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DEDICATION

As always, this book is dedicated to three wonderful people: Lydia, Sara and Emily. Thank you!
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### PART 1 Leisure and travel

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<tr>
<th>Unit</th>
<th>Focus</th>
<th>Skills</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U1:</strong></td>
<td>Focus on reading skills</td>
<td>In this unit, you will: talk about leisure activities, practise reading strategies, read adverts, talk about preferences, make suggestions</td>
<td>adjectives + noun</td>
</tr>
<tr>
<td><strong>U2:</strong></td>
<td>Focus on reading skills</td>
<td>In this unit, you will: discuss television programmes, read graphs, read about young people, read about Kuala Lumpur, talk about things you would/ wouldn’t do</td>
<td>adverbs</td>
</tr>
<tr>
<td><strong>U3:</strong></td>
<td>Focus on writing skills</td>
<td>In this unit, you will: talk about your favourite foods, read about fast food, write an informal letter, express opinions, read about a shellfish found in Oman</td>
<td>more adjectives and adverbs</td>
</tr>
<tr>
<td><strong>U4:</strong></td>
<td>Focus on listening skills</td>
<td>In this unit, you will: talk about transport, listen to people talking about different forms of transport, read about cycle safety, read information in a table, use expressions of surprise</td>
<td>tenses – present continuous, present perfect simple, past simple, 'will' future</td>
</tr>
</tbody>
</table>

### PART 2 Education and work

<table>
<thead>
<tr>
<th>Unit</th>
<th>Focus on reading skills</th>
<th>Skills</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U5:</strong></td>
<td>Focus on reading skills</td>
<td>In this unit, you will: read and talk about a language school, look at prefixes and suffixes, give advice, read about getting up in the morning</td>
<td>prefixes and suffixes</td>
</tr>
<tr>
<td><strong>U6:</strong></td>
<td>Focus on reading and writing skills</td>
<td>In this unit, you will: talk and read about different jobs, look for details in a text, make notes, write a summary, give advice, read an advertisement</td>
<td>giving advice</td>
</tr>
<tr>
<td><strong>U7:</strong></td>
<td>Focus on reading and speaking skills</td>
<td>In this unit, you will: learn about British English and American English spelling, read about spellings, write a formal letter, act out a job interview</td>
<td>spelling</td>
</tr>
<tr>
<td><strong>U8:</strong></td>
<td>Focus on listening skills</td>
<td>In this unit, you will: talk about CVs and résumés, listen to a radio interview, write a CV, listen to a job interview, take part in an interview, read about jobs for teenagers</td>
<td>question forms</td>
</tr>
</tbody>
</table>

### PART 3 People and achievements

<table>
<thead>
<tr>
<th>Unit</th>
<th>Focus on reading skills</th>
<th>Skills</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U9:</strong></td>
<td>Focus on reading skills</td>
<td>In this unit, you will: talk about record-breaking, read about sports and athletes, read about Scott of the Antarctic, rank reasons and write paragraphs</td>
<td>superlatives; adjectives; vocabulary</td>
</tr>
<tr>
<td><strong>U10:</strong></td>
<td>Focus on reading and writing skills</td>
<td>In this unit, you will: read about famous people, make notes, talk about twins, write a summary</td>
<td>adverbs; vocabulary</td>
</tr>
<tr>
<td><strong>U11:</strong></td>
<td>Focus on writing skills</td>
<td>In this unit, you will: talk and read about activity/adventure holidays, write an informal letter and paragraphs, read about Girl Guides and Girl Scouts, write an article</td>
<td>either, neither</td>
</tr>
<tr>
<td><strong>U12:</strong></td>
<td>Focus on listening skills</td>
<td>In this unit, you will: talk about the nursing profession, listen to a talk about Florence Nightingale, complete a form, talk about the ICRC, listen to talks about traffic</td>
<td>future in the past</td>
</tr>
</tbody>
</table>

### PART 4 Ideas and the modern world

<table>
<thead>
<tr>
<th>Unit</th>
<th>Focus on reading skills</th>
<th>Skills</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U13:</strong></td>
<td>Focus on reading skills</td>
<td>In this unit, you will: read and talk about social media, create and describe a graph, talk and read about mobile phones, read and create a presentation about computer games</td>
<td>vocabulary</td>
</tr>
<tr>
<td><strong>U14:</strong></td>
<td>Focus on reading and writing skills</td>
<td>In this unit, you will: discuss and read about global warming and the North Pole, read and talk about climate problems, write a summary, discuss, research and design a presentation about water issues</td>
<td>vocabulary</td>
</tr>
<tr>
<td><strong>U15:</strong></td>
<td>Focus on writing skills</td>
<td>In this unit, you will: talk and read about chewing gum, write an article, discuss and read about foods that are bad for the planet, research food types</td>
<td>effect and affect</td>
</tr>
<tr>
<td><strong>U16:</strong></td>
<td>Focus on speaking skills</td>
<td>In this unit, you will: talk and read about fashion, talk about people discussing fashion, plan and write a competition entry, research, design and prepare a fashion presentation</td>
<td>varying vocabulary</td>
</tr>
</tbody>
</table>
Introduction

This fourth edition is for students who are following the International General Certificate of Secondary Education (IGCSE) English as a Second Language (E2L) syllabus, and follows on from Introduction to English as a Second Language. However, this Coursebook can be used independently of the introductory volume.

It is assumed that most of you who use this book will be studying English in order to improve your educational or employment prospects, so it includes topics and themes relevant to this goal. You will find passages and activities based on a wide variety of stimulating topics and about people from all over the world, which I hope you will enjoy reading and discussing.

The book is divided into four themed parts: Leisure and travel, Education and work, People and achievements, and Ideas and the modern world. Each themed part is sub-divided into units based on the specific skill areas of the IGCSE E2L syllabus: reading, writing and listening. Exam-style questions are provided at the end of Units 1–15. Speaking skills are practised through discussion activities and pair and group work, which occur in every unit. At the end of each unit, there is a selection of ‘Further practice’ exercises, so that you can do extra work at home or without a teacher.

Appendix 1 contains some examples of topic cards, similar to those used in speaking-test examinations. However, these could be used to practise your speaking skills, whether you will be taking a speaking-test examination or completing speaking coursework.

The material becomes progressively more demanding, with longer and more advanced texts used in the second half of the book. This progressive step-by-step approach, including Top Tips throughout the book, will help to build your confidence in all the necessary skill areas, while also developing your techniques for success in examinations.

I hope you enjoy using this book, and I wish you success in your IGCSE E2L course!

Peter Lucantoni
Part 1:
Leisure and travel
Unit 1: Focus on reading skills

In this unit, we will concentrate on skimming and scanning reading skills. These skills are important when you need to identify and retrieve facts and details, and to understand and select relevant information from a short text, such as an advertisement, brochure, notice, guide, report, manual or set of instructions, which may include pictures or a diagram.

In this unit, you will also:
- discuss things you do in your free time, and talk about preferences and suggestions
- answer questions about different types of texts
- look at adjective + noun combinations
- answer some exam-style questions.

A Speaking and vocabulary

1. What do these pictures show? Discuss your ideas with a partner and write down at least five words or phrases that you think of.

   Example: people relaxing

2. What do you enjoy and not enjoy doing in your free time? Use the pictures and your ideas from Activity A1 to help you. Make a list by copying and completing the table. Compare your list with your partner’s. Are they the same or different?

   **Enjoy**
   - watching films on TV
   - tidying my room
   - [ ]
   - [ ]
   - [ ]

   **Don’t enjoy**
   - [ ]
   - [ ]
   - [ ]
   - [ ]
   - [ ]
   - [ ]

**LANGUAGE TIP**
Remember that the verbs *enjoy* and *dislike* are both followed by -ing.

Example: I *enjoy* watching movies on TV, but I *dislike* tidying my room.
B Reading

1 Discuss these questions with a partner.
   a When you want to find something quickly in a text, what do you do? Which reading skills do you use?
   b When you read something for pleasure, such as a book or a magazine, do you read it in the same way as you read a school Chemistry textbook?
   c What other ways are there to read a text?

TOP TIPS

Skimming and scanning reading skills are very important when looking for information in a text. We skim to get a general picture of the text – to touch the surface. Think of a stone skimming the surface of water. When we scan, we go deeper into the text, looking for more details. Think of an airport x-ray machine looking inside a suitcase. It may not be necessary to read and understand every word in a text to find the answers to questions.

2 Look at the advertisement for Datasource products on page 9. Answer these two questions. You have ten seconds!
   a How many different products are advertised?
   b Which product is the most expensive?

3 Which readings skill or skills did you use to answer Activity B2? Did you read every word in the text? Did you read quickly or slowly?

4 Answer the following question. Do not write anything yet.
   ■ Which product has the biggest percentage reduction?

5 Which of the following is the best answer to the question in Activity B4? Is more than one answer possible? If so, why?
   a Datasource Trainer has the biggest percentage reduction.
   b The product with the biggest percentage reduction is Datasource Trainer.
   c It’s Datasource Trainer.
   d Datasource Trainer.
   e Trainer.

6 With your partner, ask and answer the following questions. Do not write anything yet.
   a How many products have a normal download price of less than $5?
   b How can you save an additional $5?
   c Which product offers the smallest cash saving?
   d How many Datasource Puzzle Finder apps were sold in a month in the USA?
   e Give three advantages of joining the Datasource loyalty scheme.
   f Which product offers you 60 minutes free of charge?
   g Which product is available in different languages?

7 Write the answers to the questions in Activity B6. Exchange your answers with a different pair and check them. Use the Top Tips on this page to help you.
New apps available to download now from **Datasource.com**!

**Datasource Puzzle Finder** – special discount price of $1 (normal download price: $2 – save 50%!)  
This amazing app is the one that sold a million in a month in the USA! If you’re a puzzle lover, now’s your chance to get the most up-to-date app for finding literally hundreds of online puzzles.

**Datasource Photo Squeeze** – discount price of $2 (normal download price: $6 – save 66%!)  
Now you can create your own amazing images using Photo Squeeze! Take a pic using your smartphone or tablet and then squeeze it into something awesome.

**Datasource Trainer** – amazing price – it’s FREE! (normal download price: $2 – save 100%!)  
If you are into keeping fit, you need this incredible app right now! Download onto your smartphone and keep track of your fitness level. This app will even tell you when you’re not running fast enough!

**Datasource NewsFeed** – discount price of $6 (normal download price: $8 – save 25%!)  
Keep in touch with what’s going on in the world by using this fantastic app! NewsFeed will keep you informed about whatever you choose – sports, entertainment, music … for up to 60 free minutes every day!

**Datasource My Movies** – discount price of $3 (normal download price: $6 – save 50%)!  
This incredible app stores a list of your favourite movies and lets you know about new releases. My Movies also lets you share your list with your friends.

**Datasource Comic Fun** – discount price of $1 (normal download price: $4 – save 75%!)  
Everyone loves comics and this delightful but simple app gives you access to a huge number of titles. And for all you language learners, there are five languages to choose from!

---

$5 OFFER!  
You can save even more by signing up to the Datasource loyalty scheme. Download a minimum of three apps today and get a voucher for $5 to use on your next purchase. You also get a 21-day money-back, no-questions-asked guarantee on all our apps, a monthly digital newsletter, and a membership card and number.
You Write!

The amazing online webzine for teenagers who want to share their writing!

Send us your writing by 30th June for a chance to see it in the next issue (publication date 31st July) of You Write!

Choose which section you want your work to appear in: MY STORY, MY POEM, MY OPINION, MY REPORT.

MY STORY:
For those of you with a story to tell, this is the section for you! We will consider your funny, or serious, original, creative stories up to a maximum of 275 words.

MY POEM:
What has inspired you to write a poem? An interesting person? An unusual place? A funny pet? Extreme weather? Send us up to 25 lines of your inspired writing in order to be considered for this section.

MY OPINION:
Use this section if you want to get something off your chest! Has something annoying happened that makes you want to put pen to paper? If you are feeling particularly angry, upset or even happy about something, share your opinion by writing no more than 200 words.

MY REPORT:
Seen or heard something interesting locally that you want to tell others about? Perhaps a new cinema has opened in your town, or your local team won its most recent match? Maybe you want to write about something that you were personally involved in, such as a music or drama festival? Send us your report, up to 275 words.

What do I do next?

Complete and submit the form below. You must do this electronically. Do not forget to attach your piece of writing!

First name: ______________________  Family name: ______________________
Email: ______________________  Age last birthday: ______________________  Name of school: ______________________

Which section are you writing for? Please select.

My Story ❑  My Poem ❑  My Opinion ❑  My Report ❑

Title for your writing (maximum FIVE words): ______________________
Number of words: ______________________

I have my parent’s/guardian’s permission to submit my writing to You Write! Please select YES ❑  NO ❑

Data Protection Act: Sometimes we may wish to send you information about other products that we feel may be of interest to you. Select this box if you do NOT wish to receive such information ❑

Need to contact us? Click here or email us: info@youwrite.eu
8 Have a quick look at the second text, You Write!, on page 10. Where might you find a text like this? Why? Choose one or more from the list.

- a dictionary
- an email
- a newspaper
- a comic
- a TV magazine
- a children’s magazine
- a blog
- a shop window
- a leaflet
- an encyclopaedia
- a website

9 What is the best strategy for addressing short-answer questions? Put the following points into a logical order. Be prepared to explain your order.

- a Search likely sections of the text.
- b Read the question.
- c Underline the key word/s.
- d Ask yourself what information the question is asking for.

10 Look at these questions based on the You Write! webzine on page 10. Do not write anything yet. Find and note down the key word/s in each question.

- a Who is You Write! for?
- b When can you read the next publication?
- c How many sections are there in the webzine?
- d What is the maximum number of words for a creative story?
- e If something has made you angry, for which section should you write?
- f Which section does not tell you how many words to write?
- g After you have finished your writing, what do you have to do?
- h How long can the title for your writing be?
- i If you select the final box, what will you not receive?

TOP TIPS

Notices, leaflets, signs, advertisements and timetables can contain a lot of information in various formats. The best strategy for answering questions on sources like these is to decide which word or words in the question will lead you to the place in the text that contains the answer. These words are called key words. Was it possible to identify key words in every question in Activity B10? Sometimes you may not be able to decide, but usually there are one or two words that will help you to identify where in text you can find the answer.

11 Now write the answers to the questions in Activity B10. Keep your answers short, but remember to include all the information that the questions ask for. Exchange your answers with a partner and check them.
C ♦ Language focus: Adjective + noun

1 Notice the use of adjectives in the two texts you have read in this unit:
   amazing app    up-to-date app    amazing online webzine    creative stories
   a Copy and complete this sentence.
      Adjectives are used to provide … about … . In English, adjectives usually come … the noun.
   b What happens in your language? What is the usual order for adjectives and nouns?

2 Quickly read through the two texts on pages 9 and 10 again. Find at least three more examples of adjective + noun combinations in each text. Compare your examples with a partner’s.

3 Adjectives can often be formed from other parts of speech. Copy and complete the table with the correct words. You may not be able to fill in all the gaps.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Adverb</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>amazing</td>
<td>amazement</td>
<td>amazingly</td>
<td>amaze</td>
</tr>
<tr>
<td>special</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>incredible</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>delightful</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>funny</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>serious</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>original</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>creative</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
</tbody>
</table>

4 Look back at the two texts in this unit and find at least five more adjectives. Add them to your table and then complete the other parts of speech (noun, adverb and verb) where possible.

5 Notice that there are different possible endings for adjectives in English. Using the words from Activities C3 and C4, list some of these possible endings. Then think of three more examples for each ending.
   Example: -ing: interesting, amazing    tiring, fascinating, boring

6 Choose eight adjectives from Activity C5, then combine them with nouns and use them in sentences of your own.
   Example: That webzine was full of interesting stories and ideas.

D ♦ Speaking: Showing preferences and making suggestions

1 Listen to Maria and Christos talking. How many different ways do they use to show a preference or to make a suggestion?

2 Look at the audioscript on page 188 and check the meaning of the phrases that are underlined.
Think of more ways to show a preference and to make a suggestion. Copy the table below and add more phrases. Compare your answers with your partner’s.

<table>
<thead>
<tr>
<th>Showing a preference</th>
<th>Making a suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’d rather go …</td>
<td>Why don’t we go … ?</td>
</tr>
<tr>
<td></td>
<td>Let’s go …</td>
</tr>
</tbody>
</table>

Usually when we **show a preference** for something or **make a suggestion**, we also give a **reason**. What reason does Maria give for wanting to go to the shopping centre later? What reason does Christos give for wanting to go to the shopping centre at the weekend?

**LANGUAGE TIP**

Look at how *preference* and *suggestion* phrases are followed by infinitive, ‘to’ infinitive or *-ing* forms of the verb.

<table>
<thead>
<tr>
<th>+ infinitive</th>
<th>‘to’ infinitive</th>
<th>+ -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why don’t we … + do?</td>
<td>Would you like … + to do?</td>
<td>What/How about … + doing?</td>
</tr>
<tr>
<td>Let’s + do</td>
<td>I’d like + to do</td>
<td>What do you think about … + doing?</td>
</tr>
<tr>
<td>I suggest + do</td>
<td>I prefer + to do</td>
<td>I suggest + doing</td>
</tr>
<tr>
<td>Can’t we … + do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think we should … + do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’d rather + do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Work with your partner. For each of the following examples, one of you makes a suggestion and the other gives a preference. Use a variety of phrases from the Language Tip, and support your suggestions and preferences with reasons.

**Example:** *Buying new trainers or a birthday present for someone.*

**Maria:** *Why don’t you buy those new trainers we saw in town?*

**Christos:** *No, I don’t think so, Maria. It’s my mum’s birthday next month and I’d prefer to save my money for her present.*

a. Going on holiday to Australia or Iceland.

b. Eating Italian or Japanese food in a restaurant.

c. Watching a movie at the cinema or on TV.

d. Playing basketball or going swimming.

A competition has just been announced. An area of land near your school is going to be developed. For the competition, you need to make a short speech to your schoolfriends, giving your preferences and reasons for the development of the land. Plan your speech. It might be helpful to write down some ideas, like this:

- Shopping centre
- Library
- Car park
- Could include computers
- Restaurant
- LAND

***TOP TIPS***

Making suggestions and expressing preferences about a particular topic are important aspects of speaking effectively. Although it is important to speak accurately (and using set phrases like the ones in this unit will be very helpful), in order to ensure that no misunderstandings take place, the most important thing is to talk communicatively and effectively in a fluent manner. Also, try to avoid using slang expressions and vocabulary, say ‘yes’ not ‘yeah’ and try to use full sentences whenever possible (rather than single-word answers to questions).
Welcome!
Welcome to the new Achileas Sports Centre and Swimming Pool Complex monthly newsletter! We offer a wide variety of activities for you and all your family and friends. Whether your interest is fitness, football, tennis, basketball or swimming, we can offer you an excellent range of activities to suit all your needs. We hope you will enjoy your visit to the new Achileas Complex and take advantage of the many facilities available.

Opening hours
Swimming Pool
Monday–Friday 07.00–22.00
Saturday–Sunday & public holidays 08.00–21.00
Sports Centre
Monday–Friday 06.00–22.00
Saturday–Sunday & public holidays 09.00–20.00
Achileas Restaurant
Monday–Saturday 12.00–15.00 & 19.00–23.00
Sunday & public holidays 12.00–15.00 only

Membership
<table>
<thead>
<tr>
<th>Children (6–17)</th>
<th>Adults (18+)</th>
<th>Couples (2 adults)</th>
<th>Family (2 adults + 2 children)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$250</td>
<td>$400</td>
<td>$350 each</td>
</tr>
<tr>
<td>6-monthly</td>
<td>$130</td>
<td>$210</td>
<td>$180 each</td>
</tr>
<tr>
<td>3-monthly</td>
<td>$70</td>
<td>$110</td>
<td>$100 each</td>
</tr>
<tr>
<td>Monthly</td>
<td>$25</td>
<td>$45</td>
<td>$40 each</td>
</tr>
<tr>
<td>Weekly</td>
<td>$20</td>
<td>$40</td>
<td>$35 each</td>
</tr>
<tr>
<td>Daily</td>
<td>$10</td>
<td>$20</td>
<td>$15 each</td>
</tr>
</tbody>
</table>

Facilities
Five fitness and special-focus gyms, one children’s gym, Olympic pool and children’s starter pool, four squash courts, four badminton courts, two basketball courts, eight outdoor tennis courts, two all-weather football pitches, Achileas Sports Shop, Achileas Restaurant.

Focus on gyms
Whatever your fitness level, whatever your age and whatever your fitness goals, we have something to offer you in one of our special-focus gyms! If you would like to lose weight, tone up, increase your strength or improve your health, we have highly qualified staff on hand to motivate you in one of our focus gyms.

Whether you wish to work out once a week or every day, for ten minutes or an hour, after an initial consultation, our staff will design your own personal-fitness programme, tailored to suit your individual needs. You will also benefit from regular reviews, where your progress will be monitored and your programme updated or adjusted accordingly.

All of this takes place in one of our five focus gyms: cardiovascular, resistance training, free weights, general and sports injury. All our focus gyms offer state-of-the-art machines and excellent user-friendly equipment, catering for all your health and fitness needs.
a  What time does the sports centre close on public holidays?

b  What is the cost for a family for a six-month membership?

c  How many swimming pools are there?

d  What non-sport facility does the complex offer?

e  How many different ‘fitness goals’ are mentioned?

f  What do you need to do before the staff can design your personal fitness programme?

g  How is your progress assessed?

h  What two things do all the ‘focus’ gyms offer?

Investigate and write

2  Find some examples of advertisements, leaflets, brochures or timetables and choose two. Study them carefully and then write five to six questions about each text for your partner to answer. The questions should require your partner to find factual details and to write short answers (a single word or phrase).

Speak

3  You are going to the cinema with two friends. There are three films to choose from: a comedy, a romantic drama and a sci-fi film. With two partners, say what your preferences are, suggest which film to see and give your reasons. Then make arrangements about when and where to meet.

Read and write

4  Look at the African Safari advertisement on page 16. Find the key word/s in the questions. Then write your answers to the questions below in your notebook.

a  What is the minimum price for the African Safari?

b  Name an activity included in the African Safari.

c  How long is the African Safari?

d  How far is the Victoria Falls Hotel from the airport?

e  What can you see from the hotel?

f  Where will you sleep on Day 2?

g  Which hotels offer swimming facilities?

h  Which hotel is said to be among the best in Africa?

i  When will you get the chance to see animals living in their natural environment?

j  On which day are you offered the chance to go shopping?

k  What meals are included in the basic price?

l  Which airline will fly you to Africa?
**Weekly News Special Readers’ Offer**

**AFRICAN SAFARI**

A night in the African rainforest, camping under the stars, right next to the mighty Mosi oa Tunya (Victoria Falls) in Zimbabwe, is just one of the many never-to-be-forgotten experiences of our latest offer to *Weekly News* readers. Six nights of pure African luxury in Zimbabwe’s best hotels, with 5-star class and total comfort.

**Day 1:** The 5* Koningin Hotel will cater for all your needs during your first day in Africa after the 30-kilometre drive from the new international airport. Located only minutes from Victoria Falls, the hotel has splendid views of the breathtaking waters, and is surrounded by jacaranda trees and beautifully tended gardens. This hotel is regarded as one of the best on the African continent and has been voted the best in Zimbabwe by our panel of regular visitors.

**Day 2:** Your night under the stars, within a few minutes’ walk of the cascading waters of Victoria Falls. Our purpose-built campsite retains the comfort and luxury of the main hotel, whilst offering our guests a chance to savour the atmosphere of the rainforest. Your evening starts with a sumptuous barbecue cooked by our head chef, followed by a programme of African music and dance. Then, as the moon rises and the stars shine, you retire to your tent to sleep or to listen to the fascinating sounds of the African rainforest. An experience never to be forgotten!

**Days 3–4:** The 5* Zimbabwe National Hotel will accommodate you in the heart of the Zimbabwean wilderness. By jeep from your campsite near the Falls, you arrive at midday via the Zambezi river. The hotel complex offers you every amenity you would expect from a 5* luxury hotel, including golf, tennis, squash, badminton, swimming in one of three open-air pools, bowls and full use of our health suite. In the evening, enjoy our international menu, or relax in the gardens.

**Days 5–6:** Arrive by helicopter at the 5* Plaza Hotel, only 20 minutes’ drive from the airport. The Plaza is located near to the Zimbabwean National Game Reserve, and Day 5 includes an amazing safari to see some of the world’s most exotic animals in their natural habitats. Your final day can be spent in the luxurious surroundings of the hotel, or you can make a shopping trip into town. The hotel itself offers a full range of 5* facilities, including its own cinema, as well as a pool complex with diving boards.

Included in this special offer: six nights in 5* hotel accommodation. Depart from London Stansted Airport. B & B meal basis (for HB add $250). Price is per person based on two people sharing (add $450 for single room). Scheduled flights with Air Zimbabwe.

*From only $1999 per person*
5 Look at the ESRB Ratings Guide below and answer these questions.
   a What is the purpose of the guide?
   b There are six different age-rating categories. Match each one with the correct description a–f.
   c What do the following words and phrases in the text mean?
      (i) concise and objective, (ii) consumers, (iii) informed choices

<table>
<thead>
<tr>
<th>Rating categories</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a Content is generally suitable for ages 17 and up.</td>
</tr>
<tr>
<td>2</td>
<td>b Content is generally suitable for all ages.</td>
</tr>
<tr>
<td>3</td>
<td>c Content is generally suitable for ages 13 and up.</td>
</tr>
<tr>
<td>4</td>
<td>d Content suitable only for adults ages 18 and up.</td>
</tr>
<tr>
<td>5</td>
<td>e Content is intended for young children.</td>
</tr>
<tr>
<td>6</td>
<td>f Content is generally suitable for ages 10 and up.</td>
</tr>
</tbody>
</table>

6 Look at the next section: Interactive Elements. Answer the following questions in your notebooks.
   a Apart from email address, think of three other examples of personal information.
   b What does third parties mean?
   c Give another word or phrase for location.
   d What does exposure mean?
   e Which is the best meaning of the word via:
      (i) using, (ii) with, (iii) across, (iv) through?

Interactive Elements

- **Shares Info**: indicates that personal information provided by the user (email address, phone number, credit card info, etc.) is shared with third parties.
- **Shares Location**: includes the ability to display the user’s location to other users of the app.
- **Users Interact**: indicates possible exposure to unfiltered/uncensored user-generated content, including user-to-user communications and media sharing via social media and networks.
Exam-style questions

1 Read the following advertisement and answer the questions.

The E-Scoot rechargeable battery-operated electric scooter

ONLY £ 79.95 inc. p&p, for beating traffic or just having fun!

This new, ultra-lightweight (just 7.35 kilograms), folding electric scooter can be great fun for all the family (minimum recommended age 10 years) – and you don’t need a licence to use it.

Its rechargeable on-board batteries, built in under the floor, will provide power to the engine up to a maximum distance of 15 kilometres and at a maximum speed of 12 kilometres per hour. Each full charge of the batteries takes approximately 4–5 hours, using the AC/DC charger provided.

The E-Scoot incorporates a foot-safety cut-off switch, as well as handlebar brakes. There’s even a built-in stand to avoid having to lean it up against something when not in use.

E-Scoot is available in a choice of three great colours (blue, red and yellow), requires virtually no maintenance, can be used without battery power, if and when required, and is available at only £79.95 each, including postage and packing.

Adapted from an advertisement in The Independent on Sunday.

a  How much extra do you need to pay for postage and packing?  [1]
b  What can the scooter be used for?  [1]  
c  Who should not use the scooter?  [1]  
d  Where are the batteries located?  [1]  
e  How far can you travel on the scooter?  [1]  
f  How long do you need to wait for the batteries to recharge?  [1]  
g  What can stop the E-Scoot from falling over?  [1]  

Extended

h  In what two ways can the scooter be stopped?  [1]  
i  What can you do if the battery runs out of power?  [1]  

[Total: 9 Extended, 7 Core]
2 Read the text and answer the questions that follow.

**Somewhere for the weekend … Bilbao**

This artistic city celebrates its heritage with a flamboyant fiesta, set amidst Spain’s most dramatic new architecture.

Now is the time to head south-west to see Bilbao at its most active, as celebrations of the city’s heritage reach a climax with the Aste Nagusia festival. This is one of Spain’s liveliest fiestas, comprising eight days and nights of processions, parades, concerts, dances, demonstrations of rural sports (including stone-lifting, log-chopping and hay-bale tossing) and bullfights.

There are also nightly firework displays, best viewed from the city’s bridges. Bus stops and street crossings are repainted gaudily, and bright scarves are draped around the necks of the city’s statues.

Bilbao was founded in 1300 and is Spain’s fourth biggest city (after Madrid, Barcelona and Valencia). Straddling the Nervion river, it is Spain’s largest port. There are two official languages, Spanish and Euskara (the Basque language); most signs are bilingual.

The main tourist office is at Calle Rodrigo Arias (www.bilbao.net). It opens 9 a.m.–2 p.m. and 4–7.30 p.m. from Monday to Friday. On Saturdays, the hours are 9 a.m.–2 p.m., on Sundays 10 a.m.–4 p.m. A more useful operation is run at the airport (daily 7.30 a.m.–11 p.m.). There is also a tourist office at the Guggenheim Museum at Avenida Abandoibarra 2, open 10 a.m.–3 p.m. and 4–7 p.m. daily, though not on Sunday afternoons.

Many visitors and locals forsake sit-down meals in favour of nibbling at bars. Eating is no trivial matter, however. In the evenings, restaurants rarely open before 9 p.m. Traditional dishes revolve around veal, lamb and fresh fish (especially cod), often in olive-oil sauces.

---

a  Why is now a good time to visit Bilbao?  [1]
b  How long do the celebrations last?  [1]
c  Give three examples of non-urban sports.  [1]
d  In what two ways is the city of Bilbao decorated during the fiesta?  [2]
e  How old is the city of Bilbao?  [1]
f  Where in Spain is Bilbao situated?  [1]

**Extended questions**

g  How many of the tourist offices are open on Sunday afternoons?  [1]
h  How important is eating in Bilbao?  [1]

[Total: 9 Extended, 7 Core]
Unit 2: Focus on reading skills

In this unit, we will again concentrate on the important reading skills of skimming and scanning, which are vital for identifying and retrieving facts and details in a text. Some texts will include a picture or a diagram, and you may also need to understand and select relevant information from the graphic.

In this unit, you will also:
• discuss TV and how much you watch
• look at information in graphs
• read about activities for teenagers and about Kuala Lumpur
• study adverbs
• answer some exam-style questions.

A Speaking and vocabulary

1 Work with a partner. Look at the pictures. What type of television programme does each one show?

Example: 1 = soap opera

2 What other types of television programme can you and your partner think of? Make a list.

3 Which of the programmes from Activities A1 and A2 do you like and dislike? Why? Copy and complete the table below.

<table>
<thead>
<tr>
<th>Programmes I like</th>
<th>Programmes I don’t like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Take turns to ask and answer these questions with your partner.
   a How much TV do you normally watch each day? How much do you watch each week? What does it depend on?
   b What about your friends? Do they watch more or less TV than you do, or about the same?
   c Which TV programmes do you and your friends like and dislike?

LANGUAGE TIP
Remember the structure spend time doing something.
Example: How much time do you spend watching movies on TV? I probably spend three to four hours watching movies.
5 Look back at the list you made for Activity A2 on page 7. How much time do you spend doing these activities each week? Copy the table below. Complete the first two columns for yourself, then discuss with your partner and complete the third column.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Minutes each week (me)</th>
<th>Minutes each week (my partner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>watching films on TV</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Look at the graph and answer questions a–e.

a What is the title of the graph?
b What does the left-hand axis show?
c What does the bottom axis show?
d Which axis is horizontal and which one is vertical?
e What do the small numbers at the top of each shaded column show you?

6 Look at the graph and answer questions a–e.

a What is the title of the graph?
b What does the left-hand axis show?
c What does the bottom axis show?
d Which axis is horizontal and which one is vertical?
e What do the small numbers at the top of each shaded column show you?

7 Work with a partner. Which of the following activities do you think are represented in the graph above (A–F)? Write down your answers. Be careful – there are four extra activities that you do not need to use!

- doing a hobby
- doing voluntary work
- doing homework
- helping in the home
- gardening
- playing computer games
- doing sport
- reading books and magazines
- using Facebook or other social media
- watching TV

8 Compare your choices with the ones your teacher gives you. Does anything surprise you? Which activities didn’t you choose? Why not?

9 Draw a similar graph using information supplied by the people in your class or school. Your teacher will help you to obtain the information and to draw your graph.
B Reading

1 Think back to Unit 1. Which reading skills are the most useful in answering questions that require short answers? Copy and complete the sentences.
   a Skim reading is useful when you want to find … .
   b Scan reading is useful when you want to find … .

2 You are going to read an internet article about holiday activities for teenagers in the city of Denver, USA. Before you read the article, discuss these two questions with your partner.
   a What activities do you do during your school holidays?
   b What differences do you think there might be between holiday activities for teenagers in your country and teenagers in the USA?

3 Look at these adjective phrases (a–i) from the first four paragraphs of the article you are going to read. Discuss each one with your partner and try to agree on what they mean. Use paper or digital reference sources to help you.
   a hard-to-please
   b pulse-pounding
   c cutting-edge
   d off-road
   e heart-shaking
   f gravity-defying
   g two-for-one
   h state-of-the-art
   i long-standing

4 What meaning do many of the adjective phrases in Activity B3 have in common? What type of article do you think you are going to read?

5 Match each adjective phrase (a–i) from Activity B3 with one of the following nouns (A–I). Write the complete phrase in your notebook.
   Example: pulse-pounding rides

   A art museum  B/C rides (x2)  C thriving
   D thrilling  E attractions  F rollercoasters
   G trails  H Denver institution  I teenager

6 Now look at these adjectives taken from the final three paragraphs. Discuss each one with your partner and try to agree on what they mean. Use paper or digital reference sources to help you.
   a angular
   b beloved
   c booming
   d creative
   e incredible
   f renowned
   g stimulating
   h stunning
   i timeless

7 What do you think the adjectives in Activity B6 describe? Work with your partner again and try to guess. Write your answers in your notebook.
   Example: angular buildings

8 Read the text opposite and check your answers to Activities B5 and B7.
Are you a hard-to-please teenager? Denver offers plenty of things to occupy your time during your stay. From pulse-pounding rides to hip shopping districts, and from cutting-edge art museums to all the sports a teen could dream of, Denver, the Mile High City, is the perfect playground for you, even if you are the choosiest of adolescents! Get the scoop below:

**Denver outdoors**

[2] As you know, you teenagers have plenty of energy. Well, sometimes anyway! So get out into Denver’s legendary fresh air and take advantage of the city’s outdoor options. If you’re a skateboarder, head straight to the Denver Skate Park. This vast area – one of the most renowned skate parks in the country – is filled with bowls for all levels of skating skill, and – wait for it – admission is free! But helmets are required, so don’t forget to bring one.

[3] Biking is also big in Denver. The city is home to a massive network of more than 1300 kilometres of paved, off-road trails, making it a two-wheeled paradise. Bike rentals are available throughout the city, most notably at Confluence Kayaks (www.confluencekayaks.com) near the South Platte River bike trail and at Cherry Creek Bike Rack (www.cherrycreekbikerack.com).

**Denver amusement parks**

[4] If you are in the mood for heart-shaking thrills, you’re in luck! The Mile High City is the place for you. Choose from gravity-defying rides to challenging climbing walls to wet’n’ wild waterslides. Elitch Gardens (www.elitchgardens.com) is a can’t-miss, two-for-one attraction, with unique, state-of-the-art rollercoasters, as well as a refreshingly fun water park. Lakeside Amusement Park (www.lakesideamusementpark.com) is a long-standing Denver institution that features a number of classic wooden rail coasters. Every summer, because of the heat, thousands of Colorado residents flock to Water World (www.waterworldcolorado.com) looking to relax in the park’s beautifully landscaped and shaded 64 acres, and to ride some serious waterslides.

**Denver arts**

[5] Are you a creative teenager? Denver has a booming arts world, and you’ll find plenty of stimulating attractions. Don’t miss the stunning Denver Art Museum (www.denverartmuseum.org). The building itself is a work of art, thanks in part to the amazing, angular Hamilton Wing, designed by Daniel Libeskind. Inside, you’ll discover an incredible array of art, ranging from masters like Cézanne and Picasso to the brightest new lights on the scene.

**Denver sports**

[6] Denver is a professional sports paradise, with no less than eight professional sports teams that thrill sell-out crowds year-round. Basketball, baseball, football, soccer, lacrosse, hockey, rugby – Denver’s got it all, with some of the world’s best athletes playing in the teams. For baseball, head to Coors Field for a Colorado Rockies game (http://colorado.rockies.mlb.com). The season runs from April to September. The unbelievably enormous Sports Authority Field at Mile High is the NFL’s Denver Broncos’ (www.denverbroncos.com) home – with a season that runs September to January. The Colorado Rapids (www.coloradorapids.com) play Major League Soccer from March to October. The NBA’s Denver Nuggets (www.nba.com/nuggets) rule the court at the Pepsi Center in Downtown Denver, October until June. The Pepsi Center is also the home of Denver’s beloved hockey team, the Colorado Avalanche (http://avalanche.nhl.com) – called the ‘Aves’ by fans. Their season runs from September to June.

**Denver performing arts**

[7] You probably love the Internet, television and movies, but there’s nothing quite like the timeless thrill of seeing a musical, a ballet or a concert performed live. The Denver Center for the Performing Arts (www.denvercenter.org), located downtown, offers all these events and more on a regular basis. Expand your horizons by going to a performance by the Colorado Symphony Orchestra. Go to New York City without the hassle and see a Broadway musical, such as Jersey Boys, Phantom of the Opera or The Lion King. Catch a performance by the renowned Colorado Ballet. You’ll find that all of these are immediately accessible, engaging and exciting. Check out future performances on the Denver Center’s YouTube channel. There are clips from shows, peeks behind the curtain and interviews with cast members.

Adapted from www.denver.org
9 Read the following questions and note down the key word or phrases in each one. Do not write any answers yet.
   a What four activities does Denver offer you in paragraph 1?
   b Name two outdoor activities that Denver offers.
   c How much do you have to pay to use the Denver Skate Park?
   d What must you use while skateboarding?
   e Why do people who live in Colorado visit Water World in the summer?
   f How many different professional sports are played in Denver?
   g Which two sports can you watch during July and August in Denver?

10 Look at the article again and try to find the key words and phrases you wrote down in Activity B9. Can you find exactly the same vocabulary?

11 You may find that you need to write more than just a few words in an answer. Choose the best answer from the list below for Activity B9e. Give reasons for your choice.
   e Why do people who live in Colorado visit Water World in the summer?
      (i) Because it’s hot.
      (ii) To beat the heat.
      (iii) To beat the heat, relax and enjoy the rides.

12 Now write complete answers to the questions in Activity B9. Exchange answers with your partner and check each other’s responses. What should you be looking for?

C Language focus: Adverbs

LANGUAGE TIP
Adverbs can describe verbs, adjectives and other adverbs. They are used to describe how, where, when, why and how often something happens.

Example: Maria worked quickly, but wrote very carefully during the test. When she was nearly ready to finish, she re-checked everything.

In this example, quickly tells us how Maria worked (verb), very tells us how carefully (adverb) she wrote, nearly tells us to what extent she was ready (adjective).

Look at these phrases taken from the article you have just read:
refreshingly fun water park
beautifully landscaped and shaded 64 acres
unbelievably enormous Sports Authority Field
immediately accessible, engaging and exciting

The italic words are all adverbs. What is the role of each adverb?

1 Work with a partner. Choose any ten consecutive letters from the alphabet. Think of an adverb that begins with each of the ten letters and list them.

         F – fabulously, G – greatly, H – horrendously, I – interestingly …
2 Use paper or digital reference sources to check your adverbs. Then compare your list with other people in your class.

3 Complete each sentence below with a suitable phrase containing either an adverb + adjective or an adverb + verb. Choose from the adverbs in the box. You may be able to use some adverbs more than once.

amazingly completely extremely incredibly interestingly really unexpectedly

Examples: Mario’s brother wasn’t injured in the accident and the police were incredibly helpful.

Look at Mario’s car. It’s been completely destroyed.

a Elena thought the new café would be cheap, but ….

b Siphiwe usually plays well, but today he’s ….

c When Rasheed and Ranya arrived at their hotel, they were surprised to see that everything was ….

d The mountains in the interior of the island were ….

e The room had been painted in a strange way: the walls were ….

f George did not tell anyone that he was going to visit us. He arrived ….

g The film was much too long and was ….

h Only Sayeed agreed with Fiona. Everyone else ….

i The results of the survey showed that older people ….

j Tutaleni tried to be independent, but his elder sister Nangula ….

4 Write five sentences of your own. Each sentence must include either an adverb + adjective or an adverb + verb.

D Speaking: Would/wouldn’t do

1 Read this paragraph about the amount of pocket money that young people need. Use paper or digital reference sources to check any unknown words or phrases.

Do teenagers need more or less pocket money to meet their daily expenses?

Pocket money allotted daily or weekly by parents is the main source of cash for today’s teenagers around the world. Depending on where they live, teenagers have different financial needs. They usually use pocket money to pay for public-transport fares, cinema tickets, entrance fees, or to buy some snack while at school. As the living standards in many developed and developing countries are constantly increasing, teenagers need more and more pocket money to meet their daily expenses. In countries that are experiencing a state of financial instability and currency fluctuations, teenagers need more cash every day simply to make up for the rampant inflation. The money they had yesterday could buy fewer things today.

Adapted from www.financialized.ca
Work in small groups. Ask and answer these questions.

a Do you think you receive enough pocket money?

b What do you buy with your pocket money?

c What phrases would you use to ask your parents or a family member for more pocket money?

d Would you need to give a reason for asking for more?

Copy the table and add the phrases below in the correct columns.

<table>
<thead>
<tr>
<th>Would</th>
<th>Wouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would be prepared to clean the car</td>
<td>Cleaning the car is something I’d never do</td>
</tr>
<tr>
<td>I like cleaning the car</td>
<td>I can’t imagine myself ever cleaning the car</td>
</tr>
<tr>
<td>I wouldn’t mind cleaning the car</td>
<td>I certainly wouldn’t ever clean the car</td>
</tr>
<tr>
<td>I’d be quite happy to clean the car</td>
<td>I would enjoy cleaning the car</td>
</tr>
<tr>
<td>I wouldn’t have a problem with cleaning the car</td>
<td>I wouldn’t have a problem with cleaning the car</td>
</tr>
<tr>
<td>There’s no way I’d ever clean the car</td>
<td>There’s no way I’d ever clean the car</td>
</tr>
</tbody>
</table>

Suppose you urgently needed some extra money. Would you be prepared to ‘earn’ it instead of just asking for it? What would you be prepared to do to earn it? What wouldn’t you be prepared to do? Discuss your ideas with your partner and try to use some of the phrases from Activity D3.

Examples: would: I’d be quite happy to do the washing.
wouldn’t: I certainly wouldn’t empty the bins.

E  Reading

You are going to read a newspaper article about Kuala Lumpur. Before you read, work with a partner to ask and answer these questions.

a What type of holiday do you enjoy most: in the city, on the beach, in the mountains or staying at home? Why?

b If you have a city holiday, what do you like to do when you’re there?

c Are there any large cities in your country? If so, what would you recommend a visitor to see and do? If there are no large cities in your country, think about a city in another country.

d What are the advantages and disadvantages of living in a large city?

The following words appear in the article. Work with your partner to decide what they mean. Use paper or digital reference sources to help you.

a bustling
b cosmopolitan
c temperate
d awed
e immense
f stunning
g luxury
h bargain hunter
3 Scan the article and find the words from Activity E2. Do the meanings you decided on with your partner make sense?

The KL Experience

Kuala Lumpur, the capital of Malaysia, has transformed itself into a vibrant, bustling, cosmopolitan city that is home to more than 7 million people. Visit this city and you can discover wonderful hotels, fantastic shopping, incredible food options and endless entertainment opportunities. KL is the destination that has so much, it’s difficult to choose the best places. Because of its temperate climate, KL is a great destination at any time of the year.

The Towers
At more than 450 metres tall, the 88-storey Petronas Twin Towers used to hold the world record for the tallest building in the world. It is a major tourist attraction, especially at night, when both towers are fully illuminated. A skybridge between the two towers is 170 metres above the street and gives a fantastic bird’s-eye view over the city.

Mystical Batu Caves
When you’ve had enough of the bustling city, a trip to the Batu Caves is a must. Located in Selangor, about 20 minutes from KL city, the caves are the site of a Hindu temple and shrine that attract thousands of visitors. On arrival, you’ll be greeted by monkeys hoping for peanuts! You’ll be immediately awed by the large statue of Lord Murugan at the entrance. From here you can climb 272 steps to see the immense cathedral caves with their 100-metre-high ceiling, and view the stunning KL skyline.

Shop Shop Shop!
KL has every shopping experience imaginable, from exciting street markets to luxury shopping centres. The main shopping district is Bukit Bintang, located in the Golden Triangle area, which is just a ten-minute drive from KL city centre. Here, along the roads and streets, you’ll find a mix of shops and bigger stores, as well as major shopping complexes, such as Pavilion Kuala Lumpur. Outside Bukit Bintang, you’ll find more great shopping malls, and if you are a bargain hunter, you should head for the Central Market in Chinatown.

Delicious Cuisine
Malaysians take their food very seriously, which is why dining opportunities in KL are nothing short of spectacular. If you are looking for authentic Malaysian food, make sure you try out some of KL’s famous street food in Jalan Alor and the Pudu Markets. If fine dining is more to your taste, you will be spoilt for choice – Neo Tamarind and Lai Po Heen to name just two. If you prefer something fast and tasty, Feast Village at Starhill Gallery is the place for you.

Adapted from ‘The Kuala Lumpur Experience’ in Weekender Bahrain.

4 Answer these questions in your notebook. Remember to identify the key word/s in each question first.
   a How many inhabitants are there in Kuala Lumpur?
   b Why is it difficult to know what to do in KL?
   c How many floors does each of the Petronas Towers have?
   d How high is the bridge that joins the two towers?
   e Which animal will you see at the Batu Caves?
   f What types of shopping can be experienced in Kuala Lumpur?
   g Why are there so many amazing food experiences available?
5 Copy and complete the ‘KL fact form’ with information from the text.

**KL fact form**
The Petronas Twin Towers: 88 storeys and …, at night, both towers …
Skybridge: …
Things to see at Batu Caves: monkeys, … and …
Places to shop: … and …
Food: Malaysian food in Jalan Alor, fast food in …

6 Write a short paragraph (no more than about 80 words) about the thing or things in the article that you would most like to experience. Give reasons for your choices. Before you write anything, use paper or digital reference sources to find out more about the things you would most like to experience.

**Further practice**

Write

1 Copy and complete the table below. You may not be able to fill all the gaps. All the words appear in this unit in some form.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Adverb</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>…</td>
<td>…</td>
<td>…</td>
<td>occupy</td>
</tr>
<tr>
<td>challenging</td>
<td>admission</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>professional</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>…</td>
<td>…</td>
<td>enormity</td>
<td>…</td>
</tr>
<tr>
<td>…</td>
<td>performance</td>
<td>…</td>
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<td>increasingly</td>
<td>…</td>
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<td>…</td>
<td>finance</td>
</tr>
<tr>
<td>…</td>
<td>…</td>
<td>usually</td>
<td>…</td>
</tr>
<tr>
<td>…</td>
<td>activities</td>
<td>…</td>
<td>…</td>
</tr>
</tbody>
</table>

Write

2 Imagine you are on holiday with friends. Write a short email to someone in your family in which you:
- describe the place where you are staying
- ask for more pocket money and say why you need it.

Write in complete sentences and limit your email to about 75 words.
Analyse and write

3 Write a short paragraph describing the information in your graph in Activity A9 on page 21. Write about 60 words.

Read and answer

4 Read the leaflet about Stonehenge, then carry out the following activities.
   a Find at least ten adjectives in the leaflet.
   b Copy the table and fill in your adjectives. Then try to complete the columns for antonyms (opposites) and synonyms (similar). You may not be able to provide antonyms and synonyms for all your adjectives. Use paper or digital reference sources to help you.

### Prehistoric Wonder of the World

Discover one of the world's greatest prehistoric monuments!
As old as the great temples and pyramids of Egypt, Stonehenge exerts a mysterious fascination.
Our complimentary audio tour in nine languages (subject to availability) will tell you all you need to know about the most intriguing and remarkable monument in the British Isles.

Make time to explore the extensive prehistoric landscape around Stonehenge. Some of these mysterious remains of ceremonial and domestic structures are older than the monument itself. Situated nearby is Old Sarum, where you can discover the remains of an Iron Age hill fort, royal castle and cathedral. You can also visit the well-stocked gift shop or sample the delicious refreshments at the Stonehenge Kitchen.

See [www.english-heritage.org.uk/daysout/properties/stonehenge](http://www.english-heritage.org.uk/daysout/properties/stonehenge) to find out more.

Source: © English Heritage.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Antonyms</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>greatest</td>
<td>worst</td>
<td>best</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>
Exam-style questions

1. Read this text about lightning, then answer the questions that follow.

What is lightning?

The action of rising and descending air within a thunderstorm separates positive and negative charges. Lightning results from the build-up and discharge of electrical energy between positively and negatively charged areas in the storm. Most lightning occurs within the cloud or between the cloud and ground.

Amazingly, the average flash of lightning could turn on a 100-watt light bulb for more than three months and the air near a lightning strike is hotter than the surface of the sun. Thunder, which accompanies lightning, is the result of the rapid heating and cooling of air near the lightning channel. This causes a shock wave that results in thunder.

Can lightning ever strike in the same place twice?

The popular saying ‘Lightning never strikes twice’ is meant to put people’s minds at rest when something bad has happened to them, such as dropping something valuable, failing a test or losing something important. It reassures them that something bad can’t happen to the same person twice. But should people really be reassured by this? Does lightning really not strike in the same place twice? Unfortunately, the answer is no: lightning can strike in the same place twice. In fact, a lot of the time we actually want it to and some tall buildings are built in such a way that they attract lightning. But why?

Lightning will often strike the tallest thing in its immediate area, whether it’s a telegraph pole or a tower on a building. Very tall buildings, such as the Empire State Building in New York City, get hit by lightning dozens of times every year. Lightning can do a lot of damage, for example by destroying roofs and starting fires. To avoid this damage, tall structures have lightning rods built into them, which attract the bolts of lightning and give them a path to travel along to reach the ground.
What is a lightning rod?

Lightning rods were invented in 1752 by the famous American statesman and inventor, Benjamin Franklin. Franklin did a lot of work to prove that lightning was actually electricity. He attached a rod, made of metal connected to an electrical wire, to the chimney on his roof. He ran the wire all the way down the house to the ground. To this, he attached an electric bell. Every time the rod was struck by lightning, the bell would ring, thus proving that electricity was passing from the top of the rod down through the wire to the ground, ringing the bell as it went.

How can I stay safe from lightning?

Your chances of being struck by lightning are estimated to be 1 in 600,000, but those chances can be reduced by following basic safety rules. Most lightning deaths and injuries occur when people are caught outdoors and most happen in the summer. Many fires in the western United States and Alaska are started by lightning and, in the past ten years, it has been the cause of more than 15,000 such events.

People on golf courses get hit by lightning more often than people just about anywhere else. If a storm has gathered and lightning is ready to strike, someone out in the open, swinging a metal gold club, or even holding a metal umbrella, is behaving just like a lightning rod. So how can you keep yourself safe from being hit by lightning? If you are outside when a storm hits, lie on the ground and stay as low as possible. Keep away from tall objects like trees, especially if they are the only tall objects in your immediate vicinity.

Perhaps the popular saying should really be: ‘Stand in the open with an umbrella during a storm and there’s a good chance lightning will strike you. Do the same thing the next time there’s a storm and there’s a good chance that lightning will strike you again!’

Adapted from Actually Factually, Mind-Blowing Myths, Muddles and Misconceptions, (Buster Books, 2009) and www.factmonster.com

a  Where does most lightning happen?  [1]
b  Give two amazing facts about lightning from the text.  [2]
c  What causes the shock wave that leads to thunder?  [1]
d  Can lightning ever strike in the same place twice?  [1]
e  According to the diagram, what is an inter-cloud strike?  [1]
f  How often is the Empire State Building struck by lightning each year?  [1]
g  In what two ways can lightning cause damage?  [1]
h  What does a lightning rod do to prevent damage to a tall structure?  [1]
i  How did Benjamin Franklin show that lightning is electricity?  [2]

Extended

j  Give four pieces of information about staying safe from lightning.  [4]

[Total: 15 Extended, 11 Core]
In this unit, we will concentrate on writing an informal letter. Informal letters require a different style and layout from more formal letters and, as a consequence, the vocabulary and grammatical structures you use will also be different. An effective letter will communicate your ideas clearly, accurately and appropriately, and use a variety of grammatical structures and vocabulary in order to convey information and to express your opinions. Paragraphing, punctuation and spelling are also important. Remember that with any type of writing, you should keep in mind the purpose (why you are writing), the format (what the layout and organisation is) and the audience (who is going to read it).

In this unit, you will also:
• talk about your favourite foods
• read about fast foods
• write a letter about a restaurant you have visited
• look at how to express your preferences
• answer some exam-style questions.

A  Speaking

1 In small groups, discuss the following questions.
   a What is your favourite food? Why? Is it because of the person who cooks it for you or the place where you eat it?
   b What is fast food? Why do we use the term ‘fast food’? Do you like fast food? Why, or why not? Think about smell, taste, texture, and so on.
   c What would you call food that is not ‘fast’? ‘Slow food’?!
   d Non-fast food is often referred to as ‘traditional’ food. Put the following foods into two groups: ‘fast food’ and ‘slow (or traditional) food’. (There are no right or wrong answers).

   hot dog   goulash   sandwich   vegetable pie   rice   moussaka
   onion soup   falafel   samosa   chicken schwarma

   e Think of some more types of food that could go in each group.

2 On page 33, you will read an internet article called *Eight things your fast-food worker won’t tell you*. What do you think are some of the things that your fast-food worker won’t tell you? Discuss this in your group.

3 Before you read the article, discuss with a partner whether you think the following statements about fast-food restaurants are true or false. Give your reasons. You will find out which ones are true later in this unit.
a A dirty eating area can mean a dirty kitchen.  
b A lot of fast food is reheated until it’s sold.  
c A salad with dressing is not always the healthiest choice.  
d Asking for ‘extra’ means you have to pay more.  
e At the end of the night, food that is not sold is thrown away.  
f The black grill marks on a burger are not from cooking it.  
g Workers don’t wash their hands often enough.  
h You don’t have to accept the food on display – you can ask for something to be cooked fresh.

### B A Vocabulary

#### Student A: Work alone. Find these four words and phrases in the article. What do you think they mean? Use the context and paper or digital reference sources to help you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>cabinet (paragraph 1)</td>
</tr>
<tr>
<td>b</td>
<td>the timer goes off (1)</td>
</tr>
<tr>
<td>c</td>
<td>batch (3)</td>
</tr>
<tr>
<td>d</td>
<td>register (4)</td>
</tr>
</tbody>
</table>

#### Student B: Work alone. Find these four words and phrases in the article. What do you think they mean? Use the context and paper or digital reference sources to help you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>sachet (paragraph 5)</td>
</tr>
<tr>
<td>b</td>
<td>donate (6)</td>
</tr>
<tr>
<td>c</td>
<td>neglected (8)</td>
</tr>
<tr>
<td>d</td>
<td>in the back (8)</td>
</tr>
</tbody>
</table>

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**Eight things your fast-food worker won’t tell you …**

These surprising secrets about your favourite fast-food restaurants might make you think twice next time you’re waiting in line or at the drive-thru.

1. **After we cook something, we put it in a cabinet and set a timer.** When the timer goes off, we’re supposed to throw out the food. But often, we just reheat the food. If you want the freshest meal, come between 11 a.m. and 1 p.m. or between 6 p.m. and 8 p.m. More people are in the restaurant then, so we’re constantly cooking and serving new food.

2. **Those grill marks on your burger?** Not real. They were put there by the factory.

3. **Most of us will cook something fresh for you, if you ask.** If you want to make sure your fries come right out of the fryer, order them without salt. Providing you are polite, that forces us to cook you a new batch. Then you can add your own salt!

4. **Avoid asking for ‘extra’ of something, like cheese or sauce.** As soon as you say ‘extra’, we have to add it to the register and charge you for it. Instead, just say you want us to ‘put a good amount on there’ and we’ll load you up.

5. **It makes me laugh when someone comes in and says she’s trying to be healthy – and then orders a salad.** Some of those fast-food salads have more calories than you think. Supposing you want a small order of fries: that probably contains fewer grams of fat than a sachet of salad dressing.

6. **Most of us do not donate our leftovers.** I can’t believe how much food we throw out every day, especially at the end of the night.

7. **Most of us don’t wash our hands as much as we should**, even though there are signs everywhere reminding us that it’s the law.

8. **Look around to see how much rubbish is in the car park, and if the bathrooms and dining room are dirty.** When things that are so publicly visible are neglected, it’s likely that even more is being neglected in the back and in the kitchen where the customers can’t see.

Adapted from [www.rd.com](http://www.rd.com)
2 With a partner, discuss the meaning of the words and phrases in Activity B1. Make sure you understand your partner’s words and phrases as well as your own.

3 Scan the text and check your answers to Activity A1.

4 Choose six words and phrases from the eight you have discussed. Use each of your choices to write a complete sentence in order to show its meaning.

Reading and vocabulary

1 You are going to read a text about fast food in Italy. Answer the following questions on your own. You can use paper or digital reference sources to help you. Write your answers in your notebook. Then work with a partner to check your answers.

a Find five words or phrases in paragraph 1 that have a similar meaning to the following:
   (i) 10 years, (ii) company division, (iii) increase, (iv) possibility for something to happen, (v) use something to an advantage.

b Look at the five underlined words and phrases in paragraph 2. What do they mean?

c Use these five words and phrases to complete the gaps a–e in paragraph 3.
   (i) market share, (ii) sector, (iii) target, (iv) workforce, (v) worldwide

d Look at the five words from paragraph 4 in the table below, then copy and complete the table. You may not be able to write something in every gap.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Noun translation/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>…</td>
<td>…</td>
<td>financial</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>investment (thing)</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>… (person)</td>
<td>…</td>
<td>…</td>
<td>…</td>
<td>…</td>
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<td>…</td>
<td>…</td>
<td>cultural</td>
<td>…</td>
<td>…</td>
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<tr>
<td>… (thing) (person)</td>
<td>provide</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
<tr>
<td>… (thing) (person)</td>
<td>dine</td>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
</tbody>
</table>

e Fill in the gaps f–j in paragraph 5 using suitable words or phrases of your own choice.

f What do the following numbers in the text refer to?
   (i) Paragraph 1: 30%, €350 million, 3000
   (ii) Paragraph 3: 450, €1 billion, 10%, 2%, 3%
   (iii) Paragraph 5: 5000

Example: Paragraph 1: 100 = the number of new restaurants that McDonald’s is opening
Fast-food giant tries to convert Italy’s pizza-lovers to burgers

[1] US fast-food giant, McDonald’s, believes recession-hit Italy will be one of its higher-growth areas in the coming decade and is opening more than 100 new restaurants to convert pizza-lovers to its burgers. In a country where foreign investment has fallen by almost 30% since 2007, the McDonald’s Italian arm plans to spend €350 million and hire a further 3000 people in the coming years to boost its market share. ‘We believe in Italy and we are convinced that the Italian market has a potential we can exploit,’ McDonald’s Italian chief executive Roberto Masi told Reuters in an interview.

[2] The American McDonald’s group, which first set foot in Italy nearly 30 years ago and was initially met with suspicion in the land of pizza and pasta, has launched an advertising offensive playing to Italians’ patriotism. ‘We will create 3000 more jobs. This is our way to show we believe in Italy,’ it says. In the TV version of the commercial, shot by Oscar-winning Italian director, Gabriele Salvatores, three young staff members in trademark uniforms tell how good it is to work for the chain’s fast-food restaurants.

[3] Annual sales at the 450 McDonald’s Italian restaurants are estimated at around €1 billion and its local (a) … is nearly 1% of its (b) … staff. But while in Spain and food-conscious France, McDonald’s has a (c) … of more than 10% of the ‘informal eating out’ (d) … , which excludes top restaurants, its share in Italy is just 2%, with a (e) … of 3% in the coming years.

[4] Masi said that since the start of the financial crisis, McDonald’s had won customers in Italy by localising its offering, making sandwiches with crusty bread stuffed with Parmesan cheese and sliced ham. Still, the McDonald’s investment pledge met with scepticism in some quarters, showing the group still has a cultural hurdle to clear in Italy. Roberto Burdese, chairman of Italy’s Slow Food Association, which strives to preserve traditional and regional cuisine, said McDonald’s menus could not provide a balanced diet on a daily basis. ‘We accept it, however, as a sort of theme park where you can go and dine every so often,’ he said.

[5] The (f) … of Big Macs is no stranger to cultural snobbery. Recently, Milan city council forced McDonald’s to (g) … its restaurant in the Galleria Vittorio Emanuele II, a tourist-packed shopping arcade 50 (h) … from the Duomo cathedral to make way for a new (i) … of luxury fashion brand Prada. McDonald’s attracted more than 5000 takers for its last-day offering of free (j) … , fries and drinks.

Adapted from www.reuters.com

2 Work on your own. Read the questions and find the key word/s in each one. Then read the article again and find and underline the answers to the questions. You do not need to write anything yet.

a Who does McDonald’s want to encourage to buy its burgers?
b What three things does McDonald’s plan to do in Italy?
c How did Italians react to the fast-food company 30 years ago?
d Which country has the smallest market share of ‘informal eating out’: France, Italy or Spain?
e What has McDonald’s done to localise its menu in Italy?
f What does Roberto Burdese compare McDonald’s to?
g Why did the city council close a McDonald’s restaurant in Milan?

3 Work with your partner and compare your answers to Activity C2. When you have agreed, write complete answers for each question.
D Writing: Informal letters

1 What is your opinion about fast food taking over from more traditional food? What are the advantages and disadvantages of each type of food? What about the places where you can buy fast food and traditional food? It might help if you concentrate on two restaurants that you know. Copy and complete the table below, listing the advantages and disadvantages of fast-food and traditional restaurants.

<table>
<thead>
<tr>
<th>Fast-food restaurants</th>
<th>Traditional restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>quick service</td>
<td>…</td>
</tr>
</tbody>
</table>

2 Look at these words from an exam-style question: explain, describe, write, say. Discuss them with your partner and try to decide what they mean.

3 Look at the exam-style question below and complete the gaps with the words from Activity D2. Discuss your ideas with your partner. Do not write anything yet.

You have recently been to a new fast-food restaurant in your town. (a) … a letter to a friend, telling him or her about your visit. In your letter you should:

- (b) … where the restaurant is, when you went there, and why
- (c) … the restaurant and its atmosphere
- (d) … what you ate and what you thought of the food.

The pictures above may give you some ideas and you should try to use some ideas of your own.

Your letter should be 150–200 words long (Extended) or 100–150 words long (Core).

4 What would be the best way to begin and end an informal letter like the one in Activity D3? With a partner, make a list of possible opening and closing phrases.

<table>
<thead>
<tr>
<th>Opening phrases</th>
<th>Closing phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Satish!</td>
<td>Best wishes</td>
</tr>
</tbody>
</table>

TOP TIPS

If you are writing an informal letter to a friend or family member, you may be asked to describe something or say what you think about a suggestion or a plan. Often, the question may give you some ideas and there may be a picture to help you. The main things it to show that you can write in an informal style.
Unit 3: Focus on writing skills

Look at these two letters written by two students in response to the question in Activity D3. With a partner, decide which of the two letters – A or B – is better. Give your reasons. Think about:

- the language (the vocabulary and structures)
- the information (the ideas) contained in the letter.

You do not need to rewrite the letters.

**Letter A (197 words)**

Hello friend

I have got your letter some days ago. How are you? I hope your well. I am well and I am enjoying my holiday which have started before two days. My family are well and I am busy getting ready for to go away on the weekend on the mountains. I have taken good marks in my school tests, but my mum and dad as usually they tell me that I must to work more hard the next year because it is my final year at school. I enjoy the school, but I think the next year is going to be hard for me because I will have to work hard all the year. Guess what? A new burger restaurant was opening in my town and I went there with Marco and Jasper the last night. We stayed there until very late at night and we had to walk home because there were no buses! We had food and the atmosphere too was good. We will go back there next time you will visit me and I hope to do very soon. Write to me back when you will have free time.

Yours faithfully

Felipe

**Letter B (164 words)**

Dear Adriana

How are you? Thanks very much for your letter – I was happy to hear that you and your family are all well. We are all well here too!

I know you will be visiting here soon, so I wanted to tell you about a new fast-food restaurant we must to visit when you come here. It’s downtown near the bus station, so it’s very convenient if we take the bus. It opened last weekend and we went there together with my class friends for Cornelia’s birthday party.

Inside, they have fantastic music, so the atmosphere is fabulous too. I know that you’re going to like it like I do. Also, they have amazing pictures on the walls and really good furniture – very comfortable! You know I don’t eat meat, but there were loads of choice for other food with no meat. It was totally delicious and not expensive like some other places.

Can’t wait to take you! See you soon!

Maroulla

**TOP TIPS**

When you write, use your imagination as much as possible, but remember that your answer must always be relevant to the question. Think about how to improve your writing by using more adjectives and adverbs. Check your work carefully for language errors, and count how many words you have written. Make sure that you follow all the instructions very carefully and write the required number of words.

One way to improve your writing is by using more adjectives and adverbs. With a partner, talk about how to improve Felipe’s letter by using more adjectives and adverbs, where appropriate. You do not need to write anything yet.

**Example:** We had food and the atmosphere too was good.

We ate really delicious food and the atmosphere was fantastic!

You are going to write your own full answer to the exam-style question in Activity D3. Before you start, make a draft plan. Think carefully about the question and what information it asks for. Draw a ‘mind map’ like the one you did in Activity D6 in Unit 1.