



## READING AND VOCABULARY

① Read the passage. Answer these questions.

- 1 What did world leaders agree to do in 2000?
- 2 What does the Human Development Index measure?
- 3 What are the first two Development Goals?
- 4 What progress have we made towards these goals?
- 5 What do developed countries need to do?

### The Human Development Report

In the year 2000, 147 world leaders agreed to work together to reduce poverty by 2015 or earlier. From this agreement came the Human Development Report.

One of the most important sections of this report is the Human Development Index. This examines the achievements of 175 countries. The Index measures a country's achievements in three ways: life expectancy (how long people usually live), education and income. The index has some surprises. Norway is at the top of the list, while the US is at number 7. The other top five countries are: Iceland (2), Sweden (3), Australia (4), the Netherlands (5). The UK is in the thirteenth position, while China is in the middle of the list. The bottom ten countries are all African countries, with Sierra Leone (in West Africa) at the bottom of the list.

The report describes eight Development Goals. The most important goals are to:

- reduce poverty and hunger;
- make sure that all children have education up to the age of 11;
- fight AIDS and other diseases;
- improve the environment of poor people, e.g. make sure they have safe drinking water;
- encourage developed countries to give more help to other countries.

The 2003 Human Development Report gives



examples of successful development. For example, in nine years (1953–1962), China increased life expectancy by 13 years. In the last ten years in China, 150 million people moved out of poverty. However, the challenges are still great. Every day 799 million people in developing countries are hungry. Over half of these are in South Asia or Africa. Although more than 80% of children in developing countries go to primary school, about 115 million children are not being educated. More than 1 billion people in developing countries do not drink safe water. However, in other regions of the world, e.g. Eastern Europe, water is now mostly safe to drink.

The report shows that we are making some progress but that we need to make greater efforts. Although developed countries give some financial help, they need to give much more. Interestingly, the countries that give the most money are the Netherlands, Norway and Sweden. These are among the five richest countries in the world, so it is right that they should do so.



## GRAMMAR Link words

① Look at the link words **but** and **however** in these sentences. They are used to connect sentences or parts of sentences.

- 1 The report shows that we are making progress **but** that we need to make greater efforts.
- 2 In the last ten years in China, 150 million people moved out of poverty. **However**, the challenges are still great.
- 3 More than 1 billion people in developing countries do not drink safe water. **However**, in other parts of the world, e.g. Eastern Europe, water is now mostly safe to drink.

Now answer the questions.

- 1 Does *however* mean the same as *but*?
- 2 Which link word begins a sentence?
- 3 Which link word can join two parts of a sentence?
- 4 Which link word is followed by a comma?

② Link these sentences with **but** or **however**.

Example: *In a developed country, most households have a television but in a poor country, televisions are much rarer.*

**In a developed country,**

- 1 people have nice clothes to wear.
- 2 most people have a home.
- 3 one can get good medical care.
- 4 people have small families.

**In a poor country,**

- a the families are larger.
- b people have few clothes.
- c there is often no money for medical care.
- d a much larger percentage of the population is homeless.



### Learning to learn

When you have completed a writing task, allow 5–10 minutes to read it and check for mistakes.

In particular, look for:

- incorrect agreement of subject and verb: My friend likes ...  
NOT My friend like ...
- incorrect use of tenses

③ Look at the link words **although** and **while** in these sentences. We use these words to compare people, situations and things.

- 1 Norway is at the top of the list, **while** the United States is at number 7.
- 2 The UK is in the thirteenth position, **while** China is in the middle of the list.
- 3 **Although** more than 80% of children in developing countries go to primary school, about 115 million children are not being educated.
- 4 **Although** developed countries give some financial help, they need to give much more.

**Now answer the questions.**

- 1 Which sentences compare two facts?
- 2 Which sentences can you rewrite using the word *but*?

**4 Join the sentences using the words in brackets.**

- 1 Developed countries are rich. They don't give enough financial help to developing countries. (although)
- 2 Europe has a lot of industry. Africa does not have much. (while)
- 3 In some parts of Europe, incomes are high. In other parts they are much lower. (while)
- 4 There is poverty in this area. People are happier than in the city. (although)
- 5 Some children receive a good education. Others never go to school at all. (while)
- 6 Life expectancy is still low. It has improved in the last ten years. (although)

**PRONUNCIATION** 

- 1 Listen and repeat sentences 1–4 in *Grammar* activity 3. Notice the rhythm.
- 2 Read the answers to sentences 1–6 in *Grammar* activity 4 aloud. Use the correct rhythm.

Now listen and check.

**SPEAKING****Work in pairs.**

Student A: You are collecting money for a charity that gives money to developing countries. Explain to Student B why he / she should give money.

Student B: Listen to Student A and ask questions. Decide whether you want to give money. If you decide to give money, say how much you will give and why.

*I think everyone should give some money to this charity. There are so many people in Africa who don't have safe drinking water. They get very ill because of this. We can give money to make the drinking water safe.*

*Would you give me more information on the situation there? Though I need money for myself, I'm still willing to help.*

## VOCABULARY AND LISTENING

### 1 Check the meaning of these words.

construction   crowded   fascinating   freeway  
huge   inhabitants   similarity   unfortunate

Now answer the questions.

- 1 Which words can be used to describe a city? \_\_\_\_\_
- 2 Which word is connected with building? \_\_\_\_\_
- 3 Which word means the opposite of difference? \_\_\_\_\_
- 4 Which word do we use to say that something is sad? \_\_\_\_\_
- 5 Which word describes the people who live in a particular place? \_\_\_\_\_
- 6 Which word means a wide road on which cars can travel fast? \_\_\_\_\_

### 2 Work in pairs. Tick the statements you think are true.

- 1 Beijing has a lot more inhabitants than Sydney and is much more crowded.
- 2 Beijing doesn't have as many freeways as Sydney does.
- 3 There are fewer tourists in Sydney than in Beijing.
- 4 Beijing is less dangerous than Sydney.
- 5 Beijing has less rain than Sydney.
- 6 Beijing doesn't have as much pollution as Sydney.
- 7 There are as many rich people in Beijing as in Sydney.
- 8 Beijing is as lively as Sydney.

### 3 Check the meaning of these words.

climate   industry   location   pollution   population  
safety   tourism   transport   wealth

Now listen to the conversation and tick the topics you hear.

### 4 Listen again. Check your answers to activity 2.



## FUNCTION Making comparisons

① Look at these sentences from *Vocabulary and listening* activity 2. Answer the questions.

- a ... Beijing has a lot more inhabitants (than Sydney) and is much more crowded.
- b ... I don't think we have as many freeways as Sydney does.
- c ... there are fewer tourists in Beijing (than in Sydney).
- d ... (Beijing) is less dangerous (than Sydney).
- e ... I think Sydney has less rain (than Beijing).
- f ... (Sydney doesn't) have as much pollution as (Beijing).

much            many            fewer            less

- 1 Which words do we use with countable nouns?
- 2 Which words do we use with uncountable nouns?

② Choose the correct word.

- 1 Is Hong Kong *less* / *fewer* crowded than Beijing?
- 2 Beijing doesn't have as *many* / *much* high-rise buildings as Hong Kong.
- 3 Beijing has *a lot* / *many* more inhabitants than Hong Kong.
- 4 Hong Kong has *less* / *fewer* industry than Beijing.
- 5 Beijing doesn't have as *much* / *many* tourism as Hong Kong.

## VOCABULARY AND SPEAKING

① Check the meaning of these words. Which ones describe positive features of a city?

attractive   busy   dangerous   dirty   industrial   lively   modern  
noisy   peaceful   polluted   poor   smart   vast   wealthy

② Work in pairs. Which words in activity 1 can you use to describe these places?

New York      Hong Kong      Beijing      Lhasa      your town

③ Compare two towns or cities you know. Talk about these aspects of the towns or cities.

population      industry      climate      location      transport      tourism

## WRITING

You're going to write a description comparing two places you know well. Follow these steps.

- 1 Think of two regions, cities, towns or villages you know well. One of them could be your hometown.
- 2 Write notes about some of these features:
  - population • climate • industry • location • tourism • transport
- 3 Write sentences using your notes.

*Harbin is a cold, industrial centre in the north. It has over three million inhabitants.*  
*Guangzhou is a hot, industrial port in the south. It has over four million inhabitants.*
- 4 Rewrite the sentences and compare the two places. Use the link words in **Grammar**, and the ways of making comparisons in **Function**.
- 5 Organise your sentences into paragraphs. Each paragraph should discuss one particular feature. You may need to rewrite some of your sentences.
- 6 Write a sentence to start your description about the two places saying what you know about them or what's special about them.
- 7 Write a sentence to finish your description and give your opinion about the two places.

*Harbin and Guangzhou are very different cities, but I like them both very much.*

## EVERYDAY ENGLISH

Choose the correct answer.

- 1 *How do you find it?* means \_\_\_\_\_.  
(a) What is your opinion about it?      (b) How did you get here?
- 2 *It's totally fascinating* means \_\_\_\_\_.  
(a) It's very, very interesting      (b) It's very, very important
- 3 *as you see (them)* means \_\_\_\_\_.  
(a) while you see them      (b) in your opinion
- 4 *I didn't get that* means \_\_\_\_\_.  
(a) I didn't take that      (b) I didn't hear what you said
- 5 *(Let's) find some of the action* means \_\_\_\_\_.  
(a) Let's do something interesting      (b) Let's act

**CULTURAL CORNER** 

Read the passage and answer these questions.

- 1 What happens when two towns have a town twinning agreement?
- 2 Does your hometown have a twin town? Do you think it is a good idea? Say why or why not.

## Town Twinning

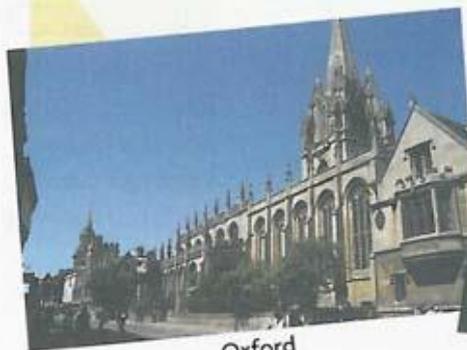
How are Oxford in the UK and Grenoble in France similar? Well, they're both medium-sized towns of between 100,000 and 200,000 inhabitants. They both have universities and industries. Tourism is important to both of them, and they are both close to some of the most beautiful countryside in the region. But they share something else: they have a town twinning agreement.

Town twinning is not a new idea, but it has become more popular in recent years because it's now easier to find out about and visit other countries and towns. It's an agreement between towns or cities of similar size and age, and which have similar features such as

tourism, industry, culture and entertainment.

Town twinning agreements encourage people from the two towns to visit each other. There are visits and exchanges between schools, theatre groups and sports teams. Visitors from the foreign town usually stay in the private homes of the town they are visiting. There is usually a big party for the visitors.

Town twinning agreements are perhaps most useful for students and people who want to practise speaking another language. This is because living with a foreign family for one or two weeks means that you have to speak their language, and as a result you improve fast.



Oxford



Grenoble

## TASK Writing an advertisement for your hometown

- 1 Work in pairs. Make notes of interesting features of your hometown. These features could include:
  - interesting old buildings
  - museums / art galleries
  - modern office buildings
  - shopping centres
  - restaurants
  - sports centres / swimming pools
  - theatres / cinemas
  - industry
  - good schools / universities
  - countryside
  - other interesting features, for example, a river that runs through the town
- 2 From your notes, choose the features that would be most interesting to visitors.
- 3 Decide what the central message of your advertisement is.  
Example: *Shanghai, a Twenty-first Century City!*
- 4 Decide what pictures you want to use and where you will put them in your advertisement.
- 5 Write the advertisement and put the pictures in.

## MODULE FILE

In this module, you have learnt:

### Vocabulary

#### Words to learn

attractive climate construction developed country  
developing country dirty education fascinating  
freeway goal huge human development report  
hunger income industrial inhabitants location  
measure polluted pollution population poverty  
reduce safety similarity tourism transport  
unfortunate vast

#### Words to revise

busy crowded dangerous disease effort encourage  
improve increase industry leader list lively  
modern noisy peaceful poor smart wealth  
wealthy

### Grammar focus

#### Link words

but however although while

### Function

#### Making comparisons

### Everyday English

How do you find it?  
It's totally fascinating!  
as you see (them)  
I didn't get that.  
(Let's) find some of the action.

# The Violence of Nature

Task: *Writing or talking about a natural disaster*

## INTRODUCTION Vocabulary and speaking



① Match the words in the box with their definitions.

flood    hurricane    lightning    thunderstorm    tornado

- 1 a lot of water in an area which is usually dry \_\_\_\_\_
- 2 a very strong wind or storm \_\_\_\_\_
- 3 a lot of rain falling quickly, with loud noises and flashes of light \_\_\_\_\_
- 4 the flash of light which happens during a thunderstorm \_\_\_\_\_
- 5 a column of air that turns very quickly \_\_\_\_\_

② Discuss these questions.

- 1 Have you ever experienced
  - a thunderstorm?
  - a flood?
  - a hurricane?
  - a tornado?
- 2 Do you know anyone who has experienced one of the events?
- 3 Have you ever read a news story about one of the events? Can you describe it?
- 4 Do you know anything about the events? For example, what causes them?



### Learning to learn

To help you remember words which are related, make a wordmap in your notebook. Connect all the words you find out that refer to the same thing.

# Scope and sequence

Module	Topic and Task	Grammar / Functions	Skills
1 P1	<b>Topic:</b> Europe <b>Task:</b> Preparing a fact file on a region of China	<b>Grammar:</b> Passive voice: present and past forms Subject and verb agreement <b>Function:</b> Describing location	<b>Reading:</b> Choosing correct definitions <b>Listening:</b> Finding information and <b>Writing:</b> Writing about a city <b>Speaking:</b> Talking about places <b>Pronunciation:</b> Intonation of question
2 P11	<b>Topic:</b> Developing and Developed Countries <b>Task:</b> Writing an advertisement for your hometown	<b>Grammar:</b> Link words <b>Function:</b> Making comparisons	<b>Reading:</b> Finding correct answers <b>Listening:</b> Finding correct information <b>Writing:</b> Writing a description comparing <b>Speaking:</b> Giving a talk <b>Pronunciation:</b> Rhythm
3 P21	<b>Topic :</b> The Violence of Nature <b>Task:</b> Writing or talking about a natural disaster	<b>Grammar:</b> Past perfect passive Indirect speech <b>Function:</b> Giving a definition	<b>Reading:</b> Understanding general <b>Listening:</b> Understanding general <b>Writing:</b> A report about a natural event <b>Speaking:</b> Interviewing a student <b>Pronunciation:</b> Stress
4 P31	<b>Topic:</b> Sandstorms in Asia <b>Task:</b> Designing a poster that encourages people to look after the environment	<b>Grammar:</b> The different types of infinitive Expressions with <i>but</i> + infinitive <b>Function:</b> Expressing strong opinions	<b>Reading:</b> Finding correct information <b>Listening:</b> Finding the correct order of <b>Writing:</b> A short essay <b>Speaking:</b> Describing a sandstorm, environmental problems <b>Pronunciation:</b> Stress
5 P41	<b>Topic:</b> Great People and Great Inventions of Ancient China <b>Task:</b> Writing about a famous person from ancient China	<b>Grammar:</b> Defining attributive clauses: <i>of whom / in which</i> <b>Function:</b> Giving reasons	<b>Reading:</b> Finding correct information <b>Listening:</b> Finding specific information <b>Speaking:</b> Listing and ranking inventions <b>Writing:</b> A discursive essay <b>Pronunciation:</b> Linking sounds in speech
6 P51	<b>Topic:</b> Old and New <b>Task:</b> Preparing a news bulletin about changes that have taken place in your region	<b>Grammar:</b> Non-defining attributive clauses Contraction of attributive clauses <b>Function:</b> Adjectives expressing strong feelings	<b>Reading:</b> Finding general information <b>Listening:</b> Taking notes <b>Writing:</b> Writing an email <b>Speaking:</b> A discussion <b>Pronunciation:</b> The intonation of relative
7 P61	Revision		
Appendices 附录		Notes to the Texts P103 Grammar P107 Word List P113	Names and Places P116 Phrases P118 Vocabulary P119

	<b>Vocabulary / Everyday English</b>	<b>Culture / Learning to learn</b>	<b>Work- book</b>
completing a chart tags	<b>Vocabulary:</b> European cities, art and architecture <b>Everyday English:</b> Edinburgh. That's the capital of Scotland, isn't it? Whereabouts is that? That's in the west, isn't it? What's it like? It's very quiet.	<b>Cultural corner:</b> The European Union <b>Learning to learn:</b> Using information from other lessons	P67
two places	<b>Vocabulary:</b> Towns and cities, developing and developed countries <b>Everyday English:</b> How do you find it? It's totally fascinating, as you see (them), I didn't get that. (Let's) find some of the action.	<b>Cultural corner:</b> Town twinning <b>Learning to learn:</b> Checking for mistakes	P73
meaning meaning	<b>Vocabulary:</b> Extreme weather and violent events <b>Everyday English:</b> luckily, unfortunately, thankfully, hopefully, sadly, fortunately	<b>Cultural corner:</b> Earthquakes Around the Pacific <b>Learning to learn:</b> Remembering related words	P79
information talking about	<b>Vocabulary:</b> Sandstorms, the environment <b>Everyday English:</b> in a nutshell, It's scary, I'll do my best, from what I understand, You are absolutely right.	<b>Cultural corner:</b> The Green Movement <b>Learning to learn:</b> Learning with a friend	P85
connected	<b>Vocabulary:</b> Ancient China and philosophers, philosophy, inventions <b>Everyday English:</b> if so, They say (that) ..., for the first time ever, tell the time, to give an example	<b>Cultural corner:</b> The Industrial Revolution <b>Learning to learn:</b> Remembering new words	P91
clauses	<b>Vocabulary:</b> Man-made structures and geographical features <b>Everyday English:</b> freezing, delighted, fascinating, exhausted, ridiculous, boiling, astonished, excellent, enormous, wonderful	<b>Cultural corner:</b> The Empire State Building, New York <b>Learning to learn:</b> Guessing the meaning of a new word	P97