forms
Life skills Self-management and productivity: setting goals and making achievable plans

Vocabulary

1 Match the words and phrases in the box with the definitions.

candidate curriculum vitae (CV)
full-time human resources (HR)
~~intern~~ internship part-time

1 a person who is working at a company for a short time to get work experience *intern*
2 a job someone does for the whole of the working week .....
3 a job someone only does for some of the working week .....
4 when someone works for a company to get work experience .....
5 a person who is interested in getting a specific job .....
6 the department who finds people to work and organises training at a company .....
7 a summary of a person's education, experience and skills .....

REMEMBER!

Curriculum vitae (CV)

'Curriculum vitae' is a Latin phrase and means 'course of life'. It's used in British English. In American English, the word résumé (also written 'resumé') is used.

Reading

2 Read the CV of a student from the UK who's applying for an internship. Complete the CV using the headings to help you.

~~Contact information~~ Education
Interests and hobbies Skills
Work experience

3 Read the CV again. Complete the sentences about Emma with the correct word or words.

1 Emma can be contacted by post, on the phone or *by email* .....
2 While at school, Emma studied three .....
3 While at school, Emma received a prize for .....
4 Emma's second job was working as a .....
5 Emma has experience of working on international .....
6 Emma is able to create a .....
7 While at school Emma played the .....
8 In her free time, Emma helps to look after .....

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Emma Day

1 *Contact information* **25 Oak Lane , Manchester, M1 3AL**
07159 135 118
emma.day@gmail.com

I am currently looking for an internship in digital marketing in the Manchester area.

2 .....

September 2013 – July 2021 **Bridgetown High School, Manchester**

- 3 Advanced level qualifications at grade A in Business Studies, Economics and English
- Awarded the school prize for excellence in Economics in my final year

3 .....

March 2020 – Present **Social media assistant, Manchester Evening News (part-time)**

- Designing social media posts for news stories
- Working with colleagues to develop a social media strategy for the newspaper
- Participating in a project to research social media habits with colleagues from other countries

January 2019 – December 2019 **Waitress, Clive's Café (part-time)**

- Worked as part of a team
- Developed customer service skills

4 .....

- Able to design and build websites
- Skilled photographer
- Able to give presentations to large audiences

5 .....

- Playing the violin in the school orchestra
- Volunteer in an old people's home at the weekend
- Taking photographs and making videos

Speaking

4 Discuss in pairs and take notes. Compare your ideas with another pair.

1 Is there any information you think that Emma should **not** have included in her CV? Is there any information she didn't include you think she should have included?
2 What do you think about how Emma presented the information in her CV? Is it clear and easy to understand?
3 Do you think Emma has presented herself well as a candidate for an internship in digital marketing in this CV? Give reasons.

Ph talking head (to be supplied in Cairo)

I don't think Emma should have included information about her hobbies as it isn't something that companies are interested in.

I'm not sure about that. I think it can help companies to understand what type of person you are.

Ph talking head (to be supplied in Cairo)

8 Lesson 2

Before you start

Imagine you want to do an internship during the school holidays. What should you consider when deciding where to apply?

Listening

1 **You're going to listen to a presentation on how students can find the right internship. What advice do you think the speaker might give? In pairs, compare and discuss your ideas.**

2.09 **2** **Listen to the presentation. Which three pieces of advice for finding the right internship does the speaker give?**

2.10 **3** **Work in pairs. Listen to the presentation again. Make notes on your answers to the questions and then discuss them with your partner.**

1 What activities or school subjects do you really enjoy doing? Say why.

2 What type of company culture do you think you'd feel most comfortable working in? Why?

3 Do you think you would prefer to work for a large, well-known company or a smaller company which a lot of people have never heard of? Why?

Language

4 **Read the comments that students wrote after watching the presentation online. Look at the verb forms in bold. Write *P* if they're passive or *A* if they're active.**

1 It's great if you **can base** your internship on something you really enjoy. ☐

2 In my opinion, all companies **are organised** in basically the same way, so I think it's a bit of a waste of time to research this. ☐

3 I **was offered** a job at the company where I did an internship and this seems to happen often, so you should definitely think about that when you're applying. ☐

5 **Tell your partner whether you agree or disagree with the comments in Exercise 4 and say why.**

6 **Choose the correct verb form for each sentence.**

1 All of the candidates' CVs ***are read***/***read*** by members of our human resources team.

2 I ***am***/***was*** invited to an information evening about internships at that company, but I couldn't go.

3 We ***are offered***/***offer*** all of our interns the chance to take part in our training programme.

4 This company *is* ***seemed***/***seems*** to be very popular with students who are looking for work experience.

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE xx

The present simple passive and past simple passive

Use the passive when we want to focus on the action or activity, rather than the people doing the action or activity. Sometimes we use the passive because we don't know who did the action.

- Use the present simple passive to talk about facts or regular activities. We form it with *is/are* + past participle. For example:
  If your choice ***is based*** *on these factors …*
  Decisions ***are made*** *in a company about how work will happen there.*
- Use the past simple passive for completed actions and activities in the past. We form it with *was/were* + past participle. For example:
  Try to find out if a permanent job ***was*** *later* ***offered*** *to the last person who did work experience with them.*
  Maybe you ***were awarded*** *a prize for maths.*

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Listening

2.11 7 You're going to listen to the presentation again and evaluate how good it is. Tick (✓) the things the speaker does and mark the things the speaker doesn't do with a cross (✗).

Good presentation techniques	✓ / ✗
1 Telling the audience what you're going to talk about at the start of the presentation.	✓
2 Letting the audience know when you're moving on to the next part of the presentation and making links between these different parts.	
3 Speaking fluently without many stops and starts.	
4 Explaining ideas or processes that you're talking about with examples.	
5 Communicating with the audience, for example by asking them questions or checking their understanding of what you've said.	
6 Having a conclusion at the end of the presentation which summarises what you've talked about.	

8 Work in pairs. Imagine your partner is the presenter and you're giving him/her some feedback on the presentation. Use information from Exercise 7 to practise giving your partner feedback.

Reading

9 Work in pairs. You're going to read part of a ‚book which gives advice to people who want to be nurses. This part is about being 'in charge'. Tell your partner what you understand by being 'in charge' and what you think this could mean if you're a nurse.

From the most colossal calamities, down to the most trifling accidents, results are often traced (or rather not traced) to such want of someone 'in charge' or of his knowing how to be 'in charge.'

To be 'in charge' is certainly not only to carry out the proper measures yourself but to see that everyone else does so too.

Notes on Nursing: What it is, and What it is not (1859) (Florence Nightingale)

10 Read the text. Use the context to work out the meaning of the words and match them with their meanings.

1 colossal	**a** find the reason why something happened
2 calamities	**b** small or unimportant
3 trifling	**c** big problems or accidents
4 trace to	**d** very large

11 Read the text again. Answer the questions about the writer's beliefs.

1 When things go wrong, this is usually because ...

A the person who's 'in charge' is doing a very bad job.

B nobody is in charge or nobody knows how to be 'in charge'.

C a lot of little accidents have happened and caused problems.

2 What do you do when you're 'in charge'?

A You do everything that needs to be done yourself.

B You educate other people so they know what needs to be done.

C You do what needs to be done and check that other people do that too.

Speaking

12 Work in pairs. Discuss the questions.

1 Do you agree with the writer's understanding of what being 'in charge' means? Why?

2 Would you like to be 'in charge' in your future career? What could be the advantages and disadvantages of having responsibility for other people at work?

WORKBOOK PAGE 9

8 Lesson 3

Before you start

What do you think candidates can do to make a good impression on the interviewer during a job interview?

Listening

2.12 **1** **A student has applied for an internship at a company. Listen to his interview. What topics does the interviewer ask Nabeel about?**

2.13 **2** **Listen again. Complete the interviewer's notes about the candidate with the correct word or words.**

- Name: 1 *Nabeel El Gamal*
- Interested in an internship in the 2 ..... team
- Favourite school subject: 3 .....
- Recently took part in a 4 ..... to develop a start-up idea
- Some experience of working in 5 .....
- Very good at helping 6 ..... but needs to spend less time 7 ..... to them.

Language

3 **Complete the sentences with the passive forms of the verbs in brackets.**

1 I believe that customers *should be listened to*. (*should/listen to*)
2 I ..... (*could/persuade*) to move abroad to do an internship for six months.
3 I ..... (*might/ask*) to play for the youth basketball team next year.
4 I'm ..... (*hope/offer*) a permanent job at the company.

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE xx

Passive forms: future, modal verbs and infinitive

Use *will* + *be* + past participle to make the future passive form.
*The successful candidate **will be offered** an internship in the new product team.*

Use modal verbs with the passive form, such as *must*, *can*, *could*, *might* and *have to*.
*Some of these tasks **could be done** from home.*
*We've noticed that interns often **have to be given** quite a lot of attention and support.*

The passive infinitive is a passive form of a verb that needs to be in the infinitive form because of the verb it comes after. We form it with *to be* + past participle.
*I suppose your team is **hoping to be chosen** as one of the finalists for this competition?*
*I've learned a lot about how to deal with customers and what **needs to be done** if a customer is unhappy.*

Speaking

4 **Work in pairs. Prepare to role-play a job interview. Then watch another pair and give feedback.**

Student A: You are the interviewer. Choose three topics from Exercise 1 and write a question for each topic. Then think of a possible follow-up question that you could ask after the candidate has given an answer to each of these questions.

Student B: You are the candidate. Look at all of the topics from Exercise 1 again and make notes on what you could say about yourself for each topic.

WORKBOOK PAGE 10

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Before you start

Work in pairs. Discuss these questions.

- Why do people put information about their education and work experience online?
- What do you think you should do when you're writing an online professional profile? Think about the information you choose to include in it, how you present it and the style which you write in.

Reading

1 Read an online professional profile. Answer the questions in your notebook.

1 What is Youssef's career goal?
2 Why does he want to achieve this goal?
3 What is he trying to do to help achieve his goal?
4 Why does he think he can become successful in the career he wants to have?

2 Work in pairs. Read the online professional profile again. How clearly and appropriately has Youssef written his profile and presented the information in it? Use examples from the profile to support your opinion.

Youssef El Badawey

I've recently graduated from high school and I'm currently looking for an internship at a multinational company where I can learn more about international project management.

My long-term goal is to have a successful career as a project manager where I work on projects with teams from many different countries. I've had some experience of working on and managing projects at school and I enjoyed the experience so much that I decided that this was the only career for me.

While I was at school, I was awarded a prize for excellence in foreign languages. The fact that I'm able to speak several different languages will help me to succeed in an international role. I also have very good organisational skills and I'm a great team player, after spending seven years playing volleyball at school and playing for my school for five of those years.

420 connections

Message ···

Speaking

3 Work in pairs. Discuss the questions.

1 Think of a time when you set yourself a goal that was difficult to achieve. What happened and what did you learn from this?
2 Think of something that you would like to achieve in the future. What small goals can you set to help you achieve this?

Writing

4 Now plan your own online professional profile. Make notes on the following points:

- What you would like to achieve in your career
- What you're doing right now to achieve your career goals
- What you have achieved at school, including in your classes and in other school activities
- Any work experience that you've already done

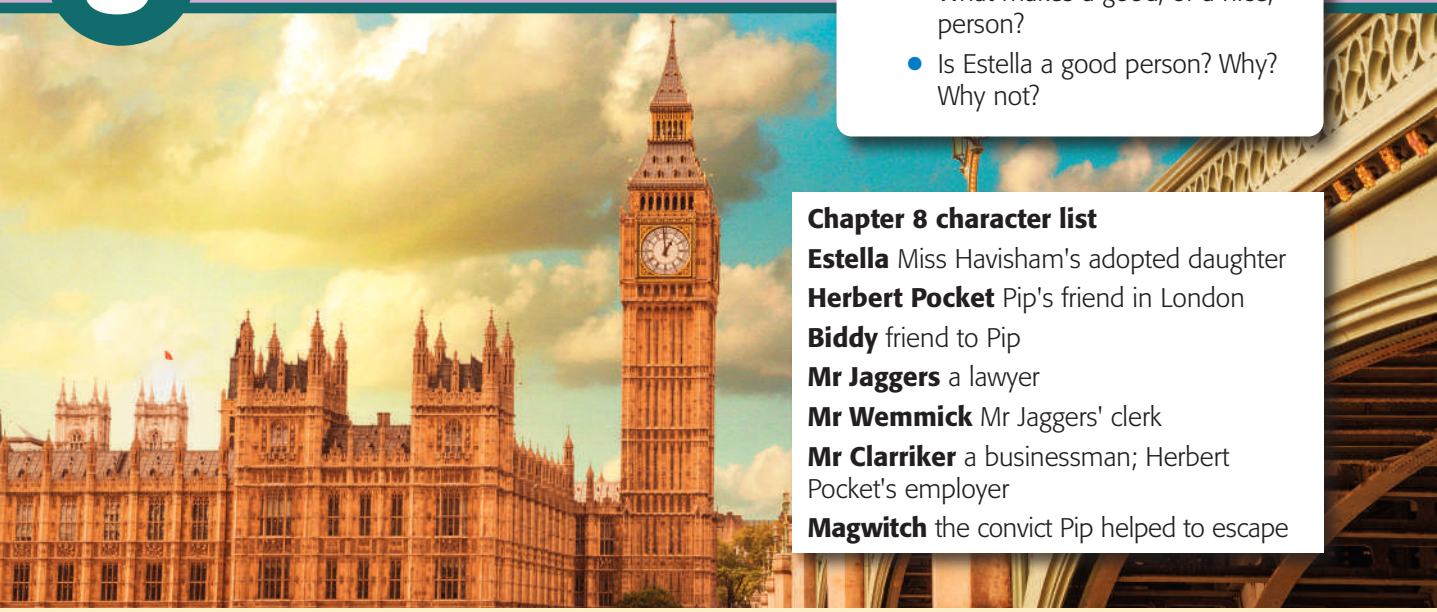
SKILLS FOR LIFE

Setting achievable goals

Setting a goal is clearly the first step towards getting the internship you want to do or having the career you're dreaming of. However, you need to make sure that you will be able to achieve the goals you set.

- Make a list of the different things you need to do to achieve your goal. Divide these things into smaller tasks.
- When you achieve one of these smaller goals, reward yourself by doing something you enjoy such as seeing friends or playing your favourite sport. This will motivate you to keep going.

8 Lesson 5



Before you read

- What makes a good, or a nice, person?
- Is Estella a good person? Why? Why not?

Chapter 8 character list

Estella Miss Havisham's adopted daughter
Herbert Pocket Pip's friend in London
Biddy friend to Pip
Mr Jaggers a lawyer
Mr Wemmick Mr Jaggers' clerk
Mr Clarriker a businessman; Herbert Pocket's employer
Magwitch the convict Pip helped to escape

Chapter 8

I did not understand Estella, or my feelings for her. My future in London and what my expectations might bring were also uncertain. I knew that I had changed, and not for the best, since I had met Mr Jaggers and learnt that I was to become a gentleman. I sometimes wished that I had never met Miss Havisham.

I also felt guilty for two reasons: I had not visited Joe, and I had been **extravagant**, encouraging Herbert to spend more money than he should. We had both become members of The Finches – an expensive gentlemen's club where we ate large dinners and had discussions with some of the other members – including Bentley Drummle. Herbert and I often returned to our lodgings after midnight, and woke up late.

After visiting my teacher in Hammersmith, I often went to Richmond so that I could see Estella. I still hoped that she would **fall in love with** me, but I usually felt unhappy when we were together.

Once, when I took Estella to visit Miss Havisham, they had a terrible argument. I had felt sorry for Miss Havisham as she sighed and complained to me that Estella was a proud, hard woman, with a cold heart.

'You should know,' replied Estella, 'because I am what you made me!'

If Estella had a cold heart, she hid it well. The wealthy woman, who Estella lived with in Richmond, had introduced her to many people in London and she now had many **admirers**. I was jealous of them all, especially Bentley Drummle. He was stupid, **arrogant** and ugly, and I was sorry that she knew him. One day, I told her how sad I was that she encouraged Drummle to visit her.

'You know that I want to trick all of my admirers,' she replied. 'All of them, apart from you!'

At least Herbert and I were good friends, even though we were often **in debt**. As soon as we had paid off our old debts, new ones appeared. As Herbert had less money than I did, he soon owed more than me.

Our extravagant life was interrupted one day when news came that my sister had died. Because she had been ill for so long and now lived so far away, I had almost forgotten about her; and although I was not sad, I was angry

that her attacker had not been caught. And when I thought of Orlick, I wanted revenge.

I returned home for the **funeral** and found the house full of neighbours, all dressed in black. As my sister was buried beside my parents, a bird sang high above us.

Soon afterwards, Joe, Biddy and I were alone together. Joe was as good to me as ever, and Biddy was kind and patient. I was sorry that I had not visited them sooner.

That evening, I went for a walk with Biddy.

'What will you do now, Biddy?' I asked her, affectionately. 'If you want any money…'

'I'll tell you, Mr Pip,' she replied quickly. 'I'm going to be the teacher at our new village school! I know that I will enjoy it. After all, I learnt such a lot when I helped you with your lessons at my grandmother's school.'

I was pleased for her. Then I asked about Orlick.

'I am not sure what he does now,' she replied. 'But I saw him by that tree on the night your sister died. I think I saw him there again tonight! But he has gone now.'

So Orlick had attacked my sister, and now he was frightening Biddy!

I promised that I would try to make Orlick leave the village. 'And I will come to visit often,' I said. 'I am not going to leave you and Joe alone!'

'Are you sure that you will come often?' she asked, in a very quiet voice.

I was hurt. But in my heart, I was not sure that I would keep my promise.

As I said goodbye to Biddy and Joe the next day, I realised that they knew me better than I knew myself.

It would soon be my twenty-first birthday. I hoped that I would receive all of my fortune then, and discover the name of my secret benefactor.

But when the day arrived, Mr Jaggers gave me a very extravagant present of five hundred pounds. He told me, however, that he could not answer any questions about my secret benefactor, nor could I send my thanks. He also said that he did not know when I would meet my benefactor.

I realised then that it might be years before I would know the truth.

By now, I was worried about Herbert. He did not earn enough money to pay his debts, and so I decided to use my five hundred pounds to help him.

Mr Wemmick suggested that I used some of my money to help a merchant, called Mr Clarriker, with his business. In return,

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Mr Clarriker agreed to meet Herbert and offer him a well-paid job. Herbert was delighted, and accepted at once. When I saw how happy he was, it seemed that my expectations had done some good at last.

Two years passed. Herbert and I moved to our new lodgings next to the river, and as I did not need a teacher any more, I no longer visited the Pocket family in Hammersmith. Herbert often travelled abroad for Mr Clarriker, and I missed him and hoped that he would soon return.

One dark and stormy evening, when Herbert was away in France, I was reading by the fire in our lodgings. As the clock struck eleven, I shut my book. And then I heard it – a strange noise outside on the stairs.

I held up a light and ran to see what it was.

'Is someone there?' I called out.

'Yes', came a man's voice, 'I've come to see Mr Pip.'

'Is there something the matter?' I asked, worried now.

'Nothing's the matter,' said the man as he came towards me.

And then, I saw him: a man of about sixty, with dark, grey hair and a heavy, **rough** coat. He was clearly delighted to see me. I invited him in and he looked around.

'I'm glad you've grown up, my boy!' he said.

Suddenly, I realised that I knew him.

It was as though the wind and rain had washed away the years since we had last met, in the graveyard where I had given him Joe's file and some food. He was Magwitch, the convict from the marshes all those years ago.

'I have never forgotten what you did for me that day, Pip!' Magwitch said. 'I was sent to Australia for life when they caught me afterwards. I've been a sheep farmer there ever since, and have made a fortune.'

'Your friend kept his promise,' I said. 'He found me and brought me this.' Then I showed him the shiny new coin I had been given years before by the stranger at the village inn. Magwitch smiled and nodded.

'I wanted to find you as soon as I arrived back in England,' Magwitch said, 'so I wrote to Mr Jaggers and was given your address.'

Seeing my **astonished** face, he said, 'Yes, Pip, I've made a gentleman of you! When you gave me the food and that file all those years ago, I decided that if I ever became rich, I would make you rich, too! I've worked hard in Australia ever since, so that you won't need to work. I'm your second father, Pip. You mean more to me than any son!'

I didn't know what to say.

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Before you read

Work in pairs. Discuss the questions.

- Why do you think Pip doesn't understand how he feels about Estella?
- Pip celebrates his 21st birthday. Do you think he will find out who his benefactor is?

Vocabulary

1 Match the words and the definitions.

1 admirer	**a** something that has an uneven surface, not smooth
2 arrogant	**b** someone who thinks they're better or more important than they really are
3 astonished	**c** someone who spends too much money
4 extravagant	**d** Someone who likes a particular person
5 fall in love with	**e** Extremely surprised
6 in debt	**f** to have strong romantic feelings for someone
7 rough	**g** owing money

Reading

2 Re-read this part of the story. Complete the summary using the words and phrases in the box.

benefactor doesn't tell him who it is except for him
means more to him than a son
neither of them believe that he will
uncertain

Pip feels that he doesn't understand his feelings for Estella and his future in London also seems **1** ..... . In spite of this, he often visits Estella in Richmond and she tells him that she wants to trick all of her admirers **2** ..... . Then Pip learns that his sister has died and he travels home for the funeral. He promises Biddy that he will visit them often, but **3** ..... .

Pip's 21st birthday arrives and Mr Jaggers gives him a present of £500 from his benefactor but **4** ..... . Pip uses the money to help his friend Herbert. Then, one night, Pip meets Magwitch again and he is astonished to find out that he is actually his **5** ..... . He has made a fortune as a sheep farmer in Australia and wants to share his money with Pip because he **6** ..... .

Speaking

3 Work in pairs. Discuss the questions.

1. Which of the events in this part of the story surprised you the most? Why?
2. Do you think the events in this part of the story will have a positive or negative impact on Pip in the future?
3. Looking back, were there any clues in the story which suggested who Pip's benefactor was?

Literature

4 The writer uses adjectives to give more details about a) the characters, b) the characters' thoughts and feelings and c) places. What do the adjectives in these examples add more details about?

1. *I had an **unpleasant** surprise.*
2. *Then I noticed an **elegant** lady sitting next to Miss Havisham.*
3. *The room that we sat in was **dark** and **gloomy**, ...*

5 Re-read this part of the story and look for other examples of adjectives the writer has used to add more detail. Make notes on what each adjective adds for the reader.

Writing

6 Imagine you are Pip. In your notebook write a diary entry about when you found out who your benefactor is. Describe:

- what happened today
- your reaction to the news you received
- how you feel about this news now and what effect you think it will have on your future.

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UNIT 9

Lesson 1

Starting again

Before you start

- Work in pairs. Discuss the questions.
- Do you know anyone who has changed jobs and now does something different?
- How easy or difficult do you think it is to change your life later on?
- Why do you think it is that some people don't become successful at work or famous until they're over 50?

OBJECTIVES

Reading Read an article about three people who have experienced a big change in their lives.
Writing Write an opinion essay discussing if older people can still contribute to society.
Listening An interview with a businessman who helps entrepreneurs to start their own companies.
Speaking Discussing the lessons that can be learnt from older people.
Language Narrative tenses; Quantifiers: *a few*, *few*, *a little*, *little*, *none*, *each*, *every*, *all*
Life skills Entrepreneurship

Vocabulary

1 **Choose the correct definition for each word, then check in a dictionary.**

1 contribution	**a** a basic level of practical knowledge
2 common sense	**b** when someone is paid to do a job
3 (career) direction	**c** to change who you are, e.g. by starting a different job
4 employment	**d** the way that someone is changing or developing their working life
5 life experience	**e** a simple understanding of how something works
6 life-changing	**f** something so important it results in your life being different
7 reinvent (yourself)	**g** doing something to make a difference to a situation
8 wisdom	**h** the ability to use your knowledge of life to make good decisions
9 working knowledge	**i** the knowledge you gain from life

Reading

2 **Read three texts about people who have experienced interesting changes in their lives. Which story could have the title: 'Changing jobs to find the right career'? Think of titles for the other two texts.**

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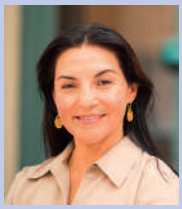
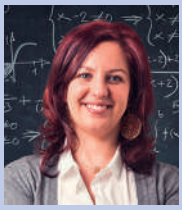
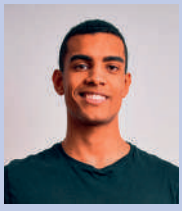


Nabila, 52
I've always loved writing stories, but I never thought that writing was something that I would get paid to do. In my twenties, I got married and had children, which kept me very busy. When my children grew up, I realised that I hadn't done any writing for years. I decided to take a creative writing class and a year later, at the age of 49, I won first prize in a short story competition. Then I started writing my first novel and, much to my surprise, quickly found a company that wanted to publish it. The whole experience has been life-changing and I like to think that I can share some of the wisdom I've gained over my life through my books. 5



Amira, 39
A week after I left school, I started working in a bank and gained a good working knowledge of banking procedures. Although I enjoyed helping customers, I never felt that banking was the career for me. I started thinking about what I really wanted to do and I realised it was teaching maths, so I decided to change direction and go to university. It was a huge change in my life and I had to reinvent myself several times, but after having completed my first year as a teacher, I don't regret it at all. 7



Sami, 28
Up until I was sixteen, I didn't work very hard at school. My mum was always telling me to do my homework, but I just wanted to play football. Then a teacher told me that you can study sports science at university and become a sports teacher or a football coach, both of which sounded like perfect jobs to me. After that, I tried a lot harder at school and I got into university to study sports science. Now I teach sports at a school and my contribution to my students' lives is to inspire them to enjoy sports. However, I use my life experience to show them that, even though sport is amazing, you also need to work hard at school. 4

3 Read the three texts again. Answer the questions.

1 Which person has used a mistake earlier in their life to have a positive impact on other people?
Sami
2 Which person didn't know their job existed until someone told him/her about it? .....
3 Which person questioned whether or not he/she was doing the right job? .....
4 Which person now uses their experiences as a young person to help others? .....
5 Who had to study in order to achieve what he/she wanted to achieve? .....

Speaking

4 Work in pairs. Discuss the questions about the three people's stories.

1 Whose story do you find the most inspiring? Why?
2 Which person's life do you think has changed the most? Why?

I think that Nabila's story is the most surprising.

Language

5 Look at these sentences and write which verb form is used in your notebook.

1 I**'ve** always **loved** writing stories ...
2 When my children grew up, I realised that I **hadn't done** any writing for years.
3 My mum **was** always **telling** me to do my homework, but I just wanted to play football.
4 I got the job and I**'ve been working** there ever since.

9 Lesson 2

Before you start

Work in pairs. Discuss the questions.

- What do you think you need to do to start your own company?
- Would you like to start your own company? Why?

Listening

1 **Work in small groups. You're going to listen to an interview with Magdy El Geyoushi who helps people to start their own companies. Brainstorm ideas about the things he might enjoy and the challenges he might face.**

2.18 **2** **Listen to the interview and compare your ideas from Exercise 1 with the ideas in the interview.**

2.19 **3** **Listen again and choose the correct options.**

1 Magdy has been helping people reinvent themselves for ***three/five*** years.
2 If people are interested in working with Magdy, ***he contacts them/they contact him***.
3 Magdy ***still spends/doesn't spend any more*** time with the people he works with when their company is in business.
4 A ***small/large*** number of the people Magdy works with think their business ideas are better than they really are.
5 Magdy thinks that companies some great ideas ***don't succeed/succeed*** because the entrepreneur can't find enough money.
6 According to Magdy, people who have business experience ***are/aren't*** always more successful as entrepreneurs than people who don't have it.

4 **Make notes on the answers to the question. According to Magdy, what factors increase the chances of a new company becoming successful?**

Language

5 **Study the quantifiers in the box. Write them in the correct column.**

~~a few~~ few a little little none each every any some much many

Only used with countable nouns	Only used with uncountable nouns	Can be used with both countable and uncountable nouns
		a few

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6 **Complete the sentences from the interview with the correct quantifiers.**

a few ~~a little~~ any every
Few little much some

1 I still spend *a little* ..... time talking to them every day.
2 People who don't have ..... passion …
3 But I imagine that not ..... idea is going to work.
4 There are always going to be ..... people who think they have a new idea.
5 If there's ..... chance that the idea will succeed, you have to tell them.
6 ..... entrepreneurs succeed unless they're prepared to work hard.
7 And ..... of these ideas have the potential to become a successful business.
8 I don't think having ..... business experience is why people succeed.

Speaking

7 **Work in pairs. Discuss the questions. Use quantifiers in your answers.**

1 How much free time do you have during the week?
2 How interested are the students in your class in football?
3 What ingredients do you need to make your favourite meal?

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE xx

Quantifiers

Quantifiers are words or phrases that we use before nouns to show how much or how many of something there is. Which quantifier you need usually depends on whether the noun is countable (i.e. you can use a number directly before it) or uncountable (i.e. you can't use a number directly before it).

Some quantifiers are used to say there's a small amount of something or that there's nothing. For example:

- ***A few*** *people* (countable noun) *wanted to start their own company.* (*a few* = three or four)
- ***Few*** *people* (countable noun) *understand how much work is involved in starting a company.* (*few* = a small number of people/things)
- *I spend* ***a little*** *time* (uncountable noun) *talking to them.* (*a little* = a small amount of something)
- *There's* ***little*** *chance* (uncountable noun) *that your idea will succeed.* (*little* = a small amount with the negative meaning of not enough)
- ***None*** *of the entrepreneurs* (countable noun) *went back to their old jobs.* (*none* = no members of a group of people or things)

Some quantifiers are used to say there is or isn't a large amount of something. For example:

- *There isn't* ***much*** *work* (uncountable noun) *in factories for people to do at the moment.*
- ***Many / A lot of*** *unemployed people* (countable noun) *are interested in working with me.*

Some quantifiers are used with countable nouns to refer to one thing in a group of many things or a group of things. For example:

- ***Each*** *person who comes to me gets a lot of my attention.* (focus on one person or thing in a group)
- *I help about ten people* ***every*** *week.* (focus on all the people or things in a group)

Some quantifiers are used to refer to several countable nouns or to an uncountable noun. For example:

- *I've already thought of* ***some*** *ideas for my business.* (used in positive sentences)
- *We want to open a new shop, but we don't have* ***any*** *money for that at the moment.* (used in negative sentences and questions)

9 Lesson 3

Before you start

Work in pairs. Discuss the question.

- What do you think younger people can learn from older people?

Listening

2.20 **1 Listen to a discussion between Magda and Heba. Read the arguments they make and decide who makes them: Magda (*M*) or Heba (*H*).**

1 Younger people can't learn anything from older people because they don't know how to use technology. H
2 Younger people can't learn anything from older people because older people are the ones who need help from younger people. ☐
3 Younger people can get useful advice from older people. ☐
4 Older people aren't the only ones who can give younger people useful advice. ☐
5 Some older people have led lives that aren't very interesting so young people can't learn anything from their life experiences. ☐
6 Older people are able to help younger people just because they've been alive for a lot longer. ☐

2.21 **2 Listen again. Choose the correct option to complete the sentences about the discussion.**

1 One of the speakers thinks that ***few***/***many*** older people know how to use the Internet.
2 Magda knows ***a few***/***a lot of*** older people who use the Internet.
3 Magda got ***a little***/***a lot of*** help from her grandmother last year when she was having a tough time.
4 ***Sometimes***/***Every time*** she has a problem, Heba's brother helps her to find solutions.
5 One of the speakers thinks that younger people can't learn from the life experiences of ***some***/***any*** of the older people who have had boring lives.

Speaking

3 Work in pairs. Tell your partner which arguments from the discussion you agree or disagree with. Give reasons for your choices.

4 Work in groups. Read the following situations. Think about what advice an 80-year-old might give the young people in each of the situations. Discuss your ideas. Give reasons why.

1 Recently, I've been spending all of my time studying, and working in a restaurant at the weekends. I haven't had any time to see my friends or play football, which is my favourite hobby.
2 I'm not sure if I want to go and visit my grandparents in the summer holidays. I'll miss my friends while I'm away and Grandma and Grandpa won't want to do anything interesting while I'm there.
3 I've always wanted to be a long distance runner and run in the Olympics. I've been training for the last five years, but recently I haven't had very much motivation to go the gym. I'm starting to think that maybe running isn't the sport for me after all.

Writing

5 Make a list of five things you think young people can learn from older people.

Things young people can learn from older people
1
2
3
4
5

6 Compare your list with another student's. What are the most useful things on the lists?

WORKBOOK PAGE 16

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Before you start

Work in pairs. Discuss these questions.

- Why might some people think that people over seventy can't contribute to society?
- What is your opinion? Can people over seventy still make a contribution to society?

Reading

1 **Read the comments on an article posted on social media which said that people who are over seventy can still make a contribution to society. Match the opinions (1-3) with the comments (A-C).**

1 Some factors make it harder for older people to contribute to society, but they can still have a positive impact on it. .....

2 Older people can't do anything to help society even if they wanted to, so there's no reason to discuss whether or not they do this. .....

3 Our ideas about who is old and what old people can do have changed with the result that we now see them in a more positive light. .....

A @raufb: It's great that the writer's grandma is still able to do volunteer work and learn new things, but I don't think she's typical of most people of her age, who just want to stay at home and take it easy. Our society is organised in such a way that the over-70s don't need to do anything useful. They are able to retire and just do whatever they want. So I think the discussion about whether or not this group contributes to society is a bit pointless.

B @silvo: I really enjoyed this article. It was so refreshing to hear an optimistic story about a member of the older generation who's keeping active and still looking for new challenges and adventures. ☺ Maybe in the past, people thought that you were old when you were over 70, but now it isn't seen as being very old anymore and most people have to work until they're 67 or even older anyway.

C @thomato: I think it's an interesting debate whether or not people can still make a contribution to society when they're older. One big advantage that many over-70s have is that they don't have to work any more so they can spend their time on things that they're passionate about and many of them help to look after their grandchildren too. Of course, most people aren't as physically active as they used to be at that age, but they can still contribute in other ways.

2 **Read the comments again. Use the phrases in the box, which you could use in an opinion essay, to complete the sentences about the writer's opinions.**

A further reason ~~From my point of view~~
Owing to We cannot ignore
The first thing to consider

1 *From my point of view*, older people who remain active are the exceptions among people their age.

2 ..... their age, most people over seventy are not able to contribute to society by going to work.

3 ..... is that being over seventy years old does not necessarily make you an 'old person' any more as many people now remain active into their seventies.

4 ..... why we should see older people as still able to make a contribution to society is that they often use their free time to do volunteer work or help with their grandchildren.

5 ..... the fact that some people who are over seventy are not as healthy and, therefore, not as active as younger people.

Speaking

3 **Work in pairs. Decide whether you agree, agree to some extent or disagree with the statement '*People aged seventy or over can still contribute to society.*' Think of three reasons for your answer. Take it in turns to present your opinion and the reasons for it to your partner.**

Writing

4 **Now plan an opinion essay with the title '*People aged seventy or over can still contribute to society.*' To what extent do you agree with this statement?**

WORKBOOK PAGE 17

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Chapter 9 character list

Provis the convict Pip helped to escape, previously known as 'Magwitch'

Night watchman

Mr Jaggers a lawyer

Herbert Pocket Pip's friend and roommate in London

Compeyson a dishonest person

Arthur Compeyson's friend

Chapter 9

Magwitch pulled my gold watch out of my pocket, and looked at the ring on my finger, and at my clothes and books.

Before you read

- What is Pip's opinion of Magwitch?
- What is your opinion of Magwitch?

'What a fine gentleman you are now, Pip!' he said, happily. 'Did you not think that I might be your benefactor?'

'No, never!' I replied, horrified.

'Only Mr Jaggers knew,' Magwitch continued. 'But all the time I was in Australia, I was planning to return home – to see my gentleman!'

My heart sank when I heard this news. Miss Havisham was not my benefactor after all, and so Estella was not meant for me! And this convict had made me leave Joe for a new life in London! I felt sad and ashamed.

But worse was to come. Magwitch came close to me, and whispered, 'The problem is, my boy, that I have a life sentence. If I am caught here, I will be put back in prison!'

What would I do with Magwitch? Where could he stay? I was upset by these and other questions that night while Magwitch slept well in Herbert's room.

On the way downstairs to get a light, I fell over something. It was a man, **crouching** in the corner! When I asked him what he was doing he didn't reply and ran outside. I followed him, but the street was empty.

I told the **night watchman** what had happened, and we looked for the man together. But we found no one.

'We haven't had many visitors tonight, because of the storm,' the watchman said. 'But I saw your visitor arrive at eleven. He had another man with him, I think.'

'What did that other man look like?' I asked.

The night watchman did not know exactly, but thought he wore a dark coat.

In the morning, I asked Magwitch if he had brought a man with him. He denied it, but said that someone could have followed him into the building.

'We'll turn you into the best gentleman in London, Pip!' he said proudly, and threw a purse full of money onto the table. 'Everything I have is yours! And there's a lot more where that came from!'

He then told me to call him Provis from now on. That was his name in Australia. When Provis said he had returned **permanently**, I went to see Mr Jaggers at once. Unfortunately, he **confirmed** that Provis was my benefactor, and advised me to be careful.

I was sure that Provis would be caught. Even with the new clothes that I had bought him, he still looked like a convict. We did not go out for several days while I wondered what to do.

Then Herbert returned. Provis told him not to tell anyone that he was there, and Herbert, who was as scared as I was, immediately agreed.

'We'll make you a gentleman, too, my boy!' Provis laughed.

I was grateful to Provis because he had done so much for me, but at the same time, I also disliked his behaviour.

He boasted that he had made me a gentleman, and he thought that I would be happy with a wealthy new life in London.

Now that I knew the truth, however, I was horrified. My benefactor was a criminal! I knew that I could not accept any more money from him in the future.

Herbert and I knew that Provis would be caught if he stayed in England. As he had been so good to me, I felt it was my duty to help him escape. After that, I never wanted to see him again.

The next day, Provis told Herbert and I about his life. He did not know where he was born, or who his parents were. He had been alone for as long as he could remember.

As a child he was always hungry, so he stole and begged to survive. As he grew up, he continued to steal and spent more and more time in prison. However, when he was not in prison, he sometimes worked for a short time. He learnt to read and write from people that he met as he travelled around the country. He even got married and it seemed that his life was finally improving. Then, one day, he met a man called Compeyson.

At first, Provis thought that his new friend was a gentleman; he wore fine clothes and spoke well. But then Provis discovered that Compeyson was really a dishonest person.

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He found out that Compeyson and his friend, Arthur, had been very successful in the past, and had even tricked a rich, young woman out of most of her money. They had now spent almost all the money and needed to get some more. Arthur could not help because he was too ill, but he also felt guilty for what he had done in the past.

So Provis began to steal for Compeyson, and soon they were both caught. However, Compeyson told everyone in court that Provis was responsible for all the crimes.

Because Compeyson looked and behaved like a gentleman, the court believed him. As a result, Provis was given a longer prison sentence than Compeyson.

The two men were both sent to the same prison ship, far out on some marshes. One day, after they had had a bad argument, Provis dived off the ship and swam to land. It was while he was hiding in the graveyard nearby that he met me.

Compeyson had also escaped from the ship that day. When I had met the second convict on the marshes and had told Provis that there was a second man, he had started to search for him. When the two men met, they began to fight. It was then that they were found by the soldiers and taken back to the prison ship.

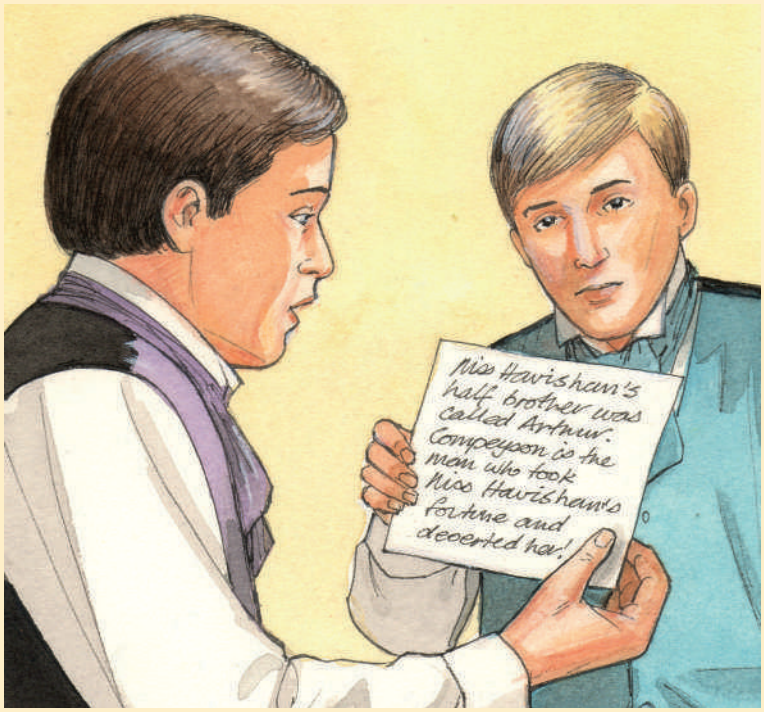
I remembered that Joe and I had walked with the soldiers that day, and that we had seen what had happened. When the convicts had returned to the prison ship, Compeyson was put in leg-irons for trying to escape. However, Provis got a life sentence and was sent to Australia.

'Well, you can see that I didn't stay there for life. I had to come back to see you, Pip,' he said. 'I wanted to see you as a gentleman.'

At that moment, I began to feel sorry for Provis, but I was horrified by him, too.

'Is Compeyson still alive?' I asked.

'I don't know,' he replied. 'But if he is, I am sure that he will want to kill me!'



Just then, Herbert showed me a note that he had written. It said,

Miss Havisham's half-brother was called Arthur. Compeyson is the man who took Miss Havisham's fortune and ***deserted*** *her!*

When I read this, I **feared for** Provis. Compeyson would certainly kill him if he found him. Herbert and I both knew now that Provis must leave the country as soon as possible. I felt that I must go with him, to help him escape, and I did not know how long it would be before I would return.

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Before you read

Work in pairs. Discuss the questions.

- Who does Pip think his benefactor is? What do you think?
- What do you think it's like to dislike someone and to feel like you should help them at the same time?

Vocabulary

1 Complete the sentences with the correct form of these words from this part of the story.

confirm crouch to desert fear for My heart sank night watchman permanently

1 We're going to move back to France ..... because I have a new job there.
2 I ..... down next to my 3-year-old son so we could talk more easily.
3 I hadn't expected you ..... me at the wedding. I thought you wanted to marry me!
4 ..... when I opened the letter with my exam grades, they weren't very good.
5 There's a ..... who walks around the buildings at night.
6 We really ..... Ahmed because he's going to try a really dangerous new trick on his bike today.
7 I'm not sure whether the event will still go ahead, but I'll check and ..... with you.

Reading

2 Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 After discovering who his benefactor is, Pip believes he won't marry Estella. ☐
2 Provis admits that he had brought someone else with him and this is the man Pip saw on the stairs. ☐
3 Provis says that he also wants to help Herbert to become a gentleman. ☐
4 Provis met Compeyson and Arthur and began to steal with the two of them until they were all caught. ☐

Speaking

3 Work in pairs. Discuss the questions.

1 What do we learn about Provis's past?
2 What does Pip's reaction to Provis tell us about Pip?
3 Is Provis telling the truth? What tells you he is or isn't?
4 The text tells us that Pip *didn't know how long it would be before he would return*. Why might Pip think this and what might happen while he's trying to help Provis leave the country?

Literature

4 In this part of the story, the writer uses several words and phrases to show that two things were happening at the same time. Read these sentences and find the words or phrases that the writer used for this reason.

a *My heart sank when I heard this news.*
b *Even with the new clothes that I had bought him, he still looked like a convict.*
c *We did not go out for several days while I wondered what to do.*
d *I was grateful to Provis because he had done so much for me, but at the same time, I also disliked his behaviour.*
e *As he grew up, he continued to steal and spent more and more time in prison. It was while he was hiding in the graveyard nearby that he met me.*

5 Read the sentences in Exercise 4 again and answer the questions.

1 Which part of the sentence are the words and phrases in?
2 Which words and phrases do you already use in your writing?

Writing

6 Write a summary of the information that Pip found out in this part of the story, which he will want to remember in the future.

REVISION

R3 Lesson 1

Before you start

Look at the photo. Discuss the questions in pairs.

- What do you think she is doing?
- How do you think she is feeling?

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Reading

1 Read the blog post. Which sentence best describes the writer's opinion?

a This advice is helpful for some people, but it can't help young people very much.

b This advice is unhelpful and can lead to people not doing things that are good for them.

c This advice is helpful for people who know what their passion is at a young age.

Is 'Follow your passion' good advice?

We see it on social media, hear it in online talks and some teachers say it to their students: 'Follow your passion'. In other words, decide what you really like doing and then find a job where you can do it. Is this a helpful piece of **wisdom** that helps people choose a **career direction**, or something which **common sense** shows to be bad advice?

The reason why we're told to follow our passion is the belief that if you do a job you enjoy, you'll be happy. However, few people today do the same job until they retire. Most will have to **reinvent** ourselves, so one passion isn't enough.

Also, if you focus on one passion and only apply for jobs connected to it, you could miss out on other opportunities. These may be more interesting than the ones you're pursuing or help you to gain valuable **life experience**.

We assume young people all have a passion, but many don't. While they're worrying that they don't have a passion, many people miss opportunities to make a **contribution** in other areas. Most of us need time and experience to realise what we love doing and this can change over time.

2 Read the article again. Match the causes (1-4) with their effects (a-d).

1 A lot of people today believe that we all need to follow our passion.

2 People want to follow their passion.

3 If people want to follow their passion for their whole career, they'll need more than one passion.

4 Focusing on one passion or worrying that you don't have a passion can be a problem.

a They believe they'll be happy if they do a job they love.

b You can waste time and energy and miss interesting opportunities.

c This is a message you often find online and hear from people you know.

d Most people will have to do more than type of work during their careers.

Vocabulary

3 Complete the sentences with the words in bold in the article.

1 Travel is wonderful, I think you can gain a lot of ..... by visiting different places.

2 I know I want a job where I can make a positive ....., like doctors or teachers do.

3 My grandfather has a lot of ..... so gives me advice.

4 First you need to decide what ..... you want to go in then look for a job.

5 My mother trusts me to do things on my own because she knows I have a lot of .....

6 My aunt had to ..... herself last year when she lost her job and now she does something completely different.

Speaking

4 Work in pairs. Discuss the questions.

1 Do you have a passion for something?

2 Do you agree or disagree with the writer's opinion about following your passion? How will you decide what career direction to take?

I have a passion for designing on the computer. Should I try to make a career in this?

[Ph.Rev3.36.2: Set a head-shot of an Egyptian teenager with a speech

Before you start

Discuss the questions in pairs.

- How can you make a good impression at an interview?
- What might make a bad impression?

[Ph.Rev3.37.1: An illustrative photo showing a job interview scenario where a young woman is being interviewed for a job by an older woman in an office setting.)) Shutterstock 128200328 to be supplied

Listening

2.25 **1 Listen to a job interview. Answer the questions.**

1 Where is Fatima applying to do an internship?
2 What four things does the interviewer ask Fatima about?
3 What will happen after the interview?

2.26 **2 Listen again. Are the sentences *true* (T) or *false* (F)?**

1 Fatima responds to the interviewer's greeting in a polite and friendly way. .....
2 The library is near where Fatima lives. .....
3 Fatima doesn't like working at a desk indoors. .....
4 Fatima isn't sure if she would describe herself as a team player. .....
5 Fatima hasn't had a part-time job while she's been at school. .....
6 The interviewer ends the interviewer after asking Fatima when she could start the internship. .....

Speaking

3 Work in pairs. Discuss the questions.

1 What was the biggest mistake that Fatima made in this interview?
2 How could she have improved her answers to the questions below to make a better impression on the interviewer?
   - **a** The place where she wants to work?
   - **b** The subjects she likes at school?
   - **c** Whether she's a team player?
   - **d** Whether she's had a job while she was at school?

Language

4 The interviewer sends Fatima some feedback on her performance in the interview. Read the feedback and choose the correct options.

Dear Fatima,

Thank you very much for coming to our interview last week. On this occasion we [1] **have decided** / **have been deciding** to choose another candidate for the internship.

I can see that you're a team player and I'm sure you work very [2] **hard** / **hardly** to support the teams you play sports with. However, I thought that your interest in our library didn't really come through [3] **clear** / **clearly** enough. In fact, you seem to have [4] **few** / **little** interest in books in general. I feel that you might be happier doing an internship that [5] **will be connected** / **is connected** with sports instead.

Kind Regards,
Sara El Gamal

R3 Lesson 3

Before you start

Work in pairs. Discuss the questions.

- What does success mean to you?
- Do you think your friends and family would agree? Why?

Reading

1 **A student asked six friends and relatives for their definitions of success. They each wrote their answers as notes on pieces of paper. Read the definitions and answer the questions.**

1 Which people agree with each other?

2 Who chose a definition of success nobody else chose?

Nehal

When I think of success, I think of being successful in the area I work in. I'm a news presenter, so for me, it's reporting the news and writing good news stories which tell people what is going on in the world.

Hassan

Success is something that's difficult to define, but for me, it's about having a good work-life balance. I need to work, but I also want to have enough time for my friends and to do things I enjoy outside work, like cycling.

Zeinab

A LOT OF PEOPLE THINK THAT SUCCESS IS WORKING AS HARD AS YOU CAN, BUT, IN MY OPINION, IT'S ABOUT BEING ABLE TO TAKE A DAY OFF TO BE WITH YOUR FAMILY IF YOU WANT TO OR HAVING ENOUGH TIME FOR YOUR FAVOURITE HOBBY.

Omar

I feel like I'm a success when I look at my wife and my children. We're all healthy and happy and we have a nice home to live in. We make each other laugh and support each other.

Tarek

For me, success is about my job title. So, if you have a job title that shows you have a lot of responsibility, like 'Senior manager', that shows people that you're a success.

Emal

I think you know that you're successful when you have a lot of money in your bank account. Then you can buy anything you want and do anything that you want.

2 **Match the people with the things they see as signs of success.**

1	Omar	**a**	Having enough time for the things and people you care about.
2	Tarek	**b**	doing a good job and informing people.
3	Emal	**c**	Having a happy family who enjoy their time together and are there for each other.
4	Nehal	**d**	Having as much money as possible.
5	Hassan	**e**	Having time for fun and activities with friends.
6	Zeinab	**f**	Having a job which shows that you're responsible for something or some people

Speaking

3 **Work in small groups. Share your definition of success with the group.**

4 **Think about how similar or different you and others' definitions of success are and think of possible reasons for this. Make some notes.**

5 **Work together with a new group. Use your notes from Exercise 4 to tell each other about you and your first partner's definitions of success and compare the two definitions.**

My partner said that his definition of success was to be healthy and have a family who care about you. That is like my definition because I also think that if you're healthy, you're successful, but our definitions are also different because for me, success is also about doing well at school.

[Ph.R3.38.1: Set a head-shot of an Egyptian teenager with a speech bubble

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Before you start

Work in pairs. Discuss the questions.

- What is the purpose of an opinion essay?
- What do you need to decide before you start writing?

Reading

1 Read an opinion essay. Which statement is the writer discussing?

a Young people aren't able to make the best decisions about their future careers on their own.

b Young people's parents should play a greater role in giving young people careers advice at school.

c Young people should follow the careers advice which they are given by their parents.

The purpose of this essay is to discuss the extent to which parents should have an influence on young people's career choices. In my opinion, young people should listen carefully to their parents' opinions and take these views into account, but they should also use their own ideas to make their final decisions.

An important reason why young people should listen to their parents is that their parents have more life experience than they do. They have usually seen the consequences of doing a specific training course or taking a particular job so they can use their wisdom to give their children helpful advice.

Furthermore, young people should listen to their parents because these are the people who are most interested in helping them and really want them to succeed in life. Consequently, they will put a lot of effort into advising their children.

However, as I mentioned earlier, there are limits to the helpfulness of parents' career advice. Each young person has to decide for themselves which career to choose because they will have to work in this area for years. Therefore, they need to find a career direction which allows them to do work they enjoy and they are good at. Parents may also have their own agenda regarding their children's careers and want them to do a specific job because they had wanted to do or because they see a particular job as a good one to have.

In conclusion, I would state that although young people should pay attention to their parents' advice, they should make the final decision independently.

2 Read the essay again. Complete the plan that the writer of this essay made before writing.

Introduction	Young people should listen to ...., but also make their own ......
Reason 1	Parents have more .... than young people.
Reason 2	All parents want their children to be ......
Reason 3	There are ..... to how helpful parents can be. Young people need to find a job they like and are ..... at.
Conclusion	Pay attention to ....., but make final decision .....

Speaking

3 Work in pairs. Read the statement: 'Too many people believe that you need to have a responsible job and a high salary in order to be successful in life.'

- Tell your partner whether or not you agree with this statement.
- Give reasons for your answer.
- Think of examples to support your point of view.

Writing

4 Write an opinion essay which discusses the statement from Exercise 3. Make a paragraph plan like the one in Exercise 2 before you start writing.

R3 Great Expectations: Chapters 7–9

Vocabulary

1 **Choose the correct answer from a, b, c, or d.**

1 That worker was always late so we had to ..... him.
a whisper **b** refuse **c** sink **d** dismiss

2 Just sit down and ..... I'm quite good at cooking, Mum!.
a leave it to me **b** tell me about it **c** leave it alone **d** let it go

3 He didn't want anyone else to hear the instructions so he ..... them to me.
a worried **b** explained **c** whispered **d** expected

4 Everyone in my family ..... my aunt Heba because she's a wonderful person.
a reminds **b** recovers **c** influences **d** adores

5 My uncle is very ..... and he spends a particularly large amount of money at holiday time.
a spectacular **b** extravagant **c** jealous **d** arrogant

6 She's a beautiful and intelligent young woman, so I'm not surprised that she has a lot of .....
a merchants **b** admirers **c** convicts **d** gatekeepers

7 If you spend more money than you earn, you'll quickly find yourself .....
a in debt **b** in a fortune **c** confirmed **d** deserted

8 People don't like it if you act in an ..... way because it looks like you think you're better than them.
a uncertain **b** arrogant **c** obvious **d** elegant

9 We thought we were going to win, but ..... when they announced the winners and it wasn't us.
a our trust was broken **b** our hearts sank **c** we were kept away **d** we fell out

10 You can't see the hole in the floor from up there, you need to ..... on the floor to see it.
a recover **b** desert **c** crouch **d** keep away

11 Do you think that you'll live in Cairo ..... or only stay for a short time?
a completely **b** elegantly **c** thoroughly **d** permanently

12 We all ..... our grandfather because he was extremely ill and the doctors weren't sure if he would get better.
a fear for **b** are guilty for **c** are responsible for **d** scare for

Reading

2 **Match the people with the sentences that describe what happens to them in Chapters 7-9.**

1 Pip	**a** finally achieves something that he/she has wanted to do for a long time.
2 Magwitch/Provis	**b** explains the true meaning of love.
3 Miss Havisham	**c** gives extravagant presents to someone.
4 Estella	**d** makes a discovery which changes how they see life.
5 Mr Jaggers	**e** needs help because he/she is in a lot of debt.
6 Herbert Pocket	**f** makes someone feel confused about his/her feelings.

3 **Match characters from Exercise 2 with the things they said in Chapters 7-9.**

1 'What? Please don't say that she is the Estella you knew!' .....
2 'We'll make you a gentleman, too, my boy!' .....
3 'You should know, … because I am what you made me!' .....
4 'She will make you unhappy,' he replied. 'You should try to forget her!' .....

4 **Answer the questions.**

1 How does Pip feel when he sees Estella again at the start of Chapter 7?

a proud of the gentleman he's become **b** like a poor boy who has nothing

2 Pip decides never to see Joe again because of something that which person said to him?

a Miss Havisham **b** Estella

3 What does Pip realise at the end of Chapter 7?

a Marrying Estella won't make him happy. **b** Estella won't ever agree to marry him.

4 In Chapter 8, Pip feels guilty about encouraging Herbert to do what?

a believe he'll receive a great fortune **b** spend large amounts of money

5 What does Estella tell Pip about the men she spends time with?

a She isn't sure which one she wants to marry. **b** He's the only one that she's honest with.

6 Why does Pip return home to the village in Chapter 8?

a To go to his sister's funeral **b** To visit Miss Havisham

7 How did Magwitch find out where Pip lives?

a He followed him to his lodgings. **b** Mr Jaggers gave him the address.

8 Why is Magwitch in danger in London?

a Because the thieves he used to work for want to kill him. **b** Because he has to stay in Australia for the rest of his life.

9 What does Pip decide to do after finding out that Magwitch is his benefactor in Chapter 9?

a To not take any more money from him. **b** To tell the police that he's back in London.

10 What does Pip discover about Miss Havisham's ex-fiancée, Arthur?

a He was also a thief and a convict. **b** He told Magwitch to help Pip financially.

Speaking

5 **Work in pairs. Read the quotations and d iscuss the questions.**

1 On the way, we saw the walls of Newgate Prison. I told Estella that Mr Jaggers visited his clients there, and knew all the secrets of that terrible place. 'He knows the secrets of every place, I think!'
What does the information that Pip finds out about Mr Jaggers make Pip and the reader feel about this character?

2 After visiting my teacher in Hammersmith, I often went to Richmond so that I could see Estella. I still hoped that she would fall in love with me, but I usually felt unhappy when we were together.
How can you explain the mixed feelings that Pip has for Estella?

3 I felt that I must go with him, to help him escape, and I did not know how long it would be before I would return.
Why do you think Pip feels that he has to help Provis? Why is Pip unsure about how long it will be before he can return? Give reasons.

Writing

6 **Imagine that you are a newspaper reporter. You do an interview with Pip. You want to show your readers what effects the events in Chapters 7-9 have had on Pip. Write some questions to ask Pip and write the answers you think Pip would give to the questions.**

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UNIT 10 Lesson 1

Places of cultural interest

Before you start

Discuss the questions in pairs.

- Which famous tourist sites have you visited in your country recently?
- Which places would you like to visit in other countries?

OBJECTIVES

Reading A web page about places of cultural interest
Writing A survey about places of cultural interest
Listening A tour of an historical site
Speaking Discuss places of cultural interest
Language *must/can/can't have* + past particple; *would* for past habits
Life skills Critical thinking – interpreting research; Celebrating traditions and diversity

Vocabulary

1 **Use the words in the box to complete the fact file about London.**

column heritage sites landmark monument myth picturesque port remains temple ~~tourist attraction~~

Fact File

Visiting London? Here are ten interesting facts you might not know …

1 The most popular *tourist attraction* in London is the British Museum.
2 Notting Hill in London has some very ..... streets with houses painted in pretty colours.
3 The clock called Big Ben is perhaps the most famous ..... in London and is known around the world!.
4 The Queen's House is one of many .....in Greenwich, south London, which includes the Royal Observatory.
5 A statue of a famous sailor, Admiral Nelson, stands on a ..... in Trafalgar Square that is 52 metres high.
6 The London Mithraeum, an ancient Roman ..... of the God Mithras, was discovered in 1954.
7 The Port of London on the River Thames is the third largest ..... in the UK.
8 A popular ..... is that when the Union Flag is flying over Buckingham Palace, the Queen is at home. (This is not actually true; it means she is not at the Palace.)
9 The most impressive ..... of London's Roman city wall can be found just outside the entrance to Tower Hill Underground Station.
10 You can go up the 62-metre-high tower in Fish Street, which is a ..... marking the place where the Great Fire of London started in 1666.

Speaking

2 **In pairs, put the five attractions you would most like to visit in order. Do you agree with your partner? Tell the class.**

Writing

3 **Write a fact file about your town or region, using the words in Exercise 1.**

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Reading

4 **Discuss the questions in pairs.**

- Do you recognise these places?
- What do you know about them?
- What can you guess from the photos?

5 **Read the webpage for tourists and check your answers to Exercise 4. Make notes in the table.**

	How old?	Why was it built?	Why is it important?
Bibliotheca Alexandrina	*20 years*		
Fort of Qaitbey			
Pompey's Pillar			

Top tourist sites in Alexandria

Bibliotheca Alexandrina

Alexandria is a Mediterranean port city in Egypt. During the Hellenistic period (between 323 BCE and 31 BCE), it was home to the Great Library of Alexandria, which was dedicated to the Muses (the nine goddesses of the arts) and it was one of the largest and most important libraries of the Ancient World. Because of the Great Library, Alexandria became known as a centre for knowledge and learning. Built in around 300 BCE, there are many myths surrounding the destruction of the library, but unfortunately there are no archaeological remains. In its place today is the impressive modern Bibliotheca Alexandrina, built between 1995 and 2002. It is one of Egypt's most important contemporary landmarks and the cultural heart of the city. Apart from its huge library and reading room, containing more than eight million books, there are many museums where you can explore Alexandria's history and heritage.

Lighthouse of Alexandria

The Lighthouse of Alexandria was known as one of the Seven Wonders of the Ancient World. It was the tallest structure in the world until the Eiffel Tower was built in 1889. Built in 280 BCE, the lighthouse stood until 1323 CE when a powerful earthquake destroyed it. In 1968, the remains of the lighthouse were discovered under water. Other expeditions in future years uncovered more ruins of the lighthouse. Today, on the site of the lighthouse stands Fort Qaitbey which has guarded the port of Alexandria since 1480. It's a very popular and picturesque tourist attraction.

Pompey's Pillar

This single stone pillar, which is more than 20 metres tall, stands on a rocky hilltop in the middle of Alexandria. Built in 292 CE, it marks the site of what was once a huge and elaborate temple, the Temple of Serapeum, built during the reign of Ptolemy III Euergetes (246-221 BCE). It is one of the best-known ancient monuments still standing in Alexandria today. Underneath the column, steps lead downwards to the ruins of the Temple.

6 **Read the texts again and put the sites mentioned in the order they were built. Which of them can you still see today?**

Bibliotheca Alexandrina	☐	Great Library of Alexandria	1	Temple of Serapeum	☐
Pompey's Pillar	☐	The Lighthouse of Alexandria	☐	Fort Qaitbey	☐

Writing

7 **What do you think the other Seven Wonders of the Ancient World are? Check online or with your teacher and research one of them online. Write a paragraph about your findings in your notebook. Tell your class about it.**

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Before you start

Discuss the questions in pairs.

- What kind of things do archaeologists find? What do they tell us about history?
- Why is archaeology important?
- Would you like to be an archaeologist? Why / why not?

Reading

Archaeology news around the world

Virú, Peru

Ancient wall painting discovered in Peru

Archaeologists in northern Peru have found a 3,200-year-old mural – wall painting – painted on the side of an ancient temple that is thought to show a Spider God, associated with rain. Experts say that because of the location of the temple near the river, it must have been a temple built in honour of the water Gods. It is thought that it might have belonged to the extinct Cupisnique people, who inhabited the northern coast of Peru between 2,000 and 1,000 BCE.

Alexandria, Egypt

Mummies with gold tongues unearthed

Archaeologists have dug up ancient mummies – bodies preserved by a special process – with gold tongues left in their mouths. These mummies, found in a temple in the port city of Alexandria, are believed to be 2,000 years old. It is thought that the Ancient Egyptians might have given the mummies gold tongues so they could speak to the god Osiris.

Saxony-Anhalt, Germany

Police have found ancient treasures in a farmhouse, after the owner offered to hand in two old guns from the Second World War (1939-45). They came across 13 sculptures, dishes and cups which are 1,500 years old and are worth around €100,000 in a plastic bag with the guns. They are from the Mayan Civilisation of Mexico and Guatemala. The owner of the farmhouse had picked up the treasures cheaply in a market. It's unclear why he buried them in the cellar of his farmhouse, but he can't have known their real value. It is thought that the original owner may have bought them while travelling in South America.

1 Read the archaeology news items and answer the questions in your notebook.

1 Which of the three discoveries is the oldest? *The ancient wall painting is the oldest.*
2 Why do people think the temple in Virú was perhaps devoted to the water Gods?
3 What was interesting about the mummies found in Alexandria?
4 How did the police happen to come across the treasures?
5 How did the Mayan treasures end up in Germany?

2 Look back at the texts and find the prepositions which go with these phrasal verbs. Then match them with their meanings.

1 come *across* — **a** find something by chance
2 dig ..... — **b** remove something from the ground
3 hand ..... — **c** buy something cheaply
4 pick ..... — **d** give something to someone in authority

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3 **Ask and answer in pairs. Give details.**

1 Have you ever picked up a bargain (something on sale cheaper than its real value) in a market?
2 Have you ever dug up something interesting?
3 Do you always hand in your homework on time?
4 Have you ever come across something valuable or old in a strange place?

4 **Read these sentences from the news items. For each sentence say whether the writer is a) sure about what happened, b) sure that it's not possible that it happened, or c) thinks it's possible that it happened. Write S (sure), NP (not possible) or P (possible).**

1 It must have been a temple built in honour of the water Gods. [S]
2 The Ancient Egyptians might have given the mummies gold tongues so they could speak to the god Osiris. [ ]
3 He can't have known their real value. [ ]
4 The original owner may have bought them while travelling in South America. [ ]

Speaking

5 **Work in pairs. Look at the photos. Make deductions about the historical sites. Think about the following questions:**

- Why were they built?
- Who built them?
- How did they get the stones in place? Where did they move them from?

Use these verbs to help you, with the modals *may / might, must or can't / couldn't*:

build carve create move use

They might have moved the stones with horses.

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE xx

Using modal verbs for making deductions about the past

We can use modal verbs for making deductions about the past or guessing if something is true based on the information we have.

- Use *must have* + past participle when you are sure about what happened.
  It must have been a temple.
- Use *can't* or *couldn't have* + past participle when you are sure it is not possible that something happened.
  He can't have known their real value.
- Use *might / may (not) have* + past participle when you think it is possible that something happened.
  The owner may have bought them while travelling in South America.

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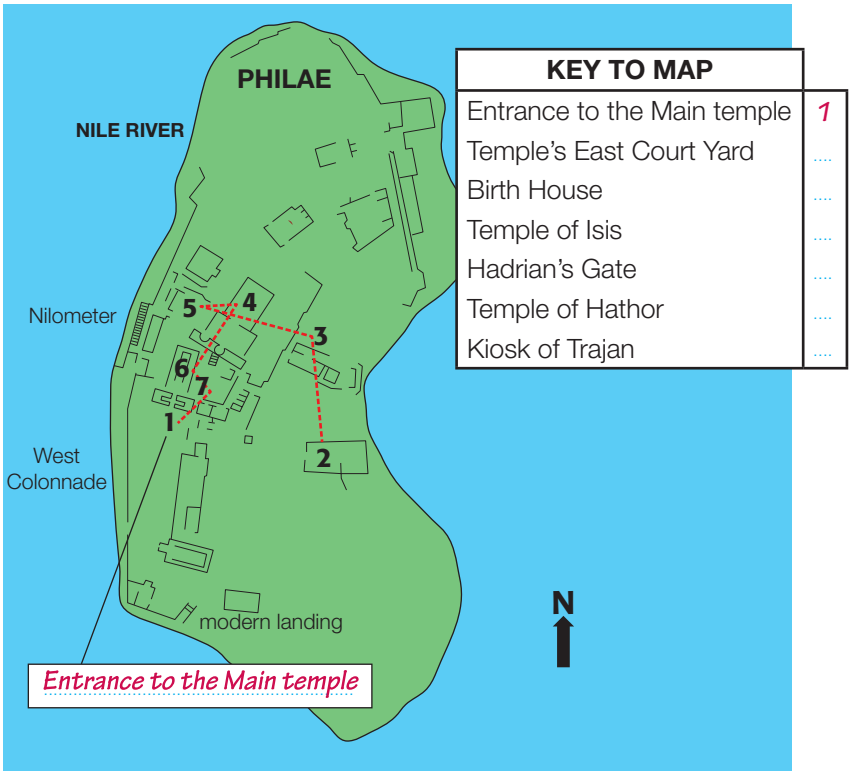
Before you start

Discuss the questions in pairs.

- Why is it important to preserve a country's culture and heritage?
- What do you think are the most interesting aspects of your culture to people from other countries?

1 Before you listen, check the meanings of these words in a dictionary.

dam dedicated
elaborate gateway
healing preserved



2.27 **2 Listen to the tour guide taking some tourists around the Philae Temple Complex. Study the map and complete the key with the correct numbers, as you listen.**

2.28 **3 Listen again and answer the questions.**

1 Why did visitors come to the site in ancient times?
2 Why was the Philae Temple moved?
3 Where can you see the God of the Nile with a snake around his body?
4 Which temple did many artists come to paint in the nineteenth century?

Language

4 Study these sentences and answer the question. Do they refer to a) the present b) the past or c) the future?

Visitors **would come** in large numbers to show their respect to the mysterious Isis.
Here are the remains of the rooms where the temple priests and guards **would live**.

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE xx

Talking about repeated past actions

We can use *would* to talk about repeated past actions or habits that don't happen any more.

I would always get up early on Saturdays.
(= I always used to get up.)

Would in these examples means the same as *used to*, but it is a little more formal. We don't use the negative or question form of *would* when using it to talk about past habits.

I didn't used to get up early on Saturdays. NOT ~~*I wouldn't always get up early on Saturdays.*~~

Writing

5 Choose a place you know well or research a tourist attraction near you, and write a short tour guide for tourists in your notebook. Use *would* to include some interesting details about the past lives of the people associated with the place. In groups, act out your tour guide's speech.

WORKBOOK PAGE 26

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Before you start

Discuss the questions in pairs.

- How often do you read travel reviews?
- Why do people read travel reviews?
- Why is feedback important in tourism?

Speaking

1 **In pairs, discuss the tips for writing a travel review. Which do you think are most / least important?**

Tips for writing a travel review:

1. Give the main idea in the title.
2. Say why you visited.
3. Summarise your experience.
4. Say what you liked or disliked.
5. Comment on the services and facilities.
6. Share helpful tips.
7. Include a photo.

Reading

2 **Read the travel review of a tourist site in Cairo. Underline the details in the tip box which are included.**

3 **Read the review again and answer the questions in your notebook.**

1. What inspired the writer to visit the museum?
2. What did the writer like most about the museum?
3. What helps visitors find their way around the museum?
4. What can you see in the main part of the museum?
5. Why do you think the museum would be especially interesting to someone visiting?

4 **Read again and complete the table with information from the review.**

Name of tourist site	*National Museum of Egyptian Civilisation*
Location	
Cost	
Opening times	
Facilities	
Best time to visit	

5 **Match the bold phrases in the review with their meanings below in your notebook.**

1 beneficial **2** essential **3** emotional **4** best part
5 highly recommended as worth seeing

6 **Plan a review of a place of cultural interest you have visited or know something about. Make notes.**

Think about:

- the highlights of your visit
- what you liked/disliked
- what you learned from your visit

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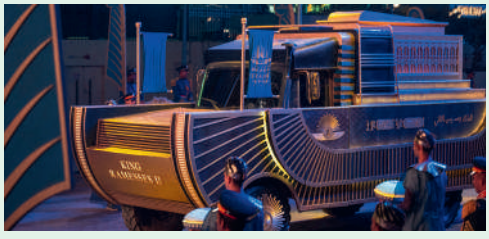
6
4.5 ●●●●◐ 29 reviews

Excellent	10
Very good	8
Average	3
Poor	1
Terrible	0

A new modern museum in Old Cairo

I decided to visit The National Museum of Egyptian Civilsation after watching a YouTube video of the spectacular Pharoah's Golden Parade. This was a grand procession in which 22 mummies of Ancient Egyptian rulers were transported from the old Egyptian Museum to the new National Museum of Egyptian Civilisation in the ancient city of Fustat. It was one of the most **moving** sights I have ever experienced; so much heritage and culture in one single parade! The museum, which opened after the parade in May 2021, is very beautiful and impressive. The mummy section, located in the Royal Mummies Hall beneath the main hall, is **not to be missed**. For me, it was definitely **the highlight**. The displays contain 18 kings and four queens that ruled Ancient Egypt over 3,000 years ago. Visitors can follow the direction arrows on the floor to go through the passages, tour the entire hall, and see all the mummies, which are displayed next to the coffins they were found in. In the main museum you can see more than 50,000 artefacts, showing Egyptian civilisation from prehistoric times to the present day.

The museum is an absolute **must-see** for anyone traveling to Egypt. It's open from 9 am to 5 pm, but it's **well worth** visiting early in the morning, so you can appreciate the museum best when it's quiet. Entry tickets cost 60.00 LE. There's a small café that sells tea, coffee and sandwiches.



10 Lesson 5

Before you read

- Do you think that Pip is happy to have discovered who his benefactor is? Give reasons.

Chapter 10 character list

Estella Miss Havisham's adopted daughter

Miss Havisham a rich, elderly lady

Bentley Drummle someone Pip knows in London

Mr Wemmick Mr Jaggers' clerk

Compeyson a dishonest person; Miss Havisham's ex-fiancé

Herbert Pocket Pip's friend and roommate in London

Provis Pip's benefactor, previously known as `Magwitch'

Mr and Mrs Whimple, Clara Whimple the family that Provis lives with

Mr Wopsle a friend of Joe Gargery

Mr Jaggers a lawyer

Molly Mr Jaggers' housekeeper

Chapter 10

Estella had left Richmond, and was now living with Miss Havisham again. I decided to visit them immediately. Herbert offered to look after Provis while I was away; it was only to be for one night.

On my way to Miss Havisham's house, I stopped at the nearby inn and found Bentley Drummle there. He boasted that he was having dinner that evening with a young lady, and he looked pleased with himself. When he left on his horse, I noticed a man outside the inn who reminded me of Orlick.

I went to see Miss Havisham at once. She was in her room, wearing her wedding dress. Estella sat next to her. She was knitting.

'Why are you here, Pip?' Miss Havisham asked. I could see that she was surprised to see me.

'You will not be surprised – or sorry – to know that I am very unhappy,' I replied. 'I know now who my benefactor really is. And I realise that until now, I have misunderstood everything! I thought that Mr Jaggers …'

'Mr Jaggers,' Miss Havisham interrupted, 'has nothing to do with this. He is my **lawyer**. The fact that he is also your benefactor's lawyer is a **coincidence**, and that is all! He is a lawyer who works for many different people.'

'But you misled me!' I said. 'I made a mistake and you let me continue to believe it. That isn't kind, Miss Havisham..'

'Yes, I have misled you, Pip,' Miss Havisham said. 'But why should I be kind?'

'You were kind to me as a child,' I replied. 'You paid for my apprenticeship with Joe. However, when you allowed me to believe that you were my benefactor, you were unkind to your family too.'

'You believed what you wanted to believe.'

'I have lived with your relatives, Herbert and Matthew Pocket, in London,' I said. 'They are kind, and they helped me because they thought you were my benefactor. They wanted to make you happy, but you have misled them, too. They are both good people – not like some of your other relatives!'

Miss Havisham thought for a moment. Then she turned and asked, 'Then tell me, what can I do to thank Herbert and Matthew Pocket?'

'Miss Havisham, please use your money to help Herbert,' I replied. 'Two years ago, I secretly arranged for him to get a better job so that he could pay his debts. But now I must go abroad, and I cannot help him any more.'

Miss Havisham nodded. I turned to Estella, who was looking down at her work.

'Estella, you know that I love you!' I cried.

She did not move.

'I have loved you since we first met,' I continued. 'I thought Miss Havisham wanted us to get married.'

Estella looked at me coldly. 'I do not share your feelings,' she said. 'Don't you remember? I warned you long ago that I have no heart.'

'I saw Bentley Drummle just now,' I told her. 'Surely you don't love him?'

'We are going to marry,' she answered.

I left at once. Unable to think clearly, I walked all the way back to London. It was late that evening when I reached the edge of the city. Near my lodgings, a young boy was waiting. When he saw me, he stopped me and gave me a note from Mr Wemmick, warning me not to return home.

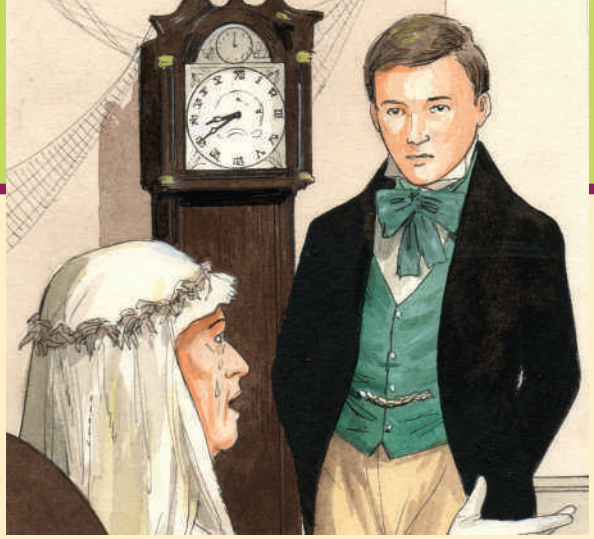
I went to a hotel, but I was unable to sleep that night. The next morning, I visited Mr Wemmick and asked what had happened. He explained that while I was away, he had visited Newgate Prison. Someone there had warned him that Provis, Herbert and I were being watched. Mr Wemmick had also heard that Compeyson was alive, and that he was in London.

Herbert had already been warned by Mr Wemmick, so he had found Provis some new lodgings in a house by the river. Mr and Mrs Whimple lived there, together with their daughter, Clara.

I left Mr Wemmick and went to see Provis at the Whimple's house. Provis already knew that he was in danger, and agreed to escape abroad with me. Herbert and I decided that we would keep a boat on the river, close to the Whimple's house. We could use it to escape when the time came.

I began to take the boat out from the Whimples' house regularly so that I could practise **rowing**. I went out on the river every day, whatever the weather. Sometimes Herbert came with me. The weeks passed slowly. Nothing happened, but Herbert and I feared for Provis. We felt that someone was permanently watching us.

I was sure that Estella had become Bentley Drummle's wife. One evening in February, to **take my mind off** my sad thoughts, I went to the theatre. Mr Wopsle, a friend from home, was now working in London as an actor. I watched him perform and went to congratulate him afterwards.



When I saw him, Mr Wopsle told me that he had seen a man in black sitting behind me and watching me during the play. 'Mr Pip, do you remember that day when you were a child and some soldiers came to the door?' he asked.

'I remember it well,' I replied.

'Well, it is very strange, but the man in the theatre today seemed very familiar. When I saw his face, I remembered our walk across the marshes with the soldiers to find the convicts who had escaped. I am sure that the man I saw today was one of those convicts.'

I was sure that the man was Compeyson, but there was nothing I could do.

Herbert, Provis and I waited. I felt we were going to have to wait for some time.

***

Mr Jaggers, Mr Wemmick and I were eating dinner at Mr Jaggers' house, and we had just been talking about Miss Havisham. She wanted me to visit her the following day.

'So our friend, Estella, has married!' Mr Jaggers said.

Mr Jaggers continued, 'Bentley Drummle is strong, but he is not intelligent. He may find it difficult to be married to Estella. I do not think they will have a happy marriage.'

He looked at Molly, his housekeeper. She quickly put some food on the table. I realised then that her hands, her eyes and her hair all reminded me of Estella! I was sure that they were **related.**

As we were walking back home that evening, I asked Mr Wemmick to tell me Molly's story. He explained that when she was young, Molly had been a homeless **criminal**.

'She was once married,' said Mr Wemmick, 'to a man who used to spend a lot of time in prison. One day, she was accused of **murdering** her young daughter as well as an older woman. She was **acquitted** by the court, however, thanks to Mr Jaggers. She became his housekeeper afterwards. This all happened more than twenty years ago. Mr Jaggers is very good at what he does.'

Could Estella be Molly's daughter? I wanted to find out, and hoped to get an answer from Miss Havisham the following day.

To my surprise, Miss Havisham seemed almost afraid of me now.

'You have asked me to help Herbert Pocket, and I will,' she said, as soon as I entered her dressing room. 'I will pay for him to continue working for Mr Clarriker.'

I was pleased. But then I thought of Estella, who was no longer there.

Miss Havisham asked if I was very unhappy.

'Yes,' I said, 'for many reasons, which I cannot discuss.'

Then she asked, 'Is there nothing I can do?'

'I do not think so.'

'Oh, what have I done?' she cried, over and over again. Her eyes were full of **tears**.

'Is Estella married?' I asked.

'Yes,' she said. 'Forgive me, Pip! I used her to break your heart. But if you knew my story, you would pity me!'

Then she told me everything.

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Before you start

Go back and skim the chapter. Discuss the questions in pairs.

- What happens to make Pip feel sad?
- What happens to make Pip feel frightened?

Vocabulary

1 Complete the sentences with the correct form of these words from the chapter.

acquit coincidence criminal lawyer murder related rowing take my mind off tear

1 After she finished university, she trained to be a .....
2 He bought his own boat because he liked ..... so much.
3 We hadn't planned to go to the theatre on the same night as my sister; it was just a .....
4 No one guessed they were ..... because they looked so different.
5 The ..... was told he would go to prison for twenty years.
6 I couldn't stop the ..... from falling when it was time to say goodbye for the last time.
7 They knew who had ..... the old man, but they didn't know how.
8 Five months ago, she was ..... on the charge of murder.
9 If I'm worried about something, I usually play music to ..... it.

Reading

2 Complete the gaps with the name of the correct person from the word pool

Compeyson Drummle Herbert Molly Wopsle

In Chapter 10:

1 Pip finds out that Estella is going to marry .....
2 He realizes that ..... may be Estella's mother.
3 Pip asks Miss Havisham to help .....
4 Pip discovers that ..... is following him.
5 Pip goes to watch ..... at the theatre.

3 Read again and put the events of Chapter 10 in the correct order.

Pip went to visit Miss Havisham to tell her he knew who his benefactor was. ☐
Miss Havisham asked Pip to forgive her. ☐
Mr Jaggers, Mr Wemmick and Pip had dinner at Mr Jagger's house. ☐
Pip went to see Provis at the Whimple's house. ☐
Herbert and Pip bought a boat. ☐
Pip spent the night in a hotel. ☐

4 Answer the questions in your notebook.

1 How did Miss Havisham mislead Pip?
2 What does Estella say when Pip tells her he loves her?
3 Why did Pip and Herbert get a boat?
4 Who was sitting behind Pip at the theatre?
5 What makes Pip think that Molly is Estella's mother?

Speaking

5 Discuss the questions in pairs.

- In what ways do Herbert and Wemmick show their loyalty towards Pip?
- Are you surprised that Miss Havisham seems to feel sorry for Pip? Explain your answer.

Writing

6 Write a paragraph of around 100 words saying what you think will happen to Provis. Compare your ideas with your classmates. Do you agree?

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UNIT 11 Lesson 1

Finding your culture

Before you start

Discuss the questions in pairs.

- How many languages do you speak?
- What language do you speak at home?
- How many languages do your family speak?

OBJECTIVES

Reading The benefits of being multilingual; an Egyptian dialect; a classroom forum
Writing Write an opinion essay; a post on a class forum; introduce reasons
Listening Talk about cultural heritage
Speaking Plan a Multicultural festival
Language Compound adjectives; Defining and non-defining relative clauses
Life skills Value your own culture and respect other cultures

Vocabulary

1 Match the words with the definitions.

1	bilingual	**a**	able to speak two languages well
2	dominant	**b**	including people with many different customs and beliefs
3	identity	**c**	to help a child grow up
4	mother tongue	**d**	more important or noticeable
5	multicultural	**e**	who you are as a person
6	multilingual	**f**	able to speak a number of languages
7	raise	**g**	the first language you learn as a baby

[Ph SB3.53.1: head and shoulder shots of two teens (or teen and a parent) facing each with speech bubbles containing lots of different words for 'hello' - see image below for reference, but using photos]

Hello

Nǐ hǎo

Hola

Buongiorno

Dia dhuit

Learning to speak in a multilingual home

In some countries, it's common to learn two or more languages at home. In fact, some of us grow up in places where four or more languages are **widely spoken**. In some countries, there may be one dominant language - the one used by the government, schools and the community - and it's obviously important to learn this language. However, for many parents in multicultural families, it's also important that their kids learn their mother tongue, the language of their parents. Mohamed Hassan, who left Egypt to live in the UK in the 1950s, loves his first language, Arabic. 'Languages are precious and being Arab and Egyptian is so **deep-seated** in me that I couldn't imagine not teaching the language to my children,' he says.

The benefits of being bilingual are **clear cut**; it is a **well-known** fact that being bilingual can improve some brain functions, like the ability to focus attention and perform mental tasks, as well as provide a window to another culture and a second cultural identity.

Whether you want your child to speak Italian, French or Arabic, here are some tips for raising a **well-balanced** bilingual child:

1 Start speaking to your child in two languages from birth. Children learn languages best under the age of three.

2 Don't worry if they mix their two languages, it will almost definitely be a temporary thing.

3 Play music in your child's other language, read them books in it and buy games in that language too.

4 Speak to them in your first language. If you speak English as a first language, and the other parent speaks Spanish, stick to those languages when you each speak to them at home.

5 Most important of all, don't worry if your bilingual child starts speaking a little later than other children. They are learning two languages, so bilingual children often take a bit more time before they can speak.

Reading

2 **Read the text quickly. Who is the article written for?**

a Teenagers who live in multilingual homes.

b Parents of babies or young children who speak more than one language.

c Bilingual grandparents.

3 **Read the text again and answer the questions.**

1 What are many parents in multicultural families keen to do?

2 What are two advantages of being bilingual?

3 What advice is given to parents whose first language is different from each other's?

4 What two issues might bilingual children experience?

Speaking

4 **Discuss in groups.**

1 Do you know anyone who is bilingual?

2 What do you think about the tips in the article? Is this good advice? Why?

3 Add one more tip.

Language

5 **Study the words in the box. Match the words to form compound adjectives. Check in the text.**

balanced clear cut deep known seated spoken well (x2) widely

6 **Write a sentence of your own using each of the compound adjectives. Swap sentences with a classmate.**

FOCUS ON LANGUAGE

Compound adjectives

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- Compound adjectives are made up of two or more words. These are often: adjective or adverb + past participle, e.g. *well-known.*
- Use a hyphen to link the words together if the adjective is before the noun.
- Don't use a hyphen if it follows the noun it describes.

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Before you start

Discuss the question in pairs.

- How many different dialects do you know that are spoken in Egypt?

An Identity in Danger?

Diab, a 25-year-old tourist guide, drives his truck, **which** [S] has a colourful Berber flag in his back window, through the oasis of Siwa. He sings songs in a local Berber dialect known as 'Siwi'.

The United Nations (UN) has classified Siwi, the easternmost dialect of the Tamazight language, as 'endangered'.

But Diab is convinced that the dialect will survive. 'Everyone uses it here,' he said. 'Most adults speak both Siwi and Arabic, and most of the children **who** [ ] can be heard playing in the streets talk and shout in Siwi.'

The Berbers of Siwi are one of the main linguistic minorities in Egypt, **where** [ ] more people speak Arabic than in any other country with around a 100,000,000 speakers. Sixteen other languages are also spoken in Egypt, including Nobiin (spoken by the Nubian people) and Bedawi (spoken by the Bedouin people).

Siwa, **whose** [ ] population is around 30,000, is one of the most isolated places on earth, located in the Western Desert nearly 600km from Alexandria. 'Because of this, Siwa and its inhabitants have been able to keep their unique language and Amazigh traditions, **that** [ ] date back as far as 3000 BCE,' says sociolinguist Valentina Serreli, **who** [ ] wrote her PhD thesis on the language in the oasis.

In 2008 the UN estimated that 15,000 people in the oasis, which is around half the population, speak Siwi. But Valentina Serreli estimates that the real figure is around 20,000. UNESCO considers the language definitely endangered because the children **who** [ ] live there no longer learn the language as their mother tongue in their home.

Some people think that the language should be taught formally so that it doesn't disappear. A local organisation called 'Children of Siwa' works hard to preserve the Siwas' heritage.

1 **Read the text and answer the questions.**

1. Why has Siwi been classified as an 'endangered' language?
2. Why does Diab think that it will survive?
3. Why, according to the text, has Siwi survived?
4. What do some people think should happen to protect the language?

2 **Find the relative pronouns in the text. Which introduce defining clauses and which introduce non-defining clauses? Is the relative pronoun the subject or object of the verb in the relative clause? Write S or O in the boxes.**

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE XX

Relative clauses

We use relative clauses to give more information.

- Put the relative clause immediately after the noun, e.g. *Valentina Serreli, who is a sociolinguist …*
- Use a relative pronoun (*which* / *that*, *who*, *where*, *whose*) to introduce the relative clause, which acts as the subject or object of the verbs in the relative clause.
  *The children **who** can be heard there talk in Siwi.* (*who* = object)
  *The children **who** live there speak Siwi.* (*who* = subject)
- Relative clauses can be **non-defining**, giving further information which is not needed, or **defining**, which give essential information to explain who or what you are talking about.
- Don't use a comma in defining relative clauses.

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3 **Complete the fact sheet with the correct relative pronouns.**

Fact File

Interesting facts about world languages

1 Brazil, *which* ..... is the world's largest Portuguese-speaking nation, has more than 160 languages and dialects.

2 In Spain most people ..... speak Catalan at home, also speak Spanish.

3 In Ireland, ... most people now speak English, the official language Irish Gaelic is dying.

4 The Netherlands, ... population is around 17,000,000, has more than 16,000,000 English speakers - over 90% of the population.

4 **Research four more facts about world languages and dialects to add to the fact sheet. Use relative pronouns where appropriate. Share your ideas with the rest of the class.**

Writing

5 **Discuss the following in groups.**

1 Do you think minority dialects should be taught in schools? Why? Make a note of the different opinions in your group.

2 Read these ideas and divide them into two groups: a) For and b) Against.

It helps preserve the culture.

Learning too many languages is confusing.

Languages help you value your heritage.

When a language dies, so does the link to the cultural or historical past.

Learning another language takes time away from other important subjects like Maths.

It protects the language from disappearing.

Studying languages improves thinking and memory skills.

Learning a minority language slows down your progress in other main languages.

6 **Write an opinion essay on the topic, using your ideas from Exercise 5. Write about 200 words.**

Listening

7 **Discuss the questions in pairs.**

1 What does multiculturalism mean?

2 Can you think of examples of multiculturalism in your society?

3 What do you know about these cultures? Think about food, language, films, traditions and festivals.

Armenian Bedouin Berber French Greek Italian Nubian

2.33 **8** **Listen to this Australian teenager talking about the National Multicultural Festival held in Canberra. Answer the questions.**

1 When does it take place?

2 What is the purpose of the Festival?

3 Why do people like it?

4 What does the speaker like in particular about it?

9 **Plan a Cultural Festival to hold in your town. Write a timetable of events and activities in your notebook. Present your ideas to the rest of the class.**

Video

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Before you start

Discuss the questions in pairs.

- What do you know about the history of your family and where they came from?
- Where were your family born?

Vocabulary

1 **Look at the tips for people who have moved to live in another country. Complete the gaps with the following words.**

ancestors embrace identity pride ~~roots~~

2 **Work in groups. Which of the ideas do you think are most important? Can you think of other ways to keep in touch with your cultural roots?**

5 ways to stay connected with your cultural roots

- **Speak it** – try to learn some of the language.
- **Eat it** – you can learn a lot about the culture through its food. Cook it and share it with others.
- **Learn it** – Read about your heritage. Knowing about your family's 1 *roots* ..... helps build a sense of 2 ....., and bring you closer to older relatives.
- 3 ..... your culture – take 4 ..... in your family identity. That's the beauty of life; we are all different.
- **See it** – Travel to where your 5 ..... come from.

2.34 **3** **Listen to these two teenagers, whose families have moved away from the places where they were born. Where did their families come from and what cultures do they belong to? Where do they live now?**

Speaker 1 .....

Speaker 2 .....

2.35 **4** **Listen again. Which of the ways of keeping in touch with their culture from Exercise 1 do they mention?**

	Fatma	Aderfi
Speak it		✓
Eat it		
Learn it		
Embrace it		
See it		

Speaking

5 **Discuss the questions in pairs.**

- What aspects of your culture are you most proud of?
- What are your favourite traditions?
- What are your favourite meals?
- In what ways do you try to stay connected to your roots?

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Before you start

Discuss the questions in pairs.

- How would you describe Egyptian culture to someone from a different country?
- What aspects of international culture can you find in your society? (e.g. tourism, films, books, music, restaurants)
- What cultural influences do you share with your classmates? Discuss the similarities and differences.

Reading

1 Work in pairs. What do you know about Chinese and Irish culture?

What languages are spoken in these countries?

Do you know any famous books or films from these countries?

2 Read the post quickly and underline any information you can find about these cultures.

3 How have these cultural influences shaped the writer's life?

Class forum

Please leave your comment

My father is Irish and my mother is Chinese, **so** I am fortunate to have two cultures to explore. The best thing about being part of a multicultural family is that we tend to be open-minded about new cultural experiences. My parents have shaped me into the person I am today, and the cultures they have shared with me have a big impact on how I see the world and what I am passionate about.

My mum says that I am definitely my father's daughter **because** we both love soup and rock music, which are popular in Ireland, and we share the same Irish sense of humour. I've never been to Ireland, but I've read a lot about it. One of my favourite authors is Roddy Doyle, an Irish writer, who makes me laugh. **Through** his books, I've learned about the typical Irish sense of humour.

It's thanks to my mum **that** I am lucky to have grown up using chopsticks and eating rice. I am familiar with the traditions of the Chinese culture, **not only because** my mum celebrates them, **but** because my parents introduced them to me at an early age. I have also started to learn Cantonese **due to** my mum, who is from Hong Kong.

What are your main cultural influences?

Language

4 Read the text again and study the phrases in bold which introduce reasons for a situation.

Which of them a) give the reason first or b) give the situation first?

Which are followed by a noun, and which are followed by a clause?

5 Complete the sentences with the correct words. Use the bold phrases in the text to help you. In some cases, there may be more than one possible answer.

1 It's *thanks* ..... to your help that I got full marks in my Maths test.

2 ..... hard work, he's reached the top of his profession.

3 My parents spoke to me in English from the day I was born, ... I am lucky to be fluent now.

4 I am interested in Greek culture, not only ..... my grandmother came from Greece, but also because it is a fascinating country.

5 I found it difficult to make friends in the US ..... to the culture gap.

6 He is very open-minded ..... he comes from a multicultural family.

Speaking

6 Discuss the questions in pairs or groups. Use the following words and phrases.

thanks to …
I am lucky to …
I am fortunate to …
due to …
because (of) …

- What are the most important cultural influences in your own life?
- How have they shaped your personality and your likes / dislikes?

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UNIT 12 Lesson 1

Myths and fables

Before you start

- Read the definitions of myths, legends and fables.
- Make a note of the similarities and differences.
- Can you think of examples of a myth, legend and a fable from your country?

OBJECTIVES

Reading Read a myth and a fable; Understand a legend
Writing Write your own myth
Listening Listen to guests on a radio show discussing the relevance of myths in modern day society
Speaking Debate about the relevance of myths; Re-tell a story
Language Review narrative tenses; *so*, *such*, *enough* and *too*
Life skills Learn from the past and understand our origins

Myths are stories that were made up by people who wanted to explain how our world works, such as how natural events occurred. They are a bit like our ancient ancestor's version of science. These myths are generally passed on from one generation to the next. The word myth actually comes from the Greek 'mythos' meaning 'word of mouth'. Myths were shared among different groups of people throughout the world, and some became a big part of their community.

Legends are also stories that people made up. However, legends are usually about real-life people and what they did. Generally, although the person really did exist, the events never happened like they did in the story. The facts are exaggerated to make the story more interesting and exciting.

Fables are also stories that are passed down from one generation to the next. However, their overall purpose is to teach a lesson or 'moral'. They are often about animals, plants or forces of nature.

1 **Match the words in the box with the definitions.**

cheer **chop** **fed up** **flood** **look back** **steady** ~~**stretch out**~~ **tear**

1 extending your arms and legs *stretch out*
2 give a shout of encouragement .....
3 look at something behind you .....
4 keeping the same regular pace .....
5 annoyed or bored .....
6 cut into pieces .....
7 cover land with a large amount of water .....
8 drop of liquid which comes from the eye when you are sad .....

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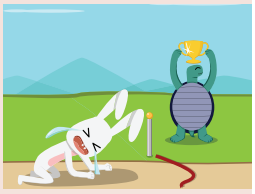
Reading

2 **Read the stories quickly. Are they a legend, fable or a myth? Justify your answer.**

The hare and the tortoise



All the animals were fed up with Hare boasting about how fast he could run. One day, Slow and Steady the tortoise challenged him to a race. It was a hot day. All the animals had gathered to watch. Hare ran along the road for a while, then paused and looked round. He was getting bored. He looked back at Slow and Steady and shouted, 'You'll never win this race when you are walking at your slow pace.'

Hare stretched out in the sun to have a little sleep thinking, 'There is plenty of time to relax'. While Hare was sleeping, Slow and Steady kept walking. He never stopped until he came to the finish line. The animals cheered loudly for the tortoise. Hare woke up and saw the tortoise crossing the finishing line.

Isis and Osiris

Osiris was the king of Egypt. He had a wife called Isis and a son called Horus. Osiris's brother, Seth, was very jealous, and wanted to be king himself. In a fit of anger he killed his brother Osiris, chopped him into little pieces and threw him into the River Nile. Isis managed to find the pieces and she brought them to her good friend Anubis, who was very clever. He managed to put the pieces back together again, but he did not have the power to bring him back to life. When Osiris' grandfather Ra found out what happened, he was furious. He gave Osiris a new job. He made Osiris the god of the dead. Finally, Isiris's son Horus defeated Seth and became the ruler of Egypt. Isis was grateful, but she was very sad that she would never see her beloved husband again. From then on, Isis travels to the banks of the River Nile every year, and remembers her husband, crying tears into the Nile. This is why the River Nile rises each year, and sometimes floods.

3 **Read the stories again and answer the questions.**

1. Why did Seth kill his brother?
2. How did Anubis help Osiris?
3. Why does the River Nile flood every year?
4. Why were the animals annoyed with Hare?
5. Why did Hare stop in the middle of the race?
6. Why was the end of the race surprising?

Speaking

4 **Discuss in groups.**

1. What natural event does the story of Isis and Osiris explain? What can people learn about the culture of Egypt by reading the myth of Isis and Osiris?
2. How does the story of The Hare and the tortoise teach us the lessons below? Think where you can apply these lessons to your daily life.
   - **a** You can be more successful by doing things slowly and steadily than acting quickly and carelessly.
   - **b** Through hard work, perseverance and a little motivation, anything is possible.
   - **c** Don't be too proud. Respect other people.

FOCUS ON LANGUAGE

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Narrative tenses

We use narrative tenses to tell a story.

- Use the **past simple** to relate events that started and finished in the past.
  Seth killed his brother Osiris.
- Use the **past perfect** (*had* + past participle) to relate things that happened before another action in the past.
  All the animals had gathered to watch.
- Use the **past continuous** for background information.
  The sun was shining.
- Use the **past continuous with the past simple** to show that a shorter action happened during a longer one.
  While Hare was sleeping, Slow and Steady kept on walking.

We also use the present tense to talk about the past when we are telling a story. This gives the impression that the action is happening right now and creates a dramatic effect.
Isis travels to the banks of the River Nile every year and remembers her husband.

Writing

5 **Think about a simple story you were told when you were a child. Write a summary of the story in your notebook using a variety of tenses. Write about 100 words.**

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12 Lesson 2

Before you start

Discuss the questions in pairs.

- Have you heard of the legend of King Arthur? What do you know?
- Have you seen the film *The Sword in the Stone*?

Vocabulary

1 **Check the meanings of these adjectives in a dictionary.**

brave **generous** **honourable** **humble** **polite**

Legend of King Arthur

King Arthur is a legendary king in ancient Britain. The story of King Arthur is based partly on myth and partly on fact. Many people think King Arthur did exist and there are many ideas about who he was, but there isn't enough evidence to prove if any of them are correct.

In ancient times, stories about King Arthur were told aloud. Later, in the Middle Ages, authors began to write the stories down. The first story was written by Geoffrey of Monmouth in the 12th century book *History of the Kings of Britain*. The stories about King Arthur usually centre around a few main characters: King Arthur, Queen Guinevere, and the Knights of the Round Table who helped King Arthur fight for good causes and protect the weak. Knights were fighters in Europe during the Middle Ages. They rode horses and carried swords, and wore heavy armour. Knights also followed a code of behaviour called chivalry. This asked knights to be brave, humble, honourable, generous and polite, especially to women. One of the greatest knights was Sir Lancelot, who was such a brave knight that he defeated many monsters and dragons.

According to one story, a wise old man called Merlin put a sword in a stone, and said that whoever pulled the sword out would be the king of England. Arthur pulled the sword out and that's how he became king. He was only fifteen years old and many people said he was too young to be king, so they refused to obey him.

A French poet called Chretien de Troyes wrote five stories about King Arthur in the 1100s. He introduced the 'Holy Grail' into the legend, which was a cup that was so powerful that it could bring eternal youth and happiness. In the 1400s, an English writer, Sir Thomas Malory, wrote *The Death of Arthur*, which became famous, and in the 1900s, another English writer, T. H. White, wrote four novels based on Malory's books. There were also two very well-known films made about King Arthur in the 1960s; a musical called *Camelot*, and *The Sword in the Stone*, a Walt Disney film.

2 **Read the information about the Legend of King Arthur. Answer *true* (T) or *false* (F).**

1 Some people have found proof that King Arthur did exist. F
2 In the beginning, stories about King Arthur were passed on verbally. ☐
3 Although the many stories were different, the characters were usually the same. ☐
4 Knights had to follow certain rules about how to behave. ☐
5 The authors who wrote about King Arthur all came from England. ☐

3 **Read the information again and make notes in your notebook explaining in your own words what or who the following are.**

1 Geoffrey of Monmouth
2 Knights of the Round Table
3 The sword in the stone
4 The Holy Grail
5 Sir Lancelot
6 Chretien de Troyes

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FOCUS ON LANGUAGE

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So, such, enough* and *too

We often use *so* and *such* with *that* and a clause to express cause and effect.
*It was **so** powerful **that** it could bring eternal youth and happiness.*
*He was **such a** good knight **that** he defeated many dragons and other enemies.*

We use *(not) too* + adjective + *to* + verb infinitive to say the amount of something is more than we want or need.
*He was **too** young **to** be king.*

We use noun/adjective + *enough* + *to* + verb infinitive to say that something is or isn't the right degree or amount.
*There isn't **enough** evidence **to** prove if he did exist.*
*He's brave **enough to** kill the dragon..*

4 Match the sentence halves.

1 It's such a strong horse	**a** to be her father.
2 The sword is so heavy	**b** that it can carry two men.
3 She isn't brave enough	**c** to admit that he's wrong.
4 The team's too weak	**d** to take the risk.
5 He isn't too proud	**e** to win the match.
6 He's old enough	**f** that you can hardly lift it.

Speaking

5 Discuss the questions in groups.

1 What modern heroes do you know from books, TV, video games or films? Do any show some or all of the virtues of chivalry?

2 Read the quotation below. What do you think it means? Do you agree/disagree?

A person who lives by the code of chivalry in today's world allows everyone to see their best qualities reflected in his or her shining armour.

Writing

6 Write about one of your favourite characters from a book or film in your notebook, or one of the characters you discussed in Exercise 5. Write about 200 words.

Does the character demonstrate any of the qualities of a knight or do they do anything which breaks the code of chivalry?

Use the following adjectives:

brave generous humble honourable polite

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Before you start

Discuss the questions in pairs.

- Do you think mythology is interesting or relevant today? Why/Why not?
- What do you think we can learn from myths?

Vocabulary

1 Circle the correct words to complete the facts about myths and legends.

a Myths often have fantastic unreal ***creatures/wild animals*** in them.
b Myths and legends tell stories with ***modern/universal*** themes.
c They help us understand the ***perspectives/humour*** of people from the past.
d They are ***entertaining/boring*** with wonderful plots and characters.
e They ***don't relate to/reflect*** the culture of the country in which they were written.

Listening

2.43 **2 Listen to the radio show. Check your answers to Exercise 1.**

2.44 **3 Listen again. Answer *true* (T) or *false* (F). Correct the false sentences in your notebook.**

1 The author, Scott, thinks that myths and legends are out-dated and old-fashioned. F
The author, Scott, doesn't think that myths and legends are out-dated and old-fashioned.
2 Their only purpose is to educate people. ☐
3 They also teach us about other cultures. ☐
4 Japanese myths are always about islands. ☐

Speaking

4 In groups, read the following statement. Brainstorm ideas for and against the statement.

Myths have no relevance in today's modern society.

5 Decide if you agree or disagree with the statement. Make notes to support your opinion. Join with another group which has the opposite point of view. Have a debate. Use the language in the box to help you. Can you add some more phrases?

Useful phrases for discussion and debating

As we see it, …
In our opinion …
We don't quite agree with that.
That's one way of looking at it, but …
What do you mean by that?

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Writing

Before you start

Discuss the questions in pairs.

- Which well-known stories do you remember from your childhood?
- Tell a story that you remember to your partner. Does your partner know the story? Is their version the same or different?

1 **Read the story about giraffes quickly. What is the main purpose of the story?**

1 To explain something in the natural world.
2 To teach a lesson about right and wrong.
3 To teach us about a different culture.

2 **Read the story again and answer the questions.**

1 Where is it set?
2 Who are the main characters? What are they like?
3 Is it a sad, tragic or funny story?
4 What aspects of the story are 'unrealistic'?
5 Who do you think the story is written for?

Speaking

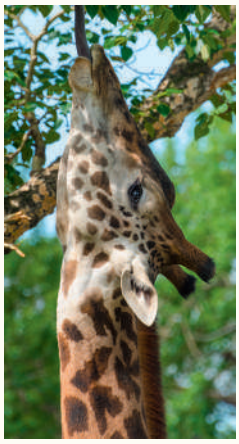
3 **In pairs, take turns to re-tell the story to your partner.**

Writing

4 **In groups brainstorm ideas for your own myth or fable. Discuss the following questions, then present your ideas to the class.**

1 Is your story going to explain something in the natural world or teach a lesson?
2 What ideas can you include? Your myth can be funny, imaginary or unreal.
3 What will your characters be like? Do they have special talents?
4 Will it include any monsters or animals?
5 Where is it set?
6 Think of an ending, which explains why the story is related to the present day.

Why do giraffes have long necks?



A very long time ago, in Africa, there was a family of giraffes with very short necks. One hot summer day, the giraffe family were having a picnic. Ben, the youngest giraffe, was playing with his two cousins, Sophie and Archie. They were playing with a ball and bouncing it on their heads. When they stopped for a break, a naughty cousin, Frankie, decided to play a trick on them. He threw the ball up into a very high tree.

'Ha ha... you can't play ball any more,' he laughed. Ben, Sophie and Archie weren't happy, but Ben had a plan. He told Sophie to get on his shoulders, and then Archie climbed on top of Sophie's shoulders, like a ladder. Ben walked beneath the tree where the ball was stuck and Archie reached up to get the ball. However, Ben lost his balance and he and Sophie fell to the ground, leaving Archie hanging from the tree. He had knocked the ball out of the tree, but his neck was stuck between two branches.

All the giraffes gathered round the tree and started pulling his feet. While they were pulling, something strange was happening; his neck started to stretch like an elastic band. Finally, Archie's head became free from the branches, and by now his feet were touching the ground. He looked very funny with his long neck, but it was very useful as he could eat leaves off the tops of trees and he could see a long way away, and warn everyone if there were any dangerous animals approaching. The other giraffes were quite jealous, so they took turns to climb into the tree and got the other giraffes to pull on their legs to stretch their necks too. That is why giraffes have long necks.

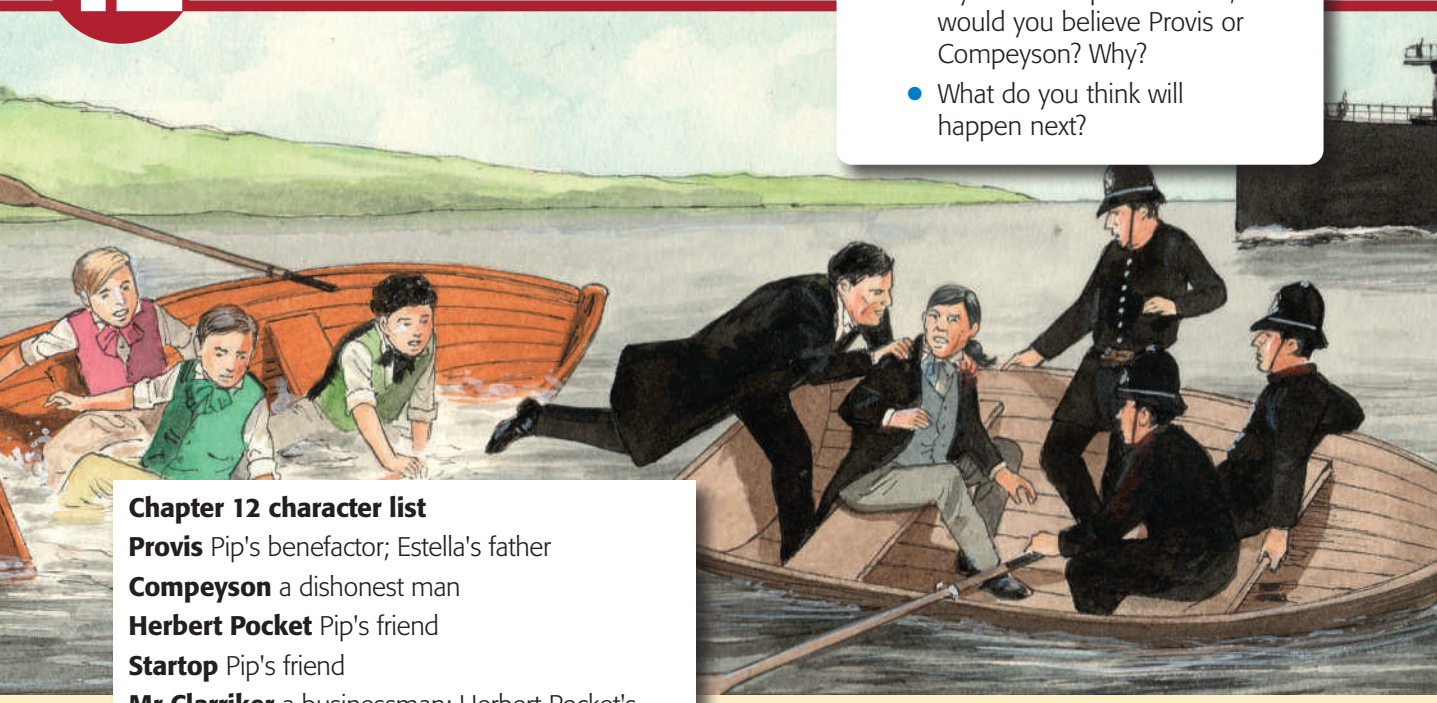
Tips for writing myths and fables

- Use simple direct language.
- Use the past simple, past continuous and past perfect tenses.
- Avoid long sentences and personal opinions.
- Use these expressions:
  Once upon a time …
  Long, long ago …
  Far away in …
- Edit your myth (correct spelling and grammar mistakes).
- Include some literary devices such as similes and metaphors to make your story more interesting.

12 Lesson 5

Before you read

- If you were a police officer, would you believe Provis or Compeyson? Why?
- What do you think will happen next?



Chapter 12 character list

Provis Pip's benefactor; Estella's father

Compeyson a dishonest man

Herbert Pocket Pip's friend

Startop Pip's friend

Mr Clarriker a businessman; Herbert Pocket's employer

Joe Pip's friend, the blacksmith who was married to Pip's sister

Miss Havisham a rich, elderly lady

Matthew Pocket Pip's teacher in London, Herbert's father

Orlick worked at the blacksmith, attacked Pip's sister

Uncle Pumblechook Pip's uncle

Biddy Pip's childhood friend

Estella Molly and Provis' daughter, adopted by Miss Havisham

Chapter 12

Provis suddenly jumped up and leapt into the police officer's boat. He grabbed Compeyson and pulled him to his feet. The crew of the steamer could not stop the ship and it passed close by us moments later. A large wave swept over us. There were shouts as our boat filled up with water, and then began to sink.

I was **struggling** to swim, and was pulled out of the river by the police officers. Herbert and Startop had already been rescued, but Provis and Compeyson were missing. Then we saw a dark shape in the water. It was Provis! He had been hit on the head by the steamer as it passed by. We pulled him into the boat, too, and I sat with him. Compeyson did not come back up. Provis had struggled with him under the water and pushed him away. He did not see what happened to him after that.

Provis lay in the bottom of the boat and I held his hand. He had been so kind to me! I looked at him now, and felt only pity. He had left Australia to return to England for me, and now he might have to **pay with his life**.

'You can become a gentleman without me, my boy,' Provis said, weakly.

'I will not leave you,' I replied.

Provis was taken to the prison hospital, where I visited him every day. I could not leave him now, but my debts were growing. Herbert had a new job in Egypt, and Mr Clarriker had asked if I would also like to work for him there. He had agreed to give me some time to **consider** his offer.

When Provis appeared in court, he was **found guilty**. To my horror, he and

thirty-two other criminals were all given life sentences at once. Some were crying, but Provis was calm. He knew that this might happen.

I visited Provis in the prison hospital for one last time. He was very weak.

'Provis,' I said, 'Your daughter is still alive! She is very beautiful, and I love her!'

Provis looked at me affectionately. Then his hold on my hand became weaker, and he died.

I was very tired, and worried about my debts. Soon I became very ill, and I did not know what day or what time it was. The illness gave me strange dreams. I heard voices talking to me and frightening memories of the fire at Miss Havisham's house came back to me. One morning, however, I opened my eyes and saw Joe. He had been looking after me, like a child, for weeks. He was so kind!

When I was feeling better, Joe had some news for me. Miss Havisham had recently died, leaving most of her money to Estella. She had also left some money to Mr Matthew Pocket, because I had told her she should help him. I was very pleased to hear that I had been able to help him.

I also found out that Orlick was in prison! With some other men, he had **broken into** Uncle Pumblechook's house and tried to rob him, but Uncle Pumblechook had recognised him.

Joe continued to look after me and I became stronger and healthier each day. One morning, I was surprised to find that Joe had gone, but he had left a letter for me. It said that he had paid all my debts, so now I would not go to prison. The letter was signed: 'Your best friend always, Joe.'

I knew then that I must go back to the blacksmith's very soon to thank him. I also felt that I must see Biddy. I wanted to tell her how sorry I was that I had hurt her in the past and I hoped now that she might marry me.

It was a beautiful summer day when I returned to the blacksmith's. Nobody was in the house when I arrived, but after a few minutes, I saw Joe and Biddy together in the street. They were delighted to see me, and Biddy began to cry.

'It's my wedding day, Pip!' Biddy said, happily. 'Joe and I have just got married!'

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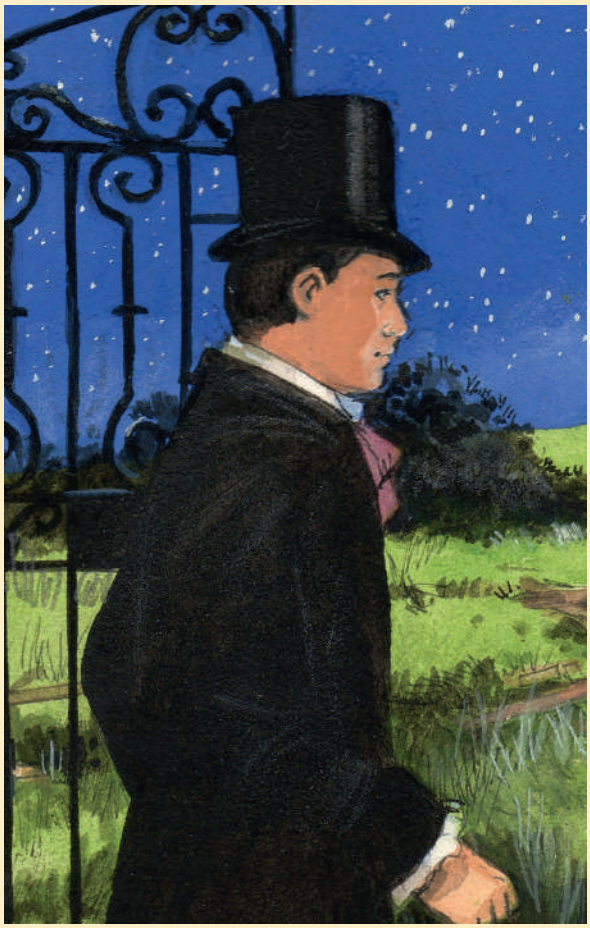
They welcomed me back to the blacksmith's, and although the news surprised me, I was glad that I had never told Joe that I hoped to marry Biddy.

'You have the best husband in the world, Biddy!' I said. 'And Joe, you have the best wife!'

I asked them to forgive me. They both told me they would, but they also said there was nothing to forgive.

It was time for me to leave. Within a few weeks I had sold everything I had in London. Then I travelled to Egypt, to work for Mr Clarriker. After some years there, Herbert and I both became managers in Mr Clarriker's business.

Eleven years passed before I saw Joe and Biddy again. They were very happy at the blacksmith's and had two children, a little boy and a little girl. Joe told me that his son was called Pip, after me. He and Biddy welcomed me warmly, and it felt as though I had never been away.



'What kind people they are,' I said to myself. 'I am so lucky to know such good people.'

That night, I went to the place where Miss Havisham's house used to be. It was no longer there; instead, I found a large, untidy garden.

As I walked in this strange place with the stars shining brightly above me, I thought of Estella. She had been very unhappy with Bentley Drummle. He had been cruel to her, and so she felt she had no choice but to leave him. Several years ago Drummle had died in an accident with a horse, and I did not know if Estella had married again.

And then I saw her. Estella was no longer beautiful. She was older, of course, but she looked tired, and her eyes were sad. But she still **fascinated** me.

I called to her, and we sat down to talk.

'I have not been here for many, many years,' Estella said. 'But I have returned tonight to say goodbye to this land. I have sold it now.'

Then she said quietly, 'I have often thought of you, Pip.'

'You have always **had a place in my heart**,' I replied.

'I have been hurt, just as much as I hurt you,' she said, 'and now I understand how you felt. Please tell me that we are friends, Pip.'

'We are friends!' I said at once.

'And we will continue to be friends, even when we are **apart**,' she added.

As we left the untidy garden, I felt sure, however, that we would never be apart again.

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Before you start

Go back and skim the chapter. Discuss the questions in pairs.

1 What happens to Compeyson in this chapter?
2 How would you describe the relationship between Pip and Estella at the end of the book? What do you think might happen?

VOCABULARY

1 Complete the sentences with the correct form of the words from the box.

apart break into consider fascinate struggle

1 The sea was rough and they ..... to get him back into the boat.
2 He went to prison because he had ..... someone's house and taken some jewellery.
3 She ..... his offer of marriage very seriously, but in the end she said no.
4 Egypt is a country which has always ..... me.
5 They spent a lot of time ..... as they were working in different countries.

2 Rearrange the words in brackets to complete the sentences in your notebook.

1 She said he had always (*her / had / in / heart / place / a*) and that's why she wanted to be with him forever.
2 Many soldiers who fought for our freedom (*lives / with / paid / their*).
3 Everyone was shocked when the judge (*guilty / the woman / found*) of the crime.

Reading

3 Complete the chapter summary with the correct names of the characters.

Pip and Provis tried to escape, but **1** ..... fell in the water when a wave made the boat sink. **2** ..... was hit on the head by the steamer. **3** ..... died in the prison hospital, but before he died, **4** ..... told him that his daughter was still alive. Pip became ill, and **5** ..... looked after him until he was better. Miss Havisham died and left most of her money to **6** .....**. 7** ..... and Joe got married. Pip went to Egypt to work with **8** ..... for Mr Clarriker. He didn't see Joe and Biddy for 11 years. When he saw them again, they had two children. Pip meets **9** ..... who is no longer married. **10** ..... had died in an accident. **11** ..... has changed a lot and is now much kinder towards Pip.

4 Are the sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 The police officers rescued Provis and Compeyson from the river. ☐
2 Provis was still alive when they pulled him out of the water. ☐
3 Pip was offered a job abroad. ☐
4 Provis died in the prison hospital. ☐
5 Joe was very confused while he was ill. ☐
6 Pip went to Joe and Biddy's wedding. ☐
7 Estella had been happily married to Drummle before he died. ☐
8 Pip meets Estella in Miss Havisham's old house. ☐

Speaking

5 Work in pairs and discuss the questions.

1 What were Pip's 'expectations' or ambitions at the beginning of the novel?
2 What does he do to try and achieve his ambitions?
3 Does he achieve any of his goals?
4 What does he learn?

Writing

6 Study the following essay title. Do you agree or disagree with the statement? Compare your views with a partner. Plan and write a response to the essay title.

In view of Pip's hopes and expectations at the beginning of the novel, Pip seems to end the novel as a failure. Discuss.

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Kaixo Helo Aloha Allillachu Demat Salamu rasmi Osiyo

Before you start

Look at these different words for 'Hello'. Can you guess what languages they are?

Match them with the following languages.

Basque Hawaain Quechua
Breton Welsh Cherokee Swahili

Reading

1 Read the article about saving the Welsh language and answer the questions.

1 Why was the Welsh language dying out?
2 What has helped to increase the number of Welsh speakers?

2 Read the article again and answer *true* (T), *false* (F) or *not mentioned* (NM). Correct the false statements in your notebook.

1 A generation ago, Welsh was the dominant language in Wales. F
Welsh was not the dominant language in Wales.
2 Tony Evans was raised by bilingual parents. ☐
3 These days most people speak Welsh at home. ☐
4 All TV programs are in Welsh. ☐
5 Many people in Wales come from multicultural families. ☐
6 There is more interest in Welsh culture now. ☐

Speaking

3 Discuss in pairs

- Why is it important to save dying languages?
- What ways can you think of to 'preserve' a dying a language? Think about the following:

language classes using social media
road signs radio and TV school

Writing

4 Research one of the languages in Exercise 1.

- How many people speak the language?
- What are people doing to save the language?
- Is the number of people speaking the language increasing or decreasing?

Welsh saved from extinction

Just a generation ago, the Welsh language was on the point of dying out completely, joining the hundreds of other languages which are no longer spoken. Growing up in West Wales in the 1950s and 1960s, Tony Evans was very aware that his native language was not relevant. 'Although I was born and grew up in a Welsh-speaking area, at school we were taught mostly in English; everything around us was in English. It was being predicted that there would be no Welsh speakers by the end of the century.'

Thanks to politicians and public action groups like the Welsh Language Society, Welsh is widely spoken in Wales today, and has even become 'cool'. There are many children who have been raised to speak Welsh as their first language, and only speak English outside the home. The number of speakers has risen from 726,000 in 2008 to 874,700. The vast majority are bilingual. The government in Wales has set a goal of one million Welsh speakers by 2050, out of a population of around 3.5 million. Road signs are in Welsh and English, and there are Welsh-language TV channels.

There certainly seems to have been a cultural change in the country; young people today have pride in being Welsh. People are embracing Welsh culture, streaming pop bands such as Alffa and singers like Gwenno. TV dramas such as Hinterland, which were originally produced for Welsh speakers, have become popular with wider audiences through streaming services like Netflix. The well-known Welsh comedian Kiri Pritchard-McClean was born in Wales in 1986, but is only now learning the language. 'I love the country, I love the countryside, I love the history. But I can't speak the language … I feel like I am missing part of my own identity by not speaking it.' She is just one of many Welsh people who are taking pride in their culture and choosing to celebrate what makes them different.

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Before you start

Discuss the questions in pairs.

1 Do you prefer to read realistic stories that could have happened to real people and take place in real places, or unreal ones which take place in an imaginary world?

2 Can you think of examples you have read of each type of story? What did you like / dislike about them?

Listening

2.48 **1 Listen to two students talking about what they like to read. Which student prefers real stories and which students prefers unreal imaginary stories?**

Speaker 1 prefers .....

Speaker 2 prefers .....

2.49 **2 Listen again and complete the sentences.**

1 I love unreal stories, which .....

2 My favourite is the one about Prometheus, who .....

3 I like to be immersed in worlds that .....

4 I like stories which take place in a world where .....

5 You can understand better the situations and problems that .....

Speaking

3 Work in pairs. Discuss the questions.

Which of the speaker do you agree with?

Can you recommend a book which you think each of the speakers would like?

Writing

4 Complete the sentences so they are true for you.

1 I like ..... stories which .....

2 My favourite story is the one about ....., who .....

3 I like to be immersed in worlds that .....

4 I like stories which take place in a world where .....

5 I don't like stories whose main characters .....

6 I like plots which .....

5 Ask and answer with a partner, using the sentences from Exercise 4.

What kind of stories do you like?

I like stories which are imaginary and funny.

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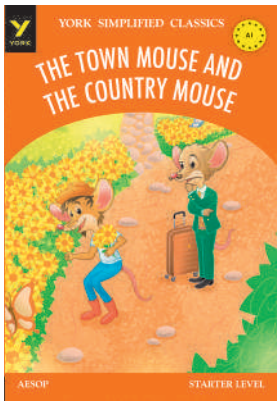
Before you start



Discuss the questions in pairs.

- Do you live in the town or the country?
- What are the differences between life in the country and life in the city?

1 **Look at the book cover. What can you guess about the story from the illustration and the title?**

2 **Read this popular Aesop fable quickly and choose the best moral.**

A Dreams can come true if you work hard.

B It's better to live a simple life and feel safe than live in luxury and feel afraid.

C It's healthier to live in the country because the air is clean and the food is good for you.

3 **Read the fable again and complete the gaps with the correct words.**

enough so such too

Town mouse and country mouse

Once upon a time there were two mice who were cousins. One mouse lived in a small simple house in the country. The other mouse lived in a large grand house in the city. One day the city mouse went to visit his cousin in the country. The country mouse was very happy to see the city mouse. He invited him to lunch. He served a simple meal of fresh peas and corn. As they were eating the city mouse became less cheerful. Suddenly he said,

"Dear cousin, don't you get fed up with such simple food?"

"I'm sorry, cousin but this is what we eat most of the time in the country".

They city mouse invited the country mouse to the city.

"We have ..... wonderful food in the city that I'm sure you won't want to return to the country."

So the city mouse and the country mouse set off to the city. They arrived that evening. The country mouse saw that his cousin lived in a very grand house.

"Quiet please', the city mouse said as they entered the house through a tiny hole in the wall. 'We don't want anyone to hear us."

He took his cousin into the dining room and climbed up on to a huge table, where there were the remains of a delicious meal.

"This is how we eat every day in the city" said the city mouse. There was ..... food to feed a hundred mice; grapes, chocolate cake, cheese and special bread.

I've never eaten such fine food. I'm ..... full to eat another thing. " said the country mouse.

Then both mice suddenly heard a noise. An angry looking cat appeared in the dining room. The two mice ran for their lives and escaped just in time.

The country mouse was ..... frightened that he couldn't speak. He had never been in such danger before. He thought about his simple house in the country and realised how much better he would like it there. So he left the big house and went back to the country where he felt safe and happy.

Listening

2.50 **4** **Listen to another version of the fable and make a note of the similarities and differences in your notebook.**

Speaking

5 **Discuss the questions.**

- Which version of the fable did you like most? Why?
- Which do you think is most suitable for young children? Why?
- In pairs, take turns to re-tell the story.

Writing

6 **Rewrite the story, changing the details, so that the moral remains the same. You could use different animals for example. How would the details of the story need to change?**

Before you start

Look at the picture of the Gardens of Babylon. Discuss in pairs.

- Who do you think might have built them? Why?
- What do you think might have destroyed them?

Speaking

1 **Work in groups and brainstorm ideas to complete the first two columns of the table.**

Hanging Gardens of Babylon			
What I know	What I want to know	What I learned	What I still want to know

Myths about the Hanging Gardens of Babylon

The Hanging Gardens of Babylon are thought to have been built in the ancient city of Babylon. Even though there is no proof that they actually existed, they are considered to be one of the Seven Wonders of the World.

Why do we think they might have existed?

Several ancient Roman and Greek writers wrote about the gardens. They wrote about why there were built, how they were built, and the size of the gardens. They even described how the gardens were watered. One Greek historian named Diodorus Siculus described the gardens as being 400 feet wide and 400 feet long. He said that the walls were more than 80 feet high. If this was the case the water must have been transported to the top of the gardens by some kind of irrigation system (a system to supply the land with water so plants will grow).

There were lots of different views on why the gardens were built and who they were built for. The most popular idea was that the gardens were built by King Nebuchadnezzar II to make his wife happy.

If they did exist, what happened to the gardens?

Some historians think they might have been ruined by war. Others believe that they could have been destroyed by earthquakes.

Although we might never know the truth about the Hanging Gardens we can certainly say that if they did exist, they must have been the most beautiful man-made gardens ever created.

2 **Read the fact sheet and complete the third column of the table in Exercise 1.**

3 **Ask and answer the questions in pairs.**

1 Why do we think they might have existed?
2 Where do most people believe the Gardens were?
3 Who might have built the gardens?
4 How could they have watered the plants?
5 What might have destroyed the gardens?

The gardens might have been part of a temple.

The gardens must have been close enough to a river to get water for the plants.

4 **Discuss your own ideas about the Gardens of Babylon.**

5 **Complete the fourth column of the table in Exercise 1.**

R4 Great Expectations: Chapters 10–12

Before you start

How much do you remember? Do the quick quiz.

1 Who is Pip's tutor in London?
2 Who was the pale young gentleman Pip meets at Miss Havisham's house?
3 Who was responsible for the attack on Mrs Joe?
4 Where does Pip first meet Magwitch?
5 What happens to Drummle after he marries Estella?
6 Which country did Magwitch go and live in?
7 Who was Molly?
8 What happens to Compeyson at the end of the book?

Vocabulary

1 Complete the sentences with the correct form of the words from the box.

boat coincidence confirm criminal find guilty murder related tie up

1 Before Molly worked for Mr Jaggers, she had been a homeless .....
2 It was a ..... that Mr Jaggers was the lawyer of both Miss Havisham and Provis.
3 It turned out that Provis was ..... to Estella. He was her father.
4 People thought that Molly had ..... her daughter.
5 Orlick nearly killed Pip when he tricked him into going to a house on the marshes, and ..... him .....
6 Pip tried to help Provis escape on a ..... which was going to Hamburg.
7 Miss Havisham ..... that Molly was Estella's mother.
8 Orlick was ..... of breaking into Uncle Pumblechook's house.

Reading

2 Read the sentences and choose the best answers A, B or C.

1 Five of Pip's brothers and sisters .....
A had died when Pip was very young **B** lived with Pip **C** lived in the same village

2 On Christmas morning Pip went back to the graveyard .....
A to visit his parents' graves **B** to take the escaped convict some food **C** to help the escaped convict take off the leg-irons

3 When Joe visited Pip in London he felt .....
A embarrassed **B** very happy **C** angry

4 On the marshes a fight took place between .....
A two escaped convicts **B** Joe and the soldiers **C** the soldiers and the escaped convicts

5 Joe wasn't happy that .....
A Pip didn't have any friends **B** Pip didn't like Mrs Joe **C** Mrs Joe was unkind to Pip

6 Estella made Pip sad because .....
A she wouldn't play with him **B** she wouldn't put the food and drink in his hands **C** Estella was crying

7 Pip thought the large dark-haired man visiting Miss Havisham was .....

A a relative **B** a doctor **C** a neighbour

8 When Pip grew up he wanted .....

A to be an apprentice **B** to improve his position in life **C** to earn a lot of money

9 Joe .....

A was angry about Pip taking an afternoon's holiday **B** didn't mind Pip taking an afternoon off work **C** let Orlick have an afternoon off work as well

3 **Match the characters with the best pair of adjectives. Then give reasons for your choices with examples and quotes from Chapters 1-12.**

1 Estella	**a** friendly and optimistic
2 Joe	**b** loyal and forgiving
3 Herbert Pocket	**c** cruel but honest
4 Pip	**d** caring but unrealistic

4 **Choose two adjectives to describe the following characters, giving your reasons.**

- Biddy .....
- Miss Havisham .....
- Magwitch .....

Speaking

5 **Read the quotes from Chapters 1-12, work in pairs to answer the questions for each quote.**

'… I realise that until now, I have misunderstood everything!'
'It is my fault that Estella is so cruel. Forgive me, Pip!'
'I am going to stop you. You have always spoiled things for me.'
'You can become a gentleman without me, my boy.'
'I have been hurt, just as much as I hurt you … and now I understand how you felt.'

1 Who says this?
2 Which chapter does the quote come from?
3 Who are they speaking to?
4 Explain what the speaker means.
5 What do we learn about the speaker from this?

Writing

6 **Rewrite the final paragraphs of Chapter 12, using Estella as the narrator. Start with the following sentence.**

As I returned to the place where I had lived for so long with Miss Havisham, I thought of Pip.

.....

.....

.....

.....

.....

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UNIT 7

Adjectives and adverbs

Adjectives and adverbs

Use an adjective to describe a noun. An adjective always comes before the noun it describes in a sentence:

*an **inspiring** story* | ***young** women* | *a **good** reason*
*a **male** sport* | *the **average** person* | *a **responsible** job*

Use an adverb to describe an action.

- ***An adverb usually comes after a verb:***
  *Nobody **treats** her **differently** to the other employees.*
- ***An adverb can also come before a verb to emphasize the verb.***
  *I wasn't sure if I could **successfully combine** my job with playing handball.*
- ***Adverbs usually end in –ly, but some adverbs are irregular.***
  *I found a job very **fast**.*
  *Ahmad has always worked **hard**.*
  *Heba can swim **well**.*
  *I won the race **easily**.*

Use an adverb to add information about (modify) an adjective:
*He is **extremely successful** now.*

The Present perfect simple versus the present perfect continuous

Both the present perfect simple (*have/has* + past participle) and the present perfect continuous (*have/has* + *been* + verb *-ing*) are used to talk about actions or situations which started in the past, but are still connected to the present. The actions areare either still happening, they finished a very short time ago or they have a direct effect on the present.

NOTE:
When we use the present perfect simple, we don't say when an action happened, but we can say how long an action that it still happening has happened, for example, since 2018 or for five years.

The present perfect simple

- The focus is on the **result** of an action in the present:
  *I'**ve worked** here for a long time, so I can show you what to do.*
  The action is 'to work' and the present perfect simple is used to focus on the result of 'working' in the present, which is that this person can show someone else how to do something.

The present perfect continuous

- The focus is on the activity itself and this is usually an activity that someone has been doing either all the time or regularly for a specific period of time. You can also use time expressions with since or for to say how long an action has been happening.
  *We'**ve been interviewing** a lot of people about their experiences.*
  *Mohammad **has been doing** some research in that area.*
  *I'**ve been working** on this project since January.*

NOTE:
You can't use the verb *to be* in the present perfect continuous tense. So not: ~~*I've been being.*~~

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UNIT 8 The passive

Use the passive to focus on the action or activity, rather than the people doing the action. If you don't know which person, the only option is to use the passive. Sometimes you want to say who did the action in a sentence and then you use *by* + the person at the end of the sentence.

The present simple passive

- You form the present simple passive with *is/are* + past participle.
- Use the present simple passive for facts, regular activities or processes that are always the same:
  If your choice is based on these factors …
  I mean the decisions that are made in a company about how work will happen there.

The past simple passive

- You form the past simple passive with *was/were* + past participle.
- You use the past simple passive for actions, activities and processes that were completed in the past and aren't happening now:
  *The competition **was stopped** because of a technical problem.*
  *Ali and Yassar **were awarded** a prize by a teacher at their school.*

The passive with *will* and modal verbs

- You use *will*/modal verb + *be* + past participle to form the passive with *will*, modal verbs or semi-modal verbs, such as *must*, *can*, *could*, *might*, *may*:
  *I **will be given** some more responsibility at work next month.*
  *All of these sports **can be played** at your local sports centre.*

NOTE:
Have to and *don't have to* are semi-modal verbs and, therefore, their passive forms aren't formed in the same way as *will* and modal verbs.

The passive infinitive

- The passive infinitive is a passive form of a verb that needs to be in the infinitive form. These are verbs which are always followed by *to*, for example *have to* and *don't have to*.
- You form the passive infinitive with *to be* + past participle:
  *All of these reports **have to be written** before we can go home.*

UNIT 9 Narrative tenses

Narrative tenses are the tenses that we usually use to tell stories about things that have happened. These four tenses are:

The past simple

- Use this tense for actions which were completed in the past.
- You form this tense with the past simple form of the verb:
  *I **started** work when I **was** eighteen years old.*

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The past continuous

- Use this tense for a completed activity which was interrupted by an action in the past.
- You form this tense with *was/were* + verb *–ing*:
  *While I **was working** in that office, I met some very interesting people.*

The past perfect

- Use this tense for an action in the past which happened before another action in the past which it's connected to.
- You form this tense with *had* + past participle:
  *I was on the way to the job interview when I realized that I **had forgotten** my keys.*

The present perfect simple

- Use this tense for an action that happened in the past if it has an effect on the present **or** an action that started in the past and is still happening now, if you want to say how long this action has been happening.
- You form this tense with *have/has* + past participle:
  *I**'ve been** at this school since 2019.*

The present perfect continuous

- Use this tense for an action that started in the past and is still happening now if you want to focus on the action itself and that it has been happening all of the time during the time period you're talking about.
- You form this tense with *have/has* + been + verb *–ing*:
  *We**'ve been reading** her books for years and we really enjoy them.*

Quantifiers

Quantifiers are words or phrases that we use before nouns to show how much of something there is. Consider whether the noun you want to say the amount of is a singular or a plural noun and whether it's a countable (i.e. you can use a number directly before it) or an uncountable (i.e. you can't use a number directly before it) noun.

Quantifiers to show that there's nothing or a small amount

- *None* is used with countable and uncountable nouns to say that there's nothing:
  ***None** of the books I ordered have arrived yet.*
- *A few* is used with countable nouns and it means two or three:
  ***A few** of my friends thought that I was too old to become an actor.*
- *Few* is used with countable nouns for a small amount of something:
  ***Few** people know what job they want to do when they're still a child.*
- *A little* is used with uncountable nouns for a small amount of something:
  *We only need **a little** help from our teacher and then we can finish the project.*
- *Little* is used with uncountable nouns for a small amount of something with the negative meaning of 'not enough':
  *There's **little** hope that they'll arrive before 4 p.m.*

Quantifiers to show that there's a large amount

- *Much* is used to refer to uncountable nouns in negative sentences and questions:
  *There isn't **much** chance of me going to work on a farm.*
- *Many / A lot of* is used with countable nouns for a large amount of something. They can be used in positive sentences, negative sentences and questions:
  ***Many** / **A lot of** people don't find their perfect job until they're over thirty.*

Quantifiers that refer to one thing in a group

- *Each* is used with countable nouns to focus on one person or thing in a group:
  ***Each** student in this class has their own special qualities.*

- *Every* is used with countable nouns to focus on all of the people or things in a group and usually shows that something happens regularly or something is true for everyone:
  Every *time I think about giving up, I remember why I want to succeed.*

UNIT 10

Modal verbs

Modal verbs for making deductions about the past: *must, can't/couldn't, may/might*

Must

- Use *must* + *have* + past participle when you are sure about what happened.
  It ***must have been*** *very difficult.*

May/might/could

- Use *might* / *may* / *could* + *have* +past participle when you think it is possible that something happened but you're not sure.
  She ***might've told*** *him already.*
  They ***may not have understood*** *you properly.*
  He ***could've lost*** *his phone.*

Can't/couldn't

- Use *can't* or *couldn't have* + past participle when you are sure it is not possible that something happened.
  He ***can't have known*** *that the pool closed at 7pm or he would be here by now.*
  They ***couldn't have arrived*** *before us because they didn't leave until 6pm.*

Common errors

Correct	Incorrect	Explanation
It ***musn't have been*** *a very interesting story because everyone looked bored.*	*It* ***can't have been*** *a very interesting story because everyone looked bored.*	Using *can't have* + part participle shows that you are certain of the statement.

Would + infinitive for talking about past habits

Would/wouldn't

Use *would* + infinitive to talk about past habits and typical behaviour in the past.

My grandmother ***would tell*** *me story every night before I went to bed.*

His brother ***wouldn't ride*** *a bicycle very often.*

Common errors

Correct	Incorrect	Explanation
We ***used to*** *live in the country, but now we live in the city.*	*We* ***would*** *live in the country, but now we live in the city.*	We use *used to* (not *would*) to talk about situations which are no longer true.

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UNIT 11 Adjectives and relative clauses

Adjectives and relative clauses

Use of compound adjectives (adjective or adverb + past participle)

- To describe a noun. Put the compound adjective before the noun it describes. Use a hyphen to link the two parts of the adjective together.

*She is a very **well-rounded** person.*

*Spanish is a **widely-spoken** language.*

Don't use a hyphen if the compound adjective follows the noun it describes.

*Doha is very **well rounded**.*

*The language is **widely spoken** in all the villages.*

Relative clauses

Use relative clauses to give more information about someone or something.

- Use **non-defining relative clauses** with commas, to give further (non-essential) information about something or someone
  *The ancient temple, **which was mentioned in the guide book**, was difficult to find.*
- Use **defining relative clauses**, without commas, to give essential information to explain who or what you are talking about.
  *The place **where we used to live** was very noisy.*
- Put the relative clause immediately after the noun you are talking about, e.g. Valentina Serreli, who is a sociolinguist….
- Use a relative pronoun to introduce the relative clause (*which / that*, *who*, *where*, *whose*, *when*). *Who* can act as the subject or object of the verbs in the relative clause.
  *The children **who** can be heard there talk in Siwi.* (*who* = object)
  *The children **who** live there speak Siwi.* (*who* = subject)

UNIT 12 Narrative tenses

Narrative tenses and *so*, *such*, *enough* and *too*

Uses of the past simple

- For actions which started and finished in the past: *He **won** the race.*

Uses of the past continuous (*was/were* + -ing)

- For situations that were in progress when a second action took place: *He **was running** for the finishing line **when he fell** over.*
- For description: *The sun **was shining**.*

Uses of the past perfect (*had* + past participle)

- For an action that happened before another in the past: *When **we arrived**, the food had all gone.*

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Uses of the present simple

- For making events and actions more dramatic: *The lion kills the knight and disappears into the forest.*

So, such, enough and *too*

We use *so* and *such a/such* with *that* and a clause to express cause and effect:

- *So* + adjective: *I was **so** hungry **that** I ate everything on my plate.*
- *Such a* + singular noun: *He was **such a** nice person **that** he never said no.*
- *Such* + plural noun: *They were **such** brave knights **that** they always won the battles.*

We use *too* + *to* + infinitive to say that something is or isn't more than we want or need.

- *too* + adjective: *They were **too** tired **to** walk any more. She wasn't **too** tired **to** help me.*

We use *enough* + *to* + infinitive to say that something is or isn't the right amount.

- enough + noun: *We have **enough** food **to** feed a hundred people. There wasn't **enough** water **to** make a cup of tea.*
- adjective + enough: *She's clever **enough to** pass the exam without studying very much. She isn't brave **enough to** travel on her own.*

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