

# Unit 3 reading

Lesson Link



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## 1. PRE-READING

Look at the following crimes, discuss how common they are and rank them in order of seriousness.

kidnapping    murder    blackmail  
fraud    theft    forgery    hacking

## 2. READING FOR GIST

Read the texts A-F quickly. Which of the following is the best summary sentence for all six texts?

- Most people sympathise with unlucky criminals.
- Stupidity doesn't pay and neither does stress.
- Stupid criminals are always punished by the law.
- Stress and stupidity are serious crimes.

## 3. SCANNING FOR SPECIFIC INFORMATION

Read the texts again and answer the questions 1-15. Write A-F in the boxes.

Which criminal(s):

- remained at the scene of the crime until the police found him?
- left behind evidence that led to his arrest?
- decided to commit a crime spontaneously?
- planned to commit more similar crimes?
- never went to jail because his attempted crime was so amusing?
- misunderstood police instructions?
- was/were arrested because the victim left something important behind?
- injured his own partner in crime?
- confessed to his own crime?
- tried to sell stolen property?
- only took what was his already?
- thought the target would be easy?
- made the victim believe he had a weapon?
- was/were arrested after the police were told what he looked like?
- was/were too used to thinking like an honest person to commit a crime?

Somebody once said that crime doesn't pay. Was he thinking of the robber who **broke into** a shop, only to **make off** with an empty cash register? Television and the Internet are full of stories about criminals who do inexplicable or simply stupid things. Why is it that so many would-be crimes end in disaster for those trying to commit them? And why do we find it so funny? There is, of course, the joy of seeing a villain punished by his or her own stupidity, if not by the law.

A

Two men from Michigan, USA, were in desperate need of money and decided to turn to crime to solve their financial difficulties. After thinking about it for a while, they concluded that their best bet would be to **hold up** an electronics store as the security there would not be too tight. If everything went well, they would move on to bigger businesses like supermarkets and why not even banks. On the day of the robbery, the two men felt extremely nervous as this was going to be their first attempt at armed robbery. Nonetheless, they decided to **go through with** their plan. The robbers rushed into the store and as they were waving their revolvers around, the first one shouted to the terrified assistant and customers: 'Nobody move or we shoot!' Unfortunately, when his nervous partner moved, the first robber immediately shot him.

B

E

E

A

B

D

C

A

D

C

F

A

F

D

D

F

- B ('The police later found a very ill man curled up next to the motor home near spilt sewage.')
- E ('...leaving his wallet on the counter with all his identification.')
- E ('Suddenly, he was overcome by a strange desire to rob the place. Without thinking about it, he demanded all the cash from the grocery till.')
- A ('If everything went well, they would move on to bigger businesses like supermarkets and why not even banks.')
- B ('The owner of the motor home didn't press charges, because, as he said, he hadn't laughed so hard before in his life.')
- D ('...told him to stand there for identification. The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.')
- C ('Luckily, he remembered to tell the police that he had left his mobile phone in the car.')
- A ('Unfortunately, when his nervous partner moved, the first robber immediately shot him.')
- D ('The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.')
- C ('...he pretended that he wanted to buy the car. They arranged to meet, and the thief was immediately arrested.')
- F ('...he withdrew money – from his own account.')
- A ('...they concluded that their best bet would be to hold up an electronics store as the security there would not be too tight.')
- F ('...who kidnapped a motorist by pretending to have a gun.')
- D ('The incident was witnessed by an employee who quickly called the police and gave them a description.')
- F ('...the man continued to behave as before, out of habit.')

left his mobile phone in the car. He was investigating the case called the phone number. He told the man who answered it about the ad in the newspaper and he pretended that he wanted to buy the car. They arranged to meet, and the thief was immediately arrested.



**D**

A woman in New York was just leaving a convenience store when a man seized her handbag and ran. The incident was witnessed by an employee who quickly called the police and gave them a description. Soon, the police arrested the suspect and drove him back to the store. They took him out of the car and told him to stand there for identification. The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.'

**E**

In Indiana, USA, a man left his house early one morning to go grocery shopping. After **picking out** the items he wanted to buy, he made his way to the till. He took out his wallet to pay and while he was waiting for his change, he noticed he was the only customer in the shop. Suddenly, he was overcome by a strange desire to rob the place. Without thinking about it, he demanded all the cash from the grocery till. The cashier handed it to him and he made his getaway – leaving his wallet on the counter with all his identification.

**F**

It seems that stress reduces one's ability to deal with new situations or ideas. This happened to a man from Illinois, USA, who kidnapped a motorist by pretending to have a gun. He forced the driver to take him to two different cashpoints, where he withdrew money – from his own account. Instead of trying to understand the new situation and behave in an appropriate way, the man continued to behave as before, out of habit.



#### 4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the words 1-6 from the texts with their meanings a-h. There are two extra meanings which you do not need to use.

1. inexplicable (introduction)
2. villain (introduction)
3. curled up (Text B)
4. seized (Text D)
5. getaway (Text E)
6. withdrew (Text F)

d  
e  
g  
h  
b  
a

- a. took out
- b. escape
- c. offered
- d. impossible to explain
- e. criminal
- f. action
- g. lying in a position with arms and legs close to the body
- h. grabbed

B. Match the highlighted phrasal verbs in the texts with their meanings.

1. break into
2. make off
3. hold up
4. go through with
5. pick out

e  
c  
d  
a  
b

- a. to do something despite the difficulties
- b. to choose
- c. to leave quickly
- d. to rob
- e. to enter by force

#### 5. POST-READING

Make up your own funny crime story using one of the following openers.

- An off-duty police officer was...
- The thief thought it was a brilliant idea to disguise himself using...
- A thief attempted to break into what he thought was a deserted car...
- After leaving an electronics store with his loot, the thief realised...
- A robber decided to get into a bank by breaking a street-level window...



# Unit 3 vocabulary & grammar

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## VOCABULARY

### 1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

VERB	CRIME	CRIMINAL
rob	robbery	robber
-	theft	thief
kidnap	kidnapping	kidnapper
shoplift	shoplifting	shoplifter
burgle	burglary	burglar
murder	murder	murderer
hijack	hijack/hijacking	hijacker

B. Complete the sentences with words from the table above. You may need to change the form of the words.

- Mr Collins reported the theft of his car to the police.
- Parents shouldn't leave young children alone in public places, as someone might kidnap them.
- Fortunately, the police arrived in time to stop the bank robbery in progress.
- Two people were caught shoplifting at the mall this morning.
- The airline is increasing its security in order to prevent further hijackings/hijacks.
- They found the murderer hiding in the library with a knife in his hand.

### 2. COLLOCATIONS

A. Match the verbs 1-7 with the words/phrases a-g to form collocations connected with crime and punishment.

- |           |     |              |
|-----------|-----|--------------|
| 1. pay    | (e) | a. the law   |
| 2. commit | (f) | b. a verdict |
| 3. serve  | (d) | c. to court  |
| 4. plead  | (g) | d. time      |
| 5. break  | (a) | e. a fine    |
| 6. take   | (c) | f. a crime   |
| 7. reach  | (b) | g. guilty    |

B. Complete the sentences with some of the collocations above. You will need to change the form of some of the verbs.

- I didn't pay my phone bill on time, so the company made me pay a fine.
- We all thought Tim was an honest person, so we were shocked to hear that he had committed such a serious crime.

- The jury took over three days to reach a verdict in the murder case.
- In some countries you are breaking the law when you litter the streets.
- Brian decided to take his neighbour to court because he was always making noise at night.

### 3. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

rob steal burgle mug

- The police received a tip that someone was planning to rob the bank.
- Someone tried to mug my grandfather the other day, but he beat him with his cane.
- Someone opened my briefcase and stole my passport.
- The Smiths' home was burgled last week.

avoid prevent ban forbid

- Many states in the U.S. have banned smoking in all public buildings.
- The criminal wanted to avoid serving his jail sentence, so he left the country.
- I forbid you to leave your room, young lady!
- There are many ways that you can prevent forest fires.

victim hostage witness

- No one ever feels safe again once they've been the victim of a crime.
- The bank robbers are holding over twenty hostages in the bank.
- There were five witnesses at the scene of the accident who all agree that it was caused by the driver of the blue car.

blame accuse charge convict sentence

- The campers were blamed for setting fire to the forest.
- Tony accused his boss of stealing money from the company.
- The criminal was sentenced to life in prison.
- The police have enough evidence to charge the man with forgery.
- He was convicted of blackmail and spent many years in prison.



# GRAMMAR

## 1. PAST SIMPLE / PAST PROGRESSIVE

**A. Look at the sentences below appearing in text A on page 32 and answer the questions that follow.**

As they **were waving** their revolvers around, the first one **shouted** to the terrified assistant and customers: 'Nobody move or we shoot!'

Unfortunately, when his nervous partner **moved**, the first robber immediately **shot** him.

second sentence, Past Simple

- In which of the two sentences did the actions happen one after the other? Which tense is used?
- In which of the two sentences did one of the actions interrupt the other? Which tenses are used?

first sentence, Past Simple and Past Progressive

**B. Match the rules about the uses of the past simple and the past progressive with the examples 1-9.**

1. This time last Sunday, I **was swimming** in the Caribbean.
2. When I was a boy, I often **watched** cartoons on TV.
3. Michael **lived** in Mexico from 1981 to 2006.
4. It was cold and it **was raining** heavily.
5. My former flatmate **was always talking** on the phone.
6. I **bought** a new mobile phone yesterday.
7. The burglar **opened** the safe and **took** all the jewellery.
8. While we **were having** dinner, we **heard** a loud noise from upstairs.
9. Sean **was setting** the table while his wife **was making** the salad.

The **Past Simple** is used for:

- completed actions that took place at a definite time in the past
- completed actions that happened one after the other in the past
- past habits or repeated actions in the past
- permanent situations in the past
- an action in the past that interrupted a 'longer' action in progress

6

7

2

3

8

The **Past Progressive** is used for:

- an action that was in progress at a definite time in the past
- an action in progress in the past that was interrupted by another action
- actions happening at the same time in the past
- setting the scene when narrating
- repeated past actions or annoying past habits (with *always*, *constantly* and *continually*)

1

8

9

4

5

**C. In which of the examples above could we replace the past simple with *used to*?**

2

**NOTE**

**used to + base form** is used to describe permanent past states, past habits or repeated actions in the past  
**would + base form** is used to describe past habits or typical behaviour in the past

Grammar Reference p. 91

## 2. PRACTICE

**Complete the text with the past simple or the past progressive of the verbs in brackets.**

Yesterday morning, there (1) was (be) an attempted robbery at a computer shop. Two men who (2) were wearing (wear) gorilla masks (3) ran (run) into the shop, (4) pulled (pull) out their guns and (5) asked (ask) for all the money in the till. At first, the staff (6) thought (think) the robbers (7) were playing (play) a joke on them and one of the shop assistants even (8) offered (offer) the robbers a banana. However, the robbers (9) got (get) angry and (10) fired (fire) their guns into the air. It (11) became (become) apparent that this was no joke, so the shop assistants (12) gave (give) the robbers all the money in the till. However, when the robbers (13) fired (fire) their guns into the air, the alarm (14) went off (go off) and the police (15) arrived (arrive) at the scene in no time. As the robbers (16) were leaving (leave) the shop, they (17) noticed (notice) that the shop was surrounded by police cars. They (18) had (have) no choice but to surrender.





# Unit 3 listening

Lesson Link



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## 1. PRE-LISTENING

### Discuss.

- Why do laws exist?
- Can you think of any laws that are too extreme, strange or ridiculous to be enforced?

## 2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio interview with Alan Stapleton, a legal expert who will talk about strange or stupid laws throughout the world. For questions 1-5, choose the best answer *a*, *b* or *c*.

1. In Canada, one reason why it is illegal to do repairs on your car in the street is because
  - a. garage mechanics might complain.
  - b. your car might get stolen.
  - c. you might get hurt.
2. Why does the law about bicycles in Connecticut sound stupid?
  - a. It can't prevent accidents from happening.
  - b. It's unlikely that bicycles can go faster than 100 km/h.
  - c. Cyclists have never caused an accident there.
3. In the UK, why must lorries transporting animals be driven on motorways between 10am and 7pm?
  - a. Many serious accidents and pile-ups happen outside these hours.
  - b. Lorries cannot go fast during these hours.
  - c. There is not so much traffic during these hours.
4. Why are strange animal laws enforced?
  - a. to make sure no one makes money from animals
  - b. to protect the rights of animals
  - c. to protect us from dangerous animals
5. The law about chewing gum in Singapore aims at
  - a. protecting people's health.
  - b. discouraging people from chewing too much gum.
  - c. preventing littering.

**TIP**

- Read through the questions and the options beforehand.
- The questions follow the order of the recording, so make sure you concentrate on the right question each time.
- Listen for key words which will help you choose the correct option.
- Finalise your answers only after the second listening.







# vocabulary & grammar

## VOCABULARY

### PREFIXES AND SUFFIXES

A. Look at the words in bold in the sentences below. What do you think they mean? Choose *a* or *b*.

- The list is **endless**.  
a. coming to an end      **b. having no end**
- That sounds **incredible**.  
**a. impossible to believe**      b. easy to believe
- Can you think of any **unusual** laws?  
a. common      **b. strange**
- It is **illegal** to transport a bowl of fish on a public bus.  
a. according to the law      **b. against the law**
- Some stupid laws could be **harmful** to people.  
**a. causing harm**      b. without harm

### NOTE

- The prefixes *un-* and *in-* are used before adjectives and adverbs to give them the opposite meaning (usual – unusual, correct – incorrect).
- Instead of *in-* we use the prefixes *im-* (when the word starts with *m* or *p*), *il-* (when the word starts with *l*) and *ir-* (when the word starts with *r*).
- The suffix *-ful* is used after a noun to form an adjective which means 'having enough of' (care – careful).
- The suffix *-less* is used after a noun to form an adjective which means 'not having' (end – endless).

B. Complete the sentences using the correct form of the words in capitals.

- Despite their efforts, scientists were unable to explain the phenomenon. ABLE
- She found it impossible to keep to her diet, so she gave up after a couple of days. POSSIBLE
- My brother is a successful author; he has had several books published. SUCCESS
- It was irresponsible of Larry to drive so fast when it was raining because he could have caused an accident. RESPONSIBLE
- It was illogical to spend so much on a pair of shoes that were so uncomfortable. LOGICAL
- The forest fire was started by a careless group of teenagers who lit a camp fire in the night. CARE
- This heating system is very inefficient because it uses lots of energy without heating up the room quickly. EFFICIENT
- Alice felt helpless because she couldn't rescue the injured bird. HELP

## GRAMMAR

### COMPARISONS

A. Read the examples below and match them with their functions. Choose *a* or *b*.

- Can bicycles go **faster than** cars? **a**
  - The law about hard-boiled eggs is **the strangest** I have ever heard. **b**
  - Between 10am and 7pm there isn't **as much** traffic **as** early in the morning. **a**
- a. comparing two people, things, actions, situations or ideas  
b. comparing a person, thing, action, situation or idea with several of the same kind

B. Read the sentences below. Which sentence means that there is not much difference between the laws and which means that there is a big difference between them? Which words in the sentences determine the meaning?

- The law about bicycles in Connecticut is **far more ridiculous than** the one in Thailand. **1. big difference between the laws, far more**
- There is a law **slightly stricter than** the one in Thailand. **2. not much difference between the laws, slightly**

C. Match the examples 1-2 with the rules a-b.

- As there were **more and more** accidents on the motorways, the government decided to change the law. **a**
  - The earlier** we start work, **the earlier** we'll finish. **b**
- a. The structure **comparative form + and + comparative form** is used to indicate a continual change.  
b. The structure **the + comparative form..., the + comparative form** is used to describe two actions or situations, one of which comes as a result of the other.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- The exam was less difficult than I expected. **not**  
The exam was not as difficult as I expected.
- My headache kept getting worse, so I took an aspirin. **and**  
My headache was getting worse and worse, so I took an aspirin.
- Yesterday it was a little cooler than it is today. **slightly**  
Today it is slightly warmer than it was yesterday.
- I have never had a better meal. **the**  
This is the best meal I've ever had.
- As Kevin ate more popcorn, he got thirstier. **the**  
The more popcorn Kevin ate, the thirstier he got.
- I couldn't do any better. **best**  
This is the best I could do.



# Unit 3 speaking

## 1. WARM-UP

- What kinds of crimes are common where you live?
- For certain minor crimes, people can be sentenced to do community service rather than serve time in a prison. What do you think community service is?

## 2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

**A**

**Student A:** Photographs A1 and A2 show different kinds of crimes. Compare the photographs and say how you think either of these crimes could be prevented.

**Student B:** Which crime would be worse if it happened to you?

How do you think either of these crimes could be prevented?

**A1**



**A2**



**B**

**Student B:** Photographs B1 and B2 show different kinds of punishment. Compare the photographs and say which is a more effective form of punishment.

**Student A:** Which of these forms of punishment would be harder to endure and why?

Which of these is a more effective form of punishment?

**B1**



**B2**



I think that... is a more serious crime because...

Being burgled is worse than / not as bad as...

Both kinds of crime/punishment are...

...is more/less than...

In my opinion,...

On the other hand,...

Neither of these are...

victim break into burglar pickpocket  
wallet safe lock

prison inmate danger violent  
prevention confined freedom  
good behaviour community service reform

## 3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- What do you think leads people to commit crimes like shoplifting or pickpocketing?
- Is it better to punish or try to reform a criminal?
- In your opinion, what are the advantages of having somebody who committed a crime do community service?

poverty tempting violate the law  
danger to society opposite effect  
opportunity to change fear loss of freedom  
minor crimes pay a fine  
benefit the community set an example





# examination practice

## A. Choose the word or phrase that most appropriately completes the sentence.

- Fadi \_\_\_\_\_ his brother for missing their flight to Rome.  
a. accused  
b. blamed  
c. charged  
d. shouted
- The robbers made their \_\_\_\_\_ in a fast sports car.  
a. runaway  
b. entrance  
c. getaway  
d. exit
- The police officer \_\_\_\_\_ the criminal's gun.  
a. resisted  
b. arrested  
c. seized  
d. robbed
- The mystery of Stonehenge is still to this day \_\_\_\_\_.  
a. important  
b. impossible  
c. unsuitable  
d. inexplicable
- The thieves \_\_\_\_\_ with a million euros.  
a. made off  
b. went through  
c. held up  
d. made up
- He couldn't \_\_\_\_\_ with the deal so he cancelled it at the last minute.  
a. decide on  
b. make off  
c. pick out  
d. go through
- Charles Lindbergh's baby was \_\_\_\_\_ from his home.  
a. stolen  
b. burgled  
c. kidnapped  
d. robbed
- Hussain's parents \_\_\_\_\_ him to go out with his friends.  
a. encouraged  
b. prevented  
c. arranged  
d. offered

## B. Read the text below and complete the gaps. Use only one word in each gap.

### The Story *Of* Frank Abagnale Jr

Frank Abagnale is a former fraud artist, who was (1) able to cheat banks (2) in 26 countries out of 2.5 million dollars! He (3) was born in New York in 1948 and, by the time he was nineteen, he (4) had pretended to be a doctor, a pilot, a teacher and even a lawyer.

During his time (5) as a 'doctor', which lasted only ten days, he (6) was able to perform minor duties by letting the medical students handle (7) most of the cases. Pretending to be an airline (8) pilot, he flew over 1,000,000 miles on over 250 flights to 26 countries, and he (9) could fly, eat and sleep for free. All this before he was even eighteen years old.

He was eventually caught in 1969, and was set free less (10) than five years later on the condition that he (11) would help the government fight fraud without pay. It has been said that he finally opened up a legal business, became a millionaire and that he now lives a quiet (12) life with his wife and three sons.



# Unit 3 writing

Lesson Link



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## WRITING A LETTER TO THE EDITOR

### 1. DISCUSS

- What examples of vandalism can you think of?
- What do you think causes vandalism?

### 2. FOCUS ON CONTENT

Read the rubric below, the article and the sample letter. Do you agree with the writer's opinion?

You read this article in a local newspaper. Write a letter to the editor expressing your views on the issue.

THE BRENTVILLE TIMES

## LUDLOW AVENUE HIT BY WEEKEND OF VANDALISM



At the weekend residents were woken up as a result of noisy vandalism on Ludlow Avenue. Pay phones were smashed, ATMs were put out of order and cars were damaged. Incidents like this have become common, and people are worried about the rise in this kind of violent behaviour in our normally peaceful town.

Dear Editor,

I am a concerned resident and I am writing in response to your article which describes the latest incident of vandalism in our town.

To begin with, it must be said that this is not the first time that the town has been attacked by vandals.

Although I am not an expert on crime, I think that this happens because some people have not been taught to respect public property. The way I see it, children should learn at home and in school that these facilities exist for the benefit of the general public, including themselves.

Moreover, I believe the authorities should take specific measures to prevent vandalism, such as increasing police patrols in the town. Apart from this, people must be aware that anybody caught vandalising will be punished severely.

In conclusion, vandalism is a serious problem that affects everyone in our town. In my opinion, it is high time we did something about this situation.

Yours truly,

*Philip Burk*

Philip Burk

### 3. FOCUS ON STYLE

Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.

worried (para 1)	concerned
a person who lives in a place (para 1)	resident
in reply (para 1)	in response
I have to say (para 2)	it must be said
buildings and equipment (para 2)	property
there are (para 2)	exist
to help (para 2)	for the benefit of
do certain things (para 3)	take specific measures
have to know (para 3)	must be aware

### 4. FOCUS ON TEXT COHESION AND COHERENCE

A. Read the letter again paying attention to the highlighted words/phrases. Which linking words/phrases does the writer use to:

- list points and add more points?  
To begin with, Moreover, Apart from this
- give his opinion?  
I think that, The way I see it, I believe, In my opinion
- express contrast?  
Although
- express cause/reason?  
because
- give an example?  
such as
- sum up?  
In conclusion



**B. Read through the table of linking words and phrases. Then, read the text and circle the correct linking word/phrase.**

<b>List points</b>
firstly, to begin/start with, in the first place, finally, last but not least
<b>Add more points</b>
in addition (to this), furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
<b>Give an example</b>
for example, such as, particularly, especially, take for instance
<b>Emphasise</b>
in fact, as a matter of fact
<b>Express contrast</b>
although, in spite of, despite, however, but
<b>Express cause/reason</b>
because (of), as, since, due to, owing to
<b>Express result/consequence</b>
therefore, in this case, for this reason, consequently, as a result
<b>Sum up</b>
in conclusion, to sum up, all in all, on the whole, taking everything into account
<b>Give your opinion</b>
in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

In recent years, there has been a disturbing increase of forest fires started by arsonists around the globe. (1) To begin with / Furthermore, arson can be described as the act of setting fire with the intention of destroying property or being careless with flammable materials, (2) such as / because of cigarettes and matches. Most cases of arson are (3) due to / despite individuals who burn down forests in the hope of acquiring this land for future development. (4) In spite of / Take for instance the news stories from around the world that we hear every summer about forest fires that are out of control. (5) In fact / Since, if fires continue at this rate, it is predicted that the majority of our forests will have disappeared within the next fifty years. (6) Although / Consequently, serious environmental problems will arise. Yet, (7) in spite of / in fact all this, nothing is really being done to stop this criminal activity. (8) Taking everything into account / Another point worth mentioning, I personally believe that we all need to work together to save our forests and educate people on the dangers of forest fires set by arsonists.

## 5. BRAINSTORMING

Read the article below concerning violent behaviour of fans at football matches and, in pairs or groups, discuss the questions that follow.

The residents of our city became witnesses to violent clashes between fans of rival football teams on Saturday. The fighting resulted in the injury of several fans as well as extensive damage to the stadium and neighbouring shops. A spokesperson for the Metropolitan Police has announced plans to combine forces with the local football clubs to control football hooliganism in the city.

- What do you think causes the violent behaviour of fans at football matches?
- What kind of problems does it create?
- What do you think can be done about it?

## 6. OUTLINE

Read the rubric and the outline for the letter to the editor below.

*You read the article above in a local newspaper. Write a letter to the editor expressing your views on the issue of football hooliganism.*

### GREETING

Dear Sir/Madam, Dear Editor,

### OPENING PARAGRAPH

Why are you writing the letter?

What is the title/topic of the article you are responding to?

### MAIN PART

1st paragraph

What causes the problem?

What happens as a result of the problem?

Can you justify your opinion or give examples?

2nd paragraph

How can the problem be solved?

Can you give some examples?

### CLOSING PARAGRAPH

Summarise your opinion on the issue and your recommendations.

### SIGNING OFF

Use an appropriate signature ending.

Sign underneath and print your full name below your signature.

## 7. WRITING TASK

Write your letter to the editor (120-150 words). Go to the Workbook, p. 30.



When writing a letter expressing your opinion:

- write in an appropriate style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly.
- do not be aggressive or use offensive language.
- use linking words and phrases.

For the layout of formal letters and greetings, set phrases and signature endings that you can use, see Appendix I.



# Unit 4 reading

## 1. PRE-READING

### Discuss.

- What's your favourite adventure story?
- What qualities do you think an adventurer should possess? In your opinion, is courage more important than physical strength?

## 2. READING FOR GIST

Read the text quickly without paying any attention to the missing sentences and answer the question below.

Allan Quatermain decided to undertake that dangerous journey because he wanted to

- explore the African wilderness.
- find hidden treasure.
- have an unusual adventure.
- find the Guardian of the Treasure.

## 3. RECONSTRUCTING A GAPPED TEXT

Seven sentences have been removed from the text.

Choose from the sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use.

1. D (This sentence explains why he can't sleep. It is also connected with the following sentence showing that the writer is excited by the idea of the fame and glory they may gain.)
2. F (This sentence follows the previous sentence which talks about Sir Henry's brother who was lost and now the writer questions if that same thing might happen to them.)
3. B (This sentence refers to the stone statues and that they were outside a cave as though guarding it.)
4. G (This sentence directly follows the previous sentence showing that after exploring the cave, Gagool warns them of what he has seen.)
5. + (This sentence describes the skeleton which they saw.)
6. A (This sentence explains what happened when Gagool pulled down the lever.)
7. E (This sentence describes what they did when they saw the chests.)

- A. Just then, a part of the wall began to rise.
- B. They appeared to be guarding the entrance to a black cave.
- C. In the distance, I could see Sir Henry waving at me frantically.
- D. All I could think about was the fame and glory that the treasure would bring.
- E. We walked quickly to the chests and Sir Henry held the lamp over one of them.
- F. Would we suffer the same fate?
- G. What you will see in there may frighten you.
- H. It was about fifteen feet tall and was holding a spear in one hand.

Lesson Link



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# King Solomon's Mines

*King Solomon's Mines* is set in Africa during the 1800s. It tells the story of an English adventurer, Allan Quatermain, who is approached by Sir Henry Curtis to help him find his missing brother, George. George Curtis disappeared when he went in search of the legendary King Solomon's diamond mines, and is believed to be dead. Quatermain agrees to help Sir Henry in his quest, and they set out on a dangerous journey through Africa with surprising results...

When we finally set out in search of King Solomon's diamond mines, our party consisted of Sir Henry, Gagool and me. Gagool had volunteered to be our guide. We knew the journey was going to be long and dangerous, but we were willing to take just about any risk to find the lost treasure of King Solomon.

Three days into the trip, we reached Solomon's Road, which, according to legend, is the road that leads to the mines. It was almost dark when we found the road. We were exhausted because we'd been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest. Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky, but I spent most of the night tossing and turning. **1 D**

I cannot even begin to describe my feelings of excitement as we marched down Solomon's Road the next day. The treasure that had eluded so many before us would finally be ours! Then, I remembered Sir Henry's brother, George, who had also been searching for the treasure when he was lost. **2 F**

'Allan! Over there!' said Sir Henry suddenly. I looked up and saw three enormous stone statues in the distance. **3 B**

'The mines!' I exclaimed. 'We've found King Solomon's mines!' I began running towards the cave when Gagool grabbed my arm.

'Do not be in such a hurry,' Gagool said. 'I told you before, my lord, that mine is dangerous. It is better that I go in first. You wait here.' Reluctantly, I decided to listen to Gagool's warning and wait with Sir Henry.

The sun had already started to set when Gagool finally exited the cave. 'I have inspected the mine,' our guide said. 'Are you sure you are ready to enter?' **4 G**





'Yes, yes, we're ready,' I said.

'Fine,' said Gagool. 'Follow me.' We did as we were told and followed our guide into the dark mouth of the cave. Once inside, Gagool lit a lamp and led us down a winding passageway, before finally coming to a halt in front of a doorway.

'This room is the Place of Death,' our guide announced. I was about to ask why, when I saw something that terrified me: a huge white skeleton sitting at a table. **5 H**

'What's that?' I exclaimed.

'The Guardian of the Treasure,' replied Gagool. 'Are you sure you want to proceed?'

'Yes, yes, we're sure,' I said.

50 'You are not afraid?'

'No,' I lied.

Gagool walked behind the skeleton, examined the rocky wall and pulled down a lever. **6 A** There in front of us was King Solomon's treasure chamber.

55 'Give me that lamp!' said Sir Henry, as he took it from Gagool's fingers. I followed Sir Henry into the chamber and looked around in awe. The room was filled with breathtaking treasures: hundreds of ivory tusks lined the walls and boxes overflowed with jewels and pieces of gold. I was so overcome with emotion I could barely speak.

'There are the bright stones you seek,' said Gagool, pointing to three chests located in a gloomy corner of the chamber. **7 E** At first, all we could see was a dazzling glow, then, as our eyes adjusted to the light, we realised we were looking at a chest full of diamonds.

'We are the richest men in the world!' I cried.

We were so delighted with our find that we failed to notice that the cave door was slowly closing. By the time 70 we heard the thud, it was too late. We were trapped.

#### 4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the following words from the text and choose the correct meaning **a**, **b** or **c**.

1. terrain (line 11)

- a. bushes      b. ground      c. tunnel

2. eluded (line 18)

- a. escaped      b. found      c. killed

3. coming to a halt (line 40)

- a. getting out      b. climbing      c. stopping

4. proceed (line 48)

- a. continue      b. leave      c. speak

5. in awe (line 57)

- a. carelessly      b. sadly      c. in amazement

6. seek (line 62)

- a. look for      b. lose      c. see

7. dazzling (line 65)

- a. very clear      b. very expensive      c. very bright

8. thud (line 70)

- a. click      b. dull sound      c. whisper

#### 5. POST-READING

Discuss.

- What do you think will happen next in the story?
- If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?
- Why do you think the search for hidden treasure is a popular theme in many books?



# Unit 4 vocabulary & grammar

1. very/extremely angry
2. very/extremely big
3. very/extremely silly
4. very/extremely important
5. very/extremely small
6. very/extremely tasty
7. very/extremely unpleasant
8. very/extremely bad
9. very/extremely interesting
10. very/extremely scared

## VOCABULARY

### 1. EXPRESSIONS WITH 'TAKE'

A. Look at the following example from the text on pages 42-43. Can you think of any other expressions or collocations with the verb 'take'?

...we were willing to **take** just about **any risk** to find the lost treasure of King Solomon.

B. Complete the sentences with the words in the box.

advice   test   advantage   care  
pride   notice   measures  
granted   time   responsibility

1. Ibrahim is very nervous because he is going to take his driving test in a few hours.
2. My manager told me to take my time completing the report and to check it carefully.
3. The oil company has refused to take responsibility for the oil leak in the sea.
4. I'm glad I took my parents' advice and bought a house when I could afford it because property is much more expensive now.
5. My next door neighbour takes care of my cats whenever I go away.
6. The government is planning to take measures to stop motorists from parking their cars in the city centre.
7. Khaled takes great pride in his work; he is a jewellery designer and he designs every piece of jewellery with great care.
8. Salma sometimes feels that her teenage son takes her for granted because he never thanks her for all the things she does for him.
9. The football coach took notice of Osamah's talent when he saw him playing in the school yard.
10. I decided to take advantage of Mario's offer to go and stay with him during the summer in his house in Italy.

### 2. 'STRONG' ADJECTIVES

A. Look at the following extracts from the text on pages 42-43. What do the adjectives in bold mean?

We were **exhausted** because we'd been hiking through mountainous terrain for eight hours...

We were so **delighted** with our find...

**NOTE** 'Strong' adjectives are a stronger version of other adjectives, e.g. *delighted* means *very pleased*. 'Strong' adjectives never follow adverbs like *very* or *extremely*. Adverbs such as *absolutely* and *utterly* are used instead.

exhausted: very tired  
delighted: very pleased

B. Replace the strong adjectives in sentences 1-10 with *very/extremely* and the adjectives in the box.

angry   scared   small   big   bad   silly  
interesting   tasty   unpleasant   important

1. Emad was **furious** when he discovered that Alex had borrowed his new car without his permission.
2. Kevin owns an **enormous** house in the countryside with more than twenty rooms.
3. Everybody started laughing when Luke walked in wearing a **ridiculous** hat.
4. It is **essential** that you wear safety glasses when doing this experiment.
5. I saw **tiny** insects crawling all over the walls of the building.
6. Layla made a **delicious** chicken pie last night.
7. Our hotel bathroom was **disgusting**; it was dirty and there were cockroaches crawling all over the floor.
8. That book was **awful**; the plot was stupid and the ending was very bad.
9. I studied Archaeology because I find it **fascinating**.
10. Nadia was **terrified** when she went bungee jumping.

### 3. VERBS STARTING WITH 'OVER'

A. Look at the following extract from the text on pages 42-43 and guess what the words in bold mean.

...boxes **overflowed** with jewels and pieces of gold. I was so **overcome** with emotion I could barely speak.

- Does *overflowed* mean *too full* or *moving slowly*? overflowed: too full
- Does *overcome* mean *come to the top* or *affected*? overcome: affected

**NOTE** *Over* at the beginning of a verb can mean *too much*, e.g. *overeat* means *eat too much*. However, this is not always the case. For example, *overtake* means *pass a person or vehicle*.

B. Read the sentences below and match the verbs beginning with *over* with their meanings a-f.

1. It is important when you start going to the gym not to **overdo** it. e
2. I **overheard** them talking about me when I was standing in the corridor. f
3. I **overestimated** David's enthusiasm for extreme sports; he didn't really appreciate my surprise gift of a paragliding training session. c
4. Parents usually **overlook** the faults of their children because they love them. a
5. I forgot to set my alarm clock last night and as a result I **overslept** this morning. d
6. The lorry was **overturned** during the accident. b

- a. to not notice or ignore a problem
- b. to turn upside down or on the side
- c. to think that something is more than it actually is
- d. to sleep longer than you should
- e. to do too much of an activity
- f. to unintentionally hear something that someone says when they are not talking to you



## GRAMMAR

### 1. PAST PERFECT SIMPLE / PAST PERFECT PROGRESSIVE

Match the rules about the uses of the past perfect simple and the past perfect progressive with the examples 1-4 taken from the text on pages 42-43.

1. We were exhausted because we'd **been hiking** through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest.
2. Sir Henry and Gagool **had already fallen** asleep by the time the moon had risen in the sky...
3. Then, I remembered Sir Henry's brother, George, who **had also been searching** for the treasure when he was lost.
4. The sun **had already started** to set when Gagool finally exited the cave.

The Past Perfect Simple is used:

- for an action which was completed before a specific point of time in the past 2
- for an action which was completed before another action in the past. (The second action is in the Past Simple.) 4

The Past Perfect Progressive is used:

- to emphasise the duration of an action which had been going on up to a point of time in the past 3
- for an action whose duration caused visible results at a later time in the past 1

### 2. WOULD – WAS/WERE GOING TO

Look at the following examples taken from the text on pages 42-43 and answer the question. Choose **a**, **b** or **c**.

We knew the journey **was going to be** long and dangerous...

All I could think about **was** the fame and glory that the treasure **would bring**.

What do the phrases in bold express?

- a. something that we plan or intend to do in the future
- b. something that we planned to do or expected to happen
- c. something that happened before something else in the past

Grammar Reference p. 92

### 3. PRACTICE

Complete the text below with the past simple, past progressive, past perfect simple, past perfect progressive or **would + base** form of the verbs in brackets.

My classmates and I (1) had (have) a wonderful winter holiday last year. As it (2) was/would be (be) our last year at school, we (3) had agreed (agree) earlier on in the year that we (4) would all go (all / go) somewhere together. We (5) had studied / had been studying (study) really hard for the past few years, so everyone (6) wanted (want) a little adventure in their life. The parents of one of my classmates (7) had opened (open) a travel agency two months earlier, and when we asked for their advice, they (8) recommended (recommend) an adventure holiday in North America. It (9) sounded (sound) really exciting to us, so we all agreed on that idea. First, we (10) flew (fly) to Canada and (11) travelled (travel) all the way up to Newfoundland. When we arrived, the local people (12) told (tell) us that it (13) had been snowing (snow) non-stop for the past week and it (14) would continue (continue) for the next week. We (15) spent (spend) the first two days hiking through Gros Morne. The area is famous for its amazing geology and is a United Nations World Heritage Site. After that, things (16) kept (keep) getting more and more exciting! My favourite moment (17) was (be) when we (18) saw (see) some whales playing in the ocean while we (19) were kayaking (kayak). The whole holiday (20) was (be) absolutely fantastic!





# Unit 4 listening

Lesson Link



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## 1. PRE-LISTENING

### Discuss.

- Do you like motorcycles? Why/Why not?
- What kind of events do you think take place at a motorcycle rally?

## 2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme about a motorcycle rally. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

### Example

- a. every year
- b. every two years
- c. twice a year

The correct answer is *a*.

**TIP**

- Remember that you hear the programme only once and that the questions are recorded and not printed.
- Read the options quickly before you hear each section of the programme so that you can predict the questions and focus on the corresponding parts of the programme.
- Listen to each question carefully and make sure that you choose the option which answers the question according to what you have heard.
- Don't work on a question while the next question is being spoken.

1. a. North Dakota  
b. The Black Hills  
c. Sturgis
2. a. South Dakota  
b. all over the USA  
c. all over the world
3. a. for 68 years  
b. for all his life  
c. since 1950
4. a. one day  
b. seven days  
c. nine days
5. a. once a day  
b. twice a day  
c. every hour

6. a. organised rides  
b. races  
c. photo exhibitions
7. a. in motels  
b. in campgrounds  
c. in City Park
8. a. He set up a custom bike stand.  
b. He did motorcycle stunts.  
c. He raced in motorcycle races.
9. a. one  
b. two or more  
c. none
10. a. He sold it to open up his store.  
b. He added new parts to it and painted it.  
c. He displayed it in a motorcycle museum.
11. a. ten of his own  
b. the ones with the red stickers  
c. the ones he does not ride
12. a. one of the rally organisers  
b. a motorcyclist  
c. a mechanic
13. a. the first time he came to the rally  
b. two years after attending the first rally  
c. one year after attending the first rally
14. a. some of the guys in Tom's group  
b. Tom  
c. all of the Joy Riders
15. a. He races motorcycles.  
b. He performs motorcycle stunts.  
c. He only participates in rides.
16. a. at a hotel  
b. at a motel  
c. at a campsite
17. a. He can find shade there.  
b. It is very close to Main Street.  
c. He has all his comforts.
18. a. \$ 75  
b. \$ 160  
c. \$ 250
19. a. to the town of Sturgis  
b. to the mayor of Sturgis  
c. to the Sturgis Fire Department
20. a. They are placed on Main Street in Sturgis.  
b. They are free of charge.  
c. You have to write your full name.





# vocabulary & grammar

## VOCABULARY

### WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

competition match game race

- Last week's Formula One race was won by a British driver.
- The boxing match ended in a draw between two brave fighters.
- Do you think I should enter the short story competition?
- I like watching squash but I don't understand all the rules of the game.

fans spectators participants audience

- The audience expressed their satisfaction by applauding the speakers.
- The writer stopped to sign autographs for his loyal fans.
- The rally driver nearly crashed into some spectators standing at the side of the road.
- All participants in today's Fun Race must go to the starting line.

take part take apart take place

- The 2008 Olympic Games took place in Beijing.
- Are you going to take part in the drawing competition?
- Be careful! Do you really know how to take apart the car engine?

single alone only unique lonely

- A number of unique diamonds are on display in the museum.
- Our son isn't married; he's still single.
- Were you alone when you heard the burglar break into the house?
- My grandfather feels lonely since my grandmother passed away.
- Only children under the age of three may enter for free.

## GRAMMAR

### QUESTIONS AND QUESTION WORDS

A. Match the questions 1-4 with the answers a-d and then answer the questions that follow.

- What kind of events take place during the week?
- What did Bob do to his first motorcycle?
- Who did Larry talk to at the Sturgis Motorcycle Rally?
- Who still takes part in races?

c  
b  
d  
a

- Two guys in Tom's group do.
- He added new parts to his motorcycle and painted it.
- Organised rides, stunt shows, races and photo exhibitions.
- Dave, Tom and John.

- In which of the questions above do the question words ask about the subject of the verb? 1, 4
- In which of the questions above do the question words ask about the object of the verb? 2, 3

B. Read the questions below. What difference is expressed by the use of *what* and *which*? *What* indicates unlimited choice

- What does Bob display at the Sturgis Motorcycle Rally?
- Which bikes at Bob's stand are for sale?

*while which* indicates limited choice.

C. Match the questions 1-2 with the answers a-b.

- What did John give Larry?
- Who did John give a brick to?

b  
a

- Larry.
- A brick.

### NOTE

Certain verbs (*give, offer, send, show, buy, etc.*) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for). When asking about the indirect object, we must put *to* or *for* at the end of the question.

D. Match the questions 1-8 with the answers a-h.

- Which documentary did Rayan say we should see?
- Who do I give the money to?
- What did you say?
- Who was on the phone just now?
- Who did Lubna invite to her house?
- Who do you want to buy the dress for?
- Which of these pens is yours?
- What caused the accident?

f  
a  
c  
d  
e  
g  
h  
b

- Give it to me.
- The slippery road.
- I said, 'Don't stay up too late.'
- James. He will call back later.
- All her friends, I think.
- The life of birds*. He says it's great.
- It's for my daughter actually.
- The yellow one.



# Unit 4 speaking

## 1. WARM-UP

- Are you an adventurous person? What makes you think so?
- How would you feel if you had to spend two months on a desert island by yourself?

## 2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you are taking part in a competition and that you have to spend two months on a desert island. On the right are some items that you could take with you in order to make your stay easier. First, talk to each other about how useful these items can be. Then decide which two items are the most important.

**TIP**

- There are no right or wrong answers but you must make sure to justify your answer.
- Remember this is not a monologue so both speakers must have equal opportunity to speak.
- You should listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Focus on the written prompts above the visuals to keep the task in mind.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

I believe that... is very useful/handy because it could help / would give...

As far as I am concerned, the most important item is... because...

I would definitely choose... because it would help...

handy    useful    essential    chop  
direction    shelter

- How useful can these items be on a desert island?
- Which two items are the most important?



## 3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- Which items that you use every day would you find difficult to live without?
- What qualities should you possess to survive on a desert island?
- Why do you think more and more people are in search of adventure nowadays?

mobile phone    computer    game console    fridge    patience    optimism  
strength    endurance    boredom    new experiences    test themselves





# examination practice

## A. Choose the word or phrase that produces a grammatically correct sentence.

- He was the bravest man I \_\_\_\_\_.  
a. saw before      b. was ever seeing      c. had ever seen      d. had ever been seeing
- We \_\_\_\_\_ for an hour when we suddenly realised that we were going in the wrong direction.  
a. have been driving      b. have driven      c. drove      d. had been driving
- Who \_\_\_\_\_ to the park with yesterday?  
a. did you go      b. you went      c. had you gone      d. you had gone
- They \_\_\_\_\_ a company together but they had an argument and, in the end, they didn't.  
a. would set up      b. were going to set up      c. had set up      d. set up
- Who \_\_\_\_\_ you the postcard that came yesterday?  
a. sent      b. did send      c. has sent      d. had sent
- Maram \_\_\_\_\_ dinner by the time her husband came home.  
a. made      b. had been making      c. had made      d. was making
- \_\_\_\_\_ you like best, the red one or the blue one?  
a. What dress do      b. What dress      c. Which dress do      d. Which dress
- Mark expected that his team \_\_\_\_\_ to the playoffs, but it was just wishful thinking.  
a. would make it      b. to make it      c. was making it      d. made it
- A: '\_\_\_\_\_ the burglary?'  
B: 'John did.'  
a. Which saw      b. Who saw      c. Where was      d. When was
- Faisal had been working for ten hours straight, so when he came home he \_\_\_\_\_ exhausted.  
a. would be      b. has been      c. had been      d. was

## B. Read the text below and decide which answer a, b, c or d best fits each gap.



Every year my best friend, Ross, invites me to visit him in Sanibel, Mexico and take (1) \_\_\_\_\_ in the annual treasure hunt he organises. The (2) \_\_\_\_\_ are all friends and relatives who spend three days (3) \_\_\_\_\_ searching the town for the (4) \_\_\_\_\_ items. We are given a list of instructions with only vague (5) \_\_\_\_\_ of what we are supposed to look for and a map so that we don't get lost in the town. You might be (6) \_\_\_\_\_ why he does this year after year; well, he won lots of money in a competition four years ago making him very rich, and he happily shares his good fortune with his friends.

I must admit that the first time he invited me to Mexico, I (7) \_\_\_\_\_ accepted because I am (8) \_\_\_\_\_ of flying. But I decided to (9) \_\_\_\_\_ his advice and face my fears. As it turned out, there (10) \_\_\_\_\_ been no reason for me to be so worried; the flight was uneventful. In the end I had a fantastic time, the people were wonderful, the weather was nice and the treasure hunt was amazingly enjoyable. Ross is a great host, he puts everyone up in his (11) \_\_\_\_\_ house and takes care of our every need; and the best part is that everyone comes away with (12) \_\_\_\_\_ baskets of gifts.

- |                           |                   |                       |                     |
|---------------------------|-------------------|-----------------------|---------------------|
| 1. a. apart               | <u>b. part</u>    | c. place              | d. time             |
| 2. <u>a. participants</u> | b. audience       | c. fans               | d. spectators       |
| 3. <u>a. frantically</u>  | b. clearly        | c. dangerously        | d. safely           |
| 4. <u>a. hidden</u>       | b. secret         | c. lost               | d. private          |
| 5. a. signs               | <u>b. clues</u>   | c. advice             | d. symbols          |
| 6. <u>a. wondering</u>    | b. thinking       | c. willing            | d. believing        |
| 7. a. enthusiastically    | b. tiredly        | <u>c. reluctantly</u> | d. interestingly    |
| 8. a. alarmed             | b. interested     | c. attracted          | <u>d. terrified</u> |
| 9. <u>a. take</u>         | b. do             | c. have               | d. make             |
| 10. a. has                | b. have           | <u>c. had</u>         | d. having           |
| 11. a. delighted          | b. delicious      | c. furious            | <u>d. enormous</u>  |
| 12. <u>a. overflowing</u> | b. overestimating | c. overlooking        | d. overhearing      |



# Unit 4 writing

## WRITING A STORY

### 1. DISCUSS

- Do you play tricks on your friends? Why / Why not?
- What's the best trick you've ever played on someone or someone has ever played on you?

### 2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Read the rubric and the story below. Then answer the questions that follow.

*You have decided to enter a short story competition on an international online magazine.  
The competition rules say that the story must begin with the following words:*

*Ammar couldn't stop laughing every time he thought about what had happened that day.*

## Quite an Experience

Ammar couldn't stop laughing every time he thought about what had happened that day. He and some friends were spending a few days in Dammam and they had decided to go camping near a beautiful beach in the area. The days had passed so quickly. During their stay they had visited many places, including the impressive Al-Khobar Water Tower in the nearby town of Al-Khobar, and now it was their last day. They really wanted to make the most of it, so as soon as they woke up, they set off for the beach, as they all wanted to go fishing one last time.

The day started off **uneventfully** until they decided to stop fishing and go swimming. It was **particularly** hot that day. Ammar decided to join in the fun so he jumped in the water, too. He was swimming when, **suddenly**, he felt something brush against his leg. 'Shark!' Sami screamed



and everyone ran out of the water, leaving Ammar behind. He was so scared that he couldn't move.

A few moments later, Ammar heard his friend Sami giggling. He **immediately** knew that Sami was playing another one of his tricks again so he relaxed and started laughing. When everyone else realised what had happened, they started chasing Sami.

**Apparently**, Sami had been waiting for the last day to scare everyone. He had planned everything **perfectly** and managed to make their last day unforgettable. Of course, he also gave Ammar a scary experience to talk about.

1. They thought that a shark was in the water.
  2. Yes, he/she does. No, it isn't.
  3. The following should be underlined:
    - a. He and some friends were spending a few days in Dammam and they had decided to go camping near a beautiful beach in the area.When everyone else realised what had happened, they started chasing Sami.  
He had planned everything perfectly and managed to make their last day unforgettable.
  - b. He was swimming when, suddenly, he felt something brush against his leg.
  - c. ...so as soon as they woke up, they set off for the beach.
- Ammar decided to join in the fun so he jumped in the water, too.
- 
- Sami screamed and everyone ran out of the water
- d. Sami had been waiting for the last day to scare everyone.
4. Informal, e.g. Couldn't, 'Shark!', scary, etc.

1. What did Ammar and his friends think was in the water?
2. Does the writer start the story in an appropriate way? Is the prompt sentence changed at all?
3. The writer uses narrative tenses in the story. Find and underline examples of:
  - a. an action that happened before something else in the past
  - b. an action that was taking place when it was interrupted by another action
  - c. a series of actions that happened one after the other in the past
  - d. an action that had started and continued up to a certain point in the past
4. Is the writer's style formal or informal? Find examples in the text to justify your answer.

Answer



### 3. FOCUS ON LANGUAGE AND STYLE

A. Read the sentences with the highlighted adverbs in the story. How does the use of adverbs improve the story?

The use of adverbs improves the style of the story and makes it more vivid and exciting.

B. Use the adverbs in the box to complete the sentences below.

luckily occasionally happily obviously  
cautiously suddenly completely

- It was a beautiful spring morning and the children were playing happily in the garden.
- Luckily, Carl came out of the accident with only a few scratches.
- My best friend and I don't have much time to see each other any more, but we occasionally get together to chat and exchange news.
- After the climb up the mountain, we were completely exhausted.
- The vet approached the injured bear cautiously.
- Dennis had almost reached the top of the tree when suddenly the branch broke and he fell to the ground.
- Maria was obviously upset and didn't want to talk to us.

### 4. FOCUS ON TIME LINKERS

A. Look at the table below with time linkers (words/phrases that indicate the sequence of events). Then, read the story on page 50 again and find more time linkers.

Beginning	initially, first, at first	during, as soon as, until,
Continuing	then, next, after this/that, afterwards	a few moments later,
Concluding	finally, in the end, eventually	when
Others	meanwhile, the moment that, gradually, since, by the time, before, in the meantime	

B. Read the text and circle the correct word/phrase.

Adventure stories have been told (1) since / when the beginning of time. To this day, the adventure story is a tool used to warn, entertain and teach children all over the world. (2) Before / Initially, fairy tales were told in order to teach good and fair decisions. One such story is *Little Red Riding Hood*, which speaks of the adventures of a girl, giving the message that children should never talk to strangers. (3) Gradually / Hardly, the stories started becoming more focused on action than on adventure, but the moral lesson still remained. (4) Meanwhile / After, comic books started being released, and a new fan base of teenagers was created. Usually comic book creators find a traditional story or fairy tale. (5) Next / By the time they rewrite it to make it more adventurous and to fit their own characters. So the next time you sit down and read a comic book, remember that the story it was based on also lived an adventure (6) than / before it reached you.

### 5. OUTLINE

#### INTRODUCTION

- Describe the setting of the story.
- Introduce the main character(s).
- Describe feelings at the beginning of the story.

#### MAIN PART (2-3 paragraphs)

- Describe how the story started and developed.

#### CONCLUSION

- Describe the outcome of the story (could also be included in the main part).
- Make a brief comment on the story.

### 6. WRITING TASK

Read the rubric below and then write your story (120-180 words). Go to the Workbook, p. 38.

*An international online magazine is organising a short story competition and you have decided to take part.*

*The competition rules say that the story must begin with the following words:*

*Michael didn't really like adventure but that day he had no choice.*

**TIP**

When writing a story remember that:

- you should try to keep the plot of the story fairly simple.
- the story should continue from or end with the prompt sentence.
- the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- you should use informal or consistently neutral language.
- you should use past (narrative) tenses.
- you should use time linkers (to indicate the sequence of events, chronological order, etc.).
- you should try to create an appropriate atmosphere by using direct speech, questions, exclamations, a variety of adjectives and adverbs and vivid vocabulary.

For linking words/phrases and other expressions/phrases that you can use, see Appendix I.





### READING

Read the passage about extreme sports and answer the questions 1-6. Choose *a, b, c* or *d*.

# Extreme Sports

Extreme sports are described as activities which have a high level of danger. Examples of common extreme sports include skydiving, rock climbing, surfing, scuba diving, water skiing, mountain biking and snowboarding. These sports often involve speed, height and great physical effort.

Extreme sports differ from standard sports because they are affected by environmental obstacles and challenges, including weather and terrain. Because natural obstacles, such as wind, snow, water and mountains, cannot be controlled, they inevitably affect the outcome of the given sport or event. In contrast, in a standard sporting event, athletes compete against each other under controlled circumstances. While it is possible to create a controlled extreme sporting event, there are often factors which cannot be held constant. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers.

Most people that engage in extreme sports do so for the so-called 'adrenaline rush'. Under circumstances which cause fear, the hormone adrenaline is released, along with serotonin and endorphins, substances which produce a physical state of excitement and a general sense of well-being. Extreme sports fanatics claim that participating in such challenging activities allows them to develop their physical as well as mental skills and gives them the satisfaction of mastering inhospitable environments.

1. d ('...as activities which have a high level of danger'.)
2. b ('...standard sporting event, athletes compete against each other under controlled circumstances'.)
3. c ('...there are often factors which cannot be held constant. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers'.)
4. c ('Under circumstances which cause fear, the hormone adrenaline is released,...')
5. d ('Most people that engage in extreme sports do so for the so-called 'adrenaline rush.'')
6. a ('...gives them the satisfaction of mastering inhospitable environments'.)

1. In order to be labelled as an extreme sport, the sport must
  - a. be physically exerting.
  - b. take place in harsh weather conditions.
  - c. be done at high speeds and altitudes.
  - d. have a high level of danger.
2. How are standard sports different from extreme sports?
  - a. Athletes do not compete against each other in extreme sports.
  - b. Standard sports are usually played in a controlled environment.
  - c. The outcome of a standard sport is constant.
  - d. Standard sports are always played, despite the weather.
3. Why are snow conditions, rock and ice quality and wave height referred to in the text?
  - a. Because they affect only specific sports.
  - b. They are referred to as factors that must be controlled.
  - c. They are given as examples of changeable conditions.
  - d. Because these conditions are necessary for each sport.
4. The hormone adrenaline is released
  - a. when someone is excited.
  - b. when someone is relaxed.
  - c. when someone is frightened.
  - d. by serotonin and endorphins.
5. Extreme sports fanatics
  - a. have more advanced mental skills than regular athletes.
  - b. need high levels of serotonin.
  - c. have the ability to conquer all natural obstacles.
  - d. enjoy the adrenaline rush which accompanies extreme sports.
6. People who participate in extreme sports
  - a. get a sense of achievement from overcoming the obstacles.
  - b. enjoy being in inhospitable environments.
  - c. want to be allowed to participate in even more challenging activities.
  - d. need substances like serotonin and endorphins to develop their physical skills.



## EXAMINATION PRACTICE

### A. Choose the word or phrase that produces a grammatically correct sentence.

- Was Leena still living in Vancouver when she \_\_\_\_\_ the award?  
a. was winning      b. won      c. had been winning      d. would win
- The lesson \_\_\_\_\_ already \_\_\_\_\_ fifteen minutes before we arrived.  
a. was ... begun      b. was ... beginning      c. had ... begun      d. would ... begin
- Is it ever \_\_\_\_\_ as this in London?  
a. the hottest      b. as hot      c. slightly hotter      d. far more hot
- '\_\_\_\_\_ will we have lunch today?'  
'Let's go to that place by the ocean that makes sushi.'  
a. What      b. When      c. Which      d. Where
- We \_\_\_\_\_ through the park when we heard the bomb explode.  
a. walked      b. were walking      c. would walk      d. were walked
- His explanation about why he failed the exam is \_\_\_\_\_ I have ever heard.  
a. the most strange      b. stranger than      c. strangest      d. the strangest
- \_\_\_\_\_ do you prefer, the red or the blue sneakers?  
a. What      b. Who      c. Why      d. Which
- My friend was angry with me but forgave me when I \_\_\_\_\_ her some roses.  
a. give      b. gave      c. was giving      d. had been giving
- Is it \_\_\_\_\_ to go by train or by bus to the airport?  
a. cheaper      b. the cheapest      c. the cheaper      d. as cheap
- '\_\_\_\_\_ this stylish mobile phone?'  
'Uncle Trevor. He always buys me gifts.'  
a. Who did you give      b. Who gave you      c. Who was giving you      d. Who did give you

### B. Choose the word or phrase that most appropriately completes the sentence.

- Many countries in Europe are planning to \_\_\_\_\_ smoking in all public places.  
a. charge      b. convict      c. ban      d. avoid
- The \_\_\_\_\_ to the burglary was questioned by the police.  
a. hostage      b. witness      c. murderer      d. hijacker
- Abdullah showed me three T-shirts and told me to \_\_\_\_\_ the one I liked best.  
a. pick out      b. hold up      c. go through with      d. make off
- The criminal \_\_\_\_\_ the businessman by threatening to harm his family.  
a. kidnapped      b. blackmailed      c. shoplifted      d. robbed
- All the food was delicious and \_\_\_\_\_ the dessert.  
a. particularly      b. consequently      c. moreover      d. slightly
- Maria won the \_\_\_\_\_ and now a publisher is interested in publishing one of her short stories.  
a. race      b. match      c. competition      d. game
- Bayan lost her \_\_\_\_\_ with her young son because he kept nagging her to buy him candy.  
a. patience      b. endurance      c. strength      d. optimism
- Poverty can often lead people to \_\_\_\_\_ a crime.  
a. serve      b. plead      c. break      d. commit
- He took it for \_\_\_\_\_ that I would help him with his project.  
a. granted      b. advice      c. care      d. responsibility
- Although I live in a big city where there are lots of people, I often find myself feeling \_\_\_\_\_.  
a. only      b. single      c. unique      d. lonely



# Module 2 round-up

## Units (3-4)

C. Read the text below and decide which answer *a*, *b*, *c* or *d* best fits each gap.

### Climbing Mount Kilimanjaro

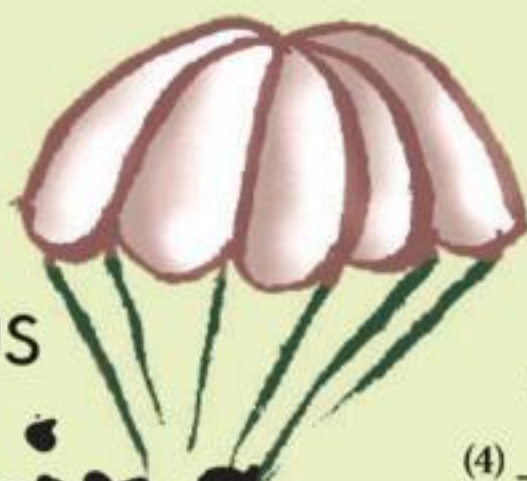
For a long time, I had a strong (1) \_\_\_\_\_ to climb Mt Kilimanjaro, so last year I (2) \_\_\_\_\_ to climb the mountain to raise money for a charity. (3) \_\_\_\_\_, I started out on my adventure by flying to Tanzania in Africa, where the mountain lies amongst gently rolling hills. There were eight other people in my group and two guides who were (4) \_\_\_\_\_ for leading us safely up the mountain. On the first day, I was full of enthusiasm. We were (5) \_\_\_\_\_ by brilliantly-coloured flowers and butterflies, and we stopped and watched in amazement as a line of army ants (6) \_\_\_\_\_ across our path. At one point, one of the guides pointed at something and told me to keep still; I looked and was (7) \_\_\_\_\_ to see a family of blue monkeys. After this, the climb got very steep and the high altitude made everything more difficult. (8) \_\_\_\_\_, I had an awful headache, every part of my body ached and the weather became freezing cold and windy. Finally, after an (9) \_\_\_\_\_ seven-day trek, we reached the top of Mount Kilimanjaro. I was so (10) \_\_\_\_\_ that I could barely stand up. The view from there was so breathtaking that I was (11) \_\_\_\_\_ with emotions. Although it was the hardest thing I've ever done, climbing the mountain was a true test of my (12) \_\_\_\_\_. I don't regret it and I look back on that experience with a feeling of pride.

1. a. desire  
b. respect  
c. glow  
d. target
2. a. inspected  
b. volunteered  
c. approached  
d. investigated
3. a. Meanwhile  
b. Initially  
c. Afterwards  
d. Gradually
4. a. possible  
b. efficient  
c. responsible  
d. successful
5. a. displayed  
b. rushed  
c. overflowed  
d. surrounded
6. a. marched  
b. grabbed  
c. approached  
d. attacked
7. a. adjusted  
b. breathtaking  
c. delighted  
d. willing
8. a. Therefore  
b. Moreover  
c. In conclusion  
d. For instance
9. a. incredible  
b. enormous  
c. inexplicable  
d. unusual
10. a. exhausted  
b. terrified  
c. desperate  
d. concerned
11. a. overturned  
b. overcome  
c. overdone  
d. overtaken
12. a. endurance  
b. quest  
c. emotion  
d. intention

D. Read the text below and complete the gaps. Use only one word in each gap.

a mysterious

hijacking



On 24 November, 1971, a man named D.B. Cooper hijacked a(n) (1) (aero)plane, collected a 200,000-dollar ransom, parachuted into the stormy night and was (2) never heard of again. He enjoys mysterious fame in (3) the history of US crime, as his act is the only unsolved US aircraft hijacking. No one knows (4) what really happened after he jumped from the plane on that night so long (5) ago. In the years before the hijacking, he (6) had served in the army and afterwards had worked for the US Postal Service in the Seattle area. We can only guess about the reasons that led him to do what he (7) did that night. In any case, he had worked out every detail of his plan. What is known for sure is that the (8) most important thing for him was that (9) nobody/no one got hurt, so he allowed the passengers to leave the plane when his demands were met. Once he got the parachute and the money, the plane (10) took off again and he told the pilots to fly towards Mexico and to keep the plane under 10,000 feet and at a speed of under 200 miles (11) per/an hour. At some point, he jumped, but (12) did he survive? Nobody knows for sure.



**E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.**

1. Our holiday was less expensive than I had expected. not  
Our holiday was not as expensive as I had expected.
2. I have never read a better book. the  
This is the best book I have ever read.
3. I took some more medicine as my fever kept getting worse. and  
My fever was getting worse and worse, so I took some more medicine.
4. How long has Rami been driving a Ferrari? did  
When did Rami start/begin driving a Ferrari?
5. It's a long time since I played tennis. for  
I haven't played tennis for a long time.
6. There was less traffic than usual this morning. as  
There wasn't as much traffic as usual this morning.
7. After he had listened carefully to all of us, my father spoke. until  
My father didn't speak until he had listened carefully to all of us.
8. I would ride my bike for hours in the park when I was a boy. to  
When I was a boy, I used to ride my bike for hours in the park.

**F. Read the text and complete the blanks with the correct form of the words in capitals.**

## THE ADVENTURES OF TROY SPECTOR



ZetaGames's new computer game is a great thriller that will keep you on the edge of your seat for hours. You take on the role of the main character Troy Spector, a scientist, archaeologist and (1) experienced FBI agent, and you investigate a kidnapping. Your (2) investigation(s) will take you all over the world as you are challenged by (3) dangerous and exciting adventures. Throughout your journeys, you come across many interesting items and many characters that will assist you in your quest. In this capturing tale, you search for clues to solve the kidnapping of Professor Eisenbart, a highly respected professor of history and (4) civilisation. The clues direct you to (5) fascinating cities in Mexico and you uncover ancient civilisations as you encounter (6) unexpected twists in the plot. For the computer game fan, this game is a great addition to any (7) collection. It is fun and really (8) interactive, as it keeps the player interested and entertained with (9) countless puzzles and clues. It brings a lot of excitement together with some wild and (10) imaginative scenes.

EXPERIENCE

INVESTIGATE

DANGER

CIVILISE

FASCINATE

EXPECT

COLLECT

INTERACT

COUNT

IMAGINE



# Module 2 round-up

## Units (3-4)

### LISTENING

A. You will hear five different people talking about an event or experience they have had. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use.

- a. I couldn't figure out its origin or possible use.
- b. I am glad they managed to get away to a safe place.
- c. It was like travelling back in time.
- d. I think they should find who was responsible for such a terrible crime.
- e. I don't know if this is an indication that something terrible is going to happen next.
- f. I had a very lucky escape.

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Speaker 5 ☐

B. You will hear a radio interview with a Chief Inspector talking about a funny crime story. For questions 1-10 complete the sentences.

1. The police received a phone call from Mr Holder on the morning of \_\_\_\_\_.
2. Mr Holder reported that \_\_\_\_\_ had been stolen from his showroom.
3. The detectives who went to the showroom found that the door was \_\_\_\_\_.
4. The police officers got to an abandoned warehouse by following a trail of \_\_\_\_\_.
5. The detectives found a \_\_\_\_\_ in the warehouse.
6. The Chief Inspector says that day was \_\_\_\_\_ for the police.
7. The five thieves had hidden in \_\_\_\_\_ of the cars.
8. The thieves opened the showroom door with \_\_\_\_\_ the manager had left on his desk.
9. The man had been chewing gum because he was trying to \_\_\_\_\_.
10. A cargo ship was going to take \_\_\_\_\_ to Barcelona.

### SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use lexical sets and collocations related to the topic of crime and punishment <input type="checkbox"/>
	> form derivatives by using prefixes and suffixes <input type="checkbox"/>
	> use expressions with <i>take</i> <input type="checkbox"/>
	> use strong adjectives <input type="checkbox"/>
GRAMMAR	> use the past tenses (past simple, past progressive, past perfect simple and past perfect progressive) appropriately <input type="checkbox"/>
	> make different forms of comparison <input type="checkbox"/>
	> ask questions and use question words appropriately <input type="checkbox"/>
READING	> skim a text to understand the gist and the writer's purpose <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
LISTENING	> understand specific information in an interview and answer multiple choice questions <input type="checkbox"/>
	> understand specific information mentioned by different speakers on a radio programme <input type="checkbox"/>
SPEAKING	> talk about crime and punishment, and adventure <input type="checkbox"/>
	> compare and discuss situations shown in photographs <input type="checkbox"/>
	> make up and tell a story <input type="checkbox"/>
	> speculate on a topic and make a decision <input type="checkbox"/>
WRITING	> write a letter (to the editor) expressing my opinion <input type="checkbox"/>
	> write a story <input type="checkbox"/>

Go to the Workbook (p. 64) for IELTS Practice.

Task 2 p. 85