

Academic Year
2021-2022

7B

**PORTAL
TO ENGLISH**

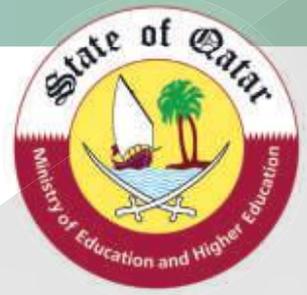
TEACHER'S BOOK

H. Q. Mitchell
Marileni Malkogianni



GRADE **7**

SEMESTER 2



7B

**PORTAL
TO ENGLISH**

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حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد القطري

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرَّجَالِ الأُولِينَ حَمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِدَاءِ

Contents of Teacher's Book

Introduction

Student's Book with Teacher's Notes

Contents of Student's Book

Module 5 A modern world	61
Module 6 Summer	73
Culture Page 3	85
Poem (Modules 5 & 6)	86
Module 7 It's your choice	87
Module 8 Action!	99
Culture Page 4	111
Poem (Modules 7 & 8)	112
Speaking Activities	113
Grammar Reference	115
Irregular Verbs	119
Learning Tips	120
Project Skills	122
Wordlist	123
Student's Book Listening Transcripts	126
Workbook Key	130
Workbook Listening Transcripts	135
Think it through teacher's guide	138
Glossary	141
Using a Dictionary	142

OUTLINE OF THE COURSE

Objectives

This course has been designed with careful consideration of Ss' particular needs and interests at each stage of their development. The main concern of the writers has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. Thus learners build their ability to communicate their ideas fluently, accurately and confidently in a wide range of social situations and environments. Furthermore, the New Curriculum Standards for the State of Qatar for preparatory schools are integrated into the course content.

Goals

The course follows the requirements of the Common European Framework of Reference for Languages (CEFR) and focuses on the systematic development of key competencies. It aims at achieving the following goals:

- **Communicative** – to help Ss establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** – to help Ss grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Systematic development of the Qatar National Curriculum Framework (QNCF) competencies** – to promote creative and critical thinking, communication, cooperation and participation, problem-solving and inquiry and research.
- **Learning how to learn** – to help Ss plan their work over a time span and set themselves realistic objectives.

Syllabus

The course follows the modular approach, which enables Ss to deal with a variety of topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised, enabling Ss to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

Organisation and length of the course

Portal to English 7 brings Ss to A2 Mid level of the CEFR. The book is organised into eight topic-based modules. The modules are well organised within a steady framework. Each module consists of a cover page, five two-page lessons and a round-up section.

Each module features a broad topic, with the individual lessons focusing on related sub-topics. In this way, Ss are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and, by the end of the course, Ss will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they

will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete this course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

Certain key features of the book enhance the challenging and motivating material of the course:

- Motivating and contemporary topics with multi-cultural and cross-curricular information
- Lively animated dialogues and comic strips presenting functional language in real-life situations
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Progressive development of speaking skills through functional language
- A step-by-step approach to writing
- An integrated approach to the development of the four skills
- Activities designed to develop the QNCF competencies
- Personalisation activities
- Opportunities for promoting learner autonomy with project skills, learning tips, self-assessment (Now I can) sections, learning objectives on the cover pages, etc.
- The use of IT (Information Technology) (e.g. Internet use for projects, Student's CD-ROM, Interactive Whiteboard Material)

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- a table of contents presenting the topics, vocabulary, structures, functions, pronunciation focus as well as the language skills practised in each module. The main Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.
- a *Hello* section.
- eight modules, each divided into a cover page, five lessons and a Round-up page.
- a speaking activities section including pair-work activities.
- a grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- a list of irregular verbs.
- a section with Project Skills helping Ss to acquire useful skills in organising, planning and presenting projects.
- a section with tips helping Ss to acquire good learning habits both inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- a wordlist containing the active vocabulary in alphabetical order per lesson.
- a *Using a Dictionary* section offering Ss step-by-step guidance on how to use a dictionary.

MODULES 1-8 (an overview)

Before starting the book, Ss have the opportunity to consolidate and revise some basic structures and vocabulary through the *Hello* section.

Each module focuses on lexis, grammar, language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons, the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the first three lessons there is a special emphasis on reading, in the fourth lesson on listening, and in the fifth lesson there is a focus on speaking and writing. Lastly, the Round-up page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been presented in the preceding lessons and offers a unique opportunity for self-evaluation.

THE STRUCTURE OF THE MODULES

COVER PAGE

The cover page is the first page of each module. Ss are introduced to the topic of the module through visual prompts and a discussion. In some cases, Ss are also presented with some new topic-related vocabulary. The purpose of this discussion is to activate Ss' background knowledge and create a sense of anticipation. There is also a set of learning objectives on the cover page. Ss read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

2 LOOKING BACK

a 1989
A British computer scientist. He invented the World Wide Web in 1989.

b 1980
A Moroccan scientist. He helped invent lithium-ion batteries in 1980.

c 1961
A Russian astronaut. He was the first man to travel to space in 1961.

d 1928
An American pilot. She was the first woman to fly across the Atlantic Ocean in 1928.

e 1911
A Norwegian explorer. He was the first man to go to the South Pole in 1911.

f 1903
A Polish scientist. She was the first woman to win a Nobel Prize in 1903.

Discuss:

- Below are names of people who achieved something great in the 20th century. Have you heard of any of them? Match the names to the information and pictures a-f. Then listen and check your answers.

Yuri Gagarin

Marie Curie

Tim Berners-Lee

Rachid Yazami

Roald Amundsen

Amelia Earhart

- Do you know any people who have achieved something great in the 21st century?

In this module you will learn...

- to talk about past events/experiences
- to talk and write about famous people in history and their achievements
- to express ability in the past
- to talk about technology you use
- to talk about events/experiences in the past and in the present
- to write and present facts about a planet
- to give and respond to good news
- to link your ideas with *and*, *but*, *so* and *because*
- to write an email to a friend

introduction to the topic of the module through visual prompts and brief discussion

objectives of module clearly presented

LESSONS a, b, c

In lessons a, b and c there is a special emphasis on reading.

Vocabulary

Before Ss deal with texts or grammar, they are presented with the key vocabulary in order to facilitate understanding and communication. Vocabulary is presented through visual cues, which make the presentation more appealing and the vocabulary more comprehensible to Ss. The lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the Ss' level and age. It is also borne in mind that vocabulary is not just lexis but also phrases or chunks of language which function as single words do. This section is not just a list of lexical items which are presented to be memorised. Ss are often asked to do a task and/or hold a discussion which requires them to use their knowledge of the world, to think critically, and to make educated guesses. Ss are occasionally engaged in vocabulary building activities, which appear after the reading texts, and they are also asked to find antonyms/synonyms, guess what certain words in the text mean, etc.

Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

Reading skills are extensively developed in lessons a-c through various types of texts promoting both top-down and bottom-up processing. Ss are encouraged to activate their background knowledge and develop expectations which will be confirmed or rejected while reading a text (top-down strategy). Ss are also given the opportunity to decode information based on the text through various types of activities (bottom-up strategy). Ss should always be asked to justify their answers when it comes to reading comprehension activities.

• Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose Ss to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarise Ss with spoken English in a variety of different real-life situations. These dialogues arouse Ss' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, multiple choice questions, True/False exercises, gap filling, exercises and activities requiring Ss to identify speakers, extract specific information, etc.

• Different types of texts

There is a variety of reading material: factual texts, comic strips, emails, websites, blogs, notes, quizzes, magazine articles, interviews, etc. The texts cover a broad range of motivating and contemporary topics and provide Ss with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content, but also for their appeal and appropriateness to the level and age of Ss this course is intended for. The texts and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information, as well as inferencing.

Ss are further helped to develop their reading skills with

the inclusion of useful advice given throughout the book in the form of **tips**.

Over to you

Over to you is a special feature of this series that enables Ss to deal with questions encouraging self expression and personal response. The aim of this section is to help Ss develop critical thinking skills and elaborate on the topic of each lesson.

Grammar

The aim is to present grammar gradually (building-block strategy). Examples of the structures presented usually appear in the preceding reading texts. The use of grammatical structures is illustrated in context through example sentences. Ss are actively involved in understanding grammatical structures through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, Ss develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. The section ends with a simple activity which allows Ss to use the structure they have learnt in context and enables teachers to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. The grammar is presented in more detail in the Grammar Reference section at the back of the book and is further practised in the speaking and writing activities.

Pronunciation

It is important to sensitise Ss to the different sounds of the English language and to give them as much practice as possible. The aim is not for Ss to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation section deals with significant aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listen-and-repeat drill, presenting and providing controlled practice of individual sounds.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed, through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have Ss read through the questions/gapped text, etc. first and make predictions about what they will hear as well as the possible answers to questions using the prompts given, such as pictures, tables, etc. It is always important to stress that Ss do not need to understand every word that they hear. After making sure that Ss have understood the instructions and the language included in the activities, play the recording two or more times if necessary. Elicit answers from Ss and ask them to justify their answers. Then, if necessary, play the recording again and clarify any points that have not been understood. Pre-listening questions serve the purpose of activating Ss' background knowledge of the topic, while post-listening questions give Ss the opportunity to expand on the topic of the listening activities and use the new vocabulary to talk about themselves. Ss further develop their listening skills in **lesson d**. Ss are also helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented, and they progress smoothly from controlled to freer practice. Ss are engaged in meaningful communication, and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role plays, guessing games, surveys, memory games, information-gap activities, etc.). Through pair and group work, the amount of time Ss speak is increased significantly, and cooperation among Ss is encouraged. In addition, Ss' communicative stress is significantly lessened. Verbal and/or visual prompts are always provided to facilitate the Ss' task. In pair work involving information exchange, each of the two Ss is provided with different information found in a special section at the back of the book. Though this arrangement may seem impractical, it is necessary so that the effectiveness and communicative value of the tasks are not compromised.

During the activity, the teacher should go round the classroom, listen to the discussions taking place and make sure that Ss speak only in English. Whenever necessary, help and support should be provided. It is recommended that

teachers should not interrupt in order to correct Ss' errors. It is preferable for teachers to keep a record of common or basic mistakes and to comment on them at the end of the activity. Ss further develop their speaking skills in **lesson e**. Ss are also helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Writing

Writing is perhaps one of the most difficult skills for Ss to master. For this reason, the course pays particular attention to the development of this skill through short writing tasks that have been integrated into the lesson. Writing is often linked to preceding speaking activities in order to help Ss acquire ideas before proceeding to the writing task. Prompts are always provided guiding Ss smoothly towards using the language productively. Ss are given the opportunity to use vocabulary, functions and the structures that have been presented in the lesson through short writing tasks. Ss are introduced to writing smoothly, starting with gapped activities, simple sentences and then moving on to longer texts. Ss further develop their writing skills in **lesson e**.

LESSON 2a

vocabulary presented through visual prompts

activities encouraging personal response

activities focusing on reading for gist (top-down strategy)

activities focusing on reading for detail (bottom-up strategy)

notes highlighting key language points

an inductive approach to presenting grammar

grammar clearly presented and practised

a variety of writing activities

pronunciation activity

activities encouraging the development of Ss' presentation skills

2a

1. Vocabulary

Look at the timelines with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.

a. go to university b. learn to walk c. start a family d. finish school

be born start school learn to drive graduate from university get married get a job retire and grow old

Over to you...

Discuss: At what age do people in your country usually do the following things?

start school learn to drive get their first job retire

NOTE: We can use:

- at 18
- at the age of 25
- when they are 15

2. Read

Read and choose the best title (a, b or c) for the blog.

a. FUN WITH FRIENDS b. FOR THE FIRST TIME c. AN EXPERIENCE I WANT TO FORGET

HENRY'S BLOG

I got my first skateboard last year, at the age of thirteen. The skateboard was a present from my aunt and uncle. I was so happy when I saw it! You see, all my friends had skateboards, and I wanted one, too. The first time I tried it wasn't at the skatepark, of course, it was in our driveway. I fell a few times, so I decided to practice a lot before I went to the skatepark with my friends. I didn't want to fall in front of them. I'm very good at skateboarding now, and I can do lots of stunts.

Over to you...

Discuss: Can you think of any first-time experiences that you have had?

3. Grammar

Past Simple (Affirmative - Negative - Questions) pages 67-68

A Read the dialogue. How do we form the affirmative of the Past Simple? Which verb do we use to form questions? Which verb do we use in the negative?

A: My brother graduated from university last year.
B: Really? What did he study?
A: Well, he was really good at art, but he didn't study art. He studied music.
B: Oh, nice!

B Find regular and irregular verbs in the blog to complete the tables below.

REGULAR VERBS	IRREGULAR VERBS
happen	be
start	lose
want	bite
try	think
decide	see
	get
	have
	fall

C Complete with the Past Simple of the verbs in brackets.

1. Saleh _____ (not buy) a skateboard. He _____ (buy) rollerblades.
2. A: Where _____ (be) you yesterday?
B: At the stadium. I _____ (watch) the basketball game. It _____ (be) fantastic!
3. When my sister _____ (be) eight, she _____ (decide) to get a pet. She _____ (choose) a parrot and _____ (call) it Triske.
4. A: _____ (enjoy) the kids _____ (have) lots of fun and _____ (take) lots of pictures.

4. Pronunciation

A Listen and repeat. What's the difference between a, b and c?

a. walked b. stayed c. started

B Listen and tick (✓) the sound you hear.

	walked	stayed	started
finished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
happened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
worked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
practised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
called	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
walked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Write & Present

A Make a timeline for yourself with different life events. Write them in the order they happened and include the year. Present your timeline to the class.

Year	Event
2010	got Fluffy, my cat
2012	win art competition
2015	my baby sister was born

Introduction

LESSON 2b

various types of texts providing Ss with factual information

activities encouraging Ss to develop vocabulary building skills

pre-listening activities encouraging Ss to activate their background knowledge and generating expectations (top-down strategy)

2b

1. Read

A Would you like to explore a remote and dangerous place? Where is it? Why would you like to go there?

B Read and answer. What is Sir Edmund Hillary famous for?

Sir Edmund Hillary

Sir Edmund Hillary was a famous explorer and mountain climber. He was born in New Zealand in 1915. He tried mountain climbing for the first time on a school trip to Mt Ruapehu and discovered he could easily do it. When he was 20 years old, he climbed to the top of Mt. Oliver. However, Hillary's dream was to climb Mt Everest. In 1953, he joined a British expedition, and they carefully began the difficult and dangerous journey to the top of this 8,848-metre mountain in the Himalayas. After about seven weeks, on 29 May, Edmund Hillary and Tenzing Norgay, a mountain climber from Nepal, reached the top. They couldn't stay there for very long because the air was thin, but they became the first people to climb the highest mountain in the world. Hillary continued to climb mountains and explore the world. He went to both the North and the South Pole in his lifetime. Many people call Mt Everest the third pole of the world, so we can say that he was the first person to travel to all three poles. Hillary was a brave explorer and a true hero.

C Read again and choose the correct answer a, b, c or d.

- The first mountain Sir Edmund Hillary climbed was Mt _____.
a. Everest b. Oliver
c. Ruapehu d. Snowy
- Tenzing Norgay was from _____.
a. Nepal b. Norway
c. New Zealand d. Great Britain
- Sir Edmund Hillary and Tenzing Norgay were the first men to reach _____.
a. the North Pole b. the South Pole
c. the top of Mt Everest d. both the North and the South Pole
- Another name for Mt Everest is _____ of the world.
a. the top b. the pole
c. the mountain d. the third pole

D What does the writer mean when he says they couldn't stay there for very long because the air was thin...?
a. There wasn't any air at all.
b. The air was very cold there.
c. There was a strange smell in the air.
d. There wasn't much oxygen in the air.

E Find words in the text to match the definitions below. Then check your answers in a dictionary. See *Using a Dictionary*, p. 75.

a person who travels to places to explore them: _____
a person who climbs _____
How read the NOTE and form nouns that refer to people. Make any necessary changes.

NOTE

We form many nouns that refer to people by adding the suffix *-er* to nouns (farm - farmer) or verbs (teach - teacher).

1. paint _____
2. write _____
3. swim _____
4. win _____
5. train _____
6. photograph _____
7. travel _____
8. drive _____
9. build _____

Over to you

Discuss.

What can you say about Sir Edmund Hillary's character?
How would you describe him?

2. Grammar

The verb *can/could* + p. 68

A Read the examples below. Which dialogue refers to present time? How does the verb change in the second dialogue? What do *can* and *could* express in dialogues 1 and 2? Match the dialogues with the phrases a and b.

- Mark is four years old now.
Can he write?
No, he can't. But he can read.
- Could you ride a bike when you were five?
No, I couldn't. But I could paint.

a. ability in the present
b. ability in the past

B Circle the correct options.

- Can I could you dad rollerblade when he was young?
Yes, he can't could, but he can't I couldn't rollerblade now.
- The climbers didn't reach the top of the mountain yesterday because they can't I couldn't continue. They were tired.
- I need help with my Spanish. Can / Could you speak Spanish?
No, I can't I couldn't, but my brother can I could.
- Really?
Yeah, he can't I couldn't speak Spanish two years ago, but he studied in Spain for a year.

C Read the examples below and complete the rules with the words in blue.

Adverbs of manner + p. 68

Mike is a very careful climber. He climbs carefully.
Khaled is a very good driver. He drives well.

_____ and _____ are adjectives and define nouns
_____ and _____ are adverbs and they describe how something happens

IRREGULAR ADVERBS	ADJECTIVES	ADVERBS
good	well	well
fast	fast	fast
early	early	early
late	late	late
hard	hard	hard

D Complete the sentences. Use the adjectives in brackets to form adverbs.

- Bahana always speaks to her parents _____ (polite).
- This activity isn't difficult. I can do it _____ (easy).
- Hassan takes nice pictures. He can use a camera _____ (good).
- We walked _____ (slow) through the forest.

3. Listen

A How much do you know about Jacques-Yves Cousteau? Answer the questions below.

- Where was Cousteau born?
a. France b. Poland
- When was Cousteau born?
a. 1921 b. 1910
- How old was he when he died?
a. 85 b. 87
- What did he explore?
a. the North Pole b. the ocean
- How many documentaries did he make?
a. about 80 b. over 120

B What was the name of his ship?
a. Calypso b. Pandora

C Listen to a man talking about Jacques-Yves Cousteau and check your answers above with a partner.

Over to you

Discuss.

Would you like to become a famous explorer like Jacques-Yves Cousteau?
Why / Why not?

D Find more information about Jacques-Yves Cousteau's life and character. Use the answers to the questions in the previous activity as well as information you find on the internet. Then write a paragraph about him.

Jacques-Yves Cousteau was an explorer (p. 25)

listening activities enabling Ss to confirm or reject their predictions

short writing activity based on audio input

emphasis on vocabulary building

grammar presented and practised in context

LESSON 2c

animated comic strips presenting language in an engaging and motivating manner

systematic development of vocabulary skills

2c

1. Vocabulary

Match. Then listen and check your answers.

- turn on/off
- chat
- send/receive
- download

a. online
b. a computer, a laptop, a mobile phone
c. emails, text messages
d. apps, videos

5. make
6. post
7. use
8. save/delete/print

a. a video call
f. the internet, an app
g. something on a website
h. a document, a picture

2. Read

A Look at the comic strip. What do you know about hiking? Then read it out in pairs.

B Read the comic strip quickly. Which sentence best summarises the main idea of the text? Choose a, b, c or d.

- A map is always helpful.
- You can't always depend on technology.
- There weren't mobile phones in the past.
- You can find everything you want on the internet.

I've got an APP FOR THAT

Jenny What have you got in your backpack, Granny? It looks really heavy!

Granny Well, I liked going hiking with my father when I was a girl. We need lots of things, dear. We need a map, a compass...

Jenny No, we don't! I've only got my phone. It's got an app for everything!

Granny Well, I didn't have a mobile phone when I was your age...

Jenny Let's check the map. This trail goes north, I think. Here, take the compass...

Jenny Um... I don't even know how to use that! Forget it. I can check the GPS on my phone, Granny.

Let's check my book!

Granny I know a lot about flowers when I was young. I wonder what kind of flower this is.

3. Grammar

Past Simple vs Present Simple + p. 68

A Read the example. Match each half of the sentence with what it expresses, a or b. Then say what the difference between these two tenses is.

Fred usually goes hiking on Saturday, but last week he went cycling.

a. a habit that happens regularly
b. an action that happened in the past

B Read the example above again and match 1 and 2 with their function, a or b.

1. last week 2. usually

C Circle the correct options.

- My brother goes / went out with his friends every Saturday.
- Did I / Do I send an email to Sabar yesterday?
No, I didn't / don't. I am / was very busy.
- Fred visits / visited Qatar last year. He had / has a great time there.
- I always watch / watched my favourite TV programme in the afternoon.
- Mark usually went / goes to work by car every day, but yesterday he takes / took the train.

4. Listen

Listen to two short dialogues and answer the questions. Choose picture a or b. Then check your answers with a partner.

- What did the boy buy?
a. a book b. a bag
- What did the girl hold the boy's?
a. a book b. a bag

5. Speak

talk in pairs about your life 2-5 years ago and about your life now. Use the Past Simple and the Present Simple. You can use the ideas in the box.

have a tablet/laptop/mobile phone
like fruit/vegetables
ride my bike to school
play video/computer games

didn't have a tablet two years ago, but I have a tablet now. What about you?
I didn't like fruit three years ago, but I like fruit now.

various types of listening activities exposing Ss to spoken language

pair-work activities helping Ss to develop their communication and collaboration skills while practising the language presented

systematic development of reading skills through various types of activities

activities promoting critical thinking and personal response

LESSON 2d

In this lesson, there is a special emphasis on listening.

Ss are exposed to a variety of spoken text types and task formats, enabling them to develop useful strategies. Occasionally, the first listening task and spoken text serve as linguistic input and contain instances of the new grammatical structure being presented in context. Ss are asked to listen and do an activity which does not require knowledge of the particular grammatical structure. This aims at training Ss to ignore unknown vocabulary and structures they hear, focus on global understanding and try to work out the answers to the activity. The grammatical structure is presented afterwards and Ss are asked to listen to the

spoken text again to identify it. The second listening task aims at developing different listening skills, such as predicting the content, listening for gist, identifying relationships, identifying where the conversation is taking place, listening for specific information, etc. Pre-listening questions serve the purpose of activating Ss' background knowledge of the topic, while post-listening questions give Ss the opportunity to expand on the topic of the listening activities and use the new vocabulary to talk about themselves.

In this lesson, Ss are given practice in both top-down and bottom-up processing. They develop their ability to interpret and comprehend what they hear, they build self-confidence and also develop their communicative competence using the language that has been presented.

visual representations facilitating Ss' comprehension

questions activating Ss' background knowledge

activities encouraging Ss to make guesses based on context

systematic development of listening skills

motivating task types arousing Ss' interest

emphasis on vocabulary building through diagrams facilitating Ss' understanding

practical tips helping Ss to develop skills and become autonomous learners

activities developing Ss' research skills

2d

1. Vocabulary

A Match. Then listen and check your answers.

1. star 2. galaxy 3. planet 4. moon 5. solar system

B Do you know the names and the order of the planets in our solar system? Look and complete with the names in the box. Then listen and check your answers.

Neptune Mercury Saturn Mars

1. _____ 2. _____ 3. _____ 4. _____

Venus Earth Jupiter Uranus

C Look at the box and read the numbers a-e aloud. Then listen and check.

> 5,037 five thousand and thirty-seven
> 78,925 seventy-eight thousand, two hundred and twenty-five
> 44,800,000 forty-four million
> 1,980,636,300 one billion, nine hundred and sixty-three million, eight hundred and thirty-six thousand three hundred

a. 6,534
b. 5,700,000,000
c. 287
d. 28,719
e. 3,500,000

2. Listen (1)

A How many planets are there in our solar system? How much do you know about the solar system? Do the quiz below.

QUIZ
How much do you know about our solar system?

1 Which planet is called the red planet?
a. Jupiter
b. Venus
c. Mars
d. Saturn

2 What is the average temperature on Neptune?
a. 21 °C
b. 24 °C
c. 240 °C
d. -240 °C

3 How long is a year on Mars?
a. 365 days
b. 600 days
c. 678 days
d. 687 days

4 How many times does the Earth fit in the sun?
a. about 100
b. about 1,000
c. about 1,000,000
d. about 1,000,000,000

NOTE
10 °C minus ten degrees Celsius

B Listen to two friends talking and check your answers to the quiz with a partner.

Over to you...
Discuss.
Which planet is your favourite one and why? What is special about it?

3. Grammar

Personal Pronouns → p. 68

A Read the dialogue. What do both of the words in blue refer to?

A: Galileo Galilei was a famous scientist.
B: I know a lot about him. He was from Italy.

a. Galileo Galilei
b. a famous scientist

B What do you notice about their position in the sentences?

C Match the words in blue from the dialogues above with the sentences a or b.

1. him 2. He

a. It is used as a subject and goes before the verb bc.
b. It is used as an object and goes after the main verb and usually after prepositions.

D Read the sentences below. Then listen again to the parts of the dialogue in 2. Listen (1) including these sentences, and say what the underlined words refer to.

1. Pluto is not one of them anymore.
2. Just imagine that the Earth can fit in it about one million times.

E Complete using personal pronouns.

1. A: Give _____ my sunglasses. Lucy, I know you wore _____ yesterday.
B: I put _____ on your desk.
2. A: Where's the chef?
B: _____ is in the kitchen. Do _____ want to talk to her?

3. We want to know all about the football match. Tell _____ about _____.
4. My brother works at the planetarium. _____ likes his job and thinks _____ is very interesting.

4. Listen (2)

A Have you ever visited a planetarium? If yes, what did you like about it? If no, would you like to visit one? Which planet would you like to see?

B Listen to a guide talking to some students at a planetarium. What is he talking about? Choose a, b, c or d. Then check your answers with a partner.

a. facts about the moon
b. the first moon landing
c. different kinds of spaceships
d. the life of a famous astronaut

B Look at the sentences below. What kind of information is missing? Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

1. Astronauts walked on the moon for the first time on 20 _____, 1969.
2. Only _____ astronauts walked on the moon.
3. The astronauts stayed on the moon for almost _____.
4. The spaceship landed in the _____.
5. The astronauts could see their families and friends after _____ days.

C Now listen again and complete the sentences with the correct information. Then check your answers with a partner.

Over to you...
Discuss.
Would you like to be an astronaut? Why? Why not?

5. Research, Write & Present

A Choose a planet and find information about some of the following:

- How far is it from the sun?
- What's the weather like there? What's the average temperature?
- How long does a day/year last?
- What else is special about it?

B Make a poster. Write a few sentences about the planet you chose. Find pictures of the planet, too.
C Present your poster to the class.

introduction to the grammatical structure through a listening activity

Introduction

LESSON 2e

In this lesson, there is a focus on speaking and writing skills.

Speaking

In this lesson, different language functions are introduced through listening, reading and/or speaking activities, along with tables presenting these functions. Ss are exposed to the functions through sample dialogues and prompts, providing them with the material they need in order to produce the language themselves. They are provided with opportunities to practise the language in situations resembling real-world settings. Accuracy and fluency are promoted through controlled speaking activities and communicative pair-work activities respectively.

Writing

Writing is a particularly demanding skill as Ss are required to use the language productively and take many things into consideration, such as handwriting, spelling, punctuation, paragraphing, purpose, audience and syntax. The writing tasks are thematically linked to the topic of the module enabling Ss to use the language they have acquired and expand on the topic. Most importantly, Ss are provided with a model text, so they are exposed to a sample of what

they have to produce later. There are different activities focusing on content, style, text organisation, linking words/phrases, planning, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks. In the Workbook, there are three pages corresponding to **lesson e** in the Student's Book, the focus of which is developing the writing skills. These pages include various scaffolding activities, a brainstorming activity in the form of a writing plan and an outline for Ss to refer to. Space is also provided here for Ss to do the writing activity, plus a writing checklist to help them improve their writing. Ss should be familiarised with a correction code like the one that follows, which will help them identify and correct their own mistakes.

WW: wrong word
S: spelling
P: punctuation
T: tense

A: article
WO: word order
^: something missing
Pr: preposition

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation. Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

activities encouraging an inductive approach to presenting language functions

systematic development of writing skills

sample text functioning as a model

sample dialogues functioning as a model

activities enabling Ss to use the phrases learnt in context

speaking activity helping Ss prepare for producing their own piece of writing

useful tips enabling Ss to develop skills and strategies

speaking activities practising useful language functions

useful guidance enabling Ss to develop their writing skills

The collage shows various components of Lesson 2e:

- 1. Read & Speak:** A dialogue between two friends about a video game. Callouts highlight 'sample dialogues functioning as a model' and 'activities encouraging an inductive approach to presenting language functions'.
- 2. Speak:** A speaking activity where students share good news. Callouts mention 'activities enabling Ss to use the phrases learnt in context' and 'speaking activities practising useful language functions'.
- 3. Speak & Write:** A writing task involving an email. Callouts point to 'systematic development of writing skills', 'sample text functioning as a model', and 'useful tips enabling Ss to develop skills and strategies'.
- 30:** A table for 'Giving good news' with columns for 'Giving good news', 'Responding to good news', and 'Asking for details'.
- 31:** A sample email from Harry to his friend Alice, with callouts for 'speaking activity helping Ss prepare for producing their own piece of writing' and 'useful tips enabling Ss to develop skills and strategies'.

Round-up

The Round-up section consists of activities revising the vocabulary, grammar and functions dealt with in the module. Ss are asked to work out their score and see how well they have done. There are also self-evaluation charts at the end of each Round-up page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

2 Round-up

1. Vocabulary

A Match.

- start a. to university
- go b. the Internet
- get c. emails
- use d. married
- send e. school

(Score: /10)

B Circle the correct option.

- Can you **decide / bring** me a glass of water?
- It's getting dark outside.
- Don't worry. I've got a **torch / compass**.
- Do you need this document?
- No. You can **download / delete** it.
- Turn **off / off** your mobile phone, please. You can't use them in the cinema.
- The average **temperature / degrees** on Mars is -60 °C.
- I need some **information / expedition** about the first person to travel to space.

(Score: /10)

2. Grammar

C Complete with the **Past Simple** of the verbs in brackets.

- At last summer, my family and I _____ (travel) around Italy.
- _____ you _____ (have) fun?
- Yes, it _____ (be) wonderful.
- Mandy _____ (not study), so she _____ (not do) well in the history test.
- How long _____ (last) the flight?
- Two hours. I _____ (sleep) the whole time.
- Last night I _____ (try) to make a video call to my cousins in Australia, but I _____ (not can).

(Score: /10)

D Complete the sentences with **adverbs**. Use the adjectives in brackets to form adverbs.

- Luke can speak French very _____ (good) because his mother is from France.
- Colin sits _____ (lazy) watching TV all day.

(Score: /10)

3. Communication

G Complete the dialogue with the phrases a-e.

A: Hey, Valerie! I _____
Yesterday I went to the planetarium for the first time.

B: Really? I _____
Well, the 3D film about space was fantastic! I had a great time!

B: I'm really happy for you.

A: There's a new film about dinosaurs next week. Let's go together.

B: No, sorry. I _____ I hate dinosaurs.

A: Oh, I didn't know.

(Score: /10)

Total score: /30

Now I can...

- talk about past events/experiences
- talk and write about famous people in history and their achievements
- express ability in the past
- talk about technology I use
- talk about events/experiences in the past and in the present
- write and present facts about a planet
- give and respond to good news
- link my ideas with and, out, so and because
- write an email to a friend

vocabulary, grammar and communication revision activities

a self-evaluation section promoting learner autonomy

Culture Pages

The Culture pages consist of texts which are related to the topics of the modules and serve to familiarise Ss with certain aspects of the Qatari culture through the use of the English language. These pages are accompanied by activities in order to facilitate Ss' understanding. At the end of the Culture pages, there are ideas for **projects**. Project work promotes Ss' creativity, critical thinking skills, intercultural awareness and research skills, thus helping them acquire 21st century competencies. At the back of the book, Ss can also find a section providing tips on **project skills**. This step-by-step guide will help them successfully complete their projects. Note that the unknown vocabulary Ss encounter in the Culture pages is considered passive and Ss will not be tested on it.

1 Culture Page

Dhow Boats

A Look at the picture. What do you know about dhow boats? Can you guess what people used them for in the past? Read and check your answers.

B Look at the highlighted words in the text and find their definitions in a dictionary. See *Using a Dictionary*, p. 75.

Dhow Boats

The sea between Arab countries and East Africa and India **is** like the perfect place for sailing. However, it can be dangerous because the water is not very deep in some places and the weather can change very **quickly**. Over two thousand years ago, people in these areas built dhow boats that could travel easily in these seas. They were not heavy and had long **thin** sails that could turn so they could sail in any kind of wind. People used dhow boats for fishing. Later, larger dhows sailed across the sea to other countries. They carried things like fish, fruit and wood. Today, modern dhows have **engines**, but you can still find **traditional** ones too. You can visit the Dhow Boatyard of Qatar in Doha and see how people make these boats there. You can also go to the Traditional Dhow Festival in Katara, Qatar where you can learn more about these beautiful boats and see a number of traditional activities too. You might even see Fath al-Khor, This is one of the biggest traditional dhows, and, during the Festival, it leaves from Katara to sail to other countries in the Arabian Gulf, just like people did in the past.

C Read again and write T for True or F for False.

- The water is deep in the sea between Arab countries and East Africa and India.
- The first dhow boats could sail easily because they weren't heavy and their sails could turn.
- Dhow boats were used only for fishing.
- You can visit a traditional festival in Qatar and learn more about dhow boats.
- People in the past couldn't sail to other countries in the Arabian Gulf.

PROJECT

Make a poster!

Think of a means of transport (e.g. car, plane, train, bus). Do some research into what it was like in the past in your country and what it is like now. Then make a "Then and Now" poster with pictures and interesting facts.

Then (1930s)

Now

Planes were small and slow in the past.

Now planes are big and fast.

texts giving cultural information about Ss' own culture

motivating project work

Poems

After every two modules, there is a poem. These poems are used for revision and consolidation since their verses include instances of vocabulary and structures that Ss have already been presented with in the previous modules.

POEM Crazy about space (Modules 1 & 2)

Read the poem and choose the correct words. Listen and check your answers. Then say:

What do I do on Saturday afternoons?
I don't stay at home to watch **cartoons / the news**
I don't go to the park or to the aquarium
I like looking at the **space / sky** at the planetarium.

I'm crazy about **space**!
What an amazing place!
The Earth, the planets and the Sun
Which planet is your favourite one?

One day, I want to go on a trip
Fly far away in a **plane / spaceship**
Fly to the planets and the stars
I want to be the first man on **Mars / Venus!**
It's called the **red / blue** planet. I'm sure you know.
Look at pictures of it and you'll see it's true.
Mars is the fourth planet from the **6 Earth / Sun**
Learning facts about space is a lot of fun!

I'm crazy about **space**!
What an amazing place!
The Earth, the planets and the Sun
Which planet is your favourite one?

poem creating a positive learning environment

Introduction

Workbook

The Workbook is in full colour and is closely linked to the Student's Book. It consists of fourteen pages per module comprising vocabulary, grammar, communication, listening, reading and writing development activities, and provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learnt through various types of activities, which appear in order of difficulty.

Another important feature is the **Think it through** section found at the back of the Workbook. Critical thinking skills are extensively practised in this section upon completion of each module, giving Ss the opportunity to develop specific higher-order thinking skills.

extra vocabulary and grammar practice for each lesson

various types of reading texts

2b

A What are they? Look at the pictures and complete the crossword. Use the world in the red boxes to complete the sentence below.

Marco Polo went on a(n) _____ to the East to find China.

B Label the compass.

C Write the adverbs.

- quick _____
- happy _____
- good _____
- careful _____
- terrible _____
- late _____
- slow _____
- easy _____

D Complete the sentences with some of the adjectives or adverbs in activity C.

- Walk up the stairs _____ . There is water on the floor.
- My dad's car is not fast. It is very _____ .
- This soup is _____ . I don't want it.
- Jimmi did not want to be late for school, so she walked _____ .
- Bob is always _____ for school.
- I like physics _____ , but chemistry is hard.

graded activities

D Use the prompts to write sentences with the **Past Simple** or the **Present Simple**, as in the example.

- I / usually / go / gym / on Thursdays / but / last Thursday / I go / shopping / usually go to the gym on Thursdays, but last Thursday I went shopping.
- My sister / always / watch / documentaries / but / yesterday / she / watch / videos on the Internet
- Lisa / play / tennis / twice a week / but / last week / she / try / karate
- I / not do / household chores / but / last Monday / I / wash / car
- We / usually / have dinner / at home / every day / but / last night / we / eat / restaurant in Világio Mall

E Complete the dialogues with the phrases a-h.

a. Don't worry about it.
b. I know how to use it.
c. It's a good thing he can help.
d. Where is your laptop?
e. He can send them to me by email.
f. Forget it!
g. I deleted some pictures.

A: Erm, Fred? _____
B: In my room. Why?
A: Can I use it? I want to download an app.
B: _____ You don't know how to use the Internet, Danny.
A: Please, Fred? _____
B: Oh, OK! But please be careful.
A: Um, Fred? _____
B: What? Let me see!
A: It's so easy!
B: Oh, those? _____
A: Really?
B: Yeah! My dad has got them. _____
A: Phen? _____

F Write a few sentences about your life 2-3 years ago and about your life now. Use the **Past Simple** and the **Present Simple**. You can use some of the ideas in the 5. Speak activity in the Student's book on page 27.

communication activity practising key language functions in the lesson

I Read the text and write T for True or F for False.

The 'father' of the World Wide Web

Tim Berners-Lee was born in 1955, in London, England. His parents were computer scientists, and he learnt a lot about computers from them. From a young age, he loved learning about how things worked and, later, he decided to study physics at Oxford University. When he graduated, he got a job at CERN, a research centre in Switzerland. At that time, it wasn't easy for scientists in different places to send each other important information.

In 1989, with the help of Robert Callau, Tim invented a system to help people send and see documents - the World Wide Web. With this system, it was easy for people to use the Internet from different places in the world to send, receive and find information using their computers.

- Tim taught his parents a lot about computers.
- Tim graduated from CERN.
- Scientists couldn't send each other important information easily before the World Wide Web.
- Tim Berners-Lee invented a new kind of computer.

J Read the text again and answer the questions.

- What job did Tim's parents do?
- What did Tim Berners-Lee study?
- What did he do when he graduated from university?
- Who helped him invent the World Wide Web?

K Listen to a teacher talking to his students about the Wright brothers. Write T for True or F for False. Then check your answers with a partner.

- Samy knew who the Wright brothers were.
- Orville was born four years after his brother Wilber.
- Wilbur Wright was the first pilot to fly a plane.

L Listen again and complete the sentences. Then check your answers with a partner.

- The Wright brothers were from _____.
- The Wright brothers had a(n) _____ shop.
- The Wright brothers made _____ flights on 17 December.

listening activities to consolidate the language of the module and build Ss' self-confidence

Think it through

The **Think it through** section at the back of the Workbook is a significant feature of this series. It focuses on helping Ss develop higher-order thinking skills and helps them develop important critical thinking skills such as classifying, sequencing, comparing and contrasting, identifying the cause and effect relationship, making decisions, inferring, solving problems and evaluating. In the 21st century, teaching and learning have become more challenging and demanding than ever before. Attention needs to be given not only to linguistic items but also to skills which help Ss make sound decisions and exercise reasoned judgement. In this section, Ss are provided with careful guidance to facilitate the acquisition and development of higher-order thinking skills.

Ss are introduced to each skill through structured/ visual representations of situations / problems (text, pictures, drawings, tables, graphs), and are then presented with a more challenging situation, encouraging them to delve deeper. Finally, they are introduced to a similar situation which gives them the opportunity to apply the higher-order thinking skill they have acquired. Such scaffolding helps Ss develop these critical thinking skills without being discouraged by the cognitive load. A step-by-step guide to teaching this section is offered at the back of the Teacher's Book.

Ss are introduced to the skill

Higher-order thinking skills: *Sequencing*

Ss delve deeper into the skill

Ss apply the skill they have acquired

Think it through 2

A Put the pictures in the correct order. Write 1-3. Then, in pairs, take turns to say what happened in each picture.

B Read what Carl is saying about his life so far. Write the letters (a-h) on the timeline below to put the events in the correct order.

- My brother Harry was born when I was two years old.
- When I finished secondary school, I started photography lessons.
- I went to university to study biology.
- When I was in secondary school, I bought my first camera.
- I graduated from university and got a job at a zoo.
- On the first day of school, I met my best friend, Tom.
- I was born.
- In my second year at university, I travelled to the US for the first time.

C Work in groups of three. Look at the pictures on the right showing more life events. Can you continue Carl's timeline? Put the events in order. What do you think happened after that? Discuss.

visual representations facilitate Ss' acquisition of the critical thinking skill

Teacher's Book

The Teacher's Book is a useful tool with a step-by-step guide to teaching each lesson. It incorporates clearly-staged teaching guidelines for each activity as well as listening transcripts for everything that is included in the Class Audio Material. In each lesson plan, the active vocabulary and the target structures and functions are clearly laid out. Each lesson plan includes a step-by-step guide on how to approach each activity. Additional comprehension questions along with motivating optional activities result in Ss' reinforcing and developing the language as a whole. Classroom strategies for differentiated instruction also feature in this series.

Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual Ss.

This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.

For this reason, the *Portal to English* series provides strategies and additional activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but in a different way.

Strategies - Techniques for Differentiated instruction

To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated either in the Student's Book or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge **higher-performing Ss** (e.g. by modifying a reading / listening multiple choice activity to one with open-ended questions, by asking students to correct the false sentences, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, by encouraging students to do research on a topic before it is presented in class, in order to stimulate their interest, etc.).
- A range of activities, depending on the level of students, to help **lower-performing Ss** to consolidate the content taught (e.g. by eliminating one or two options in a reading / listening multiple choice activity, by providing them with prompts in order to help them to use what has been taught in context, by encouraging students to do research on a topic before it is presented in class, in order to build their confidence, as they will have already been exposed to what is going to be discussed, etc.).
- **Scaffolding instruction** - teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs, use of graphic organisers, such as Venn Diagrams and mind maps, etc.).

- **Flexible grouping** - students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests (mainly in the Speaking activities).
- **Ongoing or formative assessment** - it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs. There are various forms of formative assessment, such as student self-assessment (*Now I can...* checklist).

Interleaved Teacher's Book

The Teacher's Book contains:

- an introduction including the module structure and a description of the QNCF Key Competencies, as well as some suggested ways on how teachers can integrate them in the classroom.
- a table of contents as it appears in the Student's Book.
- a table including the learning standards and the QNCF competencies that are linked with the activities in the Student's Book and Workbook for each module, as well as a description of these learning standards.
- teacher's notes interleaved with the pages of the Student's Book. Each lesson includes tables of the learning standards, functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs. Answers to all exercises and the transcripts of the listening activities are also included.
- the learning standards for every activity in the Student's Book along with the symbols for the QNCF competencies.
- ideas for optional activities which help Ss get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- additional activities or adaptations of already-existing ones for mixed ability classes (higher-performing/ lower-performing Ss).
- background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes, which give more detailed information about the new linguistic items presented in each lesson.
- suggested answers to all activities where oral production is required.
- the pair-work activities, the Culture pages, the poems, the grammar reference section, the list of irregular verbs, the section with the learning tips and project skills and the wordlist as they appear in the Student's Book.
- the key to the Workbook exercises, the transcripts of the listening activities included in the Workbook, as well as a step-by-step guide to the **Think it through** section.
- a glossary of key words used in the Teacher's Book.
- a *Using a Dictionary* section offering Ss step-by-step guidance on how to use a dictionary.

Learning Standards, functions and structures presented along with a list of active vocabulary

step-by-step guide to teaching

2a

1. Vocabulary

Look at the timeline with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.

a. go to university b. learn to walk c. start a family d. finish school

Over to you...

At what age do people in your country usually do the following things?

start school learn to drive get their first job retire

NOTE

We can say:

- at 18
- at the age of 25
- when they are 15

2. Read

Read and choose the best title (a, b or c) for the blog.

a. FUN WITH FRIENDS b. FOR THE FIRST TIME c. AN EXPERIENCE I WANT TO FORGET

HENRY'S BLOG

I got my first skateboard last year, at the age of thirteen. The skateboard was a present from my aunt and uncle. I was so happy when I saw it! You see, all my friends had skateboards, and I wanted one, too. The first time I tried it wasn't at the skatepark, of course, it was in our driveway. I fell a few times, so I decided to practise a lot before I went to the skatepark with my friends. I didn't want to fall in front of them. I'm very good at skateboarding now, and I can do lots of stunts.

1. Henry lost his first tooth at home.

2. Henry bit on a nut and lost his tooth.

3. When Henry lost his tooth, he told the other students.

4. Henry got his first skateboard a year ago.

5. Henry's parents gave him the skateboard.

6. When Henry got the skateboard, he went to the skatepark with his friends.

7. Henry knows how to do a lot of skateboarding stunts.

Over to you...

At what age do people in your country usually do the following things?

1. Read again and write T for True or F for False.

2. Read the question in the box and draw their attention to the NOTE.

3. Explain the NOTE and ask Ss to use any of these ways to answer the question in the box.

KEY

1. T 2. F 3. T 4. F 5. T 6. F 7. T

Optional activity

Have Ss correct the false sentences. This will check higher-performing Ss.

further comprehension questions to enhance Ss' understanding of the text

strategies to support differentiated instruction

the Learning Standards covered in each activity, as well as the symbols corresponding to each QNCF competency

suggested answers to activities where oral production is required

optional activities to develop useful skills

Class Audio Material (Online)

This includes all the recorded material from the sections in the Student's Book where the symbol appears. It also includes the recorded material corresponding to the listening activities in the Workbook.

Student's CD-ROM

This includes the presentations, Culture pages and poems in the Student's Book, and is meant to give Ss extra practice at home. It also includes one game per module and a vocabulary list.

Resources for Teachers (Online)

This contains:

- **Tests**
- 8 tests corresponding to the modules of the book
- a test for Modules 1-4
- a test for Modules 5-8
- keys and transcripts

Audio

This section contains the recorded material for the tests.

Supplementary material for extra practice

Interactive Whiteboard Material

The Interactive Whiteboard Material includes all the textual, visual and audio material in the Student's Book as well as in the Workbook. It also includes two games per module and a vocabulary list.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires Ss to do by doing the first item together. This is especially recommended in all speaking activities.

- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- To revise, recycle and consolidate vocabulary, when presenting new lexical items, it is advisable to ask Ss questions such as, *Can you think of any synonyms of ...?*, *What's the opposite of ...?*, *Which word/phrase could be used instead of ...?*
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.

ABBREVIATIONS USED IN TEACHER'S BOOK

- adj. – adjective
- adv. – adverb
- prep. – preposition
- n. – noun
- v. – verb
- p. – page
- pp. – pages

- e.g. – for example
- etc. – et cetera
- sb – somebody
- sth – something
- Ss – students
- SB – Student's Book
- TB – Teacher's Book

Using a language-learning notebook

A language-learning notebook is a valuable and necessary tool in the classroom. The use of a language-learning notebook enables students to keep a record of their work in an organised manner and also helps them to track their progress. Moreover, it allows students to develop a sense of responsibility for their learning and serves as good learner training.

As students, especially young students, may not be familiar with how to use a notebook and may also lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use it. The notebook should be used regularly in the classroom, and teachers should give students instructions on how to use it.

Organising a language-learning notebook

- Help Ss to separate their notebook into logical sections, depending on the level of the Ss and the material. For example, possible sections could be: *Grammar activities, Vocabulary activities, Writing activities, etc.* Or alternatively, each module could be a section of the notebook.
- Decide how many pages to devote to each section and help Ss to count out and separate the sections.
- Suggest ways for Ss to label the different sections in their notebook. For example, the sections could be colour-coded and they could be separated using index tabs.
- Help Ss to take pride in their notebooks by encouraging them to make them visually appealing. For example, Ss may want to decorate them, or illustrate them.

QNCF Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCF learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCF, five of which are integral to learners in Grade 7. Below we focus on each of these five competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

It is significant that in the *Portal to English* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.



Creative and critical thinking

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking – the ability to think creatively or ‘outside the box’, and on the other hand evaluating, interpreting and synthesising information, applying creative thought to form an argument, reach a conclusion or solve a problem. There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

- Give emotional support to students. Ensure that the classroom environment is warm, positive and sharing. Encourage all students to feel free to express their feelings and ask questions.
- Help students to make the proper use of information and to prioritise and recognise the facts that are most useful and important.
- Help students to realise that they can challenge assumptions and request evidence.
- Incorporate role-playing activities in the classroom. Playing a role requires students to use both analytical and creative skills.
- Use classic works of literature as an opportunity to have students predict the plot and discuss issues such as theme and character motivation.
- Ask students to express a feeling or an idea through a sketch, without using words.
- Encourage students to brainstorm when posed with a question and write responses on the board.



Communication

This refers to the ability to convey information and express oneself. It involves the effective use of listening and speaking skills as well as an openness to the thoughts and ideas of others.

Ways to integrate communication into the classroom

- Establish clear standards for acceptable norms of interaction among students. Stress the significance of listening to others, taking turns to speak, expressing agreement or disagreement appropriately, helping each other, etc. in order to accomplish a task. Point out the importance of respecting the opinions of others, even though we may not agree with them.
- Structure activities and provide guidance. Organise students suitably in pairs/groups depending on the activity. Pair work and group work significantly increase student speaking time in comparison to whole class activities. Allow students to take responsibility for carrying out the activity, but indicate the right direction and be ready to intervene to facilitate students when necessary.
- Encourage all students to contribute to discussions initiated in pre-reading/warm-up and post-reading activities. Help shy students to participate by addressing questions to them even though they may not raise their hand to participate. Accept all students’ responses/opinions as unique and valuable contributions.



Cooperation and participation

This refers to the ability and the desire to work on a cooperative basis with others, or to participate in a group or in a team in order to achieve a common goal. It involves listening to the ideas of others and responding constructively, expressing disagreement constructively and offering support and assistance. It reinforces polite behaviour and respect towards others.

Ways to integrate cooperation and participation into the classroom

- Provide students with tasks and/or projects that enable them to work in pairs or groups to prepare and present their work. Encourage active participation of all students and explain that all members of the group have valuable insights to contribute.
- Point out the significance of working collaboratively to achieve a common goal. Explain to students that they should be confident and express their opinions freely, but they also have a responsibility to be respectful of other points of view.
- Help students to understand that in case of disagreements/conflict they need to be open to new ideas and negotiate to reach an agreement, or maybe they can agree to disagree.
- Monitor students as they work in pairs/groups to make sure they are carrying out the activity satisfactorily and that they are speaking in English. Intervene when students appear to be stuck by prompting them in the right direction.



Inquiry and research

This refers to the ability to conduct research and inquiry into a range of issues. It involves interrogative questioning (what, where, when, who, why, how), the collection and analysis of data/information, synthesising this information and reporting findings.

Ways to integrate inquiry and research into the classroom

- Structure activities and provide guidance. Explain the stages involved in this type of activity - formulating relevant questions to keep focus, collecting information from reliable sources, analysing the information to understand it, synthesising information from different sources and then reporting findings in an organised manner.
- Suggest reliable sources of information learners can refer to.
- Incorporate an element of choice. When possible allow students to decide on a topic for research. Ask them if they would like to present their work to the rest of the class. Ask for students to volunteer to present their work.



Problem-solving

This refers to the ability to identify and solve problems. It involves identifying the cause of a problem, analysing facts and situations, comparing data, asking relevant questions, drawing conclusions and applying creative thinking to develop a solution. Aspects of problem-solving can apply to various activities in different ways, depending on the level of the students.

Ways to integrate problem-solving into the classroom

- Introduce a structured approach. Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given. Direct them to ask relevant questions (see interrogative questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.

In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings. Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.
- Help students to become autonomous learners. One way of doing this would be, for example, to end the lesson by giving them further questions that expand on the topic of the lesson. These questions will be discussed in the next lesson. Explain that students need to think about the questions, if necessary, to find relevant information, and be prepared to discuss them in the next lesson.

Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.

The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.

In the *Portal to English* series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.

Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

Islamic values and Arabic and Qatari cultural heritage

Opportunity for learning experiences should be provided in the context of Islamic values and appreciation of Qatari culture and traditions.

Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.
- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.
- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

A positive attitude towards learning is essential to enable students to understand that success is achieved through hard work and perseverance. Students should feel confident that they can achieve their goals, but also that a certain commitment to the effort is required on their part.

Ways to instill these values in the classroom

- Ask students to visualise and express their long-term goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

Personal rights, responsibility and integrity

Key values in Qatari society are those of citizenship and the corresponding rights and responsibilities, as well as the recognition of the unifying value of human dignity, or in other words, the recognition of the fact that all individuals deserve to be respected and honoured irrespective of their differences. As such, these values must be promoted in the classroom through raising students' awareness of and actively demonstrating the Islamic principles of integrity, honour and truthfulness which are salient features of ethical behaviour.

Ways to instill these values in the classroom

- Familiarise students with the concept that rights and responsibilities go hand in hand by demonstrating that as students they have rights in the classroom (e.g. to express their opinion, to participate, the right to safety and well-being, the right to information and privacy) as well as responsibilities (e.g. to follow classroom rules, to participate and contribute, to show an interest in the well-being of others, to use information wisely and respect the privacy of others, to accept responsibility for their actions).
- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/friends, families, communities, the environment).
- Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information. Sensitise students to the proper use of information found on online sources and how to search for information online safely.

CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
<p>5</p> <p>A modern world</p> <p>p. 61</p>	<ul style="list-style-type: none"> • Materials • Words/Phrases related to technology • Words/Phrases related to the environment 	<ul style="list-style-type: none"> • Future <i>be going to</i> • Time expressions • Present Progressive (future meaning) • Future <i>will</i> • may - might - could • Conditional Sentences Type 1 	<ul style="list-style-type: none"> • Discussing future plans • Making predictions, promises, offers, requests and on-the-spot decisions • Expressing possibility in the present and future • Referring to conditions and their results • Making suggestions and arrangements • Inviting and accepting/ refusing an invitation 	<ul style="list-style-type: none"> • A comic strip • A magazine article: <i>Future Technology</i> • A dialogue: <i>In an escape room</i>
<p>6</p> <p>Summer</p> <p>p. 73</p>	<ul style="list-style-type: none"> • Animals • Jobs • Holiday activities • Water sports 	<ul style="list-style-type: none"> • Present Perfect Simple • Time expressions • Present Perfect Simple vs Past Simple • have been - have gone • How long?, for, since 	<ul style="list-style-type: none"> • Linking past and present time • Talking about past experiences • Making and answering phone calls 	<ul style="list-style-type: none"> • Three advertisements for summer camps • A comic strip • A website: <i>Summer Jobs for Teens</i>
<p>Culture Page 3: Qatar: A fantastic tourist destination p. 85 Poem (Modules 5 & 6): Safari animals p. 86</p>				
<p>7</p> <p>It's your choice</p> <p>p. 87</p>	<ul style="list-style-type: none"> • Ailments and illnesses • Adjectives ending in <i>-ful</i> and <i>-less</i> • Food and eating habits • Clothes and accessories • Sizes • Prices - Money • Words/Phrases related to shopping 	<ul style="list-style-type: none"> • The verb <i>should</i> • too/enough • How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little • one/ones • Possessive pronouns 	<ul style="list-style-type: none"> • Asking for and giving advice • Asking and answering about quantity and prices • Expressing like and dislike • Expressing possession • Encouraging • Expressing rules and obligations 	<ul style="list-style-type: none"> • A comic strip • A webpage: <i>Give a helping hand</i> • An article: <i>How well do you know your food facts?</i>
<p>8</p> <p>Action!</p> <p>p. 99</p>	<ul style="list-style-type: none"> • Adjectives describing feelings • Words used both as verbs and as nouns • Words related to sport and sporting events • Words related to fitness • Words related to films 	<ul style="list-style-type: none"> • Relative pronouns (who, which, that) • Relative adverb (where) • Full infinitive • Zero Conditional • So / Neither 	<ul style="list-style-type: none"> • Describing feelings • Defining people, things and places • Expressing purpose • Referring to general truths and making statements about the real world • Finding things in common • Agreeing and disagreeing • Asking for and giving information • Asking for and expressing opinion 	<ul style="list-style-type: none"> • A comic strip • A magazine article: <i>Active eight-legged creatures</i> • An article: <i>The Wimbledon Championships</i>
<p>Culture Page 4: Qatar National Sports Day p. 111 Poem (Modules 7 & 8): We're an all-star team! p. 112</p>				

Listening (Pronunciation*)	Speaking	Writing	QNCF competencies
<ul style="list-style-type: none"> • A conversation between two cousins about a recycling event • Three short conversations about helping to protect the environment • A podcast about an artist and his project • A conversation between a brother and a sister about the podcast • A conversation between two friends about going to an adventure park <p>*Silent letters</p>	<ul style="list-style-type: none"> • Pair work: Talking about weekend plans • Class discussion about technological devices of the future • Presentation: Presenting one's predictions about schools in fifty years' time • Pair work: Speculating in order to solve riddles • Class discussion about the environment and environmental problems • Group work: Discussing environmental problems and their consequences • Pair work (Role play): Inviting, responding to an invitation, and making suggestions and arrangements 	<ul style="list-style-type: none"> • Predictions about schools in fifty years' time • A note to one's parents about plans one has made • An email responding to an invitation <p>Developing skills:</p> <ul style="list-style-type: none"> • Guidance for writing notes • Checking one's writing 	
<ul style="list-style-type: none"> • An interview with a student about a working holiday • Three short conversations about holidays • A conversation between a brother and a sister at a holiday resort • A telephone conversation <p>*/ʌ/, /æ/, /eɪ/</p>	<ul style="list-style-type: none"> • Group work: Talking about experiences, and reporting answers • Class discussion about animals in one's country • Pair work: Exchanging information about experiences • Pair work (Role play): Simulating a conversation between a reporter and someone who is being interviewed about his/her job • Pair work (Game): Exchanging information about experiences • Pair work (Role play): Making and answering phone calls • Pair work: Exchanging information about a summer camp 	<ul style="list-style-type: none"> • A short paragraph about an experience • An email to a friend giving news <p>Developing skills:</p> <ul style="list-style-type: none"> • Using tenses appropriately 	
<ul style="list-style-type: none"> • A conversation between a brother and a sister about a health issue • A conversation between two girls at a clothes shop • Three short conversations in a department store • Two monologues (people giving advice to a friend) <p>*/ʊ/, /u:/</p>	<ul style="list-style-type: none"> • Pair work: Asking for and giving advice on a health issue • Class discussion about charity • Class discussion about eating habits • Presentation: Presenting information about a healthy snack • Pair work (Role play): Simulating a conversation in a department store • Pair work (Role play): Discussing a problem and offering advice 	<ul style="list-style-type: none"> • A paragraph about one's eating habits • Doing research and creating a picture poster about a healthy snack, including information • An email to a friend talking about rules and obligations and giving advice <p>Developing skills:</p> <p>Using intensifiers</p>	
<ul style="list-style-type: none"> • A man giving the answers to a sports facts quiz • Three short conversations related to sports • Three monologues (people talking about keeping fit) • A boy giving his opinion about a film <p>*/ɪ/, /i:/</p>	<ul style="list-style-type: none"> • Pair work (Guessing game): Identifying the job, sport, place, animal or thing • Presentation: Presenting information about an animal • Speculating in order to complete a sports quiz • Presentation: Presenting information about a sporting event • Class discussion about keeping fit • Group work: Talking about sports and fitness • Pair work: Asking for and giving information, and expressing opinion about a film 	<ul style="list-style-type: none"> • Doing research and creating a picture poster about an animal, including information • Doing research and creating a picture poster about a sporting event, including information • A description of a film <p>Developing skills:</p> <ul style="list-style-type: none"> • Using a variety of structures • Making a draft and correcting it 	

QNCF Competencies



Communication



Creative and critical thinking



Cooperation and participation



Inquiry and research



Problem-solving

5 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Communication	5a, 1. Read B, p. 62
R2.1	Creative and critical thinking	5a, 1. Read C, p. 62
S1.1	Communication	5a, 1. Read - Over to you..., p. 62
S2.4	Communication	5a, 4. Speak, p. 63
L2.1	Cooperation and participation	5a, 5. Listen, p. 63
S1.1	Communication	5a, 5. Listen - Over to you..., p. 63
S1.1	Communication	5b, 1. Read A, p. 64
R1.1	Communication	5b, 1. Read B, p. 64
R2.1	Creative and critical thinking	5b, 1. Read C, p. 65
R2.2	Communication	
S1.1	Communication	5b, 1. Read - Over to you..., p. 65
S1.1	Communication	5c, 1. Read A, p. 66
R2.1	Creative and critical thinking	5c, 1. Read C, p. 67
R4.1	Problem-solving	5c, 1. Read D, p. 67
R4.2	Problem-solving	
S1.1	Communication	5c, 1. Read - Over to you..., p. 67
S1.1	Communication	5d, 1. Vocabulary - Over to you..., p. 68
L2.1	Cooperation and participation	5d, 2. Listen (1), p. 68
L1.1	Cooperation and participation	5d, 4. Listen (2) A, p. 69
L2.1	Cooperation and participation	5d, 4. Listen (2) B, p. 69
S1.1	Communication	5d, 4. Listen (2) - Over to you..., p. 69
S1.2	Creative and critical thinking	5d, 5. Speak, p. 69
L2.1	Cooperation and participation	5e, 1. Listen A, p. 70
L2.1	Cooperation and participation	5e, 1. Listen B, p. 70
L2.2	Communication	5e, 1. Listen C, p. 70
S2.4	Communication	5e, 2. Speak & Write B, p. 70
W1.5	Communication	5e, 2. Speak & Write C, p. 70
R2.1	Creative and critical thinking	5e, 3. Write A, p. 71
W1.5	Communication	5e, 3. Write C, p. 71
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
W3.2	Creative and critical thinking	5e, 3. (Write) TIP!, p. 71
WORKBOOK		
L2.1	Cooperation and participation	5b, Activity G, p. 69
R2.1	Creative and critical thinking	5d, Activity D, p. 73
R2.1	Creative and critical thinking	Round-up 5, Activity G, p. 79
R2.1	Creative and critical thinking	Round-up 5, Activity H, p. 79
L2.1	Cooperation and participation	Round-up 5, Activity I, p. 79
L2.1	Cooperation and participation	Round-up 5, Activity J, p. 79

When students complete this module, they will be able to:

5a

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- ask about and describe independently future plans and events (S2.4)
- follow and identify with a little support the detail in longer simple texts (L2.1)

5b

- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond with a lot of support to the opinions of the writer in simple longer texts (R2.2)
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

5c

- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)

5d

- follow and identify with a little support the detail in longer simple texts (L2.1)
- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- explain independently basic opinions (S1.2)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB

5e

- follow and identify with a little support the detail in longer simple texts (L2.1)
- follow and identify independently simple suggestions and opinions in longer simple texts (L2.2)
- ask about and describe independently future plans and events (S2.4)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- ask about and describe future plans independently (W1.5)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)
- plan, and draft a short, simple text of two paragraphs or more with support and modify the draft in response to feedback (W3.2)

Round-up 5

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

5 A MODERN WORLD

VOCABULARY

hotel in the future robot

- Draw Ss' attention to the title of the module and ask them to tell you if the title refers to the past, the present or the future (*the present and the future*).
- Ask Ss to come up with any words/phrases related to this topic. Draw a mind map on the board to organise Ss' ideas.
- Have Ss look at the pictures and read the accompanying captions. Help them deduce the meaning of unknown words by relating them to the content of the corresponding pictures.

Background information

A **touchscreen** is an electronic visual display that can detect the presence and location of a touch within the display area. The term generally refers to touching the display of the device with a finger. Touchscreens are common in devices such as game consoles, all-in-one computers, tablet computers and smartphones.

Holographic technology enables images to appear three-dimensional.

- Ask Ss the questions in the *Discuss* section. Elicit answers and initiate a short discussion.

KEY

suggested answers

- Virtual reality and holographic touchscreens are already used.
 - Robots doing housework, flying cars and domed cities will be a common phenomenon in the near future.
 - A hotel on the moon will definitely exist in the future.
- Have Ss think of something they would like to have in the future that will make their life easier.
 - Allow Ss some time to think of ideas. Elicit answers.
 - You can encourage Ss to choose the most interesting idea.
 - Ask Ss to tell you what they think the module is about.
 - Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

5 A MODERN WORLD



virtual reality

Discuss:

- Look at the pictures. Which of these exist now? Which do you think will exist in the future?



domed city



a hotel on the moon



flying cars



robots doing housework



holographic touchscreen

In this module you will learn...

- to talk about various aspects of modern life (environmental issues, technology and entertainment)
- to talk about your future plans
- to express your opinion and make predictions about the future
- to make promises, on-the-spot decisions, offers and requests
- to express possibility
- to make suggestions
- to invite someone to do something
- to accept and refuse an invitation
- to write an email accepting or refusing an invitation

1. Read

- A** Do you recycle? How often? Look at the comic strip. Then read it out in groups.
- B** Read again and choose the best title (a, b or c) for the comic strip.

- a** THE METAL CAN
- b** THE RECYCLABLES
- c** IT'S CLEANING TIME

1 Mrs Spencer is in the kitchen.



Tom It's Thursday today! Yippee! Mrs Spencer is going to clean the house.

Carrie And why are you so happy?

Tom Because I'm empty and I'm sure she's going to recycle me. She always recycles. I can finally become something new, like a mountain bike or a sports car!

Carrie Nice!

2



Sophie! I'm going to visit a friend. Please, tidy the house.

Tom Oh no! Not Sophie! She isn't going to recycle any of us. She doesn't care about recycling. She's just going to throw us in the bin.

3



Aargh! Bye, Carrie!

4 In the bathroom...



Derek I hope the Spencers don't forget about us. People don't always recycle things in the bathroom.

Shirley I know. They threw my sister Sonia in the rubbish. It was horrible!

Derek So, what would you like to become?

Shirley Ummm, a bigger shampoo bottle maybe.

5



Derek I'd like to be a stadium seat so I can watch football all the time.

Shirley Is that possible?

Derek Of course, silly. People can use recycled plastic to make lots of things.

Shirley Cool. Somebody's coming.

Derek It's Sophie. Wait, what is she...

6



Kim What are you doing?

Sophie Urgh... I'm taking out the rubbish. Why? Are you going to check it again?

Kim Of course! You never recycle, Sophie! Plastic bottles... metal cans.... Come on. We're going to the recycling bins down the street.

C Read again and choose the correct answer a, b, c or d.

- | | |
|--|--------------------------------------|
| 1. Who is going to visit a friend on Thursday? | 5. Who saves Tom, Derek and Shirley? |
| a. Kim | a. Carrie |
| b. Sophie | b. Kim |
| c. Shirley | c. Sophie |
| d. Mrs Spencer | d. Mrs Spencer |
- Who doesn't care about recycling?

a. Carrie	b. Kim
c. Mrs Spencer	d. Sophie
 - Who wants to become a big shampoo bottle?

a. Derek	b. Tom
c. Shirley	d. Carrie
 - Who wants to become a stadium seat?

a. Tom	b. Derek
c. Carrie	d. Shirley



Over to you...

Discuss.

- What do you think happened in the end with the recyclable material in the story?
- What things do you usually recycle?
- Why should we recycle?

LEARNING STANDARDS

SB: R1.1, R2.1, S1.1, S2.4, L2.1

FUNCTIONS

Making future plans
Talking about recycling

STRUCTURES

Future *be going to*

VOCABULARY

all the time be welcome bottle can (n.)
care about empty horrible maybe recycle
recycling throw sth in the bin/rubbish

Recyclable materials

battery electronic devices glass metal paper
plastic

1. Read

A

- Print out the recycling symbol and stick it on the board. Ask Ss to tell you if they recognise this symbol, and elicit answers.
- Ask Ss to come up with any words/phrases related to the topic, and use the symbol as the centre of a mind map to write down your Ss' answers.
- Draw Ss' attention to the questions in the rubric and initiate a short discussion with them.
- Have Ss look at the characters of the comic strip and the rest of the pictures. Ask Ss to guess what the comic strip is about. (*It's about some items, like an empty can of food and a shampoo bottle, talking about recycling and what they can be turned into if they are recycled.*)
- Elicit answers, but do not correct Ss at this stage.

B R1.1

- Draw Ss' attention to the three possible titles for the comic strip.
- Ask Ss to read the comic strip again and choose the best title for the comic strip.
- Check the answers with the class.

KEY b. The Recyclables

- Have Ss read the comic strip again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

When does Mrs Spencer clean the house? on Thursdays

Why can't Mrs Spencer clean the house today? Because she's going to visit a friend.

Is Tom happy that Sophie is going to tidy the house? No, he isn't.

Where are Derek and Shirley? in the bathroom

Who is Sonia? Shirley's sister

What does Shirley want to be? a bigger shampoo bottle

Who likes football? Derek

Can Derek become what he wants to be? Yes, because people can use plastic to make lots of things.

Does Kim care about recycling? Yes, she does.

C R2.1

- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions (e.g. *Who is going to visit a friend on Thursday?*). Write questions 1-5 on the board (without the options) and ask Ss to cover Activity C in their books, read the text and answer the questions.

To help **lower-performing Ss**, you may eliminate one or two incorrect options.

- Check the answers with the class.

KEY 1. d 2. d 3. c 4. b 5. b

- Explain any unknown words in the text.
- Choose several Ss to act out the roles in the comic strip.

Over to you S1.1

- Ask Ss the questions in the box and initiate a short discussion.

KEY *suggested answers*

What do you think happened in the end with the recyclable material in the story?

I think that Kim persuaded Sophie to recycle them and they became the items that they wished to become in the comic strip.

What things do you usually recycle?

I usually recycle paper and plastic bottles.

Why should we recycle?

We should recycle because we can help the environment and also save energy.

OPTIONAL ACTIVITY

- Have Ss work in pairs or small groups.
- Explain to them that they have to come up with the continuation of the story.
- Encourage them to write it in the form of a dialogue. This will challenge **higher-performing Ss**.
- Alternatively, ask them to note down ideas. This will build **lower-performing Ss'** confidence.
- Have them present their dialogues/ideas to the class.

2. Vocabulary

- Ask Ss to look at the pictures 1-6 and the recycling bins.
- Explain to Ss that the bottom row of pictures are recycling bins for different materials. Make sure they haven't got any unknown words.
- Ask Ss if there are similar recycling bins in their neighbourhood or in their village/town/city. Elicit answers and initiate a short discussion.
- Have Ss do the activity.
- Play the recording and have Ss listen and check their answers.
- Check the answers with the class.

KEY

plastic	1	metal cans	4
batteries	5	electronic devices	6
glass	3	paper	2

3. Grammar

A

- Ask Ss to read through the dialogue and draw their attention to the words in blue.
- Draw Ss' attention to the affirmative form. Ask Ss what they notice about the formation of the affirmative form of the Future *be going to*. [*We form it with the present tense of the auxiliary verb **to be** (am, is, are) followed by **going to** and the base form of the main verb.*]
- Draw Ss' attention to the negative form. Ask Ss what they notice about the formation of the negative form of the Future *be going to*. [*We use the negative form of the present tense of the auxiliary verb **to be** (am not, aren't, isn't) followed by **going to** and the base form of the main verb.*]

- Draw Ss' attention to the question form. Ask Ss what they notice about the formation of the question form of the Future *be going to*. [We put the present tense of the auxiliary verb **to be** (am, is, are) before the subject, followed by **going to** and the base form of the main verb.]

- Point out to Ss that the phrase 'going to' remains the same in all persons.
- Point out to Ss that questions beginning with question words (e.g. *What are you going to do in the evening?*) ask for specific information, while questions beginning with *Am/Are/Is* (e.g. *Are you going to buy anything else?*) are usually followed by short answers (*Yes/No*).

B

- Draw Ss' attention to the rubric.
- Explain to them that they have to read through the dialogue again and complete the rule about the formation of the Future *be going to*.
- Have Ss do the activity.
- Check the answers with the class.

KEY

verb **to be** (am, is, are) + **going to** + base form of the verb

C

- Write the following on the board: *Salim is going to visit his grandparents next weekend. / Be careful! You're going to fall.*
- Ask Ss to tell you when they think the Future *be going to* is used.
- Elicit the answer that the Future *be going to* is used to talk about future plans but also to make predictions based on evidence.
- Ask Ss to read through the examples and draw their attention to the words in blue.
- Explain to them that they have to match sentences 1 and 2 with the phrases a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. 2 b. 1

- Write the following sentence on the board: *I'm playing football on Saturday morning.* Explain to Ss that we use the Present Progressive for actions we have arranged to do in the near future.
- Draw Ss' attention to the subtle difference between the Future *be going to* and the Present Progressive with future meaning: the former is used to describe actions we intend to do in the future, while the latter is used to describe actions we have arranged to do in the near future. Point out to them, however, that in a number of cases they can be used interchangeably depending on the speaker's intentions: e.g. *I'm going to have a barbecue next week* and *I'm having a barbecue next week* communicate, more or less, the same message.
- Refer Ss to the Grammar Reference.
- Ask Ss to find examples of the Future *be going to* in the dialogues (*Mrs Spencer is going to clean ... / ... I'm sure she's going to recycle me. / I'm going to visit a friend. / She isn't going to recycle any of us. / She's just going to throw us ... / Are you going to check it again?*).

D

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. 'm going to ask, 's going to rain
2. Are ... going to throw
3. isn't going to come, 's going to visit

4. Speak s2.4

- Draw Ss' attention to the speech bubble and have them read through it.
- Explain to Ss that they are going to talk about their future plans using the Future *be going to*.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY

suggested answer

A: What are you going to do on Saturday afternoon?

B: I'm going to play video games with my friends at home.

A: Sounds great. What about in the evening?

B: I'm going to watch my favourite series on TV with my family.

5. Listen L2.1

- Ask Ss if they have ever taken part in a Recycling Day event, what kind of event it was and if they liked it. If they haven't taken part in an event like that, ask them if they would like to take part in such an event and to say why or why not.
- Draw Ss' attention to the poster and have them read through it.
- Ask them what the event is about (*recycling*) and where it takes place (*Gladstone school*).
- Draw Ss' attention to the word *Plant* and explain to them that it's another word to refer to a factory.
- Explain to Ss that they have to complete the missing information.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class. If necessary, play the recording again to clarify any questions Ss may have.

KEY

1. Saturday 2. BATTERIES 3. 9 a.m. 4. plastic

- Ask Ss if similar events are organised at their school and initiate a short discussion.

Over to you s1.1

- Ask Ss the question in the box and initiate a short discussion.

KEY

suggested answer

Do you think recycling electronic devices and batteries is important? Why? / Why not?

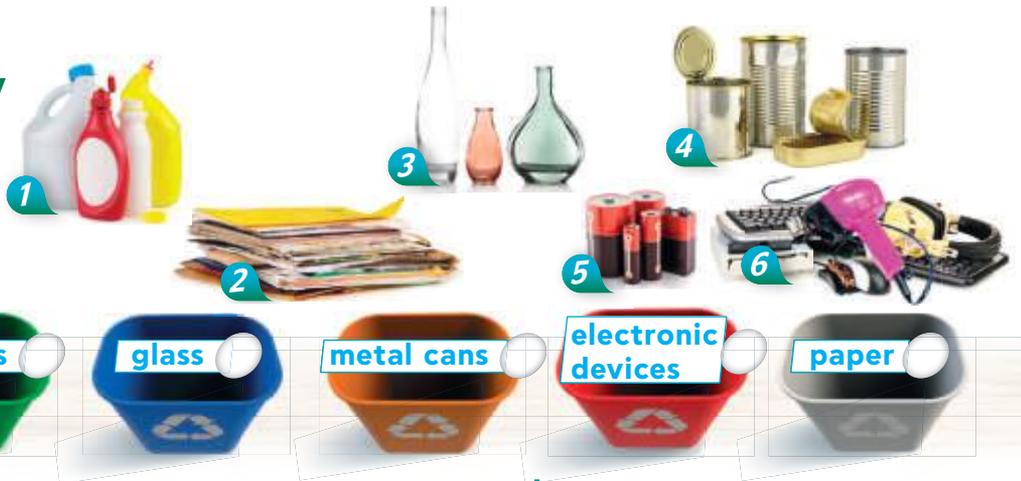
I think it is very important to recycle electronic devices and batteries because we can save energy and resources this way. Moreover, batteries have dangerous chemicals in them and they can be harmful to people and the environment.

OPTIONAL ACTIVITY

- Have Ss work in groups and make a poster for their own recycling event.
- Ask them to draw pictures or find some on the Internet.
- Encourage them to think of something interesting that is going to take place on that day such as a competition.
- Have Ss present their posters in class.

2. Vocabulary

▶ Match the items 1-6 with the recycling bins below. Then listen and check your answers.



3. Grammar

Future *be going to* → p. 115

A Read the dialogue. How do we form the affirmative, the negative and the question form of the *Future be going to*?

- A:** I'm going to take out the rubbish.
B: Thank you. Are you going to recycle those metal cans too, please?
A: Of course. But I'm not going to recycle the glass bottles today because they're heavy.

B Read the dialogue again and complete the rule.

verb to be (....., is,) +
 + base form of the verb

C Read the examples. When is the *Future be going to* used? Match the sentences 1-2 with the rules a-b.

- Karim is going to buy a new laptop next week.
- Be careful! You're going to slip.

- a. to make predictions based on evidence
 b. to talk about future plans

D Complete the sentences. Use the *Future be going to* of the verbs in the box.

rain visit not come throw ask

- A:** I my dad to drive me to the park. Do you want to come?
B: I don't think that's a good idea. Look at those clouds. It
- A:** you that in the rubbish bin?
B: Yes. Why?
A: It's plastic. You can recycle it!
- A:** Ahmed to the basketball game with us this Saturday.
B: Why not?
A: He his cousins.

4. Speak

▶ In pairs, discuss your plans for the weekend.

What are you going to do on Saturday afternoon?

I'm going to...
 Sounds great. What about in the evening?

5. Listen

▶ Have you ever taken part in a Recycling Day event? If yes, what kind of event? If not, would you like to? Why? / Why not?

▶ Listen to two cousins talking about a recycling event and complete gaps 1-4 in the poster. Then check your answers with a partner.

RECYCLING DAY

1 15 April

GLADSTONE SCHOOL

You can bring:

PLASTIC
GLASS
METAL
PAPER

2

EVERYBODY IS WELCOME

from 3 - 6 p.m.

Mark Shimmers from the Gladstone Recycling Plant is going to answer questions about recycling 4 .

Over to you...

▶ Discuss.

Do you think recycling electronic devices and batteries is important? Why? / Why not?



5b

1. Read

A Discuss.

- Name a few technological inventions you know of.
- What is your opinion of technology? Look at the ideas and tick the ones you agree with.

It makes life easier.

It saves time.

It changes very fast and people can't keep up.

It's usually expensive.

It's changing the world for the better.

It makes people lazy.

B   Look at the pictures and the titles. What do you know about these topics? Now, read the text quickly. Which phrase or sentence best summarises the main idea of the text? Choose **a**, **b**, **c** or **d**.

a. The advantages of flying cars.

c. 3D printing will change the way people shop.

b. Technology has got many disadvantages.

d. Technology will change our daily life in the future.

FUTURE TECHNOLOGY

Can you imagine your life with a 3D printer and a flying car?

3D printers



In the past, they seemed like science fiction. Today they are a reality. It is now possible to print items in three dimensions. What kind of items? All kinds – toys, jewellery, furniture, plane parts. However, 3D printing won't stop there.

In the future, 3D printers will even build cities – here on earth and maybe in space, too! Some people already have one in their home, but in a few years from now, 3D printers won't be as expensive as they are today. So it will be possible for even more people to get one for home use. What if you need new trainers? Well, you'll need 3D software to make a 3D design on your computer, and you'll need the right 3D printing materials. Your 3D printer will do the rest... and your trainers will appear in front of you! Does this mean people won't go shopping as often as they do today? Let's wait and see.

A flying car! Now, that's something most people would like to have. Imagine: you're stuck in traffic, you press a button and up your car goes into the sky, like a helicopter. A dream? Well, scientists say that flying cars will be available sometime in the future.

They will travel on roads like normal cars but will also take off easily and take you places in no time. Will they be a safe means of transport? Will they be environmentally friendly? Will they be cheap? Nobody knows. One thing is for sure, though. Flying cars will make city life easier and will solve traffic problems.

Flying cars



Over to you S1.1

- Ask Ss the questions in the box.
- Elicit answers and initiate a short discussion.

KEY

suggested answers

Would you like to have a 3D printer? Why? / Why not?

I'd like to have a 3D printer because I could print my favourite toys. / No, because I think it will be difficult to use.

Would you like to have a flying bike? Why? / Why not?

Yes I would. It would be fun to ride in the air. / No, because I don't think it would be safe.

What technological device could you not live without? Why?

I couldn't live without my smartphone because I use it for a lot of things like talking and sending messages to my friends, playing games, taking pictures and recording videos.

2. Grammar

A

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Draw Ss' attention to the affirmative form of the Future *will* and ask Ss what they notice about its formation.
- Elicit the answer that we form it with the modal verb *will* (*will* or *'ll*) and the base form of the main verb.
- Draw Ss' attention to the negative form and ask Ss what they notice about its formation.
- Elicit the answer that we form it with *won't* (*will not*) followed by the base form of the main verb.
- Draw Ss' attention to the question form. Ask Ss what they notice about its formation.
- Elicit the answer that we put *will* before the subject, followed by the base form of the main verb.
- Ask Ss to tell you if the formations of the affirmative, negative and question forms are the same for all persons. (*Yes, they are.*)
- Draw Ss' attention to the short forms of the affirmative and negative of the Future *will* and ask them when the short form is used. (*when speaking*)
- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Check the answers with the class. (*... 3D printing won't stop there. / ... 3D printers will even build cities ... / ... 3D printers won't be as expensive as they are today. / ... it will be possible for even more people ... / ... you'll need 3D software to make a 3D design ... / ... you'll need the right 3D printing materials. / Your 3D printer will do the rest ... / ... your trainers will appear in front of you! / ... people won't go shopping as often as they do ... / ... flying cars will be available sometime ... / ... They will travel on roads like normal cars but will also take off ... / ... Will they be a safe means ... / Will they be environmentally friendly? / Will they be cheap? / Flying cars will make life easier and will solve traffic problems.*)

B

- Have Ss read the examples again and ask them to focus on the meaning of the Future *will* in the context of each sentence.
- Ask Ss to read the rules a-e and sentences 1-5. Make sure they haven't got any unknown words.
- Have Ss match the rules to the sentences.

KEY

a. 3 b. 4 c. 1 d. 2 e. 5

- For further practice write the following sentences on the board and ask Ss to identify which rule of the Future *will* applies for each sentence.
e.g. *Don't worry, Mum, I'll do the washing-up today.* (offer)
The phone's ringing. I'll get it. (on-the-spot decision)
Will you help me with my project, please? (request)
I think children won't go to school in the future. (prediction)
I'll tidy my room every day, Mum. (promise)
- Ask Ss to come up with their own sentences.
- Refer Ss to the Grammar Reference.

C

- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|-----------------------|-------------------------|
| 1. will/'ll make | 4. will not/won't watch |
| 2. will/'ll drive | 5. will/'ll be |
| 3. will not/won't use | 6. Will ... help |

3. Write & Present

- Ask Ss if they have ever imagined what schools will be like in the future. Elicit answers and initiate a short discussion.
- Draw Ss' attention to the box with the questions and make sure they haven't got any unknown words.
- Remind Ss that they are going to use the Future *will* to write their predictions.
- Have Ss choose 2-3 questions from the box and write about them.
- Allow Ss some time to do the activity.
- Have several Ss present their predictions in class.

KEY

suggested answer

I think classrooms will be different. There won't be any whiteboards. There will be holographic touchscreens. Also, there will be moving walls in classrooms for Ss to move around. There won't be any desks and books in the future. Students and teachers will work on their computers and they won't use pens and notebooks. Students will also have virtual reality headsets to explore the places they learn about in 3D. Ss and teachers will go to school on flying bikes and they won't get stuck in traffic. Subjects will be different, too. Students will have subjects for science and technology, they will make their own technological inventions and they will also learn about life on other planets.

OPTIONAL ACTIVITY

- Ask Ss to draw the school they have described in the previous activity and present it in class.

C  Read again and write **T** for True or **F** for False.

1. The writer thinks that it will soon be easy for most people to have a 3D printer.
2. The writer believes that people will stop going shopping.
3. The writer says that flying cars will take off like helicopters.
4. The writer thinks that flying cars will be very expensive.
5. The writer believes that flying cars will make traffic worse.

D Complete the phrases below with **for**, **in** or **from**. Then find them in the text and check your answers.

1. the past
2. in a few years now
3. the future
4. no time
5. sure



Over to you...

Discuss.

- Would you like to have a 3D printer? Why? / Why not?
- Would you like to have a flying bike? Why? / Why not?
- What technological device could you not live without? Why?

2. Grammar

Future will → p. 115

A Read the examples. How do we form the affirmative, the negative and the question form of the **Future will**?

1. I think that people **will drive** flying cars in the future.
2. I'm tired. I **won't come** to the shopping centre with you.
3. I promise I **'ll tidy** my room at the weekend.
4. Don't worry. I **'ll help** you with your science project.
5. **Will** you **bring** me some water, please?

B Read the examples again. When is the **Future will** used? Match the sentences 1-5 with the rules a-e.

- a. for promises
- b. for offers
- c. for predictions, usually with the verbs 'think' and 'believe'
- d. for on-the-spot decisions
- e. for requests

C Complete the sentences with the **Future will** of the verbs in the box.

not use make help drive
not watch be

1. I'm hungry. I a sandwich.
2. **A:** I'm late!
B: Don't worry. I you to the airport.
3. I promise I your computer when you're not home.
4. Ali the horror film with us. He hates scary films.
5. **A:** Sahar takes amazing photos.
B: I know! I'm sure she a famous photographer one day.
6. These bags are heavy. you me carry them?

3. Write & Present

Make predictions about schools in fifty years' time. Write about some of the following:

- What will the buildings and classrooms be like?
- Will there be desks, books, etc.?
- Will teachers and students go to school like they do now?
- What different subjects will students learn?
- Will there be robots in schools?

Present your predictions to the class.

*I think classrooms will...
There won't be any...*

1. Read

A Discuss.

- Do you know what an escape room is?
- Have you ever been to an escape room? If yes, did you have fun? If no, would you like to experience one?

B Below is a dialogue in three parts. First, read **Part 1** and try to guess the answer to the riddle. Then read **Parts 2** and **3** and check your answer. Then read the whole dialogue out in groups.

IN AN ESCAPE ROOM

PART 1

Phil This riddle is so difficult.

Mike We won't manage to escape in four minutes.

Andy Don't give up! We can do this.

Mike It's got a face and hands... It may be that man in the painting.

Andy I don't think so. Paintings can't make a sound.

Phil Animals make sounds. It might be that bird in the cage.

Andy But it hasn't got any hands.

Mike I agree.

Phil *When you can't see, read between the lines!* What does it mean?

Mike I've got it! We can't see in the dark. Turn off the lights! We may find more clues in the dark.

PART 2

Mike That's incredible! There are more lines in the riddle now!

Phil It hasn't got eyes, fingers or a mouth.

Andy But it's got a face and hands. I don't get it.

Phil Maybe it's a clock!

Andy You're right! Let's check out the grandfather clock for clues.

*When you can't see,
read between the lines!
I've got a face
But I haven't got eyes
I've got hands
But I haven't got fingers
And I can make a sound
But I haven't got a mouth*

*When you can't see,
read between the lines!
I've got a face*

I've got hands

And I can make a sound

PART 3

Phil There are no clues here.

Mike Hang on! This clock isn't working, but the hands show five past four. These numbers could help us unlock the door.

Phil There's a keypad next to the door. Key in 5-4. Hurry up!

Mike The door isn't opening. I give up!

Phil Thirty seconds!

Andy What about 4-0-5, the way it is on digital clocks?

Mike That's it! We made it! Good job!



LEARNING STANDARDS

SB: S1.1, R2.1, R4.1, R4.2

FUNCTIONS

Expressing possibility in the present or future
Talking about escape rooms
Solving riddles

STRUCTURES

may/might/could

VOCABULARY

cage check sth out digital (clock) escape
guess (v. + n.) line manage opinion second
unlock way (= manner)

Phrases / Expressions

Good job! Hang on! Hurry up! I agree.
I don't get it. I don't think so. I give up.
I've got it. That's incredible!

1. Read

A S1.1

- Write the word *escape room* on the board and draw Ss' attention to the pictures accompanying the text. Ask Ss the first question.
- Elicit answers and initiate a short discussion.
- Ask Ss the second question and have Ss share their experiences.

KEY

- An escape room is a physical adventure game in which players have to solve a series of riddles based on clues or hints so as to leave the room.
- suggested answers*
- Unfortunately, I have never been to an escape room, but I'll ask my parents if I can go to one. I think it will be really interesting.
 - I have been to an escape room twice with my cousins. We solved the riddle! It was great!

B

- Have Ss cover Part 2 and Part 3 of the dialogue using their notebooks. Explain to them that they are going to try to solve the riddle.
- Have Ss work in pairs and ask them to read the first part of the dialogue.
- If a pair finds the answer, tell them not to reveal it. Ask Ss to read the second and third parts of the dialogue to confirm their answer or find more clues to help them find the answer.
- Ask Ss to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Who thinks the riddle is difficult? Phil

Who doesn't want to give up? Andy

Who thinks that the bird in the cage is the solution to the riddle? Phil

Why do they decide to turn off the lights? They decide to turn off the lights to find more clues in the dark.

Do they find more clues in the dark? Yes, they do.

Where do they check for more clues? the grandfather clock

Is the clock working? No, it isn't.

What do they key in first? 5-4

Does the door open? No, it doesn't.

How much time do they have before the game finishes? thirty seconds

Do they solve the riddle? Yes, they do.

Language Plus

An analog clock has a *face* and *hands*. The face is the front of the clock, where the numbers that show the time are. The hands of a clock indicate the time. The short hand indicates the hour and the long hand indicates the minutes.

C R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY

PART 1

1. four minutes 2. Mike
3. bird in the cage 4. turn off the lights

PART 2

5. lines 6. clock

PART 3

7. five past four 8. 4-0-5

- Explain any unknown words and choose Ss to act out the dialogue.

D R4.1, R4.2

- Have Ss read through the sentences for each part of the text. Make sure they understand everything.
- Ask Ss to read each part first and then try to find the phrases.
- Ask Ss to go to the *Using a Dictionary* section on p. 126.
- Have Ss do the activity.
- Ask Ss to use their dictionaries to check their answers.
- Check the answers with the class.

KEY

Part 1

1. Don't give up! 2. I agree. 3. I've got it!

Part 2

4. That's incredible! 5. I don't get it.

Part 3

6. Hang on! 7. Hurry up! 8. Good job!

Background information

Most **escape rooms** have a minimum age requirement which varies according to the difficulty of the riddles the participants have to solve. Young people, usually under the age of 13, can take part if they are accompanied by an adult. However, there are escape rooms around the world with no age restriction, and the rooms are safe even for very young children.

Over to you S1.1

- Ask Ss the questions in the box.
- Elicit answers and initiate a short discussion.

KEY

suggested answers

Do you like riddles? Why? / Why not?

I think it's fun to try and solve a riddle and I feel great when I succeed. / I don't like trying to solve riddles because I find them very difficult sometimes.

Tell a common riddle from your own country.
(open answers)

2. Grammar

A

- Write the modals *may* and *could* on the board and ask Ss to tell you what they already know about them. Elicit the answers that *may* and *could* are used to ask for permission and make polite requests. We use *can* or *could* to ask for a favour.
- Also, remind Ss that *could* is also used as the past tense of *can* in order to express ability in the past.
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the dialogues 1-2 in the box and the words in blue. Explain to them that they have to read the dialogues carefully and match them with the phrases a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 1

- Ask Ss to tell you how the modals are used in the two dialogues.
- Elicit the answer that modal verbs in dialogue 1 show that something is likely in the future, but without certainty. *Might* is usually used to express slighter possibility than *may* or *could*. The modal verbs in dialogue 2 show lack of possibility in the present or future. Note that *could* is not used in the negative form to express something that is not likely. We use *may not / might not* instead.
- Ask Ss to tell you what they notice about the verb that follows *may/might/could* (*may/might/could* are followed by the base form of a verb).
- Point out that the negative forms of *may/might* are *may not / might not* and they don't have a short form.
- Ask Ss to come up with their own examples of situations expressing possibility in the present/future.
- Tell Ss to underline any examples of *may/might/could* in the dialogue. (*It may be that man in the painting. / It might be that bird in the cage. / We may find more clues ... / These numbers could help us unlock the door.*)
- Refer Ss to the Grammar Reference.

B

- Draw Ss' attention to the activity.
- Ask Ss to read through the sentences and underline the expressions showing possibility to help **lower-performing Ss** do the activity (*1. Maybe, 2. I'm thinking, 3. It is possible, 4. I think, 5. Perhaps, 6. I don't think*).
- Tell them that they don't need these phrases when they use *may/might* or *could*.
- Also, point out to Ss that they will have to change the form of the verb in some sentences.
- Write the following on the board to help Ss understand better:
I'm thinking of getting a haircut. (may)
I may get a haircut.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. I may make some lemonade.
2. I might buy a new backpack.
3. You could find the book in the library.
4. Karim might like this T-shirt.
5. They may visit us tomorrow.
6. Bill may not help you.

Language Plus

Maybe or may be?

Maybe is an adverb and it means the same as *perhaps*.

Maybe is one word and because it is an adverb you need a verb in the sentence, e.g. *Maybe she is at the library.*

In the phrase **may be**, *may* is a modal verb and *be* is a main verb. *May be* are two separate words, e.g. *She may be at the library.*

3. Pronunciation

A

- Play the recording and ask Ss to identify the silent letters (= *not pronounced*) in the modal verb *might*.
- Elicit the answer that the silent letters are *gh*.

B

- Ask Ss to read through the words and underline the silent letters in them.
- Play the recording and pause so that Ss can repeat the words they hear. If necessary, play the recording again.
- Check the answers with the class.

KEY

lights island wrist half listen hour
climb could answer sign

4. Speak

- Draw Ss' attention to the box with the riddles and the speech bubble.
- Have Ss work in pairs and try to solve the riddles.
- You can tell Ss that they can ask any pair of Ss who has solved the riddle for clues, in order to help **lower-performing Ss** do the activity.
- Tell Ss that they can ask for clues only twice to challenge **higher-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several Ss to act out the dialogue.
- Refer Ss to the *Speaking Activities* section on page 113 to check their answers.

KEY suggested answers

- **A:** What kind of a room has got no doors or windows?
B: We need a clue.
A: Sure. Let me ask the teacher. It's not really a room. It's a vegetable with the word 'room' in it.
B: I've got it! It's a mushroom!
- **A:** Well done! We did it.
- **A:** What is always coming but never arrives?
B: I don't get it.
A: Don't give up! It's easy! Not 'today' but....
B: Could it be 'tomorrow'?
- **A:** That's right. We solved it!
- **A:** What can you find once in every minute, twice in every moment but never in a thousand years?
B: Wow! That's difficult.
A: Hang on, I've got it! Is it an 'm'?
- **B:** Yes, it is!
- **A:** What do you have to break before you use it?
B: Maybe it's a soft drink can.
A: No! You open a can. You don't break it.
B: Well, I give up. Have you got any ideas?
- **A:** It might be an egg.
B: Yes. I think that's it.

OPTIONAL ACTIVITY

- Have Ss find riddles on the Internet and have their classmates solve them.

C Read again and complete the sentences.

PART 1

- There are left before the game finishes.
-'s guess is the man in the painting.
- Andy doesn't think the answer is the, because it hasn't got hands.
- The three friends decide to

PART 2

- In the dark, three more appear in the riddle.
- Phil thinks the answer to the riddle is a(n)

PART 3

- The time on the grandfather clock is
- The door unlocks when they key in on the keypad.

D Find phrases in the dialogue that mean the following. Then check your answers in a dictionary. See *Using a Dictionary*, p. 126.

PART 1

- Don't stop trying. =
- I have the same opinion. =
- I know the answer. =

PART 2

- I can't believe it. =
- I don't understand. =

PART 3

- Wait. =
- Be quick. =
- Well done. =



Over to you...

Discuss.

- Do you like riddles? Why? / Why not?
- Tell a common riddle from your own country.

2. Grammar **may – might – could** → pp. 115-116

A Read the dialogues. What do the modal verbs in blue express in dialogues 1 and 2? Match the dialogues with the phrases a and b.

- A:** Are you doing anything special this weekend?
B: We **may/might/could** go to the beach on Saturday.
- A:** Is everyone coming with us to the park?
B: Mark **may not/might not** come with us. He isn't feeling well.

- a. lack of possibility in the present or future
- b. possibility in the present or future

B Rewrite the sentences using the words in brackets.

- Maybe I'll make some lemonade. (may)
I
- I'm thinking of buying a new backpack. (might)
I
- It is possible that you will find the book in the library. (could)
You
- I think Karim will like this T-shirt. (might)
Karim
- Perhaps they'll visit us tomorrow. (may)
They
- I don't think Bill will help you. (may not)
Bill

3. Pronunciation

A Listen and repeat. Which letters are silent? **might**

B Read the words and underline the silent letters. Then listen and check your answers.

- lights island wrist half listen
hour climb could answer sign

4. Speak

Talk in pairs. Try to solve the riddles below.

- What kind of room has got no doors or windows?
- What is always coming but never arrives?
- What can you find once in every minute, twice in every moment, but never in a thousand years?
- What do you have to break before you use it?
- Which letter of the alphabet has got the most water?

*What kind of room has got no doors or windows?
 It may / might / could be a...
 I don't think so. It may be a...
 I don't know. I give up.*

For the answers, go to the Speaking Activities section on page 113.

1. Vocabulary

▶▶ Complete the webpage with the words in the box. Then listen and check your answers.

animals lights public supermarket streets
clean recycle TV save showers

1

Keep the environment clean.

- Pick up your rubbish. Don't throw rubbish in _____, parks, etc.

2

Say no to plastic. Remember the three Rs:

Reduce - Reuse - _____.

- Take re-usable shopping bags to the _____. Don't use plastic bags.

3

Help reduce air pollution.

- Walk, cycle or use _____ transport. Tell your parents not to go everywhere by car.

4

Save energy.

- Turn off the _____ when you leave a room.
- Unplug devices, like the _____ or laptop, when you are not using them.

5

_____ **water.**

- Turn off the tap when you are brushing your teeth.
- Don't have baths all the time. Have short _____ more often.

6

Become a volunteer.

- Take part in tree-planting events. Trees help keep the air cool and _____. People cut down trees for land, wood, paper, etc. We must plant more trees.
- Take part in beach or forest clean-up projects. Rubbish pollutes the environment and can kill _____ and fish.

Over to you...

Discuss.

- What do you do to protect the environment?
- What is the most important environmental problem in the area where you live?

2. Listen (1)

▶▶ Listen to three dialogues and choose **a**, **b**, **c** or **d**. Then check your answers with a partner.

- What won't Brian do in the future?
 - have baths
 - drink less water
 - have long showers
 - leave the tap on when he's brushing his teeth
- What will Mary do?
 - plant trees
 - help Kelly to make the poster
 - put up posters in her neighbourhood
 - put up posters around the whole town
- How does Vicky's brother get to work?
 - He walks.
 - He drives.
 - He cycles.
 - He uses public transport.

3. Grammar

Conditional Sentences Type 1

→ p. 116

A Read the examples. When do we use **Conditional Sentences Type 1**? Match the sentences 1-2 with the rules a-b.

- If we don't plant trees, there will be no oxygen in fifty years.
- If you need anything, I can help you now.

- for something that is likely to happen in the present
- for something that is likely to happen in the future

LEARNING STANDARDS

SB: S1.1, S1.2, L1.1, L2.1

WB: R2.1

FUNCTIONS

Talking about protecting the environment
Expressing conditions and their results

STRUCTURES

Conditional Sentences Type 1

VOCABULARY

air clean-up cool (temperature) cut down
cycle disappear energy environment
have a bath human kill pick sth up plant (v.)
pollute pollution public transport put sth up
save take part in tap (n.) unplug volunteer (n.)
wood

1. Vocabulary

- Draw Ss' attention to the webpage and have Ss read the title.
- Ask them to tell you what they think they are going to read about (*about ways to protect the environment*).
- Draw a mind map and write the word *environment* in the centre.
- Ask Ss to come up with as many words/ideas related to this topic as possible. Elicit answers and initiate a short discussion.
- Have Ss read the words in the box and make sure they understand everything.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

- | | |
|-------------------------|-------------------|
| 1. streets | 4. lights, TV |
| 2. Recycle, supermarket | 5. Save, showers |
| 3. public | 6. clean, animals |

- Explain any unknown words and have Ss read out the text.

Language Plus

The prefix *re-* is used to show repetition or that something can be done *again*. For example, when you *use* a bag it means that you do something with it. When you *reuse* a bag it means that you do something with it again.

- Draw Ss' attention to the second idea in the text and ask Ss to tell you what the three R's are (*Reduce - Reuse - Recycle*).
- Write them on the board and make sure that Ss understand their meaning. Ask them if they think the order in which these three words are written is important.
- Elicit answers and provide Ss with information about it.

Background information

The 3 R's: Reduce - Reuse - Recycle

When it comes to protecting the environment these three words are the most important ones. The order in which they're written is also important. First of all, we have to reduce waste. We're going to run out of raw materials, so reduction is of primary importance. Also, making a new product requires a lot of raw materials, as well. As a result, before we recycle something we should consider whether we can use it again or not.

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.

KEY

suggested answers

What do you do to protect the environment?

I always turn off the lights when I leave a room and I often take part in tree-planting events in my area.

What is the most important environmental problem in the area where you live?

I think it's air pollution. In the area where I live, the air isn't clean and people could get sick from this. I think more people should use public transport instead of taking their cars.

2. Listen (1) L2.1

- Draw Ss' attention to the activity.
- Explain to Ss that they are going to listen to three dialogues.
- Have Ss read through the questions 1-3 and the corresponding options. Make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions. Write questions 1-3 on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

KEY

1. a 2. c 3. c

3. Grammar

A

- Have Ss read examples 1 and 2 in the yellow box.
- Tell Ss to focus on the first sentence and ask them if it's certain that there will be no oxygen (*No, it isn't; it's a possibility.*) and if the sentence refers to the present. (*No, it doesn't. It refers to something that might happen in 50 years.*)
- Tell Ss to focus on the second sentence and ask them how this sentence is different from the first one (the modal verb *can* is used instead of *will*, it refers to something that may happen in the present).
- Ask Ss to match sentences 1 and 2 with the rules a and b.

KEY

- a. 2 b. 1

- Ask Ss to tell you when they think we use Conditional Sentences Type 1.
- Elicit the answer that Conditional Sentences Type 1 are used for something that is probable in the present/future.

B

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Explain to Ss that these are Conditional Sentences Type 1 and they consist of the *if-clause* and the *main clause*.
- Have Ss read the examples again and complete the rule about the formation of Conditional Sentences Type 1.

KEY

If + Present Simple {
 Future **will**
 Modal Verbs
 (**can**, may, might, must)
 Imperative

- Ask Ss to tell you how each conditional sentence is formed.
- Elicit the answer that we use the Present Simple in the *if-clauses* while we use the Future *will*, a modal verb or the Imperative in the *main clauses*.
- Write on the board: *If I'm hungry, I'll make a sandwich. and I'll make a sandwich if I'm hungry.*
- Ask Ss to tell you what they notice about the use of the comma in these two sentences.
- Elicit the answer that we use a comma to separate the *if-clause* from the *main clause* if the *if-clause* is at the beginning of the sentence, whereas we don't use a comma if the *if-clause* is at the end of the sentence.
- Have Ss work in pairs and come up with their own examples using Conditional Sentences Type 1.
- Refer Ss to the Grammar Reference.

OPTIONAL ACTIVITY

Chain Story

- Write the following Conditional Sentences Type 1 on the board: *If I get up late, I will miss the bus. If I miss the bus, ...*
- Have one student continue the story by completing the sentence. Then another student continues the story.
- The chain story ends when all students have had a turn.

C

- Ask Ss to circle *if* in these two sentences. Refer Ss to the grammar box to help **lower-performing Ss** do the activity.
- Encourage them to draw logical conclusions in the event that the correct answer depends on the meaning.
- Have Ss do the activity, then listen and check their answers.
- Check the answers with the class.

KEY 1. don't, won't 2. can, want

D

- Ask Ss to read through the halves of the sentences 1-6 and a-f. Make sure they understand everything.
- Have Ss do the activity.
- Check the answers with the class.

KEY 1. e 2. a 3. c 4. d 5. b 6. f

4. Listen (2)

A L1.1

- Have Ss read through the rubric of the activity and ask them if they know anything about modern art. Ask them if they have ever visited a museum of modern art and what they liked about it. If they haven't, ask them if they would like to visit one and why.
- Tell Ss that they are going to listen to a podcast. Ask Ss if they know what a podcast is (*a recording that you can listen to on your computer or your MP4 from a website*) and if they listen to podcasts.

- Have Ss note down key words/phrases for each picture to help **lower-performing Ss** (*Picture a. beach, rubbish Picture b. painting, plastic bottles Picture c. pictures of the beach*).
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY b

B L2.1

- Ask Ss to read through the sentences 1-5 and make sure they understand everything.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY 1. T 2. T 3. F 4. F 5. F

OPTIONAL ACTIVITY

Ask Ss to correct the false sentences of the listening activity. This will challenge **higher-performing Ss**.

Over to you s1.1

- Ask Ss the questions in the box.
- Elicit answers and initiate a short discussion.

KEY

suggested answers

Have you ever made anything from recycled material? What was it?

Yes, I have. I have made a pencil holder and I have it on my desk. It was something really easy to make and it is very useful. / No, I haven't, but I would really like to make something to decorate my room.

5. Speak s1.2

- Ask Ss to look at the four pictures and read through the speech bubble. Make sure they haven't got any unknown words.
- Ask Ss to read through the ideas in the box and check their understanding. Point out to them that the first column includes problems related to the environment while the second column includes possible consequences of these problems.
- Demonstrate the activity with the help of a group of Ss.
- Have a group of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in small groups and go round the class helping them when necessary.
- Ask Ss to think of any possible solutions for each of these problems to challenge **higher-performing Ss**.
- Choose several groups to act out the dialogue.

KEY

suggested answer

A: What will happen if we continue to pollute lakes, rivers and seas?

B: Humans and animals will die.

C: The water won't be clean

A: What will happen if we don't save water?

B: We won't have water to drink.

C: There won't be enough water to grow fruits and vegetables.

A: What will happen if we don't recycle?

B: There will be rubbish everywhere.

C: People, plants and animals will get sick.

B Read the examples and complete the rule about the formation of Conditional Sentences Type 1.

1. If I'm free, I **will go** to the Recycling Day event.
2. If Saleh **wants** to help, he **can take part** in the beach clean-up.
3. If you **don't need** this box, **recycle** it.
4. If you **finish** your homework early, **will** you **come** to the park with me?

..... + Present Simple { Future
 Modal Verbs
 (.....,
 may, might, must)
 Imperative

C Read the sentences and choose the correct options. Then listen again to the parts of the dialogues in 2. Listen (1) including these sentences, and check your answers.

1. If we **don't / won't** save water, we **don't / won't** have water to drink in the future.
2. I **must / can** help with the posters if you **want / don't want** me to.

D Match the two halves of the sentences.

1. My friends will go hiking in the mountains
2. If you unplug devices when you are not using them,
3. Don't take the car
4. There will be rubbish everywhere
5. If you need anything,
6. If we get home early,



- a. you will save energy.
- b. call me, OK?
- c. if you don't need to go far.
- d. if we don't all start recycling.
- e. if the weather is nice tomorrow.
- f. we may watch a documentary about water pollution.

4. Listen (2)

A How much do you know about modern art? Have you ever visited a museum of modern art? If yes, what did you like about it? If no, would you like to visit one? Why? / Why not?

Listen to a podcast about a famous artist called Brandon Jones and his new project. Which picture shows his project? Choose **a**, **b** or **c**. Then check your answers with a partner.



B Listen to a brother and his sister talking about the podcast and write **T** for True or **F** for False. Then check your answers with a partner.

1. The boy learnt something new from the podcast.
2. The girl knows how to make a lamp from a metal can.
3. The boy is sure that he is going to take part in the beach clean-up.
4. The girl is going to use only plastic bottles from the beach to make art.
5. The boy and the girl are going to make a piece of art together.



Over to you...

Discuss.

Have you ever made anything from recycled material? What was it?

5. Speak

Talk in small groups. Look at the pictures and the ideas given and talk about what will happen if we don't do something about these problems.



PROBLEMS	CONSEQUENCES
• cut down more trees	• forests / disappear
• don't plant new trees	• air pollution / get worse
• continue to use our cars a lot	• not have / clean air
• continue to pollute rivers, lakes and seas	• humans and animals / die
• don't save water	• not have / water to drink
• don't recycle	• there / be / rubbish everywhere

What will happen if we cut down more trees?

If we cut down more trees, forests will disappear.

We won't have any clean air.

1. Listen

A Listen to a dialogue between two friends, Jerry and Roger, and answer the questions below. Then check your answers with a partner.

1. Why is Jerry calling Roger?
2. What is Roger's reply?



B Listen again and complete Roger's notes. Then check your answers with a partner.

Dillford Adventure Park!

day: _____

time: _____

meeting place: _____

C Listen again. Circle the correct answer a, b or c. Then check your answers with a partner.

1. Who suggests visiting Dillford Adventure Park?
a. Roger b. Jerry c. Paul
2. Who thinks Dillford Adventure Park is fantastic?
a. Roger b. Jerry c. Paul
3. Who can't make it on Friday afternoon?
a. Roger b. Jerry c. Paul
4. Who suggests going to Dillford Adventure Park on Saturday morning?
a. Roger b. Jerry c. Paul

2. Speak & Write

A Listen to the phrases in the tables and repeat them.

Inviting	Responding to an invitation	
<ul style="list-style-type: none"> • Are you free next Saturday? I'd like to invite you to a barbecue. • I'm planning/organising a barbecue and I'd really like you to come. • Would you like to come to a barbecue? I hope you can make it. • Do you want to go bowling? Please, don't say no. • I'm going bowling. Do you fancy coming along? • Why don't we go bowling together? • How/What about going bowling? 	Accepting	Refusing
	<ul style="list-style-type: none"> • Sounds great/brilliant/perfect! Thanks for inviting me. • Sure, why not? Give me the details. • I'd love to come. • How could I say no? • Of course. I'm really looking forward to it. <p style="background-color: #2c3e50; color: white; text-align: center; margin-top: 10px;">Making suggestions and arrangements</p> <ul style="list-style-type: none"> • We can/could meet at 6 p.m. • Let's meet at 6 p.m. • Why don't we meet at 6 p.m.? • How/What about meeting at 6 p.m.? • Is 6 p.m. OK for you? • Where/When shall we meet? • Where/What time would you like to meet? • Shall we meet outside your house? 	<ul style="list-style-type: none"> • I'd love to come but I can't. • I'm sorry but I have to go to the dentist. • I'm afraid I can't make it because I have to go to the dentist. • It was nice of you to invite me but I can't come. • Sorry, I have other plans. • Maybe some other time. • Unfortunately, I'm not free.

B ROLE PLAY

Go to the Speaking Activities section on page 113.

C Imagine it's the day you have arranged to do something with your friend in activity B. Write a note telling your parents your plans.

TIP!

When writing a note:

- greet and sign off by just writing names.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences.



LEARNING STANDARDS

SB: L2.1, L2.2, R2.1, S2.4, W1.5, W2.2, W2.3, W3.2

FUNCTIONS

Making suggestions and arrangements

Inviting

Accepting and refusing an invitation

VOCABULARY

adventure park barbecue invitation jealous
meet up organise plan (v.)

Phrases / Expressions

Anyway,... Are you free...?

Do you fancy coming along? How could I say no?

How/What about...? I'm really looking forward to it.

It was nice of you to... Maybe some other time.

Sorry I have other plans. Thanks for...

Where/When shall we meet? Why don't we...?

1. Listen

A L2.1

- Draw Ss' attention to the activity and have them read through questions 1 and 2. Make sure they understand everything.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. Jerry is calling Roger to invite him to an adventure park.
2. Roger accepts Jerry's invitation, but he can't make it on Friday. He suggests going on Saturday.

B L2.1

- Have Ss read through Roger's notes and play the recording again.
- Point out to Ss that they may hear more than one day or place mentioned, but they have to find the one that answers their questions.
- Have Ss complete the notes and compare their answers in pairs. Check the answers with the class.

KEY

Dillford Adventure Park!

day: Saturday

time: 10 a.m.

meeting place: train station

C L2.2

- Have Ss read through questions 1-4 and the options below.
- Play the recording again and have Ss circle the correct options.
- Have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one incorrect option.
- Check the answers with the class.

KEY

1. b 2. a 3. a 4. a

2. Speak & Write

A

- Draw Ss' attention to the box with the set phrases used for inviting someone, accepting or refusing an invitation and making suggestions and arrangements. Check Ss' understanding.
- Play the recording and pause after each phrase for Ss to repeat.

B S2.4

- Ask Ss to go to the *Speaking Activities* section on page 113.
- Divide Ss into pairs and allocate roles.
- Allow Ss some time to prepare their answers and encourage them to look at the set phrases in activity A. Ask them to tick the phrases they want to use in Activity A. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Tell Ss to swap roles.
- Choose several pairs to act out the dialogue.

KEY

*suggested answer***A:** Would you like to go on a picnic this Saturday afternoon?**B:** I'd love to, but my cousins are visiting us. How about going to the tree-planting event at the park near my house on Friday? We can have a picnic, too!**A:** Sure, why not? I can ask Jake to come, too. Why don't we meet at the bus stop?**B:** Great! Is 6 p.m. OK for you?**A:** Sounds perfect! I'll call Jake. I hope he can make it, too.**B:** Great!

C W1.5

- Draw Ss' attention to the TIP and explain it.
- Explain to them that they have to use the information in Activity B in order to write the note.
- To help Ss understand how to write a note you can read the following note aloud:
*Mum,
Going to meet Roger at park at 6
Be back at 8
Jerry*
- Allow Ss some time to write their notes.
- Go round the class helping them when necessary.
- Choose several Ss to read their notes in class.

3. Write

A R2.1

- Draw Ss' attention to the invitation and have Ss read through it. Make sure they understand everything.
- Ask Ss if they would like to go to Gondolania Theme Park. Elicit answers and initiate a short discussion.
- Ask Ss to read through the two emails and answer the questions.
- Allow Ss some time to do the activity and check the answers with the class.

KEY

1. to Gondolania Theme Park
2. on Friday, 14 June
3. Omar's father is going to drive them there.
4. They can do activities and go on rides like the roller coaster.
5. Ahmed accepts the invitation (*I'd love to come, I'm really looking forward to it*).
6. Karim refuses the invitation (*It was really nice of you to invite me but, unfortunately, I'm not free*). He is playing in a tennis tournament.
7. He suggests meeting on Saturday afternoon (*How about meeting up on Saturday afternoon?*).

- Ask Ss some comprehension questions:

*Who went to Gondolania Theme Park last month?
Ahmed's brother*

How does Ahmed know that the activities and rides there are exciting? His brother told him, and he also checked out the amusement park website.

Does Ahmed want to try the roller coaster? Yes, he does.

How does Karim feel about not going? He is jealous and sad.

- Explain any unknown words to Ss.

B

- Have Ss read through the messages 1-4 and their replies a-d. Make sure they understand everything.
- Before Ss do the activity, tell them to pay attention to the day and the time, and underline key words such as *cinema* (2), *amusement park* (3), etc. to help them match the messages with their replies.
- Have Ss do the activity. Check the answers with the class.

KEY

1. b 2. a 3. d 4. c

OPTIONAL ACTIVITY

- Have Ss work in pairs.
- SA thinks of an event and invites his/her partner. SB either accepts or refuses the invitation using the set phrases presented in the lesson.

C W1.5, W2.2, W2.3, W3.2

- Draw Ss' attention to the activity and the TIP. Explain it to Ss and refer them to Activity A for a model answer.
- Encourage Ss to justify their answers whether they accept or refuse the invitation.
- Ask Ss to go to the Workbook page 74 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 75 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their emails and go round the class providing support when necessary.
- Choose several Ss to read out their emails.

3. Write

A Read the invitation and the two emails below and answer the questions.

Omar invites you to Gondolania Theme Park!

Date: Friday, 14 June

Time: 10 a.m.

Meeting place: my house

Activities: roller coaster, bumper cars, Ferris wheel

Other: my father will drive us there and back

Dear Omar,

Thanks for inviting me. I'd love to come! My brother went there last month and had a fantastic time.

I also went online and checked out the amusement park website – the activities and the rides look so exciting!

I can't wait to try the roller coaster! Anyway, I'll see you on Friday. I'm really looking forward to it.

Thanks again,
Ahmed

Dear Omar,

It was really nice of you to invite me but, unfortunately, I'm not free. I'm going to play in a tennis tournament on 14 June. I'm so jealous! Sniff! 😞
I'm sure it'll be a lot of fun. How about meeting up on Saturday afternoon? You can tell me all about it and show me some pictures. If you can make it, let me know.

Thanks again for the invitation.

Bye for now,
Karim

B Match the messages 1-4 with their replies a-d.

1 Are you free on Saturday? I'd like to invite you to the beach. We're leaving at 9 a.m.

2 Why don't we go to the cinema tonight?

3 Do you fancy going to the amusement park on Friday afternoon?

4 I'm organising a DVD night – 8 p.m. tonight. I hope you can make it.

a Sounds great! What's on?

b I'm sorry, but I'm visiting my cousins this weekend. Maybe some other time.

c I can't be there before 9 p.m. Is that OK? What's your address again?

d How could I say no? Maybe we can try the new roller coaster!

C Imagine a friend has sent you the invitation below. Write an email accepting the invitation or refusing it and suggesting other plans. **Go to the Workbook page 75.**

..... invites you to a barbecue

Date: Saturday, 10 July

Time: 12 p.m.

Place: my back garden

Activities: games, competitions

1. Where is Omar inviting his friends to go?
2. On which date does he want to go?
3. How are they going to get to the amusement park?
4. What kind of things can they do there?
5. Who accepts Omar's invitation? Which phrases show this?
6. Who refuses Omar's invitation? Which phrases show this? Why does he refuse?
7. What does Karim suggest they do together?

TIP!

Make a first draft of your email and check:

- punctuation
- word order
- capital letters
- grammar
- spelling
- vocabulary / set phrases

Then write your final draft.

5 Round-up

1. Vocabulary

A Complete with the words in the box.

save volunteer available devices
empty plant public pollution

1. Somebody ate all the chocolates. The box is
2. My brother uses transport to go to work.
3. If you turn off the lights when you leave a room, you energy.
4. I took my old mobile phone and some other electronic to the computer shop to recycle them.
5. The new computer game will be in shops next month.
6. The problem of is getting worse in my city.
7. We must trees, not cut them down.
8. I want to become a(n) to help protect the environment. Score: / 8

2. Grammar

B Circle the correct options.

1. We **visit** / **'re going to visit** the planetarium next week.
2. Dad, **will** / **do** you drive me to Maggie's house?
3. I think that in the future everyone **is going to** / **will** have a flying car.
4. Be careful! You **'re crashing** / **'re going to crash** into that tree.
5. This video is very funny. I **'ll watch** / **watch** it again.
6. Can I borrow your headphones? I promise I **'m giving** / **'ll give** them back tomorrow.
7. Omar **will** / **may** be at the park, but I'm not sure. Score: / 7

C Rewrite the sentences using the words in brackets.

1. Abdullah is thinking of becoming a doctor, but he's not sure. (may)
.....
2. It is possible that scientists will discover new planets in the future. (could)
.....
3. I don't think Kate knows the answer. (might not)
.....
4. Maybe I'll cook this afternoon. (may)
.....

Score: / 4

D Complete the sentences with the correct form of the verbs in brackets to form **Conditional Sentences Type 1**.

1. Salim will become a great football player if he (practise) hard.
2. If you get stuck in a lift, (call) for help.
3. If Reema (not be) busy tonight, she will help me with my homework.
4. If we go to the amusement park, we (have) fun.
5. If you (not know) how to download an app, ask Sophie to show you.
6. Lisa (not go) to the beach if it (rain) tomorrow.

Score: / 7

3. Communication

E Complete the dialogues with the sentences/phrases a-g.

- a. Where shall we meet?
- b. Why don't we go bowling on Saturday?
- c. How could I say no?
- d. Do you fancy coming along?

1. **A:** Hey, Mike. Jeff and I are going to an escape room today. **1**
B: Thanks for the invitation, but I have other plans. **2**
A: Sure. **3**
B: Great! **4**
A: I'll meet you at the bus stop on River Street at 6 p.m.
B: Sounds good. See you there.

2. **A:** Hey, Tom. **5** We're late!
B: **6** I want to take these shampoo bottles to the recycling bin down the street.

- e. I don't get it.
- f. Hang on!
- g. Hurry up!

- A:** You have to rinse them out first.
B: Why? **7** They're empty.
A: There's some shampoo left in them. You have to recycle them clean.
B: OK, I'll do it later then. Score: / 14

Total score: / 40

Now I can...

- talk about various aspects of modern life
- talk about my future plans
- express my opinion and make predictions about the future
- make promises, on-the-spot decisions, offers and requests
- express possibility
- make suggestions
- invite someone to do something
- accept and refuse an invitation
- write an email accepting or refusing an invitation

LEARNING STANDARDS

WB: R2.1, L2.1

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

1. Vocabulary

A

KEY

- | | |
|------------|--------------|
| 1. empty | 5. available |
| 2. public | 6. pollution |
| 3. save | 7. plant |
| 4. devices | 8. volunteer |

2. Grammar

B

KEY

- | | |
|-----------------------|--------------|
| 1. 're going to visit | 5. 'll watch |
| 2. will | 6. 'll give |
| 3. will | 7. may |
| 4. 're going to crash | |

C

KEY

1. Abdullah may become a doctor.
2. Scientists could discover new planets in the future.
3. Kate might not know the answer.
4. I may cook this afternoon.

D

KEY

- | | |
|--------------|--------------------|
| 1. practises | 4. 'll have |
| 2. call | 5. don't know |
| 3. isn't | 6. won't go, rains |

3. Communication

E

KEY

- 1.
1. d 2. b 3. c 4. a
- 2.
5. g 6. f 7. e

Now I can

- Draw Ss' attention to the points and get them to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

6 LEARNING STANDARDS

LEARNING STANDARDS	MAIN ONCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
S1.2	Creative and critical thinking	6a, 1. Read A, p. 74
R1.1	Communication	6a, 1. Read B, p. 74
R2.1	Creative and critical thinking	6a, 1. Read C, p. 74
S1.1	Communication	6a, 1. Read - Over to you..., p. 74
S1.1	Communication	6a, 4. Speak & Present A, p. 75
S5.1	Communication	6a, 4. Speak & Present B, p. 75
S1.2	Creative and critical thinking	6b, 1. Read A, p. 76
R1.1	Communication	6b, 1. Read B, p. 76
R2.1	Creative and critical thinking	6b, 1. Read C, p. 77
S1.1	Communication	6b, 1. Read - Over to you..., p. 77
S1.1	Communication	6b, 4. Speak & Write A, p. 77
W1.1	Communication	6b, 4. Speak & Write B, p. 77
S2.4	Communication	6c, 2. Read A, p. 78
R1.1	Communication	6c, 2. Read B, p. 78
R2.1	Creative and critical thinking	6c, 2. Read C, p. 78
R4.1	Problem-solving	6c, 2. Read D, p. 78
R4.2	Problem-solving	
S1.1	Communication	6c, 2. Read - Over to you..., p. 78
L1.1	Cooperation and participation	6c, 4. Listen B, p. 79
L2.1	Cooperation and participation	6c, 4. Listen C, p. 79
S1.1	Communication	6c, 4. Listen - Over to you..., p. 79
S1.1	Communication	6c, 5. Speak, p. 79
S1.1	Communication	6d, 1. Vocabulary, p. 80
L2.1	Cooperation and participation	6d, 2. Listen (1), p. 80
S1.1	Communication	6d, 3. Listen (2) A, p. 81
L1.1	Cooperation and participation	6d, 3. Listen (2) B, p. 81
L2.1	Cooperation and participation	6d, 3. Listen (2) C, p. 81
L2.4	Communication	6d, 3. Listen (2) D, p. 81
S1.1	Communication	6d, 4. Speak A, p. 81
S5.1	Communication	6d, 4. Speak B, p. 81
L2.1	Cooperation and participation	6e, 1. Listen A, p. 82
S1.1	Communication	6e, 2. Speak B, p. 82
R1.1	Communication	6e, 3. Speak & Write A, p. 83
R2.1	Creative and critical thinking	6e, 3. Speak & Write B, p. 83
S1.1	Communication	6e, 3. Speak & Write C, p. 83
W1.5	Communication	6e, 3. Speak & Write E, p. 83
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
S1.1	Communication	Culture Page 3, A, p. 85
R2.1	Creative and critical thinking	Culture Page 3, B, p. 85
R4.1	Problem-solving	Culture Page 3, C, p. 85
R4.2	Problem-solving	
R2.1	Creative and critical thinking	Culture Page 3, D, p. 85
S1.1	Communication	Culture Page 3 - Over to you..., p. 85
W1.1	Communication	Culture Page 3, Project, p. 85
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	

WORKBOOK

L2.1	Cooperation and participation	6b, Activity G, p. 83
R2.1	Creative and critical thinking	6d, Activity C, p. 87
R2.1	Creative and critical thinking	Round-up 6, Activity G, p. 93
R2.1	Creative and critical thinking	Round-up 6, Activity H, p. 93
L1.1	Cooperation and participation	Round-up 6, Activity I, p. 93
L2.1	Cooperation and participation	Round-up 6, Activity J, p. 93

When students complete this module, they will be able to:

6a

- explain independently basic opinions (S1.2)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- narrate with a little support basic stories, events and experiences (S5.1)

6b

- explain independently basic opinions (S1.2)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- communicate with a little support more detailed personal information about themselves or others in a simple paragraph (W1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

6c

- ask about and describe independently future plans and events (S2.4)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1)

6d

- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- follow and identify with a little support the main ideas in longer simple texts (L1.1)

- follow and respond independently to longer simple questions (L2.4)
- narrate with a little support basic stories, events and experiences (S5.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB

6e

- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- ask about and describe future plans independently (W1.5)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

Round-up 6

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the main ideas in longer simple texts (L1.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

Culture Page 3

- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- communicate with a little support more detailed personal information about themselves or others in a simple paragraph (W1.1)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

6 SUMMER

VOCABULARY

accessories heat outdoor suitcase

- Draw Ss' attention to the title of the module. Draw a mind map on the board. Write the word *summer* in the centre and ask Ss to come up with as many words/phrases/ideas related to this topic as possible.
- Ask Ss how they usually spend their summer and if they have made any summer plans yet.
- Elicit answers and initiate a short discussion.
- Encourage Ss to make a schedule of their typical summer day and present it to their classmates.
- Allow Ss some time to do the activity and have them present their typical summer day in class.
- Have Ss look at the pictures and read through the captions accompanying them. Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Ask Ss the questions in the *Discuss* section and elicit answers. Initiate a short discussion.

KEY

suggested answers

Look at the pictures. Which of them do you associate with summer?

The beach accessories and the outdoor activities.

What do you like doing in the summer?

I like going to the beach, spending time with my family or my friends and sleeping a lot.

- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

6 SUMMER



1 going on a trip



2 camping



3 outdoor activities

Discuss:

- Look at the pictures. Which of them do you associate with summer?
- What do you like doing in summer?



4 beach accessories



5 heat



6 free time



7 suitcase

SCHOOL
HOLIDAYS

In this module you will learn...

- to talk about various topics (holiday activities, animals, jobs, etc.)
- to locate information in advertisements
- to talk about experiences you have had
- language commonly used in telephone conversations
- to write an email giving news

6a

1. Read

A Would you like to go to a summer camp? Why? / Why not?

B Below are three advertisements for summer camps. Read them and match students 1-3 with the summer camps A-C.

1. Emily: 'My favourite subject is history.'



2. Paul: 'I write stories and use my mobile phone to make videos.'



3. Tommy: 'I'm crazy about IT and science.'



LET'S GO TO

SUMMER

CAMP

A **FILMMAKING CAMP**

Have you always wanted to make a film but never tried? **NOW'S THE TIME!**

During this seven-day course, you'll:

- learn to write, produce and direct your own short film.
- visit a real production studio.
- get a free DVD copy of your film.

GUEST FILM STARS EVERY WEEK!

How old? over 11
When? courses start 1 July, 8 July, 15 July, 22 July
How much? £1,250 (Price includes meals.)

B **HI-TECH CAMP**

Are you interested in technology? Then Hi-Tech Camp is the place for you!

Learn to design:

- > A WEBSITE
- > A MOBILE PHONE APP
- > A VIDEO GAME!

Don't worry if you've never done anything like this before. Our job is to teach you how to do it!

From 7 a.m. to 6 p.m. every day!

- Students 10-18 years old are welcome.
- Available all summer long.
- Students have to bring a packed lunch.
- Price: £600 per week £1,800 per month

C **ARCHAEOLOGY CAMP**

Have you ever thought about becoming an archaeologist? **HERE'S YOUR CHANCE!**

- Learn about ancient civilisations.
- Dig at a real archaeological site.
- Go on a field trip to see cave paintings.

• Ages: 12-18
 • 1-week course (17-23 June or 1-7 July)
 • Price: £900
 • Meals available at an extra cost (£150)

Get ready for the most interesting journey you have ever made: **a journey back in time!**

C Read the advertisements again and the statements below. Which advertisement do they refer to? Choose the correct answer a, b or c.

- They don't offer meals at this camp.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- This camp is the most expensive per week.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- You will learn to make something at these camps.
 - Filmmaking Camp and Hi-tech Camp
 - Archaeology Camp and Hi-tech Camp
 - Archaeology Camp and Filmmaking Camp
- You can choose between two dates to go to this camp.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- You will take something home when the camp finishes.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- You will visit a place during your stay at these camps.
 - Filmmaking Camp and Hi-tech Camp
 - Archaeology Camp and Hi-tech Camp
 - Archaeology Camp and Filmmaking Camp
- You will have the chance to meet a famous person at this camp.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp

Over to you...

Discuss.

- Which of the three camps would you like to go to? Why?
- Is there any other camp you would like to go to? Tell your classmates about it.

LEARNING STANDARDS

SB: S1.2, R1.1, R2.1, S1.1, S5.1

FUNCTIONS

Talking about summer camps
Talking about past experiences

STRUCTURES

Present Perfect Simple

VOCABULARY

advertisement archaeologist archaeology
be interested in cave (have the) chance cost (n.)
course design (v.) dig (v.) direct (v.) (a film)
guest hi-tech include offer (v.) price real

1. Read

A S1.2

- Write the phrase *summer camp* on the board and ask Ss if they understand what it means (*a summer camp is a place where children can spend time during summer and can do a lot of activities*).
- Ask Ss the question. Elicit answers and initiate a short discussion.

B R1.1

- Have Ss look at the three advertisements and ask them where they are likely to be found (*in a magazine, on the Internet*).
- Draw Ss' attention to the three names in the box and ask them to read through the statements.
- Make sure they understand everything. Have them match each student with the most suitable summer camp according to their interests.
- Check the answers with the class.

KEY 1. C 2. A 3. B

- Tell Ss the following sentences or write them on the board. Ask Ss to decide if they are true or false based on the three advertisements.

The filmmaking course lasts eight days. False (seven days)
You can go to the filmmaking camp if you are 14 years old. True (over 11)

You can go to the filmmaking camp on 30 July. False (22 July is the last date.)

You can go to the hi-tech camp only if you know a lot about technology. False (You don't have to worry if you've never done anything like this before.)

You can't go to the hi-tech camp in August. False (It's available all summer long.)

If you go to the archaeology camp, you will visit an archaeological site. True (Dig at a real archaeological site.)

You can go to the archaeology camp if you are ten years old. False (Ages: 12-18)

You don't have to pay for the meals at the archaeology camp. False (Meals are available at an extra cost.)

The hi-tech camp is more expensive than the archaeology camp. False (The hi-tech camp costs 600 pounds while the archaeology camp costs 900 pounds.)

- Write the following sentence on the board and ask Ss to decide if it's true or false:
The weather is not important if you go to the archaeology camp.
- Elicit answers and ask Ss to justify their answer. This will challenge **higher-performing Ss**. (*False - You can't dig at a real archaeological site if it's raining.*)

C R2.1

- Have Ss do the activity. To help **lower-performing Ss**, you can eliminate one of the incorrect options.
- Check the answers with the class.

KEY

1. a 2. b 3. a 4. c 5. b 6. c 7. b

- Explain any unknown words in the text.

OPTIONAL ACTIVITY

- Ask Ss to make an advertisement for the summer camp they would like to go to and present it to their classmates.
- Encourage them to search the Internet to find interesting ideas and ask them to include as much information as possible.
- Have Ss choose the best advertisement for a summer camp.

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion.

KEY

*suggested answers***Which of the three camps would you like to go to? Why?**

I would like to go to the hi-tech camp because I love playing video games and I want to learn how to design them. It's amazing!

Is there any other camp you would like to go to? Tell your classmates about it.

I would like to go to a science camp because I want to learn how to build flying devices and learn everything about space.

2. Grammar

A

- Ask Ss to read through the dialogue in the grammar box.
- Draw Ss' attention to the words in blue.
- Ask them to identify examples of the affirmative form of the Present Perfect Simple (*I've met / My brother has met / I have travelled*), the negative form of the Present Perfect Simple (*I haven't met*) and the question form (*Have you ever met ...?*).
- Ask Ss what they notice about the formation of the Present Perfect Simple. Elicit the answer that it is formed with *have/has* and the past participle of the main verb.
- Point out to Ss that the past participle of regular verbs is formed in the same way as the Past Simple (by adding *-ed* to the verb, e.g. *watch - watched*). On the other hand, each irregular verb forms the past participle in a different way, e.g. *see - seen*). Refer Ss to the list of Irregular verbs.
- Have Ss read through the dialogue again and have them complete the table.
- Check the answers with the class.

KEY

AFFIRMATIVE

have/has + past participle

NEGATIVE

have/has + **not** + past participle

QUESTIONS

Have/Has + subject + **past participle**

B

- Ask Ss to read sentences 1 and 2 and say whether they are referring to the present or the past. (*the past*)
- Have Ss read sentences 1 and 2 focusing on their meaning and match them to the rules a and b below. Make sure that Ss haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 1

- Explain to Ss that we use the *Present Perfect Simple* to refer to past events and link them to the present. Point out that it's not necessary to refer to a specific time in the past with the Present Perfect. However, some general time expressions are often used.
- Ask Ss to underline all the examples of the Present Perfect Simple in the texts (*Have you always wanted to make a film ... / Don't worry if you've never done anything ... / Have you ever thought about becoming an archaeologist? / ... the most interesting journey you have ever made ...*).
- Have Ss come up with their own examples to practise the Present Perfect Simple.
- Refer Ss to the Grammar Reference.

C

- Draw Ss' attention to the table.
- Explain to Ss that they have to complete the table with the past participle of the specific irregular verbs. Tell them that they can find some of them in the advertisements in the 1. Read section.
- Allow Ss to look at the Irregular Verbs list at the back of the book to complete the table.
- Check the answers with the class.

KEY

done, thought, made, won, chosen, taken, met, eaten

D

- Have Ss do the activity.
- Ask them to underline the time expressions in each sentence, if there are any.
- Check the answers with the class.

KEY

1. have visited, have / 've ... travelled (never)
2. Have ... won (ever), have / 've taken, have ... won (never)
3. have / 've seen (twice)
4. has / 's decided, hasn't chosen (yet)

OPTIONAL ACTIVITY

Error correction

- Have Ss work in pairs or in small groups.
- Write the following sentences on the board and ask Ss to find and correct the mistakes:
 1. *You have been to another country?*
 2. *He have cut his hair and it looks great!*
 3. *The children have go to the park.*
 4. *I not have done my homework.*
 5. *Peter has never play tennis before.*
- Ask Ss to justify their answers. This will challenge **higher-performing Ss**.

KEY

1. Have you been
2. He has cut
3. have gone
4. I have not done
5. Peter has never played

3. Pronunciation

A

- Play the recording and tell Ss to listen and identify the difference in pronunciation between **come**, **camp** and **cave**.
- Have Ss repeat what they hear.
- Elicit the answer that *come* has an /ʌ/ sound, *camp* has an /æ/ and *cave* has an /eɪ/ sound.

B

- Play the recording and pause after each word.
- Ask Ss to tick the sounds they hear.
- Play the recording again so that Ss can repeat what they hear.
- Check the answers with the class.

KEY

/ʌ/: lunch, summer, done
/æ/: actor, app, back
/eɪ/: ancient, painting, famous

4. Speak & Present

A S1.1

- Ask Ss to read through the prompts and the speech bubble. Make sure they understand everything.
- In groups of three, Ss take turns to ask and answer questions regarding their past experiences.
- Demonstrate the activity with the help of two Ss.
- Have a group of three Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in groups and go round the class helping them when necessary.
- Choose several groups to act out the dialogue at the front of the class.

KEY

suggested answers

- A:** Have you ever met a famous person?
B: Yes, I have. I've met my favourite football player.
- A:** Have you ever ridden a camel?
B: Yes, I have.
- A:** Have you ever travelled to the UK?
B: No, I haven't.
- A:** Have you ever made a video?
B: Yes, I have. I've made a video about endangered species in Qatar.
- A:** Have you ever explored a cave?
B: No, I haven't.

B S5.1

- Draw Ss' attention to the speech bubble.
- Have Ss report their group's answers to the class.

KEY

suggested answer

Two students in my group have met a famous person. Two students in my group have ridden a camel. One student in my group has travelled to the UK. Three students in my group have made a video. One student in my group has explored a cave.

2. Grammar

Present Perfect Simple → p. 116

A Read the dialogue. How do we form the Present Perfect Simple of regular and irregular verbs? Then complete the table.

- A:** Have you ever met a famous person?
B: Yes, I have. I've met my favourite writer, Oscar Jones.
A: Really? I haven't met anyone famous so far. My brother has met his favourite football player, Ned Collins.
B: Wow! He's my favourite football player too! I have travelled to Spain to watch him play!

AFFIRMATIVE
..... / + past participle
NEGATIVE
have / has + + past participle
QUESTIONS
Have / Has + subject +

B Read the examples. When is the Present Perfect Simple used? Match the sentences 1-2 with the rules a-b.

1. Oh, no! Karim has left his keys on the table.
 2. I have travelled to many countries in Europe.

- a. for actions which happened in the past, but we don't mention when exactly
 b. for actions that happened in the past and their results are obvious in the present

C Complete the table below. Some of the answers are in the advertisements in the reading section on the previous page. For the rest, you can look at the Irregular Verbs list on page 119.

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
do	did	
think	thought	
make	made	
win	won	
choose	chose	
take	took	
meet	met	
eat	ate	

D Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1. My family and I (visit) many capital cities, but we never (travel) to Paris.
 2. **A:** you ever (win) a competition?
B: No, I haven't. I (take) part in three skateboarding competitions, but I never (win).
 3. This film is great. I (see) it twice.
 4. My brother (decide) to go to a summer camp in July, but he (not choose) a camp yet. He likes all of them.

3. Pronunciation

A Listen and repeat. What's the difference between a, b and c?
 a. come b. camp c. cave

B Listen and tick (✓) the sound you hear.

	come /Δ/	camp /æ/	cave /eɪ/
actor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ancient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
painting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
summer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
famous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
app	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Speak & Present

A Talk in groups of three. Use the Present Perfect Simple to ask each other questions and complete the table.

Have you ever...?	YOU	Student 1	Student 2
meet a famous person			
ride a camel			
travel to the UK			
make a video			
explore a cave			

Have you ever met a famous person?

Yes, I have. I've met... / No, I haven't.

B Report your group's answers to the class.

Two students in my group have met a famous person. ... has met...

1. Read

A What is your favourite type of holiday? Have you ever travelled to another country? Which country would you like to visit and why?

B Look at the comic strip and read it out in groups. What kind of holiday is the Smith family on? Read again and choose the best title (a, b, c or d) for the comic strip.



a A SAFARI TRIP

b A TRIP TO THE ZOO!

c THE GIRAFFE FAMILY

d HOW TO MAKE A NECKLACE



1

Guide Hello, everyone! Ready to start?

Mr Smith Come on, everyone. Get in. Our guide is here.

Mrs Smith In a minute! I've left something in the tent.

Jake I'm ready for my first safari. Have you all taken your things?

Ann I took my camera, my hat...

Jake Hey, where's Mum?

Ann She's gone back to the tent. She wants to wear her new necklace.



2

Jake Nice beads, Mum.

Mrs Smith Thanks. I got them from that Maasai village yesterday. The Maasai women make and wear necklaces. It's a tradition.

Ann I think they use animal bones to make them.

Mrs Smith Yes, they did in the past. They also used grass and sticks to make them. Now they use beads.

Jake I thought blue was your favourite colour.

Mrs Smith It is, but I chose orange because it represents friendship. And I like the people here in Tanzania.



3 Later...

Ann This national park is great. Wow! I've never seen a real live zebra before!

Jake I saw some last year when we went on a school trip to the zoo.



4 At a lake...

Mrs Smith Those giraffes are drinking water! How cute! Can we go closer?

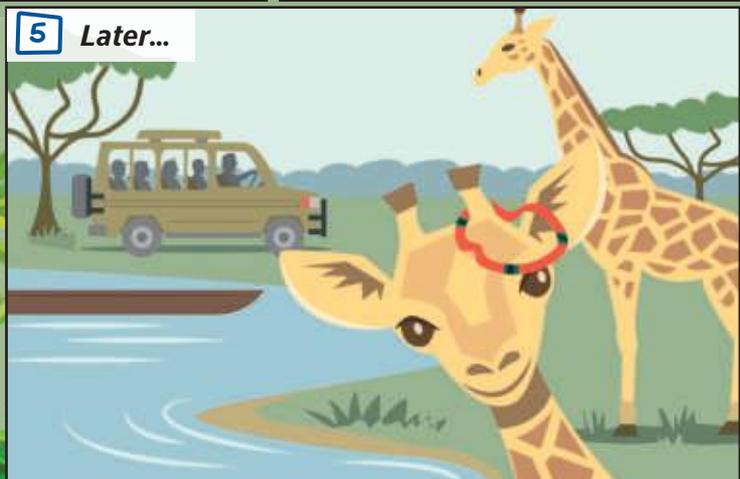
Guide No. Remember they might be cute, but they're wild animals. Don't stand up in the canoe!

Mrs Smith Oh, no! My necklace!

Jake It's in the lake.

Mrs Smith I've lost it forever.

Ann Don't cry, Mum.



5 Later...

Ann Mum! That baby giraffe has got your necklace!

Mrs Smith What? Ha ha ha. You can keep my necklace. I don't mind. And we can be best friends forever!

LEARNING STANDARDS

SB: S1.1, S1.2, R1.1, R2.1, W1.1

WB: L2.1

FUNCTIONS

Talking about adventure holidays

Talking about a safari

Linking past and present time

STRUCTURES

Present Perfect Simple vs Past Simple

Present Perfect Simple with yet / already
have been / have gone

VOCABULARY

bone canoe cry (v.) cute grass
guide (n. person) keep (= not give back) mind (v.)
national park necklace safari souvenir
stick (n.) tradition village

Animals

camel deer giraffe hippo lion snake tiger
zebra

1. Read

A S1.2

- Ask Ss the question in the rubric. Elicit answers and initiate a short discussion.

B R1.1

- Draw Ss' attention to the pictures of the comic strip.
- Have Ss read it out in groups and guess what kind of holiday the Smith family is on. (*They are on a safari.*)
- Elicit answers but do not correct Ss at this stage.
- Draw Ss' attention to the titles in options a-d and make sure they haven't got any unknown words.
- Explain that they have to read the comic strip again and choose the best title for the comic strip.
- Check the answers with the class.

KEY a: A SAFARI TRIP

- Ask Ss to tell you why the other three options were not correct.
- Elicit answers (*b is wrong because the Smith family isn't at the zoo / c is wrong because the giraffes are not the main focus of the story / d is wrong because the story does not explain how to make a necklace.*)
- Have Ss read the text quickly and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Who has forgotten something? Mrs Smith
What has she forgotten? her new necklace
What things did Ann take with her? her camera and her hat
What do the Maasai women use to make necklaces now? beads
Who knows Mrs Smith's favourite colour? Jake
What does the colour orange represent? friendship
Does Mrs Smith think people in Tanzania are friendly? Yes, she does.
Does Ann like the national park? Yes, she does.
What did Jake see on his school trip to the zoo? zebras/ animals
Why doesn't the guide let the people go closer to the giraffes? Because they're wild animals.
Where did Mrs Smith's necklace fall? in the lake/water
Does Mrs Smith get her necklace back in the end? No, she doesn't.

- Ask Ss some further questions:
What would you do if something similar happened to you?
Have you ever been on a safari? If not, would you like to go on one?
Do you think it's dangerous?

C R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY

- No, he hasn't.
- She bought it from the Maasai village.
- They used animal bones, grass and sticks.
- Blue (is Mrs Smith's favourite colour).
- No, she hasn't.
- Jake (has been to a school trip to the zoo).
- She lost her necklace.
- The baby giraffe.

- Explain any unknown words and choose Ss to act out the roles in the comic strip.

OPTIONAL ACTIVITY

- Encourage Ss to think of a different ending to the comic strip.
- Have them work in pairs and write the ending in the form of a short dialogue. This will challenge **higher-performing Ss**.
- Alternatively, ask them to note down ideas. This will build **lower-performing Ss'** confidence.
- Have Ss act out their dialogues in class.

Over to you S1.1

- Before starting, write key vocabulary/phrases/expressions on the board to help **lower-performing Ss**, if necessary.
- Ask Ss the first question in the box and elicit answers.
- Before you ask Ss the second question write the phrase *endangered species* on the board and remind Ss of its meaning (*animals which may soon not exist because, for various reasons, there are very few now alive.*)
- Have Ss answer the second question and elicit answers.
- Draw Ss' attention to the third question. (*Explain that there are areas that are protected by the government for their natural beauty or for the variety of animals and plants that live there.*)
- Ask Ss the questions and initiate a short discussion.

KEY

suggested answers

What animals live in your country?

Many different animals live in my country like the Arabian Oryx, the Arabian sand cat, lizards, fish and birds.

Are any of them endangered species?

Yes, they are. For example, the Arabian Oryx are protected animals that live on nature reserves.

Are there any national parks in your country? / What animals can you see there?

Yes, there are. Al Khor island, also known as Purple island, is a place where you can find many plants, insects and animals. There is also Al Wabra Wildlife Preservation where you can find many green areas and wild animals from all over the world.

2. Vocabulary

- Ask Ss to look at the pictures and read through the names of the animals in the box.
- Encourage Ss to start with the animals they are familiar with and then match the ones they haven't heard of.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

camel **7** deer **2** hippo **5** giraffe **1** snake **8**
tiger **6** zebra **3** lion **4**

- Play the recording again and pause so that Ss can repeat what they hear.
- Ask Ss if they have ever seen any of these animals in real life. Elicit answers and initiate a short discussion.

3. Grammar

A

- Ask Ss to read through the examples 1 and 2 and draw their attention to the words in blue.
- Ask Ss to identify the tenses used in these examples. Elicit the answer that the tense used in the first sentence is the *Present Perfect Simple* and in the second one the *Past Simple*.
- Explain to them that they have to read the two sentences carefully and match them with the rules a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 1

- Help Ss deduce that the first sentence (*I've travelled to Africa twice so far.*) in which the *Present Perfect Simple* is used, describes an action which happened in the past but we do not know or say when exactly (*so far*), whereas the second sentence (*I travelled to Africa last summer.*), in which the *Past Simple* is used, describes an action that happened in the past and we know or say when exactly (*last summer*).
- Make sure that Ss understand the difference between the two tenses. If necessary, provide Ss with further examples (e.g. *I've visited Spain twice so far. vs I visited Spain two years ago.*).

B

- Ask Ss to read through the examples 1 and 2 again and identify the time expressions used (*example 1: so far, example 2: last*)
- Have Ss read the rules and complete them.
- Check the answers with the class

KEY

- Present Perfect Simple, so far
- Past Simple, last

- Point out the expressions *yet* and *already*. Write the following sentences on the board: *I haven't had lunch yet. I have already had lunch.* Explain to Ss that *yet* is used at the end of negative sentences and questions and it is used to talk about something that has not happened but will probably happen soon, while *already* is usually used between *have + past participle* in affirmative sentences and it is used to emphasise that something has happened before now.
- Ask Ss to come up with their own examples using *yet* and *already*.

C

- Ask Ss to read through the examples and draw their attention to the words in blue.

- Explain to them that they have to read the two sentences carefully and match them with the rules a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. 2 b. 1

- Help Ss deduce that *have/has been (to)* means that someone has visited a place but has returned, while *have/has gone (to)* means that someone has gone somewhere and is still there. If necessary, provide them with further examples and/or clarifications.
- Refer Ss to the Grammar Reference.
- Ask Ss to provide extra examples to show the differences in use between the Present Perfect Simple and the Past Simple. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *I / travel / the UK / three times / so far* and *I / travel / the UK / last year*).

D

- Have Ss do the activity.
- Ask Ss to underline any time expressions first, think of the tense we use this time expression with and then circle the correct answer.
- Check the answers with the class.

KEY

1. Have you ever ridden, went, rode
2. Did you take, didn't have
3. have gone, have been

4. Speak & Write

A S1.1

- Ask Ss to read through the prompts and speech bubble and check their understanding.
- Remind Ss of the use of the Present Perfect Simple and the Past Simple.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several Ss to act out the dialogue.

KEY

suggested answer

- A:** Have you ever seen a wild animal?
B: Yes, I have.
A: What did you see?
B: I saw a lion.
A: When was it?
B: Last month.
A: Where was it?
B: It was at the zoo. We went there on a school trip.
A: How did you feel?
B: I was excited.

B W1.1

- Allow Ss some time to write their sentences.
- Choose several Ss to read out their sentences.

C Read again and answer the questions.

1. Has Jake been on a safari before?
2. Where did Mrs Smith buy her necklace from?
3. What did the Maasai women use to make necklaces in the past?
4. Which is Mrs Smith's favourite colour?
5. Has Ann seen a zebra before?
6. Who has been to a school trip to the zoo?
7. What did Mrs Smith lose?
8. Who has got Mrs Smith's necklace in the end?



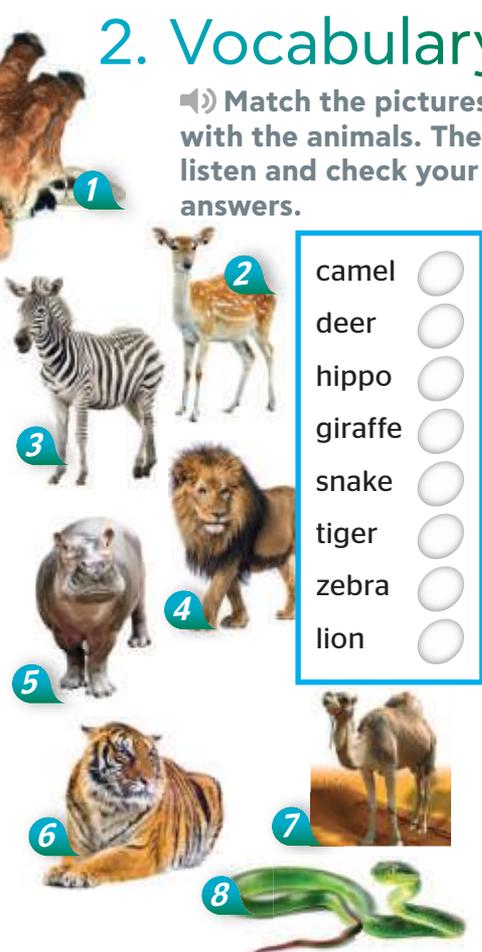
Over to you...

Discuss.

- What animals live in your country?
- Are any of them endangered species?
- Are there any national parks in your country? What animals can you see there?

2. Vocabulary

Match the pictures with the animals. Then listen and check your answers.



- camel
- deer
- hippo
- giraffe
- snake
- tiger
- zebra
- lion

3. Grammar

Present Perfect Simple vs Past Simple

→ pp. 116-117

A Read the examples 1-2 and match them with the rules a-b.

1. I've travelled to Africa twice so far.
2. I travelled to Africa last summer.

- a.** We use the **Past Simple** for actions that happened at a definite time in the past.
- b.** We use the **Present Perfect Simple** for actions that happened in the past, but we don't say when exactly.

B Read the examples 1-2 again and complete the rules.

- We use the with the time expressions: *ever, never, before,, just, yet, already, always, once, twice, etc.*
- We use the with the time expressions: *yesterday, in 2015, ago, week/month/summer/year, etc.*

C Read the examples and look at the words in blue. Then match.

1. Jameel **has been** to the Museum of Islamic Art.
2. Jameel **has gone** to the Museum of Islamic Art.

- a.** He is there now.
- b.** He has visited it, but he is not there now.

D Circle the correct options.

1. **A:** Did you ever ride / Have you ever ridden a camel?
B: Yes. Last summer, my family and I **went / have gone** to Qatar and I **have ridden / rode** a camel for the first time.
2. **A:** Have you taken / Did you take any pictures at the barbecue yesterday?
B: No, I **didn't have / haven't had** my camera or phone with me.
3. **A:** Are your cousins going to come over tonight?
B: No. They aren't in town. They **have been / have gone** to a summer camp. They **have been / have gone** to the same summer camp many times and they really like spending their summers there.

4. Speak & Write

A Talk in pairs. Have you ever done any of the following? Discuss the details.

seen a wild animal?

- What? • Where?
- When? • How / feel?

been on an adventure holiday?

- Where / go? • What / do?
- When / go? • have / good time?

bought a souvenir?

- What? • Where? • When?

B Write a few sentences about one of your experiences.

Have you ever seen a wild animal?

...
What did you see?

...
When was it?

...

1. Vocabulary

Match the pictures with the jobs. Then listen and check your answers. Which jobs help save lives?



1



2



3



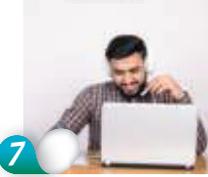
4



5



6



7



8



9



10

- a. lifeguard
- b. cashier
- c. factory worker
- d. receptionist
- e. teacher
- f. vet
- g. office worker
- h. mechanic
- i. reporter
- j. babysitter

2. Read

A What kind of job would you like to do in the future? Why?

B Read and answer. Who likes their job?

Summer Jobs for Teens

About

Downloads

FAQs

Contact



Babysitter
Lizzie Patterson,
age 17

posted at 14:39

I'm a babysitter. That means I **look after** babies and young children when their parents can't. I've been a babysitter since the age of 15. The first time I looked after a neighbour's children, I **realised** it was great fun and also a good way to make some extra pocket money. So, I put up ads around my neighbourhood, and now I babysit for more than five of my neighbours.

I think you need special skills for this job. You must be very careful and you must love children. I've got five younger brothers and sisters, so that has helped me a lot. I know what they need and what to do. All this has made me realise what I want to be in the future: a teacher.



Lifeguard
James Thomson,
age 18

posted at 16:43

Until last summer, I dreamt of becoming a mechanic and **fixing** cars, like my dad. However, working as a lifeguard this summer **changed my mind**.

Why did I become a lifeguard? I love swimming, so I thought: why not work and play at the same time? First, I had to learn first aid and pass some tests. When I finished, I saw an ad on the Waterland Water Park website. They needed a lifeguard, so I **contacted** them and I got the job.

At first, I thought it would be all fun and games, but I was wrong. I must always pay attention and be ready to act. Someone might be in danger and need my help! I've been here for two months and I love it. Now I know what career I want to follow.

C Read again and write **L** for Lizzie, **J** for James or **B** for Both.

1. I found the job on the Internet.
2. I had to learn new things for this job.
3. I have decided what job I want to do in the future.
4. I didn't take a test to do this job.
5. This isn't the first summer I have done this job.

D Look at the highlighted words/phrases in the text and match them with their meanings a-e. Then check your answers in a dictionary. See *Using a Dictionary*, p. 126.

1. look after
2. realise
3. fix
4. change my mind
5. contact

- a. to call or send an email/ letter to someone
- b. to understand
- c. to make a new decision, plan or have a different opinion about something
- d. to make something work again
- e. to do what is necessary to keep someone/ something safe and healthy

Over to you...

Discuss.

- Would you like to have a job that helps people or animals in the future? Why? / Why not?
- Which job do you think is the most difficult to do? Why?

LEARNING STANDARDS

SB: S1.1, S2.4, R1.1, R2.1, R4.1, R4.2, L1.1, L2.1

FUNCTIONS

Talking about summer jobs
Asking about and understanding length of time

STRUCTURES

Present Perfect Simple: *How long?, for, since*

VOCABULARY

act (v.) (= do sth) ad at first at the same time
be in danger break down career
change one's mind contact dream (v.) examine
first aid fix healthy look after make a decision
necessary pass (v.) pay attention pocket money
realise work as...

Jobs
babysitter cashier factory worker lifeguard
mechanic office worker receptionist reporter
teacher vet

Phrase
What do you do?

1. Vocabulary

- Ask Ss to look at the pictures and read through the words in the box.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.

KEY					
1. h	2. b	3. i	4. j	5. f	6. d
7. g	8. a	9. c	10. e		

- Help Ss deduce the meaning of unknown words by relating them to the content of the corresponding pictures.
- Ask Ss the question in the rubric and elicit answers.

KEY A lifeguard and a vet save lives.

- You can also ask Ss which jobs in the pictures they find exciting and which ones boring. Ask them to justify their answers. This will challenge **higher-performing Ss**.

2. Read

A S2.4

- Draw Ss' attention to the question in the rubric and initiate a short discussion.

B R1.1

- Draw Ss' attention to the title of the forum and ask them to tell you what the text is about. (*It's about summer jobs for teenagers.*) Elicit answers and initiate a short discussion.
- Explain to Ss that they have to read the text and answer the question in the rubric.
- Have Ss read the text and check their answers.

KEY Both Lizzie and James like their job.

- Have Ss read the text and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

How old is Lizzie? seventeen
Who does Lizzie look after? babies and young children
How many years has Lizzie been a babysitter for? two years

When did Lizzie realise that babysitting was great fun? the first time she looked after a neighbour's children
Do you need special skills to become a babysitter? Yes, you do.
What skills do you need to become a babysitter? You must be careful and you must love children.
How many brothers and sisters has Lizzie got? five
What does she want to become in the future? a teacher
How old is James? eighteen
Who is a car mechanic? James' dad
Why did James decide to work as a lifeguard? Because he loved swimming and he thought it would be fun.
What did James have to learn first? first aid
Where did he find the job? He found it in an ad on the Waterland Water Park website.
Is his job easy? No, it isn't. He has to pay attention and be ready to act because someone might be in danger.
What does he want to become in the future? a lifeguard

C R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY 1. J 2. J 3. B 4. L 5. L

- Explain any unknown words in the text.

D R4.1, R4.2

- Draw Ss' attention to the highlighted words/phrases in the text and have them read through the definitions a-e. Make sure they haven't got any unknown words.
- Point out that in order to understand the meaning of these words/phrases they have to read the whole sentence they are in and understand the meaning from the context.
- Ask Ss to use their dictionaries to check the meaning of these words/phrases after they have done the matching.
- Ask Ss to go to the *Using a Dictionary* section on p. 126.
- Allow Ss some time to do the activity. You can have them work in pairs. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY 1. e 2. b 3. d 4. c 5. a

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions related to the vocabulary of the lesson on the board to help **lower-performing Ss**.

KEY

suggested answers
Would you like to have a job that helps people or animals in the future? Why? / Why not?
In the future, I would like to become a teacher because it makes me happy and excited to teach young people new things.
Which job do you think is the most difficult to do? Why?
I think it's very difficult to be a doctor. You have to study a lot and know everything about the human body and how it works. Doctors have to decide what to do to help ill people get better and they sometimes have to make difficult decisions.

3. Grammar

A

• Have Ss read through the dialogue in the box and draw their attention to the question *How long has James been a receptionist?*

- Ask Ss to tell you when we use *How long...?*
- Elicit the answer that we use it to ask about the duration of an action which started in the past and continues up to the present.
- Draw Ss' attention to the words in blue in the dialogue. Ask them to read the dialogue again and use these words in order to complete the rules.
- Have Ss do the activity.
- Check the answers with the class.

KEY

for + a period of time
since + a point in time

- Further explain to Ss the difference between a period of time and a point in time by writing some further examples on the board, e.g. *for two hours/weeks, since 2008 / twelve o'clock / yesterday, etc.*
- Ask Ss to come up with their own examples using *for* and *since*.
- Ask Ss to underline all the examples of *for + a period of time* and *since + a point in time* in the text (*I've been a babysitter since the age of 15 / I've been here for two months*).
- Refer Ss to the Grammar Reference.

OPTIONAL ACTIVITY

- Divide Ss into two teams. Designate one team as A and the other as B.
- Ask them to write four sentences using the *Present Perfect Simple*, *for* and *since*. This will challenge **higher-performing Ss**. Go round the class helping them when necessary. Make sure they've used *for* and *since* correctly.
- Ask Team A to write the sentences on the board omitting *for* and *since*. Team B has to decide whether to use *for* or *since*. This will give **lower-performing Ss** extra practice.
- Then the two teams swap roles.

B

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. haven't seen, for
2. haven't eaten, since
3. Have ... spoken, since
4. 's been, for
5. have ... lived, have/'ve lived, since

4. Listen

A

- Draw Ss' attention to the question in the rubric. Write the phrase *working holiday* on the board and ask Ss to tell you what they think it is.
- Elicit answers and initiate a short discussion.

KEY

Answer: It's a holiday during which you work, usually without getting paid, sometimes in another country. People on a working holiday help the community in which they are staying. They do charity work, protect the environment, etc.

B L1.1

- Explain to Ss that they are going to listen to an interview about a student who is on a working holiday.

- Draw Ss' attention to the three options and ask them to read through them. Explain to them that they have to listen and choose the option that summarises the main idea of the conversation.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to an open-ended question. Write the question on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the question. To help **lower-performing Ss**, you may eliminate one incorrect option.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class and have Ss justify their answer.

KEY

a

C L2.1

- Have Ss read through the sentences 1-7.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. T 2. F 3. F 4. T 5. F 6. T 7. F

OPTIONAL ACTIVITY

- Ask Ss to correct the false sentences. This will challenge **higher-performing Ss**.

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion.

KEY

suggested answers

Would you like to sign up for a working holiday in the countryside? Why? / Why not?

Yes, I would, because it's a good opportunity to travel to different places around the world and help protect the environment and other people at the same time. / No, I don't like this idea because I just want to relax and have fun during my holidays. Also, I prefer spending time in cities.

What other alternative types of holiday do you know of?

I have heard of 'agritourism'. You can visit a place, for example a farm, where you can live and work and learn things about trees, plants and animals.

5. Speak S1.1

- Divide Ss into pairs and allocate roles. Have **higher-performing Ss** work with **lower-performing Ss**.
- Have Ss read through the situations and the speech bubble and make sure they understand everything.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY

suggested answer

A: What do you do?

B: I'm a lifeguard.

A: So, how long have you worked as a lifeguard?

B: For three years.

A: How many people have you saved?

B: Well, I saved a child last year. Fortunately, people usually follow the rules, so they aren't often in danger.

A: Have you ever worked in a water park?

B: Yes, I have.

A: Which one?

B: I worked at *Splash* two years ago. It was a really nice experience.

3. Grammar

Present Perfect Simple: How long?, for, since → p. 117

A Read the dialogue and complete the rules.

- A:** How long has James been a receptionist?
B: He has been a receptionist **since** last summer.
A: Oh, I see. So he has been a receptionist **for** ten months.
B: Exactly!

+ a period of time
 It refers to the duration of the action. (e.g. *an hour, thirty minutes, two weeks, four months, a year*)

+ a point in time
 It refers to the time when the action started. (e.g. *5 p.m., yesterday, Saturday, last week, 2012*)

4. Listen

- A Discuss.**
 Do you know or can you guess what a working holiday is?
- B** Listen to an interview with Trevor, a student on a working holiday. How does he feel about spending his time there? Choose **a**, **b** or **c**. Then check your answers with a partner.
- a.** He is feeling great there.
 - b.** He doesn't like it there at all.
 - c.** He doesn't mention anything about it.
- C** Listen again and write **T** for True or **F** for False. Then check your answers with a partner.
1. Trevor has never tried a working holiday before.
 2. He has been there for two weeks.
 3. He didn't enjoy the beach clean-up.
 4. They haven't finished building the wall yet.
 5. They've only got free time at the weekend.
 6. Trevor's favourite activity so far is rock climbing.
 7. Only British people are taking part in this working holiday.

B Complete the blanks with the Present Perfect Simple of the verbs in brackets and write **for** or **since** in the boxes.

1. I (not see) my friend Fatima months.
2. Vicky and Tammy (not eat) ice cream last summer.
3. you (speak) to Khaled the football game?
4. Salim (be) here an hour. He wants to see you.
5. **A:** How long you (live) in this neighbourhood?
B: I (live) here 2015.

5. Speak

ROLE PLAY

Talk in pairs.

Student A

Imagine you are a reporter and you want to interview Student B, who does one of the jobs below. Take some time to think of questions to ask him/her. You can use the prompts for help.

LIFEGUARD
<ul style="list-style-type: none"> • How long / work as...? • How many / people / save? • ever / work / water park? Which one?
MECHANIC
<ul style="list-style-type: none"> • How long / work as...? • How many / cars / fix? • your car / ever / break down?
VET
<ul style="list-style-type: none"> • How long / work as...? • How many / cats / examine? • ever / examine / horse?
REPORTER
<ul style="list-style-type: none"> • How long / work as...? • How many times / appear / on TV? • ever / meet / famous person? Who?

Student B

Imagine you do one of the jobs above. Think about the job you do and answer Student A's questions.

*What do you do?
 I'm a...
 So, how long have you worked as a...?
 For... / Since...*



Over to you...

Discuss.

- Would you like to sign up for a working holiday in the countryside? Why? / Why not?
- What other alternative types of holiday do you know of?

6d

1. Vocabulary

🗨️ 🔊 Match the pictures with the holiday activities. Then listen and check your answers. Have you ever done any of these activities? Which one/ones? How did you feel?



1



2



3



4



5



6



7



8

9

- a. travel abroad
- b. go sightseeing
- c. do water sports
- d. try local food
- e. sunbathe
- f. go on a cruise
- g. book a flight
- h. stay at a holiday resort
- i. pack your suitcase/bags

2. Listen (1)

🗨️ 🔊 Listen to three short dialogues and answer the questions. Choose **a, b, c** or **d**. Then check your answers with a partner.

Dialogue 1

1. What kind of holiday is the man probably going to book?
- a. a safari
 - b. a cruise
 - c. a trip abroad
 - d. a hiking holiday

Dialogue 2

2. What is the boy **not** going to do in Barcelona?
- a. visit a beach
 - b. go sightseeing
 - c. visit a museum
 - d. try a local dessert

Dialogue 3

3. What will the girl probably buy her mum?
- a. a mug
 - b. a bracelet
 - c. a necklace
 - d. a packet of tea

LEARNING STANDARDS**SB:** S1.1, S5.1, L1.1, L2.1, L2.4**WB:** R2.1**FUNCTIONS**

Talking about holiday activities

VOCABULARY

recently

Holiday activities

book a flight do water sports go on a cruise
 go sightseeing pack your suitcase/bags
 stay at a holiday resort sunbathe travel abroad
 try local food

Water sports

canoeing diving sailing scuba diving surfing
 water skiing windsurfing

1. Vocabulary S1.1 

- Draw Ss' attention to the pictures and write the phrase *holiday activities* on the board.
- Ask Ss to read through the list of phrases and match them with the pictures 1-9.
- Allow Ss some time to do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

1. c 2. b 3. f 4. g 5. d 6. h
7. e 8. i 9. a

- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Ask Ss which of these activities they have tried. You can also ask them what they usually do when they are on holiday.
- Elicit answers and initiate a short discussion.
- Play the recording again and pause so that Ss can repeat what they hear.

2. Listen (1) L2.1 

- Explain to Ss that they are going to listen to three short dialogues. Have them read through questions 1-3 and the options a-d.
- Make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity. Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-3 on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two of the incorrect options.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. b 2. a 3. d

3. Listen (2)

A S1.1 

- Have Ss look at the pictures and ask them what these pictures have in common. (*All of the pictures depict water sports.*)
- Ask Ss the questions in the rubric and elicit answers. Initiate a short discussion.
- You can help Ss deduce the meaning of the words *windsurfing* and *sailing* by drawing their attention to the pictures.

B L1.1 

- Explain to Ss that they are going to listen to a conversation between a brother and a sister, Dylan and Kelly.
- Draw Ss' attention to the four options and ask them to read through them. Explain to them that they have to listen and choose the option that summarises the main idea of the conversation.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to an open-ended question. Write the question on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the question. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class and have Ss justify their answer.

KEY

a

C L2.1 

- Ask Ss to read through the questions 1–5. Make sure they haven't got any unknown words.
- Play the recording again.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. D 2. B 3. K 4. K 5. B

D L2.4 

- Ask Ss to read through the questions and make sure that they haven't got any unknown words.
- Explain to Ss that they are going to listen to the questions and answer according to what they have heard in the recording.
- Play the recording again, if necessary.
- Check the answers with the class.

KEY

1. She doesn't like it.
2. He thinks it's fun.
3. She thinks it's interesting.

4. Speak

A S1.1 

- Ask Ss to read through the prompts and make sure they haven't got any unknown words.
- Ask Ss to read through the speech bubble and check their understanding.
- Explain to Ss that they have to work in pairs and use the Present Perfect Simple in order to find out more about their partner.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogues.

KEY

suggested answer

- A:** Have you ever travelled abroad?
B: Yes, I have. / No, I haven't.
- A:** Have you ever gone on a cruise?
B: Yes, I have. / No, I haven't.
- A:** Have you ever done water sports?
B: Yes, I have. / No, I haven't.
- A:** Have you ever met a famous person?
B: Yes, I have. / No, I haven't.
- A:** Have you ever stayed at a resort hotel?
B: Yes, I have. / No, I haven't.
- A:** Have you ever gone camping?
B: Yes, I have. / No, I haven't.
- A:** Have you ever seen a wild animal?
B: Yes, I have. / No, I haven't.
- A:** Have you ever won a competition?
B: Yes, I have. / No, I haven't.

B S5.1 

- Draw Ss' attention to the speech bubble.
- Have Ss report their partner's answers to the rest of class.

KEY

suggested answer

Ali has travelled abroad, but he hasn't ever gone on a cruise. He has done water sports and he has met a famous person. He has stayed at a resort hotel, but he hasn't gone camping. He has seen a wild animal, but he has never won a competition.

3. Listen (2)

A Discuss.

- Do you like water sports?
- Have you tried any of the water sports below? If yes, what did you think of them? If no, which ones would you like to try?



B Listen to a brother and sister, Dylan and Kelly, talking. What is the main topic of the conversation?

- their plans for the day
- what water sports they like
- what water sports they don't like
- who has tried the most water sports

C Listen again and answer the questions. Write **K** for Kelly, **D** for Dylan or **B** for Both.

- Who has recently bought something?
- Who has tried windsurfing?
- Who had an unpleasant experience while doing a water sport?
- Who changes his/her plans?
- Who is going to join the sailing class?

D Listen to the questions and answer.

- What does Kelly think about windsurfing?
- What does Dylan think about windsurfing?
- What does Kelly's new friend, Lizzy, think about the sailing class?

4. Speak

A How many things do you know about your partner? Ask and answer. Put a ✓ or an X.



*Have you ever travelled abroad?
Yes, I have. / No, I haven't.
Have you...*

B Report your partner's answers to the class.

... has ... but he/she hasn't...

1. Listen

A  Listen to a telephone conversation and answer the questions. Then check your answers with a partner.

1. Who is calling?
2. Who does she ask for?
3. Where is the person she wants to speak to?
4. Who will call later?

B  Complete the dialogues below with the statements/questions a-e. Then listen and check your answers.

1. **A:** Hello?

B: Hello. It's Lee. 1

A: Yes, he is. Just a sec.

2

B: OK, thanks.

2. **A:** Hello?

B: Hello, Mrs Collins. 3

May I speak to Karen, please?

A: Hi, Anne. Sorry, she isn't here right now. 4

B: No, it's OK. 5 Bye!

A: OK. Goodbye!

- a. I'll get him.
- b. This is Anne.
- c. Can I take a message?
- d. I'll call back later.
- e. Is Jeff there, please?

2. Speak

A  Listen to the phrases in the tables and repeat them.

TELEPHONE LANGUAGE	
Answering the phone	Making a phone call
Hello?	Hi. It's Fatima. / This is Fatima. Is Hasna there, please? Can/Could/May I speak/talk to Hasna, please?
Just a sec/second. I'll get her. Hold on a minute. One moment, please. Let me check.	Thanks.
Sorry, she isn't here right now. I'm afraid she's out at the moment. Can I take a message? I can tell her to call you. Call her on her mobile, OK? Give her a call later.	Can I leave a message? Can you tell her to call me? OK, no problem. It's OK. I'll call back later.

B ROLE PLAY

 Talk in pairs.

STEP 1

Student A

Call a friend (e.g. Saleh/Afaf) at home and ask for him/her. He/She isn't there, so you talk to Student B, a member of Saleh's/Afaf's family. Say that you will call back.

Student B

You are Saleh's/Afaf's brother/sister/mum/dad. Answer the phone and explain to Student A that Saleh/Afaf is not at home. Take Student A's message.

STEP 2

Student A

Call Saleh's/Afaf's house again and ask for him/her.

Student B

You are Saleh's/Afaf's brother/sister/mum/dad. Answer the phone and ask Student A to wait while you get Saleh/Afaf.

LEARNING STANDARDS**SB:** L2.1, S1.1, R1.1, R2.1, W1.5, W2.2, W2.3**FUNCTIONS**Carrying out a telephone conversation
Talking about a summer camp**VOCABULARY**

schedule slippery tool toothbrush

Phrases / ExpressionsCan I take/leave a message? Give... a call.
I'll call back later. I'll get him/her. I'm afraid... is out.
It's... / This is... Just a sec/second.
One moment, please. Take care. That's all for now.**1. Listen****A L2.1**

- Draw Ss' attention to the activity.
- Have them read through the questions 1-4 and make sure they understand everything.
- Ask Ss to underline the *Wh-* question words in order to pay attention to the information they need.
- Play the recording and have Ss do the activity.
- Play the recording again for Ss to check their answers.
- Have Ss check their answers with a partner.
- Check the answers with the class.

KEY**1.** Claire **2.** Judy **3.** at the park **4.** Claire**OPTIONAL ACTIVITY**

- In order to check Ss' understanding, write the following questions on the board: Which phrase is used to ask to speak to someone? (*Can I speak to Judy, please?*) / Which phrase means to ring again? (*I'll call back later.*)
- Play the recording again and have Ss find the phrases used.

B

- Ask Ss to read through the telephone conversations and make sure they understand everything.
- Have them read through the phrases a-e in the box and explain to them that they have to use the appropriate phrase to complete the telephone conversation.
- Ask them to pay attention to the responses to help them find the correct answer.
- Allow Ss some time to do the activity. When they have finished, ask them to read through the whole conversation in order to help them check if they have used the appropriate phrases.
- Play the recording and have them check their answers.
- Check the answers with the class.

KEY**1.** e **2.** a **3.** b **4.** c **5.** d**2. Speak****A**

- Draw Ss' attention to the table containing the set phrases used for answering the phone and making a phone call.
- Ask Ss to tell you what they think *Hold on a minute*, *I'll get her* and *I'm afraid* mean and confirm the

correct meanings. Make sure they understand everything.

- Remind Ss that they should try to sound natural when using these phrases by having rising or falling intonation for questions and putting stress on the appropriate words for sentences.
- Play the recording and pause after each phrase for Ss to repeat.

B S1.1

- Ask Ss to read through the prompts and make sure they understand everything.
- Allocate roles and allow Ss some time to prepare their answers. Encourage them to look at the set phrases in Activity A.
- Ask them to tick the phrases they want to use. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Tell Ss to swap roles.
- Choose several pairs to act out the dialogue.

KEY*suggested answer***Step 1****B:** Hello?**A:** Hi. It's Ameen. Can I speak to Saleh, please?**B:** Sorry, he isn't at home right now. Can I take a message?**A:** It's OK. I'll call back later.**Step 2****B:** Hello?**A:** Hi. It's Ameen again. Is Saleh there, please?**B:** Just a sec. I'll get him.

3. Speak & Write

A R1.1

- Ask Ss to look at the layout of the text and tell you what it is (*an email*).
- Explain to Ss that they are going to read an email about somebody who is at a summer camp. Draw their attention to the pictures and ask them what kind of summer camp it is. (*It's an archaeology camp.*)
- Ask Ss to read through the email and underline any unknown words at the same time.
- Ask Ss the question in the rubric and elicit answers.
- Check the answer with the class.

KEY

Phil is writing to Bill to tell him about the archaeology camp he is at. He's writing about the activities they've done so far and what they are going to do and learn in the next few days.

B R2.1

- Ask Ss to look at the schedule and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

ARCHAEOLOGY CAMP SCHEDULE	
Sunday	national park
Monday	<i>ancient cave</i>
Tuesday	archaeological dig
Wednesday	lab
Thursday	learn how to make a fire with sticks / have a barbecue

- Ask Ss some comprehension questions:

What type of camp is Phil at? He's at an archaeology camp.

Why is Phil excited about the archaeology camp? Because he's learning lots of interesting things and he's made new friends.

What did he see at the national park? He saw some very old trees.

What was the cave like? It was dark and slippery.

Did he enjoy his visit there? Yes, because they saw some cave paintings.

What is one of the most interesting tools archaeologists use? toothbrushes

Why is Phil excited about working in the lab? Because he's always wanted to see how archaeologists work.

Is Phil excited about learning how to make a fire with sticks and having a barbecue? Yes, he is looking forward to it.

- Explain any unknown words in the text.
- You can ask Ss some further questions:
Do you think the archaeology camp would be interesting?
Which of the activities mentioned in the email do you find the most interesting?
- Elicit answers and initiate a short discussion.

C S1.1

- Tell Ss to imagine they are at a summer camp.
- Ask Ss to read through the questions in the speech bubble and check their understanding.
- Allow Ss some time to make their notes in the space provided.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.

- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out their dialogue.

KEY

suggested answer

- A:** What type of camp are you at?
B: I'm at a sports camp.
A: Are you having a good time?
B: Yes, I'm having a fantastic time.
A: Have you made any friends?
B: Yes, I've made lots of friends.
A: How long have you been there?
B: I have been here for two days.
A: Have you done any activities so far? What? When?
B: Yesterday we went sailing and we played tennis the day before.
A: What are you going to do tomorrow?
B: Tomorrow we are going to go cycling.

D

- Draw Ss' attention to the box with the examples of how the different tenses are used.
- Make sure that Ss do not have any questions concerning how the tenses are used.
- If necessary, ask Ss to give you a few more examples of the tenses in the box.
- Before Ss do the activity, ask them to underline the time expressions/adverbs in order to help them decide which tense to use.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. We often eat ice cream after lunch.
2. It has been foggy since 6 a.m.
3. Lisa had swimming lessons last summer.
4. I've already packed my suitcase for my trip.
5. I'm going to buy some souvenirs for my friends tomorrow.

E W1.5, W2.2, W2.3

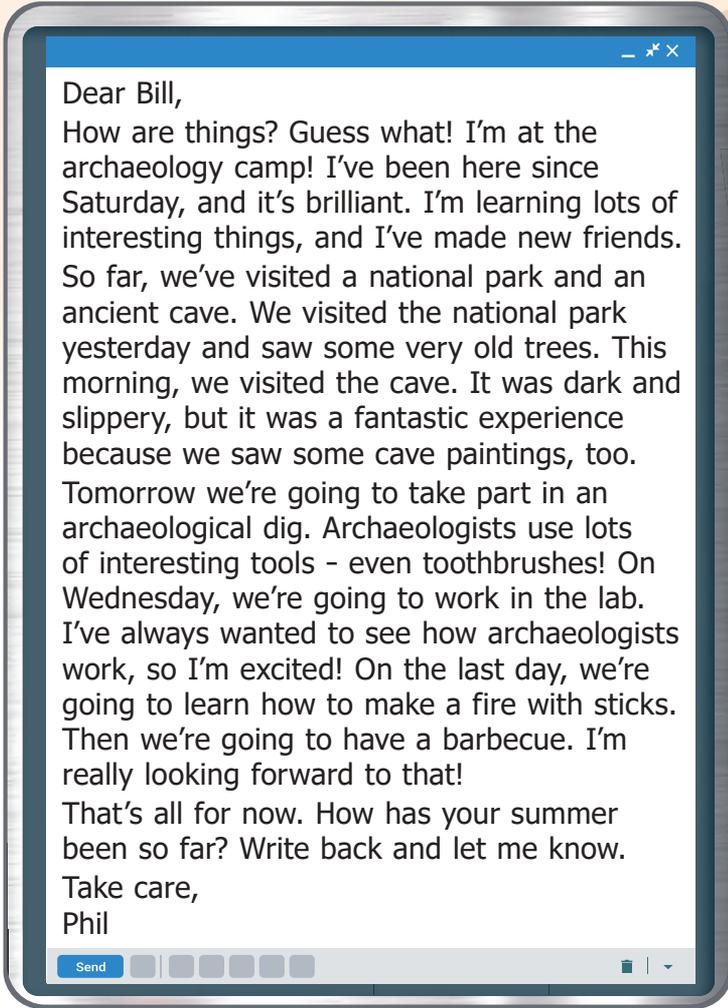
- Draw Ss' attention to the email with the useful phrases. Remind them that they should begin their email with an appropriate greeting (*Dear/Hello/Hi*), they should start the first paragraph of the email with a suitable set phrase (*Guess where I am!*) and they should end their email with a set word or phrase (*Take care, Yours, Bye for now*).
- Point out that they should pay attention to the tenses and that they can use their notes in Activity C to find examples of what they have to write about.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook page 88 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 89 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their emails and go round the class providing support when necessary.
- Choose several Ss to read out their emails.

OPTIONAL ACTIVITY

- Have Ss read out their emails omitting the first paragraph.
- Ask them to read only the activities they've done or they're going to do and have their classmates guess the type of camp they are at.

3. Speak & Write

A Read the email. Why is Phil writing to Bill?



B Read the email again and complete the camp schedule below.

ARCHAEOLOGY CAMP SCHEDULE	
Sunday	
Monday	<i>ancient cave</i>
Tuesday	
Wednesday	
Thursday	

C Imagine you're at a summer camp. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What type of camp are you at?
...

Are you having a good time?
...

Have you made any friends?
...

How long have you been there?
...

Have you done any activities so far?
What? When?
...

What are you going to do tomorrow?
...

D Read and use the prompts 1-5 to make sentences.

USING TENSES

When you write, make sure you use the appropriate tense to refer to past, present and future actions or events.

PRESENT SIMPLE

*We **go** cycling every day.*

PRESENT PERFECT SIMPLE

*I've **always wanted** to go on holiday in the mountains, but I've **decided** to visit an island this summer.*

PAST SIMPLE

*Two weeks ago, we **tried** mountain biking.*

FUTURE BE GOING TO

*We're **going to travel** abroad next summer.*

- we / often / eat / ice cream / after lunch
.....
.....
- it / be / foggy / since 6 a.m.
.....
.....
- Lisa / have / swimming lessons / last summer
.....
.....
- I / already / pack / suitcase / for / trip
.....
.....
- I / buy / souvenirs / for / friends / tomorrow
.....
.....

E Imagine you are at a summer camp. Write an email to a friend giving him/her your news. Use your notes in activity C and the notes below to help you. **Go to the Workbook page 89.**

TIP! If you don't remember or don't know how to form the Past tense or the past participle of a verb, check the irregular verbs list on page 119 or look it up in a dictionary.

6 Round-up

1. Vocabulary

A Match.

1. factory
2. pocket
3. water
4. first
5. holiday

- a. skiing
 - b. worker
 - c. resort
 - d. aid
 - e. money

Score: / 5

B Complete with the words in the box.

receptionist real abroad
 souvenirs local flight

1. **A:** Have you booked your yet?
B: No. Actually, we decided to travel by train.
2. **A:** Did you have any tacos in Mexico?
B: Of course. I always like trying food when I travel
3. **A:** Are these flowers ?
B: No, they're plastic.
4. **A:** Was the at the hotel friendly?
B: Yes, she even gave us some nice key rings and magnets as of the hotel.

Score: / 6

2. Grammar

C Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1. I (always / dream) of becoming a tour guide.
2. What activities the children (try) at the summer camp so far?
3. We (play) five games and we (not lose) any yet.
4. Jane (never / see) a science-fiction film.

Score: / 10

D Circle the correct options.

1. Ahmed has worked as a reporter **for / since** ten years.
2. My brother has travelled to Japan **twice / yet**.
3. I haven't been on a cruise **before / never**.
4. We've had this flat **since / for** 2015.
5. We haven't packed our bags **yet / already**.

Score: / 5

E Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. **A:** (you / ever / visit) an island?
B: Yes, I (spend) my summer in Fiji last year.
2. **A:** How long (you / live) in this house?
B: We (move) here five months ago. We (be) here since June.
3. Ali (take) part in a photography competition yesterday. He (take) part in many competitions, but he (never / win). I hope he wins this time.

Score: / 8

3. Communication

F Match.

1. Have you ever done any water sports?
2. What do you do?
3. Can I take a message?
4. You've seen the new summer camp advertisement, right?
5. Is Sahar there, please?
6. You haven't changed your mind about the safari, right?

- a. I'm afraid she's out at the moment.
 - b. No, I'll call back later.
 - c. Of course not. I can't wait to see the wild animals.
 - d. Yes, I went diving last summer.
 - e. Yes, it sounds interesting.
 - f. I'm a lifeguard.

Score: / 6

Total score: / 40

Now I can...

- talk about various topics (holiday activities, animals, jobs, etc.)
- locate information in advertisements
- talk about experiences I have had
- understand and use language commonly used in telephone conversations
- write an email giving news

LEARNING STANDARDS

WB: R2.1, L1.1, L2.1

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

1. Vocabulary

A

KEY

1. b 2. e 3. a 4. d 5. c

B

KEY

1. flight 3. real
2. local, abroad 4. receptionist, souvenirs

2. Grammar

C

KEY

1. have/'ve always 3. have/'ve played,
 dreamed/dreamt haven't lost
2. have ... tried 4. has/'s never seen

D

KEY

1. for 2. twice 3. before 4. since 5. yet

E

KEY

1. Have you ever visited, spent
2. have you lived, moved, have/'ve been
3. took, has/'s taken, has/'s never won

3. Communication

F

KEY

1. d 2. f 3. b 4. e 5. a 6. c

Now I can

- Draw Ss' attention to the points and get them to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

LEARNING STANDARDS

SB: S1.1, R2.1, R4.1, R4.2, W1.1, W2.2, W2.3

A S1.1

- Ask Ss what their favourite type of holiday is.
- Elicit answers and encourage Ss to think of any holiday activities that help people learn about the past of the place they visit.
- You can write the answers on the board and find out who has tried any of the activities mentioned. Initiate a short discussion.

B R2.1

- Direct Ss' attention to the pictures and ask them what type of activities tourists can do in Qatar.
- Have Ss read the text and check their answers.

KEY

Tourists can go on a desert safari through the dunes with vehicles suitable for off-road driving or they can go sandboarding, camel riding and swimming. Tourists can also go scuba diving all year round.

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Why do people go on holidays? Because some people just want to relax while others want to learn more about the world, explore new places and learn about the past and present.

Why is Qatar worth visiting? Because it has got rich tradition, natural beauty and modern architecture.

How did people move from one place to another in the past? They moved with their camels setting up camp in each place.

What do we learn about the word 'Bedouin'? That it comes from the Arabic word 'badawi' which means people who live in the desert.

What can people do on an overnight safari? They can sleep in a Bedouin-style camp.

Why have Qataris got a historic connection to the sea? Because of pearl diving. In the past many people had jobs related to this activity.

C R4.1, R4.2

- Draw Ss' attention to the highlighted words in the text and have them read through the definitions a-g. Make sure they haven't got any unknown words.
- Ask them to use their dictionaries to check the meaning of these words after they have done the matching.
- Ask Ss to go to the *Using a Dictionary* section on p. 126.
- Allow Ss some time to do the activity. You can have them work in pairs. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY

1. e 2. d 3. a 4. f 5. g 6. c 7. b

D R2.1

- Draw Ss' attention to the table.
- Explain to Ss that they have to read the text again and tick the correct boxes depending on whether each activity refers to the past or the present. Point out that for some activities both boxes should be ticked.
- Check the answers with the class.

KEY

	IN THE PAST	IN THE PRESENT
sleeping in Bedouin-style camps	✓	✓
riding on camels	✓	✓
pearl diving	✓	
going on a desert safari		✓
sandboarding		✓
off-road driving		✓

- Explain any unknown words in the text.

Over to you S1.1

- Ask Ss the questions in the box.
- Elicit answers and initiate a short discussion.

KEY

suggested answers

Have you ever tried any of the activities mentioned in the text?

Yes, I have. I have been camel riding. It was really fun. / No, I haven't, but I would like to try scuba diving because I love the sea.

What places would you recommend to people who want to visit Qatar? What can they do there?

I would recommend Doha because it's a beautiful city. There people can walk along the beautiful streets of Souq Waqif or even visit the Pearl Qatar, a man-made island.

PROJECT W1.1, W2.2, W2.3

Make a holiday brochure!

- Draw Ss' attention to the project.
- Refer Ss to the Project Skills section at the back of the book.
- Ask Ss to choose a tourist destination from anywhere in the world.
- Ask them to read through the questions and make sure they understand everything.
- You can tell them to prepare a fact file in their notebooks to organise their notes better.
- Allow Ss some time to search the Internet to find the information they need. Encourage them to find some pictures and some interesting facts, as well. You can recommend some safe websites for Ss to use.
- Encourage Ss to write a few sentences underneath the pictures to describe them.
- Allow Ss some time to do the activity in class, or assign it as homework.
- Have Ss present their holiday brochures in class.

3 Culture Page

Qatar: A fantastic tourist destination

A What is your favourite type of holiday? Can you think of any holiday activities that help people learn about the past of the place they visit?

B Look at the pictures. What type of activities can tourists do in Qatar? Read and check your answers.

VIDEO BLOG COMMUNITY CONTACT US

Holidays today have many purposes. Some people just want to relax while others want to learn more about the world, explore new places and learn about the past and present. With its rich tradition, natural beauty and its modern **architecture**, Qatar is a country that offers everything.

A lot has changed in Qatar over the past century. However, if tourists are interested in the past, they can get a taste of it! A desert safari can help people get a better understanding of this country with its **mix** of old and new. The tour goes through the sand dunes with vehicles suitable for **off-road** driving which is like being on a roller coaster! Other activities include **sandboarding**, camel riding and swimming.

People in the past moved from one place to another with their camels **setting up** camp in each place. The word 'Bedouin' comes from the Arabic word 'badawi' which means people who live in the desert. If you choose an **overnight** safari, you will have the opportunity to sleep in a Bedouin-style camp.

Since the pearl diving days, Qataris have had a historic **connection** to the sea. In the past, many people had jobs related to this activity. Today, scuba diving in Qatar is an ideal activity for tourists. The nice sunny climate makes it perfect for diving all year round.

More and more visitors are packing their suitcases to spend their holiday in Qatar. It really is a great place!



Over to you...

Discuss.

- Have you ever tried any of the activities mentioned in the text?
- What places would you recommend to people who want to visit Qatar? What can they do there?

C Match the highlighted words in the text with their definitions. Then check your answers in a dictionary. See *Using a Dictionary*, p. 126.

- | | | |
|-----------------|-----------------------|---|
| 1. architecture | <input type="radio"/> | a. being able to travel over areas without roads |
| 2. mix | <input type="radio"/> | b. a relationship between two things |
| 3. off-road | <input type="radio"/> | c. to stay the night |
| 4. sandboarding | <input type="radio"/> | d. something that has got two or more different things together |
| 5. set up | <input type="radio"/> | e. building design |
| 6. overnight | <input type="radio"/> | f. 'surfing' on the sand |
| 7. connection | <input type="radio"/> | g. to put tents somewhere |

D Read again and tick. Choose if the activities below refer to the past or the present. For some activities both boxes should be ticked.

	IN THE PAST	IN THE PRESENT
sleeping in Bedouin-style camps		
riding on camels		
pearl diving		
going on a desert safari		
sandboarding		
off-road driving		

PROJECT

Make a holiday brochure!

Choose a tourist destination from anywhere in the world. Do research on some of the following questions.

- In what part of the world is this place?
- What's the weather like there?
- What are some interesting facts about its history?
- What attractions can tourists visit?
- What kind of activities can tourists do there?

Find pictures and write short descriptions next to each one to make a holiday brochure.

POEM

Safari animals

(Modules 5 & 6)

↔ Complete the poem with the words in the box. Listen and check your answers. Then say.

crazy tiger grey grass millions light strong disappeared

A safari? How could we say no?
Pack your bags! Let's go!
I'm so excited, I can't wait
Hurry up, everyone! Don't be late!

What's my favourite animal? Let's play a game.
Can you guess it? Tell me its name.
It likes 1 _____, and Africa's its home
They called it 'horse-2 _____' in ancient Rome
Like a pedestrian crossing, it's got stripes
It can see even when there is no 3 _____
I'm 4 _____ about it, it's no secret
Her favourite animal is the zebra!

What's my favourite animal? Let's play a game.
Can you guess it? Tell me its name.
It's green and 5 _____, its tail is long
Its teeth are scary, its legs are 6 _____
It's been around for 7 _____ of years
It is endangered but hasn't 8 _____
You'll see it swimming with style
His favourite animal is the crocodile!

A safari? How could we say no?
Pack your bags! Let's go!
I'm so excited, I can't wait
Hurry up, everyone! Don't be late!

Safari animals

- Ask Ss to look at the pictures and the title of the poem and guess what it is about.
- Accept all answers.
- Ask Ss to read through the poem without trying to work out which words go in the gaps.
- Ask Ss to try to complete the poem with the words in the box before listening to it.
- Play the recording and have Ss listen to the poem carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

- | | |
|----------|----------------|
| 1. grass | 5. grey |
| 2. tiger | 6. strong |
| 3. light | 7. millions |
| 4. crazy | 8. disappeared |

- Play the recording again and have Ss follow along.
- Ask Ss to tell you what their favourite animal is and any facts they know about it. Elicit answers and initiate a short discussion.

OPTIONAL ACTIVITY

- Have Ss work in pairs or groups.
- Ask them to choose an animal and write a verse, just like one of the two in the poem, describing their favourite animal, omitting the last sentence *Our favourite animal is the...*
- Have Ss present their own version of the poem and have the rest of the class guess the animal.

7 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
S1.1	Communication	7a, 1. Vocabulary - Over to you..., p. 88
S1.1	Communication	7a, 2. Read A, p. 88
R1.1	Communication	7a, 2. Read B, p. 88
R2.1	Creative and critical thinking	7a, 2. Read C, p. 89
S1.1	Communication	7a, 2. Read - Over to you..., p. 89
L1.1	Cooperation and participation	7a, 4. Listen A, p. 89
L2.1	Cooperation and participation	7a, 4. Listen B, p. 89
S1.1	Communication	7a, 4. Listen - Over to you..., p. 89
S2.3	Creative and critical thinking	7a, 5. Speak, p. 89
S1.1	Communication	7b, 1. Read A, p. 90
R1.1	Communication	7b, 1. Read B, p. 90
R2.1	Creative and critical thinking	7b, 1. Read C, p. 91
R4.1	Problem-solving	7b, 1. Read D, p. 91
R4.2		
S1.1	Communication	7b, 1. Read - Over to you..., p. 91
R1.1	Communication	7c, 2. Read A, p. 92
R1.1	Communication	7c, 2. Read B, p. 92
R2.1	Creative and critical thinking	7c, 2. Read C, p. 93
S1.1	Communication	7c, 2. Read - Over to you..., p. 93
L2.3	Communication	7c, 4. Listen, p. 93
S5.1	Communication	7c, 5. Research, Write & Present C, p. 93
L2.1	Cooperation and participation	7d, 2. Listen (1), p. 94
L2.1	Cooperation and participation	7d, 5. Listen (2) A, p. 95
L2.1	Cooperation and participation	7d, 5. Listen (2) B, p. 95
S1.1	Communication	7d, 6. Speak, p. 95
S1.1	Communication	7e, 1. Listen A, p. 96
S2.3	Creative and critical thinking	7e, 1. Listen B, p. 96
L2.1	Cooperation and participation	7e, 1. Listen C, p. 96
S2.3	Creative and critical thinking	7e, 2. Speak B, p. 96
R2.1	Creative and critical thinking	7e, 3. Write A, p. 97
W1.6	Communication	7e, 3. Write C, p. 97
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
WORKBOOK		
L2.1	Cooperation and participation	7c, Activity G, p. 99
R2.1	Creative and critical thinking	7d, Activity F, p. 101
R2.1	Creative and critical thinking	Round-up 7, Activity I, p. 107
R2.1	Creative and critical thinking	Round-up 7, Activity J, p. 107
L1.1	Cooperation and participation	Round-up 7, Activity K, p. 107
L2.1	Cooperation and participation	Round-up 7, Activity L, p. 107

When students complete this module, they will be able to:

7a

- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- explain with support reasons for simple advice given (S2.3)

7b

- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)

7c

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- follow and respond with a little support to a longer sequence of multi-step instructions (L2.3)
- narrate with a little support basic stories, events and experiences (S5.1)
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

7d

- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB

7e

- communicate or find out with a little support more detailed personal information (S1.1)
- explain with support reasons for simple advice given (S2.3)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- ask about and express rules and obligations (W1.6)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

Round-up 7

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the main ideas in longer simple texts (L1.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

7 IT'S YOUR CHOICE

VOCABULARY

home-cooked prefer

- Draw Ss' attention to the title of the module and the picture of the boy.
- Ask them to tell you if they understand what the title of the module means and elicit answers. (*It means that you are the only one who can decide.*)
- Ask Ss the following questions:
Do you think it is important to decide for yourself?
Do you find it easy to make choices?
When you want to make an important decision, who do you ask for help?
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the *Discuss* section. Have Ss read through the four situations and have them look at the accompanying pictures. Make sure they understand everything.
- Explain to Ss that they have to choose an option in each situation and justify their choices.
- Elicit answers and initiate a short discussion.

KEY

suggested answers

- I prefer shopping online because I can buy clothes and shoes cheaply.
 - Having toothache is worse because you can't eat or talk. Also, you may have a headache, too.
 - I prefer giving my old things to charity because there are people who need them more than I do.
 - I prefer home-cooked meals because they're healthier than fast food.
-
- Ask Ss to tell you what they think the module is about.
 - Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

7

IT'S YOUR CHOICE

Discuss:

Read the questions and look at the pictures. Choose one question, answer it and say why.

Do you prefer...
shopping in shops

OR shopping online?



What's worse?
having a stomach ache

OR having toothache?



Do you prefer...
giving your old things
to charity

OR recycling your
old things?



Do you prefer...
fast food

OR home-cooked meals?



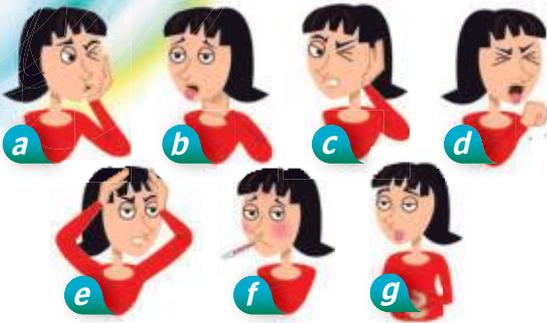
In this module you will learn...

- to talk about health problems
- to form adjectives from nouns
- to talk about your eating habits
- to ask and answer about quantity
- to use a range of expressions/ phrases related to shopping
- to express possession
- to ask for and give advice
- to write an email talking about rules and obligations and giving advice

7a

1. Vocabulary

▶ Match the pictures with the ailments. Then listen and check your answers.



1. I've got earache.
2. I've got a stomach ache.
3. I've got toothache.
4. I've got a headache.
5. I've got a sore throat.
6. I've got a cough.
7. I've got a fever.

Over to you...

Discuss.

Have you ever had any of the health problems above? What exactly happened to you? What did you do?

2. Read

- A** • Have you ever taken part in a school event? What was it? Did you like it? Why? / Why not?
 • Look at the comic strip and read it out in groups. What kind of event is taking place at George's school?

- B** ▶ Read again and choose the best title (a, b, c or d) for the comic strip.

- a** WHAT A MYSTERY! **b** THE FINAL REHEARSAL **c** A TERRIBLE HEADACHE **d** BUT I'M THE LEADING ACTOR!



In the morning...

- Mum** George! Breakfast time! Oh, dear! You look very pale. What's the matter?
George My stomach hurts a bit, that's all.
Mum You should eat something light; maybe a slice of toast. And I'll make you a cup of tea.
George I've got a headache, too, Mum.
Mum Well, you shouldn't take anything for the headache now because your stomach hurts. Maybe you should stay in bed today.
George But I can't! The final rehearsal for the school play is today. I'm the leading actor!
Mum I guess you can go, then.



After the rehearsal...

- Mike** Great rehearsal! But George, are you OK?
George I'm fine.
Mike I know the play is tomorrow, but if you don't feel well...
George I said I'm fine. I won't miss the play. I'm the leading actor!
Mike OK, OK! Your voice just sounds strange. Maybe the nurse should examine you.
George I'm going home in a while. After a good night's sleep, I'm sure I'll feel better.



In the evening...

- Mum** How are you feeling, dear?
George Well, now I've got a sore throat, too.
Mum You should drink some warm tea with lemon and honey, and go to bed early.
George You don't think I'll lose my voice, right?



The next evening...

- Mike** What a mystery this is! Sherlock Holmes, what do you think?
George COUGH, COUGH!
Mike Sherlock Holmes cannot say a thing... yet. We should look at the clues more carefully. What a mystery this is, indeed!

LEARNING STANDARDS**SB:** R1.1, R2.1, L1.1, L2.1, S1.1, S2.3**FUNCTIONS**

Talking about health problems
 Stating a health problem / describing symptoms
 Asking for and giving advice
 Expressing opinion and making suggestions

STRUCTURESThe verb *should***VOCABULARY**

a good night's sleep exercise (v.) final honey
 leading actor lie down light (adj.)
 lose one's voice medication mystery pale
 play (n.) rehearsal seriously stomach toast
 voice warm

Ailments and illnesses

cough earache fever headache sore throat
 stomach ache the flu toothache

Phrases / Expressions

I guess... What's the matter?

1. Vocabulary

- Draw Ss' attention to the pictures and ask Ss what they can see (*a girl not feeling well*).
- Write the question *What's wrong?* on the board and explain to Ss that we use this question to ask if someone has a problem or if someone is not feeling well.
- Mime that you've got a headache and encourage Ss to ask you *What's wrong?*
- Say *I've got a headache* and write it on the board. Divide the compound word into two parts *head-ache* and help Ss with the pronunciation of the word *ache*. Do not explain its meaning at this stage. Help Ss understand what it means by miming the ailment.
- Write the word *tooth* on the board and ask Ss to form the ailment following the word *headache* as an example. Elicit the answer *toothache*.
- Explain to Ss that not all ailments are formed in this way.
- Draw their attention to sentences 1-7 and the pictures and have them do the activity.
- Encourage them to start with the first four sentences and then try to match the rest of the sentences with the pictures.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY 1. c 2. g 3. a 4. e 5. b 6. d 7. f**Over to you S1.1**

- Ask Ss the questions in the box and initiate a short discussion. If necessary, write some key phrases/expressions on the board related to the vocabulary of the lesson to help **lower-performing Ss**.

KEY *suggested answers*

Have you ever had any of the health problems above? What exactly happened to you? What did you do?

Yes, I have. Last winter, I was very ill. I had a sore throat and a high fever for two days. My parents took me to hospital and after taking medication for three days, I began to feel better.

2. Read**A S1.1**

- Draw Ss' attention to the questions in the first bullet and initiate a short discussion with them.
- Draw Ss' attention to the comic strip and ask them to

read it out in groups in order to find the answer to the question in the rubric. (*A play is taking place at George's school.*)

- Elicit answers, but do not correct Ss at this stage.

B R1.1

- Draw Ss' attention to the four possible titles for the comic strip.
- Ask Ss to read the comic strip again and choose the best title for the comic strip.
- Check the answers with the class and have Ss justify their answer.

KEY d

- Have Ss read the comic strip again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Who is the leading actor in the performance? George
What's the matter with George? He's got a stomach ache and a headache.

Does his mum think he should go to school? No, she thinks he should stay at home.

Why does George want to go to school? Because it's the final rehearsal for the school play.

Does he finally go to school? Yes, he does.

What does Mike say about George's voice? He says that it sounds strange.

Is George feeling better when he gets back home? No, he's even worse.

What should he do? He should drink some warm tea with lemon and honey, and go to bed early.

What's George's role in the school play? He's Sherlock Holmes.

Does he lose his voice during the performance? Yes, he does.

Do you think anyone realised that George lost his voice? No, because Mike said that Sherlock Holmes cannot say anything because they have to find more clues.

- Ask Ss some further questions:
Have you ever taken part in a school performance?
Do you know anything about Sherlock Holmes?
Do you like detective stories?

Background information

Sherlock Holmes is a fictional detective, created by Sir Arthur Conan Doyle in 1887. He is the most famous detective in English literature, and Dr Watson is his assistant.

C R2.1

- Ask Ss to read the sentences 1-3 and make sure they understand everything.
- Explain to them that they have to find information in the first frame of the comic strip that supports these statements.
- Have Ss do the activity.
- Check the answers with the class.

KEY**Frame 1**

1. Oh, dear! You look very pale. What's the matter?
2. Maybe you should stay in bed today.
3. But I can't!

Frame 2

4. But George, are you OK? / I know the play is tomorrow, but if you don't feel well...
5. I'm fine. / I said I'm fine. / After a good night's sleep, I'm sure I'll feel better.

Frame 3

6. Well, now I've got a sore throat, too.
7. You don't think I'll lose my voice, right?

Frame 4

8. COUGH, COUGH! / Sherlock Holmes cannot say a thing...

- Explain any unknown words and choose several Ss to act out the roles in the comic strip.

Over to you S1.1

- Ask Ss the question in the box and initiate a short discussion.

KEY *suggested answers*

What do you think happens next in the story?

I think that George said his lines in the end, but he understood that it was a mistake to go to school since he wasn't feeling well.

OPTIONAL ACTIVITY

- Have Ss write the ending of the comic strip that they came up with in 'Over to you' in the form of a dialogue.
- Have **higher-performing Ss** work with **lower-performing Ss** to act out their dialogue in class.

3. Grammar**A**

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Explain to Ss that they have to read the sentences 1-2 carefully and match them with the uses a-b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 1

- Ask Ss to tell you what the two sentences express. Elicit that in the first sentence *should* is used to ask for advice, whereas in the second sentence it is used to give advice.
- Explain to Ss that *should/shouldn't* is also used to express opinion and to make suggestions. If necessary, demonstrate this with further examples, e.g. *I believe we should wait for the bus* and *Should we order pizza tonight?*

B

- Ask Ss to read through the examples 1-3 in the box and draw their attention to the words in blue.
- Explain to them that they have to read through the sentences and complete the table with the rules.
- Have Ss do the activity.
- Check the answers with the class.

KEY

AFFIRMATIVE: should
NEGATIVE: not
QUESTIONS: Should

- Ask Ss to tell you what they notice about it. (**Should** comes before the verb and remains the same in all persons, singular and plural. It forms the negative form without an auxiliary verb, the question form by inversion, and it is followed by the base form of the verb.)
- Refer Ss to the comic strip and have them underline all the examples of *should/shouldn't* (*You should eat something light; / Well, you shouldn't take anything for the headache ... / Maybe you should stay in bed today. / Maybe the nurse should examine you. / You should drink*

some warm tea with lemon and honey, and go to bed early. / We should look at the clues more carefully.), and say what they express.

- Refer Ss to the Grammar Reference

C

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. You should go to the dentist.
2. He shouldn't drink cold water.
3. She should call the doctor.
4. You shouldn't watch TV till late.
5. You should sleep more.

4. Listen**A L1.1**

- Ask Ss to read through the rubric of the activity.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to an open-ended question. Write the question on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the question. To help **lower-performing Ss**, you may eliminate one of the incorrect options.
- Check the answers with the class and have Ss justify their answer.

KEY b

B L2.1

- Ask Ss to read through the rubric of the activity and the list of ailments.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

The following should be ticked: *fever, earache, sore throat*

Over to you S1.1

- Ask Ss the question in the box. Elicit answers and initiate a short discussion.

KEY *suggested answers*

Imagine you're at school and you aren't feeling well. What would you do?

I would go to my teacher and explain exactly how I feel. Then I would follow his/her advice.

5. Speak S2.3

- Have Ss work in pairs and allocate roles.
- Have Ss read through the situations in the box and make sure they haven't got any unknown words.
- Ask Ss to read through the speech bubble.
- Tell them to use the prompts in the box to ask and answer questions with their partners.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary. Then ask Ss to swap roles.

KEY *suggested answer*

- A:** I've got a sore throat. What should I do?
B: I think you should drink some warm tea and have some warm soup, too.

C Read again and find sentences to prove the following.

Frame 1

- George's mum thinks George is ill.
- George's mum thinks George shouldn't go to school.
- George doesn't want to stay at home.

Frame 2

- Mike is worried about George.
- George thinks there's nothing seriously wrong with him.

Frame 3

- George feels worse.
- George is worried.

Frame 4

- George has lost his voice.



Over to you...

Discuss.

What do you think happens next in the story?

4. Listen

- A** Listen to James talking to his sister Helen. What's wrong? Then check your answers with a partner.
- Helen feels sick.
 - James feels sick.
 - Their mother feels sick.

- B** Listen again. What's wrong with James? Tick. Then check your answers with a partner.

sore throat	<input type="radio"/>	fever	<input type="radio"/>
cough	<input type="radio"/>	stomach ache	<input type="radio"/>
earache	<input type="radio"/>	the flu	<input type="radio"/>



Over to you...

Discuss.

Imagine you're at school and you aren't feeling well. What would you do?

3. Grammar

The verb *should* → p. 117

- A** Read the examples. When is *should/shouldn't* used? Match the sentences 1-2 with the rules a-b.

- I've got a headache. What **should** I do?
- You **should** relax today. You **shouldn't** go out and play.

- a. to give advice b. to ask for advice

- B** Read the examples and complete the table with the rules.

- You **should** stay in bed today.
- You **shouldn't** eat sweets.
- Should** I go to the doctor?

AFFIRMATIVE	
subject +	+ base form of verb
NEGATIVE	
subject + should +	+ base form of verb
QUESTIONS	
.....	+ subject + base form of verb

- C** Look at the prompts and write sentences. Use *should* or *shouldn't*.

- I've got toothache. → **(go / dentist)**
.....
- Ahmed's got a cough. → **(drink / cold water)**
.....
- Reema's got a high fever. → **(call / doctor)**
.....
- I can't get up in the mornings. → **(watch TV / till late)**
.....
- I feel so tired. → **(sleep / more)**
.....

5. Speak

- Talk in pairs.

Student A

Imagine you've got one of the problems in the vocabulary activity on the previous page. Tell Student B about it and ask him/her for advice.

Student B

Listen to Student A and give him/her advice. Use *should/shouldn't* and some of the ideas in the box.

- take medication
- drink / water
- drink warm tea or milk
- have / warm soup
- eat / fruit and vegetables
- eat / sweets
- go / school or out
- stay / bed
- sleep or relax for a while
- watch TV
- exercise
- have / shower
- lie down



I've got a terrible headache. What should I do?

I think you should lie down for a while.

1. Read

- A** • Do you think it is important to help people who are in need? Why?
 • Have you heard of any organisations that help people or animals in your country? What do they do?

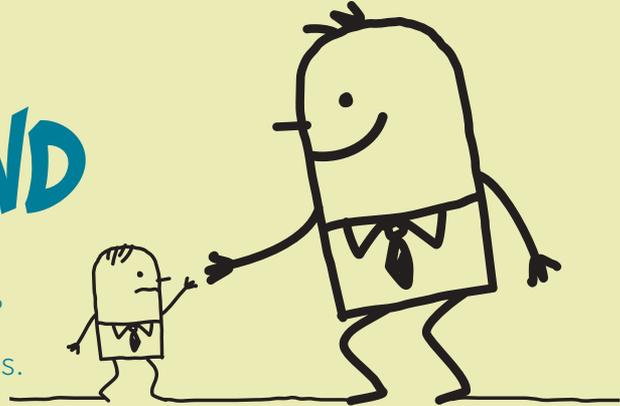
B Read the text and match the people to the statements.

- | | |
|-----------|----------------------------------|
| 1. Justin | a. I gave money to a good cause. |
| 2. Omar | b. I brought something home. |
| 3. Cathy | c. I donated things. |

GIVE A HELPING HAND

How do you help out other people and your community?

Share your experience with us.



I love cycling, so when I heard about the charity race, I immediately signed up. Races are fun, but when you also help raise money for a good cause, in this case, the children's hospital, they're even more important. I paid ten pounds to take part. It might not seem like a lot, but it's still very **helpful**. Unfortunately, I wasn't fast enough so I didn't win, but that doesn't matter because I still helped out by taking part.

// Justin, 14

While I was cleaning out my wardrobe last weekend, I found some clothes I didn't wear any longer because they were too small for me. 'Why don't I give them away?' I thought. So I took them to the clothing bin at my school. An amazing organisation collects these clothes and gives them to people in need, like the homeless. Remember: don't throw things away, give them to a good cause. Other people might find them useful.

// Omar, 14



My brother and I often help out at a local animal shelter. Volunteers can play with the animals, feed them and give them baths. Last week, they brought a kitten to the shelter, Blanca. She wasn't like the other cats. Unfortunately, Blanca was blind. She was **helpless** and needed a home, so I decided to adopt her. Our mum wasn't crazy about it, but when she saw Blanca, she changed her mind!

// Cathy, 13

LEARNING STANDARDS
SB: R1.1, R2.1, R4.1, R4.2, S1.1

FUNCTIONS
 Talking about helping out other people
 Talking about charity events

STRUCTURES
 too / enough

VOCABULARY
 blind charity clean out collect community
 give sth away harmful harmless help out
 helpful helpless homeless kitten matter (v.)
 not any longer organisation people in need
 raise money share shelter sign up
 throw sth away useful useless

1. Read

A S1.1

- Draw Ss' attention to the question in the first bullet and initiate a short discussion with them.
- Ask Ss the questions in the second bullet and initiate a short discussion.

B R1.1

- Draw Ss' attention to the activity.
- Have Ss read through the three names and the sentences next to them.
- Explain to Ss that they have to read the text quickly and match the people 1-3 with the statements a-c.
- Check the answers with the class.

KEY
 1. a 2. c 3. b

- Ask Ss how they help other people in their everyday life. Draw a hand on the board and create a mind map with it to organise your Ss' ideas.
- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Why did Justin sign up for the race? Because he loves cycling, and he wanted to raise money for a good cause.
Does Justin think that ten pounds is a lot of money? No, he doesn't.
Does he think it can help? Yes, he does.
How does Justin feel after the race? He's pleased because he helped out by taking part.
Did Omar decide to give away clothes that he was still wearing? No, he wanted to give away clothes that he didn't wear any longer because they were too small for him.
Where did he take them? He took them to the clothing bin at his school.
What's Omar's advice to people? Omar advises people not to throw things away because other people might find them useful.
How do Cathy and her brother try to help their community? They help out at a local animal shelter.
What did Cathy decide to do when she saw Blanca? She decided to adopt her.

- Ask Ss some further questions:
Have you ever taken part in an event to raise money for a good cause?
Have you ever donated old books, shoes or clothes?
- Elicit answers and initiate a short discussion.

C R2.1

- Have Ss do the activity.
- To help **lower-performing Ss**, you may eliminate one incorrect option.
- Check the answers with the class.

KEY
 1. c 2. b 3. a 4. c 5. b

- Explain any unknown words in the text.

OPTIONAL ACTIVITY

- Ask Ss to find information about a charity event in their city/area and keep notes on the most interesting things about it.
- Have Ss present the charity event they have chosen and try to convince their classmates to take part.

D R4.1, R4.2

- Draw Ss' attention to the two adjectives. Write the words *positive* and *negative* on the board and ask Ss the question in the rubric.
- Ask Ss to go to the *Using a Dictionary* section on p. 126.
- Have them find the words in the text to understand their meaning in context.
- Elicit answers and ask them to use their dictionaries to check the meaning of these words.
- Check the answers with the class.

KEY
 helpful – It has a positive meaning.
 helpless – It has a negative meaning.

- Underline the suffixes *-ful* and *-less* and remind Ss of the meaning of the word *suffix* (a letter or a group of letters which is added at the end of the word in order to form a derivative of this word).
- Draw Ss' attention to the NOTE and explain it.
- To help Ss understand better, write the following on the board: *full of colour – colourful without colours – colourless*. Explain to Ss that we can form many adjectives by adding the suffixes *-ful* or *-less* to a noun.
- Draw the following table on the board. Ask Ss to add the suffixes *-ful* and *-less* to the following nouns: *use, help, harm*. Write their answers under the corresponding heading on the board:

<i>-ful</i> (full of)	<i>-less</i> (without)
useful	useless
helpful	helpless
harmful	harmless

- Draw Ss' attention to the adjective *harmful* and ask them to tell you if it has a positive or a negative meaning (*negative*). Explain to Ss that whether the adjective has a positive or a negative meaning depends on the meaning of the noun.
- Also point out that when the adjective *full* is used as a suffix, it's spelled with one *l* (*-ful*).
- Ask Ss to go to the *Using a Dictionary* section on p. 126.
- Have Ss do the activity. Ask them to pay attention to the meaning of the whole sentence in order to decide if they need a positive or a negative adjective.
- Elicit answers and ask them to use their dictionaries to check the meaning of these words.
- Check the answers with the class.

KEY

- | | |
|-------------|------------|
| 1. useful | 4. useless |
| 2. harmless | 5. helpful |
| 3. harmful | |

Over to you S1.1 

- Ask Ss the questions in the box and initiate a short discussion.

KEY

suggested answers

How do you help others?

My school collects toys at the beginning of the school year for poor children. So, I collect the toys that I don't play with any more and take them to school.

Have you ever taken part in a charity event? What type of charity event was it?

Yes, I have. My father and I took part in a cycling charity race. We had a lot of fun and we helped at the same time. / No, I haven't yet, but this year there will be a charity event in my town. There will be an art exhibition and the money raised will be given to the hospital to buy new equipment.

Should people give money to charity? Why?

I think it's important to give money to charity because this way, we can offer more help to people in need.

What do you do with your old things?

Every summer my family and I collect clothes and shoes that we don't wear any more and give them to charities.

2. Grammar

A

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Read the questions in the rubric and have Ss read the sentences 1-2 carefully and match them with the rules a-b.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. 1 b. 2

- Point out that *too* has got a negative meaning and means *more than necessary* while *enough* has got a positive meaning and means *adequate/sufficient/adequately*.
- Have Ss find examples of *too/enough* in the text. (... *I wasn't fast enough* ... / ... *they were too small for me*.)
- Ask Ss to rewrite the sentences, using *too* in the first one (*I was too slow*.) and *enough* in the second one (*They weren't big enough for me*.). This will challenge **higher-performing Ss**.
- Refer Ss to the Grammar Reference.

B

- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|----------------|----------------|
| 1. too cloudy | 4. too tired |
| 2. big enough | 5. too crowded |
| 3. tall enough | 6. fast enough |

3. Pronunciation

A

- Play the recording and tell Ss to listen and identify the difference in pronunciation between the highlighted sounds in *good* and *soon*.
- Have Ss repeat what they hear.
- Elicit the answer that *good* has an /ʊ/ sound while *soon* has an /u:/ sound.
- If necessary, play the recording again.

B

- Play the recording and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the recording again.
- Check the answers with the class.

KEY

/ʊ/: put, football, look

/u:/: lose, choose, pollution, move, ruler

C Read again and choose the correct answer **a**, **b** or **c**.

- This person is a volunteer at an organisation that helps animals.
a. Justin b. Omar c. Cathy
- This person gave away something that he/she didn't use any more.
a. Justin b. Omar c. Cathy
- This person took part in an event to help other people.
a. Justin b. Omar c. Cathy
- This person's mother didn't want to adopt an animal in the beginning.
a. Justin's b. Omar's c. Cathy's
- This person's school helps an organisation that collects clothes for the homeless.
a. Justin's b. Omar's c. Cathy's

D Look at the highlighted words in the text. Which has a positive meaning and which a negative meaning? Then check your answers in a dictionary. See *Using a Dictionary*, p. 126.

helpful **helpless**

Now read the **NOTE**. Use the nouns given to form adjectives and complete the sentences. Then check your answers in a dictionary. See *Using a Dictionary*, p. 126.

NOTE

We form many adjectives by adding a suffix (**-ful**, **-less**) to a noun. The suffix **-ful** means *having this quality*. The suffix **-less** means *without this quality*.

- The Internet is very when you need information for a school project. (USE)
- Don't be afraid of this snake. It's (HARM)
- Pollution is very to the environment. (HARM)
- My mobile phone is It doesn't work anymore. (USE)
- I went to the doctor and he was very He told me exactly what to do. (HELP)

Over to you...

Discuss.

- How do you help others?
- Have you ever taken part in a charity event? What type of charity event was it?
- Should people give money to charity? Why?
- What do you do with your old things?

2. Grammar

Too/Enough → p. 117

A Read the examples. What do you notice about the position of **too** and **enough** when they are used with adjectives? What do they mean? Match the sentences 1-2 with the rules a-b.

- This T-shirt is **too big** for me. I won't buy it.
- My brother is eighteen. He's **old enough** to drive a car.

- a. It is used before adjectives. It has a negative meaning and it means 'more than necessary'.
- b. It is used after adjectives. It has a positive meaning and it means 'as much as is necessary'.

B Complete the sentences with **too** or **enough** and the adjectives in brackets.

- I don't want to go to the beach. It's (cloudy).
- These trainers aren't (big) for me. I won't buy them.
- Thomas can't go on that ride because he's only 1.50 m tall. He isn't (tall).
- I'm not going bowling with my friends tonight. I'm (tired).
- We can't get on that bus. It's (crowded).
- Khalid was (fast) to win the race.

3. Pronunciation

A Listen and repeat. What's the difference between **a** and **b**?

a. **good** b. **soon**

B Listen and tick (✓) the sound you hear.

	good /ʊ/	soon /u:/
lose	<input type="radio"/>	<input type="radio"/>
choose	<input type="radio"/>	<input type="radio"/>
put	<input type="radio"/>	<input type="radio"/>
pollution	<input type="radio"/>	<input type="radio"/>
football	<input type="radio"/>	<input type="radio"/>
move	<input type="radio"/>	<input type="radio"/>
look	<input type="radio"/>	<input type="radio"/>
ruler	<input type="radio"/>	<input type="radio"/>

1. Vocabulary

🔊 Look and complete the descriptions with the words in the box. Then listen and check your answers.

potatoes chips strawberries rice carrots tomatoes



1. machboos: meat with and vegetables



4. salmon with broccoli and



2. yoghurt with and chocolate



5. beef soup with , beans, peas and



3. club sandwich: chicken, cheese, lettuce, tomato, and ketchup

2. Read

A 🗣️ Read the titles of the texts. Do you believe they are true statements? Read and find out.

B 🗣️ 🔊 Read again. Which sentence best summarises the main idea of the texts?

a. Chocolate and fats are good for you.

c. A little chocolate and good fats are good for you.

b. Chocolate and fats are always bad for you.

d. A lot of chocolate and good fats are good for you.

How well do you know your food facts?

Chocolate is never a healthy option.

Who doesn't love chocolate? Many people think chocolate is unhealthy because it's sweet. Chocolate, however, especially the dark kind, can actually be good for you. It contains many vitamins, like vitamin A and C. These nutrients help protect you from diseases. Chocolate is also rich in minerals, like magnesium and calcium. Minerals like these are necessary for strong teeth and bones.

How much chocolate can a person eat? Well, eating a little chocolate is OK, experts say. Chocolate might have some nutrients, but it still contains lots of sugar and fat, and is high in calories. So you can eat one small chocolate bar every now and then, but that's it. Make sure you don't overdo it!

TIP!

Keep in mind that a text will most probably include unknown vocabulary. There's no need to panic. It does not mean that you won't be able to understand the text as a whole.



Fat can be good for you.

'Good' fats help your body work well. They give you energy and they are necessary for a healthy brain, too. You can find good fats in nuts, vegetable oils and many fish. Eating a diet with these fats from a young age can help you avoid heart problems later in life.

'Bad' fats are harmful, though. You should avoid junk food and some kinds of meat and their products. Fried food, like chips, or packaged food, like crackers and biscuits contain 'bad' fats. Eating a few biscuits or some chips every now and then isn't harmful to your health, but you shouldn't overdo it.



LEARNING STANDARDS**SB:** R1.1, R2.1, L2.3, S1.1, S5.1**WB:** L2.1**FUNCTIONS**

Talking about healthy/unhealthy food and food preferences

Talking about eating habits

Asking and answering about quantity

STRUCTURES

How much... ? / How many... ? / Much / Many /

A lot of / Lots of / A few / A little

VOCABULARY

actually avoid brain calorie consider contain diet (food) especially every now and then expert fat / fats heart high in junk food make sure minerals option overdo product rich in unhealthy vitamin

Food

beans beef broccoli club sandwich crackers lettuce nuts peas rice salmon vegetable oil

1. Vocabulary

- Draw Ss' attention to the pictures and read through the incomplete descriptions following them.
- Ask Ss if they have ever tried any of this food and if they liked it or not.
- Ask Ss to read through the words in the box and complete the descriptions. Remind Ss that they should always start with the ones they are sure about.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.

KEY

1. rice
2. strawberries
3. chips
4. tomatoes
5. carrots, potatoes / potatoes, carrots

2. Read**A R1.1**

- Draw Ss' attention to the titles of the texts. Ask the question in the rubric and initiate a short discussion.
- Have Ss read the texts quickly and check their answers.

KEY**Chocolate is never a healthy option:**

False - Chocolate can be good for you if you don't overdo it.

Fat can be good for you:

True - 'Good' fats can give you energy and they keep the brain healthy, but 'bad' fats are harmful.

B R1.1

- Draw Ss' attention to the pictures and ask Ss to name the food they can see (*chips, burger, doughnut, biscuits, crisps, chocolate, etc.*).
- Choose a few of the items of food in the pictures and ask Ss to tell you how often they eat them, e.g. *How often do you eat chocolate? / How often do you eat chips?*, etc. Alternatively, have Ss work in pairs and ask each other.
- Draw Ss' attention to the title of the text. If necessary, explain to them that *food facts* refer to factual information about food.
- Ask Ss if they know of any food facts. Elicit answers.

- Ask Ss to read the texts again and choose the sentence that best summarises the main idea of the texts.
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class and have Ss justify their answer.

KEY c

- Have Ss read the text and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*What do many people believe about chocolate? They think it's unhealthy.**Is that true? No, it isn't.**What vitamins does chocolate contain? vitamin A and C**How much chocolate should a person eat? a little / a small chocolate bar every now and then**Is chocolate high in calories? Yes, it is.**How can 'good' fats help you? They help your body work well, they give you energy and they are necessary for a healthy brain.**Do nuts contain 'good' fats? Yes, they do.**Are 'good' fats good for your heart? Yes, they are.**Which kinds of food contain 'bad' fats? junk food, some kinds of meat and their products, fried food, like chips, or packaged food, like crackers and biscuits**Can you eat these kinds of food? Yes, but not all the time.*

- You can ask Ss some further questions:
How much chocolate do you eat every day?
Do you like dark chocolate?
Do you eat fish and vegetables?
How often do you eat junk food?
- Elicit answers and initiate a short discussion.

C R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. People think chocolate is unhealthy because it's sweet.
2. Dark chocolate is good for you.
3. Because chocolate is rich in minerals, like magnesium and calcium.
4. Because it contains lots of sugar and fat, and it's high in calories.
5. The kinds of food that contain 'good' fats are nuts, vegetable oils and many fish.
6. Because it contains 'bad' fats.

Over to you S1.1

- Ask Ss the questions in the box and initiate a short discussion.

KEY*suggested answers***Do you have a healthy diet?**

Yes, I do. I eat lots of fruit and vegetables every day. / No, I don't. I eat chocolate every day. Also, I always drink fizzy drinks after lunch.

What healthy food do you like/hate?

I like fresh fruit, especially strawberries, but I hate bananas.

How often do you eat fast food?

I don't often eat fast food. I never eat crisps or packaged food. I have a burger and some chocolate once a week when I go out with my friends.

What other kinds of junk food do you eat? How often?

I like pizza. Every Saturday my family and I order a large pizza.

What snacks do you consider healthy/unhealthy? Why?

I think that nuts are a healthy snack because they give you energy and they don't have much sugar in them. However, crisps are unhealthy because they have got a lot of fats and salt.

3. Grammar

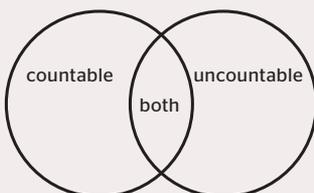
A

- Briefly revise countable and uncountable nouns.
- Write the following nouns on the board: *tomato, sugar, meat, bean, tea, book, glass, milk, information* and ask Ss to tell you which are countable and which are uncountable, and write C for countable and U for uncountable. Alternatively, draw two columns with the headings *Countable / Uncountable* and write Ss' answers under the corresponding heading. Ask Ss to write the countable nouns in plural. This will challenge **higher-performing Ss** (**countable**: *tomatoes, beans, books, glasses* - **uncountable**: *sugar, meat, tea, milk, information*).
- Ask Ss to read through the dialogues in the box and draw their attention to the words/phrases in blue.
- Explain to Ss that they have to complete the table with each of the words/phrases in blue.
- Have Ss do the activity.
- Check the answers with the class.

KEY

plural countable nouns: many, a few
uncountable nouns: How much, much, a little
uncountable and plural countable nouns: a lot of, lots of

- Point out to Ss that we use *How much...?* to ask about the amount of something, while we use *How many...?* to ask about the number of something.
- Point out to Ss that *much* is used with singular uncountable nouns and *many* with countable plural nouns. Also, explain to them that in everyday language *much* and *many* are usually used in questions and in negative sentences, while a *lot of* and *lots of* are usually used in affirmative sentences.
- Remind Ss that while some nouns like *water, tea*, etc. are uncountable (*How much water...?*) they can be counted when used with quantity nouns such as *bottle/glass/cup of* (e.g. *two glasses of water*).
- Explain to Ss that *a little* and *a few* have a positive meaning. They mean *some but not much/many*.
- Make a **Venn Diagram** on the board labelling the circle on the left *countable* and the circle on the right *uncountable*. Ask Ss to copy it in their notebooks and put the following words/phrases in the correct circle: *How much... ? / How many... ? / Much / Many / A lot of / Lots of / A few / A little*.
- Explain that in the inner circle they should write the words that can be used both with countable and uncountable nouns.



- Point out to Ss that we can also use *How much... ?* to ask about the price of something.

- Ask Ss to underline all the relevant examples in the text. (*Many people think chocolate is unhealthy ... / It contains many vitamins ... / How much chocolate can a person eat? / Well, eating a little chocolate is OK ... / ...it still contains lots of sugar and fat ... / You can find good fats in nuts, vegetable oils and many fish. / Eating a few biscuits or some chips ...*)
- Refer Ss to the Grammar Reference.

B

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. How much 2. much 3. a lot of 4. lots of
 5. Many 6. a little

4. Listen L2.3

- Draw Ss' attention to the questions in the rubric and initiate a short discussion.
- Have Ss read the sentences a-f and make sure they understand everything.
- Explain to Ss that they will listen to the instructions of a recipe and they will have to put the instructions (a-f) in the correct order (1-6).
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

a. 2 b. 3 c. 1 d. 6 e. 5 f. 4

5. Research, Write & Present

A

- Draw Ss' attention to the question in the rubric and initiate a short discussion.
- Ask Ss to think of a healthy snack that is popular among teenagers in their country.
- Ask Ss to read through the questions and check their understanding.
- Allow Ss to work in pairs. This will help **lower-performing Ss**.
- Allow Ss some time to search the Internet to find information. Have Ss do the activity in class and go round the class providing support when necessary.

B

- Have Ss find pictures of the snack they chose in Activity A.
- Ask Ss to make a poster and write a few sentences about it using the information they found in Activity A. Encourage Ss to draw this snack or find pictures of it on the Internet.
- Refer Ss to the *Project Skills* section at the back of the Student's Book and explain to them the steps they have to follow to make their poster.
- Allow Ss some time to do the activity in class and go round the class providing support when necessary.

C S5.1

- Allow Ss some time to check their sentences.
- Ask them to present their work in class.

OPTIONAL ACTIVITY

Group Survey

- Explain to Ss that they are going to do a survey to find the most popular snack in class.
- Get Ss to do this activity in groups and ask each other about their favourite snack.
- Have one student from each group present their answers and write them on the board.
- The snack that most of the Ss in the class prefer is the most popular one.

C Read again and answer the questions.

1. Why do people think chocolate isn't healthy?
2. Which type of chocolate is good for you?
3. Why does chocolate help keep your bones healthy?
4. Why shouldn't you eat a lot of chocolate?
5. What kinds of food contain 'good' fats?
6. Why should you avoid junk food?



Over to you...

Discuss.

- Do you have a healthy diet?
- What healthy food do you like/hate?
- How often do you eat fast food?
- What other kinds of junk food do you eat? How often?
- What snacks do you consider healthy/unhealthy? Why?

3. Grammar

How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little → p. 117

A Read the dialogues. Look at the words in blue and complete the table.

- **A:** **How much** money have you got?
B: I don't have **much** money with me, but I can lend you some if you want.
- **A:** **How many** apples do we need for the cake?
B: We don't need **many** apples. Just two.
- **A:** I'd like **a little** sugar in my tea, please.
B: Here you are. You can have **a few** biscuits with it too.
A: Thank you! I love biscuits. I eat **a lot of / lots of** biscuits.
B: I think you shouldn't. **A lot of / Lots of** sugar is bad for you.

plural countable nouns	uncountable nouns	uncountable and plural countable nouns
<i>How many</i>		

B Circle the correct options.

1. **How much / How many** sugar do you want in your tea?
2. We haven't got **many / much** time. We have to finish now.
3. I can't go out because I've got **a lot of / lots** homework.
4. If you look on the Internet, you will find **many / lots of** information about vitamins.
5. **Many / Much** people think coffee is bad for you.
6. I'm painting my bedroom and I need **a few / a little** help. What do you say?

4. Listen

What's your favourite dish?
Can you describe what's in it?
Do you know how to cook it?

Listen to a recipe and put the instructions (a-f) in the correct order (1-6). Then check your answers with a partner.

- a. Add a lot of water.
- b. Add the beans.
- c. Cut the meat into small pieces and put it in a saucepan.
- d. Add some salt and pepper.
- e. Add a little water again.
- f. Add the carrots, potatoes and red peppers in small pieces.

5. Research, Write & Present

A What are some healthy snacks teenagers eat in your country? Choose one and find information about some of the following:

- What's the name of the snack?
- What's in it?
- Why is it good for you? Does it have vitamins, minerals, etc.?
- How often should you eat it?
- How many calories does it have?

B Make a poster. Write a few sentences about the snack you have chosen. Find pictures of the snack, too.

C Present your poster to the class.

1. Vocabulary

A Match the pictures with the clothes/accessories. Then listen and check your answers.



B Listen and repeat.

Prices/Money

£6.75 = six pounds and seventy-five pence

€49.99 = forty-nine euros and ninety-nine cents

\$183.50 = one hundred and eighty-three dollars and fifty cents

QAR 235.50 = two hundred and thirty-five riyals and fifty dirhams

Remember, you can also say:

£6.75 = six pounds, seventy-five **OR** six, seventy-five

C Who says the following, a customer or a shop assistant? Write **C** for Customer or **S** for Shop assistant. Then listen and check your answers.

1. Where are the fitting rooms?
2. That's €49 altogether. Would you like to pay in cash or by credit card?
3. I'm afraid we haven't got it in blue.
4. Does it fit you?
5. How much does it cost?
6. What size do you wear?
7. I prefer the blue one.
8. Here's your change and receipt.
9. I'll take it.
10. All items are half price.
11. I'd like to try this on.
12. Where's the till?

2. Listen (1)

Listen to a dialogue between two girls at a clothes shop. What is Cindy going to buy? Choose the correct picture, **a**, **b**, **c** or **d**. Then check your answers with a partner.



NOTE

a pair of + sandals, boots, trousers, shorts, leggings, gloves, earrings, etc.

- shorts
- earrings
- boots
- abaya
- leggings
- sandals
- trousers
- top
- gloves
- shirt
- skirt
- tracksuit
- jumper
- thobe

3. Grammar

One/Ones → p. 117

A Read the examples. Then complete the rules with **one** or **ones**.

1. I've got lots of boots, but these black **ones** are my favourite.
2. I like these dresses. Can I try on the blue **one**?

- We use _____ when we don't want to repeat a singular countable noun.
- We use _____ when we don't want to repeat a plural countable noun.

B Read the extract below from the dialogue in 2. Listen (1). Cindy has used the word **ones** to avoid repeating something. What does this word refer to?

Cindy: *The skirt is really nice, but I don't like the pink leggings. I'd like to try on the purple **ones**. Where are the fitting rooms?*

C Complete the sentences with **one** or **ones**.

1. **A:** Which earrings should I buy?
B: What about these _____?
2. Can you see the two boys over there?
The _____ on the right is my brother.
3. **A:** Which is your umbrella?
B: The _____ with the flowers.
4. I don't like those brown sandals. I prefer the _____ next to them.

LEARNING STANDARDS

SB: L2.1, S1.1

WB: R2.1

FUNCTIONS

Identifying and describing clothes and accessories

Talking about prices

Talking about sizes

Buying and selling

STRUCTURES

One/Ones

Possessive Pronouns

VOCABULARY

a pair of customer extra small/large fitting room shop assistant try sth on

Clothes and accessories

abaya boots earrings gloves jumper

leggings sandals shirt shorts skirt

thobe top tracksuit trousers

Words/Phrases related to money/prices

cent change (n.) dirham dollar euro half price

pay by credit card pay in cash penny - pence

pound receipt riyal till (n.)

Phrases / Expressions

How much does it cost? I'll take it.

That's £... altogether. What size do you wear?

1. Vocabulary

A

- Ask Ss to look at the words and the items of clothing or accessories they refer to.
- Have Ss match the pictures 1-14 with the clothes/accessories.
- Play the recording and have Ss check their answers.
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.

KEY

shorts **2** earrings **4** boots **14** abaya **9**
leggings **3** sandals **5** trousers **6** top **8**
gloves **1** shirt **7** skirt **11** tracksuit **12**
jumper **13** thobe **10**

- Remind Ss that the words *trousers*, *shorts*, *leggings*, *boots*, etc. are always used in plural because they are made up of two parts that go together.
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to come up with more clothes/accessories they know of and write their answers on the board (*T-shirt*, *socks*, *shoes*, *trainers*, *necklace*, *hat*).

B

- Play the recording and pause so that Ss can repeat the prices they hear.
- Explain to Ss how prices are read in English.
- Ask Ss to tell you where *pounds/pence*, *euros/cents*, *dollars/cents* and *riyals/dirhams* are used.

Background information

Dollars/cents are used in the USA.

Pounds/pence are used in the UK. Pence is the plural of *penny*.

Euros/cents are used in the countries of the European Monetary Union.

Riyals/dirhams are used in Qatar.

Canadian dollars/cents are used in Canada.

Australian dollars/cents are used in Australia.

- Draw Ss' attention to the sizes. Explain them to Ss and ask them: *What size are you?*
- Elicit answers (*I'm a ...*).

C

- Draw Ss' attention to the activity and have them read through the sentences 1-12.
- Write the words *customer* and *shop assistant* on the board. Help Ss understand the meaning of these words by pretending you are a customer in a shop and then the shop assistant. Ask Ss to tell you if they understand what the words mean. Elicit answers.
- Have Ss do the activity and encourage them to deduce the meaning of any unknown words from the context / whole sentence.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

1. C 2. S 3. S 4. S 5. C 6. S 7. C
8. S 9. C 10. S 11. C 12. C

2. Listen (1) L2.1

- Draw Ss' attention to the pictures and explain to Ss what they have to do.
- Ask them to find the differences in the three pictures and note down the key words (*picture a - jean skirt, pink leggings / picture b - jean skirt, purple leggings, green and grey top / picture c - jean skirt, purple leggings / picture d - pink leggings, jean skirt, green and grey top*). This will help **lower-performing Ss**.
- Ask Ss to look at the pictures again and ask them what item is in all three pictures, so Cindy is definitely going to buy it (*a jean skirt*).
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class and have Ss justify their answer.

KEY

c

3. Grammar

One/Ones

A

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Explain to Ss that they have to read the sentences 1-2 carefully and complete the rules.
- Have Ss do the activity.
- Check the answers with the class.

KEY

one, ones

- Ask Ss which word the pronoun *ones* refer to (*boots*) and have them underline it.
- Ask Ss which word the pronoun *one* refers to (*dresses*) and have them underline it.
- Ask Ss to tell you when the pronouns *one/ones* are used.
- Elicit the answer that *one/ones* are used when we don't want to repeat a countable noun (either in singular or plural form respectively) that has already been mentioned.
- Refer Ss to the Grammar Reference.

B

- Draw Ss' attention to the extract and have Ss read it through.
- Ask Ss to tell you if the word that has been replaced by the pronoun *ones* is before or after the pronoun.
- Elicit the answer that it is before because the pronoun *ones* is a substitute for this noun.
- Have Ss do the activity.
- Check the answers with the class.

KEY

leggings

C

- Have Ss do the activity.
- Encourage Ss to underline the countable nouns that the pronouns *one* and *ones* refer to.

This will help **lower-performing Ss** do the activity.

- Check the answers with the class.

KEY 1. ones 2. one 3. one 4. ones

4. Grammar

Possessive Pronouns

A

- Ask Ss to read through the dialogue and draw their attention to the words in blue.
- Explain to Ss that they have to read the dialogue carefully and complete the rules about the use of *Possessive adjectives* and *Possessive pronouns*.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- **Possessive adjectives** always go before nouns.
- **Possessive pronouns** replace *possessive adjectives + noun* so they are never followed by nouns.

- Ask Ss to tell you when they think *possessive adjectives* are used.
- Elicit the answer that they are used before nouns, without articles, to show possession.
- Ask Ss to tell you which of the words in blue are possessive adjectives (*your, My, my*).
- Draw Ss' attention to the words *mine* and *hers*.
- Point out to Ss that they are *possessive pronouns*.
- Ask Ss to tell you when *possessive pronouns* are used.
- Elicit the answer that they are used instead of a *possessive adjective + noun* and they are never followed by nouns.
- Point out the relation between *possessive adjectives* and *possessive pronouns* to Ss, e.g. *my - mine, your - yours*, etc.
- Write the possessive pronoun *its* on the board and *it's*. Explain to Ss that 's is not used with the *possessive pronoun*. *It's* means 'it is'.
- Refer Ss to the Grammar Reference.

B

- Direct Ss' attention to the table and have them complete it with the words in the box.
- Check the answers with the class.

KEY

Possessive adjectives: your, our, their
Possessive pronouns: mine, his, hers, yours

C

- Ask Ss to read through the extract from the dialogue in 2. Listen (1) in the box and draw their attention to the word in blue.
- Ask Ss which of the words in the extract the word *mine* has replaced.
- Have Ss do the activity.
- Have Ss check their answers in pairs and justify their answer.
- Check the answers with the class.

KEY mine = my top

D

- Have Ss do the activity.
- Check the answers with the class.

KEY 1. yours, your 2. hers, her 3. Our, their

5. Listen (2)

A L2.1

- Draw Ss' attention to the questions in the rubric and initiate a short discussion. Have Ss look at the pictures and ask them where these people are. (*They're in a department store.*)
- Have Ss describe the pictures. Remind Ss that when we describe a picture we use the Present Progressive. Say the following to help Ss: *A man is trying on some clothes.*
- Explain to Ss that they will listen to three short dialogues and that they will have to match the dialogues 1-3 to the pairs of people A-D. Point out that there is one extra picture.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

Dialogue 1: A

Dialogue 2: D

Dialogue 3: C

B L2.1

- Ask Ss to read through questions 1-3 and the corresponding answers.
- Play the recording and have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions. Write the questions on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

KEY

Dialogue 1: c Dialogue 2: a Dialogue 3: b

6. Speak S1.1

- Ask Ss to go to the *Speaking Activities* section on pages 113-114. (*Student A and Student B are on different pages.*)
- Divide Ss into pairs and allocate roles.
- Ask Ss to look at the pictures and read through the phrases in the boxes and check their understanding.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY

suggested answer

A: Excuse me, I'd like to try on these sandals.

B: Which ones?

A: The black ones.

B: What size do you wear?

A: I wear a size eight.

B: OK. Here you are. Do they fit you?

A: I think they fit me very well. How much are they?

B: They cost £36.

A: Great! I'll take them.

B: Would you like to pay in cash or by credit card?

A: In cash, please.

B: OK. Here's your receipt.

A: Thank you.

4. Grammar

Possessive Pronouns

→ p. 118

A Read the dialogue. What do you notice about the use of **Possessive adjectives** and **Possessive pronouns**? Complete the rules.

A: Are these **your** gloves?
B: No, these gloves aren't **mine**.
My gloves are in **my** bag.
 Fatima was here earlier, so they may be **hers**.

- always go before nouns.
- replace *possessive adjectives + noun*, so they are never followed by nouns.

B Complete the table with the words in the box.

hers our your mine
 their yours his

Possessive adjectives	Possessive pronouns
my	
	yours
his	
her	
its	-
	ours
your	
	theirs

C Read the extract below from the dialogue in 2. Listen (1). Kate has used the word **mine** to avoid repeating something. What other words could she use instead?

Kate: No problem, Cindy. You don't have to buy a top. You can borrow **mine**.

D Circle the correct options.

- These headphones aren't **your / yours**. Why are they in **your / yours** room?
- A:** Whose DVDs are these? Kelly's?
B: No, they aren't **her / hers**. They're **her / hers** brother's.
- Our / Ours** new neighbours are very friendly and **their / theirs** house is fantastic.

5. Listen (2)

A 🎧 How often do you go shopping? What do you usually buy when you go shopping? Do you prefer department stores or smaller shops? Why?

🔊 Listen to three short dialogues and match the dialogues 1-3 to the pairs of people A-D in the pictures. There is one extra pair of people. Then check your answers with a partner.

Dialogue 1

Dialogue 2

Dialogue 3



B 🎧 🔊 Listen again and answer the questions. Choose **a, b, c** or **d**. Then check your answers with a partner.

Dialogue 1

What is the woman going to try on?

- grey boots in a size seven
- black boots in a size eight
- grey boots in a size eight
- brown boots in a size eight

Dialogue 2

What has the man already tried on?

- a white shirt in a medium size
- a blue shirt in a medium size
- a white shirt in a large size
- a blue shirt in a large size

Dialogue 3

How much does the woman pay for the earrings?

- £5
- £12
- £17
- £24

6. Speak

🗣️ ROLE PLAY

Go to the Speaking Activities section on pages 113-114.

1. Listen

A Discuss.

- What kind of problems do people your age usually have?
- Who do they usually have problems with?

friends classmates teachers
family neighbours teammates

- Who do you ask for advice? Why?
- Do you always follow their advice? Why?
- Does their advice usually help?

B Read Steve's problem. What should he do?



I've got a problem and I don't know what to do. Yesterday I needed a tablet. I couldn't find mine, so I took my brother's. However, I dropped it on the floor, and now it isn't working. I'm in trouble! I'd like to fix it, but I haven't got enough money. I haven't told my brother yet. He's going to be so upset when he finds out! What should I do? Do I have to tell him that I broke it?

C Listen to two of Steve's friends giving him advice and choose the correct answer a, b or c. Then check your answers with a partner.

Jake

- You should give him your tablet.
- You shouldn't tell your brother what happened.
- You should promise that you won't take his things again without asking.

Fred

- You shouldn't tell your parents.
- You should ask your parents for help.
- You should save up money to give to your brother.

2. Speak

A Listen to the phrases in the tables and repeat them.

ASKING FOR ADVICE	GIVING ADVICE
Stating a problem	Encouraging
I've got a problem with my brother. The problem is that he's very messy.	Don't worry. / Calm down. / Cheer up. Everything will be (just) fine. It's going to be all right. I hope everything goes well.
Describing how you feel	Giving advice
I feel down/terrible/helpless, etc. I'm very/so/really upset/scared/confused/lonely, etc. I'm in trouble. I don't know what to do.	I think you should talk to him. You shouldn't lie. Perhaps you should explain how you feel. You can/could ask your parents for help.
Asking for advice	
I need your advice. What should I do? Can you please help me? Please tell me what to do.	
EXPRESSING RULES AND OBLIGATIONS	
Do I have to tell my brother that I broke his tablet? You have to be careful with your brother's things every time you borrow them. You must ask for your brother's permission before you borrow his things.	

B ROLE PLAY

Talk in pairs.

Student A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice.

You are tired all the time, and the school exams are in a week.

Your brother/sister and you fight because your favourite TV programmes are on at the same time and you have to share the TV.

Your parents don't let you invite friends to your house because you may make a lot of noise.

You moved to another town and had to change schools. You don't know anyone and you don't make friends easily.

Student B

Listen to Student A's problem and give him/her advice.

*The problem is that...
I feel... What should I do? Do I have to...?*

*Don't worry. Perhaps you should...
You must/mustn't / have to/don't have to...*

LEARNING STANDARDS

SB: R2.1, L2.1, S1.1, S2.3, W1.6, W2.2, W2.3

FUNCTIONS

Talking about teen problems
 Expressing emotions
 Asking for and giving advice
 Expressing rules and obligations

VOCABULARY

a little (bit) advice be in trouble calm down
 cheer up drop (v.) explain feel down fight (v.)
 find out let (= allow) lie lonely quite
 save up (money) teammate upset

Phrases / Expressions

First of all,... I hope everything goes well.
 It's going to be all right. It's not fair!

1. Listen

A S1.1

- Draw a mind map on the board and write the phrase *teen problems* in the circle.
- Check Ss' understanding and encourage them to come up with as many ideas related to this topic as possible.
- Draw Ss' attention to the first two questions.
- Elicit answers and initiate a short discussion.
- Have Ss read through the questions and the words in the box. Encourage them to refer to specific incidents, as well. This will challenge **higher-performing Ss**.
- Ask Ss the rest of the questions and elicit answers.

KEY

suggested answers

Questions 1-2

Possible problems:

Family: disagreement with brother or sister
 Friends: disagreement about different issues/
 topics/possessions
 School: - too much homework
 - not doing well in certain subjects

Question 3

I usually ask my parents for advice because they are older than me and they can find solutions for everything.

Question 4

I always follow their advice because they are wise.

Question 5

I think that their advice is always very helpful.

- You can also ask Ss:
When was the last time you asked for advice?
When was the last time you advised a friend about a problem?
- Elicit answers and initiate a short discussion.

B S2.3

- Draw Ss' attention to the activity and have them read through Steve's problem.
- Make sure they understand everything and ask them the question in the rubric.
- Allow Ss some time to think of the best possible advice for Steve. You can have Ss work in pairs and exchange opinions.
- Explain to Ss that they should be ready to justify their answer and say why they haven't chosen the other option.
- Elicit answers and initiate a short discussion.

KEY

suggested answer

I think Steve should tell his brother the truth.
 I'm sure he'll understand and he won't be upset.

C L2.1

- Explain to Ss that Jake and Fred are Steve's friends.
- Have Ss read through the sentences and check their understanding.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions (e.g. *What kind of advice does Jake/Fred give to Steve?*). Write the questions on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one incorrect option.
- Check the answers with the class.

KEY

Jake: c
Fred: b

2. Speak

A

- Draw Ss' attention to the table.
- Play the recording and ask Ss to follow in their books and repeat the phrases for asking for and giving advice.
- Explain any unknown words.
- Explain to Ss that when we ask for advice we have to state the problem, say how we feel and then ask for advice. When we give advice to someone we should always try to encourage him/her and offer some useful advice.

B S2.3

- Draw Ss' attention to the role play.
- Have Ss work in pairs and allocate roles.
- Ask Ss to read through the situations and the speech bubble. Make sure they understand everything.
- Encourage Ss to use as many phrases as possible from the table in Activity A. You can have them tick the phrases they want to use. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.
- Then ask Ss to swap roles.

KEY

suggested answers

A: The problem is that I am tired all the time, and the school exams are in a week. Please tell me what to do.

B: Don't worry. Perhaps you should sleep more. Try not to stay up late playing computer games. Also, you could change your diet. Eating lots of fruit and vegetables can give you lots of energy.

A: The problem is that my brother and I fight because our favourite TV programmes are on at the same time and we have to share the TV. What should I do?

OPTIONAL ACTIVITY

- Have Ss find the phrases Peter uses to express how he feels (*I feel so upset...*, *I feel so lonely...*, *I'm a bit confused.*).
- Have Ss find the phrases Tom uses to encourage Peter (*I hope everything goes well.*).

B: Perhaps you should try to watch the same TV programme. You mustn't fight all the time about that. You can also decide on which days each of you could watch his favourite TV programme. It's more fair this way.

A: The problem is that my parents don't let me invite friends to our house because we may make a lot of noise. I feel that it isn't fair. What should I do?

B: Don't worry. You must explain to your parents that they should trust you. You can also tell them that you will ask your friends not to make noise when they visit you.

A: The problem is that I moved to another town and I had to change schools. I don't know anyone and I don't make friends easily. I feel lonely. What should I do?

B: You could try to join a club, for example a sports club. This way you can meet people who have the same hobbies as you. Don't worry. You'll make some friends soon. It's just a matter of time.

3. Write

A R2.1

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (*an email*).
- Draw Ss' attention to the picture and ask them to tell you what they can see (*a boy*).
- Explain to Ss that this boy is sending the email they're going to read. Ask them what they think his email is going to be about (*a problem he's got*).
- Ask Ss to read through the emails and make sure they haven't got any unknown words.
- Ask Ss to read through questions 1-5 and allow them some time to do the activity.
- Check the answers with the class.

KEY

1. He doesn't have time to see his friends because he is in a basketball team and he has to practise a lot.
2. You see I have to practise ... / ... I have to do my homework ...
3. What should I do?
4. ... you should explain ... / You shouldn't leave ... / ... you should spend ...
5. You must also tell ... / ... do you always have to play ... / You mustn't forget ...

- Ask Ss some comprehension questions:

What does Peter do at the weekend? He relaxes and plays computer games.

Why are his friends upset? Because they think that he's avoiding them.

What is Tom's advice? He advises Peter to explain to his friends that he likes hanging out with them. Should Peter leave the team? No, he shouldn't.

What else should Peter do? He should spend some time with his friends and he shouldn't play computer games at the weekend.

- Explain any unknown words in the texts.

B

- Write the following on the board: *I'm confused.* / *I'm really confused.*
- Ask Ss to tell you which sentence has a stronger meaning. Elicit the answer *I'm really confused.*
- Draw Ss' attention to the note and explain that *intensifiers* are used to strengthen the meaning of adjectives and emphasise what we want to say.
- Point out that in order to sound more natural Ss should use the appropriate intonation along with the intensifiers.
- Write some adjectives on the board and have Ss practise using different intensifiers each time.
- Explain to Ss that they have to find examples of intensifiers in the emails. Point out that there are seven intensifiers.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Peter:

I have a **really** big problem ... / ... my coach says that I'm **really** good.

I was **very** happy ...

I feel **so** upset ... / I feel **so** lonely without them ...

I'm **a bit** confused!

Tom:

You have a **very** busy schedule ...

- Ask Ss to rephrase these sentences using other intensifiers e.g. *I have a very big problem...*, *I was so happy...*, etc.

C W1.6 , W2.2 , W2.3

- Draw Ss' attention to the rubric and make sure they understand what they have to write about.
- Explain to them that they have to read the email and think of some useful advice to the problem their friend who is sending the email has.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook page 102 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 103 and complete the writing plan before they start writing the task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their emails and go round the class providing support when necessary.
- Choose several Ss to read out their emails.

7

Round-up

1. Vocabulary

A Match.

1. leading
2. shop
3. stomach
4. credit
5. junk
6. sore

- | |
|---|
| <p>a. ache</p> <p>b. throat</p> <p>c. assistant</p> <p>d. card</p> <p>e. food</p> <p>f. actor</p> |
|---|

Score: / 6

B Complete with the words in the box.

useful feel down harmful charities
customers fight trouble pair

1. Our class is raising money for local
2. Thank you for your advice. It was very
3. Throwing rubbish in the streets is to the environment.
4. My brother and I hang out together a lot, but we sometimes, too.
5. I didn't do my homework, and now I'm in
6. Most of the of this shop are teenagers.
7. I because my friend isn't talking to me.
8. I need a of gloves for my trip to Canada.

Score: / 8

2. Grammar

C Use **should** or **shouldn't** and the prompts in brackets to complete the sentences.

1. Karim's got earache. He (stay / bed).
2. Afaf has a test tomorrow. She (go / bed / late).
3. This shirt doesn't fit you. You (try on / medium).
4. Sahar has got a bad cough. She (drink / cold water).
5. Fred wants to buy a tablet. He (save up / money).

Score: / 5

D Circle the correct options.

1. Can you put **a few / a little** lettuce in my sandwich?
2. These earrings aren't **my / mine**. They may be Jenny's.
3. There isn't **much / many** honey left.

4. All of these paintings are nice, but the **ones / one** on the right is my favourite.
5. This organisation helps **lots of / a lot** people in need.
6. I don't like these sandals. I'd like to try on the black **ones / one** over there.
7. I often hang out with **a few / a little** of my teammates after football practice.
8. These are my gloves, not Nancy's. **Her / Hers** are over there, on the table.
9. There aren't **many / much** recycling bins in our neighbourhood.
10. **How many / How much** orange juice do you drink every day?

Score: / 10

E Complete the sentences with **too** or **enough** and the adjectives in brackets.

1. I can't buy this tracksuit. It's (expensive).
2. We won't take the tram because it isn't (fast).
3. She doesn't go to the shopping centre at the weekend, because it's (crowded).
4. These trousers don't fit me. They're (small).
5. I don't want to go swimming. It isn't (warm).

Score: / 5

3. Communication

F Match.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I'd like to try this on. <input type="radio"/> 2. I think I'll have some fast food. <input type="radio"/> 3. I think I've got a fever. <input type="radio"/> 4. Here's €50. <input type="radio"/> 5. How much does it cost? <input type="radio"/> 6. What's the matter? <input type="radio"/> | <ol style="list-style-type: none"> a. I think you should avoid it. b. It's £11. c. And here's your change and receipt. d. I've got the flu. e. Make sure you drink lots of water. f. The fitting room is over there. |
|---|--|

Score: / 6

Total score: / 40

Now I can...

- talk about health problems
- form adjectives from nouns
- talk about my eating habits
- ask and answer about quantity
- understand and use a range of expressions/phrases related to shopping
- express possession
- ask for and give advice
- write an email talking about rules and obligations and giving advice

LEARNING STANDARDS

WB: R2.1, L1.1, L2.1

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

1. Vocabulary

A

KEY

1. f 2. c 3. a 4. d 5. e 6. b

B

KEY

1. charities	5. trouble
2. useful	6. customers
3. harmful	7. feel down
4. fight	8. pair

2. Grammar

C

KEY

1. should stay in bed
2. shouldn't go to bed late
3. should try it on in a medium
4. shouldn't drink cold water
5. should save up money

D

KEY

1. a little	6. ones
2. mine	7. a few
3. much	8. Hers
4. one	9. many
5. lots of	10. How much

E

KEY

1. too expensive	4. too small
2. fast enough	5. warm enough
3. too crowded	

3. Communication

F

KEY

1. f 2. a 3. e 4. c 5. b 6. d

Now I can

- Draw Ss' attention to the points and get them to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

8 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R2.1	Creative and critical thinking	8a, 2. Read B, p. 100
R1.1	Communication	
R2.1	Creative and critical thinking	8a, 2. Read C, p. 101
S1.2	Creative and critical thinking	8a, 2. Read - Over to you..., p. 101
R2.1	Creative and critical thinking	8b, 1. Read B, p. 102
R1.1	Communication	8b, 1. Read C, p. 102
R2.1	Creative and critical thinking	8b, 1. Read D, p. 102
S1.1	Communication	8b, 1. Read - Over to you..., p. 102
R4.1	Problem-solving	8b, 1. Read E, p. 103
R4.2	Problem-solving	
S5.1	Communication	8b, 4. Research, Write & Present C, p. 103
R2.1	Creative and critical thinking	8c, 2. Read C, p. 105
S1.1	Communication	8c, 2. Read - Over to you..., p. 105
L2.1	Cooperation and participation	8c, 4. Speak & Listen B, p. 105
L1.1	Cooperation and participation	8d, 2. Listen (1), p. 106
L1.1	Cooperation and participation	8d, 5. Listen (2) A, p. 107
L2.1	Cooperation and participation	8d, 5. Listen (2) B, p. 107
L2.1	Cooperation and participation	8d, 5. Listen (2) C, p. 107
S1.1	Communication	8d, 5. Listen (2) - Over to you..., p. 107
S1.2	Creative and critical thinking	8d, 6. Speak, p. 107
S1.1	Communication	8e, 2. Read & Listen A, p. 108
L2.2	Communication	8e, 2. Read & Listen C, p. 108
S1.1	Communication	8e, 3. Speak B, p. 108
R2.1	Creative and critical thinking	8e, 4. Write A, p. 109
W1.2	Communication	8e, 4. Write C, p. 109
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
W3.2	Creative and critical thinking	8e, (4. Write) TIP!, p. 109
S1.1	Communication	Culture Page 4, A, p. 111
R2.1	Creative and critical thinking	Culture Page 4, B, p. 111
R4.1	Problem-solving	Culture Page 4, C, p. 111
R4.2	Problem-solving	
R2.1	Creative and critical thinking	Culture Page 4, D, p. 111
S1.1	Communication	Culture Page 4, Over to you..., p. 111
W1.1	Communication	Culture Page 4, Project, p. 111
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
WORKBOOK		
L2.1	Cooperation and participation	8c, Activity E, p. 113
R2.1	Creative and critical thinking	8d, Activity E, p. 115
R2.1	Creative and critical thinking	Round-up 8, Activity H, p. 121
R2.1	Creative and critical thinking	Round-up 8, Activity I, p. 121
L2.1	Cooperation and participation	Round-up 8, Activity J, p. 121
L1.1	Cooperation and participation	Round-up 8, Activity K, p. 121

When students complete this module, they will be able to:

8a

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- explain independently basic opinions (S1.2)

8b

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- narrate with a little support basic stories, events and experiences (S5.1)

8c

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

8d

- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- explain independently basic opinions (S1.2)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB

8e

- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify independently simple suggestions and opinions in longer simple texts (L2.2)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- explain independently basic opinions at paragraph level (W1.2)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)
- plan, and draft a short, simple text of two paragraphs or more with support and modify the draft in response to feedback (W3.2)

Round-up 8

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB
- follow and identify with a little support the main ideas in longer simple texts (L1.1) WB

Culture Page 4

- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- communicate with a little support more detailed personal information about themselves or others in a simple paragraph (W1.1)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

8 ACTION!

VOCABULARY

camel riding bungee jumping go-kart racing
horse riding skydiving

- Draw Ss' attention to the title of the module and ask them to tell you if it reminds them of something.
- Ask Ss to tell you words/phrases/ideas associated with the word *action* and draw a mind map to organise Ss' ideas. Write the word *action* in the centre and ask Ss to come up with as many phrases/ideas as possible.
- Have Ss look at the pictures and the words/phrases accompanying them and help them deduce the meaning of unknown words by relating them to the content of the corresponding pictures.
- Draw Ss' attention to the first question in the *Discuss* section.
- Elicit answers. You can do a class survey and find out the most/least exciting activity according to Ss' answers.
- Ask Ss the second question. Have them justify their answer. This will challenge **higher-performing Ss**.

KEY

suggested answers

Look at the pictures. In your opinion, how much action is involved in these activities? Rate them starting from 1 (the least) to 6 (the most).

roller coaster ride **1** go-kart racing **2**
horse riding **3** camel riding **4** bungee jumping **5**
skydiving **6**

Have you ever tried any of these activities? If yes, what did you think of them? If no, which one would you like to try?

I've tried camel riding. It was an exciting activity. I had a great time and I want to do it again. /

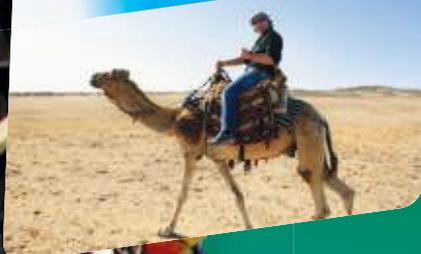
I've never tried any of these activities, but I would like to try skydiving. I think it feels like flying! It would be thrilling.

- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

8 ACTION!

roller coaster ride

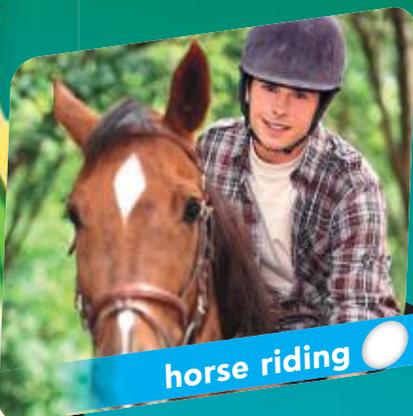
camel riding



bungee jumping



horse riding



skydiving

go-kart racing



Discuss:

- Look at the pictures. In your opinion, how much action is involved in these activities? Rate them starting from 1 (the least) to 6 (the most).
- Have you ever tried any of these activities? If yes, what did you think of them? If no, which one would you like to try?

In this module you will learn...

- to talk about sports, fitness and sporting events
- to describe your feelings
- to define people, places and things by using relative pronouns and adverbs
- to talk about animals and their habits
- to express agreement/disagreement
- to give your opinion when discussing films
- to write a description of a film

2. Read

A Would you like to be a reporter? Why? / Why not? Have you ever helped somebody who was in a difficult or dangerous situation? What exactly happened? What did you do?

B • Look at the comic strip and read it out in groups. Why did the reporter interview the boys?

• Read again and choose the best title (a, b, c or d) for the comic strip.

1. Vocabulary

Match the words in bold with their meanings a-g. Then listen and check your answers.

1. It rained, so we didn't go hiking. We were very **disappointed**.
2. I'm always a little **nervous** before tests because I'm afraid I won't do well.
3. My sister is **terrified** of spiders. Every time she sees one, she screams.
4. My father was working all day and came home **exhausted**.
5. I was **annoyed** when Rob borrowed my tablet again without asking.
6. Pete won the science competition and his parents were very **proud** of him.
7. The coach is **confident** that the team will win the next game.

- a. very tired
- b. upset because things haven't happened the way you expected
- c. pleased about something you or someone else has done
- d. worried about something
- e. feeling a bit angry
- f. very scared
- g. feeling sure about something

a THE REPORTER

b THE GO-KART RACE

c HANGING FROM THE ROOF

d EVERYDAY ACTION HEROES

1 At the go-kart track...

Terry Hey, Steve! Did you see how fast I was going?

Steve Yeah, yeah. Look, we've been here for ages! All you do is go go-kart racing lately. Let's go to a place where we can sit down and relax a bit. What about the park?

Terry I can't. Do you see the man who's standing over there? He's a reporter. What if he wants to interview me? I have to stay. You know how much I want to be on TV.

Steve Sure, Terry. Whatever. I'm leaving.



2



The next day...

Steve So, did the reporter interview you yesterday?

Terry No, he didn't. I don't get it. I'm the best go-kart driver in town. I think people should know.

Steve Look, I think...

3



4



Mr Harper Hey, boys. Can you help me? I can't hold on for long!

Terry What should we do? He's going to fall. I can't look.

Steve Stop it, Terry. Call 999. I'll get the ladder that's next to the shed... Oh no, it's too short!

Terry What are we going to do? He's going to fall!

Steve I know! Let's put it on that table over there. Quick!

LEARNING STANDARDS**SB:** R1.1, R2.1, S1.2**FUNCTIONS**

Expressing feelings

STRUCTURES

Relative Pronouns: who/which/that

Relative Adverb: where

VOCABULARYfor ages hang from sth hold on instructor
interview (v.) lately panic (v.) pass by roof**Emotions**annoyed confident disappointed exhausted
nervous pleased proud terrified**Phrases**

Whatever. You think?

1. Vocabulary

- Ask Ss to read through sentences 1-7.
- Remind Ss that when they encounter an unknown word, they should try to identify what part of speech it is (*noun, verb, adjective, etc.*) and that the other words in the sentence can help them understand its meaning.
- Draw Ss' attention to the words in bold and explain to them that these are adjectives describing feelings.
- Tell Ss to underline any unknown words at the same time.
- Ask Ss to read through the definitions a-g and check their understanding.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Help Ss deduce the meaning of any unknown words from the context of the respective sentences. Alternatively, you can mime some of the adjectives and have Ss guess the meaning.
- Check the answers with the class.

KEY 1. b 2. d 3. f 4. a 5. e 6. c 7. g

- Ask Ss to write seven sentences using adjectives from the activity. This will challenge **higher-performing Ss**.
- Write some of these sentences on the board without writing the adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

OPTIONAL ACTIVITY

- Have Ss think of situations in which they would use the adjectives presented in the *1. Vocabulary* section.
- Encourage Ss to keep notes of the situations they've thought of.
- Have Ss read the situation aloud and have the rest of the class guess how he/she felt.
- You can start by saying: Yesterday, I had to study for the test, tidy my room and meet my friend for the school project. At the end of the day, I was... (*exhausted*).

2. Read**A**

- Draw Ss' attention to the questions in the rubric and initiate a short discussion.

KEY *suggested answers*

I'd really like to be a reporter because I find it very interesting. I like visiting other places, talking to people and informing the world about different issues. / No, I wouldn't. I think it's a difficult job and I would have to work long hours.

I have helped an old lady once with her shopping. She was quite old and her shopping bags were very heavy. So, I helped her carry them to her house and I also helped her cross a very busy street which can sometimes be dangerous.

B R2.1  , R1.1 

- Have Ss look at the pictures accompanying the comic strip and ask them if they can understand what the comic strip is about (*about two boys that save a man*).
- Elicit answers, but do not correct Ss at this stage.
- Allocate roles and have Ss read the comic strip in groups. Have them underline unknown words at the same time.
- Ask them the question in the rubric and elicit answers.
- Check the answer with the class.

KEY Because they saved Mr Harper. / Because they were heroes.

- Draw Ss' attention to the four possible titles for the comic strip.
- Ask Ss to read the comic strip again and choose the best title for the comic strip.
- Check the answers with the class and have Ss justify their answer.

KEY d

- Draw Ss' attention to the title of the comic strip and write the word *Heroes* on the board. Help Ss deduce the meaning of the word *hero* (*someone who is admired because he has done sth very brave or great*) and then have Ss come up with as many adjectives as they can to describe a hero.
- Ask Ss the following questions:
What makes someone a hero?
Who is your hero?
- Add the word *everyday* next to the word *heroes* on the board and ask Ss to tell you what they understand. Elicit answers.
- Ask Ss some comprehension questions:

Who enjoys go-kart racing? Terry
Where does Steve want to go? to the park
Why does Terry want to stay longer? Because he thinks that the reporter is going to interview him.
Is Steve staying, too? No, he's leaving.
Does the reporter interview Terry? No, he doesn't.
Why does Terry want the reporter to interview him?
Because he thinks he's the best go-kart driver in town.
Who is in danger? Mr Harper
How do the boys realise Mr Harper is in danger? He shouts for help.
Is Terry frightened? Yes, he is.
Who's going to call 999? Terry
Why can't the boys use the ladder? Because it's too short.
Where do they finally put the ladder? on a table
Do they save the man? Yes, they do.
Does the reporter interview the boys? Yes, he does.

- Explain unknown words and choose Ss to read out the comic strip.

OPTIONAL ACTIVITY

- Have Ss work in pairs or small groups.
- Explain to them that they have to come up with the continuation of the story.
- Encourage them to write it in the form of a dialogue. This will challenge **higher-performing Ss**.
- Alternatively, ask them to note down ideas. This will build **lower-performing Ss'** confidence.
- Have them present their dialogues/ideas to the class.

C R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Sure, Terry. Whatever. I'm leaving.
2. I'm the best go-kart driver in town.
3. I can't look.
4. I know! Let's put it on that table over there.
5. And that's the roof which John Harper was fixing when he slipped.
6. Well, Steve is the one who took action. I was terrified! He's the real hero.

Over to you s1.2

- Draw Ss' attention to the question in the box.
- Elicit answers and initiate a short discussion.

KEY *suggested answer***What do you think Terry learnt from this experience?**

Terry learnt that he shouldn't think only of himself. He also learnt what makes someone a real hero and that people should give interviews on TV only if they have something important to say.

3. Grammar

A

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Explain to Ss that they have to read the sentences 1-3 carefully and match them with the uses a-c.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 3 c. 1

- Point out to Ss that the relative pronouns *who*, *which* and *that*, and the relative adverb *where* are used to introduce relative clauses.
- Ask Ss to tell you when they think the relative pronouns *who* and *which*, and the relative adverb *where* are used. Elicit the answer that we use the relative pronoun *who* for people, *which* for things, animals and ideas and the relative adverb *where* for places. Also, tell them that the pronouns *who* and *which* can be replaced by *that*, whereas the adverb *where* cannot be replaced by *that* and cannot be omitted.
- Write the following sentences on the board: *That's the boy. He was in the newspaper.* and then the sentence *That's the boy who/that was in the newspaper.* Distinguish between the main clause (*That's the boy*) and the relative clause (*who/that was in the newspaper*).
- Ask Ss: Which word do the relative pronouns *who/that* refer to? They refer to the noun 'boy'. Is *who/that* the subject or the object of the relative clause? It's the subject.
- Point out to Ss that *who/that* replaces 'he' in the sentence *He was in the newspaper.*
- Write the following sentence on the board: *That's the boy. I met him at the park.* and follow the same procedure.
- Encourage Ss to combine the clauses using *who/that* (*That's the boy who/that I met at the park.*).
- Elicit the answers that the relative pronouns *who/that* refer to the noun 'boy' and *who/that* is the object of the relative clause.
- Point out that *who/that* replaces 'him' in the sentence *I met him at the park.*
- Write on the board: *That's the boy I met at the park.*

- Ask Ss why we haven't used the relative pronouns *who/that* in this sentence (*the relative pronouns who/that can be omitted when they are the object of the relative clause*).
- Follow the same procedure with the relative pronouns *which/that*.
- Write on the board: *That's the hotel. My brother works there.* And then the sentence *That's the hotel where my brother works.* Distinguish between the main clause (*That's the hotel*) and the relative clause (*where my brother works*).
- Point out that *where* refers to the word 'hotel' and that it is a relative adverb that indicates a place.
- Ask Ss to underline all the examples of relative pronouns/adverb in the comic strip (*Let's go to a place where we can ... / Do you see the man who's standing over there? / I'll get the ladder that's next to the shed ... / This is the place where the accident... / And that's the roof which John Harper was fixing ... / Well, Steve is the one who took action.*).
- Refer Ss to the Grammar Reference.

B

- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | | |
|----------|----------|----------|
| 1. who | 4. where | 7. where |
| 2. which | 5. which | |
| 3. who | 6. who | |

4. Speak

- Draw Ss' attention to the guessing game.
- Have Ss work in pairs and allocate roles.
- Explain to them what they have to do and have them read the words in the box and the speech bubble.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Ask Ss to swap roles.
- Choose several pairs to act out the dialogue in class.

KEY *suggested answers*

- A:** It's somebody who takes care of animals.
B: Is it a vet?
A: Right!
- A:** It's a place where teens hang out in their free time.
B: Is it a museum?
A: Wrong!
B: Is it a place where you can go shopping, too?
A: Yes, it is!
B: Is it a shopping centre?
A: Right!
- A:** It's an animal which people are scared of.
B: Is it a giraffe?
A: Wrong!
B: Is it an animal which lives in the sea?
A: Yes, it is.
B: Is it a shark?
A: Right!
- A:** It's something that you carry on your back.
B: Is it a backpack?
A: Right!



30 minutes later...

Reporter This is the place where the accident almost happened. And that's the roof which John Harper was fixing when he slipped. He was hanging from the roof and calling for help when these two local boys saved him. Tell me, how do you two heroes feel?

Terry Well, Steve is the one who took action. I was terrified! He's the real hero.

Steve We both helped.

Reporter It's a good thing you boys were passing by!



C Find information in the comic strip to prove the following.

1. Steve is annoyed with Terry.
2. Terry is confident about his go-karting skills.
3. Terry panics when they see the man who is hanging from the roof.
4. Steve finds a way to save him.
5. John Harper was working on the roof when the accident happened.
6. Terry doesn't think he helped much.



Over to you...

Discuss.

What do you think Terry learnt from this experience?

3. Grammar

Relative Pronouns:

who, which, that → p. 118

Relative Adverb: where → p. 118

A Read the examples. Match the sentences 1-3 with the rules a-c.

1. That's the man **who/that** was hanging from the roof.
2. That's the go-kart **which/that** my brother bought.
3. This is a beautiful park **where** people can relax and have a picnic.

a. We use it for things, animals and ideas.

b. We use it for places.

c. We use it for people.

B Complete the sentences using **who, which or where**.

1. Salim Ahmed is the man won the competition.
2. Monkeys are animals climb trees.
3. That's the student I invited to my house.
4. The city I live is very big.
5. Those are the trainers I want to buy, not these ones!
6. That's the man used to be a bungee jumping instructor.
7. That's the museum you can see many famous paintings.

4. Speak

GUESSING GAME

Student A

Choose one of the words below, without telling Student B. Describe it to him/her.

Student B

Guess what Student A is describing.

teacher vet shopping centre lifeguard
giraffe shark windsurfing rock climbing
museum headphones backpack hat

It's somebody who teaches you things.

Is it a...?

Right!/Wrong!

*It's something / a sport / an animal
which... / a place where...*

1. Read

- A** Are you afraid of spiders? Why? / Why not? Have you ever heard of running and jumping spiders? What do you know about them?
- B** What do running and jumping spiders have in common? Read and find out more.
- C** Read the text quickly. Which sentence best summarises the main idea of the text? Choose **a, b, c** or **d**.
 - a. Spiders don't like sunny weather.
 - b. Making webs is necessary for spiders.
 - c. All spiders must hide from other animals.
 - d. Jumping or running, spiders are excellent hunters.



Active eight-legged CREATURES

Spiders that run...

Running spiders never stay still for very long. There are lots of different types of running spiders, and they are all very fast.

Like all spiders, running spiders make silk. However, they don't use it to create webs or catch prey. Running spiders don't need webs. They are very good hunters. They run after their prey and catch it easily, and most of the time, their prey doesn't even see them.

Running spiders use their silk to make what looks like a small 'tent'. They spend the day there and come out to hunt at night. Inside the tent, the running spider can hide from animals or insects that want to eat it, and it is also safe from bad weather.

...and jump!

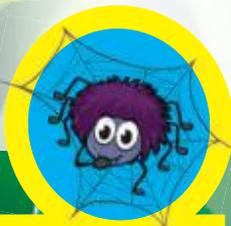
People call them jumping spiders because - surprise! - they are very good at jumping. Like running spiders, jumping spiders sleep in little 'tents' which they also make from silk. They like sunny weather, so they hunt during the day.

Jumping spiders don't create webs, because they jump on their prey to catch it. They plan their jumps very carefully; during the jump, the spider spins a piece of silk starting from the place it jumps from. This is like a 'rope', and it keeps the spider safe from falling and helps it climb back up to its home again.

D Read the text again as well as the 'Fun Facts' and look at the statements below. Do the statements refer to running spiders, jumping spiders, both or neither? Write **✓** or **✗**.

	RUNNING SPIDERS	JUMPING SPIDERS
1. This spider makes silk.		
2. This spider is active during the day.		
3. This spider catches food at night.		
4. This spider makes a web.		
5. This spider sleeps in a tent.		
6. This spider uses its silk to help it catch food.		
7. This spider hides inside a silk tent to catch food.		
8. This spider can see very well.		

FUN FACTS



- Spiders usually eat small insects, but one species of jumping spider is a vegetarian.
- Spiders have eight legs and 48 knees!
- Most spiders can't see very well, but all running and jumping spiders have very good eyesight. In fact, scientists think that jumping spiders can see better than we can!



Over to you...

Discuss.

- What's your favourite insect? Why?
- Do you know any other fun or interesting facts about other insects?

LEARNING STANDARDS

SB: R1.1, R2.1, R4.1, R4.2, S.1.1, S5.1

FUNCTIONSStating facts related to animals
Expressing purpose**STRUCTURES**

Full infinitive (to + base form of the verb)

VOCABULARYa piece of bee create creature hunt hunter
insect jump (n.) nowadays rope run after
stay still vegetarian web**1. Read****A**

- Write the word *spider* on the board and ask Ss to tell you what they know about spiders.
- Ask Ss the first question in the rubric.
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title and the picture accompanying the text and ask Ss what they think is special about this spider (*this spider can run and jump*). Elicit answers, but do not correct them at this stage.
- Ask Ss the rest of the questions in the rubric and elicit answers. If they don't know anything about them, ask them to guess. Do not correct Ss at this stage.

B R2.1

- Explain to Ss that they have to read the text and find out what running and jumping spiders have in common.
- Have Ss read the text and check their answers.

KEY

Both running and jumping spiders make silk and they use it to make little 'tents' where they can sleep. Both of them are very good hunters.

C R1.1

- Draw Ss' attention to the four sentences a-d.
- Explain to Ss that they will have to read the text quickly and choose the sentence that best summarises the main idea of the text.
- Have Ss do the activity.
- Check the answers with the class and have Ss justify their answer.

KEY

d

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Do running spiders stay still for very long? No, they don't.

Do running spiders make silk? Yes, they do.

How do they catch their prey? They run after it and catch it easily.

Where do they spend their day? in a small 'tent' made of silk

How does the running spider protect itself from the animals and insects that want to eat it? It hides inside the tent.

How do jumping spiders catch their prey? They jump on it to catch it.

Do jumping spiders plan their jumps? Yes, they plan their jumps very carefully.

How does the jumping spider use the silk to catch its prey? It's like a 'rope' and it keeps the spider safe from falling. It also helps it climb back up to its home again.

*Do all spiders eat insects? No, they don't.
One species of jumping spider is a vegetarian.
Can most spiders see well? No, they can't.*

Background information

Spiders are not insects. They belong to the arachnid family. All of them have eight legs, they have no wings and they can't chew their prey. There are more than 35,000 known species of spider and the largest spider is a species of tarantula which can be found in South America. Most spiders are harmless to people because their poison is very weak. However, there are dangerous spiders, such as the black widow and the brown recluse spiders.

D R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY

	RUNNING SPIDERS	JUMPING SPIDERS
1. This spider makes silk.	✓	✓
2. This spider is active during the day.	✗	✓
3. This spider catches food at night.	✓	✗
4. This spider makes a web.	✗	✗
5. This spider sleeps in a tent.	✓	✓
6. This spider uses its silk to help it catch food.	✗	✓
7. This spider hides inside a silk tent to catch food.	✗	✗
8. This spider can see very well.	✓	✓

- Explain any unknown words in the text.

OPTIONAL ACTIVITY

- Have Ss organise the facts they've learnt about running and jumping spiders in a **Venn Diagram**.
- Have **higher-performing Ss** work with **lower-performing Ss**. Explain to Ss that in the inner circle they have to write what's true for both of the spiders.

E R4.1 R4.2

- Write the word *jump* on the board and explain to Ss that this word can be used as a noun and a verb.
- Remind Ss of the difference between a *noun* and a *verb* by saying that a *noun* can be a person, a place, a thing or an idea while a *verb* is a word showing action.
- Draw Ss' attention to the NOTE and explain it.
- Write the following sentences on the board: *I need some help with this activity. / I always help people in need.* and ask Ss to identify where the word *help* is used as a noun and where as a verb (*1st sentence: noun / 2nd sentence: verb*).
- Ask Ss to tell you what they notice about the structure of each sentence. Elicit the answer that a *noun* is preceded by an article (*a, an, the*) or quantity words (*some, eight, etc.*). *Verbs* are preceded by a subject (*I, you, he, she, it, etc.*) which shows who did this action.

- Point out that some words can be both verbs and nouns but their meaning can be different. Help Ss understand by writing the following sentences on the board: *I watched a DVD with my friends yesterday. / My brother bought a new watch last week.*
- Ask Ss to tell you the meaning of the word *watch* as a verb and as a noun. Elicit their answers.
- Draw Ss' attention to the sentences from the text and the word *jump*.
- Ask Ss to identify in which sentences the word *jump* is used as a verb and in which as a noun.
- Have Ss work in pairs and allow them some time to do the activity. Ask them to tell you what helped them decide whether the word is used as a verb or as a noun.
- Check the answers with the class.

KEY

Jumping spiders don't create webs, because they **jump** on their prey to catch it: **verb**
They plan their **jumps** very carefully: **noun**
during the **jump**: **noun**
the spider spins a piece of silk starting from the place it **jumps** from: **verb**

- Draw Ss' attention to the pairs of sentences 1-4 and have them read through them. Make sure they understand everything.
- Tell Ss to make any necessary changes to the word when it is used as a *verb (tense, third person singular)* or as a *noun (plural)*.
- Ask Ss to go to the *Using a Dictionary* section on p. 126.
- Have Ss do the activity.
- Ask them to note down next to the sentence whether the word is used as a verb or as a noun and whether they have a similar or a different meaning.
- Also, ask Ss to underline articles, subjects, etc. that helped them identify how the word is used.
- Ask Ss to use their dictionaries to check the meaning of the words after they have done the activity.
- Check the answers with the class.

KEY

1. paint (n.), painted (v.) - *similar*
2. shops (v.), shops (n.) - *similar*
3. trains (v.), train (n.) - *different*
4. answers (n.), answer (v.) - *similar*

Over to you S1.1

- Ask Ss the questions in the box and elicit answers.

KEY

suggested answers

What's your favourite insect? Why?

My favourite insect is the butterfly. I like it because it's colourful and its life cycle is very interesting. / I don't have a favourite insect because I'm afraid of them.

Do you know any other fun or interesting facts about other insects?

No, because I don't like insects. I'm afraid of them. / Yes, I know that when bees find a flower with lots of nectar, they do the 'waggle dance' to tell the rest of the bees where this flower is.

2. Pronunciation**A**

- Play the recording and tell Ss to identify the difference in pronunciation between *ship* and *sheep*.
- Have Ss repeat what they hear.
- Elicit the answer that *ship* has a short /ɪ/ sound and *sheep* has a long /i:/ sound.

- If necessary, play the recording again.

B

- Play the recording and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear. If necessary play the recording again.
- Check the answers with the class.

KEY

/ɪ/: active, insect, silk, little
/i:/: sleep, creature, piece, bee

3. Grammar**A**

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Explain to Ss that they have to read the sentences 1-3 carefully and answer when we use the *full infinitive*.
- Have them circle the correct answer a or b.
- Have Ss do the activity.
- Check the answers with the class.

KEY

b

- Ask Ss to tell you when they think we use the *full infinitive*.
- Elicit the answer that we use the *full infinitive* to express purpose.
- Refer Ss to the text and have them underline all the examples of the *full infinitive* in the text. (*... they don't use it to create webs or catch prey. / Running spiders use their silk to make what looks like a small 'tent'. / ... come out to hunt at night. / ... because they jump on their prey to catch it.*)
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference.

B

- Have Ss do the activity,
- Check the answers with the class.

KEY

1. d 2. c 3. b 4. a 5. e

4. Research, Write & Present**A**

- Ask Ss to think of an animal they want to write about.
- Ask Ss to read through the questions and make sure they understand everything.
- You can tell them to prepare a fact file in their notebooks to organise their notes better.
- Allow Ss some time to search the Internet to find the information.
- Have Ss do the activity in class providing support when necessary.

B

- Have Ss find pictures of the animal they chose in activity A.
- Ask Ss to make a poster and write a few sentences about it using the information they found in activity A. Ss can also stick the pictures they have found on their project and write the sentences as captions underneath.
- Refer Ss to the *Project Skills* section at the back of the Student's Book.
- Allow Ss some time to do this activity in class and go round the class providing support when necessary.

C S5.1

- Allow Ss some time to check their sentences.
- Ask Ss to present their work in class.

E Read the sentences below from the text and look at the words in blue. In which case is **jump** a verb and in which is it a noun?

*Jumping spiders don't create webs, because they **jump** on their prey to catch it. They plan their **jumps** very carefully; during the **jump**, the spider spins a piece of silk starting from the place it **jumps** from.*

🔑 Now read the **NOTE** and complete the pairs of sentences with the correct form of the words given. In which sentence is the word a verb and in which is it a noun? Do they have similar or different meanings? Then check your answers in a dictionary. See *Using a Dictionary*, p. 126.

NOTE

Some words can be both **verbs** and **nouns**. Their meanings could be very similar (e.g. help) or different (e.g. watch).

- paint**
 - There's on the floor. What happened here?
 - Charlie his bedroom last weekend, but I don't like the colour he chose.
- shop**
 - My mother usually at the farmer's market. The vegetables there are fresh.
 - Let's go to the I want to buy a present for my sister.
- train**
 - Abdullah with a local football team twice a week.
 - Excuse me. What time does the from Liverpool arrive?
- answer**
 - How many did you get right?
 - I asked you a question. Are you going to it or not?

2. Pronunciation

A Listen and repeat. What's the difference between **a** and **b**?

a. ship **b.** sheep

B Listen and tick (✓) the sound you hear.

	ship /ɪ/	sheep /i:/
sleep	<input type="radio"/>	<input type="radio"/>
creature	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>
insect	<input type="radio"/>	<input type="radio"/>
silk	<input type="radio"/>	<input type="radio"/>
piece	<input type="radio"/>	<input type="radio"/>
bee	<input type="radio"/>	<input type="radio"/>
little	<input type="radio"/>	<input type="radio"/>

3. Grammar

Full infinitive (to + base form of the verb) → p. 118

A Read the examples. When do we use the full infinitive? Circle **a** or **b**.

- The spiders use their silk **to make** their 'homes'.
- Some spiders jump on other insects **to catch** them.
- Jumping spiders go out during the day **to find** food.

- a.** We use it to express obligation.
b. We use it to express purpose.

B Match the two halves to make sentences.

- My mother went to the supermarket
- Aisha called the doctor
- I'll study really hard
- Karim went to the park
- Harry is going to Japan next year

- a.** to play with his friends.
b. to pass the exams.
c. to ask for his advice.
d. to get some fruit.
e. to learn Japanese.

4. Research, Write & Present

A Choose an animal and find information about some of the following:

- What does it eat?
- How does it get its food?
- Is it active during the day or night?
- Has it got any special characteristics?
- Does it make/build/collect anything?
- How does it protect itself?

B Make a poster. Write a few sentences about the animal you have chosen. Find pictures of the animal, too.

C Present your poster to the class.

1. Vocabulary

▶ Match the sentences. Then listen and check your answers.

A champion

A spectator

A trophy

The national team

A tournament

- a. is a sports competition in which players or teams compete against each other until one wins.
 b. is the team of a particular country.
 c. watches a sports event.
 d. is a prize, like a cup, for the winner.
 e. is the best player or team in a sport or competition.

2. Read

A Have you ever watched a sports event? What was it? Did you like it? Why? / Why not?

B ▶ What do you know about the Wimbledon Championships? Read and find out more.

The Wimbledon Championships

Wimbledon is a very famous tennis tournament. It started in 1877 and is the oldest tennis tournament in the world. Every summer, the world's best tennis players come together in London, UK for two weeks to compete against one another.

Could you do it?

In 2010, American John Isner played against and beat Frenchman Nicolas Mahut. This match lasted for 11 hours and 5 minutes and it is the longest in the history of the championships.

If you want to play, wear white!

There are lots of traditions and rules at Wimbledon. For example, all players must wear white. In the 2013 tournament, Roger Federer, the famous tennis player, was wearing the shoes that had orange soles. Guess what! He changed shoes to play!

Did you know?

In the past, players also used white balls, but in 1986 the rules changed and they used yellow balls for the first time. During the championships they use more than 50,000 tennis balls!

It is also a tradition for spectators to eat strawberries and cream at Wimbledon. During the championships, they eat an incredible 28,000 kg of strawberries along with 7,000 litres of cream.

It is the only tennis tournament in which the matches take place on grass courts. During the event, the grass must be at a height of exactly 8mm. Imagine that!

It isn't very easy to become one of the ball boys or girls at the tournament. BBGs have to pass different tests and also go through special training!

Who wins?

The rules are very simple. If you win six games, you win a set. And if you win two sets out of three, then you win the match! Congratulations!

LEARNING STANDARDS

SB: R2.1, L2.1, S1.1

WB: L2.1

FUNCTIONS

Talking about general truths

Talking about sports and championships

Stating facts related to sports

STRUCTURES

Zero Conditional

VOCABULARY

cut (v.) height hold (an event) particular prize rule (n.)

Words related to sports

athlete beat captain champion championship

compete (against) court cup goal

national team score spectator tournament

trophy

1. Vocabulary

- Ask Ss to read through the words on the left and tell you if they understand what they refer to (*sports*).
- Ask them to read through the definitions on the right and check their understanding.
- Allow Ss some time to do the matching. Encourage them to start with the ones they are already aware of.
- Play the recording and have Ss listen and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

A **champion** is the best player or team in a sport or competition. (e)

A **spectator** watches a sports event. (c)

A **trophy** is a prize, like a cup, for the winner. (d)

The **national team** is the team of a particular country. (b)

A **tournament** is a sports competition in which players or teams compete against each other until one wins. (a)

2. Read

A

- Draw Ss' attention to the questions in the rubric and initiate a short discussion.

B

- Write the word *tennis* on the board and ask Ss if they like playing tennis or watching tennis matches on TV, if they know what equipment they need to play tennis, etc.
- Draw Ss' attention to the title of the text and the accompanying pictures, and ask them if they know what kind of championship the *Wimbledon Championship* is (*a tennis tournament*) and if they know where Wimbledon is (*a district of southwest London*).
- Ask Ss the question in the rubric and elicit answers (*It's a tennis tournament that takes place every summer in London. The best tennis players take part and they compete against each other for two weeks.*). Do not correct Ss at this stage.
- Have Ss read the text and check their predictions.
- Have Ss read the text again and tell them to underline any unknown words at the same time.

Background information

Wimbledon is located about 13 km southwest of the centre of London, and it is the site where the annual Wimbledon Championships take place. You can find the Wimbledon stadium and Wimbledon theatre there.

John Robert Isner was born in 1985 and is an American professional tennis player. At the 2010 Wimbledon Championships he played the longest professional tennis match in history against **Nicolas Mahut** (*a French professional tennis player born in 1982*), defeating him.

Roger Federer, born in 1981, is a Swiss professional tennis player and is considered to be one of the greatest tennis players of all time. In 2003, he won his first Grand Slam title, at Wimbledon. Also, he founded the *Roger Federer Foundation* with the aim of providing education programmes for poor children in Africa and Switzerland.

- Ask Ss some comprehension questions:

When did the Wimbledon tournament start? in 1877
Is it the oldest tennis tournament in the world? Yes, it is.
Does it take place in the winter? No, it doesn't.
Where is John Isner from? the USA
Where is Nicolas Mahut from? France
How many hours did the longest match at the championship last? for over eleven hours
What colour tennis balls did the players use in the past? white
How many balls do the players use during the championships? more than 50,000 tennis balls
Is it easy to become a ball boy or a ball girl? No, it isn't.
What do BBGs have to do? to pass different tests and go through special training

C R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. They take place every summer.
2. It lasts for two weeks.
3. It was the longest match ever played at the championships.
4. He had to change shoes because the ones he was wearing had orange soles.
5. They are yellow.
6. They eat a lot of strawberries and cream.
7. It must be at a height of exactly 8 mm.

- Explain any unknown words in the text.
- Ask Ss some further questions:
Have you ever been to / watched the Wimbledon Championship?
Who is your favourite tennis player?
Why do you think the Wimbledon Championship is so important?

Over to you S1.1 

- Ask Ss the questions in the box and initiate a short discussion.

KEY

suggested answer

Is there a famous sports event in your country? Have you ever attended it? Did you enjoy it? Why? / Why not?

Yes, there is. Every year, the famous 'Tour of Qatar' takes place here. It's a cycling sports event. I went there last year. I really enjoyed it because I saw my favourite cyclists.

3. Grammar

A

- Ask Ss to read through the examples in the box and draw their attention to what the sentences express.
- Explain to Ss that they have to read the sentences 1 and 2 carefully and match them with the rules a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. 2 b. 1

- Ask Ss to tell you when they think we use the *Zero Conditional*.
- Elicit the answer that the *Zero Conditional* is used to talk about general truths and to talk about facts, and to make statements about the real world.

B

- Direct Ss' attention to the examples in activity A again.
- Explain to Ss that they have to read the sentences again, and complete the rule about the formation of the *Zero Conditional*.
- Have Ss do the activity.
- Check the answers with the class.

KEY

If + **Present Simple**, Present Simple

- Remind Ss that we use a comma to separate the *if-clause* from the *main clause* if the *if-clause* is at the beginning of the sentence, whereas we don't use a comma if the *if-clause* is at the end of the sentence.
- Refer Ss to the text and have them underline all the examples of the *Zero Conditional* in the text. (*If you win six games, you win a set. / And if you win two sets out of three, then you win the match!*)
- Refer Ss to the Grammar Reference.
- Have Ss work in pairs and come up with their own examples using the *Zero Conditional*.

C

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. c 2. d 3. b 4. e 5. a

4. Speak & Listen

A

- Draw Ss' attention to the *Sports Facts Quiz* and have them read through sentences 1-6. Make sure they understand everything.
- Draw Ss' attention to the speech bubble and check their understanding.
- Have **higher-performing Ss** work with **lower-performing Ss**, take turns asking the questions and try to guess the answers.

KEY

suggested answers

- A:** Did the first modern Olympics take place in 1900?
B: Well, I'm not sure. I think it was in 1896.
A: What's the name of a famous stadium in Doha, Qatar?
B: Well, I'm not sure. Maybe Khalifa International Stadium.
A: Which sport did William G Morgan invent in Massachusetts, USA in 1895?
B: Mmm... I think it's volleyball.
A: If you reach eleven points in this sport, you win a game.
B: It's table tennis, right?
A: If you score less in this game, you win.
B: Is it golf?

B L2.1 

- Play the recording and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. a 2. a 3. c 4. b 5. c 6. a

5. Research, Write & Present

A

- Ask Ss to think of a sporting event they want to write about (**suggested answers:** *The Asian Games, UEFA Champions League Final, The FIFA World Cup, The NBA Finals - United States, The Olympic Games, The Masters - United States, The Grand National - England, The 24 Hours of Le Mans - France, The Super Bowl - United States, Tour De France - France*).
- Ask Ss to read through the questions and make sure they understand everything.
- You can tell them to prepare a fact file in their notebooks to organise their notes better.
- Allow Ss some time to search the Internet to find the information.
- Have Ss do the activity in class and go round the class providing support when necessary.

B

- Have Ss find pictures of the sporting event they chose in Activity A.
- Ask Ss to make a poster and write a few sentences about it using the information they found in Activity A. Ss can also stick the pictures they have found on their project and write the sentences as captions underneath.
- Refer Ss to the *Project Skills* section at the back of the Student's Book.
- Allow Ss some time to do this activity in class and go round the class providing support when necessary.

C

- Allow Ss some time to check their sentences.
- Ask Ss to present their work in class.

C Read again and answer the questions.

1. When do the Wimbledon Championships take place?
2. How long does this event last?
3. What was special about a tennis match that took place in 2010?
4. What did Roger Federer have to do in the 2013 tournament?
5. What colour are the tennis balls that the players use at Wimbledon today?
6. What do people eat lots of at Wimbledon?
7. What is special about the grass on the courts at Wimbledon?

Over to you...

Discuss.

Is there a famous sports event in your country? Have you ever attended it? Did you enjoy it? Why? / Why not?

3. Grammar

Zero Conditional → p. 118

A Read the examples. When do we use the Zero Conditional? Match the sentences 1-2 with the rules a-b.

1. If you win three games in this sport, you are the winner.
2. If you heat water, it starts to boil at 100 °C.

- | | |
|---|-----------------------|
| a. to refer to general truths (e.g. scientific facts) | <input type="radio"/> |
| b. to make statements about the real world | <input type="radio"/> |

B Read the examples again and complete the rule about the formation of the Zero Conditional.

If + _____, Present Simple

C Match the two halves to make sentences.

- | | | |
|--------------------------------|-----------------------|------------------------|
| 1. If you heat ice, | <input type="radio"/> | a. you get the trophy. |
| 2. If you score twelve points, | <input type="radio"/> | b. you get green. |
| 3. If you mix blue and yellow, | <input type="radio"/> | c. it melts. |
| 4. If you don't drink water, | <input type="radio"/> | d. you win the game. |
| 5. If you win the match, | <input type="radio"/> | e. you get thirsty. |

4. Speak & Listen

A Talk in pairs. Read the statements below and try to guess the answers. Choose a, b or c.

Which sport did PE teacher James Naismith invent in 1891?

Well, I'm not sure. Maybe basketball.

Sports Facts Quiz

- 1 Which sport did PE teacher James Naismith invent in 1891?
a. Basketball b. Football c. Volleyball
- 2 When did the first modern Olympics take place?
a. In 1896 b. In 1900 c. In 1904
- 3 What's the name of a famous stadium in Doha, Qatar?
a. Thani bin Jassim Stadium b. Ahmed bin Ali Stadium
c. Khalifa International Stadium
- 4 Which sport did William G Morgan invent in Massachusetts, USA in 1895?
a. Baseball b. Volleyball c. Badminton
- 5 If you reach eleven points in this sport, you win a game.
a. Hockey b. Tennis c. Table tennis
- 6 If you score less in this game, you win.
a. Golf b. Basketball c. Hockey

B Listen and check your answers to the quiz above with a partner.

5. Research, Write & Present

A Choose a sporting event and find information about some of the following:

- When and where does it take place?
- How often does it take place?
- Are there any interesting historical facts?
- When and where did it take place the first time?
- Who had the idea?
- What interesting rules are/were there?
- What do you know about its scoring system?
- Do you know any famous athletes/players? What have they achieved?

B Make a poster. Write a few sentences about the sporting event you have chosen. Find pictures of the event, too.

C Present your poster to the class.

1. Vocabulary (1)

▶ Complete the table using the words in the box. Then listen and check your answers.

football volleyball water polo hockey tennis

SPORT	PLACE	EQUIPMENT
	pitch	ball, goal, boots, shin pads
	court	ball, net, knee pads
	court	ball, net, racket
	pitch	ball, goal, stick, shin pads
	pool	ball, goal, swimwear, goggles



2. Listen (1)

▶ Listen to three short dialogues. Where are the people? Match. Then check your answers with a partner.

- Dialogue 1 · swimming pool
- Dialogue 2 · volleyball court
- Dialogue 3 · football pitch

TIP!

Listen for key words to help you understand the main ideas.

3. Grammar

So / Neither → p. 118

A Read the dialogues. When do we use **So / Neither**? Complete the rules.

1. **A:** I love hockey.
B: **So do I.**
C: **I don't.**

2. **A:** I won't buy a new racket.
B: **Neither will I.**
C: **I will.**

A: I woke up at 8 o'clock.
B: **So did I.**
C: **I didn't.**

A: I can't play tennis.
B: **Neither can I.**
C: **I can.**

- We use + **affirmative auxiliary verb + subject** when we agree with a negative statement, but we don't want to repeat it.
- We use + **affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.

B ▶ Listen to the dialogues in 2. Listen (1) again and complete the parts shown below. Then answer the questions.

1. **Ryan** Steve, I'm so excited about this game.
Steve!
Who is excited about the game?

2. **Bob** I'm a little nervous. I've never played before.
Fred
Who has played the sport?

3. **Toby** I'm a bit hungry, Joe. I haven't eaten anything since lunch.
Joe
Has Joe eaten anything since lunch?

C Complete using **so** or **neither** and an auxiliary verb.

1. **A:** My brother joined a volleyball team.
B: mine.
2. **A:** We will play in the tournament.
B: we.
3. **A:** I don't want dessert.
B: I.
4. **A:** Kelly must study harder.
B: Jane.
5. **A:** Abdullah isn't going to the gym today.
B: Karim.
6. **A:** Oliver often goes to football matches.
B: my brother.
7. **A:** My team hasn't trained enough.
B: my team.



LEARNING STANDARDS

SB: L1.1, L2.1, S1.1, S1.2

WB: R2.1

FUNCTIONS

Expressing opinion

Expressing agreement/disagreement

Talking about sports and fitness

STRUCTURES

So / Neither

VOCABULARY

be in good shape be/go on a diet hockey keep fit

kilo lose weight pitch put on weight

take up sth water polo

Sports equipment

football boots goal goggles knee pads net

racket shin pads stick swimwear

1. Vocabulary (1)

- Draw Ss' attention to the box with the names of some sports and make sure they haven't got any unknown words.
- Ask Ss to tell you if they have played any of these sports, which one is their favourite and if they would like to try any of them.
- Draw Ss' attention to the table and ask them to read the heading of each column. Ask them to tell you what kind of information they think they contain. Do not explain any unknown words at this stage.
- Ask Ss to do the activity and encourage them to start with the ones they are familiar with.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

football - volleyball - tennis - hockey - water polo

OPTIONAL ACTIVITY

- Have Ss think of other sports you can play on a pitch/court.
- Have Ss work in groups and come up with as many sports as possible.
- Then have Ss choose a sport and think of the equipment used.

2. Listen (1) L1.1 

- Ask Ss to read through the prompts corresponding to the dialogues.
- Draw Ss' attention to the TIP and explain it.
- Play the recording and have Ss do the matching. Ask Ss to note down any key words that helped them find the correct answer.
- You can pause the recording after each dialogue. This will help **lower-performing Ss**.
- Allow them some time to note down the key words.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class and have Ss justify their answers.

KEY

Dialogue 1: football pitch**Dialogue 2:** volleyball court**Dialogue 3:** swimming pool

3. Grammar

A

- Ask Ss to read through the short dialogues and draw their attention to the words in blue.

- Explain to Ss that they have to read the dialogues again, and complete the rules about when we use *So / Neither*.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- We use **Neither + affirmative auxiliary verb + subject** when we agree with a negative statement, but we don't want to repeat it.
- We use **So + affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.
- Ask Ss to look at the first dialogue and draw their attention to the words in blue and green. Tell them: **A loves hockey**. Does **B** love hockey? *Yes, he/she does*. Does **C** love hockey? *No, he/she doesn't*.
- Point out to Ss that **B** agrees with **A's** statement, while **C** disagrees with it.
- Ask Ss what they notice about the use of *So*.
- Elicit that we use **So + be / have / modal and auxiliary verbs + subject** when we want to agree with an affirmative statement. We use it to avoid repetition, especially in short responses.
- Ask Ss what they notice about **C's** expression of disagreement.
- Elicit the answer that we use **subject + negative auxiliary verb** when we disagree with an affirmative statement, but we don't want to repeat it.
- Follow the same procedure with the second dialogue.
- Ask Ss to look at the third dialogue. Tell them: **A won't buy a new racket**. Will **B** buy a new racket? *No, he/she won't*. Will **C** buy a new racket? *Yes, he/she will*.
- Point out to Ss that **B** agrees with **A's** statement, while **C** disagrees with it.
- Ask Ss what they notice about the use of *Neither*.
- Elicit that we use **Neither + be / have / modal and auxiliary verbs + subject** when we want to agree with a negative statement.
- Ask Ss what they notice about **C's** expression of disagreement.
- Elicit the answer that we use **subject + affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.
- Follow the same procedure with the fourth dialogue.
- Refer Ss to the Grammar Reference.

OPTIONAL ACTIVITY

- Have Ss work in pairs.
- Ask them to write two affirmative and two negative statements.
- Have them exchange their statements with their partners and agree or disagree using *So* or *Neither*.
- Ask Ss to act out their short dialogues in class.
- You can also ask them which of these statements are true for them.

B

- Draw Ss' attention to the activity and explain to them that they have to complete the parts using *So* or *Neither*.
- Play the recording and have Ss complete the parts.
- Check the answers with the class.

KEY

1. So am I 2. Neither have I 3. Neither have I

- Then have them read through the short dialogues and answer the questions.

- You can have Ss work in pairs and compare their answers.
- Check the answers with the class.

KEY

1. Both of them. / Ryan and Steve are excited.
2. No one has played the sport before.
3. No, he hasn't.

C

- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|---------------|----------------|
| 1. So did | 5. Neither is |
| 2. So will | 6. So does |
| 3. Neither do | 7. Neither has |
| 4. So must | |

4. Vocabulary (2)

- Draw Ss' attention to the phrases in bold.
- Play the recording and have Ss follow in their books.
- Ask them to tell you if they understand the meaning of the phrases in bold.
- Encourage Ss to deduce the meaning of any unknown expressions from the context of the whole sentence/ dialogue.
- Check the answers with the class.

KEY

suggested answers

1. **go on a diet** = to eat less food because you want to become slimmer
lose weight = to become slimmer
2. **keep fit** = to stay healthy and strong through physical exercise
3. **put on weight** = become fatter
4. **in good shape** = to be in good physical condition
take up = start an activity

- Ask Ss some questions:
Have you ever tried to lose weight?
Have you taken up a sport recently?

5. Listen (2)**A L1.1**

- Ask Ss to read through the rubric of the activity.
- Explain to them that they are going to listen to three people talking.
- Draw Ss' attention to the three options.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to an open-ended question. Write the question on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the question. To help **lower-performing Ss**, you may eliminate one of the incorrect options.
- Check the answers with the class and have Ss justify their answer.

KEY

a

The three people are talking about different ways to keep fit. Team sports and healthy eating are also mentioned but as some ways to keep fit.

B L2.1

- Ask Ss to read through the names and the options a-d in the box.
- Point out to Ss that there is one extra option.

- Play the recording and have Ss do the matching.
- Alternatively, play the first monologue and pause so that Ss can choose the answer.
- Follow the same procedure with the rest of the monologues.
- Have Ss compare their answers in pairs.
- Check the answers with the class and have Ss justify their answers.

KEY

Peter c Henry a Frank d

C L2.1

- Have Ss read through the names and the statements a-d. Make sure they understand everything.
- Point out to Ss that there is one extra option.
- Play the recording and have Ss do the matching.
- Have Ss compare their answers in pairs.
- Check the answers with the class and have Ss justify their answers.

KEY

Peter c Henry d Frank a

Over to you S1.1

- Ask Ss the questions in the box and initiate a short discussion.

KEY

suggested answers

What do you do to keep fit?

I cycle for an hour each day and I try to follow a healthy diet. For example, when I'm hungry, I usually have a healthy snack.

How often do you exercise?

I usually exercise three times a week.

Which is more important when you want to lose weight: a healthy diet, exercise, or both? Why?

I think that both of them are important. When you want to lose weight, it is important to have a healthy diet. Also, you should exercise. For example, you can take up a sport or join a gym.

6. Speak S1.2

- Have Ss work in groups of three and ask them to read through the prompts.
- Make sure they understand everything.
- Demonstrate the activity with the help of two Ss.
- Have a group of three Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in groups of three and go round the class helping them when necessary.
- Choose several Ss to act out the short dialogues in class.

KEY

suggested answers

A: I've taken up a sport.

B: So have I.

C: I haven't. I haven't got much free time.

A: I never exercise.

B: Neither do I.

C: I do. I exercise three times a week.

A: I went to the gym yesterday.

B: I didn't. I was very tired.

C: So was I. I'll go next week.

A: I've never been on a diet.

B: Neither have I.

C: I have. I wanted to lose some weight last year.

4. Vocabulary (2)

🔊 Listen and read the sentences. What do the phrases in **bold** mean?

1. **A:** I'm **going on a diet** because I want to **lose some weight**.
B: You look fine. How many kilos do you want to lose?
A: Just two or three.
2. My brother wants to **keep fit**, so he exercises five times a week.
3. I think I've **put on weight**. My clothes don't fit me.
4. Jim is **in good shape** because he's **taken up** tennis and swimming.

5. Listen (2)

A 🎧 🔊 Listen to three people talking. What are they talking about? Choose the correct answer **a**, **b** or **c** and say why. Then check your answer with a partner.

a. keeping fit **b.** team sports **c.** healthy eating

B 🎧 🔊 Listen again and match the people talking with who they are (**a-d**). There is one extra option. Then check your answers with a partner.

TIP! While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Peter

Henry

Frank

- a.** a student
b. a gym instructor
c. a parent
d. a PE teacher

C 🎧 🔊 Listen again and match the people with the statements **a-d**. There is one extra statement. Then check your answers with a partner.

Peter

Henry

Frank

- a.** Playing a team sport has helped me make new friends.
b. I go to the gym because a member of my family works there.
c. I've tried different activities to keep fit.
d. I've taken up an outdoor activity that's helped me lose weight.



Over to you...

🗨️ **Discuss.**

- What do you do to keep fit?
- How often do you exercise?
- Which is more important when you want to lose weight: a healthy diet, exercise, or both? Why?

6. Speak

🗨️ Talk in groups of three. Discuss the statements given below.



I like team sports.

I don't like team sports.

I've taken up a sport.

I haven't taken up a sport.

I often exercise.

I never exercise.

I went to the gym yesterday.

I didn't go to the gym yesterday.

I have been on a diet.

I've never been on a diet.

I like team sports.

So do I. Team sports are fun.

I don't. They are boring.

1. Vocabulary

Which of the words below do you know? Match them with their definitions a-h. Then listen and check your answers.

- | | | | |
|---------------|-----------------------|--------------------|-----------------------|
| 1. scene | <input type="radio"/> | 5. leading actor | <input type="radio"/> |
| 2. acting | <input type="radio"/> | 6. special effects | <input type="radio"/> |
| 3. soundtrack | <input type="radio"/> | 7. costumes | <input type="radio"/> |
| 4. plot | <input type="radio"/> | 8. director | <input type="radio"/> |

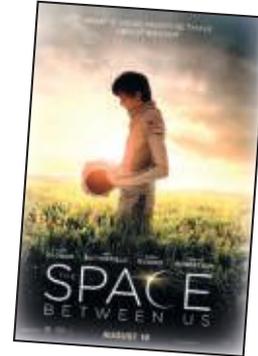
- a. a part of a film
 b. the music that people hear in a film
 c. the clothes that actors wear in a film
 d. the person who stars in a film
 e. unusual and exciting images or sounds in a film
 f. the performance(s) in a film
 g. the story of a film
 h. the person who directs a film

2. Read & Listen

A Look at the film poster. Have you seen this film? Do you know or can you guess what type of film it is?

B Put the dialogue in the correct order. Write 2-8. Then listen and check your answers.

- I know him. He's very good. What's the film about?
- In 2017. It's a science-fiction film.
- Sounds like an interesting plot. I'm going to check it out this weekend!
- No, I've never heard of it. When did it come out?
- It's about a 16-year-old boy. He's the first human to be born on Mars, but he wants to visit Earth and find out about life here.
- 1** Have you seen the film *The Space Between Us*?
- Asa Butterfield is the leading actor.
- Really? I like sci-fi films. Who stars in it?



C Listen to Mike talking about the film *The Space Between Us* and complete the table below according to his opinion. Tick the correct boxes.

Mike's Opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plot			
Acting			
Soundtrack			
Special effects			

3. Speak

A Listen to the phrases in the tables and repeat them.

Asking about a film	Giving information about a film
<ul style="list-style-type: none"> • What's the title of the film? • When did it come out? • What type/kind of film is it? • Who stars in it? Who plays the main role? Who is the leading actor? • Who directed it? • What's it about? 	<ul style="list-style-type: none"> • It's <i>Pete's Dragon</i>. • It came out in 2016. • It's a fantasy adventure film. • Oakes Fegley stars in it. Oakes Fegley plays the role of Pete. Oakes Fegley is the leading actor. • David Lowery directed it. • It's about a boy named Pete and his dragon friend, Elliot.
Asking for someone's opinion	Expressing one's opinion
<p>What is your opinion of this film? How was the film? Did you like it? What did you think of it?</p>	<p>Positive I thought it was fantastic/brilliant/amazing. Don't miss it! It's one of the best I've seen recently. It was excellent/funny/action-packed. I found it interesting/clever/incredible.</p> <p>Negative I think it's terrible/awful. I found it boring/tiring/long. It was nothing special. I was very disappointed by this film.</p>
<p>What kind of people would like this film?</p>	<p>I think it's perfect for those who like adventure. People who like action will love it.</p>

B Talk in pairs. Go to the Speaking Activities section on page 114.

LEARNING STANDARDS

SB: R2.1, S1.1, L2.2, W1.2, W2.2, W2.3, W3.2

FUNCTIONS

Talking about films

Asking for and expressing opinion

VOCABULARY

attack come out do one's best manager
theme park thrilling title unusual

Words related to films

acting action-packed costume director
performance play a role plot scene soundtrack
special effects star (v.)

Phrases / Expressions

How was it? It was nothing special.

What did you think of it? What is your opinion of...?

1. Vocabulary

- Ask Ss to read through the words 1-8 and the definitions a-h.
- Ask Ss the question in the rubric.
- Elicit answers.
- Ask Ss to read through the definitions a-h and make sure they understand everything.
- Allow Ss some time to do the matching.
- Play the recording and have Ss listen and check their answers.
- Check the answers with the class.

KEY

1. a 2. f 3. b 4. g 5. d 6. e 7. c 8. h

2. Read & Listen

A S1.1

- Draw Ss' attention to the poster and ask them if they've seen this film.
- Elicit answers and initiate a short discussion. (*It's about a boy who was born on Mars, but he wants to visit Earth.*)
- If Ss don't know anything about this film, encourage them to guess what they think it is about.
- Accept all logical answers.
- Ask Ss the second question in the rubric and elicit answers. Ask them to pay attention to the poster in order to understand what kind of film it is (*a science-fiction film*).
- Ask Ss if they like science-fiction films, if they've seen any science-fiction films recently, what kind of films they like watching, etc.
- Elicit answers and initiate a short discussion.

B

- Have Ss read through the sentences and make sure they understand everything.
- Explain to them that they have to put the dialogue in the correct order. Also, tell them that they're going to find out more about the film in the poster.
- Allow Ss some time to do the activity.
- Play the recording and have Ss listen and check their answers.
- Check the answers with the class and have Ss justify their answers.

KEY

6, 3, 8, 2, 7, 1, 5, 4

C L2.2

- Explain to Ss that they're going to listen to Mike talking about the film *The Space Between Us*.
- Draw their attention to the table and make sure they understand everything.
- Explain to Ss that the emoticons are used to show Mike's opinion about the film.
- Ask Ss to tell you what they understand by the emoticons used: *the happy face* (☺) *means that he likes the plot, the acting, etc.*, *the neutral face* (☹) *means that he isn't excited about the plot, the acting, etc.* and *the sad face* (☹) *means that he doesn't like the plot, the acting, etc.*
- Play the recording and have Ss do the activity.
- Check the answers with the class and have Ss justify their answers.

KEY

Mike's Opinion	☺	☹	☹
Plot	✓		
Acting	✓		
Soundtrack		✓	
Special effects	✓		

OPTIONAL ACTIVITY

- Have Ss think of a film they've watched and draw a table like the one in Activity C and complete it according to what they think of this film.
- Then have Ss present it in class. Encourage them to form sentences and use adjectives in order to talk about the plot, the acting, the soundtrack and the special effects. This will challenge **higher-performing Ss**.

3. Speak

A

- Draw Ss' attention to the box containing the set phrases used for asking for and giving information about a film, asking for someone's opinion and expressing one's opinion. Check Ss' understanding.
- Play the recording and pause after each phrase for Ss to repeat.

B S1.1

- Refer Ss to the *Speaking Activities* section on page 114.
- Allow Ss some time to complete the table about their favourite film or a film they've recently seen.
- Alternatively, assign the activity as homework so that Ss can search the Internet and find the information they need.
- Ask Ss to read through the speech bubbles and make sure they haven't got any unknown words.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Then ask Ss to swap roles.
- Choose several pairs to act out the dialogue.

KEY

suggested answer

- A:** What's the title of the film?
B: It's the fifth film of *Pirates of the Caribbean*, but I don't remember the name exactly.
- A:** When did it come out?
B: In 2017.
- A:** What kind of film is it?
B: It's an adventure film.
- A:** Who stars in it?
B: Johnny Depp stars as Jack Sparrow. Geoffrey Rush and Javier Bardem are also in it.
- A:** Who directed it?
B: Joachim Ronning and Espen Sandberg directed it.
- A:** What is your opinion of this film?
B: I think it's one of the best films I've seen recently.
- A:** Did you like the plot?
B: I found it really exciting.
- A:** How was the acting?
B: It was excellent.
- A:** What did you think of the soundtrack and the special effects?
B: I thought the soundtrack was nothing special, but the special effects made the film even better. They were amazing.

4. Write

A R2.1 

- Draw Ss' attention to the poster accompanying the text and ask Ss to tell you what they know about this film, if they have watched it and if they liked it or not.
- Elicit answers and initiate a short discussion.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss to look at the table and check their understanding. Remind Ss that the emoticons are used to show the writer's opinion and that they should tick the appropriate column according to what is mentioned in the text.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Title of film	<i>Jurassic World</i>		
Year	2015		
Type of film	science-fiction, adventure		
Leading actor(s)	Chris Patt, Bryce Dallas Howard		
Director	Colin Trevorrow		
Opinion			
Plot		✓	
Acting	✓		
Soundtrack	✓		
Special effects	✓		

- Ask Ss some comprehension questions:

How many films are there in the Jurassic Park series? four
Where does the film take place? at a theme park called Jurassic World
Why do tourists visit this theme park? to see different species of dinosaurs
Who is Claire? the park manager
Who plays Claire in the film? Bryce Dallas Howard
Who is Owen? a dinosaur expert
What does Indominus Rex do? It escapes and starts attacking people.
What do Claire and Owen do? They try to protect and save everyone.
Do we learn what happens in the end? No, we don't.

- Explain any unknown words in the text.

B

- Draw Ss' attention to the box presenting the *relative clauses* and point out that they are commonly used in descriptions of films.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|----------|----------|
| 1. who | 4. where |
| 2. that | 5. that |
| 3. which | |

C W1.2 , W2.2 , W2.3 , W3.2 

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the plan of a film review with questions to help them when planning one and make sure they understand it.
- Refer Ss to the *Speaking Activity (3. Speak B)* and explain to them that they can refer to the activity if they are writing about the same film or to get ideas.
- Ask Ss to go to the Workbook page 116 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 117 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their descriptions and go round the class providing support when necessary.
- Choose several Ss to read out their descriptions.



4. Write

A Read the text and complete the table.

Jurassic World (2015) is a science-fiction adventure film. Colin Trevorrow is the director of this film. It is the fourth film in the Jurassic Park series, and Chris Pratt and Bryce Dallas Howard star in it. The film takes place in Jurassic World, a theme park which tourists visit to see different species of dinosaurs. Claire (Bryce Dallas Howard) is the park manager, and Owen (Chris Pratt) is a dinosaur expert who works at the park. When Indominus Rex, a new species of dinosaur, escapes and starts attacking people, Claire and Owen have to do their best to protect and save everyone. Do they make it in the end? You'll have to watch the film and find out!

Jurassic World is one of the best films I've seen recently. It's action-packed and perfect for those who love adventure. The plot is nothing special, but the acting is excellent. The soundtrack makes the film even more thrilling, and the special effects are amazing. Don't miss it!

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion			
Plot			
Acting			
Soundtrack			
Special effects			

B Read and then circle the correct options in the sentences 1-5.

TO GIVE MORE INFORMATION WHEN YOU WRITE A DESCRIPTION (OF A FILM, ETC.):

use relative clauses (who/which/that/where).

- *The actors who star in the film are amazing.*
- *Jurassic World is a place where dinosaurs live.*

1. People **who / which** like animated films will love this one.
2. The actor **which / that** stars in the film is American.
3. I was very disappointed by the comedy **who / which** we watched yesterday.
4. An amusement park is the place **where / which** all the action takes place.
5. The costumes **where / that** the actors wore were fantastic.

C Write about your favourite film or a film you have recently seen. Use the information in the speaking activity and follow the plan below. **Go to the Workbook page 117.**

PARAGRAPH 1

- What's the title of the film?
- When did it come out?
- What type of film is it (a science-fiction film, an animated film, etc.)?
- Who stars in it?
- Who directed it?
- What's the film about? (Use the Present Simple.)

PARAGRAPH 2

- What is your opinion of this film?
- Did you like the plot?
- How was the acting?
- What did you think of the soundtrack and special effects?
- What kind of people would like this film?

TIP!

Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Don't forget to use a variety of grammatical structures (e.g. tenses, relative clauses) and adjectives (e.g. incredible, fantastic, awful). Then write your final draft.

8 Round-up

1. Vocabulary

A Circle the correct options.

- I've trained really hard, so I am **disappointed** / **confident** that I will win the race.
- The **director** / **instructor** of the film plays a role in it, too.
- Hamad went to bed early because he was **proud** / **exhausted**.
- The writer Arthur Conan Doyle **hunted** / **created** the character Sherlock Holmes.
- Some players were **nervous** / **thrilling** the day before the final match.

Score: / 5

B Complete the sentences with the words in the box.

trophy weight shape effects
pads special

- You should wear knee when you play volleyball if you don't want to hurt yourself.
- Liam goes running every day because he's trying to lose
- Hassan won this in a tennis tournament.
- The special in this film are amazing.
- You need to be in good to do water sports.
- A:** How was the match?
B: It was nothing

Score: / 6

2. Grammar

C Complete the sentences with **who**, **which** or **where**.

- The man is talking to the reporter is the captain of the team.
- I gave the racket I found on the court to the coach.
- That's the new restaurant we had dinner last weekend.
- The new park has a large area you can play sports.
- The photographer won the competition is called James Fry.
- My favourite actor stars in a film is coming out today.
- The costumes the actors were wearing were impressive.
- The volunteers helped clean up the beach were students.

9. That's the hotel my father works.

10. Tom Collins is the athlete won the race last year.

Score: / 10

D Complete with the correct form of the verbs in the box.

buy win study watch

- Jameel went to the library
- Ned will go to the cinema a film.
- Sahar went to the farmer's market some fresh vegetables.
- I'll practise hard the sports competition.

Score: / 4

E Complete the sentences with the correct form of the verbs in brackets to form the **Zero Conditional**.

- If you (not eat) food, you get hungry.
- If you win a competition, you (get) a prize.
- If you leave the tap on when you are brushing your teeth, you (waste) water.
- If you (score) the final point, you win the game.
- If you (mix) red and yellow, you get orange.
- If ice melts, it (become) water.

Score: / 6

3. Communication

F Choose **a** or **b**.

- A:** I can ride a camel.
B:
a. So can I. b. Neither can I.
- A:** Ken has never been abroad.
B:
a. So have I. b. Neither have I.
- A:** We won't visit the theme park today.
B:
a. Neither will we. b. Neither do we.
- A:** Afaf is terrified of spiders.
B:
a. So is Fatima. b. Neither is Fatima.

Score: / 4

Now I can...

Total score: / 35

- talk about sports, fitness and sporting events
- describe my feelings
- define people, places and things by using relative pronouns and adverbs
- talk about animals and their habits
- express agreement/disagreement
- give my opinion when discussing films
- write a description of a film

LEARNING STANDARDS

WB: R2.1, L1.1, L2.1

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

1. Vocabulary

A

KEY

- | | |
|--------------|------------|
| 1. confident | 4. created |
| 2. director | 5. nervous |
| 3. exhausted | |

B

KEY

- | | |
|-----------|------------|
| 1. pads | 4. effects |
| 2. weight | 5. shape |
| 3. trophy | 6. special |

2. Grammar

C

KEY

- | | |
|----------|----------|
| 1. who | 6. which |
| 2. which | 7. which |
| 3. where | 8. who |
| 4. where | 9. where |
| 5. who | 10. who |

D

KEY

- | | |
|-------------|-----------|
| 1. to study | 3. to buy |
| 2. to watch | 4. to win |

E

KEY

- | | |
|--------------|------------|
| 1. don't eat | 4. score |
| 2. get | 5. mix |
| 3. waste | 6. becomes |

3. Communication

F

KEY

1. a 2. b 3. a 4. a

Now I can

- Draw Ss' attention to the points and get them to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

LEARNING STANDARDS

SB: S1.1, R2.1, R4.1, R4.2, W1.1, W2.2, W2.3

A S1.1

- Ask Ss to tell you which special days people celebrate in their country.
- Elicit answers and encourage Ss to tell you what they usually do on these days. Initiate a short discussion.

B R2.1

- Draw Ss' attention to the activity and ask the questions in the rubric.
- Elicit answers. If Ss don't know much about it ask them to guess, e.g. *What sports do people play? When and where does it take place?*, etc.
- Have Ss read the text and check their answers.

KEY

Qatar National Sports Day helps people get interested in sports. It started in 2012 and it takes place every year on the second Tuesday of February.

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Why do people celebrate Qatar National Sports Day? Because it is an opportunity for Qataris to get out and exercise and spend time with friends and families.

What activities can Qataris do? They can do sailing, cycling and running races.

What other things can people do? They can also take part in team sport championships and take awards home if they win.

Why is National Sports Day in Qatar important? Because people learn that being active is not only an important part of healthy living, but also a way to have fun.

C R4.1 , R4.2

- Draw Ss' attention to the activity and write the following on the board: *I like jogging. / I enjoy jogging.*
- Underline the verbs *like* and *enjoy* and ask Ss to tell you if they have a similar or a different meaning.
- Elicit the answer that they have a similar meaning and explain that 'like' and 'enjoy' are synonyms. (*Synonyms are words with a similar meaning.*) Explain to Ss that we use the symbol = for synonyms.
- Draw Ss' attention to the words 1-5 and explain that they have to read the text and find the synonyms for these words. Make sure Ss know the meaning of these words.
- Ask Ss to go to the *Using a Dictionary* section on p. 126.
- Have Ss do the activity. You can have them work in pairs. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY

1. opportunity **2.** choice **3.** exciting **4.** race
5. discover

D R2.1

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. F **2.** T **3.** F **4.** F **5.** T

- Have Ss correct the false sentences. This will challenge **higher-performing Ss**.
- Explain any unknown words in the text.

Over to you S1.1

- Ask Ss the questions in the box.
- Elicit answers and initiate a short discussion.

KEY

suggested answers

Have you ever taken part in Qatar National Sports Day? If yes, what did you do on that day? If no, would you like to? Why?

I have taken part in Qatar National Sports Day. Last year my family and I went to a stadium and played football. / I haven't taken part in Qatar National Sports Day but I would like to next year. I would like to take part in one of the team sport championships.

PROJECT W1.1 , W2.2 , W2.3

Make a poster!

- Draw Ss' attention to the project.
- Explain to them that they have to make a poster. Refer Ss to the *Project Skills* section at the back of the Student's Book and explain to them the steps they have to follow to make their poster.
- Ask Ss to think of a special day that people celebrate in their country.
- Ask them to read through the questions and make sure they understand everything.
- You can tell them to prepare a fact file in their notebooks to organise their notes better.
- Ask Ss to search the Internet and find the information they need. Encourage them to find some pictures and some interesting facts, as well. You can recommend some safe websites for Ss to use.
- Encourage Ss to write short descriptions next to the pictures they decide to use.
- Allow Ss some time to do the activity in class or assign it as homework.
- Have Ss present their posters in class.

4 Culture Page

Qatar National Sports Day

A  Which special days do people celebrate in your country? What do you usually do on these days?

B  What do you know about Qatar National Sports Day? When did it start? When do people celebrate it? Read and find out more.

9:47 AM



Qatar celebrates National Sports Day on the second Tuesday of February as a way to get people interested in sports. Nobody goes to school or work on this day and people are outside or in stadiums doing activities that they enjoy. It is an opportunity for Qataris to get out and exercise and spend time with their friends and families.

Many organisations from all around Qatar join in the fun so there are lots of choices! Some people may prefer to do an activity that they know while others might like to try something new and exciting!

Some activities that Qataris can do include sailing, cycling and running races. They can also take part in many team sport championships. Those who compete take awards home if they win. There are a variety of events for all ages so everyone can exercise and have fun on this special day.

Since it began in 2012, National Sports Day in Qatar has taught the community about exercise and its important role in our lives. With so many activities on this day, everyone can discover something they like and take up a new sport or hobby. This means that being active becomes not only an important part of healthy living, but also a way to have fun!

C  Find synonyms of the words below in the text. Then check your answers in a dictionary. See *Using a Dictionary*, p. 126.

1. chance =
2. option =
3. thrilling =
4. competition =
5. find =

D  Read again and write **T** for True or **F** for False.

1. Qatar National Sports Day is on the same date every year.
2. People can meet with their friends and family on National Sports Day.
3. Children don't take part in activities on National Sports Day.
4. There are no competitions on National Sports Day.
5. National Sports Day is a good opportunity for someone who wants to start doing a sport.



Over to you...

Discuss.

Have you ever taken part in Qatar National Sports Day? If yes, what did you do on that day? If no, would you like to? Why?

PROJECT

Make a poster!

  Think of a special day that people celebrate in your country. Do research on some of the following questions.

- When and where does it take place?
- When did it start?
- Why is it special?
- What can people do on this day?
- Are there any interesting facts about it?

Make a poster with the information you found. Find photos and write short descriptions next to them. Present your poster to the class.

POEM

(Modules 7 & 8)

We're an all-star team!

▶ Complete the poem with the words in the box.
Listen and check your answers. Then say.

cup stand match proud
spectators give May score

It's the thirty-first of 1
The big day has come
The final 2 is today
It's time to play!

This final is a test
Will we win the 3 ?
We always do our best
And we never 4 up

My teammates are cool
We're an all-star team
We are the champions
We're living the dream!

You'll never get bored
When we play football
5 up and cheer for us
When we 6 a goal

The stadium is full
The 7 are loud
We have scored five goals
Our coach is so 8

My teammates are cool
We're an all-star team
We are the champions
We're living the dream!



We're an all-star team!

- Ask Ss to look at the title of the poem and guess what the poem is about.
- Accept all answers.
- Ask Ss to read through the poem without trying to work out which words go in the gaps.
- Ask Ss to try to complete the poem with the words in the box before listening to it.
- Play the recording and have Ss listen to the poem carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

- | | |
|----------|---------------|
| 1. May | 5. Stand |
| 2. match | 6. score |
| 3. cup | 7. spectators |
| 4. give | 8. proud |

- Play the recording again and have Ss follow along.
- Ask Ss to tell you if they are members of a team and how they feel when they play an important match/game. Elicit answers and initiate a short discussion.

OPTIONAL ACTIVITY

- Have Ss work in pairs or groups.
- Ask them to choose one verse of the poem and try to make their own version by changing as many words as they can.
- Have Ss present their own version of the poem.

Speaking Activities

5c

ANSWERS TO THE RIDDLES:

- What kind of room has got no doors or windows? *a mushroom*
- What is always coming but never arrives? *tomorrow*
- What can you find once in every minute, twice in every moment, but never in a thousand years? *the letter m*
- What do you have to break before you use it? *an egg*
- Which letter of the alphabet has got the most water? *the letter c*

5e

ROLE PLAY

B Talk in pairs. Use the ideas below and have a conversation.

Student A

Think of an interesting event and invite your friend to come along. Give details about day and time.

Accept the suggestion. Make arrangements about day/time/meeting place, etc.

Would you like to go on a picnic this Saturday afternoon?

*I'd love to but I...
How about...?*

Student B

Refuse the invitation and give a reason. Suggest something different (e.g. different activity, another day, time).

Agree and make arrangements.

7d

ROLE PLAY

Talk in pairs.

Student A

Imagine that you are a customer in a department store. Decide which items you want to buy and in what colour and size. Student B is the shop assistant. Talk to him/her using the phrases in the box.



- Excuse me. Have you got any...?
- I'd like...
- I'm looking for...
- Can I try it/them on?
- Have you got it/them in red/blue, etc.?
- Where are the fitting rooms?
- It's/They're too...
- It isn't / They aren't... enough.
- I wear a size...
- I think it/they fits/fit me very well.
- I prefer the... one/ones.
- I'll take it/them.
- How much is/are...?
- How much does it / do they cost?
- Where's the till?
- Can I pay in cash / by credit card?
- Thank you very much.

Speaking Activities

7d ROLE PLAY

Talk in pairs.
Student B

Imagine that you are a shop assistant in a department store. Student A is a customer. Look at the items below and talk to him/her using some of the phrases in the box.



-50%

Tracksuit
£40 NOW £20
SIZE **S, L, XL**
COLOUR



Sandals
£36
SIZE **6, 7, 8**
COLOUR



Jumper
£40
SIZE **XS, M, XL**
COLOUR



Shirt
£30
SIZE **S, M, L**
COLOUR



Gloves
£9.99
SIZE **M, L**
COLOUR

- Can/May I help you?
- What size do you wear?
- We've got it/them only in...
- I'm afraid we...
- Would you like to try it/them on?
- Does it / Do they fit you?
- What do you think of...?
- How about this/these one/ones?
- Here you are.
- The... is/are half price.
- Would you like to pay in cash or by credit card?
- It costs / They cost...
- That's £... altogether.
- Here's your change and receipt.

8e

B Think of your favourite film or a film you have recently seen and complete the table below. Then talk in pairs.

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion			
Plot			
Acting			
Soundtrack			
Special effects			

What's the title of the film?

...

When did it come out?

...

What type/kind of film is it?

...

Who stars in it? / Who's the leading actor?

...

Who directed it?

...

What is your opinion of this film?

I think it's...

Did you like the plot?

I found it...

How was the acting?

It was...

What did you think of the soundtrack and special effects?

I thought...

Module 5

Future *be going to*

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not going to play	I'm not going to play
You are not going to play	You aren't going to play
He is not going to play	He isn't going to play
She is not going to play	She isn't going to play
It is not going to play	It isn't going to play
We are not going to play	We aren't going to play
You are not going to play	You aren't going to play
They are not going to play	They aren't going to play

QUESTIONS	SHORT ANSWERS	
Am I going to play?	Yes, I am.	No, I'm not.
Are you going to play?	Yes, you are.	No, you aren't.
Is he going to play?	Yes, he is.	No, he isn't.
Is she going to play?	Yes, she is.	No, she isn't.
Is it going to play?	Yes, it is.	No, it isn't.
Are we going to play?	Yes, we are.	No, we aren't.
Are you going to play?	Yes, you are.	No, you aren't.
Are they going to play?	Yes, they are.	No, they aren't.

TIME EXPRESSIONS
tomorrow / tonight
next month/year/week/Tuesday, etc.
in an hour / a year, etc.
soon
this week/month, etc.

The **Future *be going to*** is used:

- to talk about future plans.
Abdullah is going to buy a car next week.
- to make predictions based on evidence.
Be careful! You're going to fall.

NOTE

It isn't necessary to say or write **to go** with the Future ***be going to***.
Ted's going (to go) swimming next weekend.

Present Progressive with future meaning

We can use the **Present Progressive** to talk about future arrangements.

We are having a barbecue next Saturday.

Future *will*

AFFIRMATIVE		NEGATIVE	
I	will	I	won't
He/She/It	work	He/She/It	(will not)
We/You/They	work	We/You/They	work

QUESTIONS		
Will	I	work?
	he/she/it	
	we/you/they	

SHORT ANSWERS		
Yes,	I	will.
	he/she/it	
	we/you/they	
No,	I	won't.
	he/she/it	
	we/you/they	

We use the **Future *will*** for:

- predictions, usually with the verbs **think** and **believe**.
I think he will be a famous basketball player one day.
- on-the-spot decisions.
Fine, I'll meet you in an hour.
- offers.
I'll help you with everything.
- promises.
I promise, I'll be there for you.
- requests.
Will you do me a favour?

may/might/could

The verbs **may**, **might** and **could**:

- are followed by the base form of the verb.
- are the same in all persons in the singular and plural.
- form questions by inverting the subject with the modal verb.
- form the negative by adding **not** after the modal verb.
- We use **may**, **might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We may/might/could go to the Art Festival next weekend.

Grammar Reference

- We use **may not/might not** to express lack of possibility in the present or future.
Ahmed may not/might not come to the park.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must)
	Imperative

If I like the car, I'll buy it.

If you want to get into the museum, you must buy a ticket.

If you don't feel well, go to bed.

NOTE

When the **if-clause** comes before the **main clause**, put a comma to separate them.

Module 6

Present Perfect Simple

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

NEGATIVE	
FULL FORMS	SHORT FORMS
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

QUESTIONS	SHORT ANSWERS	
Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

We form the **Present Perfect Simple** with *have/has* and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + **-ed**).

NOTE

Look at the list of irregular verbs on page 119.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
Look! Jerry has broken his leg!

TIME EXPRESSIONS

always, ever, never, before, so far, yet, already, just, once, twice, etc.

Present Perfect Simple vs Past Simple

We use the Present Perfect Simple :	We use the Past Simple :
<ul style="list-style-type: none"> for actions that happened in the past, but we don't say when exactly. <i>I have visited Doha.</i> with the time expressions: <i>ever, never, before, so far, just, yet, already, always, for, since, once, twice, etc.</i> 	<ul style="list-style-type: none"> for actions that happened at a definite time in the past. We say when. <i>I visited Doha last year.</i> with the time expressions: <i>yesterday, in 1995, ago, last week/month, etc.</i>

NOTE

- have/has gone** means that someone has gone somewhere and is still there.
Hamad has gone to the supermarket. (He's still there.)
- have/has been** means that someone has visited a place but has come back.
Hamad has been to Barcelona. (Now he's back.)

yet/already

- **yet** is used only with the question and negative form of verbs. It is placed at the end of the sentence.
Have you finished yet?
He hasn't arrived yet.
- **already** is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis.
I've already seen that film.
You've finished eating already!

Present Perfect with since/for/how long

We use the **Present Perfect** with **for**, **since** and **how long** for actions that started in the past and continue up to the present.

	<i>How long have you had this car?</i>
since + a point in time (e.g. <i>since 1980, since yesterday, since last week, since 4 a.m.</i>) It refers to the time when the action started.	<i>I've had this car since 1999.</i>
for + a period of time (e.g. <i>for two weeks, for three days, for five minutes, for months</i>) It refers to the duration of the action.	<i>I've had this car for six years.</i>

Module 7

The verb *should*

AFFIRMATIVE	NEGATIVE
I/He/She/It/ We/You/They should go	I/He/She/It/ We/You/They shouldn't go
QUESTIONS	
Should	I/he/she/it/ we/you/they go?
SHORT ANSWERS	
Yes,	I/he/she/it/ we/you/they should.
No,	I/he/she/it/ we/you/they shouldn't.

- We use **should**:
- to ask for and give advice.
A: *What should I do?*
B: *You shouldn't work so hard.*
 - to express an opinion.
I think the children should eat more fruit.
 - to make a suggestion.
We should go swimming tomorrow.

The modal verb **should**:

- forms questions by inverting the subject with the modal verb.
- forms the negative by adding **not** after the modal verb.

too/enough

- We use **too** before adjectives. **Too** has a negative meaning and it means 'more than necessary'.
This tea is too hot. I can't drink it.
- We use **enough** after adjectives, but before nouns. **Enough** has a positive meaning and it means 'as much as is necessary'.
The weather is warm enough for a picnic.
There's enough food in the fridge.

How much...?/How many...?/ Much/Many/A lot of/Lots of/ A little/A few

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much milk is there?

NOTE

We also use **How much...?** to ask about the cost or price of something.
How much are these shoes? £100?

- We use **How many...?** with plural countable nouns to ask about the number of something.
How many cans of lemonade do we need?
- We use **much** with uncountable nouns.
We haven't got much money.
- We use **many** with plural countable nouns.
There aren't many books in the bookcase.
- We use **a lot of/lots of** with uncountable and plural countable nouns.
There is a lot of coffee in my cup.
There are lots of apples in the fridge.
- We use **a little** with uncountable nouns, in affirmative sentences. (= some, a small amount)
There is a little cheese on the table.
- We use **a few** with plural countable nouns, in affirmative sentences. (= some, a small number)
There are a few magazines on the table.

one/ones

- We use **one** when we don't want to repeat a singular countable noun.
Which car is yours? The black one.
- We use **ones** when we don't want to repeat a plural countable noun.
Which shoes do you like? The brown ones.

Grammar Reference

Possessive Adjectives - Possessive Pronouns

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- **Possessive adjectives** always go before nouns and do not take articles before them.
Her hat is green.
- **Possessive pronouns** replace *possessive adjectives + noun*, so they are never followed by nouns. They are often used as short answers to questions starting with **whose**.
Your bag is brown, but mine is black.
That cat is hers.
Whose is this ball? It's his.

Module 8

Relative Pronouns

- The relative pronouns **who**, **which** and **that** introduce relative clauses and refer to the subject or the object of the main clause. When they refer to the object, they can be omitted.

	PRONOUNS	EXAMPLES
PEOPLE	who/that	<i>The man who/that is driving that sports car is my uncle.</i> <i>The teacher (who/that) I like the most is Mr Ahmed.</i>
ANIMALS AND THINGS	which/that	<i>The bag which/that is on the desk is mine.</i> <i>The film (which/that) I saw last night was terrible.</i>

Relative Adverb

- The relative adverb **where** introduces relative clauses. It indicates place and it can never be replaced by **that**.

	ADVERB	EXAMPLE
PLACE	where	<i>The place where I live is beautiful.</i>

Full Infinitive

We use the full infinitive (**to + base form of the verb**) to express purpose.

I'm going to the farmer's market to get some fruit.

Mr Robins went to the newsagent's to buy a newspaper.

Zero Conditional

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	Present Simple

We use the **Zero Conditional**:

- to talk about general truths (e.g. scientific facts).
If you heat ice, it melts.
- to talk about facts and to make statements about the real world (in contrast to hypothetical situations).
If you press the button, the door opens.

So/Neither

TO EXPRESS AGREEMENT

- We use **So + affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.
A: *I must go to the dentist.* **A:** *I always go to school on foot.*
B: *So must I.* **B:** *So do I.*
- We use **Neither + affirmative auxiliary verb + subject** when we agree with a negative statement, but we don't want to repeat it.
A: *I can't play tennis.* **A:** *I don't like chocolate.*
B: *Neither can I.* **B:** *Neither does my sister.*

NOTE

To express disagreement:

- We use **subject + affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.
A: *I can't ride a horse.*
B: *I can.*
- We use **subject + negative auxiliary verb** when we disagree with an affirmative statement, but we don't want to repeat it.
A: *I've been to Italy.*
B: *I haven't.*

Irregular verbs

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	know	knew	known
beat	beat	beaten	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bite	bit	bitten	let	let	let
blow	blew	blown	lie	lay	lain
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	mean	meant	meant
burn	burnt/burned	burnt/burned	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/ dreamed	dreamt/ dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shine	shone	shone
eat	ate	eaten	show	showed	shown
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written

Learning Tips

In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the recording.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites.
- Watch English TV programmes and DVDs.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook.
Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb + noun) not just individual words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, write down if they are verbs, nouns, adjectives, etc.
- When you learn new words, use a dictionary to find synonyms and/or opposites of these words, too.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points e.g. *irregular verbs*.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example given.
- Use the prompts given.
- Use the vocabulary and the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Keep in mind that a text will most probably include unknown vocabulary. There's no need to panic. It does not mean that you won't be able to understand the text as a whole.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully. Make sure you haven't got any unknown words.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with appropriate linking words: **and**, **but**, **so**, **because**, etc.
- Use pronouns (he, she it, them, there, this, etc.) to avoid repeating the same words.
- When writing to a friend, start and finish your letter/email in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like **suddenly**, **luckily**, **unfortunately** to make your writing more interesting.
- Use a variety of vocabulary (e.g. adjectives) and grammatical structures in your writing to make it more interesting.
- When writing a note, keep the text short and give only the important information. Remember that you don't have to write full sentences.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, spelling, word order, linking words, grammar and vocabulary.

Project Skills



BRAINSTORM

PLAN

RESEARCH

CREATE

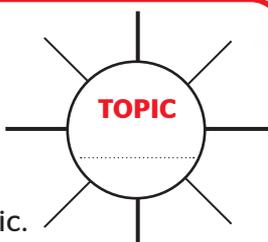
PROOFREAD

PRESENT

STEP 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



STEP 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

STEP 3

RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

STEP 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

STEP 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

STEP 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank the audience. (*Thank you for your attention.*)

TIP!

Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

Project checklist

- mind map
- plan
- research
- key words
- paragraph/text
- title
- pictures and captions
- checking
- presentation practice

Wordlist

Module 5

Cover

hotel
in the future
robot

5a

all the time
be welcome
bottle
can (n.)
care about
empty
horrible
maybe
recycle
recycling
throw sth in the bin/
rubbish

Recyclable materials

battery
electronic devices
glass
metal
paper
plastic

5b

already
available
change (v.)
design (n.)
for sure
furniture
imagine
in a few years from
now
in no time
invention
item
mean
normal
printer
printing
promise (v.)
seem

solve
take (sb somewhere)
take off
the rest
though
traffic

5c

cage
check sth out
digital (clock)
escape
guess (v. + n.)
line
manage
opinion
second
unlock
way (= manner)

Phrases/Expressions

Good job!
Hang on!
Hurry up!
I agree.
I don't get it.
I don't think so.
I give up.
I've got it.
That's incredible!

5d

air
clean-up
cool (temperature)
cut down
cycle
disappear
energy
environment
have a bath
human
kill
pick sth up
plant (v.)
pollute
pollution
public transport
put sth up
save
take part in

tap (n.)
unplug
volunteer (n.)
wood

5e

adventure park
barbecue
invitation
jealous
meet up
organise
plan (v.)

Phrases/Expressions

Anyway...
Are you free...?
Do you fancy
coming along?
How could I say no?
How/What about...?
I'm really looking
forward to it.
It was nice of you
to...
Maybe some other
time.
Sorry I have other
plans.
Thanks for...
Where/When shall
we meet?
Why don't we...?

Module 6

Cover

accessories
heat
outdoor
suitcase

6a

advertisement
archaeologist
archaeology
be interested in
cave
(have the) chance
cost (n.)
course
design (v.)

dig (v.)
direct (v.) (a film)
guest
hi-tech
include
offer (v.)
price
real

6b

bone
canoe
cry (v.)
cute
grass
guide (n. person)
keep (= not give
back)
mind (v.)
national park
necklace
safari
souvenir
stick (n.)
tradition
village

Animals

camel
deer
giraffe
hippo
lion
snake
tiger
zebra

6c

act (v.) (= do sth)
ad
at first
at the same time
be in danger
break down
career
change one's mind
contact
dream (v.)
examine
first aid
fix

healthy
look after
make a decision
necessary
pass (v.)
pay attention
pocket money
realise
work as...

Jobs

babysitter
cashier
factory worker
lifeguard
mechanic
office worker
receptionist
reporter
teacher
vet

Phrases/Expressions

What do you do?

6d

recently

Holiday activities

book a flight
do water sports
go on a cruise
go sightseeing
pack your suitcase/
bags
stay at a holiday
resort

sunbathe

travel abroad
try local food

Water sports

canoeing
diving
sailing
scuba diving
surfing
water skiing
windsurfing

6e

schedule
slippery
tool
toothbrush

Phrases/Expressions

Can I take/leave a
message?
Give... a call.
I'll call back later.
I'll get him/her.
I'm afraid... is out.
It's... / This is...
Just a sec/second.
One moment,
please.
Take care.
That's all for now.

Module 7

Cover

home-cooked
prefer

7a

a good night's sleep
exercise (v.)
final
honey
leading actor
lie down
light (adj.)
lose one's voice
medication
mystery
pale
play (n.)
rehearsal
seriously
stomach
toast
voice
warm

Ailments and illnesses

cough
earache
fever
headache
sore throat
stomach ache
the flu
toothache

Phrases/Expressions

I guess...
What's the matter?

7b

blind
charity
clean out
collect
community
give sth away
harmful
harmless
help out
helpful
helpless
homeless
kitten
matter (v.)
not any longer
organisation
people in need
raise money
share
shelter
sign up
throw sth away
useful
useless

7c

actually
avoid
brain
calorie
consider
contain
diet (food)
especially
every now and then
expert
fat / fats
heart
high in
junk food
make sure
minerals
option
overdo
product
rich in
unhealthy
vitamin
Food
beans

beef
broccoli
club sandwich
crackers
lettuce
nuts
peas
rice
salmon
vegetable oil

7d

a pair of
customer
extra small/large
fitting room
shop assistant
try sth on

Clothes and accessories

abaya
boots
earrings
gloves
jumper
leggings
sandals
shirt
shorts
skirt
thobe
top
tracksuit
trousers

Words/Phrases related to money/prices

cent
change (n.)
dirham
dollar
euro
half price
pay by credit card
pay in cash
penny - pence
pound
receipt
riyal
till (n.)

**Phrases/
Expressions**

How much does it cost?
I'll take it.
That's £... altogether.
What size do you wear?

7e

a little (bit)
advice
be in trouble
calm down
cheer up
drop (v.)
explain
feel down
fight (v.)
find out
let (= allow)
lie
lonely
quite
save up (money)
teammate
upset

**Phrases/
Expressions**

First of all,...
I hope everything goes well.
It's going to be all right.
It's not fair!

Module 8

Cover

bungee jumping
camel riding
go-kart racing
horse riding
skydiving

8a

for ages
hang from sth
hold on
instructor
interview (v.)
lately
panic (v.)

pass by
roof

Emotions

annoyed
confident
disappointed
exhausted
nervous
pleased
proud
terrified

Phrases

Whatever.
You think?

8b

a piece of
bee
create
creature
hunt
hunter
insect
jump (n.)
nowadays
rope
run after
stay still
vegetarian
web

8c

cut (v.)
height
hold (an event)
particular
prize
rule (n.)

**Words related to
sports**

athlete
beat
captain
champion
championship
compete (against)
court
cup
goal
national team
score

spectator
tournament
trophy

8d

be in good shape
be/go on a diet
hockey
keep fit
kilo
lose weight
pitch
put on weight
take up sth
water polo

Sports equipment

football boots
goal
goggles
knee pads
net
racket
shin pads
stick
swimwear

8e

attack
come out
do one's best
manager
theme park
thrilling
title
unusual

**Words related to
films**

acting
action-packed
costume
director
performance
play a role
plot
scene
soundtrack
special effects
star (v.)

Phrases/Expressions

How was it?

It was nothing special.

What did you think of it?

What is your opinion of...?

Module 5

5a

5. Listen

- A:** So, you're coming to Recycling Day at my school, right? My class is helping to organise it.
- B:** I'm going to try. There's a basketball game I want to watch on Sunday, but my brother is going to come for sure.
- A:** Sunday? It's on Saturday.
- B:** Is it? That's great because I'm free then, so I'm going to come for sure. Greg and I are going to bring lots of things - like plastic bottles, glass bottles, metal cans, old books and paper. We've got lots of things. Can I bring my old laptop? I don't want to throw it in the rubbish.
- A:** Sorry, you can't. You see, there's going to be a different event for electronic devices.
- B:** Oh, OK. I didn't know that! So, I guess I can't bring old batteries either. I've got a box full of them in my wardrobe.
- A:** Those you can bring. They're going to be collecting all kinds of batteries at the event for recycling.
- B:** Nice. So what time are you going to go?
- A:** Well, it starts at nine in the morning, but I have to be there earlier - at eight - to help get everything ready. You can come any time after nine. But I think the best time is in the afternoon when somebody from a recycling plant is going to talk about recycling plastic.
- B:** Sounds cool!

5d

2. Listen (1)

- 1.**
- A:** Were you having a bath again, Brian?
- B:** Umm, yeah.
- A:** Don't you know that when you have a bath, you use a lot of water?
- B:** Well...
- A:** Argh, Brian! If we don't save water, we won't have water to drink in the future.
- B:** I know that showers save water, but I like having a bath once a week. Anyway, I do other things. I turn off the tap when I'm brushing my teeth.
- A:** We have to remember to save water all the time.
- B:** OK, OK. I promise, I'll only have showers from now on.
- 2.**
- A:** What are you doing there, Kelly?
- B:** Hi, Mary. I'm making a poster for a tree-planting event that my school is organising.
- A:** Cool! When is it?
- B:** Next Saturday. We're going to put up posters made from recycled paper around town. If we put up lots of posters, more people might come!
- A:** I can't come to the event, but I can help with the posters if you want me to.
- B:** Sure. Can you put up some posters in your neighbourhood?
- A:** Of course.
- 3.**
- A:** Vicky, you're late. Where have you been?
- B:** I know, I know. I missed the bus.
- A:** The bus? You never take the bus. Your brother usually drives you to school.

B: Oh, yeah - well, not anymore.

A: What do you mean?

B: He doesn't want to use the car much, because it's not good for the environment.

A: Good for him. If more people start using public transport, then air pollution won't get worse. Does he walk to work?

B: Actually, he goes to work by bike now.

A: Even better.

4. Listen (2)

A

Man: Brandon Jones is an artist from Brentford. He became very popular this year with his project *Rubbish on the Beach*. If you think *Rubbish on the Beach* is just a painting of... well, rubbish on the beach, then you're wrong. Brandon was at a beach one day, taking some photographs of the view when he noticed lots of plastic bottles on the sand. So, he decided to pick up the rubbish and clean the beach. His first thought was to recycle all the things he had found, but then, he had a better idea. Why not use the bottles to make art? And that's how his project started.

B

Girl: Wow! That was a really interesting podcast.

Boy: Yes, it was. I didn't know that artists use rubbish to make art.

Girl: It's amazing, right? We had an art lesson a few weeks ago about how we can use old things to make something new. The art teacher showed us how to make a lamp and a pencil holder from metal cans.

Boy: Really? If I collect some cans, can you show me?

Girl: Of course. Hey, did you hear about the beach clean-up my school is organising?

Boy: When? Where?

Girl: This weekend at Sunset Beach.

Boy: Nice! My school hasn't organised any environmental events so far this year. Are you going?

Girl: Of course, everybody from my school is going. The plan is to clean up the whole beach. Do you want to come?

Boy: I'll join you if I don't go fishing with Dad. So, are you going to recycle the things that you pick up from the beach or... make something out of them, like in the podcast?

Girl: Brilliant idea! If we find lots of bottles on the beach, I'll keep them to make something!

Boy: Now that I think of it, there might be other things, like metal cans, that you can also use.

Girl: That's a good idea, and my artwork will be different from Brandon Jones's. We can even make something together!

Boy: Well, to be honest, I was thinking of making something on my own. But I'll tell you what. We can work on our projects in our back garden and help each other whenever one of us gets stuck. What do you think?

Girl: Deal.

5e

1. Listen

Roger: Hello?

Jerry: Hi, Roger! How are things?
Roger: Hi, Jerry! Not bad.
Jerry: Listen. I was thinking of going to Dillford Adventure Park.
Roger: Nice!
Jerry: So, you like the idea. Do you fancy coming along?
Roger: How could I say no? It's a fantastic park!
Jerry: Great! I asked Paul to come too, and he said yes.
Roger: So, when are we going? You didn't say.
Jerry: Sorry. On Friday at about five in the afternoon. What do you think?
Roger: I'm afraid I can't make it then. I have to go to the dentist. Why don't we go on Saturday?
Jerry: Sure, why not? I'm free, and I think Paul is, too.
Roger: Great! Hey, how about going in the morning? Then we'll spend all day there.
Jerry: OK. Where shall we meet? At the train station at ten?
Roger: Sounds perfect! Oh, and don't forget to call Paul to tell him when we're going.
Jerry: I won't.

Module 6 6c

4. Listen

Interviewer: **Is this the first time you've tried a working holiday?**

Trevor: Yes, it is. I've had summer jobs in the past, but this year I wanted to try something different. So, I signed up for this working holiday in the countryside.

Interviewer: **How long have you been here?**

Trevor: I've been here for a week, and I'm going to stay for two more weeks. It has been amazing so far.

Interviewer: **Could you tell us exactly what you do here?**

Trevor: There's lots of work to do. So far, we've cleaned a beach and planted some trees in nearby places. It was hard work, but it made me feel great. And this morning, we even started building a wall! We're going to continue tomorrow.

Interviewer: **Sounds tiring! Why do they call it a holiday if all you do is work?**

Trevor: That's not all we do! We've got free time in the afternoon and at the weekends, too. And there are lots of activities we can choose from. There's swimming, hiking, arts and crafts... The best activity I've taken part in so far is rock climbing!

Interviewer: **What's the best part of this experience for you?**

Trevor: I think the best part is that I've met lots of other people my age. They aren't only from the UK. Some of them are from other countries, too! Since my first day here, I think I've met over thirty other teenagers!

6d

2. Listen (1)

Dialogue 1

A: Hello. I'd like to book a holiday for the first two weeks of July.
B: Let me think,... Would something active interest you? A hiking holiday in the Lake District maybe?
A: Not really. I don't like hiking at all.
B: How about a holiday abroad? A safari in Africa, for example.
A: No, I don't want to travel by plane. I hate flying. Maybe a cruise. You've got cruises, right?
B: Of course. I've got something that's perfect for you. A Canary Islands Cruise... you leave from Southampton on the first of July and return on the 15th.
A: That's fifteen days. I guess that's OK. And can you tell me the price?
B: Sure. Let me check.

Dialogue 2

A: So, are you going to go to the beach in Barcelona?
B: What? There isn't a beach in Barcelona!
A: Of course there is.
B: Well, I don't think I'll have time with all the sights I want to visit. I want to visit the Picasso Museum too. Maybe next time.
A: Oh, and don't forget! You have to try *churros*.
B: The local dessert with sugar and chocolate?
A: That's right!
B: I'll tell you what it's like when I get back.

Dialogue 3

A: Can you help me choose something for my mum? And don't look at the mugs, please.
B: You bought one last time, right?
A: Exactly. And you can't imagine how many she's got.
B: Hmm... Look at that necklace. It's beautiful!
A: Yes, but it's very expensive.
B: You're right. What about this bracelet?
A: Well, my mum doesn't like bracelets, but it's perfect for my sister.
B: How about a packet of tea? She drinks tea, right?
A: Of course. She always has a cup in the morning.
B: And she's got lots of mugs to drink from, too!

3. Listen (2)

Dylan: Hi, Kelly.

Kelly: Hello, Dylan. Your sunglasses look cool! Are they new?

Dylan: Yeah, thanks! Mum helped me choose them before we got here. It's a beautiful day today. What are you going to do?

Kelly: Well, I was thinking of trying a sport, but I don't know which one.

Dylan: Well, there are lots to choose from at this resort. I went windsurfing yesterday. Have you ever tried windsurfing?

Kelly: Yesterday? You didn't say anything! Well, actually, I have. I tried it last year when we

were on holiday in Greece, but I didn't really enjoy it. Remember?

Dylan: Not really. And I can't remember why you didn't like it.

Kelly: Well, I couldn't balance on the board and kept falling in the water. It was awful!

Dylan: Oh... I like windsurfing. I think it's fun, and the instructors here are very friendly.

Kelly: I'm sure they are, but I'd like to try something else. Something I've never tried before...

Dylan: What about sailing? There's a sailing class for teenagers at twelve o'clock. I'm going to join it.

Kelly: Sounds interesting. But I'm going to meet my new friend, Lizzie, at 11.30. We want to go swimming together. Are there any sailing classes earlier?

Dylan: No... Why don't you both join the sailing class and then go swimming later?

Kelly: That's a good idea. I'll text her right away. Well, she says she's interested.

Dylan: Cool.

Kelly: See you at twelve then!

6e

1. Listen

Claire: Hello, Mrs Harrison. This is Claire. Can I speak to Judy, please?

Mrs Harrison: Oh, hi Claire. I'm afraid Judy isn't here at the moment. She's gone to the park with her brother.

Claire: Oh, OK. What time will she be back?

Mrs Harrison: She'll be back in about an hour. I can tell her to call you.

Claire: No, it's OK. I'll call back later.

Mrs Harrison: OK. Bye.

Claire: Bye!

Module 7

7a

4. Listen

Helen: Hi, James. Why are you here? You should be at school!

James: I went this morning, but I wasn't feeling well, so the nurse sent me home.

Helen: What's wrong? You don't look too well. I think you might have a fever.

James: I do. The nurse told me so.

Helen: Well, lie there on the sofa and relax. Can I get you something to eat? You should have some fruit. It's healthy.

James: No, not right now.

Helen: Oh, dear! You've got a stomach ache, too? Maybe I should call Mum and tell her to come home.

James: No, I'll be fine, and my stomach's fine, too.

Helen: So, what's the problem?

James: It's my ear. It hurts when I chew food. Could you bring me something cold to drink, please? I'm really thirsty.

Helen: You haven't got a sore throat, right? Because, if your throat hurts, you shouldn't drink anything cold.

James: Now that you mention it, yes, it hurts a bit. Maybe you should bring me some warm tea with lemon.

Helen: Some of the students at university have the flu at the moment, and a lot of them have a bad cough.

James: Well, I don't, and the nurse didn't say anything about me having the flu.

Helen: Good. I'll get your tea.

James: Thanks.

7c

4. Listen

Presenter: Welcome to our show *What's there to cook?* Today, we're here to make the most delicious beef soup you have ever tried! We are going to need some meat and a few vegetables like carrots, potatoes, red peppers and beans. Let's start! First, cut the meat into small pieces. This way it will cook faster and it will become softer too. Then put it in a saucepan and add a lot of boiling water. Leave it on for forty-five minutes. Then add the beans. Why the beans first? It's because they need more time to cook than the rest of the vegetables. After forty-five minutes have passed, cut the carrots, the potatoes and the red peppers into small pieces and add them. Don't forget to add a little water again! Finally, some salt and pepper. Wait for half an hour and your delicious beef soup is ready! Enjoy!

7d

2. Listen (1)

Kate: You can wear that jean skirt and those leggings to the school festival.

Cindy: The skirt is really nice, but I don't like the pink leggings. I'd like to try on the purple ones. Where are the fitting rooms?

Kate: They're over there. Let's go.

...

Kate: So, what do you think of them?

Cindy: They fit me well. And the price is OK. They're £8.

Kate: The skirt is £12.

Cindy: Umm... That's £20 altogether. I've only got £20, and I wanted to get a top, too; like the one you're wearing.

Kate: No problem, Cindy. You don't have to buy a top. You can borrow mine.

Cindy: Thanks, Kate!

5. Listen (2)

Dialogue 1

A: Excuse me. I'd like to try on that black pair of boots, please.

B: What size do you wear?

A: Eight.

B: Umm... Sorry, we've got one last black pair, but they're a seven.

A: Oh, I see... Have you got them in another colour?

B: Yes, I've got them in brown and grey in your size.

A: Can I try on the grey ones, please?

B: OK... I'll just go and get them.

Dialogue 2

A: Does the shirt fit you?

B: Not really... Have you got a bigger size?

- A:** Was that a medium?
B: Umm... Yes. Excuse me. Can I try it on in blue, too?
A: Sure, I'll get you a white one and a blue one in a large.
B: Thanks.

Dialogue 3

- A:** Would you like to pay in cash or by credit card?
B: In cash, please.
A: That's £17 altogether.
B: Really? I thought the earrings cost £24.
A: They're half price. They're £12 and the hat is £5.
B: That's great! Here's £20.
A: And here's £3 change and your receipt. Thank you.
B: Thanks.

7e

1. Listen

Jake

First of all, you should calm down. Accidents happen to all of us. Of course, you have to tell your brother what happened. Say that you are sorry. Explain to him that you needed it, and promise that next time you will ask him before you borrow any of his things. I hope everything goes well.

Fred

I think you should tell your parents about this. I know they'll be angry, but it's important. You haven't got enough money to fix the tablet or get your brother a new one, so maybe your parents can help you solve the problem. They can pay for it now and you can save up money and pay them back.

Module 8

8c

4. Speak & Listen B

Radio host: Time to find out the answers to yesterday's quiz.

Number one: Which sport did PE teacher James Naismith invent in 1891? That's easy. Basketball.

Number two: When did the first modern Olympics take place? I think everyone got this one right. In 1896.

Number three: What's the name of a famous stadium in Doha, Qatar? It's the famous Khalifa International Stadium, of course!

Number four: Which sport did William G Morgan invent in Massachusetts, USA in 1895? Volleyball.

Number five: If you reach eleven points in this sport, you win a game. Which sport is it? It's table tennis!

And finally number six: If you score less in this game, you win! Sounds strange, right? Which sport is it? It's golf!

Join us tomorrow for another...

8d

2. Listen (1)

Dialogue 1

- Ryan:** Steve, I'm so excited about this game.
Steve: So am I! I can't wait for it to start! Do you think we'll win the cup?
Ryan: Well, I'll try my best to stop them scoring a goal.

Steve: I'm sure you will. Let's go.

Ryan: Wait a minute. I have to wear my shin pads.

Dialogue 2

Bob: The net is high. It looks different on TV.

Fred: That's true.

Bob: I'm a little nervous. I've never played before.

Fred: Neither have I. My cousin plays in a team, and he takes me to practice sometimes. He's the one who gave me the knee pads.

Bob: Nice. Here comes the coach.

Dialogue 3

Toby: I'm a bit hungry, Joe. I haven't eaten anything since lunch.

Joe: Neither have I. Be patient. We can have a snack in an hour, when practice finishes.

Toby: Where are my goggles?

Joe: Are they the blue ones over there?

Toby: Yeah, thanks!

5. Listen (2)

Peter: Are you one of those people who are always looking for new ways to stay in shape? So am I! I've tried going to the gym, running in the park, even playing basketball with my kids. But after some time, I just want something new. The instructors at the gym were very friendly, but going to the gym wasn't exciting enough for me. Running in the park became a chore, and I think team sports are a great way for my children to keep fit, not me. So, these days, I'm using home exercise videos - that way I can exercise any time I feel like it. I hope it works!

Henry: I don't really enjoy taking part in team games, but I always go and watch the games at my school - lots of my friends play in them, you see. Last year, I put on some weight, so I decided to take up running. I run around the neighbourhood and in the park. It's helped me lose five kilos and I feel healthy. I've also noticed that I've got more energy now. My uncle is a gym instructor, so he wants to help me train. Maybe I can run a marathon one day!

Frank: I'm crazy about team sports and so are my students. Sports are very popular at the school I work in. Some students choose the same sport every year, but others like taking up something new. I tell them that whatever they choose is fine, as long as they don't stop exercising. What about me? I've always enjoyed playing volleyball, but my friends don't like it. So, I had no one to play with until I decided to join a team. Volleyball has helped me stay in shape and have fun with my teammates, who are also my friends now.

8e

2. Read & Listen C

Mike: Last week, I watched *The Space Between Us* with my friends, and we all enjoyed it. I found the plot of this sci-fi film very interesting. I really liked the acting, especially the leading actor's. The soundtrack was OK; nothing special, though, but I thought the special effects were fantastic. Don't miss this film.

MODULE 5

5a

A.

B	A	T	T	E	R	I	E	S	F
A	M	E	L	R	I	F	D	B	S
P	E	C	A	E	P	A	S	T	Y
A	T	U	P	L	A	S	T	I	C
L	A	E	S	H	P	N	W	C	I
G	L	A	S	S	E	G	O	E	P
Y	W	G	A	L	R	K	T	H	O
O	T	B	A	T	T	R	E	S	H

1. BATTERIES 2. METAL 3. PAPER
4. GLASS 5. PLASTIC

B.

1. rubbish 2. recycle 3. horrible
4. care about 5. empty 6. recycling

C.

2. Salim isn't going (to go) to a Recycling Day event in the park on Sunday. He is going to play tennis with Jameel.
3. Salim isn't going to play tennis with Jameel on Wednesday. He is going to hang out with Khaled.
4. Salim isn't going to recycle old electronic devices at school on Friday. He is going to visit the/a museum.

D.

1. Is ... going to rain, is going to be
2. Are ... going to travel, are going to stay, Are ... going to visit
3. am not going to learn
4. is ... going to do, are going to recycle

E.

1. b 2. d 3. a 4. e 5. c

F.

1. She is going to miss the bus.
2. He is going to throw the/a battery into the recycling bin.
3. Ahmed isn't going to win the race.
4. She isn't going to buy that/the shampoo.

5b

A.

1. imagine 2. available 3. solve
4. change 5. normal 6. seem

B.

1. off 2. in 3. In 4. for, in

C.

1. won't eat 2. will help 3. Will ... tidy
4. will do 5. 'll come 6. 'll carry

D.

1. I won't wear them / my old trainers again.
2. Will you buy me some candyfloss, Mum?
3. I'll feed the cat.
4. I'll bring you (some) sweets.

E.

2. Will you use electronic gadgets all the time?
... I will.
3. Will fridges order food?
... they won't.
4. Will your dad have a flying car?
... he will.
5. Will you and your family go on holiday in space?
... we won't.

F.

open answers

G. L2.1

1. b 2. a 3. a

5c

A.

1. unlock 2. manage 3. cage 4. guess
5. seconds 6. digital 7. opinion

B.

1. It might need paper.
2. He may choose a different book.
3. The children may not escape from the room in five minutes.
4. The keys could be in the kitchen.
5. John might not buy a new car.
6. This could be the correct answer.

C.

1. He may/might discover a new star.
2. He may/might go to bed early.
3. He may/might solve the/a problem.
4. It may/might escape from the cage.

D.

1.
1. f 2. e 3. b 4. g
2.
5. d 6. a 7. c

E.

open answers

5d

A.

1. public transport 2. volunteer
3. energy 4. wood 5. tap
6. environment 7. humans

B.

1. doesn't 2. have 3. must save
4. turn 5. will win 6. can go

C.

2. If you unplug your laptop, you will save energy. / You will save energy if you unplug your laptop.
3. If it rains tomorrow, we won't have a picnic. / We won't have a picnic if it rains tomorrow.
4. If we plant more trees, our forests won't disappear. / Our forests won't disappear if we plant more trees.
5. If you feel tired, go to bed. / Go to bed if you feel tired.
6. If we/you cut down trees, we won't have clean air. / We won't have clean air if we/you cut down trees.

D. R2.1

1. It will take place in 2022.

2. There will be eight stadiums.
3. They are using shipping containers to build the Ras Abu About Stadium.
4. There aren't any other stadiums in the world like the Ras Abu About Stadium.
5. It is good for the environment because there is less waste, it uses less energy and there is less pollution.
6. They will be able to use the shipping containers and the re-usable seats from the Ras Abu About Stadium.

5e

A.

2. don't we go to the sports centre?
3. about having a barbecue?

B.

1. b 2. f 3. e 4. c 5. d 6. a
Text 1: B Text 2: C Text 3: A

C.

2. I'm feeling a bit ill and I think I have to stay in bed.
3. I'm sure you will have a great time!
4. How about meeting up next weekend?
5. Let me know if you can make it.
6. Thanks again for the invitation.

Writing: An email accepting or refusing an invitation and making suggestions

suggested answer (accepting the invitation)

Dear Ameen,

Thanks for inviting me. Sounds great! I still remember your barbecue last year. We had lots of fun!

You know that I love playing games and we can have different competitions like last year. What about a poetry competition this year? Think about it! I can also bring my new board games.

Anyway, I'll see you on Saturday. I'm looking forward to it.

Thanks again,

Majed

suggested answer (refusing the invitation and making suggestions)

Dear Ameen,

It was nice of you to invite me but, unfortunately, I can't come. I'm in the football team and we have a football match on 10 July. We are going to play with another school. I'm sure you'll have lots of fun. I'm really jealous! Why don't we meet the following weekend? You can tell me all about it. If you can make it, let me know.

Thanks again for the invitation.

Bye for now,

Karim

5 Round-up

- A.**
1. b 2. b 3. b 4. c 5. c 6. a
- B.**
1. planning 2. volunteer 3. pollute
4. available 5. traffic 6. put up
- C.**
1. is 2. Will you 3. will win 4. aren't
5. will 6. Is 7. I'll make
- D.**
1. The plane might take off at 7.30.
2. Omar may not finish the rest of the book tonight.
3. Martin might not use this electronic device.
4. We might meet up at Rose's house.
5. Salim could plan our trip.
- E.**
2. Ask Justin if you don't understand the/this problem.
3. If he invites me to his house, I will go.
4. We'll stay inside if it starts raining.
5. If we don't recycle paper and plastic, the planet will be full of rubbish.
6. If she unlocks the cage, the tiger will escape.
7. If Muna is tired, take her home.

- F.**
1. e 2. b 3. c 4. f 5. a 6. d 7. g

- G. R2.1**
1. F 2. T 3. F 4. T

- H. R2.1**
1. Because people couldn't make things quickly and cheaply.
2. They used recycled paper to paint on and to write on.
3. Because it is easier to make things, so people often throw old things in the bin to buy something new.
4. There will be even less rubbish.

- I. L2.1**
1. c 2. c 3. b

- J. L2.1**
1. T 2. T 3. F 4. F

MODULE 6

6a

- A.**
1.
1. advertisement 2. price 3. included
4. outdoor 5. heat
2.
6. guest 7. archaeologist
8. interested 9. chance
- B.**
1.
1. Have ... prepared 2. 've printed
3. 've put 4. haven't closed
5. haven't checked 6. 've taken
2.
7. 've won 8. haven't visited
9. 've always wanted
10. haven't called

- C.**
1. b 2. c 3. d 4. c 5. d 6. a 7. a 8. b
- D.**
2. Has Jameel ever explored a forest?
No, he hasn't, but he has explored a cave.
3. Have Sahar and Aisha ever travelled by coach?
No, they haven't, but they've travelled by plane.
4. Has Daisy ever planted a flower?
No, she hasn't, but she has planted a tree.
- E.**
1. Fatima has not sent me an email yet.
2. Zoe and Maggie have never lived in France.
3. Which countries have you travelled to so far?
4. I have read this book once.
5. Has Ameen ever visited the Tower of Pisa?

6b

A.

G	D	F	H	I	O	D	E	W	R
I	W	B	E	C	Z	E	B	R	A
R	W	A	V	A	B	E	Y	I	V
A	R	T	Y	M	T	R	A	H	F
F	T	I	G	E	R	L	S	I	T
F	I	O	P	L	I	O	N	P	Y
E	U	T	Q	W	L	J	A	P	Z
G	Q	A	D	F	G	H	K	O	X
L	K	M	P	O	F	C	E	H	C

1. DEER 2. GIRAFFE 3. LION
4. ZEBRA 5. CAMEL 6. HIPPO
7. TIGER 8. SNAKE

B.

Base Form	Past Simple	Past Participle
laugh	laughed	laughed
cry	cried	cried
take	took	taken
be	was/were	been
eat	ate	eaten
do	did	done
have	had	had
ride	rode	ridden
show	showed	shown

- C.**
1. Have ... been, 've been
2. have ... gone 3. 's gone
4. haven't been 5. Has ... been
- D.**
2. He has already fed a deer.
3. He has already taken a picture with a zebra.
4. He hasn't learnt/learned how to drive a car yet.
5. He hasn't designed a website yet.

6. He hasn't visited China yet.

E.

1. 've never fed, had
2. has always been, saw, didn't seem
3. hasn't taken
4. bought, 've worn
5. Have ... called, have called, was
6. Have ... seen, went
- F.**
1. -
open answers
2. Where did you go on holiday last year?
open answers
3. Have you ever been on an adventure holiday?
open answers
4. Did you buy souvenirs during your last holiday?
open answers

G. L2.1

1. F 2. T 3. F 4. T

6c

A.

1. RECEPTIONIST
2. FACTORY WORKER 3. CASHIER
4. VET 5. LIFEGUARD 6. MECHANIC
7. OFFICE WORKER 8. REPORTER

B.

1. mind 2. looking after 3. first
4. pocket 5. make 6. contact

C.

1. since 2. for 3. for 4. since 5. for
6. since 7. since

D.

1. The car has broken down twice since May.
2. My sister has not contacted me for two weeks.
3. Ali has dreamt of a career as a reporter for years.
4. Dr Hassan has taught at this university since 2013.
5. We haven't watched TV for eight hours.

E.

1. c 2. a 3. d 4. f 5. b 6. e

F.

- open answers

6d

A.

1. sailing 2. windsurfing 3. surfing
4. water skiing 5. canoeing 6. diving
7. scuba diving

B.

1. flight 2. travel 3. stay at
4. packing 5. go 6. go on

C. R2.1

1. A 2. C 3. B 4. B 5. C 6. A

6e

- A.**
1. d 2. e 3. a 4. b 5. f 6. c
- B.**
1. Last year I became captain of the basketball team!
2. On the last day, they always plan something special for us.
3. I have been busy with my school exams.
- C.**
1. How are you?
2. I have been busy with my school exams.
3. Last year I became captain of the basketball team!
4. On the last day, they always plan something special for us.
5. I'm looking forward to it!
6. Anyway, tell me your news!
7. Take care,

Writing: An email to a friend giving news

suggested answer

Dear Ahmed,
How are things? Guess what! I'm at the sports camp! I've been here since Sunday, and it's amazing. I'm learning a lot of interesting things, and I've made new friends. So far, we have been to two football stadiums. We visited my favourite team's stadium yesterday and I met my favourite player. We even played football together! It was a fantastic experience!

Tomorrow, we're going to learn how to play tennis and on Thursday we are going to do water sports. I really want to try water skiing! On the last day, we are going to have a swimming competition. I'm really looking forward to that!

That's all for now. Write back soon and tell me all your news.

Take care,
Hassan

Round-up

- A.**
suggested answers:
1. sailing, windsurfing, diving
2. sunbathe, try local food, go sightseeing
3. lion, hippo, tiger
4. lifeguard, cashier, mechanic
- B.**
1. changed 2. dreamt 3. look
4. made 5. cost 6. schedule
- C.**
1. haven't packed 2. has had
3. has never been 4. have travelled
5. Has ... called 6. haven't seen

- D.**
1. b 2. d 3. d 4. a 5. a 6. b 7. c

- E.**
1. have you had, gave
2. did you buy, have had
3. Have you met, have you known
4. has gone, hasn't returned
5. Have you always found, was

- F.**
1. f 2. b 3. c 4. a 5. e 6. d

- G. R2.1**
1. NM 2. F 3. T 4. F

- H. R2.1**
1. has sailing lessons along the coast
2. the Barzan Towers, the Al Koot Fort, the Al Zubarah Fort
3. *Umm Ali*
4. camel riding

- I. L1.1**
b

- J. L2.1**
1. S 2. K 3. B 4. K

MODULE 7

7a

- A.**
2. Karim has got a cough.
3. Jameel has got earache.
4. Ammar has got a stomach ache.
5. Majed has got a headache.
6. Sami has got a sore throat.
7. Ameen has got a fever.

- B.**
1. voice 2. final 3. warm
4. mystery 5. light 6. medication
7. exercise

- C.**
1. should 2. shouldn't 3. should
4. shouldn't 5. shouldn't 6. should

- D.**
2. should call a/the mechanic.
3. shouldn't go diving.
4. should visit the dentist.

- E.**
1. b 2. c 3. f 4. d 5. a

7b

- A.**
1. shelter 2. charity 3. blind
4. sign up 5. need 6. raise
7. throw away 8. collect
- B.**
1. helpful 2. useless 3. homeless
4. helpless 5. harmful 6. harmless

- C.**
2. It's too hot.
3. It's big enough.
4. It's too expensive.

- D.**
1. too small 2. enough toys
3. warm enough
4. comfortable enough
5. enough money 6. too difficult

- E.**
open answers

7c

- A.**
1. LETTUCE 2. PEAS
3. VEGETABLE OIL 4. BEANS 5. NUTS
6. CLUB SANDWICH 7. BROCCOLI
8. CRACKERS 9. SALMON 10. RICE

- B.**
1. especially 2. rich 3. contain
4. calories 5. diet 6. products
7. experts

- C.**
1. How much, any
2. How many, few
3. How many, many
4. How much, little

- D.**
1. b 2. c 3. c 4. c 5. d 6. c 7. a

- E.**
2. many 3. much 4. a lot of / lots of
5. much 6. a lot of / lots of

- F.**
1. d 2. c 3. e 4. a 5. b

- G. L2.1**
Do you have a healthy diet?: YES
fast food: once a week
vegetables: two to six times a week
fruit: every day

7d

A.

R	T	R	O	U	S	E	R	S	R	N
B	R	C	V	K	P	I	O	H	U	W
U	A	V	B	O	O	T	S	I	J	T
Q	C	W	A	C	I	O	E	R	K	H
O	K	A	T	V	T	P	I	T	N	O
A	S	E	A	R	R	I	N	G	S	B
J	U	M	P	E	R	I	A	N	D	E
E	I	L	E	G	G	I	N	G	S	I
A	T	A	S	F	L	P	T	E	Q	R
S	B	R	A	B	A	Y	A	F	G	K

1. SHIRT 2. EARRINGS 3. TOP
4. ABAYA 5. JUMPER 6. LEGGINGS
7. THOBE 8. TRACKSUIT 9. BOOTS
10. TROUSERS

- B.**
2. One thousand, seven hundred and fifty pounds.
3. €96.25
4. One hundred and fifty-six riyals and fifty dirhams.

5. \$104.99
6. QAR 325

- C.**
1. ones, ones
2. one, one, ones
3. one, one

- D.**
1. your, mine, His 2. hers
3. his, their, theirs 4. your, ours
5. yours, my

- E.**
1. c 2. a 3. b 4. d 5. e 6. i 7. g
8. h 9. f

F. R2.1

1. T 2. F 3. F 4. F 5. T

7e

A.

1. save 2. advice 3. fight 4. upset
5. let

B.

1. G 2. A 3. A 4. E 5. G 6. E

C.

1. c 2. d 3. e 4. b 5. a

Writing: An email to a friend talking about rules and obligations and giving advice

suggested answer

Dear Ali,

I hope you are well. First of all, I think you should explain to your coach that you like football, but you like art too. He has to know how his students feel. You should tell him that you can try to do both. It isn't fair to give up the art class since you are really good at it and you like the idea of becoming an artist one day. I'm sure your coach will understand. You should try to combine both hobbies and see if it works. I hope everything goes well.

Bye for now,
Omar

Round-up

A.

suggested answers:

1. toothache, sore throat, fever
2. broccoli, peas, crackers
3. trousers, jumper, top

B.

1. till 2. useful 3. customers
4. assistant 5. change 6. helpless
7. fitting

C.

1. in, by 2. on 3. down 4. down, out
5. in, in 6. out, away 7. up, over

D.

1. should go 2. should lie down
3. shouldn't eat 4. shouldn't be
5. shouldn't drink 6. should listen

E.

2. It's too cold.
It isn't warm enough.
3. It's too expensive.
It isn't cheap enough.
4. He is too young.
He isn't old enough.

F.

1. much, much 2. few 3. little
4. lot of 5. much, few

G.

1. b 2. b 3. a 4. a 5. b 6. a

H.

1. e 2. d 3. c 4. f 5. a

I. R2.1

1. T 2. T 3. F 4. T

J. R2.1

1. On the floor.
2. Because it's too noisy.
3. Because he had a headache.
4. He's worried that they might have an argument.

K. L1.1

Dialogue 1: a

Dialogue 2: b

Dialogue 3: b

L. L2.1

1. b 2. c 3. a

MODULE 8

8a

A.

1. terrified 2. disappointed 3. annoyed
4. confident 5. proud 6. exhausted

B.

1. instructor 2. interviewed 3. ages
4. horse riding 5. lately 6. panicked

C.

1. which 2. where 3. which 4. who
5. who 6. where 7. which

D.

1. she 2. it 3. them 4. it 5. he
6. he 7. there

E.

1. Every Friday we go to the park which/that is near our school.
2. I have a new neighbour who/that looks like the football player Saleh Ahmed.
3. Do you like these sandals (which/that) I bought today?
4. She is a cashier who/that works at the supermarket next to my house.
5. He is the new teacher who/that will teach us English.

F.

open answers

8b

A.

1. hunt 2. ran 3. creatures 4. rope
5. vegetarian

B.

1. V 2. V 3. N 4. V 5. V 6. N

C.

2. Afaf has to take exams to go to university.
3. Snakes use their tongues to smell.
4. You should eat lots of fruit and vegetables to stay healthy.
5. I usually use the Internet to find information for (my) school projects.
6. Birds build nests to lay their eggs in.

D.

1. to survive 2. to find 3. to get
4. to stay 5. to fight

E.

2. c - My grandma used wool to make me a jumper.

3. a - My mum went to the supermarket to buy some milk.

4. e - Mohammed studied hard to become a doctor.

5. b - My cousin learnt/learned French to study in Paris.

8c

A.

1. court 2. spectators 3. particular
4. tournament 5. rules 6. trophy

B.

1. don't water, die
2. win, get
3. don't recycle, pollute
4. score, win

C.

2. If we recycle, we help save the environment.
3. If water gets below 0 °C, it turns into ice.
4. If you leave the tap on, you waste water.
5. If we pollute lakes and rivers, fish die.

D.

open answers

E. L2.1

1. F 2. F 3. T 4. T 5. F

8d

A.

1. net 2. goal 3. knee pads
4. goggles 5. shin pads
6. football boots 7. racket

B.

1. d 2. c 3. a 4. b
1. put on weight 2. take up a sport
3. go on a diet 4. be in good shape

C.

1. So are 2. Neither have 3. So did
4. So does 5. Neither can
6. So were 7. Neither am

D.

1. b 2. a 3. a 4. b 5. a 6. b
7. b 8. a

E. R2.1

1. It's in Aspire Zone in Doha.

2. It opened in 2004.

3. They can choose different sports like football, athletics, table tennis and gymnastics.

4. They have to be interested in following a career in sport, and they have to be in very good shape.

5. Ninety students joined Aspire Academy in 2018.

8e

A.

1. costumes 2. leading actor
3. soundtrack 4. special effects
5. scene 6. plot 7. acting

B.

1. *Amazon Hunt* is an adventure film which came out in 2018.
2. Also, there are a few funny moments which make the film even better!
3. He is the man who doesn't want William to get the treasure.

C.

1. *Amazon Hunt* is an adventure film which came out in 2018.
2. Anthony Bright and Logan McCollin star in it.
3. He is the man who doesn't want William to get the treasure.
4. You'll have to watch the film to find out!
5. Also, there are a few funny moments which make the film even better!
6. Don't miss it!

Writing: A description of a film suggested answer

Smart and Tech (2017) is an animated film. Jason Fox is the director. Mary Johnson and Linda Cooper have given life to the two main characters with their voices. Kate (Mary Johnson) and Laura (Linda Cooper) have taken up robotics class at school. They don't really like it until their teacher tells them about the school competition for the best robot. Both girls want the prize, but who will win it? You'll have to watch the film and find out! *Smart and Tech* is a film about friendship for the whole family to watch. The plot is nothing special, but there's an interesting ending. Finally, the special effects and the soundtrack are amazing. Don't miss it!

Round-up

A.

1. created
2. performance
3. kilos
4. unusual
5. championship
6. panic

B.

1. height
2. interviews
3. competes
4. web
5. thrilling
6. particular

C.

1. b - This is the school where my mother works.
2. f - That is the team which/that won the football championship last night.
3. d - Saleh Mohammed is the tennis player (who/that) I met at the tournament last weekend.
4. e - That's the sports shop where I bought my new football boots.
5. a - Bees are insects which/that make honey.
6. c - That's my friend who/that is the captain of the hockey team.

D.

1. d
2. e
3. a
4. c
5. b

E.

1. plant
2. goes
3. score
4. mix

F.

1. Neither has
2. Neither did
3. So does
4. So are
5. So will
6. Neither do

G.

1. d
2. f
3. c
4. a
5. b
6. e
7. g

H. R2.1

1. T
2. F
3. T
4. T
5. F

I. R2.1

1. They held onto a rope and somebody in the boat pulled them out of the water.
2. Because there weren't any oxygen tanks in the past and because of the sharks which sometimes attacked the divers.
3. They can see colourful fish and other beautiful sea creatures.
4. Every month of the year. / All year round.

J. L2.1

1. c
2. d
3. a

K. L1.1

Mark: c Pete: a Danny: b

Module 5

5b

G

1.

A: Ian, look at this poster!

B: Cool! After-school clubs. I think I'll join one of the sports clubs.

A: You can join the swimming club. You're an excellent swimmer.

B: I'd like to, but I'd also love to try karate.

A: Why not join both?

B: Mmm... good idea!

A: Hold on! The swimming and karate clubs are both on Wednesday at 6 p.m.

B: That's a pity. I won't join the swimming club then!

2.

A: Hey, Cindy. Are you still going to the newsagent's?

B: Yeah. I want to buy some magazines.

A: Will you do something for me?

B: Do you want a magazine, too, Lisa?

A: I don't want anything from the newsagent's. But will you go to the post office for me?

B: Do you need stamps?

A: I have stamps. I want to send this letter to my grandmother. She doesn't use a computer, so I can't email her.

B: Don't worry. I'll post it for you.

A: Thanks. The post office closes in an hour, though. Will you go there first?

B: Sure.

3.

A: Can you imagine what your life will be like twenty years from now, Max? Will you get married and start a family?

B: For sure! I want lots of kids. I will also be a famous explorer one day. I will explore amazing places and write books about my trips!

A: Cool! Will you live in another country, too?

B: I don't think so! But I'll travel the world on my trips, so I'll spend lots of time in different countries.

A: Sounds like fun!

B: Yeah! I'll visit countries like Peru, Australia and Canada.

Round-up

A: Billy, are you coming to the science event with me today?

B: Tina, I'm tired. I think I'll go tomorrow.

A: Tomorrow! But it's a one-day event!

B: Really?

A: Come on! You'll enjoy it! Maybe you'll see some of your classmates there. Everyone's going! You see, there are going to be lots of new inventions there. Technology of the future!

B: Cool! Will there be flying cars?

A: Erm... nothing like that! But, do you remember my friend Alice?

B: Sure.

A: Her dad is taking part in the event. His invention is a robot. And guess what it does!

B: What? Does it drive a car or something?

A: Housework!

B: Boring! Anyway, what time does it start?

A: I think it starts at half past one, but let me check...

Oh, it starts in an hour from now, at two. If we want to go, we must leave soon.

B: OK, I'll come along. How are we going to get there?

A: Well, if we hurry up, we can catch the next bus!

B: Why don't we cycle there? I hate waiting for the bus.

A: OK. Come on, let's go.

B: Hold on! Did you close the kitchen window?

A: Of course I did! And I closed my bedroom window, too.

B: Wait a minute! You left the TV on again.

A: Oops! I'll turn it off now.

B: OK. Hurry!

Module 6

6b

G

Right now, I'm on a safari in South Africa with my family! It's the second time I've been to this incredible country, but this is my first ever safari holiday. We're staying for three days at Kruger National Park. Yesterday our guide took us on a safari drive. We saw so many wild animals while we were driving through the park! Zebras, hippos... even lions! I wanted to take pictures of all of them in action, but unfortunately, the lions were sleeping when we saw them. But the photos of them still look great. I'm still waiting to see a giraffe though. You see, it's my favourite animal, and we haven't seen any yet! Maybe on our next drive tomorrow.

Round-up

Scott: Hi, Kim! What are you doing here?

Kim: I just arrived with my family. We're going to stay for a week. How long have you been here?

Scott: Erm... since Friday. I'm here with my family, too.

Kim: This isn't your first time here, right?

Scott: Actually, it is. It's really great! What about you?

Kim: My family and I were here last summer, too. So, have you done any fun activities so far?

Scott: Of course! I went hiking with my brothers yesterday. You're into hiking, right?

Kim: Not anymore! I used to think it was fun, but now I find it really boring. I like activities that are full of action.

Scott: Me too. I'm crazy about water skiing. I tried it a few weeks ago, and it's something else!

Kim: I haven't tried it. But I went canoeing for the first time last weekend. I thought it was fantastic!

Scott: Cool!

Kim: But my favourite summertime activity is swimming, especially in the sea. I love taking photos under water. Wait a minute... Oh, no!

Scott: What is it?

Kim: I just remembered! I've left my camera at home!

Scott: That's a pity! But don't worry; I've seen a shop here. You can buy a new camera.

Module 7

7c

G

- A:** Excuse me. May I ask you a few questions for a survey about teenage eating habits?
- B:** Sure, why not?
- A:** So, do you have a healthy diet?
- B:** Well, I think so. My mum says I do. You see, I avoid eating a lot of unhealthy food.
- A:** That's good. So, how many times a week do you eat fast food?
- B:** I never overdo it. Actually, I only eat chips and fried chicken on Saturdays when I hang out with friends at the shopping centre. We always eat at Chicken City; it's our favourite fast food restaurant.
- A:** Well, eating a little junk food every now and then is OK. How often do you eat vegetables?
- B:** Erm... Let me think. When I eat vegetables, it's usually for dinner. I'm crazy about broccoli and carrots!
- A:** So, every day then?
- B:** Well, not exactly. I should eat vegetables every day, but I don't! I'd say about five times a week.
- A:** Nice. And how often do you eat fruit?
- B:** I eat fruit with yoghurt for breakfast. Strawberries are my favourite!
- A:** Do you have that for breakfast every day?
- B:** Well, not the same fruit every day! But, yes, I always have some kind of fruit for breakfast.
- A:** OK. Well, that's it. Thank you for your time.
- B:** You're welcome.

Round-up

Dialogue 1

- A:** Jack, you look very pale. Are you OK?
- B:** I'm not feeling very well, Mr Weston.
- A:** Is it your stomach? Tom had a stomach ache, and he stayed home today.
- B:** My stomach is OK. It's my throat. It really hurts.
- A:** Oh, I see! You shouldn't be here. We should call your parents now and ask them to come and pick you up.

Dialogue 2

- A:** Do they fit?
- B:** The trousers and the shorts both fit nicely.
- A:** And what about the shirt?
- B:** Unfortunately, it's not big enough. Do you have it in extra large?
- A:** Sorry, we don't.
- B:** Then I'll just take the trousers and the shorts.
- A:** Great! Just to let you know, all of our shorts are half price today.
- B:** Nice. The trousers are half price, too, right?
- A:** I'm afraid not.
- B:** Hmm, I've changed my mind then. I'll only get the shorts. I'll leave the trousers.
- A:** No problem.
- B:** Where can I pay?
- A:** On the ground floor.

Dialogue 3

- A:** Dan, I'm in trouble.
- B:** What happened, Ian?
- A:** I borrowed my brother's new skateboard earlier today without asking and I left it at the skatepark. I went back to look for it, but it wasn't there!
- B:** Oh, no! You should tell your brother.
- A:** Maybe I should just buy him a new one. I think there's a skateboard shop on the second floor.
- B:** Look, first of all, I think you should speak to your parents. They'll know what to do.
- A:** I guess you're right. I'll tell them when I get home.

Module 8

8c

E

- A:** Welcome back to Sport's Hour. Today we have fifteen-year-old tennis champion Ryan Cotton with us. Hello, Ryan.
- B:** Hello.
- A:** Ryan, you won the title for best young tennis player of the year in your hometown. And that's really no surprise. You didn't lose any matches in your last tennis tournament, right?
- B:** Erm... not exactly. I lost once!
- A:** That's still incredible! So, tell us, at what age did you discover your talent?
- B:** I wasn't very young when I started playing tennis. Imagine, many of today's professional tennis players started playing at around the age of six. I was ten. I learnt quickly, though, and it wasn't long before I took part in my first tournament. I was always better at the sport than other kids my age. That's why I've always played against older kids.
- A:** So, how often do you practise?
- B:** I'm at the tennis court most evenings and weekends.
- A:** It doesn't sound like you have much free time.
- B:** No. And it's hard because I don't have the chance to do all the things that other teenagers do.
- A:** Like going out with your mates?
- B:** Exactly.
- A:** And what are your dreams for the future?
- B:** To compete in the *Wimbledon Championships* in London and become the best tennis player in the world! It will be difficult, but with lots of training, I feel sure I can do it!

Round-up

- Mark** Last summer, my brother and I wanted to try something full of action while we were on holiday, so we went scuba diving for the first time with an instructor. Before we jumped into the water, my brother got really scared. He was worried we might see a shark! Fortunately, we didn't, and he enjoyed it a lot. I thought it was nothing special. Actually, I expected it to be a much better experience. You see, so many of my friends have tried scuba diving and keep telling me what a thrilling experience it is. That's why I wanted to try it, but I don't agree.

- Pete** I started horse riding when I was nine years old. Horse riding is an activity which is so

much fun for kids. It's also great exercise. It has helped me to keep fit over the years. I still remember my first lesson ever. When I sat on a horse for the first time, I started to panic. I guess I was worried I might fall off. Actually, the horse I rode that day was very calm and friendly, so there was nothing to worry about. Anyway, it took me lots of lessons before I felt confident about riding.

Danny I'm really into canoeing. It's great exercise, but that's not why I like it so much. I like it because you can explore new places and see some amazing wildlife when you're canoeing. You'll never be disappointed! Anyway, last weekend, I went canoeing with my cousin at a nearby lake. Usually we have a great time, but that day somebody in another canoe crashed into me, and I fell into the water. I couldn't believe it! After a while, I calmed down, but I couldn't change my clothes, because I didn't have any other clothes with me, and it was another three hours until we finally got back home.

Think it through

Think it through 5

(Higher-order thinking skills: *Making decisions*)

A Stage 1: Familiarising

- Write the word *time capsule* on the board and ask Ss if they have ever heard of it and if they know what it is.
- Elicit answers and initiate a short discussion (*a time capsule is a container where you can store objects or information considered to be typical of life in the present. It is usually hidden somewhere so that it can be studied in the future and people will know how we lived at that particular time*).
- Draw Ss' attention to the activity and explain to them that they should create a time capsule containing information about teen life today.
- Have Ss read through the ideas in the box and choose three of them that they would like students their age to learn about in the future.
- Explain to them that in order to make a decision they have to assess the situation, think of the options and decide according to their personal interests.
- Allow Ss some time to do the activity.
- Have Ss present the three aspects they have chosen.

KEY

suggested answers

school free time technology

B Stage 2: Developing

- Draw Ss' attention to the picture of the time capsule.
- Explain to Ss that they have to choose one item for each of the three aspects they have chosen in Activity A.
- Remind Ss that in order to make a sound decision they should consider different features of each aspect they have chosen in Activity A and what teenagers' lives may be like in the future.
- Allow Ss some time to think of the items they would like to store in the time capsule.
- Then have them discuss these items with their partners and justify why they have chosen them.

KEY

suggested answers

free time: a picture of you doing your favourite sport

school: a history textbook

technology: a mobile phone

C Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to think of one more object to add to each of the three aspects they have chosen. Tell Ss that they can also think of other aspects of teen life they would like to include and decide on objects that best represent them.
- Have Ss work in pairs and exchange opinions.
- Have them present their ideas in class.

KEY

suggested answers

school: a picture of your classroom

free time: a sports ball

technology: a smartphone

Other aspects of teen life: fashion (*jeans, trainers*)

Think it through 6

(Higher-order thinking skills: *Inference*)

A Stage 1: Familiarising

- Draw Ss' attention to the picture and ask Ss to tell you what it shows (*a bedroom*).
- Ask Ss to pay attention to the things in the room and read the rubric aloud.
- Explain to Ss that this is Ted's room and they have to infer what is true about him based on the evidence in the picture.
- Have them read through 1-4 and then draw conclusions about Ted.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. a 2. a 3. a 4. b

- You can ask Ss to justify their answers by telling you how they drew these conclusions about Ted. This will challenge **higher-performing Ss**.

B Stage 2: Developing

- Draw Ss' attention to the dialogues.
- Explain to them that they have to answer the questions based on the evidence in the dialogues.
- Point out that the answers to the questions are not explicitly stated, and have them first look at the question, find key words in the dialogues, and then draw conclusions.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Speaker B is a (car) mechanic.

2. Speaker A is a tour guide.

3. They are at the beach.

C Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they will work in pairs to write a dialogue similar to the ones in Activity B and think of a question to ask their classmates.
- Point out that the answer to the question should not be explicitly stated in the dialogue.
- Encourage them to use ideas from *Module 6*, such as jobs, sports, etc.
- When they have finished writing their short dialogue, have them act it out in class and ask their classmates to answer the question based on evidence in the dialogue.

KEY

suggested answer

A: What about this one? It looks delicious!

B: Yes! I want to try it, too.

A: Where is the waiter?

Where are they?

They are at a restaurant.

Think it through 7

(Higher-order thinking skills: *Solving problems*)

A Stage 1: Familiarising

- Write the word *problem* on the board and ask Ss to tell you some common problems they have to deal with and how they usually solve them.
- Elicit answers and initiate a short discussion.
- Explain to Ss that there are certain steps they can follow in order to solve various kinds of problems they might have.
- Write the following steps on the board and have Ss note them down:
 1. *Understand the problem.*
 2. *Find out / Think of the possible solutions.*
 3. *Examine the solutions.*
 4. *Solve the problem.*
- Draw Ss' attention to the rubric and the questions. Explain to Ss that this stage includes the two first steps of the problem-solving procedure. They have to understand the problem by asking *What is the problem?*, and then find out the possible solutions by asking *What are the solutions?*
- Choose Ss to ask you the questions and provide them with the information needed.

KEY

(Teacher's notes)

What is the problem?

A friend of yours has moved to another town and is lonely. He is shy and hasn't got many friends.

What are the solutions?

Solution 1: He can buy a game console.

Solution 2: He can sign up at a sports club.

B Stage 2: Developing

- Explain to Ss that in Activity B they have to examine the solutions and solve the problem.
- Write the words *advantages* and *disadvantages* on the board and explain that we refer to the positive and the negative aspects of each solution respectively.
- Have Ss read through the statements for the first solution and have them write A next to the advantages and D next to the disadvantages.
- Ask Ss to follow the same procedure for the second solution.
- Check the answers with the class.

KEY

Solution 1

- He can play alone or invite other classmates to play with him. **A**
- It is not healthy to look at a screen for a long time. **D**
- He can play any time. **A**
- He won't make new friends if he stays in the house. **D**
- He may spend too many hours on it. **D**

Solution 2

- He might not like the sports club. **D**
- He might not like the people at the sports club. **D**
- He will meet people with the same hobbies and make new friends. **A**
- He might not have enough free time. **D**
- He can start a new hobby and have fun. **A**

- Have Ss talk in pairs and discuss the advantages and disadvantages of each solution.
- Allow Ss some time to think of the best possible solution.
- Have several pairs present their solution.

KEY

suggested answer

We think he should sign up at a sports club because he will meet people with the same hobbies and have fun with them. We don't think that a game console is a good idea because he won't make new friends if he stays in the house.

C Stage 3: Applying

- Draw Ss' attention to the activity and have them read through the problem and its solutions.
- Explain to them that they have to think of an advantage and a disadvantage for each of the solutions, talk in pairs and solve the problem.
- Allow Ss some time to do the activity.
- Have Ss present their solution to the problem.

KEY

suggested answers

1. Go to the event and try to study before or after it.

Advantage: *You won't miss the event.*

Disadvantage: *You may not have enough time to study well.*

2. Don't go to the event and give the tickets to your brother/sister/friend, etc.

Advantage: *You will make someone else happy.*

Disadvantage: *You will miss out on all the fun.*

We think that we can go to the sports game and try to study for the test before the event. We are lucky to have tickets for this important basketball game and we can see our favourite basketball players, too. We shouldn't try to study after the event because we will be too tired and we may not do well in the test.

Think it through 8

(Higher-order thinking skills: *Evaluation*)

A Stage 1: Familiarising

- Write the words *Fact* and *Opinion* on the board and ask Ss to explain the meaning of each word. (*A fact is something that is true and can be proven. / An opinion is what somebody thinks or believes and is subjective.*)
- You can write the following sentences on the board: *There are 12 months in a year. (Fact) and May is my favourite month. (Opinion).* Ask Ss to tell you which sentence is a fact and which is an opinion.
- Have them read the sentences 1-8 and decide if each statement is a fact or an opinion.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. O 2. F 3. O 4. F 5. F 6. F 7. O 8. O

B Stage 2: Developing

- Draw Ss' attention to the speech bubble and explain to Ss that they are going to read what the girl is saying and that they should underline the facts and circle the opinions.
- Remind them of the difference between a fact and an opinion before they do the activity.

Think it through

- Have Ss do the activity.
- Check the answers with the class.

KEY

Volleyball is the best sport! William G Morgan, who was a PE teacher, invented it in 1895. At first, it had a funny name - people called it mintonette. The first World Championships for men took place in 1949 and for women in 1952. In 1964, volleyball became an Olympic sport. Did you know that a volleyball player jumps about three hundred times during a match? (That's impressive), right? Volleyball is a thrilling sport. You should all try it!

C Stage 3: Applying

- Draw Ss' attention to the activity and explain to Ss that they have to think of a sport.
- Have Ss brainstorm different kinds of sports and choose one as a class.
- Ask Ss to write one fact and one opinion about it on two pieces of paper. Allow Ss some time to do the activity or assign it as homework.
- Then put all the pieces of paper in a box and have each student pick two pieces of paper and decide if they are fact or opinion.
- Make a class 'Fact and Opinion' bulletin board writing the name of the sport Ss have chosen. Have them stick the pieces of paper under the correct category.

KEY

suggested answer



Glossary of key words used in Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

allocate: to give something to someone to be used for a specific purpose

brainstorming: an activity in which people work as a group and try to come up with ideas

context: the parts of a text before and after a specific word/phrase which enable the reader to understand the meaning of the word/phrase

deduce: to reach a conclusion by considering and analysing given information

definition: what a word, phrase or expression means

demonstrate: to show and explain how something should be done

draft: a piece of text including someone's original ideas, which has not been fully developed and taken its final form

edit: to improve a text by making corrections and adding or removing information and/or ideas

elicit: to do or say something to get a response from someone

extract: a part of a longer text

function: the communicative effect of a specific utterance

gist: the main idea in a text

higher-performing Ss: students whose level is above average

initiate: to start something

intonation: the rise and fall of the voice when speaking

layout: how a text and visual material accompanying it is arranged

lower-performing Ss: students whose level is below average

mime: to use the face and body to communicate, without verbal speech

mind map: a diagram used to visually outline relevant information

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

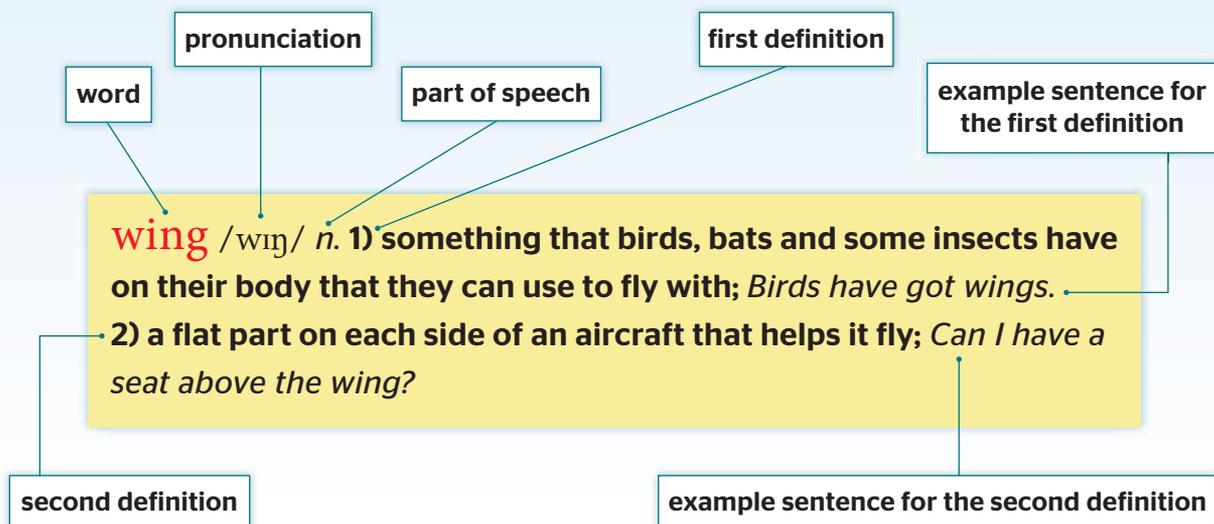
prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production

rubric: the instructions for a task or activity

swap: to exchange

1. Choose either a print or an online/digital monolingual or bilingual dictionary. You can ask your teacher to recommend one.
2. Find the word you want to look up.
3. Remember that the words in all print dictionaries appear in alphabetical order. In digital/online dictionaries, you can use the 'search' tools to type the word you want to look up.
4. In a print dictionary, go to the page with the first letter of the word you want to look up. You might also need to look at the second or third letter of the word you want to find.
5. In some cases, you may find the same word more than once. Pay attention to the part of speech that the word you want to find belongs to. For example, it might be either a verb, a noun or an adjective.
6. Once you have found the word you want, have a look at its meaning. Depending on different contexts, it might have more than one meaning. The examples that usually accompany each word can clarify the meaning of each word.
7. In certain cases, synonyms (words with the same meaning) or antonyms (words with the opposite meaning) might help you understand the meaning of the word better.
8. It is a good idea to use your notebook to note down words that you come across quite often. You can write down examples, draw pictures or write synonyms/ antonyms. This will help you remember the meaning of these words more easily.

How to read a dictionary entry:





Notes

A series of horizontal dotted lines for writing notes, spanning the width of the page.

Portal to English 7B

Teacher's Book

H. Q. Mitchell - Marileni Malkogianni

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CEFR	A2 Mid	A2 High	B1 Low
Portal to English	7	8	9



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قناة المستوى السادس

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قناة المستوى الرابع

قناة المستوى التاسع

قناة المستوى الثامن

قناة المستوى السابع

قناة المستوى الثاني عشر

قناة المستوى الحادي عشر

قناة المستوى العاشر



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قناة المستوى الثاني

قناة المستوى الأول

قناة المستوى السادس

قناة المستوى الخامس

قناة المستوى الرابع

قناة المستوى التاسع

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قناة المستوى العاشر



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رياض الاطفال

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مجموعة المستوى السادس

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