



Academic Year
2021-2022



9B

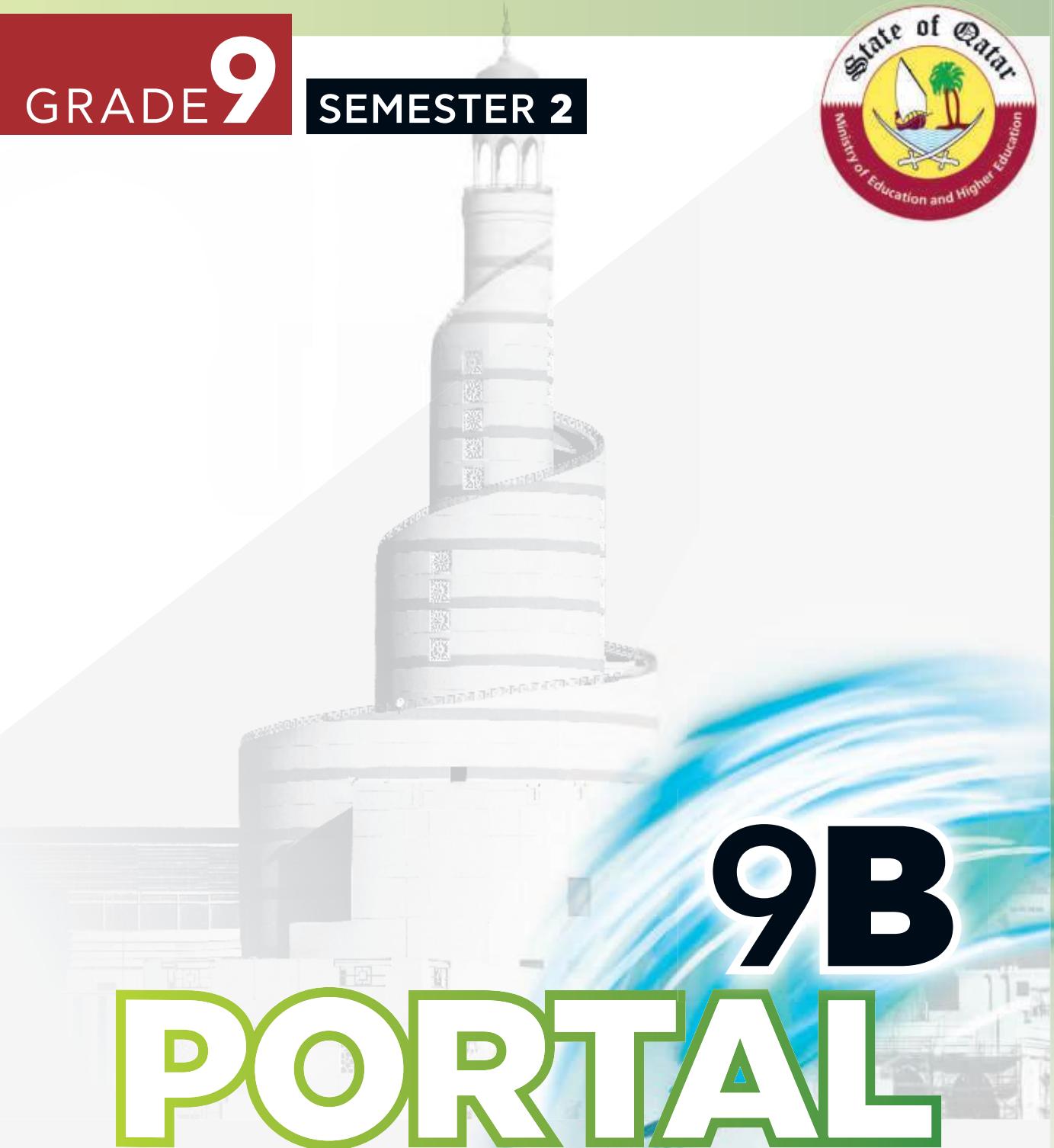
PORTAL TO ENGLISH

TEACHER'S BOOK

H. Q. Mitchell
Marileni Malkogianni



GRADE **9** SEMESTER 2

A large, semi-transparent watermark image of a spiral staircase and modern buildings is positioned in the background of the title area.

9B

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حضره صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد المفدى

النشيد الوطني

قَسَمًا بِمَنْ نَشَرَ الضَّيَاءَ
قَطَرُ سَتَبْقَى حُرَرَةَ
تَسْمُو بِرُوحِ الْأَوْفِيَاءَ
سِيرُوا عَلَى نَهْجِ الْأُلَى
وَعَلَى ضِيَاءِ الْأَنْبِيَاءَ
قَطَرُ بِقَلْبِي سِيرَةَ
عِزْزٍ وَأَمْجَادُ الْإِبَاءَ
قَطَرُ الرِّجَالِ الْأَوَّلِينَ
حُمَّاتُنَا يَوْمَ النِّدَاءَ
جَوَارِحُ يَوْمَ الْفِدَاءَ
وَحَمَائِمُ يَوْمَ السَّلَامَ

Contents of Teacher's Book

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Student's Book with Teacher's Notes

Contents of Student's Book

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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 9 brings Ss to B1 Low level of the CEFR. The book is organised into ten topic-based modules. The modules are well organised within a steady framework. Each module consists of a cover page, four 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.
- ten modules, each divided into a cover page, four 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 writing reference section
- 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.

Introduction

MODULES 1-10 (an overview)

Each module focuses on lexis, grammar, language functions and communicative skills. In the first three lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all four 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 and in the fourth lesson on listening, 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.



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

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, 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, signs and messages, 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**.

Introduction

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 d**. 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 further develop their writing skills in **lesson d**.

LESSON 4a

activities encouraging personal response

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

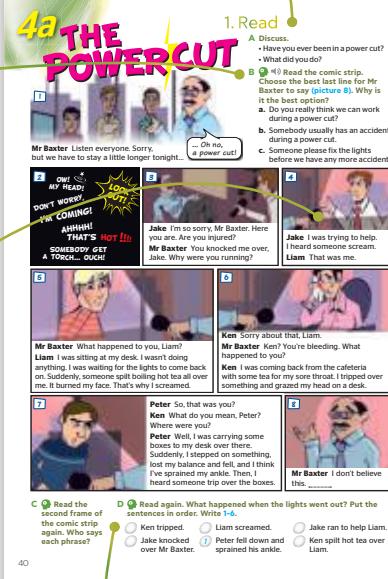
activities focusing on reading for detail (bottom-up strategy)

grammar clearly presented and practised

speaking activities practising useful language functions

vocabulary presented through visual prompts

an inductive approach to presenting grammar



4a THE POWER CUT

1. Read

A. Discuss.

- Have you ever been in a power cut?
- What did you do?

B. (1) Read the comic strip.

- a. Do you really think we can work during a power cut?
- b. Somebody usually has an accident during a power cut.
- c. Sorry, please fix the lights before we have any more accidents!

2. Grammar

Past Progressive → p. 69

A Read the examples and complete the rule about the formation of the Past Progressive.

It was raining all evening.
My wife and I **weren't working** yesterday.

PAST PROGRESSIVE
_____ or _____ → verb + _____

B Read the examples and match them with the uses of the Past Progressive.

1. I was watching TV at nine o'clock last night.
2. It was raining and Jill **was walking** in the forest.

3. While I was watching TV, my mother **was cooking.**

C Use the Past Progressive:

- to describe things that were in progress at a specific point of time in the past
- for actions that were happening at the same time in the past

3. Vocabulary & Speak

A Match the verbs related to accidents with the pictures. Write the correct number next to the words.

spill	slip (on)
knock over	trip over
drop	step on
step on	bump into

B Read the examples and match them with the uses of the Past Progressive.

1. I was listening to the news on the radio while the children _____ to the garden.
2. What _____ you (do) yesterday evening at seven o'clock?

3. It _____ (snow) and some boys _____ (throw) snowballs at each other.

4. They _____ (not talk) while they _____ (watch) the game.

5. It was hot. The sun _____ (shine) and Ali _____ (sit) in the shade reading a book.

6. At ten o'clock yesterday morning, Father _____ (clean) the house.

C. Discuss.

- Have you ever had any of the above injuries?
- How did you get them? What were you doing?

LESSON 4b

activities encouraging Ss to develop vocabulary building skills

vocabulary
presented
through visual
prompts

an inductive approach
to presenting grammar

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

LESSON 4c

systematic development of vocabulary skills

emphasis on vocabulary building and encouraging Ss to use dictionaries

pronunciation activity

A Look at the title of the text and the pictures. What do you think happened? Read the text quickly (skim) and check your answers.

B  **Read** the phrases/sentences 1-7 taken from the text. **Underline** the words with their meanings used to describe different parts of the news item. Use a dictionary to find out the meaning of any of the terms you do not know. See **Useful Dictionary**, p. 80.

1. Many buildings destroyed and carried kilometres away.
2. After effects.
3. by Haruomi Sakamoto, East Asia correspondent
4. Buildings were turned into ruins in a matter of minutes.
5. Hit the coast.
6. **DOUBLE DISASTER IN JAPAN**
7. Earthquake then tsunami bring death and destruction to northeast Japan



- a. **heat**
- b. **sub**
- c. **byline**
- d. **sub**
- e. **caption**

3. Pronunciation

A (1) Listen and repeat. Notice the difference in pronunciation.

ɪʃ	reach	catch	sculpture
ɪdʒ	region	bridge	just

B (1) Say the words below. In which category would you add them? Listen and check your answers.

injured	damage	chance
actually	major	century
manage	object	research
knowledge		

systematic development of reading skills through various types of activities

activities promoting critical thinking and personal response

activities encouraging the development of Ss' presentation skills

LESSON 4d

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

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.

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 is a variety of activities corresponding to **lesson d** 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
P: 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 Ss
to make guesses
based on context

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

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.

4 Round-up

1. Vocabulary

A Match.

1. grazed	<input type="radio"/>					
2. seat	<input type="radio"/>					
3. steering	<input type="radio"/>					
4. passenger	<input type="radio"/>					
5. parking	<input type="radio"/>					
6. news	<input type="radio"/>					
7. flat	<input type="radio"/>					

Score **0 / 7**

I I know that now. **Any**, we're **8** talk and **9** **laugh** about something funny when suddenly, my mobile phone **10** **ringing**. I got so confused! I didn't know what to do, lost my balance and fell. You can imagine the rest.

D Use the prompts and the **10** words given to write sentences.

1. **Rob** / read / book / he / fall / asleep **when**

2. **Jane** and **Tina** / come over / they / hear / news **as soon as**

3. **I** / make dinner / I / cut / finger **while**

4. **We** / drive / motorway / we / run out of / petrol **as**

5. **Khaled** / wash / his / car / **Rashid** / watch / news **while**

Score **0 / 10**

3. Communication

E Match.

1. How did the accident happen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Did you walk all the way from the city centre?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Where are you going?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Had I a car accident this morning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. What did the police officer tell me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Why are you exhausted?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score **0 / 7**

a. My car broke down and I didn't have money for a taxi.
b. I'm exhausted. There's nothing I can do to help!
c. Well, I'm just here. He just gave me a ticket.
d. I was driving in the rain and lost control of the car.
e. I was running late this morning.
f. I'm sorry, I didn't see you coming.

Score **0 / 6**

Total score: **0 / 40**

Now I can...

- use the Past Progressive
- talk about accidents and injuries
- use language related to cars
- respond to good and bad news
- use language related to food
- narrate past events/experiences
- talk about natural disasters
- describe my feelings
- write a summary

vocabulary,
grammar and
communication
revision activities

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 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.

a self-evaluation section promoting learner autonomy

texts giving cultural information about Ss' own culture

motivating project work

Tasks

This section focuses on the systematic development of key competencies, the promotion of critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration skills. First, the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and speaking), which are usually done in pairs or groups. These activities require Ss to negotiate, make a decision, etc.

At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active participation of the teacher. The final stage of the task is a real-life meaningful task requiring Ss to produce a spoken or written text which serves as performance evidence and links the English language with real-life needs. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions.

Task

(Modules 3 & 4)

A  Listen to a conversation between a police officer and a driver involved in a car accident and choose the correct picture a, b or c.

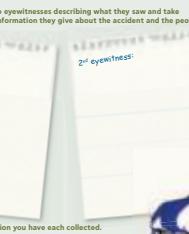


B Look at the pictures above again. What did the green car crash into in each accident? Can you describe what happened in each accident? Use some of the *words/phrases* in the box.

stop at a stop sign	speed	slam on the brakes	crash into	push	hit
---------------------	-------	--------------------	------------	------	-----

C  Listen to two eyewitnesses describing what they saw and take notes of any new information they give about the accident and the people involved.

1st eyewitness: 

2nd eyewitness: 

D Work in pairs. Discuss the information you have each collected.

E  Work in pairs. Imagine you are reporters who want to write about the accident. Write your news article describing what exactly happened. Then present it to the class.

competence-based tasks promoting critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration

Introduction

Workbook

The Workbook is in full colour and is closely linked to the Student's Book. It consists of ten to twelve pages per module comprising vocabulary, grammar, communication, listening, reading and writing

extra vocabulary and grammar practice for each lesson

4a

A Read and write the word.

1. It is in the middle of your leg. **k** _____.
2. It is between the foot and the leg. **f** _____.
3. We have got five of these on each hand. **f** _____.
4. This becomes sore when you have a cold. **w** _____.
5. It is between the arm and the hand. **u** _____.
6. We put this on our leg or arm when we break it. **b** _____.
7. We put this on when we get cut. **d** _____

B Complete the dialogues. Choose **a**, **b** or **c**.

1. Joe: Hi, Matt. What happened to your leg?
Matt: I ____ over something at work last week and fell down.
Joe: Oh, dear. Were you seriously 2 ____?
Matt: No, fortunately I only have got these 3 _____.
1. a. bumped b. tripped c. stepped
2. a. injured b. knocked c. burned
3. a. casts b. scratches c. bandages

2. Latifa: Why is your hand so red?
Asma: I ____ it with hot coffee.
Latifa: How did that happen?
Asma: I was drinking a cup of coffee when I ____ on some milk.
Latifa: Some milk? Why was there milk on the floor?
Asma: I was making coffee and I ____ some by accident.
4. a. grazed b. burnt c. bruised
5. a. sprained b. dropped c. slipped
6. a. stepped b. split c. hit

C Write sentences using the prompts given and the words in brackets.



1. light turn green / cross street _____
(as soon as)
2. park car / bump into motorbike _____
(when)
3. drive home / get flat tyre _____
(while)
4. make dinner / phone ring _____
(as)
5. walk to school / meet friend _____
(when)

D Complete the dialogues with the sentences/questions a-g.

a. You really should know better than that.
b. Oh, you poor thing.
c. It's not your fault!

1. Man: Hello, officer. 1 _____.
Officer: No, it isn't. 2 _____.
Man: Nothing. I was just driving along.
Officer: 3 _____.
Man: I didn't see you. You see, I'm running late for work and I was sending a text message to my boss to let him know.
Officer: A text message? 4 _____.
Man: I know. It's a bit dangerous...
Officer: It's illegal. Can I see your licence please, sir?
2. Tom: This is a beautiful place for a drive.
Liz: Henry's _____.
Tom: What's what happened?
Liz: Tom has cut his car.
Tom: Oh, not I didn't see anything.
Tom: I hope it's OK. Let's go and check.
Liz: There it is. 7 _____.
Tom: We need to get it to a vet, quickly.

useful guidance enabling Ss to develop their writing skills

Writing plan: A summary paragraph of a newspaper article

Complete the writing plan below and write your summary on the next page.

Answer the questions to help you write your summary



In the first one or two sentences of your summary:
What's the main idea of the whole article? _____

In the following sentences of your summary:
What's the first major idea of the article? _____

What other key ideas does the article include? _____

In the final sentence:
How does the writer end the article? _____

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

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.

graded activities

communication activity practising key language functions in the lesson

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 activities where oral production is required.
- the pair-work activities, the writing reference section, 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 activities and the transcripts of the listening activities included in the Workbook.
- 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.

step-by-step guide to teaching



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

LEARNING STANDARDS

FUNCTIONS

STRUCTURES

VOCABULARY

GRAMMATICAL STRUCTURES

PRONUNCIATION

LEARNERS

TEACHING

ASSESSMENT

ANSWERS

KEY

SUGGESTED ANSWERS

ANSWER KEYS

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 tasks 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**

- 10 tests corresponding to the modules of the book
- a test for Modules 1-5
- a test for Modules 6-10
- 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	e.g. – for example
adv. – adverb	etc. – et cetera
prep. – preposition	sb – somebody
n. – noun	sth – something
v. – verb	Ss – students
p. – page	SB – Student's Book
pp. – pages	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 9. 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, 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.

Introduction

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
6 A modern world p. 61	<ul style="list-style-type: none"> Conversational English Expressions with make Prepositional phrases with <i>at</i> Word building: adjectives ending in <i>-ful, -less</i> 	<ul style="list-style-type: none"> Future <i>will</i> Time clauses be able to 	<ul style="list-style-type: none"> Making predictions Finding synonyms and antonyms Making offers, promises, on-the-spot decisions and requests Understanding language used in advertisements Expressing ability Guessing the meaning of unknown words Asking about and explaining processes 	<ul style="list-style-type: none"> A magazine article: <i>Life on Earth a hundred years from now</i> An Internet advertisement: <i>Solar cap!</i> A magazine interview about Space Tourism

Culture Page: Hamad Ports - Looking to the Future p. 71

Task (Modules 5&6): Analysing and interpreting pie charts p. 72

7 Choices p. 73	<ul style="list-style-type: none"> Conversational English Words/Phrases related to signs Word building: opposites with <i>un-, dis-</i> 	<ul style="list-style-type: none"> may, might, could Conditional Sentences Type 1 if vs when Comparisons 	<ul style="list-style-type: none"> Expressing possibility in the present and future Expressing preference Guessing the meaning of unknown phrases Understanding signs and messages Talking about conditions and their results Comparing and contrasting people and situations Talking about lifestyle changes and intentions Describing future plans and ambitions 	<ul style="list-style-type: none"> Signs and messages A magazine article: <i>What happened to George Baines?</i>
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8 All the action p. 83	<ul style="list-style-type: none"> Words/Phrases related to sports Conversational English Words/Phrases related to computer/video games 	<ul style="list-style-type: none"> Exclamatory sentences Clauses of result have to, don't have to, must, mustn't, need to, don't need to, needn't Passive Voice (Present Simple - Past Simple) 	<ul style="list-style-type: none"> Expressing enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc. Expressing result Guessing the meaning of unknown phrases Understanding information on flyers and signs Expressing obligation, lack of obligation, and prohibition Talking about sports Talking about computer/video games and expressing opinion 	<ul style="list-style-type: none"> A flyer and an Internet confirmation email A magazine article: <i>Football Codes</i>
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Task (Modules 7&8): Collaborating with a partner to reach a decision based on specific criteria p. 94

9 Facts and figures p. 95	<ul style="list-style-type: none"> Words/Phrases related to banks and money Conversational English Words with more than one meaning Units of measurement 	<ul style="list-style-type: none"> too / enough Infinitives -ing form 	<ul style="list-style-type: none"> Carrying out money transactions Indicating degree and extent Giving and understanding different kinds of instructions Using common units of measurement Guessing the meaning of unknown words Expressing opinion and giving information 	<ul style="list-style-type: none"> Instructions and labels A magazine article: <i>Memory</i>
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10 That's life p. 105	<ul style="list-style-type: none"> Words related to travelling Adjectives + prepositions Idioms describing feelings 'Strong' adjectives 	<ul style="list-style-type: none"> Conditional Sentences Type 2 Wishes Reported Speech: Statements, Questions, Commands, Requests 	<ul style="list-style-type: none"> Talking about imaginary situations Asking for and giving advice Making wishes and expressing regret Describing feelings Narrating events Reporting Guessing the meaning of unknown words Expressing surprise and interest; excitement and enthusiasm; disappointment and disapproval; sympathy and regret 	<ul style="list-style-type: none"> A quiz: <i>What kind of traveller are you?</i> A magazine page: <i>Now that's embarrassing!</i> An extract from a novel: <i>Oliver Twist</i>
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Culture Page: Pi Day in Qatar p. 115

Task (Modules 9&10): Preparing for and taking part in a debate p. 116

Listening (Pronunciation*)	Speaking	Writing	QNCF competencies
<ul style="list-style-type: none"> A lecture on carbon footprint A radio interview with an expert on Mars People giving their opinion about the Internet 	<ul style="list-style-type: none"> Pair work: Role play situations Pair work: Asking about and explaining how to do something <p>* The contracted form of <i>will</i></p>	<ul style="list-style-type: none"> A description of a process <p>Developing skills:</p> <ul style="list-style-type: none"> Linking words/phrases to express sequence 	    
<ul style="list-style-type: none"> A conversation between two friends about which event to go to Three short dialogues A discussion between a career counsellor and a secondary school student 	<ul style="list-style-type: none"> Pair work: Discussing and deciding which event to go to Pair work: Discussing options and persuading Class discussion about lifestyle changes Group work: talking about future plans and ambitions 	<ul style="list-style-type: none"> A few sentences about lifestyle changes you would like to make A covering letter including future plans and ambitions <p>Developing skills:</p> <ul style="list-style-type: none"> Differentiating between formal and informal language 	    
<ul style="list-style-type: none"> Four people talking about a hockey game Part of a documentary about the history of computer games 	<ul style="list-style-type: none"> Pair work: Discussing events, showing enthusiasm and disappointment Group guessing game: Talking about rules at different places Pair work: A sports quiz Group work: Talking about a computer/video game <p>* The schwa sound</p>	<ul style="list-style-type: none"> A computer game review <p>Developing skills:</p> <ul style="list-style-type: none"> Organising a computer game review with the help of a plan Set phrases used in computer game reviews 	    
<ul style="list-style-type: none"> Three short dialogues Five short broadcasts A radio programme with an expert giving tips about memory A radio announcement about an event A conversation about an event 	<ul style="list-style-type: none"> Pair work: Role play situations at a currency exchange office, at a store, at the bank and at an ATM Pair work: Asking for and giving instructions Group work: Talking about places you've been to and events you've attended <p>* The different /gh/ sounds</p>	<ul style="list-style-type: none"> A paragraph summarising an essay <p>Developing skills:</p> <ul style="list-style-type: none"> Identifying topic sentences 	    
<ul style="list-style-type: none"> Three people describing experiences A girl describing a problem to some friends People giving advice 	<ul style="list-style-type: none"> Pair work: Speculating about imaginary situations Pair work: Giving an account of an experience Class discussion about books Pair work: expressing / responding to common feelings 	<ul style="list-style-type: none"> An email in which the writer expresses / responds to common feelings <p>Developing skills:</p> <ul style="list-style-type: none"> Organising an email with the help of a plan 	    

QNCF Competencies



Creative and critical thinking



Inquiry and research



Cooperation and participation



Inquiry and research



Problem-solving

6 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
S1.1	Cooperation and participation	6a, 1. Read A, p. 62
R2.2	Creative and critical thinking	6a, 1. Read B, p. 62
R2.1	Creative and critical thinking	6a, 1. Read C, p. 62
R4.1	Problem-solving	6a, 1. Read D, p. 62
S1.1	Cooperation and participation	6a, 1. Read - Over to you..., p. 62
S2.4	Inquiry and research	6a, 2. Grammar C, p. 63
L2.1	Communication	6a, 3. Listen B, p. 63
L3.1	Creative and critical thinking	6a, 3. Listen C, p. 63
S1.1	Cooperation and participation	6a, 3. Listen D, p. 63
R1.1	Creative and critical thinking	6b, 1. Read A, p. 64
R2.1	Creative and critical thinking	6b, 1. Read B, p. 64
R2.1	Creative and critical thinking	6b, 1. Read C, p. 64
S1.1	Cooperation and participation	6b, 1. Read - Over to you..., p. 64
S1.1	Cooperation and participation	6c, 1. Read A, p. 66
R1.1	Creative and critical thinking	6c, 1. Read B, p. 66
R2.1	Creative and critical thinking	6c, 1. Read C, p. 66
R4.1	Problem-solving	6c, 1. Read D, p. 66
S2.3	Creative and critical thinking	6c, 1. Read E, p. 66
L2.1	Communication	6c, 4. Listen, p. 67
L2.2	Communication	6d, 2. Listen, p. 68
S2.5	Inquiry and research	6d, 3. Speak, p. 68
S1.1	Cooperation and participation	6d, 4. Write A, p. 69
R2.1	Creative and critical thinking	6d, 4. Write B, p. 69
W1.6	Problem-solving	6d, 4. Write C, p. 69
W2.1	Creative and critical thinking	6d, 4. Write C, p. 69
W3.2	Creative and critical thinking	6d, 4. Write C, p. 69
W1.6	Problem-solving	6d, 4. Write D, p. 69
W2.1	Creative and critical thinking	6d, 4. Write D, p. 69
W2.2	Communication	6d, 4. Write D, p. 69
W2.3	Communication	6d, 4. Write D, p. 69
W3.2	Creative and critical thinking	6d, 4. Write D, p. 69
S1.1	Cooperation and participation	Culture Page 3, A, p. 71
R1.1	Creative and critical thinking	Culture Page 3, B, p. 71
R2.1	Creative and critical thinking	Culture Page 3, C, p. 71
S5.1	Inquiry and research	Culture Page 3, Project, p. 71
W2.2	Communication	Culture Page 3, Project, p. 71
W2.3	Communication	Culture Page 3, Project, p. 71
R2.1	Creative and critical thinking	Task (Modules 5 & 6) B, p. 72
S1.1	Cooperation and participation	Task (Modules 5 & 6) C, p. 72
S2.3	Creative and critical thinking	Task (Modules 5 & 6) D, p. 72
WORKBOOK		
L2.1	Communication	6b, Activity F, p. 64
R2.1	Creative and critical thinking	Round-up 6, Activity D, p. 71

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

6a

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- understand and respond with support to detail in longer more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- describe future plans and ambitions (S2.4)
- understand and respond with support to the detail in longer, more complex texts (L2.1)
- guess with a little support the meaning of unknown words important for comprehension from available clues in longer, more complex texts (L3.1)

6b

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1) WB

6c

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)
- understand and respond with support to the detail in longer, more complex texts (L2.1)

6d

- understand and respond with support to attitudes and opinions in longer, more complex texts (L2.2)
- ask about and explain with support more complex processes and ideas (S2.5)
- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- ask about and explain with support more complex processes and ideas (W1.6)
- organise, sequence and develop ideas with support in longer, more complex texts (W2.1)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)
- plan, and draft a longer complex text with a little support and modify the draft in response to feedback (W3.2)

Round-up 6

- understand and respond with support to detail in longer more complex texts (R2.1) WB

Culture page 3

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- summarise the main content of a longer factual or fictional text (S5.1)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)

Task (Modules 5 & 6)

- understand and respond with support to detail in longer more complex texts (R2.1)
- communicate with support a personal response to real and fictional events (S1.1)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)

6 A MODERN WORLD

VOCABULARY

robot solar power touchscreen

- Draw Ss' attention to the title of the module.
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss to tell you what the characteristics of a modern world are and if there are only positive aspects to them.
- Elicit answers.
- Ask Ss to look at the pictures and read through the accompanying captions.
- Help Ss deduce the meaning of any words/phrases by relating them to the content of the respective pictures and offering any further information.

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 and check their understanding.
- Elicit answers and initiate a short discussion.

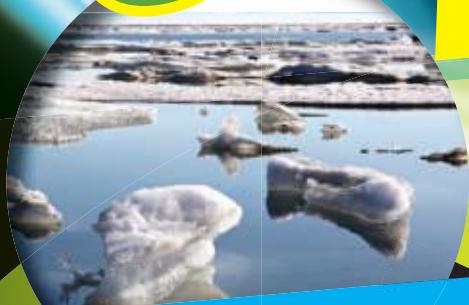
KEY

Suggested answers

Houses using only solar power and holographic touchscreens already exist today. There have been some attempts to design robots which will do housework but they haven't been fully successful so far. Unfortunately, global warming is causing the polar ice caps to melt and it will be disastrous if we end up without any ice cap at the North Pole. I believe flying cars and hotels on the moon are things that will definitely exist in the future.

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

6 A MODERN WORLD



1 no ice cap at the North Pole

Discuss:
Look at the pictures. Which of these exist now? Which do you see existing in the future?



4 robots doing housework



2 a hotel on the moon



3 flying cars



5 houses using only solar power



6 holographic touchscreen

In this module you will learn...

- to make predictions about the future
- to talk about various aspects of modern life (environmental issues, technology, space)
- to refer to the future using appropriate tenses
- to make offers, promises, on-the-spot decisions and requests
- to understand language used in advertisements
- to express ability
- to ask about and explain processes
- linking words/phrases to express sequence
- to write a short description of a process

6a

1. Read

A Discuss.

- What kind of environmental problems exist in your area/town/city?

B  **Read the text quickly (skim) and decide which futurologist's set of predictions is pessimistic and which is optimistic. Justify your answers.**

Life on Earth a hundred years from now...

Since the 1950s, we have destroyed more than a third of the natural world. Our way of life has caused many serious environmental problems. We use huge quantities of natural resources and produce too much rubbish. Pollution is affecting the climate and our planet is getting warmer. The question is: will things ever change for the better? Some scientists are optimistic and believe that, with the help of science, today's environmental problems will disappear. Other scientists are pessimistic and believe that soon it will be too late to save the planet. We asked two futurologists their views about life on Earth a hundred years from now...

- The global population will increase and reach approximately 16 billion. There won't be enough food or resources for everyone.
- Temperatures will be higher than they are today. As a result, the Amazon rainforest will disappear completely and the area will turn into a desert.
- The ice at the poles will melt and sea levels will rise. As a result, some cities in coastal areas, as well as islands that are not very high above sea level, will flood and disappear.
- Air pollution will keep increasing and people will suffer from lung diseases because of the polluted air.

Jake Davis

- People will use alternative energy resources, such as solar power and wind power, much more than they do today. However, most of the world's energy will come from cold fusion, a clean, safe and free energy resource.
- Scientists will control the weather. It won't be cheap, but they will use technology to prevent natural disasters in certain areas.
- Extensive desert greening will take place and most of the world's deserts will turn into forests.

Nicola Brand

C  Now scan the text. Then read it carefully and complete the sentences.

- exist because of our way of life.
- Humans produce a lot of
- According to Davis, people won't have enough or
- He also believes that , the ice at the poles, and some islands won't exist 100 years from now.
- According to Brand, scientists will be able to stop some from happening by using
- She also believes that the Earth will be greener and will become forests.

D  Look at the text again and find:

synonyms for the words/phrases below.

1. amounts = (intro.)
2. waste/litter = (intro.)
3. opinions = (intro.)
4. worldwide = (Davis)
5. for example = (Brand)

antonyms for the words below.

6. decrease ≠ (Davis)
7. exactly ≠ (Davis)
8. low ≠ (Davis)
9. clean ≠ (Davis)

TIP!

You can increase your vocabulary by also learning synonyms and/or antonyms of new words.

Over to you...

 **Discuss.**

What do you do to protect the environment?

LEARNING STANDARDS**SB:** S1.1, R2.2, R2.1, R4.1, S2.4, L2.1, L3.1**FUNCTIONS**

Making predictions

Finding synonyms and antonyms

STRUCTURES

The Future will

VOCABULARY

air alternative energy approximately as a result as well as breathe carbon footprint certain climate decrease disease e-waste fossil fuel global increase low natural resources optimistic packaging pessimistic polluted predict prediction product quantity rubbish such as take place view (=opinion) way of life weather conditions wind power

1. Read**A S1.1**

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

KEY*Suggested answer*

- air pollution, too much rubbish, traffic

B R2.2

- Ask Ss to look at the pictures on the page and tell you what they show (*the globe, factory chimney, dry parched land, etc.*).
- Elicit answers.
- Draw Ss' attention to the layout of the text and ask them what type of text it is (*an article*) and where it can be found (*in a magazine*).
- Draw Ss' attention to the title of the text and ask them to tell you what they think the text will be about.
- Elicit answers.
- Have Ss read through the text and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Help Ss deduce the difference between *pessimistic* (= expecting bad things to happen) and *optimistic* (= expecting good things to happen).
- If necessary, help Ss deduce that futurology (*the noun 'future' + the suffix -ology which refers to a particular discipline/subject*) is the scientific study of the future and a futurologist is a scientist who studies how people will live in the future and what the Earth will be like in the future.
- Elicit and check the answer with the class.

KEY

Jake Davis' predictions are pessimistic.

Nicola Brand's predictions are optimistic.

- Ask Ss some comprehension questions:

What have we managed to do since the 1950s? We have destroyed more than a third of the natural world.

Do we use natural resources sensibly? No, we don't. We use huge quantities.

Why is our planet getting warmer?*Because pollution is affecting the climate.***Do all scientists believe that soon it will be too late to save the planet? No, they don't.****What does Jake Davis believe will happen to the global population in 100 years from now? It will increase and reach approximately 16 billion.****Will temperatures be higher in 100 years from now? Yes, they will.****What will happen to sea levels? They will rise.****What will people suffer from? from lung diseases****Why will that happen? because of the polluted air****Can you mention some examples of alternative energy resources? solar and wind power****Where will most of the world's energy come from? from cold fusion****What is cold fusion? a clean, safe and free energy resource****Will it be cheap to control the weather? No, it won't.****Will extensive desert greening result in more forests? Yes, it will.****C R2.1**

- Ask Ss to read through the sentences 1-6 and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- (Many serious) Environmental problems
- rubbish/pollution
- food, resources
- the Amazon rainforest, (some) cities in coastal areas
- natural disasters, technology
- deserts

D R4.1

- Draw Ss' attention to the TIP and explain it. Make sure that Ss can differentiate between synonyms (= words/phrases with similar meaning) and antonyms (= words/phrases with opposite meaning).
- Ask Ss to read through the words 1-5 and 6-9 and check their understanding.
- Refer Ss to the indicated paragraphs of the text and have them do the activity.
- Check the answers with the class.

KEY

- quantities, 2. rubbish, 3. views, 4. global, 5. such as, 6. increase, 7. approximately, 8. high, 9. polluted

- Explain any unknown words in the text.

Over to you S1.1

- Ask Ss the questions.

- Elicit answers and initiate a short discussion.

KEY*Suggested answer*

- I recycle and I try to save energy and water.

OPTIONAL ACTIVITY

- Ask Ss to tell you whether they agree or disagree with the views expressed by the two futurologists and add their own comments.
- Elicit answers and initiate a short discussion.

2. Grammar**A**

- Ask Ss to read through the examples and draw their attention to the phrases in blue.
- Point out to Ss that these are the Future *will* forms of the verbs *live*, *disappear* and *be*.
- Ask Ss the question in the rubric.
- Help Ss elicit that they express *predictions about the future*.
- Refer Ss to the text and ask them to underline as many examples of the Future *will* as possible (e.g. *will things ever change*, *will disappear*, *it will be too late*, *will increase*, *there won't be*, *will be higher*, *will turn into*, *will melt*, *will rise*, *will flood*, *will keep*, *will suffer from*, *will use*, *will come from*, *will control*, *won't be cheap*, *will use*, *will take place*, *will turn into*) and ask them to tell you what they express (*predictions about the future*).
- Refer Ss to the Grammar Reference (p. 120).

B

- Ask Ss to read through the verbs in the box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. *will increase*, 2. *will... get*, 3. *will win*,
 4. *will not / won't be*, 5. *Will... invent*, 6. *will become*
 7. *will not / won't do*, *will do*

C S2.4

- Draw Ss' attention to the three topics for discussion and ask what they think will happen in fifteen years' time.
- Elicit answers and initiate a discussion.

KEY*Suggested answers*

- In fifteen years' time, I'll be working as a computer programmer in a very big company in Doha, and I think I'll be married and have two kids too.
- I think technology will improve even more. There will be robots which will do housework so people will have more free time to relax.
- As for transport, I think there will be too much traffic in the cities so we will have special helicopters or even flying cars to get around!

3. Listen**A**

- Ask Ss the first question in the rubric.
- Elicit answers.
- Draw Ss' attention to the note and explain it. Point out to them that carbon footprint emissions do not only come from individuals, but also from organisations, companies, activities and procedures both on a local and a global level.

- Ask Ss the second question in the rubric.
- Elicit answers but do not correct Ss at this stage.

B L2.1

- Ask Ss to read through the questions 1-4 and the answer choices a-c, and 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 1-4 on the board (without the options) and ask Ss to cover the listening 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. c, 2. c, 3. b, 4. c

C L3.1

- Explain to Ss that they are going to listen to two extracts from Activity B and decide what the phrases in blue mean.
- Ask Ss to read through the answer choices a-c and make sure that they have not got any unknown words.
- Play the recording. Stop after each extract to ask the Ss what they have understood. This will challenge **higher-performing Ss** and help **lower-performing Ss** to choose the correct answer.
- Play the recording again and have Ss do the activity.
- Check the answers with the class.

KEY

1. c, 2. c

D S1.1

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

2. Grammar

The Future **will** → p. 120

A Read the examples. Do the phrases in blue express plans or predictions about the future?

I think I **will live** to be a hundred.

The Maldives **will** soon **disappear** under water.

In a hundred years, there **won't be** enough resources for everyone.

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

invent do increase not be
become win not do get

1. Experts predict that e-waste, such as old gadgets, devices and appliances that people throw away, in the next few years by 500%.
2. Charlie and Jill probably married next year.
3. I think the Mariners the game tonight. What do you think?
4. Scientists believe that there any clean air to breathe in the future.
5. scientists ever flying cars?
6. I think you a very successful businessman one day.
7. In the future, people any housework. Robots everything.

C  **Discuss.**

Make predictions about the future in fifteen years' time. Talk about:

- your own future and ambitions
- technology
- transport



3. Listen

A Have you ever heard of the term 'carbon footprint'? Read the definition. What sort of activities increase your carbon footprint?

NOTE

carbon footprint: The amount of carbon dioxide (CO₂) a person produces by using fossil fuels or products that come from fossil fuels.

B  Listen to a teacher talking to students about carbon footprints and answer the questions. Choose **a**, **b** or **c**.

1. A flight from London to Hong Kong has the same carbon footprint as using
 - 100,000 plastic bags.
 - 200,000 plastic bags.
 - 300,000 plastic bags.
2. Which of the following increases your carbon footprint more than the others?
 - buying imported bananas
 - buying locally produced food
 - buying flowers that are out of season
3. When shopping, which packaging should you choose for a smaller carbon footprint?
 - paper
 - plastic
 - cardboard
4. What produces almost two kilograms of carbon dioxide?
 - travelling in a plane for about six kilometres
 - using a computer for thirty two hours
 - both a and b

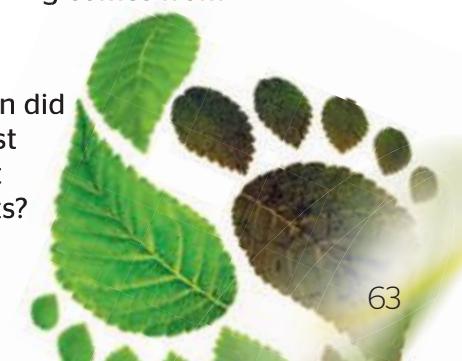


C  Listen to two extracts from the lecture. What do the following phrases mean?

1. **equivalent to**
 - harmful to
 - different from
 - the same as
2. **origin of**
 - how something travels
 - where you buy something
 - where something comes from

D  **Discuss.**

- What information did you find the most surprising about carbon footprints? Why?



1. Read

A  Look at the advertisement below. What can you guess about the product which is advertised? Then read the advertisement quickly (skim) and check your answers.

B  Now scan the advertisement. Then read it carefully and answer the questions. Choose **a, b, c or d**.

1. What kind of people is the advertisement aimed at?
 - a. people who enjoy reading
 - b. people who often go camping
 - c. people who haven't got a torch
 - d. people who are afraid of the dark

2. Which of the following does the advertisement **NOT** mention?
 - a. You pay less if you order online.
 - b. They will deliver the solar cap in a week.
 - c. They will return your money if you don't like the cap.
 - d. They guarantee that the batteries last at least five hours.

SOLAR CAP!

The ideal accessory for your outdoor excursions

£45

During the day, it protects you from the sun, and at the same time it charges up. At night, it's perfect for finding your way in the dark, or simply reading a book.

The batteries last for up to five hours. Say goodbye to torches! The cap has two superbright LED lights and a dimmer switch so you can adjust the brightness.

Get one for your next camping trip.
You won't regret it.

You will love our product!
Not 100% satisfied?

We will give you your
money back. Guaranteed!

Allow 7 days for delivery.

Order online now
and get a 15% discount!

C   Read a dialogue between two friends about the advertisement and answer the questions.

Omar Hey, Hassan. Check out this cap. It looks really cool and useful. It has lights, and the batteries last for five hours.

Hassan You don't believe that, do you? Those companies just want to make money. There's no way the batteries can last for five hours.

Omar I'm going to get one. It only costs £45, and I'm making plans to go camping.

Hassan OK, but I think you're making a mistake. You'll see when you try it out.

Omar Don't worry. It's more likely you'll ask to borrow it...

Hassan We'll see.

Omar I want to order online and get the discount. Will you lend me your credit card? I'll give you the money back as soon as I have the cash.

Hassan OK, but before you order, will you make sure that the site is safe?

Omar Sure, I'll check it now. Look, its safety is guaranteed.

Hassan All right. Go for it.



1. Who doesn't believe the advertisement is telling the truth?
2. What does Omar think Hassan will want to do when he gets the cap?
3. What does Omar ask Hassan to do?
4. What does Hassan ask Omar to do?
5. What decisions does Omar make while talking to Hassan?

NOTE

Use **will/won't** to make offers, on-the-spot decisions, requests and promises.

I'll carry that for you.

I like the red shirt. I'll buy it.

Will you show me how this works?

I won't borrow your things again without asking first.

Over to you...

Discuss.

- Would you like to buy the solar cap? Why? / Why not?
- Have you ever bought anything over the Internet? What? Were you satisfied? Why? / Why not?

LEARNING STANDARDS**SB:** R1.1, R2.1, S1.1**WB:** L2.1**FUNCTIONS**

Making offers, promises, on-the-spot decisions and requests

Understanding language used in advertisements

STRUCTURES

Time clauses (referring to the future)

VOCABULARY

adjust advertisement allow borrow
 brightness cash delivery discount excursion
 Go for it! guarantee (v) lend promise (v)
 regret (v) satisfied simply

Expressions with 'make'

make a decision make a difference make a mistake
 make a prediction make a promise make money
 make plans make sense

1. Read**A R1.1**

- Draw Ss' attention to the Internet advertisement and ask them to tell you what it is about (*a solar cap*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read the advertisement and check their answers.

KEY *Suggested answer*

It's a special kind of cap/hat that uses solar energy to keep you cool during hot days. It also provides light at nights or in the dark.

- Ask Ss some comprehension questions:

How much does the solar cap cost? It costs £45.

What is it the ideal accessory for? for outdoor excursions

What does it do for you during the day? It protects you from the sun.

When does it charge up? during the day

How does it help you at night? It helps you find your way in the dark or while you're reading a book.

What will the solar cap replace? torches

How can you adjust the brightness of the solar cap? with the dimmer switch

How many days should you allow for delivery? seven

B R2.1

- Have Ss read through the two questions and the answer choices a-d, making sure they haven't got any unknown words.
- Ask Ss to read the advertisement again and underline any unknown words at the same time.
- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write the two questions on the board (without the options) and ask Ss to cover Activity B in their books, read the advertisement 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. b, 2. d**C R2.1**

- Draw Ss' attention to the picture of the two friends and ask what they think the friends are talking about.
- Elicit answers but do not correct Ss at this stage.
- Have Ss read the dialogue and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What does Omar think of the solar cap? It looks really cool and useful.

What does Hassan think about the companies which make such gadgets? They just want to make money.

What plans is Omar making? to go camping

How does Omar want to buy the solar cap? He wants to order it online and use Hassan's credit card to pay for it.

Is the site safe? Yes, because its safety is guaranteed.

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

KEY

1. Hassan
2. He thinks Hassan will ask/want to borrow it.
3. to lend him his credit card
4. to make sure that the site is safe
5. He decides to get a solar cap, to give Hassan his money back as soon as he has got the cash and to check if the site is safe.

- Draw Ss' attention to the note and explain it.
- Ask Ss to find examples of *will/won't* in the advertisement and the dialogue and identify their uses (*You won't regret it: promise, You will love our product: prediction, ...we will give you your money back: promise, You'll see: prediction, ...you'll ask to borrow it: prediction, We'll see: prediction, Will you lend me...: request, I'll give you the money back...: promise, ...will you make sure...: request, Sure, I'll check it now: on-the-spot decision*)
- Explain any unknown words and choose Ss to act out the dialogue.

Over to you S1.1

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

KEY*Suggested answers*

- Yes, I would, because I go on camping trips every summer with my dad. / No, I wouldn't, because I don't like camping.
- Yes, I have. I've ordered books, gadgets and clothes, and I haven't had a problem so far. It is very convenient. / No, I haven't, because I don't think it is safe. I prefer buying things from shops.

2. Vocabulary

- Ask Ss to read through the words/phrases in the box and make sure that they haven't got any unknown words.
- Point out to Ss that the words in the box are used with the verb *make*.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. sure, 2. plans, 3. mistakes, 4. money, 5. a decision, 6. predictions, 7. sense, 8. promises, 9. a difference

3. Grammar

A

- Ask Ss to read through the example and draw their attention to the words in blue.
- Ask Ss to read through the incomplete rule.
- Point out to Ss that the conjunctions *when*, *after*, *before*, *until* and *as soon as* are used to introduce time clauses which refer to the future.
- Refer Ss to the dialogue on page 64 and ask them to underline any examples of time clauses (*You'll see when you try it out. / I'll give you the money back as soon as I have got the cash. / OK, but before you order, will you make sure that the site is safe?*).
- Ask Ss what they notice about the tense used in the time clauses and in the main clauses respectively (*we use the Present Simple and the Future will respectively*).
- Have Ss complete the rule.
- Check the answer with the class.

KEY

Present

- Refer Ss to the Grammar Reference (p. 120).
- Ask Ss to come up with their own examples. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their own examples (e.g. *I / go / supermarket / as soon as / I / finish / work*).

B

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

KEY

1. Will you check, 2. leave, 3. will/'ll do
 4. get, 5. will/'ll ask, 6. will/'ll take, 7. finishes
 8. Will you help, 9. will/'ll show, 10. do
 11. will/'ll continue, 12. join

4. Pronunciation

A

- Play the recording and have Ss listen and repeat.
- Draw Ss' attention to the difference in pronunciation.
- Make sure that Ss can differentiate their pronunciation and pronounce the /l/ sound of the contracted form of the modal verb *will*.

B

- In pairs, Ss take turns to read out each pair of sentences.
- Go around the class helping Ss when necessary.
- Play the recording and have Ss listen and repeat after each pair of sentences.
- Have Ss read out the sentences again.

C

- Play the recording and have Ss listen and circle what they hear.
- Check the answers with the class.

KEY

- We** visit her. - a
- I'll** remember that. - b
- They'll** give you a discount. - b
- I** surf the Net. - a

5. Speak

- Ask Ss to read through the situations and check their understanding.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- For further practice, ask Ss to swap roles or act out another situation.
- Choose some pairs to act out the situations.

KEY

Suggested answers

A: Hey, Karim. How's it going?
B: Good. How about you?
A: I'm fine. Listen, I'm organising a barbecue on Saturday. Will you be free to come?
B: That'll be great, thanks.
A: The problem is my barbecue is not working properly. Will you take a look at it?
B: Sure. I'll come by your place later and fix it.
A: Thanks. See you then.

B: When are you leaving for the airport?
A: In a couple of hours. But I'll have to call a taxi first.
B: Don't worry. I'll drive you there. I'm free.
A: That's great! We'll catch up on each other's news.

A: I'm having problems with my laptop. Will you lend me yours?
B: Well, will you take good care of it? You see, it was very expensive.
A: I promise I'll be extra careful!
B: Are you sure you won't break it?
A: Nothing will happen to your laptop. I'll give it back to you as soon as I finish my report. It won't take more than a couple of hours!
B: All right, then!

A: Bahir, will you come over here, please?
B: What's the matter?
A: Look! I think I've just found the smartwatch I've told you about! I'll buy it right now.
B: How do you know that this site is safe?
A: Well, Ali bought a smartphone from the same site last month and everything was ok. Will you lend me your credit card please, so that I can order it?
B: I don't think so. I'll do some further research to make sure that the site is safe. Then you can use my credit card.
A: OK. I suppose I can wait!

2. Vocabulary

Complete the sentences with the words/phrases in the box to form expressions with 'make.'

mistakes a decision sense sure plans a difference predictions promises money

1. Make you read the advertisement carefully before you buy anything over the Internet.
2. Greg and Susan are making for their wedding next year.
3. Everyone makes when they're learning a new language. It's only natural.
4. My uncle is a successful businessman and makes lots of
5. I just can't make Where should I go on holiday? Mexico or Brazil?
6. It's difficult to make about the weather.
7. I don't understand this sentence. It doesn't make
8. Don't make you can't keep.
9. Everyone should help protect the environment. Everyone can help make

3. Grammar

Time Clauses → p. 120

A Read the example and complete the rule.

As soon as they **deliver** the product, **I'll call** you.

TIME CLAUSE (referring to the future)	MAIN CLAUSE
when, after, before, until, as soon as + Simple	Future will

B Complete with the **Present Simple** or the **Future will** of the verbs in brackets.

1. A: Hey, Salem. Are you going to work?
B: Yes, I am, Khaled.
A: 1 (you / check) the engine of my car before you 2 (leave)? It was making a funny noise last night.
B: I don't really have time. I 3 (do) it as soon as I 4 (get) home from work.
A: Don't worry about it. I 5 (ask) my cousin who knows about cars to come over. Maybe I 6 (take) him out to lunch when he 7 (finish).
2. A: I want to buy something over the Internet, but I've never done it before.
8 (you / help) me, please?
B: I 9 (show) you how to do it after I 10 (do) the dishes.
A: All right. I 11 (continue) searching on the Net until you 12 (join) me.

4. Pronunciation

A  Listen and repeat. Notice the difference in pronunciation.

a. I **go** to university. b. **I'll go** to university.

B  Read the pairs of sentences aloud. Then listen and check your pronunciation.

1. a. We have dinner at 6 p.m.
b. We'll have dinner at 6 p.m.
2. a. I help my brother with his homework.
b. I'll help my brother with his homework.
3. a. You love my desserts.
b. You'll love my desserts.

C  Listen and circle what you hear.

1. a. We	b. We'll	3. a. They	b. They'll
2. a. I	b. I'll	4. a. I	b. I'll

5. Speak

ROLE PLAY

Talk in pairs. Act out some of the situations below. Try to use the **Future will** as much as possible.

Student A: You are organising a barbecue and need help.

Student B: You offer to help.

Student A: You have to go to the airport.

Student B: You are free and offer to take him.

Student A: You want to borrow Student B's laptop.

Student B: You are worried Student A will break it.

Student A: You find a new gadget on the Net and decide to buy it.

Student B: You think it isn't a good idea.

1. Read

A Discuss.

- Would you like to travel to space? Why? / Why not?
- Do you think people will travel to space as tourists soon? Why? / Why not?

B  Read the text quickly (skim) and match the questions a-f with the paragraphs 1-5. There is one extra question which you do not need to use.

- Why do people want to travel to space?
- What do we mean by 'space tourism'?
- Why is space tourism so expensive?
- Do space tourists need to train before their journey?
- Is space tourism only for millionaires?
- Is the trip dangerous?

SPACE TOURISM

Is it a distant dream for the very wealthy or something that we will all be able to enjoy in the future? We were able to interview a representative from ExploreSpace, Jeff Hilburn, and get some answers.

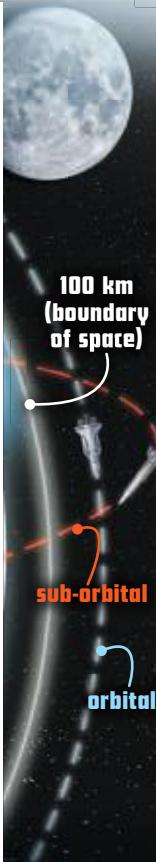
1 There are basically two types of space tourism: orbital and sub-orbital, but at present only orbital is available. Russian space companies offer individuals the opportunity to travel on one of their spacecraft for up to two weeks in orbit around the Earth. Sub-orbital flights will be available soon and will take space tourists directly outside the Earth's atmosphere, where they will stay for ten minutes or so.

2 For two reasons: the spectacular view and zero gravity. Looking down on our beautiful blue planet from space is a sight that only few people have ever witnessed. Also, imagine looking out into space where the stars are closer and brighter than when you're on Earth. It's something the majority of people want to experience, along with weightlessness. Floating around is simply fun!

3 Well, they certainly don't need to be professional astronauts. However, both types of space tourism require training. For orbital space flight, space tourists need at least six months and for sub-orbital no more than a week. Also, space travellers will need to have medical check-ups.

4 It's for those who can afford it. At the moment, orbital space tourism costs over £20 million for a two-week experience, and only one tourist is able to travel with the Russian team every year. When the sub-orbital flights become available, they will cost about £150,000. Some space tourism companies hope that they will be able to lower the price to £100,000.

5 Space travel has come a long way and technology has improved, so I believe it is safe enough to introduce to the public. However, it is not without risk. People who are eager to find out what it's like in space don't mind taking that risk. For them, it's a dream come true.

C  Now scan the text.

Then read it carefully and write **T** for True or **F** for False.

- One of the differences between orbital and sub-orbital space tourism is how long they last.
- The stars seem different when you look at them from space.
- Sub-orbital space tourism will require one week to six months of training.
- It is necessary for someone to have good health and quite a lot of money to be a space tourist.
- Russia offers one orbital trip a year to a member of the public.
- Space tourism companies are hoping that orbital flights will soon cost £100,000.
- Jeff Hilburn believes that space travel has made great progress but should only be available to astronauts.

D  Find words/phrases in the text that mean the same as the following:

1. chance (para. 1)
2. very impressive, breathtaking (para. 2)
3. the largest part of a group (para. 2)
4. to move slowly in the air (para. 2)
5. to need sth (para. 3)
6. to have enough money to pay for sth (para. 4)
7. to make progress (para. 5)
8. all ordinary people (para. 5)
9. very interested and wanting very much to do sth (para. 5)
10. the possibility of sth bad happening (para. 5)

E  Discuss.

Do you think space tourism is worth the money? Why? / Why not?

LEARNING STANDARDS**SB:** S1.1, R1.1, R2.1, R4.1, S2.3, L2.1**FUNCTIONS**

Expressing ability

Guessing the meaning of unknown words

STRUCTURES

be able to

VOCABULARY

ability afford along with astronaut
 atmosphere (air) bottom dream (n)
 eager exploration float (v) gravity
 individual (n) interview (v) lower (v) majority
 medical check-up millionaire opportunity
 ordinary possibility require risk (n) rock (n)
 space spacecraft spectacular telescope
 the public tourism training wealthy

Prepositional phrases: 'at'

at first at last at least at present
 at the end (of) at the latest

1. Read**A S1.1**

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

KEY*Suggested answers*

- Yes, I would like to. I think it would be an exciting and unique experience. / No, I wouldn't like to. I find the idea frightening and risky.
- It won't be long before we start travelling to space as tourists because there have been many developments in the field of space exploration. / No, I don't think so. To me, travelling to space as a tourist is simply unthinkable.

B R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*an article/interview*) and where it can be found (*in a magazine*).
- Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they show (*space, the moon, a spacecraft, a diagram*).
- Draw Ss' attention to the title of the text and ask them to tell you what they think it is about.
- Ask Ss to read through the questions a-f and make sure they have not got any unknown words.
- Have Ss read through the text and underline any unknown words at the same time.
- Have Ss do the activity quickly.
- Check the answers with the class.

KEY

1. b, 2. a, 3. d, 4. e, 5. f
 extra: c

- Ask Ss some comprehension questions:

Who is Jeff Hilburn? a representative from ExploreSpace

How many types of space tourism are there?

There are two, orbital and sub-orbital.

Are they both available at present? No, they aren't.

Which one is available at present? orbital

Who offers orbital trips? Russian space companies

What are the two reasons why people want to travel into space? the spectacular view and zero gravity

How long does the training for orbital space flight last? at least six months

What else will space travellers need to do? have medical check-ups

How much does a two-week orbital trip cost at the moment? over £20 million

How much will sub-orbital flights cost when they become available? about £150,000

Why does Jeff Hilburn believe that it is safe enough to introduce space travel to the public? Because it has come a long way and technology has improved.

Is space travel without any risks? No, it isn't.

Why don't people who are eager to travel into space mind taking the risk? Because for them it is a dream come true.

C R2.1

- Ask Ss to read through the statements 1-7 and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to justify their answers and correct the false statements. This will challenge **higher-performing Ss.**

KEY

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

D R4.1

- Ask Ss to read through the meanings 1-10 and check their understanding.
- Refer Ss to the paragraphs of the text as indicated and have them do the activity.
- Check the answers with the class.

KEY

1. opportunity, 2. spectacular, 3. majority, 4. float, 5. require, 6. afford, 7. come a long way / improve, 8. the public, 9. eager, 10. risk

- Explain any unknown words in the text.

E S2.3

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

KEY*Suggested answers*

I think it is worth the money because it offers a totally different perspective on tourism. / I don't think it is worth the money because it is too expensive and very few people will have the opportunity to go on a space trip.

2. Vocabulary

- Draw Ss' attention to the prepositional phrases in the box.
- Ask Ss to tell you what these prepositional phrases have in common (*they are all formed with the preposition 'at'*).
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary clarifications.

KEY

1. at the latest, **2.** at least, **3.** At the beginning, at the end, **4.** at the moment, **5.** At first, **6.** At last, **7.** At present / At the moment, **8.** at once

- Draw Ss' attention to the note and explain it. Point out to them that *in the beginning/end* are used as adverbial phrases while we say *at the beginning/end (of sth)*.
e.g. *In the beginning, Steve and I didn't get along, but now we're best friends. / We're going to Spain at the beginning of the summer. / I didn't know where to go last Saturday. In the end, I just stayed at home. / At the end of our trip, we had no money left.*

Language Plus

at the latest = not later than (a particular time)
at least = no less than; the minimum that could be done
at the moment / at present = now
at first = initially
at last = finally
at once = immediately; without any delay

B

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

KEY

1. Two years ago, Ahmed wasn't able to speak a word of Spanish.
2. In a few years' time, the team will be able to take part in the championship.
3. I'm very upset and I'm not able to talk to you right now.
4. While Hamad was in London, he was able to do a business course.

4. Listen L2.1

- Ask Ss to read through the questions 1-4 and the corresponding answer choices and make sure they haven't got any unknown words.
- Play the recording and have the 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 1-4 on the board (without the options) and ask Ss to cover the Listening 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. c, **2.** b, **3.** b, **4.** c

3. Grammar

A

- Ask Ss to read through the examples 1-9 and draw their attention to the phrases in blue.
- Point out to Ss that the phrases in blue are different forms of *be able to*.
- Ask Ss to read through the questions a-f and check their understanding.
- Have Ss answer the questions.
- Check the answers with the class.

KEY

a. 1, 2, 3 **b.** 4, 5, 6 **c.** 7, 8, 9 **d.** is able to
e. weren't able to **f.** aren't able to

- Ask Ss to read through the note and explain it.
- Refer Ss to sentence 4 and make sure that Ss understand that we can't replace *were able to* with *could* because the former expresses ability in a particular situation in the past while the latter expresses general ability in the past.
- Refer Ss to Grammar Reference (p. 120).

2. Vocabulary

Complete the sentences with the phrases in the box.

at last at least at the beginning at the end at once
at present at first at the latest at the moment

1. All visitors should leave the space centre by 5.15 , because we are closing.
2. For a good telescope, you need to pay £150. Don't get anything cheaper.
3. of the race, Brad was doing well, but of the race, he was exhausted and almost didn't finish.
4. Linda will call you later, OK? She's watching a documentary about space exploration
5. , I thought my brother was joking, but then I realised that he was serious.
6. , after four days, the scientists were able to find what was polluting the river.
7. , children are not allowed on space flights.
8. I need to speak to Mary immediately. Tell her to come here !

NOTE

at the beginning/end of = the time when sth begins/ends

in the beginning = at first

in the end = finally

3. Grammar

be able to → p. 120

A Read the examples below and answer the questions.

1. No one **is able to** live on Mars.
2. People **aren't able to** predict the future.
3. **Are** you all **able to** see what I've written on the board?
4. It was a successful trip. Scientists **were able to** collect rocks from the bottom of the ocean.
5. Astronauts **weren't able to** travel to the moon a century ago.
6. **Were** they **able to** rescue the cat from the tree?
7. We **will be able to** go to the moon for a holiday very soon.
8. I **won't be able to** help you with your homework.
9. **Will** you **be able to** fix the bike?

- a. Which sentence(s) express(es) ability or inability in the present?
- b. Which sentence(s) express(es) ability or inability in the past?
- c. Which sentence(s) express(es) ability or inability in the future?
- d. Which phrase can we replace with 'can'?
- e. Which phrase can we replace with 'couldn't'?
- f. Which phrase can we replace with 'can't'?

NOTE

Could expresses general ability in the past.

Was/were able to expresses ability in a particular situation in the past.

I could swim at the age of five.

The rescue team was able to save the boy who fell into the river.

4. Listen

Listen to a radio interview with an expert on Mars and answer the questions. Choose a, b or c.

1. When did the first probe reach Mars?
 - a. in 1970
 - b. in 1975
 - c. in 1976
2. Where is the *Viking 1* lander now?
 - a. in space
 - b. on Mars
 - c. on Earth
3. What is a sol?
 - a. an Earth day
 - b. a Martian day
 - c. a Martian year
4. What is *terraforming*?
 - a. looking for life on a planet
 - b. the atmosphere and temperature of a planet
 - c. turning a planet into a place where humans can live

6d

1. Vocabulary

A Read the note. Which adjectives can you form using the words below?

beauty peace home help

NOTE

A lot of adjectives are formed by adding a suffix (-ful, -less) to a verb or noun.

B Read the comic strip. What's the difference between the adjectives **careful** and **careless**?



C Complete with the correct form of the words in capitals.

1. The map you gave us was very and we didn't get lost. **USE**

2. Most snakes are, but people are still afraid of them. **HARM**

3. Hassan is a very player. I think he'll become one of the best in the team. **SKILL**

4. Charles Dickens was a very writer of many well-known novels. **SUCCESS**

5. I always thought this painting was worth a lot of money, but in actual fact it's ! **WORTH**

6. Air pollution is very to our health. **HARM**

7. Since I bought a smartphone, my camera seems I take all my photos with my phone now. **USE**

2. Listen

Listen to four people talking about the Internet and match the names with the statements **a-e**. There is one extra statement which you do not need to use.

a. The Internet can be dangerous.
 b. The Internet is making our brains lazy.
 c. I think it is safe to shop online.
 d. I think the Internet is convenient.
 e. I think the Internet is bad for my health.

Beth

Julie

Jack

Frank

3. Speak

Work in pairs. Find out how to complete the tasks in the first box. Then, with a different person, take turns asking and explaining how to do them. Use some of the questions and connectors below.

- uploading a video to YouTube
- downloading photos from your phone to a computer
- starting your own blog
- connecting a phone to a TV to show films
- setting up a social media account
- taking care of a phone that has fallen into water
- cleaning a computer keyboard

Asking

How do you...?
 Can you explain to me how you...?
 Do you know how to...?
 Do you know any ways to...?
 What do you do next?
 Then what?

Explaining

first, first of all, to begin with, second, third, then, next, after that, finally, last, lastly

How do you...?
First, open your...
Then what?
Then, put the...

TIP!

- Use the Present Simple in the second person (e.g. First, **you lift** the cover.) or the imperative (e.g. First, **lift** the cover.) to explain how to do something.
- Explain the process in the order it happens, using appropriate linking words.
- Correct yourself if you realise you have made a mistake.

LEARNING STANDARDS**SB:** L2.2, S2.5, S1.1, R2.1, W1.6, W2.1, W2.2, W2.3, W3.2**FUNCTIONS**

Asking about and explaining processes

VOCABULARY

account advantage careless circular cloth
 connect convenient diagram disadvantage
 disconnect dry (v.) edge fail (=not work) harm
 harmless helpless holder hole ink
 ink cartridge motion own (v.) process repair
 set up skillful slide so that squeeze stage
 toothpaste useless wash off wipe worthless

1. Vocabulary**A**

- Draw Ss' attention to the note and explain it.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

beautiful, peaceful, homeless, helpful, helpless

B

- Draw Ss' attention to the pictures and ask them what is happening.
- Ask Ss to read through the speech bubbles.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

The adjective *careful* (= *giving attention to what you are doing*) has a positive meaning, whereas the adjective *careless* (= *not giving enough attention to what you are doing*) has a negative meaning.

- Point out to Ss that not all adjectives necessarily take both suffixes (e.g. *beautiful* but not: *beautiless*).

C

- Ask Ss to read through the sentences 1-7.
- Draw Ss' attention to the words in blue and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. useful, 2. harmless, 3. skilful, 4. successful,
 5. worthless, 6. harmful, 7. useless

2. Listen L2.2

- Ask Ss to read through the statements a-e and make sure they have not 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 help **lower-performing Ss**, play the recording and pause after each extract for Ss to choose their answers. Play the recording again and have Ss check their answers.
- Check the answers with the class.

KEY**Beth:** b **Jack:** e **Julie:** a **Frank:** d**3. Speak S2.5**

- Explain to Ss what they have to do.
- Ask Ss to read through the phrases in the box and make sure they haven't got any unknown words.
- Refer Ss to the TIP and explain it.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out their dialogues.

KEY*Suggested answers*

A: How do you upload a video to YouTube?
B: First, sign in to YouTube. Second, click Upload at the top of the screen.
A: Then what?
B: Then, select 'Upload video' and choose the video you want to upload from your files.
A: Is that all?
B: Yep!

B: Do you know any ways to download photos from a phone to a computer?
A: Well, to begin with, make sure your phone is turned on. Then connect it to the computer with a USB cable.
B: OK, now what?
A: Now click on the window that appears and select 'import photos'. Then you can choose the photos you want.
B: Perfect!

A: How can I start my own blog?
B: Easy. There are lots of sites online that will make a blog for you. All you need to do is make an account with your name and a password.
A: That's it?
B: Yep. Then you can choose what you want your blog to look like. It will give you lots of different options.
A: What do I need to do then?
B: Now you can write your first post!

B: Can you explain to me how you connect your phone to the TV?
A: First of all, connect both your phone and your TV to the Internet. Then go to where you download your apps from.
B: OK... what do I look for?
A: You can find an app that lets you see your phone screen on the TV.
B: Then what?
A: Download it on both your phone and the TV.
B: Sure. Now what do you do next?
A: Just start the app.

KEY

A: Do you know how to set up a social media account?
B: Open up the social media site. Go to where it says 'Make a new account'.
A: What do you do next?
B: Put in your name and your email address and think of a password.
A: That's all?
B: Yeah. Now you can upload your pictures and anything else you want.

B: How do I take care of a phone that fell into water?
A: First of all, turn it off and take out the battery.
B: OK. Then what?
A: Next, dry the inside of the phone as much as you can, using a paper towel.
B: Is there anything else?
A: Yes. You can put your phone in a bag of rice. The rice will help dry up the water.
B: Great!

A: Do you know any ways to clean a computer keyboard?
B: The first thing you can do is hold your keyboard on its side and shake it to get out any dirt.
A: OK. Then what?
B: Then you should remove the keys. After that, you can clean under the keys and, finally, wash the keys themselves in warm water.
A: Fantastic!

4. Write**A S1.1**

- Draw Ss' attention to the note and explain it.
- Ask Ss the question in the rubric.
- Elicit the answer and initiate a short discussion.

KEY

The person has got a new 121TYZ printer, but can't work out how to change the ink cartridge.

B R2.1

- Draw Ss' attention to the text and the diagram and ask them what the diagram shows (*images of how to change an ink cartridge step by step*).
- Have Ss read through the questions 1-3 and make sure that they haven't got any unknown words.
- Ask Ss to read through the text carefully and underline any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. The text accurately describes the stages shown as images in the diagram.
2. First, Second, The third step is to, The fourth step is to, After that, Then, Finally,
3. The writer explains all the images.

- Explain any unknown words in the text.

C W1.6 **W2.1, W3.2**

- Divide Ss into pairs and ask them to write a short post asking for help with a problem they have with their computer/phone/Internet. Explain to Ss that the problem can be real or imagined.
- Have Ss give their posts to their partners, who will explain what they need to do to solve the problems.
- Choose some Ss to read out their posts.

D W1.6 **W2.1, W3.2** **W2.2, W2.3**

- Draw Ss' attention to the diagrams and explain what they have to do.
- Make sure that Ss understand what each image shows and explain any unknown words.
- Refer Ss to the TIP and explain it.
- Ask Ss to go to the Workbook page 67 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 68 and complete the writing plan before they start their 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.
- Choose some Ss to read out their descriptions.

4. Write

A  Read this post on a 'how-to' message board. What is the person's problem?

NOTE

message board: a page on a website for posting or responding to messages.



Asif1 - contributor

I have got a new 121TYZ printer, but I can't work out how to change the ink cartridge. Can anyone explain what I have to do?

B  Read the post again. Then read the description of the process, look at the diagram somebody posted in response, and answer the questions.



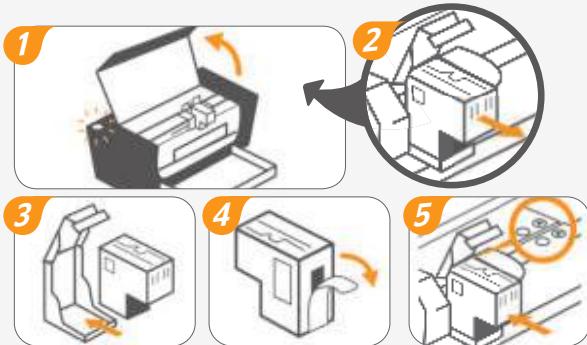
Ozgul - moderator

Hope this helps:

121TYZ Cartridge Installation

This is a description of the five stages involved in installing an ink cartridge in the 121TYZ printer.

First, you need to turn the printer on, open the printer cover and wait for the ink cartridge holder to move to the left. Second, you pull out the bottom of the cartridge latch so that it disconnects and then gently lift the latch and slide the cartridge out of the holder. The third step is to slide the cartridge into a cartridge protector and keep it there so that the ink does not dry out (if you are removing a cartridge which still contains ink). The fourth step is to remove the protective tape from the cartridge you are going to install without touching the ink holes or metal parts (if you are installing a new cartridge). After that, you take the cartridge and slide it into the cartridge holder, making sure the symbols on the cartridge match those on the holder. Then, you push the cartridge down until it snaps into place. Finally, close the latch and the printer cover.



1. What is the connection between the diagram and the description of the process?
2. Which words/phrases does the writer use to show they are going to talk about the next stage in the process? Underline them.
3. Does the writer explain all of the images in the diagram, or only the most important ones?

C  Write a short post asking for help with a problem (real or imagined) you have with your computer/phone/Internet and give the post to your partner. Your partner will then try to explain what you need to do to solve your problem.

D  Write a description of the process shown in the diagram below. **Go to the Workbook page 68.**

REPAIRING A SCRATCHED CD WITH TOOTHPASTE



- Give a heading to your description.
- Use the Present Simple or the imperative to explain the steps in the process.
- Write clearly and accurately to help the reader understand easily what they are meant to do.
- Explain the process in the order it happens, using appropriate linking words, e.g. *first*, *then*, *finally*, and phrases such as *the first step is to*, *the second stage involves + ing*, *for the final stage you...*, etc.
- Use standard grammar and spelling conventions.
- Read through your description carefully to check you have not forgotten to include any stages necessary to carry out the process.

TIP!

6 Round-up

1. Vocabulary

A Choose a, b or c.

- It is extremely important to find energy resources.
a. ordinary b. spectacular c. alternative
- Don't listen to him. He always makes he can't keep.
a. predictions b. mistakes c. promises
- You need to finish your assignment by Monday, otherwise you'll get a D.
a. at least b. at last c. at the latest
- When is it for us to meet?
a. pessimistic b. convenient c. satisfied
- Our phone doesn't work; it was last week.
a. failed b. guaranteed c. disconnected
- You should up a social media account so you can chat with people from all over the world.
a. set b. lift c. slide
- Dad, can I please the car this afternoon?
I want to go to pick up my friend from the station.
a. lend b. borrow c. adjust

Score: / 7

B Complete with adjectives ending in **-ful** or **-less**.

- I really like this painting. It's very **COLOUR**
- People can be so !
They throw rubbish everywhere. **CARE**
- I can't eat this food. It's completely **TASTE**
- I couldn't find my hotel, but fortunately some very locals gave me directions. **HELP**
- Eating too many sweets can be to your health. **HARM**
- Saeed has become a driver. **SKILL**
- I like it here; it's so **PEACE**

Score: / 7

2. Grammar

C Join the following sentences using the words in brackets. Make all the necessary changes.

- First I will wash all the plastic bottles. Then I will recycle them. (as soon as)
- Type in the address on the GPS. Then it will give you the quickest route. (after)
- First I'll fix the computer screen for you. Then I'll leave. (before)
- Omar will get a job. Then he will pay Saud back. (when)

- First the children will finish eating. Then she will clean the house. (until)

Score: / 10

D Choose a, b or c.

- Soon, it possible for everyone to travel to space.
a. will be b. is going to c. will be able to
- You use the printer today. It doesn't work.
a. won't b. don't c. won't be able to
- me your GPS? I need to find the quickest route to a place.
a. Do you lend b. Will you lend c. Are you lending
- his talk on space tourism, he'll answer your questions.
a. finishes b. will finish c. is going to finish

Score: / 6

3. Communication

E Complete the dialogue with the phrases a-e.

A: Hey Ali, 1 this gadget.
B: What is it?
A: It's a Tile. You know how I'm always losing stuff, right? Well, 2 now I'll be able to find them easily with this gadget.

a. go for it
b. such as
c. at least
d. check out
e. at once

B: So, how does it work?
A: I put this on objects that I'm always looking for, 3 my keys. When I can't find them, I click on the Tile button on my mobile and the Tile on the object begins to beep 4

B: Just make sure you don't lose your mobile!
A: Don't worry. I'm always really careful with my mobile.
B: Well, it's a really useful gadget. I think I'll get one too.

A: Yeah, 5 !

Score: / 10

Total score: / 40

Now I can...

- make predictions about the future
- refer to the future using appropriate tenses
- make offers, promises, on-the-spot decisions and requests
- express ability
- ask about and explain processes
- use linking words/phrases to express sequence
- write a short description of a process

To be more effective, the exercises in the *Round-up* section should be completed and checked in class.

LEARNING STANDARDS

WB: R2.1

1. Vocabulary

A.

KEY

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

B.

KEY

1. colourful
2. careless
3. tasteless
4. helpful
5. harmful
6. skilful
7. peaceful

2. Grammar

C.

KEY

1. As soon as I wash all the plastic bottles, I will recycle them. / I will recycle all the plastic bottles as soon as I wash them.
2. After you type in the address on the GPS, it will give you the quickest route. / The GPS will give you the quickest route after you type in the address.
3. I'll / will fix the computer screen for you before I leave. / Before I leave, I'll / will fix the computer screen for you.
4. When Omar gets a job, he will pay Saud back. / Omar will pay Saud back when he gets a job.
5. She will not / won't clean the house until the children finish eating.

D.

KEY

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

3. Communication

E.

KEY

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

Now I can...

- Draw Ss' attention to the points and get Ss to read 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, R1.1, R2.1, S5.1, W2.2, W2.3

A S1.1 

- Draw Ss' attention to the title and ask them to tell you what they know about Hamad Port.
- Elicit answers but do not correct Ss at this stage.

B R1.1 

- Ask Ss to read through the text quickly and underline any unknown words.
- Check the answers with the class and initiate a short discussion.

KEY

Suggested answer

Hamad Port is a new, modern port, and the biggest seaport in the Middle East. Its construction began in June 2010. It is 4 km long and 700 m wide. It received its first ship in December 2016. In March 2018, it received its one millionth container.

- Ask Ss some comprehension questions:

*Where do the products used in Qatar come from?
from all over the world*

*Why did authorities in Qatar decide to replace
Doha Port with a new, modern seaport? So that
they could keep up with the needs of Qatari
residents and businesses for many years to
come.*

*What does the creation of Hamad Port mean for
Qatar? It means an enormous step forward for
the progress of Qatar's economy.*

*What other facilities are included in the port?
warehouses, mosques, rest areas and a fishing
area*

*When did Hamad Port receive its first ship? in
December 2016*

*Will all the containers that are received be for
Qatar? No, they won't.*

*Why is it easy to move goods over land to and
from Hamad Port? Because the port is well-
connected to the railway and the main roads.*

*What's the result of these excellent connections?
Transporting goods has become less expensive.*

C R2.1 

- Ask Ss to read through the statements 1-7 and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY 1. F, 2. F, 3. NM, 4. T, 5. F, 6. T, 7. NM

- Ask Ss to justify their answers and correct the false statements. This will challenge **higher-performing Ss**.
- Explain any unknown words in the text.

PROJECT S5.1  W2.2, W2.3 

- Draw Ss' attention to the project and tell them that they are going to write about a big seaport from anywhere in the world.
- Allow Ss some time to do some brainstorming and note down different seaports.
- Ask Ss to choose the one they would like to write about.
- Refer Ss to the Project Skills section at the back of the Student's Book and explain the steps they have to follow.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage them to find pictures and interesting facts as well.
- Allow Ss time to do the activity in class, or assign it as homework.
- Have Ss present their projects in class.

3 Culture Page

Hamad Port - Looking to the Future

Today, more than ever, we use a variety of products that come from all over the world. Have you ever wondered how supplies such as food, clothing and technological products get to Qatar? The majority of these goods arrive by sea. During the past years, there has been a significant increase in the number of products that enter the country to be sold in the local market, as well as products that Qatar sells to other countries. Always keeping an eye on the future, authorities in Qatar decided in 2007 that it was time to replace Doha Port with a new, modern seaport, which would have the latest equipment to keep up with the needs of Qatari residents and businesses for many years to come.

The creation of Hamad Port is an enormous step forward for the progress of Qatar and its economy. Building began in June 2010 and the port covers a total area of more than 20 km². The actual port is 4 km long and 700 metres wide. There is also a 110-metre-tall control tower with a unique design. Within the port, which receives all kinds of goods, there are different terminals. There are terminals for general goods, vehicles and cereals, as well as one for farm animals. Other facilities include warehouses, mosques, rest areas and even an area for fishing. The knowledge and services of many thousands were needed to make this project a reality.

In December 2016, Hamad Port received its first ship. Although the construction is expected to continue through 2020, the port is now able to successfully receive all the ships entering the country. Also, the number of ships that are received and the containers these ships carry are growing from one month to the next. Statistics show that in March of 2018, Hamad Port celebrated receiving its one millionth container! When the port is finished, it will be able to receive 7.5 million containers every year. Now that's impressive!

However, these containers will not all be for Qatar. Hamad Port is the biggest in the Middle East, and due to its central location in this region, some of the goods that it receives are for neighbouring countries, such as Kuwait and Iraq. The containers carrying these goods are put on other ships and sent off to their final destinations. The port is also very well-connected to the railway and the main roads, which makes it easier to move these goods over land to and from Hamad Port. Because of these excellent connections, the transport of goods has become less expensive.

There is no doubt that Hamad Port will be a vehicle that will help Qatar move faster towards the future.



A Discuss.

What do you know about Hamad Port?

B Read the text quickly (skim) and compare with your answers.

C Now scan the text. Then read it carefully and write T for True, F for False or NM for Not Mentioned.

1. All products from abroad arrive in Qatar by sea.
2. The length of Hamad Port is 700 metres.
3. Hamad Port has more terminals than any other port.
4. Statistics show that more ships are coming to Hamad Port each month.
5. Hamad Port received 7.5 million containers in March 2018.
6. Some products that go to Kuwait stop in Qatar first.
7. There is a train station in the middle of Hamad Port.

PROJECT

Choose another big seaport from anywhere in the world and do some research on it.

Find:

- statistics on the number of containers that it received and sent last year
- pictures of the port
- interesting details about this particular port

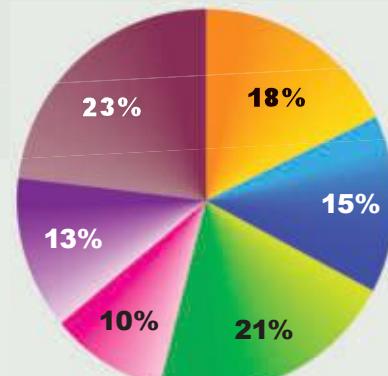
Then present the information to the class.

Task

(Modules 5 & 6)

A How much do you know about pie charts? Look at the pie chart and read the statements. One of the statements is false. Do you know which one?

1. A pie chart presents data and percentages visually.
2. A pie chart has different parts which are called slices.
3. The slices in a pie chart add up to 100%.
4. 'Other' can be used to make the pie chart complete.
5. You have to write the names/categories on the slices so that the pie chart makes sense.
6. Colour-coding helps make the pie chart easier to read.



Tourists' opinion on the most beautiful city in Europe

Prague	Barcelona
Krakow	Budapest
Paris	Other

B Read the text below and complete the gaps on the pie chart.

These days tourism is big business and travel agencies try hard to offer the best to their customers. To improve its services a travel agency for young travellers in Manchester asked a hundred first-year college students about their favourite types of holiday.

Half of the students said that they preferred *active holidays*. They like taking part in exciting activities such as skiing or water sports, or spending time in the countryside, camping or hiking, for example.

A quarter of the students chose *educational holidays*, visiting historical sites or

learning about local culture. Only 5% of the students chose *peaceful holidays* at quiet resorts on the beach or in the mountains.

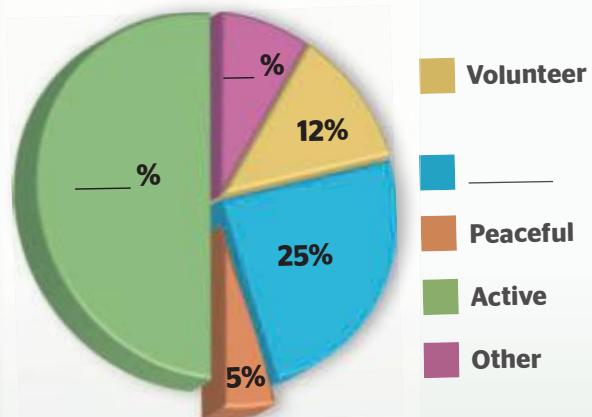
The survey also showed that some young people think about the environment when choosing their holidays. 12% of the students chose *volunteer holidays*, which give them the opportunity to see new places and also do something for the environment.

The rest of the students chose other types of holidays such as visiting family or friends or going to health resorts.



First-year college students' holiday choices

Number of students: _____



C Talk in pairs. Discuss the percentages on the pie chart in Activity B. Now think about people of your age in your country. What kind of holidays do they like? Do you think the percentages would be the same or different? Discuss, using some of the phrases in the box.

- This pie chart shows that...
- Fewer/More students like... than...
- Not many students...
- Half / A quarter of the students chose...
- A high/low percentage of students...
- The most common holiday choice is...
- People our age prefer...
- I believe... holiday is not very popular because...
- I think... holiday is more popular because...

D Discuss.

- Do you think the pie chart is a good way to show the results of a survey? Why? / Why not?
- Have you seen a pie chart before? Where?
- Do you think pie charts are useful for project work or presentations? Why? / Why not?

Task

(Modules 5 & 6)

LEARNING STANDARDS

SB: R2.1, S1.1, S2.3

A

- Draw Ss' attention to the pie chart. Ask them the first question in the rubric and initiate a short discussion.
- Ask Ss what this pie chart shows (*the results in percentages concerning tourists' opinions on the most beautiful city in Europe*).
- Make sure that Ss can relate the legend under the chart to the slices in the pie chart which show the percentages that each city received (*legend= a list or table that explains what each colour on a pie chart stands for*).
- Ask Ss questions like *Which city do tourists consider the most beautiful in Europe?*, *How many tourists voted for Barcelona?*, etc.
- Ask Ss to read through the statements 1-6 and check their understanding.
- Ask Ss the second question and check answers.

KEY Sentence 5 is false.

B R2.1 

- Draw Ss' attention to the pie chart and ask them what it is about (*First-year university students' holiday choices*).
- Ask Ss to read through the text and tell them to underline any unknown words.
- Have Ss do the activity and check answers.

KEY

Number of students: 100
green slice: 50%
pink slice: 8%
blue in legend: Educational

- Ask some comprehension questions.

What did a travel agency for young travellers in Manchester do? It asked 100 first-year university students about their favourite types of holiday. What do university students who prefer active holidays like doing? They like taking part in exciting activities such as skiing or water sports, or spending time in the countryside, camping or hiking, for example.

What do university students who prefer educational holidays like doing? They like visiting historical sites or learning about local culture.

How many students chose peaceful holidays? 5% Which university students choose volunteer holidays? those who think about the environment

What does this type of holiday help them do? It gives them the opportunity to see new places and also do something for the environment.

What are some other types of holidays? visiting family or friends or going to health resorts

C S1.1 

- Ask Ss to read through the phrases in the box and check their understanding.
- In pairs, Ss first discuss the percentages on the pie chart in activity B.
- Monitor Ss from a distance at this stage. Do not interrupt.
- Choose Ss to present some of the information.

KEY

Suggested answers

This pie chart shows that half the students that were asked like active holidays.

Fewer students like educational and volunteer holidays.

More students like educational holidays than peaceful holidays.

Not many students like peaceful holidays.

A high percentage of students prefer active holidays.

A low percentage of students prefer volunteer or peaceful holidays.

- Tell Ss to think of the kind of holidays people of their age in their country prefer. Ask them to tell you if there are any different categories not mentioned in activity B. Write the categories on the board.
- In pairs, Ss discuss whether the percentages would change, using some of the phrases in the box.
- Monitor Ss from a distance at this stage. Do not interrupt.
- Choose pairs to act out the dialogue.

KEY For suggested answers, see **Task 5 & 6** on page 150.

D S2.3 

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- I think it is, because it shows the results of a survey visually which helps people understand facts faster. / I don't think pie charts are a good way to show results when the survey is more complicated or has lots more categories, because it gets complicated for the reader.
- in articles, textbooks, etc.
- I think they are, because they add to the presentation and speakers can communicate their messages in a clear way. Also, pie charts are interesting to look at and keep the reader's or the audience's attention.

Recap:

- Ask Ss the following questions:
 - 1) What have you learnt to do in this specific task? (*to analyse and interpret pie charts and discuss the findings, to compare the percentages of a pie chart to facts true about people my age*)
 - 2) What language did you need to use? (*Present Simple to talk about the findings, comparisons*)
- Ask Ss to give you examples of each case and, if necessary, provide them with further practice.
- 3) Where will this task help you in life? (*for project work and presentations at university or at work, to understand and interpret the findings depicted in pie charts in magazines/newspapers/textbooks*)

7 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Creative and critical thinking	7a, 1. Read A, p. 74
R4.1	Problem-solving	7a, 1. Read B, p. 74
R2.1	Creative and critical thinking	7a, 1. Read C, p. 74
R2.2	Creative and critical thinking	7a, 1. Read C, p. 74
S1.1	Cooperation and participation	7a, 1. Read - Over to you..., p. 74
L1.1	Communication	7a, 3. Listen & Speak A, p. 75
L2.1	Communication	7a, 3. Listen & Speak B, p. 75
S1.1	Cooperation and participation	7a, 3. Listen & Speak C, p. 75
R1.1	Creative and critical thinking	7b, 1. Read A, p. 76
R2.1	Creative and critical thinking	7b, 1. Read A, p. 76
R2.3	Inquiry and research	7b, 1. Read B, p. 76
L1.1	Communication	7b, 3. Listen, p. 77
S2.3	Creative and critical thinking	7b, 4. Speak, p. 77
S1.1	Cooperation and participation	7c, 1. Read A, p. 78
R1.1	Creative and critical thinking	7c, 1. Read B, p. 78
R2.1	Creative and critical thinking	7c, 1. Read C, p. 78
R2.2	Creative and critical thinking	7c, 1. Read C, p. 78
S2.3	Creative and critical thinking	7c, 1. Read - Over to you..., p. 78
R4.1	Problem-solving	7c, 2. Vocabulary A, p. 79
R4.2	Problem-solving	7c, 2. Vocabulary B, p. 79
S2.4	Inquiry and research	7c, 4. Speak & Write A, p. 79
W1.5	Creative and critical thinking	7c, 4. Speak & Write B, p. 79
W2.2	Communication	7c, 4. Speak & Write B, p. 79
W2.3	Communication	7c, 4. Speak & Write B, p. 79
S1.1	Cooperation and participation	7d, 1. Listen A, p. 80
L1.1	Communication	7d, 1. Listen B, p. 80
L2.1	Communication	7d, 1. Listen C, p. 80
S1.1	Cooperation and participation	7d, 2. Speak A, p. 80
W1.5	Creative and critical thinking	7d, 2. Speak B, p. 80
S2.4	Inquiry and research	7d, 2. Speak B, p. 80
S2.4	Inquiry and research	7d, 2. Speak C, p. 80
S1.1	Cooperation and participation	7d, 3. Write A, p. 81
R1.1	Creative and critical thinking	7d, 3. Write B, p. 81
W4.1	Communication	7d, 3. Write C, p. 81
R4.1	Problem-solving	7d, 3. Write D, p. 81
W1.5	Creative and critical thinking	7d, 3. Write E, p. 81
W2.2	Communication	7d, 3. Write E, p. 81
W2.3	Communication	7d, 3. Write E, p. 81
W3.2	Creative and critical thinking	7d, 3. Write E, p. 81
W4.1	Communication	7d, 3. Write E, p. 81
WORKBOOK		
L2.1	Communication	7c, Activity F, p. 76
W4.1	Communication	7d, Activity A, p. 76
R1.1	Creative and critical thinking	Round-up 7, Activity F, p. 81
R2.1	Creative and critical thinking	Round-up 7, Activity F, p. 81

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

7a

- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- understand and respond with support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1)

7b

- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- recognise and identify with support typical features at word, sentence and text levels of a range of text types (R2.3)
- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)

7c

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- understand and respond with support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use with a little support key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- describe future plans and ambitions (S2.4)
- describe future plans and ambitions (W1.5)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)
- understand and respond with support to the detail in longer, more complex texts (L2.1) WB

7d

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1)
- describe future plans and ambitions (W1.5)
- describe future plans and ambitions (S2.4)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- use formal, neutral and informal registers appropriately in a few familiar contexts (W4.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)
- plan, and draft a longer complex text with a little support and modify the draft in response to feedback (W3.2)

Round-up 7

- understand and respond with support to the main ideas in longer more complex texts (R1.1) WB
- understand and respond with support to detail in longer more complex texts (R2.1) WB

7CHOICES

VOCABULARY

choice

- Draw Ss' attention to the title of the module.
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss to look at the pictures and read through the accompanying captions.
- Point out to Ss that the two pictures in each pair represent a choice between two options (*between types of physical exercise / pastime activities / ways of spending your evening / two seasons / places to visit*).
- Ask Ss the questions in the *Discuss* section and check their understanding.
- Elicit answers and initiate a short discussion.

KEY

Suggested answers

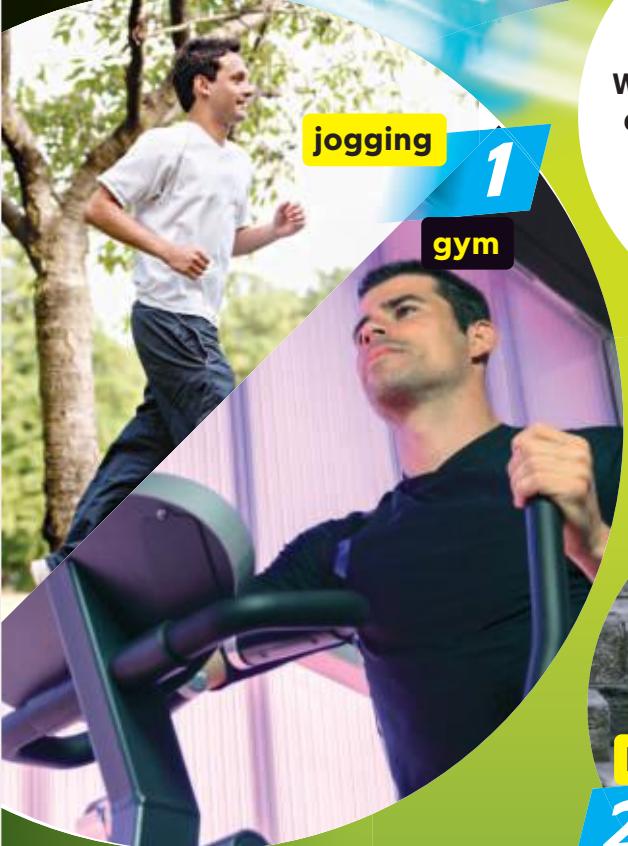
- I prefer jogging because I like working out outdoors.
- I prefer playing video games because it's more exciting than reading a book.
- I prefer a night out with my friends because I like to meet new people and socialise.
- I prefer the summer because I enjoy swimming.
- I prefer going to a theme park because it is fun.
- It is (not) easy for me to make choices because I (do not) always know what I want.

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

7 CHOICES

Discuss:

- Look at the pictures. Which of the two options do you prefer and why?
- Do you find it easy to make choices? Why? / Why not?



jogging

1



gym

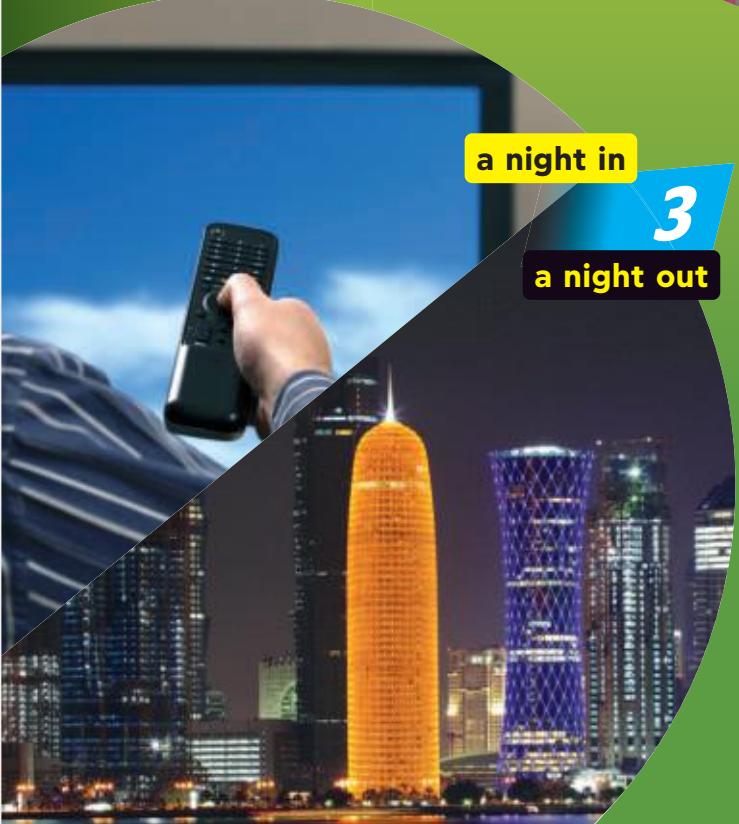
2



book

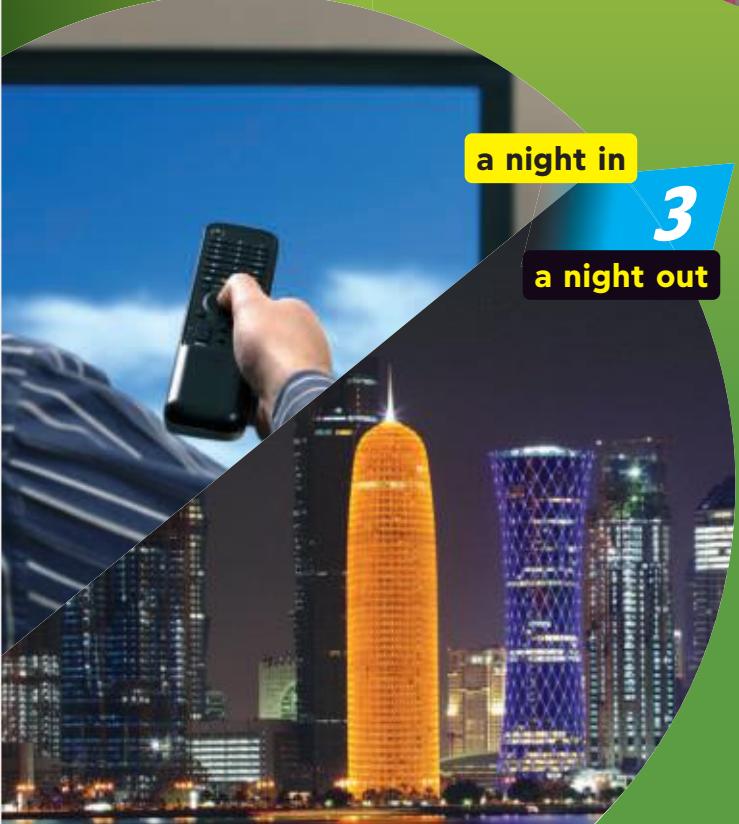


video game



a night in

3



a night out



4



summer



winter



5



theme park



museum

In this module you will learn...

- to express possibility in the present and future
- to express preference
- to understand signs and messages
- to talk about conditions and their results
- to compare and contrast people and situations
- to talk about lifestyle changes and intentions
- to form opposites using prefixes (un-, dis-)
- to describe future plans and ambitions
- to write a formal letter/email

1. Read

A  Read the dialogues quickly (skim) and match them with the statements.

- a. Both people decide to go to the place shown in the picture.
- b. Both people decide not to go to the place shown in the picture.
- c. One of the people decides to go to the place shown in the picture.

1 Lee Hey, Mike. I might go to the sculpture exhibition tomorrow. Are you interested?

Mike Tomorrow? No, thanks. It's likely to be really crowded on a Saturday. **I'd rather** go on a different day, when it's quiet.

Lee You may be right. Perhaps we could go on Monday. It's my day off.

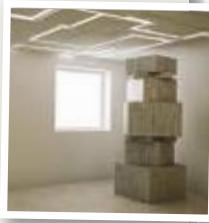
Mike Yes, it will definitely be quieter on Monday. Are you sure it's open then?

Lee **I'm positive**. Look here, it says so on this flyer.

Mike OK, good. Do you want me to pick you up on Monday morning?

Lee I think I might go on my bicycle.

Mike OK, let me know when you **make up your mind**.



2 Tim Hey, look at what's opened at the Westfield shopping centre. I've never been ice skating before. Why don't we give it a try?

Miles No way. You know how clumsy I am. I will most likely fall over the minute I step into the rink!

Tim Oh, come on. It'll be fun! There will probably be instructors there who can show us how to skate.

Miles Do you think it might be cold in there?

Tim I'm sure you'll survive.

Miles I don't know. I also have studying to do.

Tim Fine. **I give up. Do as you please**. I'm thinking of checking it out later today. Call me if you change your mind.



3 Ted I think that Jerry Watson will win the race today.

Brad I'm not so sure. Don't forget about Massimo Langella. There's a good chance he will do very well too.

Ted **I doubt it**. He drives better in dry conditions, and it may rain later.

Brad That's true. So, do you **feel like** going down to the race track?

Ted No, I'd prefer to watch the race from the comfort of my own home. A few friends might **drop by** later. You're welcome to join us too.

Brad No, I'd like to watch it up close and enjoy the whole atmosphere.

Ted In the rain? It'll be nice and dry at my place. What's more, I'm going to order pizzas. **It's up to you**.

Brad Pizzas? In that case, **count me in**!



B  Match the phrases from the dialogues with their synonyms.

1. I'd rather	<input type="radio"/>	6. I doubt it	<input type="radio"/>
2. I'm positive	<input type="radio"/>	7. feel like	<input type="radio"/>
3. make up your mind	<input type="radio"/>	8. drop by	<input type="radio"/>
4. I give up	<input type="radio"/>	9. it's up to you	<input type="radio"/>
5. do as you please	<input type="radio"/>	10. count me in	<input type="radio"/>

a. I don't think so	f. want
b. I'm certain	g. include me
c. it's your choice	h. do whatever you like
d. I'd prefer	i. visit someone or a place
e. I'm going to stop trying	j. decide about something

C  Now scan the dialogues. Then read them carefully and write **T** for True or **F** for False.

Dialogue 1

1. Saturday is not a good day to visit the museum.
2. The museum isn't open on Mondays.
3. Lee has already decided how he's going to get to the museum.

Dialogue 2

4. Miles thinks he'll have an accident while ice skating.
5. Tim stops trying to persuade Miles.

Dialogue 3

6. Ted and Brad agree that Massimo Langella will win the race.
7. Ted doesn't invite Brad to his house.
8. Brad changes his mind about something.

Over to you...

 Discuss.

- Do you like going to art exhibitions? Why? / Why not?
- What does it take to be a good ice-skater?
- Do you prefer watching races/matches/games up close or from the comfort of your own/friend's home? Why?

LEARNING STANDARDS**SB:** R1.1, R4.1, R2.1, R2.2, S1.1, L1.1, L2.1**FUNCTIONS**

Expressing possibility in the present and future
 Expressing preference
 Guessing the meaning of unknown phrases

STRUCTURES

may, might, could

VOCABULARY

atmosphere (mood) car racing change one's mind
 clumsy contest count sb in cup final drop by
 dry (adj) feel like doing sth festival flyer
 free entry from the comfort of one's home
 give sth a try ice skating make up one's mind
 rink skate (v) track

Phrases and expressions

Do as you please. I doubt it. I give up. I'd prefer...
 I'd rather... I'm not so sure. I'm positive.
 It's up to you. There's a good chance...

1. Read**A R1.1**

- Ask Ss to look at the three pictures and tell you what they show.
- Elicit answers (*a modern work of art, an ice-skating rink, F1 cars*).
- Ask Ss to read through the statements a-c.
- Have Ss read through the dialogues and underline any unknown words at the same time.
- Have Ss do the activity.
- Alternatively, ask Ss to read through the first dialogue and match the dialogue with the appropriate statement (a-c). This will help the **lower-performing Ss**.
- Check the answers with the class.

KEY 1. a, 2. c, 3. b

- Ask Ss some comprehension questions:

*Where might Lee go tomorrow? He might go to the sculpture exhibition.
 When does Lee have a day off? on Monday
 Why is it better to go to the sculpture exhibition on Monday? Because it'll be quieter.
 How is Mike going to the exhibition? by car / He's going to drive there.*

*What opened at the Westfield shopping centre?
 an ice-skating rink*

*Has Tim tried ice skating before? No, he hasn't.
 Does Tim believe that there will be instructors there who will show them how to skate? Yes, he does.
 What does Miles say about the temperature at the ice-skating rink? He's worried that it will be cold in there.
 Does Tim think this will be a problem? No, he doesn't.
 What does Miles have to do? He has studying to do.
 When is Tim thinking of going to the ice-skating rink? later today*

*Who drives better in dry conditions? Massimo Langella
 What will the weather probably be like later? It will probably be rainy.
 How would Ted prefer to watch the race? from the comfort of his own home
 Will he be alone? No, he won't.*

Who will he probably watch the race with? with a few friends

*Why does Ted want to go down to the track? Because he wants to watch the race up close and enjoy the whole atmosphere.
 What are they going to eat while they are watching the race? pizzas*

B R4.1

- Ask Ss to read through the phrases 1-10 and their synonyms a-j.
- Have Ss do the matching.
- Check the answers with the class.

KEY 1. d, 2. b, 3. j, 4. e, 5. h, 6. a, 7. f, 8. i, 9. c, 10. g**C R2.1, R2.2**

- Ask Ss to read through the statements 1-8 and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class. Then, ask Ss to provide justifications for their answers and to correct the false statements. This will challenge **higher-performing Ss**.

KEY**Dialogue 1**

1. T, 2. F, 3. F

Dialogue 2

4. T, 5. T

Dialogue 3

6. F, 7. F, 8. T

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

Over to you S1.1

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

KEY Suggested answers

- Yes, I do because I like art. It's my favourite subject at school. / No, I don't. I think it's boring.
- I don't know. I suppose you have to be very fit and you need to have a good sense of balance too.
- Well, up close because it's much more exciting and full of atmosphere. / From the comfort of my home because the surroundings are familiar and I could have friends over.

OPTIONAL ACTIVITY

- Ask Ss:

*What is your favourite form of art?**Have you ever been to an art exhibition? Did you like it?
 Why? / Why not?**Have you ever tried ice skating? If not, would you like to?
 Is there an ice-skating rink in your area?**Is ice skating popular in your country?**Do you like F1 races?**Do you get together with your friends to watch races/matches/games? Is it fun?*

- Elicit answers and initiate a short discussion.

2. Grammar

A

- Ask Ss to read through the three examples and draw their attention to the words in blue.
- Point out to Ss that the words *may*, *might* and *could* are modal verbs.
- Ask Ss to read through the sentences a-c and check their understanding.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

a. Something that is likely to happen.

- Draw Ss' attention to the note and explain it.
- Ask Ss to find examples of these modal verbs in the dialogues (*I might go...*, *You may be right, perhaps we could go...*, *Do you think it might be cold...*, *it may rain later*, *A few friends might drop by...*).
- Refer Ss to the Grammar Reference (p. 120)

B

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

KEY

- Al Sadd might lose this game.
- We may go to Spain on holiday.
- Ahmed might not enjoy car racing.
- I may buy a car, but I haven't made up my mind yet.
- Aisha may not come with us tomorrow.
- The café could be noisy at this time of day.

3. Listen & Speak

A L1.1

- Draw Ss' attention to the four flyers advertising four different events.
- Ask Ss to tell you what event each flyer is advertising (*a bowling tournament*, *a photography exhibition*, *a poetry festival*, *a football match / cup final*).
- Play the recording and have Ss listen carefully to the dialogue.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

They decide to go to the poetry festival.

B L2.1

- Ask Ss to read through the statements 1-7 and make sure they have not 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.
- Check the answers with the class.

KEY

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

C S1.1

- Refer Ss to the four flyers.
- Ask Ss to read through the example dialogue and make sure they have not got any unknown words.
- In pairs, Ss discuss the events and decide which of them they would like to go to, saying what they like or don't like about each one of them, agreeing or disagreeing with each other and offering justification for their preferences in order to agree on the event they will finally go to.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

KEY

Suggested answer

A: So, what are you doing this weekend?
B: I may go to the poetry festival. Do you want to go together?
A: Not really. It'll probably be boring. Let's do something else.
B: OK. Do you feel like going to the photography exhibition by Glenn Hunt? He is the wildlife photographer of the year, after all! We'll have the chance to see more than 200 photos from his 20-year career! It might be interesting!
A: I doubt it! I'd rather go to the Super Cup Final. Falmouth United is playing against Leyton Town. I'm sure it'll be fun; a football match is always exciting! What do you think?
B: Well, I don't know. I don't think I can make it in time for the kick-off. Why don't we get together an hour later, say at 9, and join the bowling tournament?
A: Great! Wait until you see me in action!
B: Now, that's a challenge! See you at 9, then!

2. Grammar

may, might, could → pp. 120-121

A Read the examples from the dialogues. What do the words in blue express in all cases? Choose a, b or c.

You **may** be right.
I **might** go on my bicycle.
We **could** go on Monday.

- a. Something that is likely to happen.
- b. Something that is not likely to happen.
- c. Something that will certainly happen.

NOTE

We use **may not / might not** to express improbability in the present or future. **Could not** expresses lack of ability.

Susan may not / might not go out tonight, but she isn't sure yet. She couldn't find a babysitter.

B Rewrite the sentences using the words given.

1. Perhaps Al Sadd will lose this game. **might**
2. It's likely that we will go to Spain on holiday. **may**
3. It is possible that Ahmed won't enjoy car racing. **might**
4. I'm thinking of buying a car, but I haven't made up my mind yet. **may**
5. I don't think Aisha will come with us tomorrow. **may**
6. The café is likely to be noisy at this time of day. **could**

3. Listen & Speak

A  Listen and look at the flyers. Look at the flyers and listen to two friends, Eddie and Mark, talking. Which event do they decide to go to?

B  Listen again and write **T** for True or **F** for False.

1. There is information about the events in the newspaper.
2. They think the tickets for the match are too expensive.
3. They think United will win the match.
4. Eddie isn't very good at bowling any more.
5. Mark's cousin doesn't like poetry.
6. Eddie and Mark don't know who Glenn Hunt is.
7. Mark and Eddie make plans for dinner after the event.



C  Listen and look at the flyers again. In pairs, discuss the events and decide which of them you'd like to go to.

So, what are you doing this weekend?

I may/might go... Do you want to go together?

Not really. It'll probably be boring. Let's do something else.

OK. Do you feel like going...? It may/might/could be interesting.

I doubt it. I'd rather go / I'd prefer to go... I'm sure it'll be fun.

1. Read

A  Read the signs and messages and choose the best explanation for each.

LOST

Answers to the name Twinkle

1



Please call 555-879-8686

Going through, arriving at or leaving Hamad International Airport?

Include Al Maha Services

Friendly faces meet you at the airport to help you!



4

Book our services now!

7

Please ring bell for attention



STARSHIP

HEIGHT RESTRICTIONS

minimum: 1 metre

Check before you pay for ride

2

3

Admission is free

But remember: your donation is what keeps us open

Recommended:

\$7 €6 £5

Thank you for your support

5

FIRE

IN CASE OF FIRE
BREAK THE GLASS

6



Complaints or comments?

Please fill out form anonymously

8

1. a. If you call 555-879-8686, you will help find Twinkle.
 b. If you find Twinkle, you should call 555-879-8686.
 c. You should call 555-879-8686 if you want to find out more about Twinkle.

2. a. Children have to be at least a metre tall to go on the ride.
 b. Children over a metre tall are not allowed on the ride.
 c. Children can't go on the ride if they are taller than the minimum height.

3. a. Everyone has to pay to enter.
 b. It's up to you whether you give money or not.
 c. Ticket prices depend on the country you are from.

4. a. All the passengers at the airport get Al Maha Services.
 b. You have to make a reservation to get the Al Maha Services.
 c. The Al Maha Services are included in your flight ticket.

5. a. If you break the glass, you may cause a fire.
 b. You should break the glass if there is a fire.
 c. Be careful. The glass might break when there is a fire.

6. a. Everyone has to pay extra for delivery.
 b. People who pay extra receive the item sooner.
 c. If you pay £6.99, you will receive the item in three to five business days.

7. a. If you think someone needs your attention, ring the bell.
 b. Ringing the bell won't help you get someone's attention.
 c. When you need to get someone's attention, you should ring the bell.

8. a. Every customer has to fill out the form.
 b. Satisfied customers don't need to fill out the form.
 c. Only customers who want to remain anonymous can fill out the form.

Discuss.

B  Read the signs and messages again. Where would you most likely find them?

LEARNING STANDARDS**SB:** R1.1, R2.1, R2.3, L1.1, S2.3**FUNCTIONS**

Understanding signs and messages

Talking about conditions and their results

STRUCTURES

Conditional Sentences Type 1

if vs when

VOCABULARY

admission adopt anonymous bell
 comment (n) complain complaint deal (n)
 depend on donation express (adj) feed
 fill out form (n) in case of minimum remain
 ride (n) ring (v) single ticket standard
 support (n) valid whale whether... or...

B R2.3

- Refer Ss to the signs and messages.
- Ask Ss the question in the rubric.
- Elicit and check answers.

KEY*Suggested answers*

- in the street (on a wall or tree), on a notice board
- at an amusement park
- at a museum/gallery
- at Hamad International Airport / at a travel agency
- on the underground/train, in an office building
- in a flyer, on the Internet
- at a hotel reception, in an office building
- at a restaurant, at a department store

1. Read**A R1.1, R2.1**

- Ask Ss to look at the pictures and tell you what they show (*some signs and messages*).
- Ask Ss to read through the signs and messages, and make sure they have not got any unknown words.
- Ask Ss to read through the sets of explanations (1-8) referring to the eight signs/messages. Tell them to underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. b, 2. a, 3. b, 4. b, 5. b, 6. b, 7. c, 8. b

- Ask Ss some comprehension questions:

- What has happened to Twinkle? It/He/She is lost.*
- What is the name of the ride? Starship*
What should you do before you pay for the ride?
You should check the height restrictions / the child's height.
- Why are they asking for donations? Because donations help keep them open.*
Do you have to make your donation only in dollars? No, you don't. You can make your donation in dollars, euros or pounds.
- Who is the sign aimed at? Travellers who are going to other countries with a stopover in Qatar, arriving in Qatar or leaving Qatar.*
What services are offered by Al Maha?
Passengers are met at the airport and offered help.
- Should you break the glass in any kind of emergency? No, only in case of fire.*
- How much do you have to pay for next-day delivery? £6.99*
How long does it take for standard delivery to arrive? 3-5 business days
Do you have to pay for standard delivery? No, you don't.
- Do you have to ring the bell every time you pass by? No, you don't, only when you need to get someone's attention.*
- What do you fill out the form for? to make complaints or comments*
Do you have to write your name on the form? No, you don't.

- Explain any unknown words.

OPTIONAL ACTIVITY

- Ask Ss:

Have you ever seen any of these signs/messages in your area / the places you visit / hang out?

What other signs/messages do you see daily?

What makes a good sign/message? It should be brief but informative and to the point.

- Elicit answers and initiate a short discussion.

2. Grammar

A

- 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.
- Draw Ss' attention to the incomplete rule.
- Explain to Ss that conditional sentences consist of the if-clause followed by the main clause.
- Ask Ss to look at the examples again and complete the rule.
- Have Ss do the activity and check the answers with the class.

KEY Present Simple, will

- Draw Ss's attention to the Conditional Sentences Type 1 on page 76 (*If you call..., you will help... / If you find..., you should call... / You should call... if you want to find... / Children can't go... if they are... / If you break..., you may cause... / You should break... if there is... / If you pay..., you will receive... / If you think..., ring...), and provide them with any necessary explanations and clarifications.*
- For further practice, ask Ss to come up with their own examples of Conditional Sentences Type 1. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *if / we / leave / early / we / get / there / before / dark*).

B

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Ask Ss to read through the questions 1-3 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- They refer to the present/future.
- Present Simple
- Lisa is sure she will get hungry. We use *when* to refer to the time when something is going to happen.
John is not sure he will get hungry. We use *if* to refer to the possibility of something happening.

- Refer Ss to the Grammar Reference (p. 121).

C

- Ask Ss to read through each dialogue first.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- If, is, may go, 'll ask, when
- When, gets, 'll tell, if, tries, should call

3. Listen L1.1

- Refer Ss to the signs/messages on page 76.
- Play the recording and have Ss do the activity.
- Play the recording again and ask Ss to compare their answers in pairs.
- Alternatively, to help **lower-performing Ss**, play the recording and pause after each dialogue for Ss to choose their answers. Play the recording again and ask Ss to check their answers.
- Check the answers with the class.

KEY

Dialogue 1: 2

Dialogue 2: 7

Dialogue 3: 6

- Ask Ss to identify the clues that helped them choose the correct answer (Dialogue 1: ... *he's too short....*, Dialogue 2: *Press that and someone will come and help us.*, Dialogue 3: ... *they charge you so much just to bring it to you early.*).

4. Speak S2.3

- Ask Ss to look at the poster and tell you what it is about (*an aquarium*).
- Ask Ss if they have ever been to an aquarium, if they liked it or not, if they can remember the poster advertising it, what kind of information it contained, etc.
- Elicit answers and initiate a short discussion.
- Ask Ss to read through the poster and make sure they have not got any unknown words.
- Refer Ss to the TIP and explain it.
- Ask Ss to think of a good name for their aquarium and complete the missing information on the poster.
- Ask Ss to read through the example dialogue and check their understanding.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- In pairs, Ss take turns to talk about the information on their posters and persuade each other that their aquarium is the better place to visit.
- Go round the class helping Ss when necessary and make sure they are using Conditional Sentences Type 1.
- Choose some pairs to act out the dialogues.

KEY

Suggested answers

Visit **AquaWorld** for an unforgettable experience!

See hundreds of **sea species**

Feed the **whales**

Swim with **dolphins**

Watch the **penguin** show

Adopt a baby **shark**

Have something to eat at **Sea World restaurant**

Tickets: Adults £23, Children £15, Students £18

2. Grammar

Conditional Sentences Type 1, if vs when → p. 121

A Read the examples and complete the rule.

If you **buy** two products, you **will get** a third one for free.

If you **want** to complain, you **should fill** out the form.

If Betty **needs** help, **tell** her to ask at the information desk.

We use Conditional Sentences Type 1 for something which is likely to happen in the present or future, and they can also be used to give advice and instructions.

If + , { • Future
• can, may, might, should, etc.
+ base form
• imperative

B Read the examples and answer the questions.

John: I'll order something **if** I get hungry.

Lisa: I'll order something **when** I get hungry.

1. Do the sentences refer to the present/future or past?
2. Which tense do we use after 'when'?
3. Who is sure / not sure that he/she will get hungry? Why?

C Circle the correct words and complete the boxes with if or when.

A: What are you doing tomorrow?

B: Well, I'm going on a day trip with my cousin Richard. the weather **is** / **will be** good, we **go** / **may go** hiking too. Do you want to join us?

A: I'd love to, but my brother is coming to visit me tomorrow.

B: Tell him to come along too.

A: OK, I **ask** / **'ll ask** him he arrives, and I'll let you know.

B: Sure.

2. A: Hi, it's Saud. Is Mousa there?

B: No, he isn't. He's in the garage.

..... he **gets** / **will get** back,

I **tell** / **'ll tell** him to give you a call. OK, Saud?

A: OK, but he **tries** / **will try** to call me and I'm not home, he **calls** / **should call** me on my mobile phone, because I'm going out later.

B: OK, then.

3. Listen

Listen to three short dialogues. Which sign/message from page 76 are the people looking at?

Dialogue 1

Dialogue 2

Dialogue 3

4. Speak

1 Look at the poster advertising an aquarium. Think of a good name for the aquarium and complete the missing information. Then talk in pairs. Discuss your posters and try to persuade each other that your aquarium is the better place to visit.

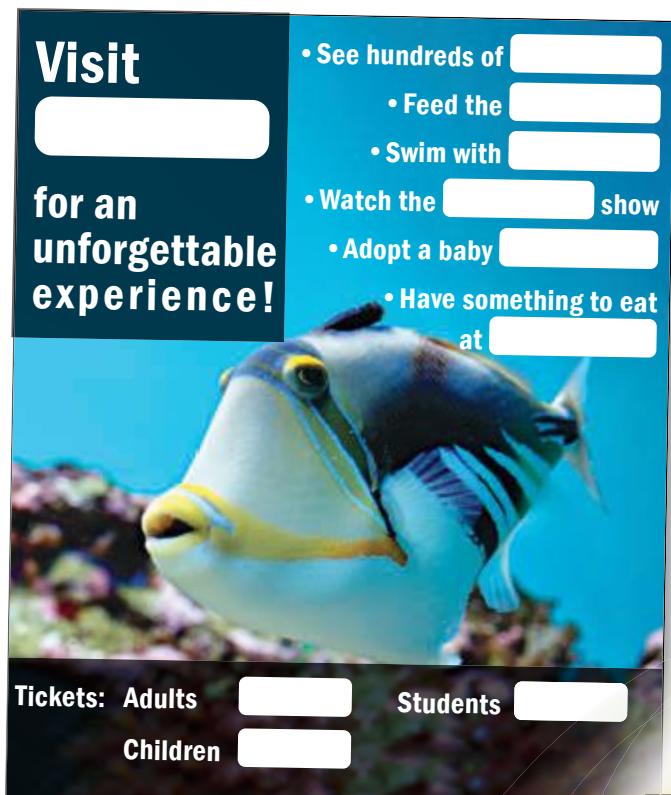
If we choose to go to **AquaWorld**, we will see whales.

Yeah, but if we go to **AquaPark**, we can feed the... What do you say?

TIP!

- When discussing a topic, take turns to speak. This is not a monologue.
- Listen to your partner and respond appropriately (e.g. *That's nice, I don't want to do that.*), try to persuade him/her and ask for his/her opinion (e.g. *What do you think? What do you say?*).

Visit
for an unforgettable experience!



• See hundreds of
• Feed the
• Swim with
• Watch the show
• Adopt a baby
• Have something to eat at

Tickets: Adults Students
Children

1. Read

A Discuss.

- Do you know of any people who have made major changes in their lives? Give examples of these changes.
- What makes people want to change their lives?

B  Look at the picture. What do you think happened? Read the text quickly (skim) and find out.

What happened to George Baines?



We all remember the newsreader George Baines. Last year, millions of people were watching the news on Channel 8, the title sequence ended and there was Baines. He looked into the camera ready to speak, paused and looked down at the 5 desk. Then he did something unexpected. He said: 'I'm sorry, I can't do this anymore!' He then stood up and left the studio. He quit his job and his career in television. But what led him to this major decision?

It seemed like Baines had the perfect life. He had achieved 10 the success he'd always wanted and had a loving family. However, behind the scenes, he was unhappy. At that time, he was working thirteen hours a day, sometimes more. He hardly ever had time to spend with his family and, whenever he did, he was exhausted. His lifestyle was also affecting his health. 15 His doctor had told him to work fewer hours, but he was unable to do so. In addition, he was constantly arguing with the producer because of the quality of the news bulletins. It was all gossip and celebrities and had very few stories about the real issues in the world. He strongly disapproved of this 20 and, that night, it all seemed too much to cope with.

A year later, Baines is living a less complicated life in the countryside. He has just published his first book *The Best Time Is Now!* and also writes a blog. He gives advice to 25 people who live stressful lives and shows them how to change their lifestyle in a few steps. Baines told us, 'I want people to believe that anything is possible. I turned my life around and it's been the most important decision I've ever made.' Baines spends a lot of time with his children and he also grows his own vegetables. He isn't as stressed 30 as he used to be and he is healthier and more energetic than ever. Many people ask Baines why he chose to quit on air. Baines explains, 'When you realise you need to make a change in your life, you 35 shouldn't keep putting it off. The best time to do it is now.'



C  Now scan the text. Then read it carefully and answer the questions. Choose a, b or c.

1. Why does the writer expect everybody to know who George Baines is?
 - a. He often did unexpected things on live TV.
 - b. He was the country's most famous newsreader.
 - c. He made an announcement on live TV that surprised everyone.
2. What is true about Baines' life before he quit his job?
 - a. He was feeling dissatisfied with his life.
 - b. He was unhappy for medical reasons.
 - c. His home was the only place where he felt relaxed and happy.
3. What did Baines believe about the news bulletins?
 - a. They weren't serious enough.
 - b. They weren't what the public wanted.
 - c. The public wasn't interested enough in them.
4. What is NOT true about Baines a year after he quit?
 - a. He misses his old life.
 - b. He has become a writer.
 - c. He has more free time.
5. What advice does Baines give?
 - a. Think hard before you make any decisions.
 - b. When you've made up your mind, don't delay.
 - c. Talk to lots of people before you make a decision.
6. What does the writer imply about George?
 - a. His doctor and his family saved his life.
 - b. He is happier now than he was a year ago.
 - c. His dream has always been to write a book.

Over to you...

 Discuss.

- Do you think George Baines made the right decision? Why? / Why not?
- What would you do if you were Baines?

LEARNING STANDARDS

SB: S1.1, R1.1, R2.1, R2.2, S2.3, R4.1, R4.2, S2.4, W1.5, W2.2, W2.3

WB: L2.1

FUNCTIONS

Talking about lifestyle changes and intentions
Comparing and contrasting people and situations

STRUCTURES

Comparisons

VOCABULARY

achieve approve argue career complicated
cope with delay (v) disapprove dissatisfied
energetic expected (adj) gossip (n) lead (v)
lifestyle make a change make an announcement
miss sth newsreader on air pause (v)
producer publish put sth off quality quit
stressful studio unable uncertain unexpected
unfriendly unnatural unnecessary unsuitable

1. Read**A S1.1**

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

KEY*Suggested answers*

- Yes, I do. When my cousin finished university, he decided to move abroad, so he went to Australia and started a new life there. / No, I don't.
- People might want to change their life if they feel stuck in it and are not happy, when they want to improve the conditions of their life, etc. Some people decide to change their lifestyle after a serious health problem or an accident.

B R1.1

- Draw Ss' attention to the layout of the text and ask what type of text it is (*an article*) and where it can be found (*in a magazine or on the Internet*).
- Ask Ss to look at the two pictures accompanying the text and tell you what they can see.
- Elicit answers (e.g. *In the first picture, we can see a man, George Baines, on TV Channel 8 holding his head and in despair. In the second picture, we can see a book by George Baines*).
- Draw Ss' attention to the title of the article and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Have Ss read through the text and underline any unknown words at the same time.

KEY*Suggested answer*

George Baines quit his job in television and changed his lifestyle.

- Ask Ss some comprehension questions:

What did George Baines use to do? He used to be a newsreader.

When did he announce his decision? Last year, one evening when the title sequence of the news on Channel 8 ended.

Why did everybody think he had the perfect life? Because he had achieved the success he'd always wanted and had a loving family.

*How many hours a day was he working at that time? 13
What had his doctor advised him to do? to work fewer hours*

Why did his doctor advise him to work fewer hours? Because his lifestyle was also affecting his health.

Did George follow his doctor's advice? No, he didn't.

Why was he constantly arguing with the television producer? because of the quality of the news bulletins

What is his life like a year later? It's less complicated.

Does he still live in the city with his family? No, he doesn't.

Who does he advise? He advises people who live stressful lives.

What does he show them? He shows them how to change their lifestyle in a few steps.

What does Baines want people to believe? that anything is possible

What has been the most important decision he's ever made? to turn his life around

What does he do in his free time? He spends time with his children and grows his own vegetables.

How does he feel? He isn't as stressed as he used to be and feels healthier and more energetic than ever.

C R2.1, R2.2

- Ask Ss to read through the questions 1-6 and the respective answer choices. Make sure they have not got any unknown words.
- 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 1-6 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 incorrect option.
- Check the answers with the class.

KEY

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

- Explain any unknown words in the text.

Over to you S2.3

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

KEY*Suggested answers*

- I think he made the right decision because he was unhappy and his health was also at risk. Now he lives a happy life doing all the things he likes, and he is enjoying his life with his family.
- I would do the same thing in his position because I think it is very important to be happy with your life and have the courage to change whatever you don't like. / I don't think I would do the same thing in his position because I don't think I would have the courage to make such a decision and change my life like that.

2. Vocabulary

A R4.1

- Draw Ss' attention to the four words given here.
- Refer Ss to the reading text and ask them to find the opposites of the four words.
- Have Ss do the activity and check the answers with the class.

KEY expected ≠ unexpected, happy ≠ unhappy, able ≠ unable, approve ≠ disapprove

B R4.2

- Draw Ss' attention to the note and explain it.
- Ask Ss to read through the words in the box.
- Ask Ss to go to the *Using a Dictionary* section on page 134.
- Play the recording and have Ss listen and complete the table with the opposites of the words in the box.
- Have Ss check their answers in a dictionary.
- Check the answers with the class.

KEY

un-	dis-
unhealthy	disappear
unsuitable	disagree
unnatural	disadvantage
unnecessary	dislike
unfriendly	
uncertain	

Language Plus

The opposite of the **verb like** is **dislike**.

The opposite of the **preposition like** is **unlike**.

- For further practice, ask Ss to think of more opposites formed with the negative suffixes *un-* and *dis-* (e.g. *unsuccessful, uncomfortable, unfortunately, unlucky, unpleasant, unknown, unbelievable, unusual, discontinue, dishonest, disorganised, dissatisfied*, etc.).

3. Grammar

A

- Ask Ss to read through the four examples.
- Draw their attention to the words in blue.
- Ask Ss the questions. Elicit and check answers.

KEY

1. - a, b
- c, d
2. - than
- the

B

- Ask Ss to read through the example sentence.
- Draw Ss' attention to the words in blue.
- Ask Ss to read through the three answer choices.
- Check the answer with the class.

KEY The correct answer is **b**.

(His old job was more stressful.)

- Ask Ss to form their own examples using (*not*) *as... as*.

C

- Ask Ss to read through the example sentence.
- Draw Ss' attention to the words in blue.
- Help Ss deduce that the forms *less* and *the least* are the comparative and the superlative form of the adjective *little* respectively.
- Ask Ss to do the activity and check answers.

KEY 1. T, 2. T, 3. F

- For further practice, refer Ss to the reading text and ask them to underline any forms of comparison (*fewer hours / a less complicated life / the most important decision / He isn't as stressed as he used to be and he is healthier and more energetic than ever.*).
- Refer Ss to the Grammar Reference (p. 121).

D

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

KEY

1. exhausted, more active, more energetic
2. quieter / more quiet, more peaceful, exciting, less, the worst
3. the most outgoing, more, good, warmer, friendlier / more friendly

4. Speak & Write

A S2.4

- Ask Ss to read through the ideas in the box and the example dialogue and check their understanding.
- Ss take turns to talk about the lifestyle changes they would like to make using the ideas in the box and giving reasons for their decisions. Encourage the use of comparisons.
- Make a list of Ss' lifestyle changes on the board and initiate a short discussion.

B W1.5, W2.2, W2.3

- Give Ss time to write down some of the ideas they discussed in activity A.
- Go round helping Ss when necessary.
- Ask some Ss to read their sentences to the class.

KEY

Suggested answers

I want to start exercising more so that I can become healthier.

I'd like to follow a healthier diet because I want to look thinner and more attractive.

I'm not as optimistic as I'd like to be so I should start thinking in a more positive way.

I don't go out as often as I'd like to so I should organise my free time better and get together with my friends more often.

I want to do really well in my final exams so I'm going to make a better and more effective study timetable and revise more.

I'm not as satisfied as I'd like to be with my job so I might start looking for a more interesting job.

2. Vocabulary

A  Find the opposites of the following words in the text on page 78.

expected happy able approve

B   Read the note. Listen, read and find the opposites of the words in the box to complete the table. Then check your answers in the dictionary. See *Using a Dictionary*, p. 134.

NOTE

The opposites of many English words are formed by adding a negative prefix (e.g. *un-*, *dis-*) to the words.

healthy appear
suitable agree
natural necessary
advantage friendly
like (v.) certain

<i>un-</i>	<i>dis-</i>

3. Grammar

Comparisons → p. 121

A Look at the examples and answer the questions.

- a. Baines is **healthier** now.
- b. Life in the city is **more stressful than** life in the country.
- c. **The most difficult** part was telling his friends and family.
- d. This is **the happiest** time of his life.

1. Which of the examples above include
 - adjectives in the comparative form?
 - adjectives in the superlative form?
2. Which word do we usually use
 - after adjectives in the comparative form?
 - before adjectives in the superlative form?

D Complete with the correct form of the adjectives in brackets. Add **the** where necessary.

1. Since I started going to the gym, I don't feel as (exhausted) as I used to. I am (active) and feel (energetic) than before.
2. The town I live in is (quiet) and (peaceful) than the city. Life here might not be as (exciting) as life in the city, but it certainly is (little) stressful. For me, the city is (bad) place a person can live in.
3. My friend Majed is (outgoing) person I know. He has (many) friends than me and everybody likes him. I'm not as (good) as he is at making friends, but I'm really trying to change and become (warm) and (friendly) than I already am.

4. Speak & Write

A  Discuss lifestyle changes you would like to make. Think about the ideas in the box and give reasons for your answers.

- health / exercise
- education
- eating habits
- work
- personality
- entertainment
- social life
- habits

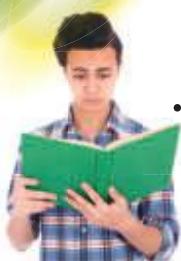
I want to start exercising more so that I can become healthier.

I'm not as optimistic as I'd like to be, so I might...

I want my university projects to be the best, so I'm going to...

B   Write a few sentences about lifestyle changes you would like to make.

1. Listen

A  Discuss.

- What do you want to do when you finish school? Why?
- Would you go to a career counsellor? Why? / Why not?

B  Listen to the discussion between a career counsellor and a secondary school student. What does Gavin need help with?

C  Now listen again and answer the questions. Choose **a**, **b** or **c**.

1. What is Gavin certain about concerning his future?

- a. He knows what he wants to study.
- b. He doesn't want to start working immediately.
- c. He wants to take a year off after finishing school.

2. What does Mr Henderson want to know?

- a. if Gavin is a good student
- b. what Gavin's interests are
- c. what Gavin does after school

3. Which school subject is Gavin's least favourite?

- a. art
- b. music
- c. history

4. Why doesn't Gavin want to be a pilot?

- a. Because he would have to work a lot.
- b. Because he could be busy on special occasions.
- c. Because he wants to make a lot of money.

5. What does Gavin imagine his life will be like in ten years?

- a. He will travel with friends.
- b. He will have his own family.
- c. He will work for a large company abroad.

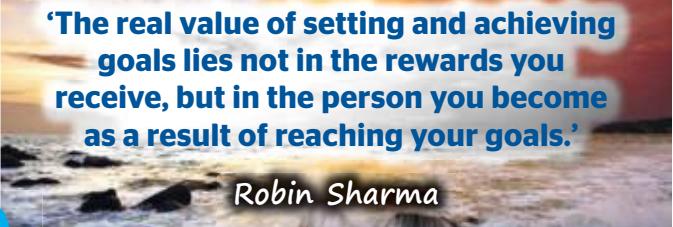
6. When will Gavin take the career test?

- a. on Monday
- b. the next day
- c. that same day



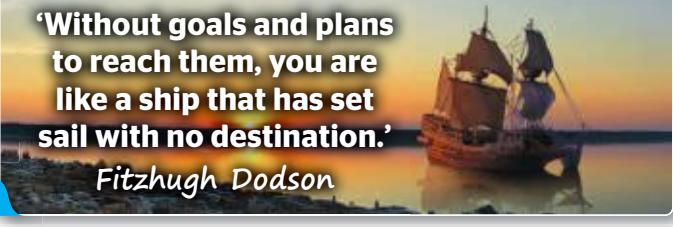
2. Speak

A  In groups of four, discuss the quotations below. What are they trying to say? How far do you agree with them?

1 
'The real value of setting and achieving goals lies not in the rewards you receive, but in the person you become as a result of reaching your goals.'

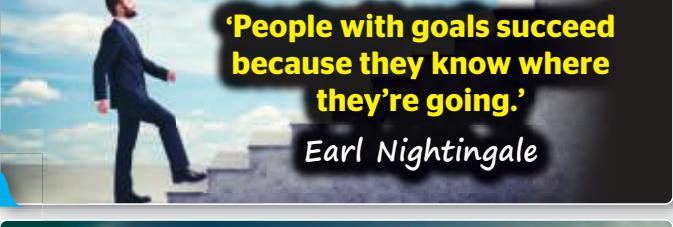
Robin Sharma

1

2 
'Without goals and plans to reach them, you are like a ship that has set sail with no destination.'

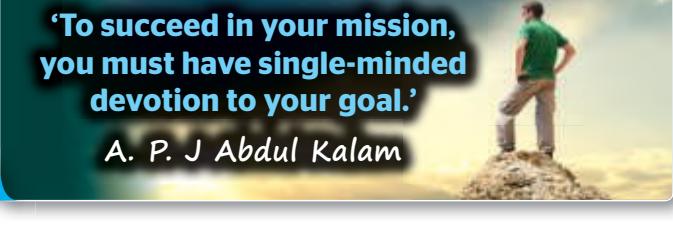
Fitzhugh Dodson

2

3 
'People with goals succeed because they know where they're going.'

Earl Nightingale

3

4 
'To succeed in your mission, you must have single-minded devotion to your goal.'

A. P. J Abdul Kalam

4

B   Work alone to do the activity that follows. Do the steps in the order in which they appear.

1. Brainstorm things that you would like to accomplish in the future. Write as many ideas as you can think of.
2. Put the ideas that you came up with in order of importance, beginning with the most important.
3. Describe the goal that you consider most important in detail and say why you wish to accomplish it.
4. Write down the steps you need to take to accomplish this goal, and set a realistic timeline for each step.
5. Identify the things that could possibly prevent you from accomplishing your goal, and ways to effectively deal with them.

C  Work in groups of four to discuss your goals. Each of you should say why you consider your goal important, how you plan on accomplishing it and what kind of timeline you have set for yourself.

LEARNING STANDARDS

SB: S1.1, L1.1, L2.1, W1.5, S2.4, R1.1, W4.1, R4.1, W2.2, W2.3
W3.2

WB: W4.1

FUNCTIONS

Describing future plans and ambitions

VOCABULARY

acquire ambition application appropriate
candidate capability conservation counsellor
covering letter degree devotion emotion
enable express field of study gain goal
heritage internship mission passion
presentation provide pursue restoration
scholarship state (v) value

Phrases and expressions

at your earliest convenience set a goal set phrase
work towards

1. Listen**A S1.1**

- Ask Ss the first question and elicit answers.
- Ask Ss the second question.
- Elicit answers and initiate a short discussion.

KEY Suggested answers

- I want to go to university and study architecture because I've always been interested in how buildings are designed.
- Yes, because a career counsellor might help me decide what I want to do when I finish school. / No, because I know exactly what I want to do when I finish school.

B L1.1

- Tell Ss they are going to listen to a student talking to a career counsellor.
- Play the recording and have Ss listen carefully.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY Gavin needs help with choosing a career.**C L2.1**

- Ask Ss to read through the questions 1-6 and the corresponding answer choices and make sure they have not 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 1-6 on the board (without the options) and ask Ss to cover Activity C 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. b, 3. c, 4. b, 5. a, 6. b**2. Speak****A S1.1**

- Divide Ss into groups of four and ask them to look at the quotations. Then have Ss discuss each quotation.
- Ask Ss if they have ever heard of any of these quotations or similar ones.
- Have Ss read through the quotations and make sure they have not got any unknown words.
- Ask the first question in the rubric.
- Elicit answers and initiate a short discussion.

KEY Suggested answers

- The most important thing when you succeed in achieving your goals is not what you get from the success, but what you become through your efforts - a better person.
- In life, you have to set some targets and follow some steps, with a deadline for each step, in order to achieve your targets. This will help you to focus on the most important things to do and how to do them if you want to succeed. If you don't set targets, there's a big chance that you will not achieve much in life.
- When you know what you want to achieve in life, you have more chances of being successful.
- Once you've set your goal, you have to be committed to it and work hard to achieve it.

- Ask Ss the second question in the rubric.
- Elicit answers.

B W1.5**S2.4**

- Ask Ss to read through the sentences 1-5 and make sure that they have not got any unknown words.
- Explain what Ss have to do and have them do the activity.
- Allow Ss some time to do the activity and go round the class helping them when necessary.

C S2.4

- Explain to Ss what they have to do.
- Get students to do the activity in groups of four, and go round the class helping them when necessary.
- Choose some groups to act out their discussion.

KEY Suggested answers

Well, the most important goal in my life is to open a restaurant by the age of 28. It is important for me because I want to become a chef. I will need to do a cookery course when I finish school, which will take three years. While I'm studying to become a chef, I will work part time as a waiter to familiarise myself with the workings of a restaurant. After I finish my studies, I will get a job, first as an assistant chef and after two years' experience, I will apply for a post of head chef. I believe that after that, I will have enough experience to run my own restaurant, which will specialise in traditional Qatari dishes. The only problem I might have is raising enough capital to start such a business, so I might need to get a loan from a bank or a family member.

3. Write

A S1.1

- Draw Ss' attention to the note and explain it.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

KEY

Suggested answers

- architecture, law, medicine, accounting, finance, engineering, advertising, technology, science, etc.
- A student doing an internship gets the opportunity to:
 - apply what he/she has learnt.
 - gain relevant knowledge, skills and hands-on experience.
 - learn more about the career he/she wishes to pursue.
 - develop a professional network / make connections.
 - meet potential employers.
 - obtain a reference for future applications.
 - build his/her CV.
 - get an edge over the competition.
 - try out different roles/departments/industries.
- You would include:
 - the reason you are writing.
 - the position you are interested in.
 - what you are presently doing.
 - your future hopes, goals and ambitions and how they tie in with the internship you are interested in doing.
- It shows the person reading your covering letter that you are worth investing in because you are interested in pursuing a career in this field and that you will make the most of the opportunity you are provided with.

B R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (*an email*).
- Ask Ss to tell you what they think the email will be about.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the email and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

Suggested answer

He feels that doing an internship with Qatar Museums will give him the opportunity to apply what he has learnt and to further explore the passion he has to conserve and restore old buildings and historic landmarks.

- Ask Ss some comprehension questions:

What is Omar applying for? a summer internship (with Qatar Museums)

How did he learn about the internship? through the Career Services Centre at Qatar University

Which positions is Omar interested in? the Conversator Intern position and the Architect Intern position

What is Omar studying? architecture

When will Omar complete his degree? this spring

What are Omar's plans for the future? He wants to do a master's degree abroad in historic conservation, then return to Qatar to work for a museum or the Ministry of Culture and Sports.

Why does Omar think he could be the ideal candidate for the positions he is applying for? because of his particular interest in the field and his ambition to pursue a career in it

- Explain any unknown words in the email.

C W4.1

- Ask Ss to read through the statements 1-6 and check their understanding.
- Ask Ss to read through the email again and do the activity.
- Check the answers with the class.

KEY

2, 3, 4

D R4.1

- Ask Ss to read through the words/phrases 1-8 and make sure they haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. now - presently
2. to use - to apply
3. in a foreign country - abroad
4. to get - to acquire
5. to follow, to work towards - to pursue
6. very interesting - fascinating
7. to make possible - to enable
8. perfect - ideal

E W1.5, W3.2

W2.2, W2.3, W4.1

- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the plan and layout on pp. 118-119, and provide them with any necessary explanations and clarifications. Make sure they understand what each paragraph should include.
- Draw Ss' attention to the set phrases on p. 118 which are used for the opening paragraph, the main part and the closing paragraph of a covering letter.
- Ask Ss to go to the Workbook pages 76-77 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 78 and complete the writing plan before they start their 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 covering letter in class, and go round the class providing support when necessary.
- Choose some Ss to read out their covering letters.

3. Write

A Discuss.

- What fields of study often require students to gain some work experience (do an internship) before graduating?
- How can doing an internship be good for a student?
- What kind of information would you include in a covering letter for an internship?
- Why is it important to refer to related goals, hopes and ambitions when writing a covering letter for an internship?

NOTE

internship: a period of time when a student is working to gain work experience, especially in what they are studying

C Listen Read the email again and tick (✓) the statements below that apply to the covering letter.

The writer:

1. uses an informal greeting and ending.
2. uses appropriate set phrases to begin and end the email.
3. states why he is writing.
4. uses linking words to connect his ideas.
5. uses exclamation marks to express his emotions.
6. uses short forms and abbreviations.

D Find Read the email again and find the more formal equivalents of the words/phrases below.

1. now (para. 2)
2. to use (para. 2)
3. in a foreign country (para. 3)
4. to get (para. 3)
5. to follow, to work towards (para. 3)
6. very interesting (para. 3)
7. to make possible (para. 3)
8. perfect (para. 4)

B Read the email below. Why is Omar interested in doing an internship with Qatar Museums?

Dear Sir/Madam,

I would like to apply for a summer internship with Qatar Museums. I learnt of the internship programmes you provide through the Career Services Centre at Qatar University. The Qatar Museums Department of Architectural Conservation is advertising two positions that are of particular interest to me. These are the Conservator Intern position and the Architect Intern position.

I am presently studying architecture at Qatar University and will complete my degree this spring. I feel that doing an internship with Qatar Museums will give me the opportunity not only to apply what I have learnt but also to further explore my passion which lies in the conservation and restoration of old buildings and historic landmarks.

After I complete my internship, I plan on doing a master's degree abroad in historic conservation. This will help me acquire the knowledge, skills and professional capabilities to pursue a career in this fascinating field. I will then return to Qatar with a view to working for a museum or, perhaps, even for the Ministry of Culture and Sports. Doing so will enable me to play an active role in the preservation and conservation of our cultural heritage, which I feel very strongly about.

I feel that my particular interest in this field and my ambition to pursue a career in it make me an ideal candidate for these two positions. I hope that you will consider my application and I look forward to hearing from you at your earliest convenience.

Yours faithfully,
Omar Abadi

E You have just been offered a place on a degree course at a university of your choice. You are now interested in applying for a scholarship. Write a covering letter in which you provide any information that may be relevant to your application. **Go to the Workbook page 78.**

Mention:

- why you are applying for the scholarship.
- your chosen field of study.
- your future goals and ambitions and how they are related to this particular field of study.
- why you are an ideal candidate for the scholarship.

Before you start, read the tip and refer to the plan and layout on pages 118-119.

TIP!

When writing a covering letter:

- use the appropriate layout, plan and set phrases.
- use formal language and avoid short forms and abbreviations.
- provide only the information that is relevant, for example, to the position/internship/scholarship that you are applying for.
- mention plans, goals and ambitions that show your long-term commitment to a particular line of work or field of study.

7 Round-up

1. Vocabulary

A Complete the sentences with the words in the box.

feed argue unexpected valid
clumsy achieve dissatisfied

1. If your ticket isn't , you will have to pay a fine.
2. Something very just happened and I will be a little late for work.
3. The customers were with the service and made several complaints.
4. We visited the aquarium last week, but they didn't let us the dolphins.
5. Don't ask Haya to help in the kitchen. She's very
6. If you try hard enough, you can anything you want in life.
7. Why do you always with your brothers?

Score: / 7

B Complete with prepositions.

1. **A:** Is the family get-together this Saturday?
B: No, we put it till next week.
2. If you have any comments, please fill this form and drop it in the box.
3. I've always wondered how he can cope a job and all the volunteer work he does.
4. **A:** Are you free tonight? Do you want to drop my place? I'm having a video game night.
B: Sure. Count me
5. Ring the bell in case fire.

Score: / 6

2. Grammar

C Rewrite the sentences using the words in brackets.

1. There is a possibility that I won't see Jamie tonight. (might)
I
2. In 2011, the Metropolitan Museum of Art had more visitors than the British Museum. (as)
In 2011, the British Museum didn't
3. Noora and Layla are likely to join us at the food festival. (may)
Noora

4. In the past, the city wasn't as noisy and polluted as it is now. (less)
In the past, the city
5. I know many people who are wealthier than Salem. (the)
Salem isn't
6. Carol isn't as friendly as I am. (than)
I

Score: / 12

D Circle the correct words.

1. **If / When** you reach the train station, give me a call.
2. If you **don't like / won't like** your job, I think you should quit.
3. What **do you do / will you do** if Kelly **invites / will invite** you to her get-together this afternoon?
4. Greg **couldn't / might not** come with us tonight if he's busy.
5. I won't go out **if / when** it rains. I don't feel very well.
6. Ted and I **may try / will try** ice skating, but we haven't decided for sure yet.

Score: / 7

3. Communication

E Choose a or b.

1. **A:** Feel like coming jogging with me?
B:
a. I'd rather not.
b. Do as you please.
2. **A:** I'm not sure if I should buy this painting.
B:
a. Will you make up your mind?
b. Will you change your mind?
3. **A:** There's a good chance we'll see your brother at the shopping centre.
B:
a. I give up.
b. I doubt it.
4. **A:** Are you sure you have the right address?
B:
a. It's up to you.
b. I'm positive.

Score: / 8

Total score: / 40

Now I can...

- express possibility in the present and future
- express preference
- understand signs and messages
- talk about conditions and their results
- compare and contrast people and situations
- talk about lifestyle changes and intentions
- form opposites using prefixes (un-, dis-)
- describe future plans and ambitions
- write a covering letter/email

To be more effective, the exercises in the *Round-up* section should be completed and checked in class.

LEARNING STANDARDS

WB: R1.1, R2.1

1. Vocabulary

A.

KEY

1. valid
2. unexpected
3. dissatisfied
4. feed
5. clumsy
6. achieve
7. argue

B.

KEY

1. off 2. out/in 3. with 4. by, in 5. of

2. Grammar

C.

KEY

1. ... might not see Jamie tonight.
2. ... have as many visitors as the Metropolitan Museum of Art.
3. ... and Layla may join us at the food festival.
4. ... was less noisy and polluted than it is now.
5. ... the wealthiest person I know.
6. ... am friendlier / more friendly than Carol (is).

D.

KEY

1. When
2. don't like
3. will you do, invites
4. might not
5. if
6. may try

3. Communication

E.

KEY

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

Now I can...

- Draw Ss' attention to the points and get Ss to read 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		
R1.1	Creative and critical thinking	8a, 1. Read A, p. 84
R2.2	Creative and critical thinking	8a, 1. Read B, p. 84
R4.1	Problem-solving	8a, 1. Read C, p. 84
R4.2	Problem-solving	8a, 1. Read C, p. 84
L1.1	Communication	8a, 3. Listen A, p. 85
L2.2	Communication	8a, 3. Listen B, p. 85
S1.2	Communication	8a, 4. Speak, p. 85
S1.1	Cooperation and participation	8b, 1. Read A, p. 86
R2.1	Creative and critical thinking	8b, 1. Read B, p. 86
S1.1	Cooperation and participation	8b, 4. Speak, p. 87
S1.1	Cooperation and participation	8c, 1. Read A, p. 88
R1.1	Creative and critical thinking	8c, 1. Read B, p. 88
R2.1	Creative and critical thinking	8c, 1. Read C, p. 88
S1.1	Cooperation and participation	8c, 1. Read - Over to you..., p. 88
S1.1	Cooperation and participation	8c, 5. Speak, p. 89
S1.1	Cooperation and participation	8d, 1. Vocabulary A, p. 90
R4.1	Problem-solving	8d, 1. Vocabulary B, p. 90
R4.2	Problem-solving	8d, 1. Vocabulary B, p. 90
S1.1	Cooperation and participation	8d, 2. Listen A, p. 90
L2.1	Communication	8d, 2. Listen B, p. 90
S1.1	Cooperation and participation	8d, 3. Speak, p. 90
S1.1	Cooperation and participation	8d, 4. Write A, p. 91
W1.1	Communication	8d, 4. Write B, p. 91
W4.1	Communication	8d, 4. Write B, p. 91
W3.2	Creative and critical thinking	8d, 4. Write C, p. 91
W1.1	Communication	8d, 4. Write D, p. 91
W2.2	Communication	8d, 4. Write D, p. 91
W2.3	Communication	8d, 4. Write D, p. 91
W3.2	Creative and critical thinking	8d, 4. Write D, p. 91
W4.1	Communication	8d, 4. Write D, p. 91
S1.1	Cooperation and participation	Culture page 4 A, p. 93
R1.1	Creative and critical thinking	Culture page 4 B, p. 93
R2.1	Creative and critical thinking	Culture page 4 C, p. 93
S5.1	Inquiry and research	Culture page 4, Project, p. 93
W2.2	Communication	Culture page 4, Project, p. 93
W2.3	Communication	Culture page 4, Project, p. 93
L1.1	Communication	Task (Modules 7 & 8) A, p. 94
S1.1	Cooperation and participation	Task (Modules 7 & 8) B, p. 94
S2.3	Creative and critical thinking	Task (Modules 7 & 8) B, p. 94
S1.1	Cooperation and participation	Task (Modules 7 & 8) C, p. 94
S2.3	Creative and critical thinking	Task (Modules 7 & 8) C, p. 94
WORKBOOK		
L2.1	Communication	8c, Activity E, p. 86
R2.1	Creative and critical thinking	Round-up 8, Activity E, p. 91

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

8a

- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use with a little support key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with support to attitudes and opinions in longer, more complex texts (L2.2)
- express and respond with support to common feelings such as surprise, interest and regret (S1.2)

8b

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)

8c

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1) WB

8d

- communicate with support a personal response to real and fictional events (S1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use with a little support key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with support to the detail in longer, more complex texts (L2.1)
- communicate with support a personal response to real and fictional events (W1.1)
- use formal, neutral and informal registers appropriately in a few familiar contexts (W4.1)
- plan, and draft a longer complex text with a little support and modify the draft in response to feedback (W3.2)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)

Round-up 8

- understand and respond with support to detail in longer more complex texts (R2.1) WB

Culture page 4

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- summarise the main content of a longer factual or fictional text (S5.1)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)

Task (Modules 7 & 8)

- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- communicate with support a personal response to real and fictional events (S1.1)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)

8 ALL THE ACTION

- Draw Ss' attention to the pictures on the page and ask them to tell you what they have in common (*sports*) and what sports they show (*volleyball, ice hockey, golf, swimming, running, baseball*).
- Draw Ss' attention to the title of the module.
- Help Ss relate the idea of the title to the sports shown in the pictures.
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and check their understanding.
- Elicit answers and initiate a short discussion.

KEY

Suggested answers

Picture 1 - court (volleyball, badminton, basketball, tennis, handball, squash)

Picture 2 - ice rink (ice hockey, figure skating)

Picture 3 - course (golf, horse-racing)

Picture 4 - pool (swimming, water polo, underwater rugby, underwater hockey)

Picture 5 - track (athletics, cycling, car-racing)

Picture 6 - pitch (football, baseball, cricket, rugby, hockey, American football)

• I'm quite active as I go jogging / to the gym / play sports twice / three times a week. / I don't really like sports so I'm not very active.

• I think team sports are better because it is good to be in a team and work with other people towards a goal. / I like individual sports better because I prefer to rely on my own abilities, compete at my own pace and take full responsibility when I fail.

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

8 ALL THE ACTION

Discuss:

• Look at the sports in the pictures. Where do people play/do them? Match with the words below. Can you think of any other sports that are played at these places?

court field track
pool ice rink course

- How active are you?
- In your opinion, which are better, individual sports or team sports? Why?



1



2



3



4



5



6

In this module you will learn...

- to talk about sports (equipment, rules, etc.)
- to express enthusiasm, surprise, admiration, disappointment, anger and annoyance
- to express result
- to understand information on flyers and signs
- to express obligation, lack of obligation and prohibition
- to use the Passive Voice
- to talk about computer/video games and express your opinion
- to write a computer/video game review

8a

1. Read

A   Read the dialogues quickly (skim) and label them.

**Before
the match...**

**During
the match...**

**After
the match...**

1

Doug So, what were you saying about Pinkman lifting the trophy?

James What a disappointment! He's never played like this before. He **let down** all his fans.

Doug I've never seen such a terrible match in my whole life. What a shame!

James I know. How embarrassing! He won the first game with those aces. How did he manage to lose?

Doug Pinkman was playing so badly after the first game that I was glad when the match was over. What a waste of time and money!

James You can say that again!

2

Doug Phew, we made it to our seats just in time.

James Yeah, look at how many people have **turned out**. Andy Pinkman has so many fans!

Doug Well, who wants to **miss out** on such an important match?

James Not me. I'm so excited! I can't wait for the match to begin.

Doug There he is! Let's **cheer** him **on**! Andy! Andy! Yeah!

3

Doug Did you see that? What a player!

James Unbelievable! Another ace! That was such a fast serve that Wilson didn't have time to react.

Doug Pinkman is so talented! Another point. That was so amazing!

James Wilson's in serious trouble now.

Doug There's another big serve from Pinkman. He's playing so well! One more point and that's the first game.

James It's over. That was brilliant! What a game!

B   Read the dialogues again and answer the questions.

1. Which phrases show that the two men are enthusiastic about the match?
2. How do we know that the men admire Pinkman?
3. Why were the men glad when the match was over?
4. Which phrases show that the men are disappointed?

C  Match the highlighted phrasal verbs in the dialogues with the meanings below. Then check your answers in a dictionary. See *Using a Dictionary*, p. 134.

1. to not have the chance to do sth that you enjoy:

.....

2. to encourage sb by shouting to him/her in a match, race or competition:

.....

3. to disappoint:

.....

4. to gather together to watch an event:

.....

LEARNING STANDARDS**SB:** R1.1, R2.2, R4.1, R4.2, L1.1, L2.2, S1.2**FUNCTIONS**

Expressing enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc.

Expressing result

Guessing the meaning of unknown phrases

STRUCTURES

Exclamatory sentences

Clauses of result

VOCABULARY

admire be over cheer on coach
 enthusiastic about just in time let sb down
 lift (v) miss out (on) play a role referee
 sports commentator tennis match trophy
 turn out (= be present)

Phrases

What a disappointment! What a nightmare!
 What a shame! You can say that again!

1. Read**A R1.1**

- Draw Ss' attention to the background picture and ask them to tell you what it shows (*a tennis player*).
- Draw Ss' attention to the three headings.
- Ask Ss to read through the three dialogues and underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to justify their answers.

KEY

- After the match... (I've never seen such a terrible match in my whole life, I was glad when the match was over)
- Before the match... (I can't wait for the match to begin)
- During the match... (Another point, He's playing so well, One more point and that's the first game)

Ask Ss some comprehension questions:

*Did they make it to their seats before the match began?
 Yes, they did.*
Were there many people there? Yes, there were.
Has Pinkman got a lot of fans? Yes, he has.
Who is Pinkman playing against? He's playing against Wilson.
Who won the first game? Pinkman
Did Pinkman win the match? No, he didn't.
Has Pinkman ever played so badly before? No, he hasn't.
How do his fans feel? They feel let down.

Language Plus

Game and **match** are both words to describe sports events that teams or individuals take part in. In American English **game** is used more often (soccer game, basketball game, baseball game) than in British English where **match** is more common (football match, cricket match, boxing match). However, there are some sports which use both terms. In these sports you have to win a number of games to win a match. For example in tennis, you have to win 4 points to win a **game**, six games to win a **set**, and three or five sets to win a **match**.

B R2.2

- Ask Ss to read through the questions 1-4 and make sure that they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- Well, who wants to miss out on such an important match?, I'm so excited!, I can't wait for the match to begin., That was brilliant!, What a game!*
- When they see him, they start cheering him on. They also exclaim: *What a player!, Pinkman is so talented! He's playing so well!*
- Because Pinkman was playing very badly after the first game.
- What a disappointment!, He let down all his fans., What a shame!, How embarrassing!, What a waste of time and money!, etc.*

C R4.1, R4.2

- Ask Ss to read through the definitions 1-4 and check their understanding.
- Ask Ss to go to the *Using a Dictionary* section on page 134.
- Refer Ss to the dialogues and have them do the activity.
- Check the answers with the class.

KEY

- miss out, 2. cheer sb on,
- let down, 4. turn out

- Explain any unknown words and choose Ss to read out the dialogues.

OPTIONAL ACTIVITY

- Ask Ss:

Do you think it's fair for players to be admired by their fans only when they play well? (No, because they need encouragement even when they are doing badly to be able to do well again.)

Have you ever been to / watched a match that let you down?

What happened?

How did you react?

- Elicit answers and initiate a short discussion.

2. Grammar

A

- Ask Ss to read through the examples.
- Draw their attention to the words in blue.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

Suggested answer

The speaker wants to emphasise what follows the words in blue in each sentence (*wonderful, cold, nightmare, important game*).

- Draw Ss' attention to the rule and explain it.
- Refer Ss to the dialogues on page 84 and ask them to underline any examples of exclamatory sentences (*What a disappointment! - I've never seen such a terrible match in my whole life. - What a shame! - How embarrassing! - What a waste of time and money! - Andy Pinkman has so many fans! - Well, who wants to miss out on such an important match? - I'm so excited! - What a player! - Pinkman is so talented! - That was so amazing! - He's playing so well! - What a game!.*).
- Ask Ss to tell you what they think we use exclamatory sentences for.
- Explain that we use exclamatory sentences to express enthusiasm, disappointment, anger, annoyance, admiration, surprise, etc.

B

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in blue.
- Ask Ss to read through the two questions.
- Have Ss answer the questions.
- Check the answers with the class.

KEY

- The fans didn't want the game to end.
- Because the game was exciting.

- Refer Ss to the dialogues on page 84 and ask them to underline any examples of clauses of result (*Pinkman was playing so badly after the first game that I was glad when the match was over. - That was such a fast serve that Wilson didn't have time to react.*).
- Ask Ss to tell you what *so... that* and *such... that* express (*They express result.*).
- Draw Ss' attention to the incomplete rules.
- Refer Ss to the examples and have them complete the rules.
- Check the answers with the class. If necessary, provide Ss with any further clarifications (e.g. we use *so + much/many* and *such + a lot of*).

KEY

To express result use:

so + adjective or **adverb + (that) ...**
such + (a/an) + (adjective) + noun + (that)...

- Refer Ss to the Grammar Reference (p. 122).

C

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

KEY

- such**, **2. How**, **3. so**, **4. what**, **5. such**
6. such, **7. so**, **8. such**, **9. How**, **10. so**

3. Listen

A L1.1

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the names and the options.
- Play the recording and have Ss listen and do the activity.
- Alternatively, pause after the first monologue and have Ss match the person with one of the four options. Follow the same procedure with the rest of the monologues. This will help **lower-performing Ss**.
- Check the answers with the class and have Ss justify their answers.

KEY

Danny: a fan
Robert: a player
Craig: a coach
Steve: a sports commentator

B L2.2

- Ask Ss to read through the statements and make sure they have not 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, pause after the first monologue and have Ss match the person with the one of the four options. Follow the same procedure with the rest of the monologues. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY

Danny was surprised at the result.
Robert thinks the fans play an important role.
Craig thinks the team can play better.
Steve thinks a player can make a difference.

4. Speak S1.2

- Ask Ss to read through the situations given and check their understanding.
- Draw Ss' attention to the example.
- Draw Ss' attention to the TIP, explain and refer Ss to page 117.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- In pairs, have Ss discuss the situations showing enthusiasm or disappointment by using exclamatory sentences and clauses of result.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

KEY

For suggested answers, see **8a.4** on page 150.

2. Grammar

Exclamatory sentences, Clauses of result → p. 122

A Read the examples. What does the speaker want to emphasise?

How wonderful!	It's so cold outside!
What a nightmare!	It's such an important game!

To make exclamations, use:

- **how** and **so** before adjectives/adverbs
- **what** and **such** before nouns or adjectives + nouns

B Read the examples, answer the questions and complete the rules.

The game was **so** exciting **that** the fans didn't want it to end.

It was **such** an exciting game **that** the fans didn't want it to end.

1. What didn't the fans want to happen?
2. Why didn't they want this to happen?

To express result, use:

- **so** + or adverb + (that)...
- **such** + (a/an) + (adjective) + + (that)...

C Complete the dialogues with **how**, **what**, **so** or **such**.

1. **A:** Mark, I have **1** amazing news! I've won a trip to Doha! I can't believe it!

B: **2** nice!

A: Yeah! I enter **3** many competitions that I had to win something someday.

B: And **4** a prize to win!

A: I know. It was **5** a surprise when they called me that I didn't believe it at first!

2. **A:** I had **6** a bad day!

B: Why? What happened?

A: First of all, there was **7** much traffic on the roads that I was two hours late for work. Then my boss gave me **8** a lot of work to do that I left the office at 7 p.m.

B: **9** annoying!

A: When I finally left, it was **10** late that I missed my karate class. Just great, huh?

3. Listen

A  Listen to four people talking about an ice hockey match and decide who each person is.

TIP!

Before you listen, read through the options given and try to imagine each person. Think about how each person might feel and what they might say.

Danny

a player

Robert

a fan

Craig

a coach

Steve

a sports commentator

B  Listen again and match the people with the statements.

Danny

thinks a player can make a difference.

Robert

thinks the team can play better.

Craig

was surprised at the result.

Steve

thinks the fans play an important role.

4. Speak

 Talk in pairs. Imagine you are in the situation below. Have two conversations, one during the event and one after. Show your enthusiasm or disappointment.

DURING

AFTER

You're at a basketball game and your team is winning. However, → Your team lost. the referee has started making lots of bad calls.

**This is such an exciting game.
Look at Jameson! What a player!**

TIP!

Keep in mind that your tone of voice can help enhance what you are saying. You can show surprise, admiration, enthusiasm, disappointment, anger, annoyance, etc. by using exclamatory sentences and some of the phrases on page 117.



1. Read

A Discuss.

- Have you ever been skydiving?
- If yes, what was it like? If not, would you like to try it?
- Do you know of any safety precautions that you have to follow? What are they?

B  **Read** the information in the texts below and the sentences **1-10**. Write **T** for True or **F** for False.

Looking for a thrill?

Come to **Sandy Bay Skydiving Centre** for a safe, exciting and unforgettable experience.



Make the decision to jump: you won't regret it!

- You must be between 18 and 65 yrs old.
- You mustn't be over 90 kg.
- You need to be in good physical condition.
- You have to complete our ground training programme.
- You don't have to bring your own parachute equipment or helmet. We provide everything.

info@sandybayskivingcentre.com



1. You need to be at least 18 to skydive at Sandy Bay Skydiving Centre.
2. If you weigh more than 90 kilos, they won't accept you.
3. You have to buy the safety equipment before you go.
4. You can choose whether you want to do the training or not.
5. Victor has never been skydiving at Sandy Bay Skydiving Centre before.



Congratulations VICTOR HARPER!
You've booked your first skydive with Sandy Bay!

Some final tips and reminders before your big day:

21 March, 9 a.m.

- Get a good night's sleep.
- Eat a healthy breakfast. You need to have lots of energy to make the most of the experience.
- Wear comfortable clothes.
- If it's very windy, wet or cloudy on that day, contact us. We may have to cancel your jump and book for another day. The same applies if you are ill.
- We can take photos or record a video of your experience (at an extra cost). Let us know prior to boarding the aircraft, so that a professional skydiving videographer can jump with you.
- Don't be nervous! Safety is our number one priority.

If you have any questions, don't hesitate to ask.



6. The centre offers you breakfast.
7. If you are ill, you should contact the centre.
8. Everyone receives a video recording of their experience before they leave.
9. Victor is in good physical condition.
10. It is possible that Victor may not be able to jump.



LEARNING STANDARDS**SB:** S1.1, R2.1**FUNCTIONS**

Understanding information on flyers and signs
Expressing obligation, lack of obligation, and prohibition

STRUCTURES

have to, don't have to, must, mustn't, need to, don't need to, needn't

VOCABULARY

a good night's sleep aircraft automatically complete (v) contact (v) hesitate in shape inexperienced make the most of sth physical condition priority provide skydiving thrill record (v)

Sports equipment

bat board goal goggles helmet knee pads net parachute racket stick wetsuit

1. Read**A S1.1**

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

Background information

Skydiving is a sport in which you jump from a plane and fall for as long as you safely can before opening your parachute.

KEY*Suggested answers*

- Yes, I have. / No, I haven't.
- It was very exciting, a unique experience, I felt as free as a bird, I got an adrenalin rush, etc. / I wouldn't like to try it because it is dangerous and risky.
- You have to check your parachute and your equipment to see that there is nothing wrong with them.

B R2.1

- Draw Ss' attention to the layout of the two texts and ask them to tell you what they are (*a flyer and a confirmation email*).
- Draw Ss' attention to the picture on the flyer (*a skydiver*) and ask them to tell you what the flyer advertises (*a skydiving centre*).
- Draw Ss' attention to the first lines of the email and ask them to tell you if and how the email is related to the flyer.
- Elicit answers (e.g. *sb has booked a jump with the centre and they are sending him an email to confirm the jump and give all the necessary information*).
- Ask Ss to read through the two texts and underline any unknown words at the same time.

- Ask Ss some comprehension questions:

What is the name of the skydiving centre?

Sandy Bay

What kind of experience does the centre promise to offer? a safe, exciting and unforgettable experience

What is the maximum age limit? 65

Is it necessary to be in good physical condition? Yes, it is.

What time is the jump? at 9 a.m.

Should Victor stay out late the night before the jump? No, he shouldn't.

How can a healthy breakfast help Victor? It'll give him lots of energy to make the most of the experience.

What kind of clothes should he wear? comfortable clothes

What will they do if it's too windy, wet or cloudy on the day of the jump? They will cancel the jump and book for another day.

Does Victor have to pay to get photos and a video of his jump? Yes, he does.

Who will take photos and record a video of his jump if he wants to? a professional skydiving videographer who will jump with him

What is the centre's number one priority? safety

What should he do if he has any questions? He should ask them.

- Ask Ss to read through the statements 1-10 and make sure that they have not got any unknown words.

- Have Ss do the activity.

- Check the answers with the class. Then ask Ss to provide justifications for their answers and to correct the false statements. This will challenge **higher-performing Ss**.

KEY

1. T, 2. T, 3. F, 4. F, 5. T, 6. F, 7. T, 8. F, 9. T, 10. T

- Explain any unknown words in the texts.

2. Vocabulary

- Ask Ss to look at the pictures showing different kinds of sports equipment and read through the accompanying captions.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding picture.
- Play the recording and have Ss listen and repeat the words they hear.
- Ask Ss the question in the rubric.
- Elicit and check answers.

KEY

Suggested answers

helmet: cycling, American football, ice hockey, mountain biking, rock climbing, skydiving, motorcycling, hang gliding

board: surfing, windsurfing, snowboarding, skateboarding

wetsuit: windsurfing, surfing, scuba diving

goggles: swimming, skiing

knee pads: American football, volleyball, skateboarding

racket: tennis, squash, badminton

net: tennis, volleyball, table tennis, basketball (the basket is a hoop with a net)

stick: ice hockey, field hockey, lacrosse

bat: baseball, cricket

goal: football, ice/field hockey, handball, rugby, water polo

3. Grammar

A

- Ask Ss to read through the examples 1-7 and draw their attention to the words in blue.
- Draw Ss' attention to the meanings a-c.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

- Read out and explain the note.
- For further practice, refer Ss to the reading activity on page 86, and ask them to underline any examples expressing obligation/necessity in the present/future, lack of obligation/necessity in the present/future and prohibition (*You must be..., You mustn't be over..., You need to be..., You have to..., You don't have to...*).
- Alternatively, ask Ss to make their own sentences to express obligation in the present/future, lack of obligation in the present/future and prohibition. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. *children / under / twelve / not / have / pay*).
- Refer Ss to the Grammar Reference (p. 122).

B

- Ask Ss to look at the signs. Make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Suggested answers

- You need to / have to / must buy a ticket.
- You mustn't run, drink or eat in the swimming pool area.
- You need to / have to / must be a member of the Sports Centre to park here. / You mustn't/can't park here if you are not a member of the Sports Centre.
- You don't have to / don't need to / needn't close the door.

4. Speak S1.1

- Draw Ss' attention to the places suggested.
- Ask Ss to read through the ideas in the box as well as the dialogue.
- Demonstrate the activity with the help of three students.
- Have a group of four students demonstrate the activity at the front of the class.
- In groups of four, Ss play the guessing game.
- Go round the class helping Ss when necessary.
- Choose some groups to act out the guessing game.

KEY

Suggested answer

B: Do you have to be quiet there?
A: No, you don't.
C: Do you have to buy tickets?
A: Yes, you do.
D: Do you need to turn off your mobile phone?
A: No, you don't.
B: Can you take photos?
A: Yes, you can.
C: Can you eat there?
A: Yes, you can.
D: I think I've found it. Is it the theme park?
A: Correct!

2. Vocabulary

Listen, look and discuss. In which sports do you need equipment like this?



3. Grammar

have to, don't have to, must, mustn't, need to, don't need to, needn't
→ p. 122

A Read the examples and decide what each of them means. Choose a, b or c.

a. It is necessary. b. It isn't necessary. c. Don't do it!

1. You **have to** wear special boots to go rock climbing.
2. You **don't have to** wear special clothes.
3. You **must** be in good shape.
4. Inexperienced climbers **mustn't** climb alone.
5. Inexperienced climbers **need to** complete a training programme first.
6. Experienced climbers **don't need to** complete a training programme.
7. You **needn't** worry, experienced instructors will teach you how to climb.

NOTE

- We use **must / have to** to express obligation in the present/future. For other tenses, we use the forms of **have to**.
I had to leave work early yesterday.
I will have to leave work early tomorrow.
- We can use **can't** instead of **mustn't** in situations where you are not allowed to do something, especially when a law or rule is involved.
You can't/mustn't park here.

B Look at the signs and make sentences using **have to, don't have to, must, mustn't, need to, don't need to** and **needn't**.



DOOR CLOSES AUTOMATICALLY

4. Speak



Work in groups of four. Look at the places below. One student chooses one of the places and the other three in the group have to find out which place it is by asking questions about what you **can**, **have to**, **don't have to**, **mustn't**, etc. do there. Use the ideas in the box.

plane hospital museum
theme park stadium train library

- buy tickets
- eat
- take photos
- use mobile phone
- wear seat belt
- be quiet

Do you have to be quiet there?
No, you don't.
Can you use...?

1. Read

A Discuss.

- Do you like football? Why? / Why not?
- How many varieties of football do you know of? What are their differences?

Football Codes

In different parts of the world, the word *football* is used to describe some very different games. These games are called codes, and the only things they have in common are that they are played with a ball, they are all team games and they are related to games played in medieval times.

Most people think that football got its name from the fact that players kick the ball, but that's not true. Different medieval games became known as football because they were played by peasants on foot and not on horseback as the noblemen did.

The game the British know as football is officially called Association football. People in the USA and Australia call it soccer. In this game, players are allowed to use their feet, heads and bodies, except for the goalkeeper who can use his hands too. The rules of Association football were created in the late 19th century, and the first international match took place in 1872 between Scotland and England.

Today, the World Cup is held every four years and is watched by millions of people.

In the USA, football is something different. What Americans call football, the rest of the world calls American football. In this game, players mostly use their hands. They score points by carrying the ball to score a touchdown or they can kick a field goal through the upright posts. American football developed from early versions of rugby and Association football.

Football for Australians is Australian rules football or Aussie rules and players use their hands and feet to kick, pass and shoot. Aussie rules began as a way for cricket players to keep in shape during the winter, and it was played on cricket fields. That is why the fields used for Aussie rules are round and much bigger than those that are used for other types of football.

Other football codes include Canadian football, Gaelic football and rugby, which is also considered a football code. One thing's for sure, though, football, whichever game you're talking about, is very popular across the globe.

B  Read the text quickly (skim). What is its main purpose?

- to explain the difference between varieties of sports called *football*
- to show the history of football from its origins till modern times
- to highlight the differences between football in the USA and the UK

C  Now scan the text. Then read it carefully and answer the questions. Choose a, b or c.

1. What is a football code?
 - one of the various games that go by the name *football*
 - an original form of football that was played many years ago
 - a description of how different types of football are played around the world
2. According to the text, most people think that football
 - is just one type of game.
 - became known in medieval times.
 - received its name because the players use their feet to play the game.
3. What is true about Association football?
 - Its official name is soccer.
 - It is known as soccer in some parts of the world.
 - None of the players are allowed to use their hands.
4. Which of the statements applies to American football only?
 - Goals are scored with feet.
 - It comes from earlier forms of other games.
 - It's referred to as just 'football' by some people.
5. What is unique about Aussie rules?
 - It is played only in the winter.
 - Players use their hands and feet.
 - Its pitch is a different shape and size.

Over to you...

Discuss.

Which of the varieties of football do you find the most interesting? Why?

LEARNING STANDARDS**SB:** S1.1, R1.1, R2.1**WB:** L2.1**FUNCTIONS**

Talking about sports

STRUCTURES

Passive Voice (Present Simple – Past Simple)

VOCABULARY

across the globe basket be related to cricket
 describe except (for) goalkeeper
 have in common hold (an event) international
 mostly origin points round (adj) rugby
 rules whichever

Verbs related to sports

bounce catch dribble hit kick pass shoot
 throw

1. Read**A S1.1**

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

KEY*Suggested answers*

- Yes, because it is very exciting, especially when your team is winning. / No, because it's very boring to watch people chasing a ball.

Association football: two teams with 11 players each (10 players + goalkeeper), round ball, Americans and Australians call it soccer, players use their feet, heads and bodies, only the goalkeeper can touch the ball, a goal is scored when a player kicks the ball through the opponent's goalposts

American football: two teams with 11 players each, the ball is oval, players use their hands to carry the ball, scoring a touchdown requires a player to carry the ball to the opponent's end zone and a field goal is scored when a player kicks the ball through the opponent's goalposts

Five-a-side football: a smaller version of Association football - two teams with 5 players each, round ball, the pitch, duration and goalposts are smaller

B R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*a magazine article*).
- Draw Ss' attention to the picture accompanying the text and ask them to tell you what it shows (*football or soccer, Australian football, American football*).
- Draw Ss' attention to the title of the text and ask them to tell you what they think it is about.
- Elicit answers.
- Have Ss read through the text and underline any unknown words at the same time.
- Ask Ss to read through the statements a-c and make sure they have not got any unknown words.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

The main purpose of the text is **a**. (To explain the difference between varieties of sports called *football*.)

- Ask Ss some comprehension questions:

What are the different games of football around the world called? codes

What are the only things they have in common?

They are all played with a ball, they are all team games and they are related to games played in medieval times.

Which game is officially called Association football? The game the British know as football, and which people in the USA and Australia call soccer.

How is it played? Players are allowed to use their feet, heads and bodies, except for the goalkeeper who can use his hands too.

When were its rules created? in the late 19th century

How often is the World Cup held today? every four years

Is it popular? Yes, it is.

What do players in American football mostly use? They mostly use their hands.

How did Aussie rules begin? It began as a way for cricket players to keep in shape in winter.

How are cricket fields different from the fields used for other types of football? They are round and much bigger.

Can you name some other football codes? Canadian football, Gaelic football and rugby

Background information

- The **Middle Ages** (adjectival form: **medieval / mediaeval**) is the period of European history encompassing the 5th to the 15th centuries, normally marked from the collapse of the Western Roman Empire (the end of Classical Antiquity) until the beginning of the Renaissance and the Age of Discovery, the periods which ushered in the Modern Era.
- Aussie** is an informal way of referring to an Australian.
- Gaelic** refers to the Celtic people of Ireland and Scotland, and denotes Irish/Scottish origin.

C R2.1

- Ask Ss to read through the questions 1-5 and the respective answer choices. Make sure that they have not got any unknown words.
- 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 1-5 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 incorrect option.
- Check the answers with the class.

KEY 1. a, 2. c, 3. b, 4. b, 5. c

- Explain any unknown words in the text.

Over to you S1.1

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

KEY

For suggested answers, see **8c. Over to you** on page 150.

OPTIONAL ACTIVITY

- Ask Ss:
*Have you ever watched American/Australian football or rugby?
What did you think of them?
Are they popular in your country?
Are there any clubs in your country where you can play American/Australian football or rugby?*
- Elicit answers and initiate a short discussion.

2. Grammar**A**

- Ask Ss to read through each example in the Active and in the Passive Voice respectively.
- Draw Ss' attention to the verbs in blue.
- Ask Ss the questions in the rubric and elicit answers.

KEY

The sentences in the Active and Passive Voice have the same meaning. The sentences in the Active Voice focus on the person doing the action while the sentences in the Passive Voice focus on the action.

B

- Refer Ss to the sentences in the Active Voice in the previous activity.
- Explain to Ss how the words in these sentences follow the construction:
ACTIVE VOICE

Subject	+ Main Verb	+ Object
People	play	basketball...
James Naismith	invented	basketball...

- Refer Ss to the sentences in the Passive Voice in the previous activity.
- Ask Ss to look at the rule of the Passive Voice in the table and complete it. Check the answers with the class.

KEY to be, main

- Ask Ss to find examples of the Passive Voice in the text on page 88 (*is used, are called, are played, were played, is... called, are allowed, were created, is held, is watched, was played, are used, is... considered*).
- Refer Ss to the Grammar Reference (p. 123).

C

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

KEY

- was built, 2. is spoken, 3. are used,
- was chosen, 5. is watched, 6. were asked

3. Vocabulary

- Ask Ss to look at the pictures and tell you if they know / can guess any of the actions each picture describes.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

KEY

1. throw	4. kick	7. hit
2. pass	5. shoot	8. dribble
3. catch	6. bounce	

4. Pronunciation**A**

- Read out the note and explain it.
- Draw Ss' attention to the words containing the schwa sound as indicated.
- Play the recording and pause after each word, so that Ss can repeat.

B

- Draw Ss' attention to the sentences in which the schwa is highlighted.
- Have Ss read the sentences aloud.
- Go round the class helping Ss when necessary.
- Play the recording and pause after each sentence.
- Ask different Ss to repeat the sentence they have heard and check their pronunciation.

5. Speak S1.1

- Ask Ss to read through the prompts on page 117 and make sure they have not got any unknown words.

Background information

- The French Open**, often referred to as Roland Garros, named after the famous French aviator Roland Garros, is a major tennis tournament held over two weeks between late May and early June in Paris, France.
- Wimbledon** is the oldest tennis tournament in the world and widely considered to be the most prestigious. It has been held at the All England Club in Wimbledon, London, since 1877. It is the only major still played on grass.
- Lionel Andrés 'Leo' Messi** (born 24 June 1987) is an Argentinian football player who plays as a forward for FC Barcelona and the Argentina national team.
- Wilton Norman 'Wilt' Chamberlain** (1936–1999) was an American basketball player. He played for the Philadelphia/San Francisco Warriors, the Philadelphia 76ers and the Los Angeles Lakers.

- Point out to Ss that the answers to the questions of the quiz are mixed up in the white box.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- In pairs, have Ss take turns to ask and answer the questions of the sports quiz using the Present Simple Passive or the Past Simple Passive.
- Go round the class helping Ss when necessary.
- Ask some pairs to act out the quiz and check their answers with the class.

KEY

What is the Beijing National Stadium also called?
the Bird's Nest

Which sport was invented in Massachusetts, USA in 1895? volleyball

Which stadium was built in Rio de Janeiro in 1950?
the Maracana

Where is elephant polo played? India

When were the first modern Olympics held? 1896

Which sport is played in the French Open? tennis

Where was bicycle polo invented? Ireland

How many points were scored by Wilt Chamberlain in the NBA basketball game in 1962? 100

When were yellow tennis balls used for the first time at Wimbledon? 1986

How many goals were scored in 2012 by Lionel Messi? 91

2. Grammar

Passive Voice (Present Simple – Past Simple) → p. 123

A Read the examples below. Do the sentences in the **Active Voice** have the same meaning as the ones in the **Passive Voice**? Which ones focus on the person doing the action? Which ones focus on the action?

ACTIVE VOICE

People **play** basketball on indoor or outdoor courts.

James Naismith **invented** basketball in 1891.

PASSIVE VOICE

Basketball **is played** on indoor or outdoor courts.

Basketball **was invented** by James Naismith in 1891.

B Read the examples again and complete the rules.

ACTIVE VOICE

Subject + Main Verb + Object

PASSIVE VOICE

Subject + Verb + Past Participle
of the Verb (+ by...)

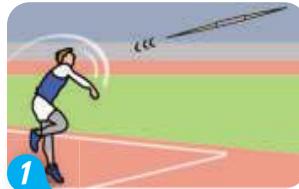
C Complete with the **Present Simple Passive** or the **Past Simple Passive** of the verbs in brackets.

1. Al Janoub Stadium (build) in 2019.
2. Spanish (speak) in Spain but also in many countries in South America.
3. Computers (use) in most schools nowadays.
4. Salman is excited because he (choose) to play for the university basketball team.
5. The Super Bowl is an event which (watch) by millions of Americans every year.
6. During yesterday's practice, the players (ask) to run around the court for half an hour.

3. Vocabulary

► Listen, read and match the pictures with the verbs in the box.

hit shoot catch pass
dribble kick throw bounce



4. Pronunciation

A ► Below are some words that contain the schwa. Listen and repeat.

NOTE

The schwa (ə) is the most common vowel sound in English and it is almost always unstressed.

banana about comma
telephone referee

B ► In the sentences below, the schwa is highlighted. Read the sentences aloud. Then listen and check your pronunciation.

Football is **an** **international** sport.

I've never **travell** **abroad**.

Ricky is **Colombian**. I'm **Canadian**.

Steve is **a** **professional** **hockey** player.

5. Speak

SPORTS QUIZ

► Go to page 117.



8d

1. Vocabulary

A Discuss.

What kind of video/computer games do you like playing? Why?

action	educational
adventure	mobile
sci-fi	racing
online	single player
simulation	multiplayer

B Which of the words 1-8 below do you know? Listen, read and match them with their definitions. Then check your answers in a dictionary. See *Using a Dictionary*, p. 134.

1. gamer
2. (computer) graphics
3. game console
4. game controller
5. platform
6. score
7. game over
8. plot

- a. the images which are displayed on the screen
- b. the device needed to control a character or object in a game
- c. a computer system that you connect to a screen in order to play video games
- d. the end of a game
- e. the necessary devices and programs for a game
- f. the person who plays games
- g. the story
- h. the number of points a player gets

2. Listen

A Discuss.

- What was the first video/computer game you ever played?
- How have video/computer games changed since then?

B Listen to a part of a documentary about the history of computer games and answer the questions. Choose a, b, c or d.

1. Why did computer engineers create the first video games?
 - a. to build a new technology
 - b. to exchange ideas among themselves
 - c. to get the public interested in computers
 - d. to learn more about what computers were able to do

2. According to what you heard, why did Baer create 'The Brown Box'?
 - a. to improve the TV
 - b. to get money from his employer
 - c. to put video games in every home
 - d. to make it possible for people to play games using their TV



3. Which of the sentences below is NOT true about the Brown Box?
 - a. Scores appeared on the players' screens.
 - b. Scores were not worked out automatically.
 - c. The game cards were put into the console.
 - d. It had some common features with the modern video game console.

4. What can we infer about the MAGNAVOX ODYSSEY?
 - a. It had lots of fans.
 - b. It was a very successful product.
 - c. It shaped the future of video games.
 - d. It sold more units than was expected.



3. Speak

C Talk in groups. Choose a computer/video/mobile etc. game you have all played and tick (✓) the appropriate box in the table to give your own opinion of each of the features. Then discuss your answers with your group members. Use some of the adjectives in the yellow box.

	5	4	3	2	1
plot					
graphics					
difficulty					
fun					
adventure					

<ul style="list-style-type: none"> • brilliant • original • surprising • unexpected • realistic • spectacular • exciting • amazing • entertaining • incredible 	<ul style="list-style-type: none"> • excellent • fantastic • awful • disappointing • terrible • boring • unrealistic • hilarious • challenging • impressive
--	---

I thought the graphics in the game were brilliant!

I disagree. I found them unrealistic, but I really liked the plot.

LEARNING STANDARDS**SB:** S1.1, R4.1, R4.2, L2.1, W1.1, W4.1, W3.2, W2.2, W2.3**FUNCTIONS**

Talking about computer/video games

Expressing opinion

VOCABULARY

be set in challenging crops developing world
 device display edition face (v)
 financial problems from start to finish hilarious
 illness image in order to internet connection
 lack of land (n) manage original realistic
 unrealistic

Types of computer/video games

action adventure educational interactive
 mobile multiplayer online racing sci-fi
 simulation single player

Words/Phrases related to computer/video games

character computer graphics game console
 game controller game over gamer platform
 plot score (n + v)

Phrases and Expressions

It's nothing special. Overall, I found...

KEY*Suggested answers*

- Open answer
- Well, I think they have become more popular. This is because the games are bigger and they are full of action. Also, the hardware is better, which means you can do more things. The graphics in many games have become better and more realistic.

B L2.1

- Ask Ss to read through the questions 1-4 and the respective answer options. Make sure that Ss have not 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 1-4 on the board (without the options) and ask Ss to cover Activity B 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. d, 2. d, 3. a, 4. c****3. Speak S1.1**

- Draw Ss' attention to the table.
- Ask Ss to read through the adjectives in the box and check their understanding.
- Draw Ss' attention to the example exchange.
- In small groups, Ss choose a computer/video/mobile game they have all played or know well and individually tick the boxes in the table according to their opinion. Then they should discuss it.
- Go round the class helping Ss when necessary.
- Choose some groups to act out their discussion.

KEY*Suggested answer*

A: I found the plot excellent. It was very entertaining.

B: I thought it was OK. I found it kind of unrealistic.

C: I agree. The computer graphics, though, were great.

B: I disagree. I thought they were awful, and that made the game kind of disappointing for me.

A: Oh, come on. Don't be so hard on it!

B: But I'm not! And I don't enjoy single-player games any more. I prefer interactive or multiplayer games.

C: Yes, me too.

A: I know what you mean. Online games are my favourite these days. And there are so many to choose from!

B: I agree.

C: Me too.

1. Vocabulary**A S1.1**

- Draw Ss' attention to the picture and ask them to tell you what it shows (*a game controller and a boy wearing a special headset*).
- Elicit answers.
- Ask Ss to read through the words in the box.
- Point out to Ss that the words describe different genres of computer/video games.
- Help Ss deduce the meaning of any unknown words by giving examples of computer/video games that fall within the particular genre.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

KEY*Suggested answer*

I like playing action/racing/adventure computer games because they are very exciting. I also like educational games because you get to learn things.

B R4.1, R4.2

- Draw Ss' attention to the words 1-8 and check their understanding.
- Ask Ss the question in the rubric.
- Elicit answers.
- Ask Ss to go to the *Using a Dictionary* section on page 134.
- Ask Ss to listen, read and match the words 1-8 with the definitions a-h.
- Have Ss check their answers in the dictionary.
- Check the answers with the class.

KEY**1. f, 2. a, 3. c, 4. b, 5. e, 6. h, 7. d, 8. g****2. Listen****A S1.1**

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

4. Write

A S1.1 

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

KEY

Suggested answers

- an interesting plot, spectacular graphics, its ability to entertain, etc.
- Yes, I often read them because they inform me about new games. I'm sometimes influenced by reviews but not always. / I never read them because I don't want to know anything before I play a game. I'm rarely influenced by reviews because I don't trust other people's opinions.

B W1.1, W4.1 

- Ask Ss to look at the layout of the text and tell you what it is (a *computer/video game review*) and where it can be found (*on the Internet / on a website about computer/video games*).
- Ask Ss to look at the picture of the game and ask them to tell you the title of the game (*Desert Farmer*).
- Ask Ss if they have played any similar games, if they liked them or not, if they like such games, etc.
- Elicit answers and initiate a short discussion.
- Have Ss read through the questions 1-6 and make sure that they have not got any unknown words.
- Ask Ss to read through the game review and underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- some general information about the game (title, type of game etc.)
- in the second paragraph
- the Present Simple
- Yes, she did.
- in the third/final paragraph
- neutral (*Desert Farmer is a free online game which came out last year. / It is an educational and very original game which teaches players strategy. / They also have to decide how to spend the money, who is going to help on the farm and how, etc.*)

NOTE

Neutral language is characterised by:

- simpler sentences
- active rather than passive voice
- factual rather than emotional language
- limited use of complex language
- limited use of slang

- Ask Ss some comprehension questions:

*Who was the review written by? by Zoe Winters
 What is the game's average rating? 7.6
 When did the game come out? last year
 Is the game expensive? No, it isn't. It's free.
 What is the focus of the game? It focuses on what it is like to be a farmer in the developing world.
 How is the game educational? It teaches players strategy and helps them understand what life is like for people in these areas and what problems they have.
 What do gamers have when they start the game? £50, a piece of land and a family*

What kind of decisions do gamers have to make? whether to use the land to grow crops or keep animals, how to spend their money, who is going to help them on the farm and how, etc.

What problems may real farmers face? illnesses, lack of water and serious financial problems

What do players need to have in order to survive? a strategy

Did the writer enjoy playing the game? Yes, she did.

What did she think of the problems she had to face during the game? She thought that they were quite interesting.

What did she think of the computer graphics? She thought that they were impressive.

Did she find the situation realistic? Yes, she did.

What does she think of the game? She thinks that it's fun and simple.

Who does the writer think would enjoy playing this game? all family members / the family

- Explain any unknown words in the text.

C W3.2 

- Draw Ss' attention to the phrases 1-5 and check their understanding.
- Ask Ss to read through the plan and give them any necessary explanations about the structure of a game review.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Conclusion 2. Conclusion 3. Introduction
 4. Main Part 5. Conclusion

D W1.1, W2.2, W2.3, W4.1  . W3.2 

- Point out to Ss that they can choose to write either a review of the game they discussed in the 'Speak' activity on page 90 or a review of a game they have played recently and know well.
- To help **lower-performing Ss**, write the following plan on the board and ask Ss what information they would need to complete on the grid. This will challenge **higher-performing Ss**.

Title			
Type of game			
Opinion	★★★★★	★★★★	★
Plot			
Graphics			
Difficulty			
Fun			
Adventure			

- Have Ss copy it, complete the general information about the game and then tick the boxes according to their impressions of the game.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook page 87 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook on page 88 and complete the writing plan before they start their writing task.
- Draw Ss' attention to the blank 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 game reviews.
- Choose some Ss to read out their game reviews.

4. Write

A Discuss.

- In your opinion, what makes a game successful?
- Do you read game reviews? Are you influenced by them? Why? / Why not?

B Read the game review and answer the questions.

1. What kind of information is included in the first paragraph?
2. In which paragraph does the writer describe how the game is played?
3. What tense does the writer use to describe how the game is played?
4. Did the writer like the game?
5. In which paragraph does the writer express her opinion?
6. What kind of language does the writer use, formal, neutral or informal? Give some examples.



Desert Farmer

(original title)

Computer Game Review

by Zoe Winters

7.6



Desert Farmer is a free online game which came out last year. It is set in a dry area of Africa and focuses on what it is like to be a farmer in the developing world. It is an educational and very original game which teaches players strategy. Also, it helps them to understand what life is like for people and what problems they have in these areas.

Gamers begin with £50, a piece of land and a family: a husband and wife and two children. Every year decisions are made about whether to use the land to grow crops or keep animals. They also have to decide how to spend the money, who is going to help on the farm and how, etc. Unfortunately, many of the problems that real farmers may face, such as illnesses, lack of water and serious financial problems are also experienced. They need to have a strategy to manage the farm and they have to change their strategy in order to survive.

I really enjoyed playing the game and I found the problems I had to face and the decision-making quite interesting. The computer graphics were impressive and the situations felt very realistic. It is a fun and simple simulation game which I recommend for all the family.

C Read the plan and the phrases 1-5 below. In which part do they belong?

Write the phrases in the plan.

1. I was very disappointed by the game.
2. Check it out!
3. The new edition came out...
4. Gamers must fly the plane through cloudy skies and stormy weather...
5. It's suitable for children/adults.

Plan

A game review

INTRODUCTION Give some general information about the game (title, type of game, year it came out). Use phrases like:

- It's a simulation/adventure/online game, etc.
- ...

MAIN PART Give a general outline of the plot.

Don't include too many details. Use the Present Simple and phrases like:

- The game begins...
- ...

CONCLUSION Write your opinion of the game and say whether you recommend it or not. Use the Present Simple or the Past Simple, a variety of adjectives and phrases like:

- Overall, I found the game entertaining/boring, etc.
- In my opinion, the plot/graphics, etc. is/are...
- I definitely recommend it.
- I enjoyed this game from start to finish.
- It's a great game for action-lovers / sci-fi fans.
- It's (not) worth playing.
- It was better than I expected.
- It's nothing special.
- ...
- ...
- ...

D Write a review of a game you have recently played and know well or a review of the game you discussed in the 'Speak' activity on page 90. Follow the plan.

Go to the Workbook page 88.

TIP!

- Remember to use the Present Simple to describe how the game is played. Don't include too many details and don't reveal the ending.
- Use a variety of adjectives to make it more interesting.
- Use the Present Simple or the Past Simple to make comments and give your opinion.
- Use neutral language, neither formal nor informal (e.g. factual rather than emotional, limited use of complex language or slang, etc.).

8 Round-up

1. Vocabulary

A Choose a, b or c.

- Who the ball and broke that window?
a. kicked b. dribbled c. lifted
- Tariq has the highest on the new game we play; none of us can beat him.
a. score b. plot c. joystick
- I made a promise and I'll try my best not to let you
a. out b. up c. down
- Julian and Pedro may be brothers, but they have nothing in
a. shape b. line c. common
- These are ideal for scuba diving and other water sports.
a. parachutes b. goggles c. helmets
- The book is; it describes things that could happen to anyone.
a. unexpected b. realistic c. enthusiastic
- Ahmad wants to buy a new so that he can play with his friends.
a. gamer b. game console c. review
- Khalid should become a sports He's very good at describing games.
a. coach b. commentator c. referee

Score: / 8

2. Grammar

B Circle the correct words.

- You **don't need to** / **mustn't** buy any sports equipment. The ski school will provide everything.
- You **need** / **must** be over fifteen to take part in the race.
- I **must** / **had to** take a taxi home last night because the buses were on strike.
- You **don't have to** / **mustn't** put electrical appliances near water. It's dangerous.
- Why do you **must** / **have to** leave so early?
- Mum, you **don't have** / **needn't** worry; I've already studied for the test.

Score: / 6

C Rewrite the sentences using the words given.

- The news that she told me was wonderful. **what**
- The painting was so beautiful that I bought it. **such**
- The computer graphics were very realistic. **so**
- I didn't want to go out because I was very tired. **so**

5. That car is very fast.

such

D Complete with the correct form of the words in brackets.

- 80,000 tickets (sell) for last night's football match.
- Both English and Spanish (teach) at my son's school.
- This book review (not write) by Mike Crane but by Sally Fisher.
- This bag looks new but it (design) two years ago.
- Nowadays, mobile phones (use) by almost everyone.
- This event (organise) in a different city every year.

Score: / 6

3. Communication

E Complete the dialogue with a-e.

a. But I thought it was very unrealistic.
b. I'm not exactly a huge fan of easy games.
c. You can say that again.
d. Overall, it was OK.
e. They were nothing special.

A: Did you like the game?

B: 1

A: You don't sound very excited.

B: Well, the game review said that it is based on a true story. 2

A: Maybe it was too difficult for you?

B: No, it was OK, I guess. 3

A: What about the computer graphics? Weren't they incredible?

B: 4 I don't understand why this game is so popular.

A: Whatever. Well, maybe action games are not for you.

B: 5 What a waste of time!

Score: / 10

Total score: / 40

Now I can...

- talk about sports (equipment, rules, etc.)
- express enthusiasm, surprise, admiration, disappointment, anger and annoyance
- express result
- express obligation, lack of obligation and prohibition
- use the Passive Voice
- talk about computer/video games and express my opinion
- write a computer/video game review

To be more effective, the exercises in the *Round-up* section should be completed and checked in class.

LEARNING STANDARDS

WB: R2.1

1. Vocabulary

A.

KEY

1. a 2. a 3. c 4. c 5. b 6. b 7. b 8. b

2. Grammar

B.

KEY

1. don't need to
2. must
3. had to
4. mustn't
5. have to
6. needn't

C.

KEY

1. What wonderful news she told me!
2. It was such a beautiful painting that I bought it.
3. The computer graphics were so realistic.
4. I was so tired that I didn't want to go out.
5. That is such a fast car.

D.

KEY

1. were sold
2. are taught
3. wasn't written
4. was designed
5. are used
6. is organised

3. Communication

E.

KEY

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

Now I can...

- Draw Ss' attention to the points and get Ss to read 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, R1.1, R2.1, S5.1, W2.2, W2.3

A S1.1 

- Draw Ss' attention to the title.
- Ask Ss to tell you what they think the text is about.
- Elicit answers, but do not correct Ss at this point.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

KEY

Suggested answers

- Yes, I have. I rented a bike and explored the park.
- The spectacular view of Doha skyline. I think that it's one of the most impressive views I've ever seen.

B R1.1 

- Have Ss read through the statements 1-3 and make sure they haven't got any unknown words.
- Ask Ss to read through the text and underline any unknown words.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

The correct answer is **1.** (Al Bidaa Park offers a wide range of attractions.)

- Ask Ss some comprehension questions:

How long did it take to renovate the park? four years

What makes it easily accessible by car? the fact that there are about 6,000 parking spaces

How big is the park? 2 million square metres

If you don't want to walk, how can you explore the park? You can ask the park security staff if there are any golf buggies available.

What can visitors admire? the park's beauty with its pretty flowers and trees, and Doha's impressive skyline with its tall, modern buildings that seem to 'jump out' from the park's green hills

Do you have to pay for the usual sports activities? No, they are free of charge.

What do many visitors find attractive? the horse and camel paths as well as the human maze

How is safety ensured in Al Bidaa park? There are security cameras and security staff all over the place, especially around the areas for children.

Why should parents keep a close eye on their little ones? Because the park has main roads around it which children may run into (which may be dangerous).

Why has the park become so popular? Because there are many different activities available.

C R2.1 

- Ask Ss to read through the questions 1-5 and the respective choices a-c, and make sure they have not got any unknown words.
- 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 1-5 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 incorrect option.
- Check the answers with the class.

KEY

1. b, 2. a, 3. a, 4. b, 5. a

- Explain any unknown words in the text.

PROJECT S5.1  W2.2, W2.3 

- Draw Ss' attention to the project and tell them that they are going to make a presentation of an activity or a service that Al Bidaa Park offers.
- Allow Ss some time to do some brainstorming and note down the activities or services.
- Ask them to choose the one they would like to present.
- Refer Ss to the Project Skills section at the back of the Student's Book and explain the steps they have to follow.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage them to find pictures and interesting facts as well.
- Allow Ss to do the activity in class, or assign it as homework.
- Have Ss present their projects in class.

4 Culture Page

Al Bidaa Park - New and Improved!

A Discuss.

- Have you ever been to Al Bidaa Park? What did you do/see there?
- What did you like most? Why?

B Read the text quickly (skim). What is the main message of the text?

1. Al Bidaa Park offers a wide range of attractions.
2. The renovation of Al Bidaa Park has been completed.
3. Al Bidaa park has impressive safety features.

Since the beginning of 2018, Qataris have had a new option concerning where to go in their free time. After four years of renovation, organisers chose the National Sports Day in Qatar, which usually takes place on the second Tuesday of February, 5 to reopen Al Bidaa Park. The park is one of the oldest and most popular public spaces in Doha. It is easily accessible by public transport or by car, as there are approximately 6,000 parking spaces provided. Visitors to Al Bidaa Park now have the opportunity to choose from a large variety of newly added facilities that have 10 something for everyone. The design of the park takes advantage of the area's natural environment, and the main focuses are nature, culture, history, and function.

For those who are looking to explore every part of the park's two million square metres, all they have to do is ask park security staff 15 about the golf buggies which are available. Visitors may prefer them to walking, especially during the hotter months. This will give **them** the chance to admire the park's beauty with its pretty flowers and trees as well as an incredible view of Doha's impressive skyline with its tall, modern buildings that seem to 'jump out' from the park's 20 green hills.

In addition to Al Bidaa offering all of the usual sports activities free of charge, it has also proven to be quite unique with some unexpected activities allowing its guests to experience something out of the ordinary. What many find attractive are the horse and 25 camel paths as well as the human maze, which is a complicated system of paths that is difficult to find your way through. Something else worth mentioning are the zip slides in some of the children's play park areas, which are even popular with some adults!

At Al Bidaa Park, fun and safety go hand in hand. For this reason, 30 the park is full of security cameras and security staff, especially around the areas for children. In addition, there are first-aid stations in each of the park's main areas, and guests can find them on the wayfinder maps which are provided around the park. One thing, however, that parents need to consider is that the park has got 35 main roads around it with nothing to stop children from going into the street, so they must keep a close eye on their little ones. In general, visitors must also be responsible for their own safety as well as the safety of their group, and must respect the park rules and understand their limits.

40 With so many different activities available, it is no wonder that the park has become so popular and as the saying goes, 'variety is the spice of life'!



Jaseem Hamza/wikipedia/CC BY 3.0

C Now scan the text.

Then read it carefully and answer the questions.

1. Which of the sentences below is **NOT** true?
 - a. Al Bidaa Park closed in 2014.
 - b. The renovation of the park started on National Sports Day.
 - c. The location of the park was taken into consideration when planning its construction.
2. What does the pronoun '**them**' refer to in line 16?
 - a. park visitors
 - b. golf buggies
 - c. park security staff
3. Which sentence best sums up paragraph 3?
 - a. Unique activities make Al Bidaa Park special.
 - b. People that go to Al Bidaa Park want to try new things.
 - c. Al Bidaa Park has more interesting activities than other parks.
4. At Al Bidaa park,
 - a. first-aid stations are near the maps.
 - b. parents must make sure their children are safe.
 - c. the security staff is responsible for children's safety.
5. What is the meaning of 'variety is the spice of life' ?
 - a. Choices make each day more interesting.
 - b. Doing different things is as necessary as spices in our food.
 - c. There are many spices just like there are many choices in life.

PROJECT



Do research on

Al Bidaa Park and find information about an activity or a service that the park offers. Then present it to the class. Be sure to include pictures.

Task

(Modules 7 & 8)

A  Listen to two friends trying to decide which activity to take up together and answer the questions.

1. Which activity did they decide to take up?
 - a. scuba diving
 - b. astronomy
2. Why didn't they choose to take up the other activity? Choose two reasons.
 - a. time
 - b. days
 - c. cost of equipment
 - d. not interesting enough

B  Talk in pairs. Imagine that you and your partner have decided to take up a new activity together. Read the four flyers below and discuss which activity you think is the most suitable for both of you. Talk about the ideas in the box. Make sure you give reasons why you think each activity is or isn't suitable.

time days equipment needed how interesting it is cost



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Tennis - every day 7 p.m. – 9.30 p.m.

Swimming pool - open 8 a.m. – 10 p.m.

So, what do you think of...? It might be interesting.

I'd rather...

If we take up..., we will/won't...

OK, I agree. Which days are you free?

... What about you?

... is more convenient for me because...

C  Tell the class about your decision, giving reasons.

We both like... so...

We are both interested in...

We are both free on... so...

We'd like to take up... because...

Task

(Modules 7 & 8)

LEARNING STANDARDS

SB: L1.1, S1.1, S2.3

A L1.1

- Ask Ss to read through the two questions and the respective answer choices 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.
- Check the answers with the class.

KEY

1. a 2. a, c

B S1.1 , S2.3

- Draw Ss' attention to the four flyers advertising different activities.
- Ask Ss to read through the flyers and check their understanding.
- Ask Ss to read through the ideas in the box as well as the example dialogue and check their understanding.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Encourage Ss to cover all the ideas given and use a variety of language they have learnt to give their opinion, to express preference, to make suggestions, to agree/disagree, to make comparisons, etc.
- Choose some pairs to act out the dialogues.

KEY

Suggested answer

A: Did you get to see the flyers I gave you yesterday?
B: I did but I'm not sure which of the four activities would be the most suitable for both of us.
A: So, what do you think of taking up the smartphone applications course? It might be interesting!
B: I'd rather not. After all, I'm not a big technology fan and I think I know enough about my smartphone applications. Why don't we take up the Japanese cooking course? We both love sushi.
A: But look at the cost! It's pretty expensive. I can't afford it!
B: Yeah, OK, you're right. Are you interested in taking up a language course instead?
A: Well, I've thought about that. I think learning Russian would be great for our future careers and it will also give us a good understanding of the culture. Plus, we'll get to meet new people. What do you think?
B: Well, if we take up Russian, we'll have to study really hard because it is a really difficult language. I don't think I'm interested after all!
A: What is more, it is very expensive. So, I think we should join the Hendersons Sports Centre and take up one of their classes. What do you think?

B: I agree. Let's join their running club! Are you free on Mondays from 6:30 to 8 p.m.?

A: Yeah, and we won't have to spend any money on equipment. We just need a pair of good running shoes.

B: And they have got this special offer. I think we can both afford £30 a month, right?

A: Definitely! We'll work out and meet new people at the same time!

C S1.1 , S2.3

- Draw Ss' attention to the suggested ways of presenting their decision.
- Allow each pair some time to prepare how they will present their decision to the class.
- Choose a student from each pair to report their decision to the class.

KEY

Suggested answer

We both like running so we decided to join the running club at Hendersons Sports Centre.

We are both interested in working out and meeting new people so we think that joining the running club is a good idea.

We are both free on Mondays so taking up running is very convenient.

We'd like to take up running because it is cheap and we can both afford it.

Recap:

- Ask Ss the following questions:
1) What have you learnt to do in this specific task?
(*to be able to listen for specific information, to understand information written on flyers, to collaborate with a partner and reach a decision, to present our decision and the reasons for reaching it in front of a group*)
2) What language did you need to use?
(*Present Simple, Conditional Sentences Type 1, Modal verbs, Would rather, Comparisons*)
Ask Ss to give you examples of each case and, if necessary, provide them with further practice.
3) Where will this task help you in life?
(*when reading flyers, in situations where we need to reach a decision with another person, in situations where we need to present our decision and the reasons for reaching it in front of a group, in situations where we need to be more assertive and put forward our ideas and suggestions*)

9 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Creative and critical thinking	9a, 1. Read A, p. 96
R4.1	Problem-solving	9a, 1. Read B, p. 96
R4.2	Problem-solving	9a, 1. Read B, p. 96
R2.1	Creative and critical thinking	9a, 1. Read C, p. 96
R2.1	Creative and critical thinking	9a, 1. Read D, p. 96
S1.1	Cooperation and participation	9a, 1. Read - Over to you..., p. 96
S2.3	Creative and critical thinking	9a, 1. Read - Over to you..., p. 96
L2.1	Communication	9a, 5. Listen, p. 97
S1.1	Cooperation and participation	9a, 6. Speak, p. 97
S3.1	Communication	9a, 6. Speak, p. 97
R1.1	Creative and critical thinking	9b, 1. Read B, p. 98
R2.1	Creative and critical thinking	9b, 1. Read C, p. 98
R2.3	Inquiry and research	9b, 4. Listen A, p. 99
L1.1	Communication	9b, 4. Listen B, p. 99
L2.5	Communication	9b, 4. Listen B, p. 99
L2.5	Communication	9b, 4. Listen C, p. 99
S2.5	Inquiry and research	9b, 5. Speak, p. 99
S1.1	Cooperation and participation	9c, 1. Read A, p. 100
R1.1	Creative and critical thinking	9c, 1. Read B, p. 100
R4.1	Problem-solving	9c, 1. Read C, p. 100
R4.2	Problem-solving	9c, 1. Read C, p. 100
R2.1	Creative and critical thinking	9c, 1. Read D, p. 100
S1.1	Cooperation and participation	9c, 1. Read - Over to you, p. 101
S1.1	Cooperation and participation	9c, 3. Listen A, p. 101
L2.1	Communication	9c, 3. Listen C, p. 101
S1.1	Cooperation and participation	9d, 1. Listen A, p. 102
L2.1	Communication	9d, 1. Listen B, p. 102
L2.1	Communication	9d, 1. Listen C, p. 102
S1.1	Cooperation and participation	9d, 2. Speak B, p. 102
S2.3	Creative and critical thinking	9d, 2. Speak B, p. 102
R2.2	Creative and critical thinking	9d, 3. Write A, p. 103
R2.3	Inquiry and research	9d, 3. Write A, p. 103
R2.3	Inquiry and research	9d, 3. Write B, p. 103
W1.4	Creative and critical thinking	9d, 3. Write C, p. 103
W2.2	Communication	9d, 3. Write C, p. 103
W2.3	Communication	9d, 3. Write C, p. 103
WORKBOOK		
L2.1	Communication	9b, Activity F, p. 95
R2.3	Inquiry and research	9d, Activity C, p. 98
W1.4	Creative and critical thinking	9d, Activity C, p. 98
R1.1	Creative and critical thinking	Round-up 9 , Activity E, p. 103

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

9a

- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use with a little support key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with support to detail in longer more complex texts (R2.1)
- communicate with support a personal response to real and fictional events (S1.1)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)
- understand and respond with support to the detail in longer, more complex texts (L2.1)
- keep interaction going in longer exchanges by checking understanding of what a speaker is saying (S3.1)

9b

- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- recognise and identify with support typical features at word, sentence and text levels of a range of text types (R2.3)
- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- recognise and identify with support typical features at word, sentence and text levels of a range of text types (L2.5)
- ask about and explain with support more complex processes and ideas (S2.5)
- understand and respond with support to the detail in longer, more complex texts (L2.1) (WB)

9c

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use with a little support key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with support to detail in longer more complex texts (R2.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1)

9d

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)
- understand and respond with support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- recognise and identify with support typical features at word, sentence and text levels of a range of text types (R2.3)
- summarise independently the main content of a longer factual or fictional text (W1.4)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)

Round-up 9

- understand and respond with support to the main ideas in longer more complex texts (R1.1)

9 FACTS AND FIGURES

VOCABULARY

facts and figures

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

- Draw Ss' attention to the title of the module and ask them if they know what the phrase means (= *the basic details, numbers, etc. concerning a particular situation or subject*).
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss to look at the numbers in the pictures and tell you where they can be found.
- Elicit answers (e.g. *shop windows, notebooks, business cards, digital clocks, classroom blackboards, number plates, calendars*).
- Ask Ss the first question in the *Discuss* section.
- Elicit answers.

KEY

1. 50%: fifty percent

£399.99: three hundred and ninety-nine (pounds) and ninety-nine cents

2.2,500: two thousand five hundred / twenty-five hundred

25,500,000,000: twenty-five billion, five hundred million

3.878-555-3778: eight-seven-eight, five-five-five, three-seven-seven-eight (or double seven)

4.12:03: twelve o three / three minutes past twelve (BrE) three minutes after twelve (AmE)

5.½, 0.5: (a/one) half, (zero) point five

¼, 0.25: (a/one) quarter/fourth, (zero) point two five

6.395 322: three-nine-five, three-two-two (or three double two)

7. 6/5/14: the sixth of May twenty fourteen / two thousand and fourteen (BrE) June fifth twenty fourteen / two thousand and fourteen (AmE)

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

KEY

Suggested answer

I'm not very good at remembering phone numbers so I have stored all of them on my mobile phone. I don't know what I'll do if I ever lose my mobile phone! / I'm very good at remembering numbers and my friends always ask me when they can't remember a phone number.

9 FACTS AND FIGURES

Discuss:

- How would you say the numbers in the pictures?
- How good are you at remembering phone numbers?



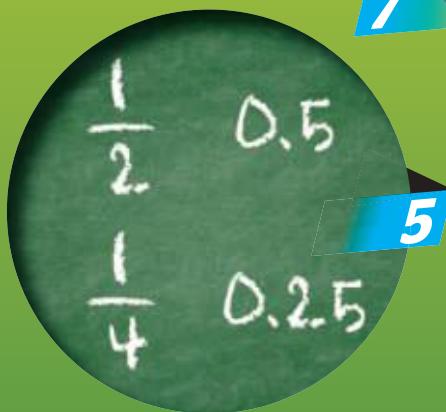
1



4



2



5



3



6



7

In this module you will learn...

- to carry out money transactions
- to indicate degree and extent
- to give and understand different kinds of instructions
- common units of measurement
- ways to improve your memory
- to write a paragraph summarising an essay

1. Read

A  **Read the dialogues quickly (skim). Where are they taking place?**

a. at a bank c. at a currency exchange office
 b. at an ATM

1

Larry I won't be too long, Steve. I want to **withdraw** some money because I'm broke. Oh, no! It won't accept my PIN!

Steve Maybe you entered it incorrectly. Try again.

Larry I'm confused. I don't remember it.

Steve It happens. Too many numbers to remember nowadays. I usually use my son's date of birth or something like that.

Larry No, that's not it either.

Steve Careful, that was your second time. If you enter another wrong PIN, it will **swallow** your card.

Larry It's no use. Steve, I need a favour. I have to get something from the bookshop, so could I borrow...

Steve I'm a little short of cash myself. I only have £20, but you can have it.

Larry That's enough money to buy what I want. Thanks.

2

Bob Good morning. How may I help you?

Max I'd like to change some euros into British pounds. What's the **exchange rate**?

Bob One pound is €1.10.

Max OK, well, I think I will need about £450. Is €500 enough?

Bob Yes. Do you mind if I give you fifty-pound notes?

Max No, that's fine.



3

Eric Excuse me. Am I old enough to open a **savings account** on my own? I'm eighteen.

Fred Have you got your ID with you?

Eric Yes.

Fred Then there's no problem.

Eric Do your savings accounts come with debit cards?

Fred Yes, we give you a debit card free of charge.

Eric Great. When I pay for things with a debit card, the amount is taken directly from my account, right?

Fred Exactly, and online banking is included.

Eric That's useful.

Fred You will have to make a **deposit** into your new account, though.

Eric OK, no problem.

Fred We'll take care of that right after you fill out this form.

Eric OK. Thank you.

B  **Guess the meaning of the highlighted words in the text. Then check your answers in a dictionary. See *Using a Dictionary*, p. 134.**

C  **Read again and match the two halves of the sentences.**

1. When you put your card in an ATM,
2. When you enter your PIN three times incorrectly,
3. When you exchange money,
4. When you want to open a savings account,
5. When you pay by debit card,

a. you usually have to fill out a form.
 b. it asks for your PIN.
 c. money is taken directly from your account.
 d. you change money from one currency to another.
 e. the ATM will swallow your card.

D  **Read again and answer the questions. Write L for Larry, S for Steve, B for Bob, M for Max, E for Eric and F for Fred.**

Which person...

1. is going to receive money?
2. is going to receive a card?
3. can't use a service?
4. has to give personal information?



Over to you...

 **Discuss.**

- Have you got a savings account? If yes, how often do you make deposits?
- How do you feel about using ATMs? Why?

LEARNING STANDARDS**SB:** R1.1, R4.1, R4.2, R2.1, S1.1, S2.3, L2.1, S3.1**FUNCTIONS**

Carrying out money transactions

Indicating degree and extent

STRUCTURES

too / enough

VOCABULARY

ATM be broke be short of cash bill
 break (money) change (n) charge (n + v)
 cheque (n) currency currency exchange office
 debit card directly exactly exchange rate
 free of charge ID incorrectly It's no use
 make a deposit note online banking
 open a savings account payphone PIN receipt
 repair (n) spaghetti swallow waste (money)
 withdraw

1. Read**A R1.1**

- Ask Ss to look at the accompanying picture and tell you what they can see (*some notes*) and what they think the three dialogues are about.
- Elicit answers but do not correct Ss.
- Ask Ss to read through the names of the three places. If necessary, explain to Ss what a currency exchange office is (= *an office where you can change the currency of one country into the currency of another*).
- Have Ss read through the three dialogues and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

- b (at an ATM)
- a/c (at a bank / currency exchange office)
- a (at a bank)

- Ask Ss some comprehension questions:

Dialogue 1

What problem is Larry facing? The ATM won't accept his PIN.

Can he remember his PIN? No, he can't.

What does Steve usually use as a PIN? his son's date of birth

Does Larry try his son's date of birth? Yes, he does.

Does it work? No, it doesn't.

What does Larry need the money for? to get something from the bookshop

Has Steve got a lot of money on him? No, he hasn't.

How much money does he have? £20

Dialogue 2

Why is Max at the currency exchange office? Because he wants to change some euros into pounds.

How much is one pound? It's €1.10.

How many pounds will Max need? about 450

How is Bob going to pay? in fifty-pound notes

Dialogue 3

How old is Eric? 18

What does he want to open? a savings account

Can he open a savings account on his own?

Yes, he can.

What does he need to have with him?

his ID

What do savings accounts come with? a debit card

Is online banking included? Yes, it is.

What will Eric have to do? He'll have to make a deposit into his new account.

B R4.1, R4.2

- Draw Ss' attention to the highlighted words/phrases.
- Have Ss read the sentences containing the unknown words/phrases and try to deduce their meaning from the context.
- Ask Ss to go to the *Using a Dictionary* section on page 134.
- Have Ss check their answers in a dictionary.
- Check the answers with the class.

KEY

Suggested answers

Dialogue 1

withdraw - to take out money from your bank account

Dialogue 2

exchange rate - the cost of changing money to a different currency

Dialogue 3

savings account - the account in which you save money in the bank

deposit - the money you put to open an account or to save in your account

C R2.1

- Ask Ss to read through 1-5 and a-e and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

D R2.1

- Ask Ss to read through the questions 1-4 and check their understanding.
- Refer Ss to the dialogues.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. L, B, M 2. E 3. L 4. E

- Explain any unknown words and choose Ss to read out the dialogues.

Over to you S1.1, S2.3

- Ask Ss the questions.

- Elicit answers and initiate a short discussion.

KEY

Suggested answers

• Yes, I've got a savings account but I don't make deposits very often. Maybe about once or twice a year. / No, but my parents have promised to open a savings account for me as soon as I finish school.

• ATMs are very convenient and easy to use. / I have difficulty using them because I keep forgetting my PIN.

2. Vocabulary

A

- Draw Ss' attention to the TIP and explain it. Relate the TIP to the words in the box.
- Draw Ss' attention to the words in the box.
- Have Ss do the activity.
- Check the answers with the class.

KEY

note (n) piece of paper money

bill (n) a written list showing how much you have to pay for services you have received or work that has been done (e.g. *phone bill*)

change (n) the money that you get back when you have paid for something giving more money than the amount it costs

change (n) coins rather than paper money

cheque (n) a printed form that you can write on and sign as a way of paying for something instead of using money

charge (v) to ask for an amount of money for goods or a service

charge (n) the amount of money that somebody asks for goods and services

**1. charge 2. change 3. bill 4. charge 5. bill 6. note
7. cheque 8. change**

3. Grammar

A

- Ask Ss to read through the examples.
- Draw Ss' attention to the words/phrases in blue.
- Draw Ss' attention to the incomplete rules.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Too

Enough

too

enough

enough and too much

too many and enough

- Refer Ss to examples 1, 3 and 8 and point out to them that *too* and *enough* are followed by *to + base form*.
- Refer Ss to the Grammar Reference (p. 123).

B

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

KEY

1. I'm not old enough to get a driving licence.
2. Tina has got too many clothes in her wardrobe.
3. I can't use the payphone because I haven't got enough change.
4. For some people, online banking is too difficult to use.

4. Pronunciation

A

- Play the recording and pause after each word so that Ss can repeat.
- Ask Ss the question in the rubric.
- Elicit and check answers.

KEY

The *gh* in *flight* is silent. It has a /f/ sound in *enough* and a /g/ sound in *spaghetti*.

Language Plus

Written *gh* has no sound of its own. It is never pronounced as it is written. The *gh* in most cases is silent, in a few it is pronounced /f/ and in very few it is pronounced /g/.

B

- Have Ss do the activity individually or in pairs.
- Play the recording and have Ss listen to the words and check their answers.
- Check the answers with the class.

KEY

The following words should be circled in each group:

1. laugh, 2. cough, 3. Ghana

- For further practice, ask Ss to tell you how *gh* is pronounced in each of the words in the three groups.
- Elicit and check answers.
- Ask Ss to tell you of any other words they know containing *gh*.

KEY

silent: through, height, straight, daughter, weigh, neighbour

/f/: laugh, cough, rough, tough

/g/: Ghana, ghost, Afghanistan

5. Listen L2.1

- Ask Ss to read through the questions and the respective answer choices a-c 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. Write questions 1-3 on the board (without the options) and ask Ss to cover the listening 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. a 2. b 3. b

6. Speak S1.1, S3.1

- Refer Ss to the situations on page 117 and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

KEY

For suggested answers, see **9a.6** on page 150.

2. Vocabulary

Read the tip on the right. What do the words in the box mean? Are they verbs or nouns? Then complete the sentences. You can use some of the words twice.

bill change note cheque charge

1. How much did they for the repairs to your car?
2. Here's your £10.50. The receipt is in the bag.
3. **A:** That was a great meal. Would you like some dessert?
B: No, I'm full. Let's ask for the
4. Delivery is free of
5. I got a huge telephone How am I going to pay for it?
6. Could you break a twenty-pound
7. You can pay in cash, by credit card or by
8. Have you got any ? I want to buy a soft drink.

3. Grammar

too / enough → p. 123

A Read the examples and complete the rules.

1. Those shoes are **too** expensive for me to buy.
2. I don't want to spend all my money **too** quickly.
3. I'm not rich **enough** to buy a house by the beach.
4. My brother is always broke because he doesn't spend his money wisely **enough**.
5. I've got **enough** money for the jacket, but I don't think I need another jacket.
6. We paid **too much** money for this house. I don't think it's worth it.
7. We've got **too many** bills to pay this month.
8. I've got **enough** money to buy the ticket.

Meaning:

- has a negative meaning and it means more than what is necessary or wanted.
- has a positive meaning and it means as much as you need.

Use:

- + adjective or adverb
- adjective or adverb +
- and + uncountable nouns
- and + plural countable nouns

B Rewrite the sentences using the words in brackets.

1. I'm **too** young to get a driving licence. (**enough**)
2. Tina has got **more** clothes than she needs in her wardrobe. (**too**)
3. I can't use the payphone because I've got **less** change than I need. (**enough**)
4. For some people, online banking isn't **easy** enough to use. (**too**)

TIP!

Keep in mind that some words can have more than one meaning. Also, some words can be both verbs and nouns.



4. Pronunciation

A Listen and repeat. What do you notice about the **gh** sound in each word?

flight enough spaghetti

B Read the words below. Circle the word in each group that contains a **gh** sound that is different from the rest. Then listen and check your answers.

1. through laugh height
2. cough straight daughter
3. weigh neighbour Ghana

5. Listen

Listen to three dialogues and answer the questions. Choose **a**, **b** or **c**.

1. Why does the woman have problems with the payphone?
 - a. It swallowed her money.
 - b. Her credit card isn't working.
 - c. She hasn't got enough change.
2. How does the man pay?
 - a. in euros
 - b. in pounds
 - c. by cheque
3. Why is the woman angry?
 - a. Because she needs to pay a bill.
 - b. Because she had to wait in the queue.
 - c. Because the cash machine isn't working.

6. Speak

ROLE PLAY

Talk in pairs. Go to the Speaking Activities section on page 117.

1. Read

A Look at the abbreviations below and discuss the questions.

- What do you think they stand for?
- What do they measure?
- Where would you see them?

km kg °C min l

B  Read the instructions below quickly (skim) and match them with the pictures A-F.

Stir about $\frac{1}{2}$ cup dry mix into 1 cup hot water. Cover and let it stand for 10 mins. Serve. **1**

- It is best to take this medicine on an empty stomach; 1 hr before or 2 hrs after meals.
- Shake well before each use.
- Keep out of reach of children. **2**

- Fill a large pot with 1 kg of soil.
- Make 1 cm holes in the soil. Try to keep them 5 cm apart from each other.
- Plant two seeds in each hole.
- Water regularly. **3**

1. Pour $\frac{1}{2}$ l of cream into an electric mixer bowl and mix for a few minutes.
2. Add about 7 tbsp icing sugar. Mix until the whipped cream is thick.
3. Serve immediately.

Helpful hints

- Make sure the cream is cold.
- If you plan to add any flavourings, such as vanilla or spices, remember to add them with the sugar. **4**

- Mix dye with 120 ml hot water and leave for 10 mins.
- Wear gloves to protect your hands.
- Apply with 5 cm brush. Make sure you cover hair completely.
- Leave for 60 mins.
- Shampoo hair. **5**

Make your own birdhouse!

You will need a thin piece of wood 60 cm long and 45 cm wide. Use a ruler to draw the shapes accurately (as shown in the diagram), before you cut them out. **6**



C  Now scan the texts. Then read them carefully and write **T** for True and **F** for False.

1. You should wait before eating the soup. **1**
2. You should eat something just after you have taken the medicine. **2**
3. You should plant the seeds at a particular distance from each other. **3**
4. You should put the vanilla into the bowl at the same time as the sugar. **4**
5. You should put the dye on your hair sixty minutes after preparing it. **5**
6. You need a piece of wood in the shape of a square to make the bird house. **6**

2. Vocabulary

 Listen, read and complete the sentences with the measurements in the box.

UNITS OF MEASUREMENT

Length:

1 inch (in) = 2.54 centimetres (cm)
1 foot (ft) = 30.48 centimetres (cm)
1 yard (yd) = 0.91 metres (m)
1 mile (mi) = 1.6 kilometres (km)

Weight:

1 ounce (oz) = 28.35 grams (g)
1 pound (lb) = 0.45 kilograms (kg)
1 ton (tn) = 1,000 kilograms (kg)

Capacity:

1 fluid ounce (fl oz) = 29.5 millilitres (ml)
1 pint (pt) = 473 millilitres (ml)
1 quart (qt) = 0.95 litres (l)
1 gallon (gal) = 3.78 litres (l)

a. 180 miles
b. 7 tons
c. 12 inches
d. 2 quarts
e. 7 pounds
f. 3 gallons
g. 29,029 feet

1. An adult elephant can weigh about
2. A ruler is long.
3. My family usually drinks about of milk every day.
4. The distance between Liverpool and London is about
5. A baby weighs about when it is born.
6. The highest mountain in the world is high.
7. I use about of petrol a day to get to and from work.

LEARNING STANDARDS**SB:** R1.1, R2.1, R2.3, L1.1, L2.5, S2.5**WB:** L2.1**FUNCTIONS**

Understanding different kinds of instructions
Giving instructions
Using common units of measurement

STRUCTURES

Infinitives

VOCABULARY

apply brush (n) cardboard cover (v) distance
draw dye electric mixer fill ingredients
keep out of reach medicine on an empty stomach
pot pour powdered sugar seed shampoo (v)
shape soil spices stir tablespoon (tbsp)
thick use (n) vanilla wide

Units of measurement

centimetre fluid ounce foot gallon gram
inch kilogram kilometre litre metre mile
millilitre ounce pint pound quart ton yard

1. Read**A**

- Ask Ss to look at the abbreviations given here.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

KEY

- km-kilometre, kg-kilogram, °C-Celsius, min-minute, l-litre
- distance, mass/weight, temperature, time, liquid/capacity
- in instructions / manuals / cookbooks, on packages, on road signs, at petrol stations, etc.

B R1.1

- Draw Ss' attention to the pictures A-F and ask them what they are/show (a diagram, a cookbook cover, a medicine box, a packet of dried soup, a packet of seeds, a box of hair dye).
- Elicit answers.
- Ask Ss to read the instructions 1-6 and underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

KEY 1. D, 2. C, 3. E, 4. B, 5. F, 6. A

- Ask Ss some comprehension questions:

How much dry mix do you need to stir into one cup of hot water? about ½ cup

*What kind of medicine does the second set of instructions refer to?
(a) penicillin (solution)*

*What should you do before you use the medicine?
You should shake it well.*

*What advice does it give regarding children?
You should keep it out of reach of children.*

*What kind of seeds does the packet contain?
basil seeds*

How much soil do you need for a large pot? 1 (a) kg of soil

*What should you make in the soil?
You should make 1 cm holes.*

*How many seeds should you plant in each hole? two
How often should you water them? regularly*

*What should you pour into an electric mixer bowl?
1/2 l of cream*

How long should you mix it? for a few minutes

*What kind of sugar should you add? powdered sugar
How much? 7 tbsp*

When should you stop mixing it? When the whipped cream becomes thick.

When should you serve it? immediately

What should you make sure of, concerning the cream? that it is cold

What kind of flavourings can you add? vanilla or spices

How long should you leave the mix of dye and hot water? 10 minutes

Why should you wear gloves? to protect your hands

*What can you use to apply the dye to your hair?
a 5 cm brush*

*What is the last step after you have applied the dye?
You should shampoo your hair.*

What does the diagram in picture A show? how to make your own birdhouse

What should you use to draw the shapes with? a ruler

Why should you use a ruler? so that you can draw the shapes accurately and as shown in the diagram.

*What should you do once you've drawn the shapes?
You should cut them out.*

C R2.1

- Ask Ss to read through the statements 1-6 and make sure that they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class. Then, ask Ss to provide justifications for their answers and to correct the false statements. This will challenge **higher-performing Ss**.

KEY 1. T, 2. F, 3. T, 4. T, 5. F, 6. F

- Explain any unknown words in the instructions.

OPTIONAL ACTIVITY

- Ask Ss some questions:

Are you good at reading and understanding instructions?

Have you ever followed any of the set of instructions mentioned in the reading activity?

Which is the easiest and the most difficult set of instructions mentioned in the reading activity?

Have you ever tried to follow a set of instructions which resulted in a disaster?

- Elicit answers and initiate a short discussion.

2. Vocabulary

- Draw Ss' attention to the table containing different units of measurements.
- Play the recording and have Ss follow in their books.
- Provide Ss with any necessary explanations/clarifications regarding the way the units of measurements presented here are abbreviated and used.
- Ask Ss which of these units of measurements they use in their daily life.
- Elicit answers and initiate a short discussion.
- Ask Ss to read through the sentences 1-7 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. 7 tons	5. 7 pounds
2. 12 inches	6. 29,029 feet
3. 2 quarts	7. 3 gallons
4. 180 miles	

- For further practice on the units of measurements, and to help **lower-performing Ss**, ask Ss to tell you how much they weigh, how tall they are, how far they travel to go to school/work, etc.
- Elicit answers.

3. Grammar

A

- Ask Ss to read through the dialogue.
- Draw Ss' attention to the words in blue.
- Point out to Ss that these are some examples of full and bare infinitives.
- Make sure that Ss understand the difference between the full (*to + base form of the verb*) and the bare infinitive (*base form of the verb without 'to'*).
- Ask Ss to read through the rules.
- Make sure that Ss have not got any questions and/or unknown words.
- Have Ss complete the rules.
- Check the answers with the class.

KEY

Full infinitive: want, forget, too, how,
Bare infinitive: should, let

- Refer Ss to the Grammar Reference (p. 124).
- For further practice, ask Ss to come up with their own example sentences and check their understanding of the structure. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *They / not / let / children / watch / TV / during / week*).

B

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

KEY

1. to cut, give, see, check
2. to prepare, to make, to make, check, to get

4. Listen

A R2.3

- Ask Ss to read through the statements 1-5 and the phrases a-e, and make sure they have not got any unknown words.

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

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

B L1.1, L2.5

- Tell Ss they are going to listen to five extracts and match them with the broadcasts a-e in Activity A.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively, to help **lower-performing Ss**, play the recording and pause after each extract for Ss to choose their answers. Play the recording again and ask Ss to check their answers.
- Check the answers with the class.

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

C L2.5

- Ask Ss to read through the questions and make sure they have not 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.
- If students have difficulty doing this task, play the recording again and provide Ss with the transcript so that they can listen and read at the same time in order to answer the questions.
- Check the answers with the class.

KEY

1. extract 2 - All you have to do...
extract 4 - we'll show you our top...
2. extract 1 - refers to the weather forecast - will have..., will remain..., will, however, return...
extract 4 - to talk about something that is about to happen - we'll show..., will answer...

5. Speak S2.5

- Divide Ss into pairs and explain to them what they have to do.
- Draw Ss' attention to the phrases in the box and the example dialogue and check their understanding.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

KEY Suggested answer

A: I'm not sure how this printer works. Do you think you can help me?
B: Sure, let me show you. First, you have to check if it's plugged in.
A: Can you check for me?
B: Well, everything seems to be OK. Next, you have to turn it on. There. Do you see the green light?
A: That means it's ready to print, right?
B: Well, yes, but make sure you open the page you want to print first. When you are ready, just click on the printer icon on the tool bar or go to 'File' then 'Print'. Remember to indicate the number of printouts you would like to have.
A: Thanks a lot. You've been very helpful.
B: You're welcome. Before you leave, don't forget to turn it off!

3. Grammar

Infinitives → p. 124

A Read the examples and complete the rules.

A: I want **to plant** these seeds. Is it difficult **to do**?

B: No. Let me **show** you how **to plant** them. Umm... that pot is too small **to fit** all of them in.

A: I'll go to the shop **to get** a pot that's big enough **to fit** all of them, then.

B: Don't forget **to ask** how often you should **water** them.

Use the full infinitive (e.g. **to do**)

- to express purpose.
- after certain verbs (e.g., *would like, decide, need, plan, try, offer*).
- after *it + be + adjective*.
- after and *enough*.
- after question words (e.g. *what, where*,).

Use the bare infinitive (e.g. **do**)

- after modal verbs (e.g. *can, could, must*).
- after the verbs *make* and

4. Listen

A In which type of broadcast would you expect to hear phrases 1-5? Match each one with the broadcasts a-e.

1. Welcome to the show Bill!	<input type="radio"/>	a. a news report
2. Get yours today!	<input type="radio"/>	b. a talk show
3. Temperatures are going to rise...	<input type="radio"/>	c. an interview
4. We will keep you informed...	<input type="radio"/>	d. a weather forecast
5. Today, with our three brilliant guests, we are going to discuss...	<input type="radio"/>	e. an advertisement

B Listen to the extracts 1-5 and match them to the appropriate type of broadcast a-e.

Extract 1	<input type="radio"/>	Extract 4	<input type="radio"/>
Extract 2	<input type="radio"/>	Extract 5	<input type="radio"/>
Extract 3	<input type="radio"/>		

C Now listen to the extracts again and answer the following questions.

1. During TV and radio broadcasts the second person 'you' is often used to make the viewer/listener feel like the speaker is talking directly to them. Which extracts include this feature? Can you give some examples?
2. Which extracts use mostly future tenses? Why? Can you give some examples?

B Complete with the full or the bare infinitive of the verbs in brackets.

1. A: I think we need (cut) this piece of cardboard first. Can you (give) me the scissors?
- B: I can't (see) them anywhere. Let me (check) in the kitchen.
2. A: I've decided (prepare) something special for dessert. I'd like (make) a chocolate cake!
- B: Have we got enough sugar (make) a cake? I think you should (check) in the cupboard first.
- A: Don't worry. I went to the shop (get) all the ingredients after work.

5. Speak

Talk in pairs.

Student A: Ask Student B for help with one of the following:

- how to use something (e.g. *microwave, printer*)
- how to make one of his/her favourite recipes

Student B: Give Student A instructions. Use some of the phrases in the box.

**How does this... work? /
How can I make...?
Let me show you. First,...**

- First... / Then... / Next... / After that... / Lastly...
- The first/next/last thing you do / have to do is...
- When you finish that...
- Remember to...
- Don't forget to...
- Make sure you...
- Be careful with...
- It is best to...
- Use... to...

1. Read

A Discuss.

- What do you know about how memory works?
- How can you improve your memory?

B  Read the text quickly (skim) and check your answers.

Memory

How good are you at remembering names, dates, PIN and telephone numbers? It is not an easy process for all. Memory is one of the most interesting functions of the human brain, which is why scientists spend so much time studying how it works.

Studies have shown that when we learn something new, it stays in our memory for 20-30 seconds. This is our short-term memory and it can hold up to seven bits of information, for example a 7-digit phone number. If we repeat it and use it often, this information can move from short-term to long-term memory, which is the place where memories are **stored** for a long time. Scientists say that long-term memory will never **fill up** completely with memories in one lifetime!

Then why do we forget things? Forgetting things that are not important helps our brain to remember things that are. Our brain is always 'cleaning out' useless information to make **room** for something more useful.

There is no limit to the possibilities of memory. There are many people throughout history who had incredible memories. Winston Churchill, a former **prime minister** of the UK, knew almost all of Shakespeare's works **by heart**.

There are even competitions for memory. One of them is the **annual** World Memory Championship, which was first held in 1991. The winner that year was Dominic O'Brien and he went on to win seven more times. In 1993, he broke the record by memorising 900 **random** numbers in an hour. However, the current record is 2,660 by Wang Feng from China. O'Brien has written several books on the techniques he uses to improve his memory.

If you are interested in improving your memory, apart from using memory techniques, there are lots of simple things you can do, like eating healthily, sleeping well and exercising daily. Challenging your brain also helps you keep it healthy and active. So, why not start doing puzzles, playing mind games or studying a new language?



C  Match the highlighted words/phrases from the text with their meanings. Then check your answers in a dictionary. See *Using a Dictionary*, p. 134.

1. store (v.)	<input type="radio"/>	5. by heart	<input type="radio"/>
2. fill up	<input type="radio"/>	6. annual	<input type="radio"/>
3. room	<input type="radio"/>	7. random	<input type="radio"/>
4. prime minister	<input type="radio"/>		

a. learnt in such a way that you can repeat it exactly from memory
b. without any particular plan or order
c. happening once a year
d. space
e. to become full
f. the leader of the government
g. to save information on a computer or to keep it in your memory

D  Now scan the text. Then read it carefully and answer the questions. Choose a, b, c or d.

1. According to the text, what is true about our memory?
 - There are two different types of memory.
 - Information remains in our long-term memory forever.
 - We can remember something new for at least thirty seconds.
 - Our short term memory can remember up to seven facts of any size.
2. What does the expression 'cleaning out' (line 19) mean in the text?
 - revising
 - reducing
 - repeating
 - removing
3. Winston Churchill is mentioned in the text because he
 - had an amazing ability.
 - liked to memorise Shakespeare.
 - used to be Prime Minister of the UK.
 - knew there was no limit to what he could remember.
4. Dominic O'Brien
 - holds a world record at present.
 - has written many books about his life experiences.
 - has shared ways to remember information with others.
 - won the World Memory Championship a total of seven times.

LEARNING STANDARDS**SB:** S1.1, R1.1, R4.1, R4.2, R2.1, L2.1**FUNCTIONS**

Guessing the meaning of unknown words

STRUCTURES

-ing form

VOCABULARY

annual bits brain break a record by heart
 challenge (v) digit fill up limit memorise
 memory mind (n) prime minister puzzle
 repeat room (= space) shampoo (n) store (v)
 throughout winner

1. Read**A S1.1**

- Ask Ss to look at the picture on the page and tell you what it shows (*a man with post-it notes stuck on his face and body*).
- Ask Ss the questions.
- Elicit answers and initiate a short discussion. Do not correct Ss at this stage.

B R1.1

- Have Ss read through the text and underline any unknown words.
- Check the answers to the questions in the previous activity with the class.

KEY*Suggested answers*

- By storing useful information and cleaning out what is considered to be useless.
- By using memory techniques, eating right, sleeping well, exercising daily and challenging your brain.

- Ask Ss some comprehension questions:

Is remembering an easy process for everyone? No, it isn't.

Why do scientists spend so much time studying how memory works? Because it is one of the most interesting functions of the human brain.

How many bits of information can our short-term memory hold? It can hold up to seven bits of information.

How does information move from short-term to long-term memory? by our repeating it and using it often

What is long-term memory? the place where memories are stored for a long time

What kind of things do we forget? things that are not important

Who was Winston Churchill? a former prime minister of the UK

Who was his favourite playwright/writer? Shakespeare

Are there competitions for memory? Yes, there are.

When was the annual World Memory Championship first held? in 1991

What did Dominic O'Brien do in 1993?

He broke the record by memorising 900 random numbers in an hour.

What is the current record? It is 2,660 numbers.

Who holds it? Wang Feng from China

Background information

William Shakespeare (1564-1616) was an English poet and playwright, widely regarded as the greatest writer in the English language.

C R4.1, R4.2

- Refer Ss to the highlighted words/phrases 1-7 in the text.
- Ask Ss to read through the meanings a-g and make sure they have not got any unknown words.
- Ask Ss to go to the *Using a Dictionary* section on page 134.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

D R2.1

- Ask Ss to read through the questions 1-5 and the respective answer choices a-d. Make sure they have not got any unknown words.
- 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 1-5 on the board (without the options) and ask Ss to cover Activity D 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. a, 2. d, 3. a, 4. c, 5. d

- Explain any unknown words in the text.

Over to you S1.1

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

KEY*Suggested answers*

- I remember playing with my brother in our garden. I was about 3 years old.
- Yes, I do because I can easily remember all sorts of things and information. / No, I don't because I'm terrible at remembering things.
- I usually forget the names of people I meet for the first time.
- My grandmother has got an incredible memory. She's 85 and can remember details and incidents from her childhood.

2. Grammar**A**

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Ask Ss to read through the table containing the uses of the *-ing* form.
- Have Ss do the activity.
- Check the answers with the class.

KEY

b, d, a, c

- For further practice, refer Ss to the reading text and ask them to underline any examples of the *-ing* form and tell you how it is used in each one of them according to the uses in the table (*How good are you at remembering names..? (d), ... scientists spend so much time studying... (b), Forgetting things that are not important... (a), ... by memorising 900 random numbers... (d), If you are interested in improving your memory, ... (d), apart from using... (d), like eating healthily, sleeping well and exercising daily. (d), Challenging your brain... (a), So, why not start doing... (b) ... playing... (b) ... studying... (b) ...*).
- Draw Ss' attention to the note and explain it.
- Refer Ss to the Grammar Reference (p. 124).

B

- Ask Ss to read through the two dialogues and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- to go, to come, to get, making, to cook, make, doing
- to get, to buy, go, going, to have, Walking

3. Listen**A S1.1**

- Draw Ss' attention to the telephone number as well as to the shopping list.
- Ask a student to read out the telephone number.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

B

- Play the recording and have Ss listen to an expert giving tips about memory and compare their answers.
- Check the answer with the class.

KEY*Suggested answer*

The expert associated the numbers with real and meaningful facts/information while he suggested putting the items in the shopping list into groups.

C L2.1

- Ask Ss to read through the incomplete sentences 1-4 and check their understanding.
- Play the recording and have Ss listen and do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively, play the recording and pause to allow time for Ss to write their answers. This will help **lower-performing Ss**. Play the recording again and have Ss check their answers.
- Check the answers with the class.

KEY

- phone numbers, PIN numbers
- new information
- groups
- look at

5. Which sentence best expresses the main idea of the last paragraph?

- Our mind requires lots of sleep to work correctly.
- Regular exercise is very important for brain function.
- Better eating habits will help us to remember more.
- There are various things that we can do to develop our memory.



Over to you...

Discuss.

- What is your earliest memory?
- Do you think you have a good memory? Explain what you can do.
- What kind of things do you usually forget?
- Do you know anyone who has an unusually good memory? What can they do?

2. Grammar

-ing form → p. 124

A Read the examples and match them with the uses of the **-ing** form.

Use the **-ing** form (e.g. **doing**)

I enjoy **learning** new things.



He tried to improve his memory by **memorising** numbers.



Exercising is good for the body and mind.



It's worth **doing** puzzles to keep your mind active.



- a.** as a subject of a verb
- b.** after certain verbs (e.g. *like, love, enjoy, hate*)
- c.** after certain expressions (e.g. *how about, it's worth, don't mind*)
- d.** after prepositions, such as *about, by, for, from*, etc.

NOTE

The verbs **stop** and **try** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning.

Wayne **stopped drinking** coffee.

(*He doesn't drink coffee any more.*)

Wayne **stopped to drink** coffee.

(*He stopped the action he was doing to drink some coffee.*)

Try drinking some tea. It'll make you feel better.

(*Do it as an experiment.*)

I'll **try to finish** cooking before noon.

(*I'll make an effort.*)

B Complete the dialogues with the **-ing** form, the **full infinitive** or the **bare infinitive** of the verbs in brackets.

A: I want (go) for a picnic.
Would you like (come) with me?
B: Yes, but we need (get) some food and something to drink before we leave.
A: How about (make) something?
B: No, I'm too lazy (cook) right now.
A: OK, I can (make) some sandwiches. I enjoy (do) that.
2. A: Hey, Mom. I'm going out (get) some fresh air. Do you need anything?
B: Actually, I do. I forgot (buy) shampoo yesterday, so could you (go) to the supermarket?
A: Sure.
B: Oh, and some toothpaste, please. Are you sure you don't mind (go)? You seem (have) a lot of studying.
A: No, it's OK. (walk) will help me relax.

3. Listen

A Imagine you had to remember the telephone number below and the items on the shopping list. If you couldn't write them down, what would you do to remember them?

247-365-1879

B Listen to a part of a radio programme with an expert giving tips about memory and compare your answers.

C Listen again and complete the following sentences.

- The host isn't good at remembering and
- Making associations means connecting to information you already know.
- 'Chunking' means putting items into
- To remember the name of a person you meet, you should the person when you say their name.

oranges
cheese
yoghurt
bananas
milk
strawberries
ice cream

1. Listen

A Discuss.

- Do you know of any charity events that take place in your city?
- What happens at these events?
- Where does the money they raise go?

B Listen to a radio announcement and complete the poster.



C Now listen to two people talking about the event and answer the questions. Choose a, b or c.

1. How much money did the man spend at the food festival?
 a. £5
 b. £10
 c. £15
2. How long did he stay at the festival?
 a. about 3 hours
 b. about 4 hours
 c. about 7 hours
3. What can we conclude after listening to the dialogue?
 a. The festival is mainly for children.
 b. Driving to the festival is not a good idea.
 c. It's better to go to the festival in the afternoon.

2. Speak

A Think about a place you have been to (e.g. museum, restaurant, fitness centre, place of entertainment) or an event you have attended (e.g. sporting event, game, festival). Complete the table below with information about it and give your opinion.

PLACE NAME	<input type="text"/>
ADDRESS/VENUE	<input type="text"/>
DAYS/DATE/HOURS	<input type="text"/>
COST/FEE	<input type="text"/>
GOOD POINTS	<input type="text"/>
BAD POINTS	<input type="text"/>

B Talk in small groups. Discuss the place or event you have chosen using the ideas in the box.

Talk about:

- where it is / takes place
- when it is best to go
- the age group it is for
- what it is like
- what you can do there
- the cost
- whether or not it is worth going

Last week I went to the new ice-skating rink.

Really? Where is it?

...

What's it like?



LEARNING STANDARDS**SB:** S1.1, L2.1, S2.3, R2.2, R2.3, W1.4, W2.2, W2.3**WB:** R2.3, W1.4**FUNCTIONS**

Expressing opinion and giving information

VOCABULARY

charity contribution duty earn effort
 entrance fee essential fulfil funds groceries
 growth income percentage raise money
 reasonable refreshments satisfaction struggle
 sum venue

1. Listen**A S1.1**

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

KEY*Suggested answers*

- for the homeless / the victims of natural disasters / for children/people in need, etc.
- People give money/food/clothes or they take part in / attend various events and pay a certain fee for doing so.
- It goes to help the people in need or to support a good cause.

B L2.1

- Draw Ss' attention to the poster without worrying about the missing information and make sure they have not 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.
- Check the answers with the class.

KEY

1. UNIVERSITY	5. 10.00
2. GUEST	6. £5
3. 26	7. the children's hospital
4. 27	

C L2.1

- Ask Ss to read through the questions 1-3 and the respective answer choices a-c.
- 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 listening 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. c, 2. b, 3. b

2. Speak**A**

- Draw Ss' attention to the table.
- Allow Ss some time to complete the table.
- Point out to Ss that the information they are going to complete the table with should be brief.

KEY*Suggested answer*

PLACE NAME	BIG AL'S RESTAURANT
ADDRESS/VENUE	12 ELWOOD ROAD
DAYS/ DATE/ HOURS	SATURDAY, 9 OCTOBER, 8-10.30 p.m.
COST/FEE	MEAL FOR TWO: £65
GOOD POINTS	FRIENDLY & HELPFUL WAITERS PLEASANT ATMOSPHERE VARIETY OF DISHES
BAD POINTS	A LITTLE NOISY EXPENSIVE

B S1.1

- Draw Ss' attention to the list of ideas in the box and check their understanding.
- Ask Ss to read through the example dialogue and check their understanding.
- Demonstrate the activity with the help of three or four students.
- Have a group of three or four students demonstrate the activity at the front of the class.
- In small groups, have Ss talk about a place/event using the information in the table covering the points mentioned in the box.
- Go round the class helping Ss when necessary, and encourage groups to talk about more than one place/event.
- Choose some groups to act out the dialogue.

KEY*Suggested answer*

A: Last Saturday evening I went to Big Al's restaurant with my sister.
B: Big Al's? Where's that?
A: Well, it's a new restaurant in the city centre. It's at 12 Elwood Road.
C: What was it like?
A: I liked it. It had a pleasant atmosphere and the waiters were very friendly and helpful.
B: What was the food like?
A: It was great! They have got a great variety, but it's pretty expensive.
C: Really? How much did you pay?
A: £65 for two.
B: That is kind of expensive.
A: But the dish I ordered, Big Al's Chicken Special, was delicious!
C: So, on the whole, would you recommend it?
A: Well, yes, if you can afford it, I mean.
B: I might go try it out next Saturday.
A: Umm, I don't think you should go on a Saturday. It was kind of noisy the day I went. Why don't you make a reservation for Friday evening?
B: OK, I will.

3. Write**A R2.2**  **R2.3** 

- Draw Ss' attention to the text and ask them to tell you what it is (*an essay*).
- Provide Ss with any necessary explanation about what an essay is.
- Ask Ss to read through the statement in red and tell you what the essay is about (*donating money to charity*).
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss the questions in the rubric.
- Check the answers with the class.

KEY*Suggested answer*

The writer is in favour of supporting a charity. He believes that giving some money to charity will benefit both the cause you have chosen to support and you personally.

- Draw Ss' attention to the note and explain it.
- Ask Ss to read through the questions 1 and 2, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. They introduce the central idea of the paragraph. (They tell the reader what the paragraph is about.)
2. They are usually found at the beginning of the paragraph. The sentences following these sentences expand on / develop the idea that has been introduced.

- Ask Ss some comprehension questions:

According to the writer, how do most of us spend our money? We pay bills, put petrol in our cars and buy groceries.

Why are donations important to charities? Because they are a source of income.

How do donations help charities? They help charities to achieve their goals and provide services.

What do people who support charities experience? a greater sense of purpose and satisfaction

Why? Because actively contributing towards a cause fulfils your sense of duty and make you feel good about yourself.

What does the writer believe about simple acts of charity? Simple acts of charity are what make the world a better place to live in.

What can make a difference to your life and the life of those around you? regularly donating a percentage of your income

- Explain any unknown words in the text.

B R2.3 

- Ask Ss to read through the statements a-d and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

C W1.4  **W2.2, W2.3** 

- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Draw Ss' attention to the TIP and explain it.
- Tell Ss that they are going to write a summary of the essay in Activity A.
- Ask Ss to go to the Workbook page 98 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 99 and complete the writing plan before they start their 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 the summary in class and go round the class providing support when necessary.
- Choose some Ss to read out their summaries.

3. Write A PARAGRAPH SUMMARISING AN ESSAY

A  Read the statement below and an essay written in response. What is the writer's opinion on the issue? What arguments does he/she use to justify his/her opinion?

You should always give a percentage of the money you earn to charity.

- 1 Most of us spend the money we earn in more or less the same way. We pay our bills, put petrol in our cars and buy groceries, but what should we do with the sum that is left over? I personally think that if you earn a reasonable income, you should make an effort to support a charity. Doing so will benefit not only the cause you choose to support but also you personally.
- 2 **Firstly, the donations that charities receive are an important source of income for them.** Without these donations they would struggle to achieve their goals and provide the services they set out to provide. Funds in the form of donations are, therefore, essential to the survival, growth and contribution of a charity.
- 3 **Furthermore, people who support charities experience a greater sense of purpose and satisfaction.** That's because actively contributing towards a cause fulfils your sense of duty and makes you feel good about yourself. It is a constructive way to give back to your community when you cannot volunteer your time or services.
- 4 I believe that simple acts of charity are what make the world a better place to live in. Regularly donating a percentage of your income can make a big difference both to your life and to the life of those around you because it makes 'giving' a way of life, which is what being part of a social environment is all about.

Now read the essay again and answer the questions that follow.

1. What purpose do the highlighted sentences serve?
2. How do these sentences differ from the sentences that follow?

NOTE

TOPIC SENTENCES

The sentence that introduces the central idea of a paragraph is called a topic sentence. This is usually the first sentence in the paragraph. The other sentences develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

B  Read the essay again and match the paragraphs 1-4 with the descriptions a-d.

- The writer presents the first reason, supported with some examples, and explains it.
- The writer sums up and restates his/her opinion.
- The writer introduces the topic and states his/her personal opinion.
- The writer presents the second reason, supported with some examples, and explains it.

C  Read the essay again. Then write a summary of the essay using the plan and TIP below to guide you. **Go to the Workbook page 99.**

Plan

A summary paragraph of an essay

- **First**, say what the writer of the essay is writing about and sum up the main idea of the first paragraph.
- **Next**, summarise the main idea of each paragraph of the essay and its supporting details.
- **Finally**, summarise the main idea of the last paragraph and explain how the writer ends the essay.

TIP!

- Read the essay you are going to summarise once to get the main idea, then read it again and make notes on the major ideas included. Then, turn your notes into a paragraph, using the plan above.
- Do not include your own ideas or opinions about the topic discussed in the essay.
- Identify the main idea of each paragraph with the help of the topic sentence (if there is one).
- Include only the writer's main ideas, not unnecessary details.
- Do not copy sentences or parts of sentences from the essay, but summarise the writer's main ideas in your own words.
- Use the Present Simple.
- Use a variety of phrases to show the logical sequence of your sentences, e.g. *The writer begins by...*, *The writer discusses...*, *The writer also mentions...*, *The writer concludes by...*
- Use appropriate punctuation.

9 Round-up

1. Vocabulary

A Circle the correct words.

- I didn't have any **cash** / **currency** on me, so I paid by credit card.
- She gave me a receipt but forgot to give me my **change** / **cheque**.
- That's **exactly** / **directly** what I mean.
- Don't forget to take your **ingredients** / **medicine** before you go to bed.
- Mohammed is going to try to **change** / **break** the national record later this evening.
- There is a **rate** / **limit** to how many numbers I can remember.
- What colour did Lisa **dye** / **apply** her hair?
- Can I have two **litres** / **kilograms** of lemons, please?
- I can't lend you any money. I'm **reasonable** / **broke**.

Score: / 9

B Complete the sentences with the words in the box.

litre room bill withdraw
venue memorise metre repair

- After I finished my dessert, I asked the waiter for the
- Do you think your uncle can my bike?
- Did you any cash from the ATM today?
- We need about half a of milk for this recipe.
- Is there enough in the car for my suitcase?
- Try to your PIN number, because it's dangerous to write it down.
- We need to find a new for the event.
- This rope is too long. We only need one

Score: / 8

2. Grammar

C Circle the correct words.

- This puzzle is **too difficult** / **difficult enough** for me to solve.
- I'm sorry but I'm not **too strong** / **strong enough** to lift this box.
- Tony didn't have **money enough** / **enough money** so he paid by credit card.

- The poem was **too long** / **long enough** for me to learn by heart, so I gave up.
- The journey up the mountain was **too tiring** / **enough tiring** to complete in a day.
- I didn't like the special effects. They weren't **enough realistic** / **realistic enough**.
- I think you eat **too much** / **too many** chocolate.

Score: / 7

D Complete the sentences with the correct form of the words in brackets.

- Unfortunately, we didn't manage (go) skiing this winter.
- I'm thinking of (challenge) Ahmed to a table tennis match.
- My mother makes me (tidy) my room.
- I was really surprised (meet) Mona at the supermarket.
- I avoid (pay) for things in cash. It's more convenient (use) my debit card.
- Why don't you try (do) some aerobic exercises?
- They stopped (buy) some refreshments before they continued on their journey.
- Saud doesn't mind (go) to work by bus, but he can't stand (get) stuck in traffic.

Score: / 10

3. Communication

E Put the dialogue in the correct order. Write 1-6.

- OK. Next, you press this button here.
- Sure. It's very easy to use. First, you have to choose what you want.
- Yes, but be careful when it comes out. It's very hot.
- Is that it?
- Hey, Ricky. Do you know how to use this coffee machine?
- I want an espresso, without sugar.

Score: / 6

Total score: / 40

Now I can...

- carry out money transactions
- indicate degree and extent
- give and understand different kinds of instructions
- use common units of measurement
- write a paragraph summarising an essay

To be more effective, the exercises in the *Round-up* section should be completed and checked in class.

LEARNING STANDARDS

WB: R1.1

1. Vocabulary

A.

KEY

1. cash	6. limit
2. change	7. dye
3. exactly	8. kilograms
4. medicine	9. broke
5. break	

B.

KEY

1. bill	5. room
2. repair	6. memorise
3. withdraw	7. venue
4. litre	8. metre

2. Grammar

C.

KEY

1. too difficult	5. too tiring
2. strong enough	6. realistic enough
3. enough money	7. too much
4. too long	

D.

KEY

1. to go	5. paying, to use
2. challenging	6. doing
3. tidy	7. to buy
4. to meet	8. going, getting

3. Communication

E.

KEY

4, 2, 6, 5, 1, 3

Now I can...

- Draw Ss' attention to the points and get Ss to read 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.

10 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
S1.1	Cooperation and participation	10a, 1. Read A, p. 106
R2.1	Creative and critical thinking	10a, 1. Read B, p. 106
S1.1	Cooperation and participation	10a, 1. Read - Over to you..., p. 106
S1.1	Cooperation and participation	10a, 4. Speak, p. 107
S1.2	Communication	10a, 4. Speak, p. 107
R4.1	Problem-solving	10b, 1. Vocabulary, p. 108
R1.1	Creative and critical thinking	10b, 2. Read A, p. 108
R2.1	Creative and critical thinking	10b, 2. Read B, p. 108
S1.1	Cooperation and participation	10b, 2. Read - Over to you..., p. 108
L2.1	Communication	10b, 4. Listen, p. 109
L2.2	Communication	10b, 4. Listen, p. 109
S1.1	Cooperation and participation	10b, 5. Speak, p. 109
S1.1	Cooperation and participation	10c, 1. Read A, p. 110
R1.1	Creative and critical thinking	10c, 1. Read B, p. 110
R4.1	Problem-solving	10c, 1. Read C, p. 110
R4.2	Problem-solving	10c, 1. Read C, p. 110
R2.1	Creative and critical thinking	10c, 1. Read D, p. 110
S1.1	Cooperation and participation	10c, 1. Read - Over to you..., p. 111
R5.1	Inquiry and research	10c, 1. Read - Over to you..., p. 111
S2.2	Creative and critical thinking	10c, 4. Speak, p. 111
S1.1	Cooperation and participation	10d, 1. Listen A, p. 112
L1.1	Communication	10d, 1. Listen B, p. 112
S1.1	Cooperation and participation	10d, 1. Listen C, p. 112
L2.1	Communication	10d, 1. Listen D, p. 112
S1.1	Cooperation and participation	10d, 2. Speak, p. 112
S1.2	Communication	10d, 2. Speak, p. 112
S1.2	Communication	10d, 3. Write A, p. 113
W1.2	Problem-solving	10d, 3. Write A, p. 113
S1.2	Communication	10d, 3. Write B, p. 113
W1.2	Problem-solving	10d, 3. Write C, p. 113
W2.2	Communication	10d, 3. Write C, p. 113
W2.3	Communication	10d, 3. Write C, p. 113
W3.2	Creative and critical thinking	10d, 3. Write C, p. 113
S1.1	Cooperation and participation	Culture Page 5, A, p. 115
R1.1	Creative and critical thinking	Culture Page 5, A, p. 115
R2.1	Creative and critical thinking	Culture Page 5, B, p. 115
S5.1	Inquiry and research	Culture Page 5, Project, p. 115
W2.2	Communication	Culture Page 5, Project, p. 115
W2.3	Communication	Culture Page 5, Project, p. 115
S1.1	Cooperation and participation	Task (Modules 9 & 10) A, p. 116
S2.3	Creative and critical thinking	Task (Modules 9 & 10) A, p. 116
L1.1	Communication	Task (Modules 9 & 10) B, p. 116
L2.1	Communication	Task (Modules 9 & 10) C, p. 116
S1.1	Cooperation and participation	Task (Modules 9 & 10) D, p. 116
S2.3	Creative and critical thinking	Task (Modules 9 & 10) D, p. 116
S1.1	Cooperation and participation	Task (Modules 9 & 10) E, p. 116
S2.3	Creative and critical thinking	Task (Modules 9 & 10) E, p. 116
WORKBOOK		
L2.1	Communication	10a, Activity F, p. 105
W1.2	Problem-solving	10d, Activity B, p. 110
W1.2	Problem-solving	10d, Activity C, p. 111
R2.1	Creative and critical thinking	Round-up 10, Activity F, p. 116

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

10a

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- express and respond with support to common feelings such as surprise, interest and regret (S1.2)
- understand and respond with support to the detail in longer, more complex texts (L2.1) WB

10b

- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1)
- understand and respond with support to attitudes and opinions in longer, more complex texts (L2.2)

10c

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use with a little support key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with support to detail in longer more complex texts (R2.1)
- participate actively in reading longer fiction and non-fiction print and digital texts of interest (R5.1)
- describe independently the character of a real or fictional person (S2.2)

10d

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1)
- express and respond with support to common feelings such as surprise, interest and regret (S1.2)
- express and respond with support to common feelings such as surprise, interest and regret (W1.2)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)
- plan, and draft a longer complex text with a little support and modify the draft in response to feedback (W3.2)

Round-up 10

- understand and respond with support to detail in longer more complex texts (R2.1) WB

Culture page 5

- communicate with support a personal response to real and fictional events (S1.1)
- understand and respond with support to the main ideas in longer more complex texts (R1.1)
- understand and respond with support to detail in longer more complex texts (R2.1)
- summarise the main content of a longer factual or fictional text (S5.1)
- spell with support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)

Task (Modules 9 & 10)

- communicate with support a personal response to real and fictional events (S1.1)
- develop with support a clear argument to support their opinions on familiar topics (S2.3)
- understand and respond with support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with support to the detail in longer, more complex texts (L2.1)

10 THAT'S LIFE

VOCABULARY

That's life insect wallet

- Draw Ss' attention to the title of the module and ask them to tell you when we exclaim *That's life* and/or give you examples of how it can be used.
- Elicit answers (*when you are disappointed about something but know that you must accept it, e.g. It's a shame I can't go on the trip, but that's life!*).
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss to look at the pictures on the page and read through the accompanying captions.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Ask Ss the question in the *Discuss* section.
- Elicit answers and initiate a short discussion.

KEY

Suggested answers

- 1. I fell in front of friends:** He probably feels embarrassed and believes that he's made a fool of himself.
- 2. I won a competition:** He definitely feels happy/satisfied/excited, etc.
- 3. I found somebody's wallet:** This person probably feels surprised and puzzled.
- 4. I saw a huge insect in my bedroom:** The boy feels scared.

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

10 THAT'S LIFE

Discuss:

Look at the situations shown.
How do the people feel?



1 I fell in front of friends.



2 I won a competition.



3 I found somebody's wallet.



**4 I saw a huge insect
in my bedroom.**

In this module you will learn...

- to talk about imaginary situations
- to ask for and give advice
- to make wishes and express regret
- idioms describing feelings
- to give an account of a true event
- to report statements, questions, commands and requests
- useful phrases to express and respond to common feelings
- to write an email in which you express / respond to common feelings

1. Read

A Discuss.

- Do you enjoy travelling to other countries? Why? / Why not?
- What do you think the benefits of travelling are?

B  Read the quiz carefully. Answer the questions, add up your score and find out what kind of traveller you are.

What kind of traveller are you?

1 Which of the following would be your ideal trip abroad?

- a. Staying with friends or family abroad.
- b. Going on a package tour abroad.
- c. Going to the airport and getting on the first plane out of the country.

2 What would you do if you lost your passport while in a foreign country?

- a. I'd stay calm and go to the nearest embassy. I always carry photocopies of my passport with me.
- b. I'd enjoy the rest of my trip and worry about it later.
- c. I'd panic, be terrified of what would happen, and wish I could wake up and be safely back home.

3 What would you do if you got sick while in a foreign country?

- a. I'd ignore my symptoms and keep travelling. Getting sick abroad is an adventure and I'd be happy to lose some weight anyway.
- b. I'd take the necessary medicine from my well-prepared medicine bag, and wait to get better.
- c. I'd book the next flight home. Getting sick abroad is too risky.

4 What would you do if a waiter suggested an exotic dish without telling you what was in it?

- a. I'd say, 'Thanks, but I'm not very hungry.'
- b. I'd ask what's in the dish and then make up my mind.
- c. I'd definitely taste it. I always enjoy trying new dishes.

5 What would you do if you got lost while in a foreign city?

- a. I'd go to the nearest police station and ask them to drive me to my hotel.
- b. I'd celebrate the experience. When you get lost, you discover the best places in a city.
- c. I wouldn't get lost in the first place! I always carry a map and a GPS with me and have a good sense of direction.

6 What would totally ruin your trip abroad?

- a. Losing a suitcase at the airport.
- b. Realising that hardly anyone speaks my language.
- c. Realising that the place is very similar to my home country.

Score:

1	a. 0	b. 1	c. 2
2	a. 1	b. 2	c. 0
3	a. 2	b. 1	c. 0
4	a. 0	b. 1	c. 2
5	a. 0	b. 2	c. 1
6	a. 1	b. 0	c. 2

Results:

9-12: You're a confident and adventurous traveller who is very curious about the world. You want to live life to the fullest and do things that are out of the ordinary. You feel that life isn't worth living otherwise. However, you sometimes take risks which could have negative consequences.

5-8: You're a very organised and practical traveller. You always plan ahead, you prepare to the last detail and are usually ready for unexpected events. You enjoy travelling when it is safe and no risks are involved. You always consider the results of your actions.

0-4: You're a nervous traveller who is afraid of trying new things and of being in unfamiliar environments. You can't cope with unexpected events and refuse to take risks or try anything out of the ordinary. You might enjoy travelling in groups more than travelling independently.



Over to you...

 Discuss.

Do you agree with the results of the quiz? Why? / Why not?

LEARNING STANDARDS**SB:** S1.1, R2.1, S1.2**WB:** L2.1**FUNCTIONS**

Talking about imaginary situations

Asking for and giving advice

Making wishes and expressing regret

STRUCTURES

Conditional Sentences Type 2

Wishes

VOCABULARY

a sense of direction action addicted (to)
 adventurous celebrate consequence curious
 embassy excited exotic home country
 ignore in the first place independently
 live life to the fullest organised out of the ordinary
 package tour photocopy (n) plan ahead risky
 scare to the last detail unfamiliar well-prepared
 worried

1. Read**A S1.1**

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

KEY*Suggested answers*

- Yes, I do, and it is very exciting. / No, I don't because it is tiring and stressful.
- It broadens your mind, you gain many useful experiences, you get to know new people/cultures/ customs/traditions.

B R2.1

- Ask Ss to look at the layout of the text and tell you what it is (*a quiz*) and where it can be found (*in a magazine*).
- Ask Ss if they do quizzes and if so, if they believe in the results they get.
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title of the quiz and ask them to guess what the quiz is about.
- Tell Ss to read out each question carefully and then choose the answer which best describes their attitudes/feelings/ reactions. Encourage them to deduce the meaning of any unknown words from the context.
- Point out to Ss that there are no correct or incorrect answers. The point of the quiz is to form a clearer picture of what kind of traveller they are.
- Have Ss do the quiz. Go round the class helping them when necessary.
- Alternatively, Ss can do the quiz in pairs and take turns to ask and answer the questions.
- Have Ss add up their scores.
- Ask Ss to read through the results and see what they say about them.

Over to you S1.1

- Ask Ss if they agree or disagree with what the results say about them and initiate a short discussion.
- Choose some Ss to read out their results of the quiz and provide justifications for their opinions.
- Explain any unknown words.

2. Vocabulary

A

- Draw Ss' attention to the five adjectives given here.
- Refer Ss to the quiz and ask them the question in the rubric.
- Have Ss do the activity and check answers.

KEY

terrified **of**, similar **to**, curious **about**, ready **for**, afraid **of**

B

- Ask Ss to read through the adjectives in the box and make sure they have not got any unknown words.
- Have Ss complete the table and check answers.

KEY

+ about	+ for	+ to
nervous	responsible	allergic
excited	suitable	addicted
worried	famous	married

+ of	+ with
scared	popular
proud	satisfied
full	disappointed

- Ask Ss to write some sentences using some of the adjectives in the table. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the preposition.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

KEY

Suggested answers

I'm very nervous about my exams tomorrow.
They were very excited about travelling to Asia.
I was very worried about her.
Parents are responsible for their kids.
This book is suitable for children.
He is famous for his successful books.
I'm allergic to cats.
I'm addicted to chocolate.
She's married to Mr Brown.
She's scared of the dark.
My parents are proud of me.
The glass is full of water.
I was very satisfied/disappointed with my exam results.
Art festivals are very popular with young people.

3. Grammar

A

- Check Ss' previous knowledge of Conditional Sentences Type 1. If necessary, briefly revise.
- Ask Ss to read through the examples and draw their attention to the words in blue.

- Ask Ss the questions and check answers.

KEY

1. b, 2. a

- Ask Ss to find any examples of Conditional Sentences Type 2 in the quiz (questions 2, 3, 4, 5).
- Draw Ss' attention to the table containing the rule about the formation of Conditional Sentences Type 2. Make sure that Ss have not got any unknown words.
- Refer Ss to the examples as well as to the quiz questions 2, 3, 4, 5 and have them complete the rule. Check answers.

KEY would

B

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

KEY

- No, he can't.
- It refers to the present/future.
- No, he didn't.
- It refers to the past.

C

- Draw Ss' attention to the rules about the formation of Wishes and explain. Make sure that Ss have not got any unknown words.
- Have Ss do the activity and check answers with the class.

KEY

a. first example - Alex
b. second example - Omar

- Refer Ss to the Grammar Reference (p. 124).
- Ask Ss to provide extra examples using *Conditional Sentences Type 2* and wishes. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *I / wish / we / can / go / on holiday / abroad*).

D

- Ask Ss to read through the dialogues and check their understanding.
- Have Ss do the activity and check the answers with the class.

KEY

1. were	5. would/'d lend
2. would/'d visit	6. had been
3. could	7. hadn't / had not cost
4. had	8. could

4. Speak S1.1 , S1.2 

- Draw Ss' attention to the Speaking Activities section on page 117 and check their understanding.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

KEY For suggested answers, see 10a.5 on page 150.

2. Vocabulary

A Look at the adjectives below. Which prepositions are they followed by?

Find the adjectives in the quiz/results and check your answers.

terrified	similar	curious	ready	afraid

B Complete the table with the adjectives in the box. Then make sentences using some of these adjectives.

nervous popular allergic scared proud satisfied excited responsible
worried full suitable addicted disappointed famous married

+ about	+ for	+ to	+ of	+ with
nervous				

3. Grammar

Conditional Sentences Type 2, Wishes → p. 124

A Read the examples, answer the questions and complete the rule.

a. A: What **would** you **do** if you **had** lots of money?
B: If I **had** lots of money, I **would travel** around the world.
b. If I **were** you, I **wouldn't go** there.

1. In which example does the speaker give advice?
2. In which example does the speaker refer to an imaginary situation?

CONDITIONAL SENTENCES TYPE 2

If + Past Simple → ,
could + base form

B Read the examples and answer the questions.

Alex I **wish** I **could** travel around the world.

1. Can Alex travel around the world?
2. Does the sentence refer to the past or present/future?

Omar I'm late again. I **wish** I **had set** my alarm for 6.00 a.m.

3. Did Omar set his alarm for 6.00 a.m.?
4. Does the sentence refer to the past or the present/future?

C Read the rules and match the examples in activity B with the uses of **wish**.

a. We use **wish + Past Simple** to make a wish about a present or future situation which we would like to be different.
b. We use **wish + Past Perfect Simple** to express regret or sorrow about something that happened or didn't happen in the past.

D Complete the dialogues with the correct form of the verbs in brackets.

1. A: I don't know where to go on holiday this summer.
B: If I 1 (be) you, I 2 (visit) a foreign country.
A: I'd like that. It would be great if I 3 (can) visit Australia, but it's very far and very expensive to get there.
B: That's a nice idea, out of the ordinary.
If I 4 (have) the money, I 5 (lend) it to you.

2. A: Where did you go on holiday last year?
B: My brother and I went to Scotland.
A: So, how was it?
B: Well, Scotland is a beautiful country, but I wish the weather 6 (be) better than it was.
A: What about the food? Did you try any Scottish traditional dishes?
B: Yes, we did. It was great, but I wish everything 7 (not/cost) so much.
A: Well, I wish I 8 (can) visit Scotland too some time in the future.

4. Speak



Talk in pairs. Go to the Speaking Activities section on page 117.

1. Vocabulary

Read the sentences below and decide what the idioms in **bold** express. Do the people feel shocked, embarrassed or annoyed?

- When I realised I had introduced my boss with a wrong name, I **went as red as a beetroot**.
- Linda **couldn't believe her eyes** when she waved at the monkey and it waved back.
- My neighbour keeps throwing rubbish in my garden and it's **driving me up the wall**.
- I didn't enter the competition because I wasn't prepared and I knew I would **make a fool of myself**.
- When the phone rang in the middle of the night, I **nearly jumped out of my skin**.
- I fell flat on my face in the middle of the square. I **wanted the ground to open up and swallow me**.

2. Read

A   Look at the pictures. What do you think happened? Read the texts quickly (skim) and check your answers.

NOW, THAT'S EMBARRASSING!



1 So, there I was, sitting at the station waiting for my train. I was reading my book and wasn't really paying attention to what was going on around me. The train approached and when it stopped, I picked up my bag and quickly got on. Then I heard a woman shouting, 'Stop, thief!' I looked around and saw the woman get on the train and walk straight up to me. I couldn't believe my ears! She kept saying that I was a thief and that I had stolen her bag. That's when I realised I had my bag on my shoulder, and her bag in my hand. I apologised and told her that I had done it by accident, but I don't think she believed me. Luckily, she didn't call the police.

Linda Jameson



2 I was in the car with two friends the other day when my sister called to say she needed a bottle of milk. We stopped at a shop on the way and my friends waited in the car while I went to buy the milk. When I got into the back seat of the car, I closed the door and told them that we could leave, but nothing happened and the car didn't move. That's when I noticed a man and a lady looking at me in surprise. I was in the wrong car! When I realised my mistake, I went as red as a beetroot.

Carl Winters



3 This happened during one of my lunch breaks from work. I was eating a sandwich in the park, and some kids were playing football nearby. They were kicking the ball in my direction and almost hit me a couple of times. I tried to ignore them, but they were really driving me up the wall. I told them I wanted some peace and quiet, but they didn't go away. Eventually, the ball hit me right on the head. I was furious. So, I took the ball and kicked it in the opposite direction. Unfortunately, it smashed into a shop window. It was a ridiculous reaction, I know. I just wanted the ground to open up and swallow me!

Henry Walker

B  Read the texts again and write **L** for Linda, **C** for Carl or **H** for Henry for the statements below.

- I reacted without thinking.
- Someone thought I had done something on purpose.
- Someone said I had done something I hadn't.
- Some people thought I had done something strange.
- I was angry with what had happened to me.



Over to you...

 **Discuss.**

Which of the situations in activity A do you think is the most embarrassing? Why?

LEARNING STANDARDS**SB:** R4.1, R1.1, R2.1, S1.1, L2.1, L2.2**FUNCTIONS**

Describing feelings
Narrating events
Reporting

STRUCTURES

Reported Speech: Statements

VOCABULARY

approach be going on (= happening) by accident
eventually furious in the opposite direction lady
on purpose peace and quiet ridiculous shoulder
smash into sth the other day thief wave (v)

Words describing feelings

annoyed embarrassed shocked

Idioms

drive sb up the wall fall flat on your face
go as red as a beetroot make a fool of yourself
nearly jump out of your skin not believe your eyes/ears
want the ground to open up and swallow you

1. Vocabulary R4.1

- Ask Ss to read through the sentences 1-6 and draw their attention to the expressions in bold.
- Point out to Ss that these are idioms, groups of words whose meaning is different from the meaning of each individual word (i.e. their meaning is not literal).
- Ask Ss the question in the rubric and have them individually or in pairs decide what the idioms express.
- Check the answers with the class and explain any idioms Ss may not have understood.

KEY

1. embarrassed, **2.** shocked, **3.** annoyed,
4. embarrassed, **5.** shocked, **6.** embarrassed

- Ask Ss to come up with their own examples using the idioms.

2. Read**A R1.1**

- Draw Ss' attention to the layout of the page and ask them to tell you where the texts on this page can be found (*in a magazine*).
- Draw Ss' attention to the title and ask them to tell you what they think the texts are about (*people's accounts of embarrassing events*).
- Draw Ss' attention to the pictures accompanying each text.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Have Ss read through the text and underline any unknown words at the same time.
- Check the answers with the class.

KEY*Suggested answers*

Linda took another woman's bag and the woman started shouting.
Carl got into the wrong car because he thought it was his friends' car.
Henry kicked some kids' ball and it smashed into a shop window.

- Ask Ss some comprehension questions:

*Who is telling the first story?**Linda Jameson**What was Linda doing while she was waiting for her train? She was reading a book.**Was she paying attention to what was going on around her? No, she wasn't.**What did she do when the train stopped?**She picked up her bag and quickly got on it.**What did she hear a woman shouting?**'Stop, thief!'**What did Linda see when she looked around? She saw the woman get on the train and walk straight up to her.**What did Linda do when she realised what she had done? She apologised and told the woman she hadn't done it on purpose.**Does Linda think that the woman believed her? No, she doesn't.**Did the woman call the police? No, she didn't.**Who is telling the second story? Carl Winters**Where was Carl? in the car with two friends**Who called Carl on the phone? his sister**What did she want? She asked him to buy some milk. / She needed some milk.**What did the boys do? They stopped at a shop and Carl got out to buy the milk.**What happened when he got back? He got into the back seat of the car, closed the door and told his friends that they could leave.**What happened after that? Nothing happened. / The car didn't move.**What did he notice when he looked at the front seat? a man and a lady looking at him in surprise**Why? Because he had entered the wrong car.**How did Carl feel? He felt embarrassed.**Who is telling the third story? Henry Walker**When did Henry's incident happen? during one of his lunch breaks from work**What was happening while he was eating a sandwich in the park? Some kids were playing football nearby.**What did they almost do a couple of times? They almost hit him because they were kicking the ball in his direction.**What did he try to do? ignore them**What finally happened? The ball hit him right on the head.**What did he do? He took the ball and kicked it in the opposite direction.**What happened? The ball smashed into a shop window.**What does he think of his reaction? He thinks it was ridiculous.**How did he feel? embarrassed***B R2.1**

- Ask Ss to read through the statements 1-5 and make sure they have not got any unknown words.
- Have Ss do the activity and check answers.

KEY 1. H, 2. L, 3. L, 4. C, 5. H

- Ask Ss to provide justifications for their answers. This will challenge **higher-performing Ss**.
- Explain any unknown words in the texts.

Over to you S1.1

- Ask Ss the question and initiate a short discussion.

KEY

Suggested answer

I think the most embarrassing situation is Henry's because he smashed a shop window and made a fool of himself in front of kids.

- For further practice, ask Ss some more questions:

*Have you ever found yourself in a similar situation?
How did you feel?*

3. Grammar

A

- Ask Ss to read through the examples.
- Ask Ss the questions.
- Elicit and check the answers with the class.

KEY

Suggested answers

- We use Reported Speech when we want to report the meaning of what someone said.
- The tenses have changed. Some personal pronouns have changed according to the meaning of the sentences in Direct Speech. Also, the reporting verb 'said to' has become 'told'.

- Ask Ss to read through the rules. Make sure that Ss have not got any unknown words.
- Allow Ss some time to complete the rules.
- Check the answers with the class.

KEY

- tell, say
- Present → **Past** Past → **Past Perfect** can → **could**

- Refer Ss to the Grammar Reference (p. 125) to study the changes.
- Ask Ss to find examples of Reported Speech in the texts on page 108 and tell you what these people would actually say in Direct Speech.
She kept saying that I was a thief and that I had stolen her bag. > 'You are a thief. You stole my bag!'
...and told her that I hadn't done it on purpose... > 'I didn't do it on purpose.'
... and told them that we could leave. > 'We can leave.'
I told them I wanted some peace and quiet... > 'I want some peace and quiet.'

B

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

KEY

- ... (that) she had felt so embarrassed the previous day / the day before
- ... Mike (that) he could give him a ride to the airport the next/following day
- ... (that) they had never been to that restaurant before
- ... Paul (that) they would go skiing together the following year
- ... (that) his brother washed his car once a week

4. Listen L2.1, L2.2

- Ask Ss to read through the questions 1-3 and make sure they have not 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 incorrect option.
- Check the answers with the class.

KEY

1. c, 2. b, 3. c

5. Speak S1.1

- Draw Ss' attention to the rubric and the prompts, and check their understanding.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to narrate their experiences to the class.

3. Grammar

Reported Speech: Statements → p. 125

A Read the examples, answer the questions and complete the rules.

DIRECT SPEECH	REPORTED SPEECH
'You are a thief!' the woman said.	The woman said that I was a thief.
'I did it by accident,' I said to the woman.	I told the woman that I had done it by accident.
'We can leave,' I said to my friends.	I told my friends that we could leave.

- When do we use Reported Speech?
- In the examples above, which words have changed in Reported Speech?

- Say and *tell* are reporting verbs. Use before an indirect object (person) and when there is no indirect object.
- Pronouns and possessive adjectives change according to the meaning of the sentence.
- Tenses, modal verbs and time expressions usually change as follows:

DIRECT SPEECH	REPORTED SPEECH	DIRECT SPEECH	REPORTED SPEECH
Present →	this → that		
Past →	today → that day		
Present Perfect → Past Perfect	yesterday → the previous day / the day before		
will → would	last week → the previous week / the week before		
can →	tomorrow → the next day / the following day		
should → should	next year → the following year		

B Complete the sentences using Reported Speech.

1. 'I felt so embarrassed yesterday,' Mona said to me.
Mona told me
2. 'I can give you a ride to the airport tomorrow,' Fred said to Mike.
Fred told
3. 'We've never been to this restaurant before,' the girls said.
The girls said
4. 'We'll go skiing together next year,' Thomas said to Paul.
Thomas told
5. 'My brother washes his car once a week.' Tariq said.
Tariq said

4. Listen

Listen to three people describing experiences they have had and answer the questions. Choose a, b or c.

1. Why did Ethan's friend miss his interview?
 - a. He woke up late.
 - b. He had an accident.
 - c. He couldn't get out of the house.
2. How did George feel about what he had done at the airport?
 - a. He was angry.
 - b. He felt embarrassed.
 - c. He thought it was very funny.
3. Why were the clients looking at Mike strangely?
 - a. They couldn't understand him.
 - b. They didn't like his presentation.
 - c. There was something between his teeth.

5. Speak

Talk in pairs. Think of a funny, embarrassing or annoying experience that you have had and describe it to your partner. Answer any questions he/she may have. Think about:

- what happened
- how you reacted
- how you felt



1. Read

A Discuss.

- Have you read Charles Dickens' *Oliver Twist*? If so, what did you like about it?
- What do you know or can you guess about life in England in the 19th century? How do you think poor/rich people lived?

B  **Read** the following extract from an adapted version of the novel, *Oliver Twist*, quickly (skim). What is happening?



At last, it was evening. The large stone hall of the workhouse filled with hungry, skinny, young **orphans** dressed in filthy **rags**. Perhaps the word *hungry* doesn't accurately describe their grumbling, empty little **stomachs**. *Starving* would probably be more suitable. They had three meals a day, which consisted of only one bowl, and no more, of watery, tasteless soup; except on special occasions when they enjoyed a tiny piece of bread too.

Moments after the food was served, it disappeared. The **boys** licked bowls, spoons and fingers and searched busily for a splash that they hadn't noticed. Because of this, the bowls never needed cleaning. Then they **stared**, as they always did, at the huge copper pot that held the soup. That evening appeared to be no different from any other. It was, though.

Before dinner, all the boys had held a meeting and had made a decision. They couldn't suffer any longer. They had to act and it was Oliver Twist who was chosen to perform the task. First, the boys **whispered** to each other, then they **winked** at Oliver. The boy next to him **nudged** him and told him to go and ask for more food. It was time. Perhaps it was the hunger, or the misery that comes with it that gave him **courage**. He rose from the table and walked up to the master, bowl and spoon in hand, and said:

'Please, sir, I want some more.'

The whole room fell silent. The master's face turned white, not believing what he was hearing. He stared at Oliver for a few long seconds, **speechless**. All eyes were on the master, half fear, half hope.

'What?' he said angrily. Without hesitating, again Oliver asked if he could have some more soup. The master was furious and did not reply. He raised his ladle high, not to serve more soup, but to hit poor Oliver violently on the head.

The men in charge of the workhouse were shocked when the master rushed into their room.

'I beg your pardon, sir! Oliver Twist asked if he could have some more!'

They quickly decided that they had to do something at once. The next morning, there was a poster at the gate of the workhouse offering five pounds to anyone who would take Oliver Twist off their hands.

C  **Match** the highlighted words from the text with their meanings. Then check your answers in a dictionary. See *Using a Dictionary*, p. 134.

1. orphan	<input type="radio"/>	5. wink	<input type="radio"/>
2. rags	<input type="radio"/>	6. nudge	<input type="radio"/>
3. stare	<input type="radio"/>	7. courage	<input type="radio"/>
4. whisper	<input type="radio"/>	8. speechless	<input type="radio"/>

a. to quickly close and open one eye as a signal to sb
b. old, torn clothes
c. not able to speak because you are very angry, surprised, etc.
d. to give a little push to sb especially with your elbow
e. the ability to do sth difficult or dangerous without showing fear
f. a child whose parents have died
g. to speak very quietly so that other people cannot hear you
h. to look at something/ someone for a long time without moving your eyes

D  **Now scan** the text. Then read it carefully and answer the questions. Choose a, b, c or d.

1. What's the main message of the 1st paragraph?
 - The food was awful.
 - The children needed new clothes.
 - The children didn't get enough food.
 - The children looked forward to special occasions.
2. The bowls didn't need cleaning after the children finished eating because
 - the soup tasted good.
 - the soup disappeared.
 - the children ate from the copper pot.
 - the children cleaned everything with their tongues.

LEARNING STANDARDS**SB:** S1.1, R1.1, R4.1, R4.2, R2.1, R5.1, S2.2**FUNCTIONS**

Guessing the meaning of the words

Reporting

STRUCTURES

Reported Speech: Questions - Commands - Requests

VOCABULARY

courage elbow fear (n) filthy hope (n)
 hunger nudge orphan poor push rags
 raise sth rush signal (n) silent skinny
 special occasion speechless stare starving
 torn whisper wink

1. Read**A S1.1**

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

KEY*Suggested answers*

- Yes, I have and I liked it a lot. It was very moving! / No, I haven't but I'd like to.
- There was a great gap between the rich and the poor in England in the 19th century. People either had great wealth or lived in extreme poverty.

Background information

- Oliver Twist** is the second novel by English author **Charles Dickens** (1812-1870) published in 1838. The story is about an orphan, Oliver Twist, who endures a miserable existence in a workhouse and then is placed with an undertaker. He escapes and travels to London where he becomes a member of a gang of juvenile pickpockets. Dickens is generally regarded as the greatest novelist of the Victorian period.
- A **workhouse** was a building where people in need were sent to live and given work to do.

B R1.1

- Draw Ss' attention to the layout of the text and ask them to say what it is (*a literary text*).
- Have Ss read the text and underline any unknown words at the same time.
- Point out to Ss that they should try to understand which of the unknown words are really important for the understanding of the text while, at the same time, they should try to guess the meaning of as many of these words as possible from the context.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

KEY*Suggested answer*

Oliver Twist is asking the master for some more soup.

- Ask Ss some comprehension questions:

What time of the day was it?

It was evening.

What did the large stone hall of the workhouse fill with? It filled with hungry, skinny, young orphans dressed in filthy rags.

How many meals a day did they have? three

What did they consist of? They consisted of only one bowl of watery, tasteless soup.

What did the boys always stare at once they had finished eating? They stared at the copper pot that held the soup.

What had the boys done before dinner? They had held a meeting.

What had happened at that meeting? They had made a decision.

What did the boy next to Oliver do? He nudged him.

What gave Oliver courage to do what they had decided at the meeting? the hunger or the misery that comes with it

How did the men in charge of the workhouse feel when the master told them what Oliver had asked for? They were shocked.

C R4.1, R4.2

- Refer Ss to the highlighted words 1-8 in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-h and make sure they have not got any unknown words.
- Ask Ss to go to the *Using a Dictionary* section on page 134.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. f, 2. b, 3. h, 4. g, 5. a, 6. d, 7. e, 8. c

D R2.1

- Ask Ss to read through the questions 1-6 and the respective answer choices a-d. Make sure they have not got any unknown words.
- 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 1-6 on the board (without the options) and ask Ss to cover Activity D 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. c, 2. d, 3. c, 4. b, 5. d, 6. b

- Explain any unknown words in the text.

Over to you S1.1  R5.1 

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

KEY

Suggested answers

- Because he wanted to punish Oliver so that the others would see what would happen to them if they tried something similar.
- Oliver is called to the room by the men in charge of the workhouse and he is punished again.
- Open answer

2. Vocabulary

A

- Refer Ss to line 31 in the text on page 110.
- Ask Ss the question in the rubric.
- Elicit the answer.

KEY

The correct answer is **a**.

- Draw Ss' attention to the note and explain it.
- Point out to Ss that *furious* is a *strong adjective*, and we never use *very* before *strong adjectives* because they contain the idea of 'very'. *Strong adjectives* are more emphatic and add to the effect we want to create when we write or speak.

B

- Refer Ss to the first paragraph of the text on page 110 and explain what they have to do.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

KEY

skinny, filthy, starving, tiny

- Ask Ss to write some sentences using 'strong' adjectives. This will challenge **higher-performing Ss**.
- Write some of these sentences on the board without writing the 'strong' adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

3. Grammar

A

- Ask Ss to read through the direct questions.
- Ask Ss to read through the respective reported questions.
- Ask Ss the questions and check the answers with the class.

KEY

- the same question word that the direct question begins with
- the word *if/whether*
- They are in the affirmative form.

- Refer Ss to the Grammar Reference (p. 126).
- For further practice, give Ss some direct questions to turn into reported ones, e.g.

'What time does the festival start?' Mary asked.
Mary asked what time the festival started.

'Did you buy your car last year?' Kate asked John.
Kate asked John if/whether he had bought his car the previous year / the year before.

'Will you go abroad this summer?' Clive asked Susan.
Clive asked Susan if/whether she would go abroad that summer.

B

- Ask Ss to read through the examples.
- Help Ss understand that the first sentence is a request while the second one is a command.
- Ask Ss to read through the respective sentences in Reported Speech.
- Draw Ss' attention to the reporting verbs *ask* and *tell* to report requests and commands respectively.
- Draw Ss' attention to the rule.
- Have Ss complete the rule.
- Check the answers with the class.

KEY

to, not to

- Refer Ss to the Grammar Reference (p. 126).

C

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

KEY

- ... where I had put the keys
- ... to show her the way to the station
- ... not to eat the cake
- ... if/whether I wanted some coffee
- ... to sit down at once
- ... why he was whispering

4. Speak S2.2 

- Ask Ss to read through the questions and make sure they have not got any unknown words.
- Ask Ss the questions and initiate a discussion.

KEY

Suggested answers

- Yes, I do. I like novels, science fiction, action and adventure, fantasy books, historical books, biographies, etc. / No, I don't. Reading books is not my idea of fun!
- Suzanne Collins, JM Barrie, Philip Roth, David Lodge, Margaret Atwood, etc.
- The main character of my favourite book *The Hobbit*, is Bilbo Baggins. Bilbo is a quiet little hobbit who enjoys a very peaceful life. However, he is persuaded to help a group of dwarfs and that is the beginning of his adventures. He soon realises that he is much braver than he thought he was when he saves himself and the others from dangerous situations.
- The *Hunger Games* by Suzanne Collins. It's a science-fiction novel set in the future, where one boy and one girl from each of the twelve districts are selected by lottery to compete in a televised battle.

3. What did the other boys want Oliver to do?
 a. to find a solution
 b. to eat more food
 c. to make a request
 d. to act in a performance

4. The first time Oliver asked for more soup, the master
 a. didn't react.
 b. was shocked.
 c. started shouting.
 d. hit Oliver on the head.

5. What does 'ladle' (line 31) mean?
 a. pot
 b. hand
 c. voice
 d. spoon

6. What did the people responsible for the workhouse want to do with Oliver?
 a. punish him
 b. get rid of him
 c. help him escape
 d. give him one more chance



Over to you...

Discuss.

- Why do you think the master hit Oliver?
- What do you think will happen next?

• Do some research and find another book written by Charles Dickens that you would like to read.

2. Vocabulary

A Look at the adjective 'furious' (line 31).
What do you think it means?
 a. very angry
 b. very scared

NOTE

Strong adjectives are a stronger version of other more common adjectives, often called weak adjectives, e.g. 'huge' means very big.

B Read the first paragraph of the text again and find adjectives which mean:
 very thin
 very dirty
 very hungry
 very small

3. Grammar

Reported Speech: Questions - Commands - Requests → p. 126

A Read the examples and answer the questions.

DIRECT SPEECH	REPORTED SPEECH
Jack: Can I have some more?	Jack asked if/whether he could have some more.
Mr Colridge: Why do you want some more?	Mr Colridge asked why he wanted some more.

- What comes after *asked* when the question begins with a question word?
- What comes after *asked* when we report a Yes/No question?
- Are the verbs in reported questions in the affirmative or in the question form?

B Read the examples and complete the rule.

DIRECT SPEECH	REPORTED SPEECH
Jack: Please, give me some more.	Jack asked Mr Colridge to give him some more.
Mr Colridge: Don't ask for more!	Mr Colridge told him not to ask for more.

The imperative changes to:
base form and the negative imperative (*don't*) changes to:
base form.

C Complete the sentences using **Reported Speech**.

1. 'Where have you put the keys? Majed asked me.
 Majed asked me
2. 'Please show me the way to the station,' Mandy said to the woman.
 Mandy asked the woman
3. 'Don't eat the cake!' Aisha said to Dana.
 Aisha told Dana
4. 'Do you want some coffee?' Dave asked me.
 Dave asked me
5. 'Sit down at once!' Mrs Humphrey said to the student.
 Mrs Humphrey told the student
6. 'Why are you whispering?' Saleh asked Fahad.
 Saleh asked Fahad

4. Speak

Discuss the following.

- Do you like reading books? What kind?
- Who is your favourite author?
- Can you describe the main character of your favourite book?
- What was the title of the book you last read? What was it about?

1. Listen

A  Discuss.

- What kind of problems do you have with your family and friends?
- How do you solve these problems?
- Who do you turn to when you need advice?

B  Listen to the first part of a conversation. Tanya is describing a problem she has to some friends. What is Tanya's main problem?

- a. Tanya wasn't accepted to a university.
- b. Tanya's cousin is jealous of her because she was accepted to a university.
- c. Tanya is having difficulty persuading her cousin to apply to a different university.

C  Talk in pairs. What advice would you give to Tanya? Why?

D  Now listen to the second part of the conversation. Three of Tanya's friends are giving her advice. Match each person with the statements below. There is one extra statement which you do not need to use.

Maria



Kelly



Jill



- a. Be nice to your cousin and she will get over it.
- b. Explain to your cousin that she shouldn't behave like that.
- c. Wait for your cousin to make the first move.
- d. Help your cousin to build her confidence.

2. Speak

  Talk in pairs. Take turns to be Student A and Student B.

Student A: Imagine you are calling Student B. Tell him/her about something that happened to you (either good or bad) and say how you felt about it. Use some of the adjectives in the box below.

Adjectives expressing feelings

sad angry upset annoyed worried disappointed proud surprised pleased
happy glad excited satisfied concerned enthusiastic interested amazed sorry

Student B: Respond to Student A's news by expressing an appropriate feeling. Use some of the phrases in the boxes below.

Expressing surprise and interest

- What a surprise!
- I (still) can't believe it!
- It's unbelievable!
- Really? / You did? / You are? / etc.
- How interesting!

Expressing disappointment and disapproval

- That's too bad.
- What a disappointment!
- How disappointing!
- I don't think so.
- I don't think it's a good idea.
- If I were you, I would / wouldn't...

Expressing excitement and enthusiasm

- Congratulations!
- That's so exciting!
- That's great news!
- What wonderful news!
- How exciting!
- That's fantastic!
- Good for you!
- I'm really happy for you.

Expressing sympathy and regret

- I'm so sorry to hear that.
- What/That's a shame/pity!
- It's such a shame/pity.
- That's sad.
- You poor thing!
- I'm sorry to say...
- I wish I had / hadn't...

LEARNING STANDARDS**SB:** S1.1, L1.1, L2.1, S1.2, W1.2, W2.2, W2.3, W3.2**WB:** W1.2**FUNCTIONS**

Expressing surprise and interest; excitement and enthusiasm; disappointment and disapproval; sympathy and regret

VOCABULARY

build one's confidence concerned consider
extreme sport jealous make the first move
pleased rather rock climbing sad
support (v) turn to unfair

Phrases and Expressions

How disappointing!

I don't think it's a good idea.

I haven't heard from you for ages.

I just thought I should drop you a line.

I wish I had / hadn't...

If I were you, I would / wouldn't...

I'm sorry to say...

It's such a shame/pity!

What would you do if you were...?

D L2.1

- Ask Ss to read through the statements a-d.
- 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

Maria - **d.** Help your cousin to build her confidence.

Kelly - **c.** Wait for your cousin to make the first move.

Jill - **a.** Be nice to your cousin and she will get over it.

2. Speak**S1.1****S1.2**

- Ask Ss to read through the situations as well as the words/phrases in the boxes and make sure they have not got any unknown words.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get students to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

KEY*Suggested answers*

A: Hi, Aisha.

B: Oh, hello, Sahar. What's up?

A: Well, I've got very good news. I've won the writing competition in our school.

B: Congratulations! That's great news!

A: I still can't believe it, you know.

B: How exciting! I'm really happy for you.

A: I'm so pleased and I can't help but feel proud.

B: Good for you!

1. Listen**A S1.1**

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

KEY*Suggested answers*

- I don't often fight with my family, but when I do it's usually about where to go on holiday. / I sometimes fight with my friends about where to go out.
- We talk about them and try to find solutions.
- I turn to my parents / my brother / my sister / my friend.

B L1.1

- Explain the situation to Ss.
- Ask Ss to read through the statements a-c and make sure they have not 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.
- Check the answer with the class.

KEY

The correct answer is **b**.

Tanya's cousin is jealous of her because she was accepted to a university.

C S1.1

- Draw Ss' attention to the question in the rubric.
- Ask Ss to tell you what they would advise Tanya to do.
- Elicit answers and initiate a short discussion.

3. Write

A S1.2 , W1.2 

- Ask Ss to read through the extracts 1-5 and the responses a-e, and make sure they have not got any unknown words.
- Draw Ss' attention to the box with the adjectives that express feelings on page 112.
- Have Ss do the activity and point out that more than one feeling may be expressed in each situation.
- Check the answers with the class.

KEY

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

- The writer feels excited/happy, etc. - **e**. The writer feels enthusiastic/pleased, etc.
- The writer feels enthusiastic/amazed, etc. - **c**. The writer feels interested/glad, etc.
- The writer feels excited/enthusiastic, etc. - **b**. The writer feels surprised/amazed, etc.
- The writer feels happy/sorry, etc. - **a**. The writer feels enthusiastic/excited, etc.
- The writer feels upset/disappointed, etc. - **d**. The writer feels sorry/sad, etc.

B S1.2 

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (*an email*).
- Ask Ss to tell you what they think the email will be about.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the email and underline any unknown words at the same time.
- Ask Ss the questions in the rubric.
- Elicit answers.

KEY

Suggested answers

Jason feels excited (*I can't wait*).
I can't believe you want to do anything like that.
I don't think it's a good idea! It's so dangerous.
Oh really? Wow! That's great!

- Ask Ss some comprehension questions:

Why is Jason writing to Omar? to tell Omar his news

What has Jason decided to do? to try skydiving

Who has given Jason permission? his dad

How does his mum feel about his decision? She feels scared/worried/concerned.

How do we know? Because she's afraid of heights and is trying to discourage Jason.

How has Jason learnt quite a few things about skydiving? He's done a lot of research on the Internet.

When is Jason's first lesson? next Saturday

Why did Jason decide to try skydiving? Because a friend of his went skydiving and loved it. So, he suggested that Jason should try it.

What has Jason's friend offered to do? to go to Jason's first lesson with him

What does Jason ask Omar to do? to write back and tell him what he (Omar) thinks

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

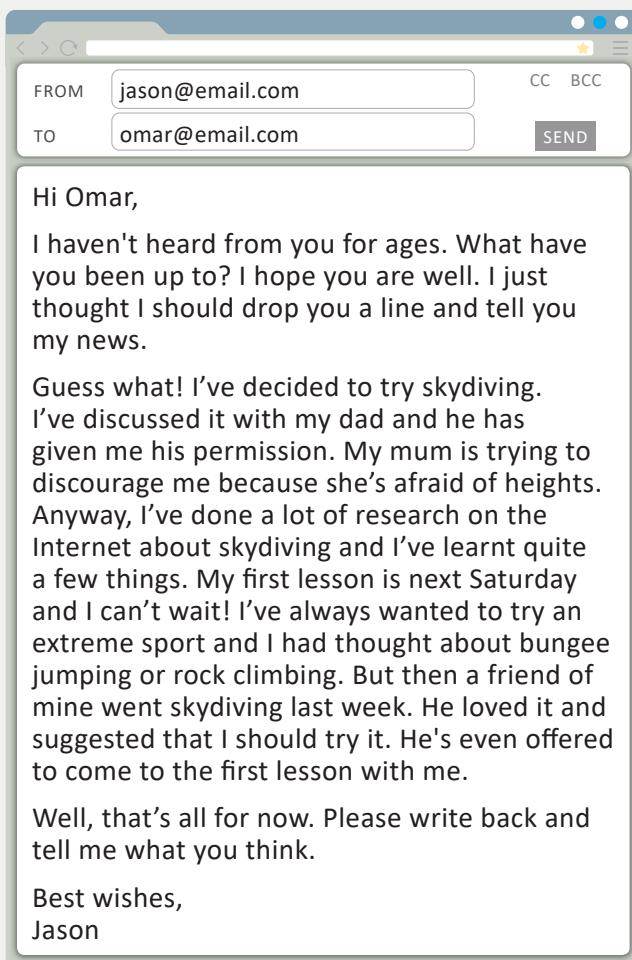
- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Ask Ss to go to the Workbook pages 110-111 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 112 and complete the writing plan before they start their 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 do the activity in class and go round the class providing support when necessary.
- Choose some Ss to read out their emails.

3. Write

A  Read the extracts from the emails 1-5 below and match them with the appropriate response (a-e). How do the people feel in each situation? Choose from the adjectives in the box on page 112.

1. Remember how I told you that I didn't like my job and wanted a new one? Well, last month I applied for a job in Glasgow and I got it! I'll be leaving next month.
2. We just got back from our trip to Qatar. It was great! We visited many amazing places there. The place I enjoyed the most was the Museum of Islamic Art.
3. You know my favourite football player. Well, I saw him walking down the street, so I went to talk to him. He was very friendly and even gave me his autograph.
4. I finally went to the travel agent's and booked our tickets for Australia. We're leaving on 7 May and returning on 3 June. I know you wanted to stay a bit longer, but the prices went up a lot after the third.
5. Remember how I told you that I was supposed to go to Hong Kong for work? Well, they decided to send someone else. I was rather disappointed when they told me, but they said that next time a position opens up they would consider me.

B  Read the email Jason wrote to his friend Omar. How does Jason feel? If you were Omar, how would you respond?



FROM jason@email.com CC BCC
TO omar@email.com SEND

Hi Omar,

I haven't heard from you for ages. What have you been up to? I hope you are well. I just thought I should drop you a line and tell you my news.

Guess what! I've decided to try skydiving. I've discussed it with my dad and he has given me his permission. My mum is trying to discourage me because she's afraid of heights. Anyway, I've done a lot of research on the Internet about skydiving and I've learnt quite a few things. My first lesson is next Saturday and I can't wait! I've always wanted to try an extreme sport and I had thought about bungee jumping or rock climbing. But then a friend of mine went skydiving last week. He loved it and suggested that I should try it. He's even offered to come to the first lesson with me.

Well, that's all for now. Please write back and tell me what you think.

Best wishes,
Jason

a. Don't worry about it.
It's only a few days
anyway. This is going
to be great! I can't wait.

b. Are you serious? Where
did that happen? Did
you get a photo of him?

c. Really? How was it? I haven't
been there yet, but I really
want to go. You'll have to
tell me all about it next
time I see you.

d. I'm sorry to hear that!
I know how excited you
were about the
opportunity to go
abroad. It's such a pity!

e. That's fantastic!
Congratulations! If you
need any help packing,
let me know.

C  Write an email to a friend giving him/her some good/bad news and explain how you feel. Then swap with another student and write a response to him/her. Use some of the phrases and adjectives in the boxes on page 112.

Go to the Workbook page 112.

Plan

An email in which the writer expresses / responds to common feelings.

GREETING

OPENING PARAGRAPH

Begin your email by saying why you are writing or responding to the email you have received.

MAIN PART

Give your news and say how you feel about it.

OR

Respond in an appropriate manner and say how you feel.

CLOSING PARAGRAPH

End your email in an appropriate way, by either asking for a response or making a suitable comment.

SIGNING OFF

10 Round-up

1. Vocabulary

A Choose a, b or c.

- What were you doing there in the first?
a. direction b. argument c. place
- That car is similar my brother's car.
a. to b. with c. for
- Try not to make a of yourself out there on the football pitch today.
a. fun b. face c. fool
- It takes a lot of to stand up and speak in front of hundreds of people.
a. courage b. hope c. fear
- There's no need to We have lots of time.
a. stare b. rush c. nudge
- It's nice to know that your friends are there to you.
a. turn b. support c. stand
- I'm What's for dinner?
a. starving b. filthy c. jealous
- My little brother is very; he's always asking questions about everything.
a. unfamiliar b. risky c. curious

2. Grammar

Score: / 8

B Complete with the correct form of the verbs in brackets.

A: I'm going to Korea next month.

B: Really? That's great. If I 1 (be) you, I 2 (get) a phrasebook before I left.

A: Good idea. If I 3 (have) more time, I 4 (take) a Korean language course. I'd love to learn Korean.

B: Me too. How long are you staying?

A: Just a week. I wish I 5 (have) more time off to stay longer.

B: Yeah. If I 6 (visit) Korea, I 7 (stay) for a month. There's so much to see and do.

A: I know. I wish you 8 (can) come with me.

Score: / 8

C Rewrite using Reported Speech.

- 'Do you like mountain biking?' my brother asked me.
- 'I bought two kilos of apples yesterday,' said Rashid.
- 'I'll do the housework this weekend,' said Fatima.
- 'Don't play football in the house,' John's mother said to him.

- 'Why can't you come to the museum tomorrow?' Ahmed asked Hamad.

- 'Take these vitamins for a month,' the doctor said to me.

- 'Delia hasn't returned my book yet,' said Norma.

Score: / 14

3. Communication

D Read and choose a or b.

- A: How did you feel when the bird smashed into the window?
B:
a. I fell flat on my face.
b. I nearly jumped out of my skin.

- A: My grandfather is taking part in the marathon.
B:
a. Wow! He lives life to the fullest, doesn't he?
b. Wow! He has a sense of direction, doesn't he?

- A: I bet you were embarrassed!
B:
a. Yes, I couldn't believe my eyes.
b. Yes, I wanted the ground to open up and swallow me.

- A: Are you ready for your trip?
B:
a. Yes, I've planned everything to the last detail.
b. Yes, I like doing things that are out of the ordinary.

- A: Those children are always screaming.
B:
a. Yes, they drive me up the wall.
b. Yes, I go as red as a beetroot.

Score: / 10

Total score: / 40

Now I can...

- talk about imaginary situations
- ask for and give advice
- make wishes and express regret
- use idioms describing feelings
- give an account of a true event
- report statements, questions, commands and requests
- use different phrases to express and respond to common feelings
- write an email in which I express common feelings

To be more effective, the exercises in the *Round-up* section should be completed and checked in class.

LEARNING STANDARDS

WB: R2.1

1. Vocabulary

A.

KEY

1. c 2. a 3. c 4. a 5. b 6. b 7. a 8. c

2. Grammar

B

KEY

1. were	5. had
2. 'd / would get	6. visited
3. had	7. 'd / would stay
4. 'd / would take	8. could

C.

KEY

1. My brother asked me if/whether I liked mountain biking.
2. Rashid said that he had bought two kilos of apples the previous day / the day before.
3. Fatima said that she would do the housework that weekend.
4. John's mother told him not to play football in the house.
5. Ahmed asked Hamad why he couldn't go to the museum the next/following day.
6. The doctor told me to take those vitamins for a month.
7. Norma said that Delia hadn't returned her book yet.

3. Communication

D

KEY

1. b 2. a 3. b 4. a 5. a

Now I can...

- Draw Ss' attention to the points and get Ss to read 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.

5 Culture Page

Pi Day in Qatar

LEARNING STANDARDS

SB: S1.1, R1.1, R2.1, S5.1, W2.2, W2.3

A S1.1 , R1.1

- Draw Ss' attention to the title and the picture on the right.
- Ask Ss the questions in the rubric and elicit answers.
- Ask Ss to read through the first paragraph of the text and check their answers. (*The picture shows a Pi (π) symbol. The number Pi (π) is used in mathematics to show the relationship between a circle's circumference (the line around the circle) and its diameter (a straight line through the centre of a circle, from one side to the other). ... etc.*)
- Have Ss read through the text quickly and underline any unknown words.
- Initiate a short discussion.
- Ask Ss some comprehension questions:

*How can you find the circumference of a circle?
You can multiply the diameter with the number Pi.*

Who discovered the value of Pi? the Greek mathematician Archimedes

What number usually stands for Pi when used to work out maths problems? 3.14

How far have mathematicians managed to work out Pi? to several trillion places

What is Pi Day? It's a mathematics event that takes place around the world.

How is Pi Day celebrated in Qatar? with a competition which is designed to encourage secondary school students across the country to develop an interest in mathematics

Where does the competition take place? at Carnegie Mellon University

Who can take part in the competition? all secondary school students in the country

How much time do the teams have to answer the questions? two hours

How many questions do they have to answer? sixty

Who gets a certificate? anyone who takes part in the competition

What do students who take part in the final competition receive? a special award

B R2.1

- Ask Ss to read through the statements 1-8 and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. T, 2. T, 3. F, 4. NM, 5. T, 6. F, 7. NM, 8. F

- Ask Ss to justify their answers and correct the false statements. This will challenge **higher-performing Ss**.
- Explain any unknown words in the text.

PROJECT S5.1 , W2.2, W2.3

- Draw Ss' attention to the project and tell them that they are going to write about what activities schools can do on Pi Day.
- Allow Ss some time to do some brainstorming and note down the activities.
- Ask Ss to choose some of the activities they would like to write about.
- Refer Ss to the Project Skills section at the back of the Student's Book and explain the steps they have to follow.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage them to find pictures and interesting facts as well.
- Allow Ss time to do the activity in class, or assign it as homework.
- Have Ss present their projects in class.

5 Culture Page

Pi Day in Qatar

A   Look at the picture on the right.

What does it show? What do you know about this symbol? Read the first paragraph of the text quickly (skim) and check your answers.



The number Pi (π) is used in mathematics to show the relationship between a circle's circumference (the line around the circle) and its diameter (a straight line through the centre of a circle, from one side to the other).

5 In other words, to find the circumference of a circle, you can multiply the diameter of the circle by the number Pi. The value of Pi was discovered by the mathematician Archimedes in ancient Greece in approximately 250 BCE. When used to work out maths problems, Pi is usually 10 written as the number 3.14. However, it is considered a unique number because there are many more digits after the decimal point (.). In fact, they continue without end. So far, mathematicians have managed to work out Pi to several trillion places, and trying to remember as 15 many numbers as possible from Pi without checking has become a popular memory game for many people.

Pi Day falls on the 14th of March, a date which is sometimes written as 3/14 (this spells out the first few numbers of Pi, which was why it was picked). It 20 is a mathematical event that takes place around the world, and Qatar in particular celebrates the occasion with a competition designed specifically to encourage secondary school students across the country to develop their interest in mathematics.

25 The Pi Day competition takes place at the Carnegie Mellon University in Qatar, which is part of Doha's famous Education City. It is open to all secondary school students in the country, but only four teams are chosen to compete on the final day. In February, a 30 month before the competition, various teams of young mathematicians battle it out to beat each other to solve mathematical problems. In two hours, they must answer sixty tricky questions based on maths they have learnt as part of their school lessons. The top four teams go 35 on to compete in the final competition on Pi Day, where they must work together to solve difficult mathematical problems until one team wins the day.

The final round is a tough challenge of mathematical ability. Although the teams face only sixteen mathematics 40 problems in the final, they are given just ninety seconds to find the answer to each one. Anyone who takes part in the competition receives a certificate, even if they are not chosen to compete in the final competition on Pi Day. The students who make up the four final teams receive 45 special awards.

B  Now scan the text.

Then read it carefully and write **T** for True, **F** for False or **NM** for Not Mentioned.

1. Pi is a number used to measure part of a circle.
2. If you try to fully work out Pi, you will never stop.
3. The 14th of March was chosen for Pi Day by chance.
4. Qatar was the first country to celebrate Pi Day.
5. Teams must show their maths skills to get a place in the final.
6. In the competition, students answer questions using maths they have never seen before.
7. There are four students in each team in the final.
8. In the final, teams have to answer 16 questions in 90 seconds.

PROJECT



  Do research and find some information about what schools can do on Pi Day. Write a short paragraph and then present the information to the class.

Task

(Modules 9 & 10)

A   Look at the statement below. Do you agree or disagree? Why? / Why not?

'Travelling in a group is better than travelling alone.'

B   Listen to four monologues and decide which speaker is **FOR (F)** and which speaker is **AGAINST (A)** the statement in Activity A.

Speaker 1 Speaker 3

Speaker 2 Speaker 4

C   Listen again and answer the questions.

Which speaker...

- a. thinks you learn more by travelling alone?
- b. thinks travelling alone is more expensive?
- c. thinks it's less stressful to travel alone?
- d. thinks it's safer to travel as part of a group?

D   Work in groups. Read the statement below. Group A should think of arguments **FOR** the statement and Group B should think of arguments **AGAINST** it. Think about the ideas given and also add your own. Make sure you support your arguments by giving persuasive reasons. Discuss your ideas with your group, keeping any necessary notes.

'It's better to travel by car than by plane when travelling within a country.'

Think about:

- how convenient it is
- the time required
- the cost
- safety
- how bad it is for the environment

E   Debate with the other group and try to persuade them that your view is the correct one. Use some of the phrases in the box.

First of all,...	In our opinion/view,... is better/worse than...	We agree, but think about...
To begin with,...	We believe/think... because...	You have a point, but...
Secondly,...	The way we see it,...	We don't agree because...
In addition,...	The main advantage/disadvantage of... is...	We don't think so because...
Furthermore,...	As for...	
What is more,...	One of the best/worst things about	
Finally,...	travelling by... is that...	



Task

(Modules 9 & 10)

LEARNING STANDARDS

SB: S1.1, S2.3, L1.1, L2.1

A S1.1 , S2.3

- Draw Ss' attention to the statement and initiate a short discussion.

KEY

I agree because when you travel in a group you save time and money and you don't get lost in a foreign city. / I disagree because travelling alone is more adventurous and you can choose what to see in a foreign city.

B L1.1

- Play the recording and have Ss listen to the four monologues and decide which speaker is FOR and which speaker is AGAINST the statement in Activity A.
- Alternatively, play the recording and pause after each monologue for Ss to note down their answers. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY 1. F 2. A 3. F 4. A

C L2.1

- Ask Ss to read through the four questions 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.
- Check the answers with the class.

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

D S1.1 , S2.3

- Draw Ss' attention to the statement and check their understanding.
- Ask Ss to read through the list of ideas and check their understanding.
- Divide Ss into two groups and allocate roles.
- Point out to Ss that they should support their FOR or AGAINST arguments by giving persuasive reasons.
- Ask Ss to keep notes because they will help them to remember and present their arguments in a more organised way.
- Monitor Ss from a distance at this stage. Do not interrupt.

KEY For suggested answers, see **Task 9 & 10** on page 150.

E S1.1 , S2.3

- Ask Ss to read through the phrases in the box and check their understanding.
- Have the two groups debate the statement in activity D by putting forward the arguments each group has thought about. The aim is to show which group has used more persuasive arguments.
- Monitor Ss from a distance at this stage. Do not interrupt.
- At the end of the debate, give your opinion on which group has been more persuasive and why you think so.

Recap:

- Ask Ss the following questions:
 - What have you learnt to do in this specific task?
(*to collaborate with a group so as to make decisions concerning a specific topic, to decide which arguments to use in order to persuade others about my opinion on a specific topic, to debate a statement using persuasive arguments for and against it*)
 - What language did you need to use?
(*Present Simple, ways of showing agreement/disagreement, linking words/phrases to connect ideas together, linking words/phrases to order ideas, phrases to express opinion and reason, comparisons*)
Ask Ss to give you examples of each case and if necessary, provide them with further practice.
 - Where will this task help you in life?
(*when I need to debate a statement with a view to persuading someone, when I want to show my line of reasoning/argument, to work as a member of a group who contributes their ideas towards a goal, with my debating skills*)

Speaking Activities

8a

EXPRESSING INTEREST, SURPRISE AND DISAPPOINTMENT

- How interesting/exciting!
- I can't believe it! / Unbelievable!
- What a surprise!
- You're kidding!
- Get out of here!
- That's the last thing I expected!
- That's too bad.
- What/That's a shame/pity.
- It's a great shame/pity.
- How awful/terrible!

SPORTS QUIZ

Talk in pairs. Form questions using the prompts below and the **Present** or **Past Simple Passive**, and try to guess the answers. Then check the answers with your teacher.

QUESTIONS

What / Beijing National Stadium / also call?
 Which sport / invent / Massachusetts, USA / 1895?
 Which stadium / build / Rio de Janeiro / 1950?
 Where / elephant polo / play?
 When / first modern Olympics / hold?
 Which sport / play / in the French Open?
 Where / bicycle polo / invent?
 How many points / score / by Wilt Chamberlain / NBA basketball game / 1962?
 When / yellow tennis balls / use / first time / at Wimbledon?
 How many goals / score / 2012 / by Lionel Messi?

ANSWERS

volleyball	Ireland	1896
100	the Bird's Nest	
India	91	tennis
the Maracana	1986	



What is the Beijing National Stadium also called?

I think it's also called...

9a

ROLE PLAY

Talk in pairs. Act out the following conversations.

TIP!

When having a conversation with somebody, listen carefully. If you don't understand something, ask him/her to repeat or clarify what they are saying.

Asking for clarification and repetition

Sorry?
 Did you say...?
 Sorry, I don't understand. What does... mean?
 What do you mean by that?
 I'm not following you.
 I'm not sure I get what you mean.
 Sorry, I didn't get that.
 Could you say/explain that (again)?
 Could you repeat that, please?

- Student A:** You see your friend (Student B) in a shop and ask him to lend you some money.
Student B: You are in a shop when you see your friend (Student A) who asks to borrow some money.
- Student A:** You are at a bank and you want to open a new account / withdraw some money / make a deposit. Talk to Student B who is a cashier.
Student B: You are a cashier at a bank and Student A is a customer. Help him/her.
- Student A:** You are at an ATM but it's your first time using it. Ask Student B for help.
Student B: You are passing by an ATM. Student A is there and needs some help. Tell him/her how to use it.

10a

Speak

Talk in pairs. Imagine that you are in a foreign country. How would you feel and what would you do if the following things happened to you?

- You go to a restaurant and you don't understand the menu/waiter.
- Someone offers you something to eat but you can't eat it.
- You lose your wallet on the underground.
- You need to communicate but can't speak the language.
- You get lost while exploring the city centre.

Plan

A covering letter

GREETING

Use a formal greeting.

- Dear Sir/Madam,
- Dear Mr/Mrs/Miss/Ms + surname,
- Dear Sirs,

OPENING PARAGRAPH

Use set phrases to state the position/internship/scholarship you are interested in applying for and say where/when you came across the relevant information.

- I am interested in applying for...
- I am writing to apply for... as advertised in/on...
- I am writing with regard to / in connection with...

MAIN PART (2 PARAGRAPHS)

Describe the following if they are relevant to the position/internship/scholarship you are interested in. Include only important information.

- State your qualifications and any experience.
- State your present/previous position / work experience.
- State why you are interested in the position/internship/scholarship you are applying for and why you are a suitable/ideal candidate.
- State any personal qualities (e.g. I am well-organised) that make you a more valuable candidate.
- State any future plans, goals and ambitions that are in any way relevant to the position/internship/scholarship you are applying for, and that show that you are committed to this line of work or field of study and that you are goal-driven and action-oriented.

Use phrases like:

- I have been working for/at/in...
- I am currently/presently working/learning...
- At present I am...
- I have previous experience working for/at/in...
- It is evident/clear from my marks that...
- My marks prove that...
- I am presently working towards...
- I hope to one day...
- I am fulfilling my lifelong dream of...
- The goal I have set for myself is...
- This year I definitely plan on...
- I am determined to...
- I am planning to/on...
- I would like to...
- I am thinking of...

CLOSING PARAGRAPH

Use set phrases like:

- I look forward to your response.
- I look forward to receiving your reply.
- I hope my application will be taken into consideration.
- I am available for an interview at your convenience.

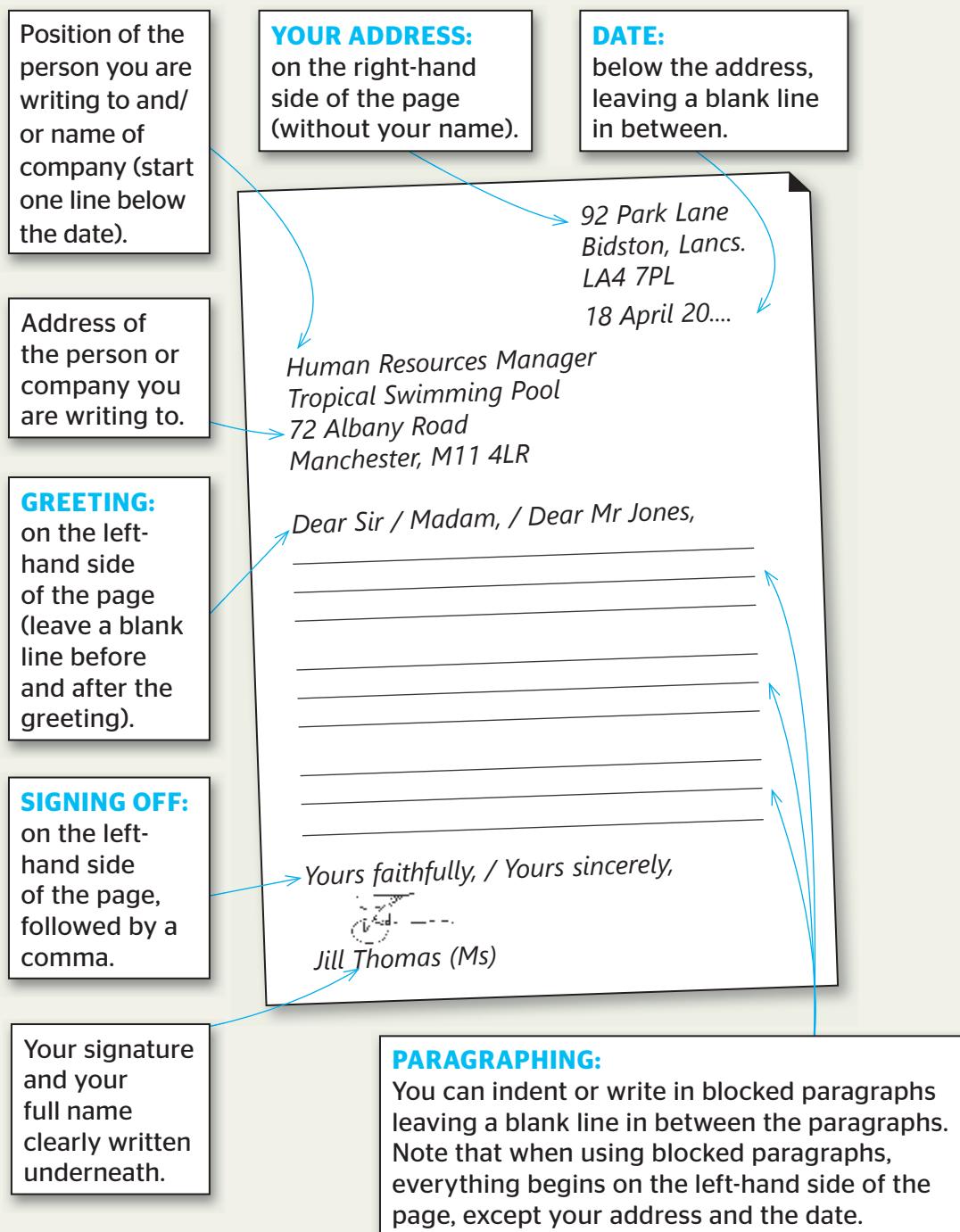
SIGNING OFF

Use a formal signature ending and print your full name underneath.

- Yours faithfully, (when you do not know the name of the person you are writing to)
- Yours sincerely, (when you know the name of the person you are writing to)

A FORMAL LETTER

A formal letter is written to someone you don't know personally and it is usually of a business nature. Note the layout below:

**TIP!**

In a formal letter/email, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam** and sign off with **Yours faithfully**. If you know the name (e.g. **Dear Mr Smith**) sign off with **Yours sincerely**. When you are writing to a woman and are unsure of her marital status, begin with **Dear Ms + surname**.

Grammar Reference

Module 6

Future will

AFFIRMATIVE

I/He/She/It	will work
We/You/They	

NEGATIVE

I/He/She/It	will not /
We/You/They	won't work

QUESTIONS

Will	I/he/she/it we/you/they	work?
------	----------------------------	-------

SHORT ANSWERS

Yes, I we/you/they	I will.	No, I we/you/they	I won't.
-----------------------	------------	----------------------	-------------

We use the **Future will** for:

- offers.
I'll look after the baby while you're cooking.
- promises.
We'll go to watch the competitions at the Qatar Marine Festival tomorrow, I promise.
- requests.
Will you pick up Jamal from the airport?
- warning and threats.
Be careful, you'll drop those plates!
- on-the-spot decisions.
Wait for me, I'll come with you.
- predictions, usually with the verbs **think** and **believe**.
I think he will be a great businessman one day.

TIME EXPRESSIONS

tomorrow, tonight, soon, next week/month, in an hour/week, etc.

NOTE

We use the **Future be going to** and the **Present Progressive** for future plans and arrangements.

I'm going to take part in 'Plant-A-Tree Day' next Saturday.

We're travelling to the Maldives this summer.

Time Clauses

- Time clauses begin with **when, after, before, as soon as, until**, etc.

- When the sentence refers to the future, we usually use the Present Simple in the time clause and the Future **will** in the main clause.

TIME CLAUSE	MAIN CLAUSE
When you finish reading that book,	I'll lend you another one.
Before you say anything,	Bahir will explain what happened.

NOTE

When the **time clause** comes before the **main clause**, the two clauses are separated by a **comma**.

be able to

- We usually use **can** to express ability in the present.
The baby can speak.
- We usually use **could** to express ability in the past.
I could climb trees when I was young.
- **Be able to** expresses ability and forms all tenses. It is mainly used in tenses where we cannot use **can**.
Jack will be able to play football on Saturday. He's feeling better.

NOTE

Could expresses general ability in the past.

Was/were able to expresses ability in a particular situation in the past.

I could draw well at the age of five.

I was able to draw well at the age of five.

The firefighters were able to put out the fire after two hours.

~~*The firefighters could put out the fire after two hours.*~~

Module 7

may/might/could

The verbs **may, might** and **could** are modal verbs so they:

- are followed by the base form of the verb.
- are the same in all persons in the singular and plural.
- form the questions by putting the modal verb before the subject and the base form of the verb after the subject.
- form the negative by putting **not** after the modal verb.

The modal verbs **may/might/could** express possibility in the present/future.
 We *may/might/could* go to the new amusement park next week.

NOTE

We use **may not / might not** to express improbability in the present or future.
 We *may not / might not* go to the art exhibition on Thursday.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future, and they can also be used to give advice and instructions.

Conditional Sentences consist of the if-clause and the main clause.

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	Future <i>will</i> Modal Verbs (<i>may, might, can, should</i>) Imperative

If I find the book, I'll buy it for you.
If you go to the gym early, you might see him there.
If you see her, ask her about the meeting.

NOTE

When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

If vs When

When is used to refer to the time something is going to happen, while **if** refers to the possibility of something happening.

I'll tell him when I see him. (= I will definitely see him.)

I'll tell him if I see him. (= I may not see him.)

Comparisons

Comparative and Superlative forms

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION
COMPARATIVE
adjective + -er more + adjective } + than

Karim's car is faster than his brother's car.
My watch is more expensive than yours.

SUPERLATIVE

the + adjective + -est
most + adjective } + **of/in**

Karim's car is the fastest of all his friends.
This watch is the most expensive of all.

All one-syllable and most two-syllable adjectives (short adjectives) take -er / -est.	short - shorter - shortest
One-syllable adjectives ending in -e take -r / -st.	safe - safer - safest
One-syllable adjectives ending in one vowel + one consonant, double the consonant before the -er / -est.	big - bigger - biggest
Adjectives ending in a consonant + -y, drop the -y and take -ier / -iest.	easy - easier - easiest
Adjectives with three or more syllables (long adjectives) and some two-syllable adjectives (short adjectives) take more + adjective / most + adjective.	dangerous - more dangerous - most dangerous upset - more upset - most upset careful - more careful - most careful boring - more boring - most boring

IRREGULAR FORMS

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good	better	the best
bad	worse	the worst
far	farther further	the farthest the furthest
many/much	more	the most
little	less	the least

Other Forms of Comparison

• as + adjective + as

Your house is as big as ours.
 (=Your house and our house are the same size.)

• not as + adjective + as

Fatima is not as short as her sister.
 (=Fatima's sister is shorter than Fatima.)

• less + adjective + than

Ted is less active than Harry.
 (=Harry is more active than Ted.)

• the least + adjective + of/in

I am the least active of all my friends.
 (=All my friends are more active than I am.)

Module 8

Exclamatory Sentences

We use **exclamatory sentences** to give emphasis to the meaning of the adjective/adverb or noun. They are used to express enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc.

- **how + adjective/adverb**

How wonderful!

How beautifully she paints!

- **what + (a/an) + (adjective) + noun**

What a beautiful day!

- **so + adjective/adverb**

It was so funny! He reads poetry so well!

- **such + (a/an) + adjective + noun**

He's such a strange man!

Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion:

- **so + adjective/adverb + (that)**

He was so tired (that) he went straight to bed.

- **such + (a/an) + (adjective) + noun + (that)**

It was such a beautiful day that we decided to go for a picnic.

NOTE

- We say **so + much/many**, but **such a lot of**.

- **That** can be omitted, especially in spoken English.

There was so much noise (that) we couldn't hear what he was trying to say.

There was such a lot of work to do (that) Hassan had to stay up late.

have to / don't have to / must / mustn't / need to / don't need to / needn't

- We use **must** and **have to** to express obligation in the present/future.

I must get up very early tomorrow morning.

You have to wear a helmet when you go skydiving.

NOTE

- We use **have to** to form all the other tenses.

Ali had to cancel all his plans when he heard the news.

- We use **need to** when it is necessary for us to do something. (We have no other choice.) *I need to go to the dentist.*

- We use **don't have to, don't need to** and **needn't** when it isn't necessary for us to do something (to express lack of necessity/obligation).

You don't have to do the dishes; I'll do them.
You don't need to come with me if you are tired.
She needn't take the children to school today.

- We use **mustn't** and **can't** when we are not allowed to do something.

You mustn't/can't smoke inside the building.

NOTE

Need is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by **to + base form** and forms the negative and question forms with auxiliary verbs.

- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **base form** and forms the negative and question forms without auxiliary verbs.

AFFIRMATIVE

I	need
He/She/It	needs
We/You/They	need

NEGATIVE

I	don't need
He/She/It	doesn't need
We/You/They	don't need

QUESTION

Do	I
Does	he/she/it
Do	we/you/they

NEGATIVE

I	
He/She/It	needn't
We/You/They	go

QUESTION

Need	I
he/she/it	go?
we/you/they	

Passive Voice

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **be** in the appropriate form and the **past participle** of the verb of the sentence.

Present Simple Passive

AFFIRMATIVE

I	am
He/She/It	is
We/You/They	are

allowed/paid

NEGATIVE

I	am not
He/She/It	isn't
We/You/They	aren't

allowed/paid

QUESTIONS

Am	I
Is	he/she/it
Are	we/you/they

allowed/paid?

Past Simple Passive

AFFIRMATIVE

I/He/She/It	was
We/You/They	were

allowed/paid

NEGATIVE

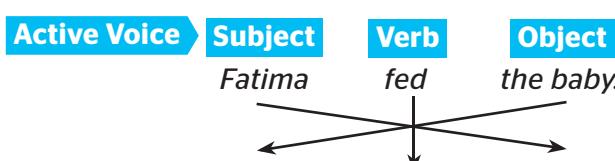
I/He/She/It	wasn't
We/You/They	weren't

allowed/paid

QUESTIONS

Was	I/he/she/it
Were	we/you/they

allowed/paid?



NOTE

The person who causes or carries out the action is called the **agent** and is preceded by the preposition **by**. We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.

My bag was stolen! (by someone who we do not know)

BMW cars are made in Germany. (by factory workers)

Module 9

too / enough

- We use **too** before adjectives and adverbs. *Too* has a negative meaning and it means 'more than what is necessary or wanted.'
- This exercise is too difficult. I can't do it.*
- Slow down, you're driving too fast.*
- We use **enough** after adjectives and adverbs. *Enough* has a positive meaning and it means as much as necessary.
- The water is hot enough. I'll make some tea.*
- We use **too many** with plural countable nouns.
- We have got too many eggs. What are we going to do with them?*
- We use **too much** with uncountable nouns.
- There's too much salt in this soup. I can't eat it.*
- We use **enough** before plural countable nouns and uncountable nouns.
- Are your friends hungry? There are enough sandwiches for everyone.*
- I can't buy those boots. I haven't got enough money on me.*

NOTE

Too and **enough** can be followed by **to + base form** of the verb:

He's too young to travel by himself.
He isn't old enough to go out alone.

Infinitives

We use the **full infinitive** (**to** + base form of the verb):

- to express purpose.

I'm going to the shopping centre to buy Mum a present.

- after certain verbs: *want, would like, would love, hope, decide, manage, plan, arrange, advise, choose, learn, offer, promise, afford, agree, expect, seem, forget, teach, need, try, tell, refuse, remember*, etc.

I haven't managed to find it yet.

- after *it + be + adjective*

(it's nice, it was stupid, etc.)

It's difficult to explain.

- after certain adjectives: *afraid, surprised, free, happy, ready, sorry, pleased*, etc.

Are you afraid to ask him?

- after *too and enough*

You're too young to stay out late.

Rashid is old enough to drive a car.

- after question words (*who, how, what*, etc.) in indirect questions

Do you know how to get there?

We use the **bare infinitive** (base form of the verb **without to**):

- after modal verbs (*can, could, will, would, should, may, might, must*).

Could you give me a glass of water?

You must call me as soon as you hear from them.

- after the verbs *let* and *make* (in the active voice).

His mother made him tidy his room.

NOTE

We can use the verb **help** with a bare or full infinitive.

Ali will help you carry that box.

Ali will help you to carry that box.

-ing form

We use the **-ing form**:

- after certain verbs: *like, love, hate, enjoy, prefer, suggest, start, finish, continue, keep, stop, begin, avoid, imagine, spend (time)*, etc.

I like watching TV, but I hate watching the news.

- after certain expressions: *don't mind, can't stand, be interested in, it's worth, How/What about...?, I look forward to, be good at*, etc.

I look forward to seeing you.

- after prepositions such as, *about, by, for, from*, etc.

I'm so excited about going on this trip.

- as a subject of a verb.

Exercising regularly is good for your health.

NOTE

The verbs **stop** and **try** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning.

- *Ken stopped watching the news.*
(*He didn't watch the news any more.*)
- *Ken stopped to watch the news.*
(*He stopped the action he was doing to watch the news.*)
- *Try studying for the exams early in the morning.*
(*Do it as an experiment.*)
- *I'll try to finish this project today.*
(*I'll make an effort.*)

Module 10

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

IF-CLAUSE	MAIN CLAUSE
if + Past Simple	would/could + base form

If I had enough money, I would buy a bigger flat.
You could get that job if you took my advice.

NOTE

- In Conditional Sentences Type 2, **were** is often used instead of **was** in the if-clause for all persons.

If Mary were older, she could take driving lessons.

- We use **if I were you** to express an opinion or give advice.

If I were you, I'd take it easy.

Wishes

We use:

- **wish + Past Simple:**

to make a **wish** about a **present** or **future situation** which we would like to be different.
I wish I didn't have to take any more exams.

- **wish + could + base form:**

to express **regret** about something we cannot do at **present**.
I wish I could help you!

- **wish + Past Perfect Simple:**

to express **regret** about something that happened or didn't happen in the **past**.
I wish I had brought a torch with me. I can't see a thing.

NOTE

We usually use **were** for all persons in wishes.
I wish this course were easier.

Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

Irina said, 'Tina is on the phone.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually the past form of **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

NOTE

- We use **say** when there is no indirect object.
'I'll be there,' he said.
He said that he would be there.
- We use **tell** when there is an indirect object.
'I'll call you, Mark,' she said.
She told Mark she would call him.
- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb **come** changes to **go**.
'I will call you as soon as I get home,' said Abdullah.
Abdullah said that **he** would call **me** as soon as **he** got home.
Kelly said, 'I'll come to the shopping centre with you.'
Kelly said she would **go** to the shopping centre with **me**.
- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

Present Simple → Past Simple

Ali said, 'My father plays tennis with his friends every Saturday.'

Ali said (that) his father played tennis with his friends every Saturday.

Present Progressive → Past Progressive

Tom said, 'I'm looking for a job.'

Tom said he was looking for a job.

Past Simple → Past Perfect Simple

Pete said, 'Mum made some sandwiches.'

Pete said his mum had made some sandwiches.

Present Perfect Simple → Past Perfect Simple

Jo said, 'I've worked hard today.'

Jo said he had worked hard that day.

will → would

Fatima said, 'I will help you with the preparations.'

Fatima said she would help us with the preparations.

can → could

Steve said, 'I can run faster than you.'

Steve said he could run faster than me.

may → might

Mum said, 'I may go to the supermarket later.'

Mum said she might go to the supermarket later.

must → had to

Aisha said, 'I must go and pick up the children from school.'

Aisha said she had to go and pick up the children from school.

now → then

Tina said, 'I'll call him now.'

Tina said she would call him then.

here → there

Eric said, 'I saw it here.'

Eric said he had seen it there.

ago → before

Bill said, 'I bought this house two years ago.'

Bill said he had bought that house two years before.

today, tonight → that day, that night

Mary said, 'We're having pizza for lunch today.'

Mary said they were having pizza for lunch that day.

yesterday → the previous day / the day before

Dad said, 'I visited the doctor yesterday.'

Dad said he had visited the doctor the previous day.

this morning/year, etc. → that morning/year, etc.

Beth said, 'I haven't bought anything this year.'

Beth said she hadn't bought anything that year.

tomorrow → the next day / the following day

Lynn said, 'I'm flying to Mexico tomorrow.'

Lynn said she was flying to Mexico the following day.

last week/month, etc. → the previous week/month, etc. / the week/month, etc. before

Colin said, 'I met her last year.'

Colin said he had met her the previous year.

next week / month, etc. → the following week / month, etc.

Bob said, 'I'll finish the report next week.'

Bob said he would finish the report the following week.

NOTE

The **Past Perfect** and the verbs **could**, **might**, **should**, **would** and **used to** do not change in Reported Speech.

Grammar Reference

Reported Speech (Questions)

- We usually introduce reported questions with the past form of the reporting verb **ask**.
'Why did he come back?' he asked.
He asked me why he had come back.
- Reported questions follow the word order of affirmative sentences.
'Why did he come back?' he asked.
He asked me why he had come back.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'What are you doing?' she asked.
She asked me what I was doing.
- If the direct question does not begin with a question word, the reported question begins with if/whether.
'Did you enjoy the game?' he asked.
He asked me if/whether I had enjoyed the game.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

Reported Speech (Commands - Requests)

- We commonly use the past form of the reporting verb **tell** when we report commands and the past form of the reporting verb **ask** when we report requests.
'Stay there,' said the man.
The man told me to stay there.
- The Imperative changes to **to + base form** or **not + to + base form**.
'Don't take this away, please,' she said.
She asked me not to take that away.

NOTE

When the request is in question form, in Reported Speech it commonly changes to **to + base form**.

*'Will you lend me that book, please?'
Kate asked me.*
Kate asked me if/whether I would lend her that book.
Kate asked me to lend her that book.

Irregular Verbs

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	light	lit	lit
bite	bit	bitten	lose	lost	lost
bleed	bled	bled	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	mow	mowed	mowed/mown
build	built	built	pay	paid	paid
burn	burned/burnt	burned/burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
deal	dealt	dealt	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	shine	shone	shone
fall	fell	fallen	shoot	shot	shot
feed	fed	fed	show	showed	shown
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	smell	smelled/smelt	smelled/smelt
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelled/spelt	spelled/spelt
freeze	froze	frozen	spend	spent	spent
get	got	got	spill	spilled/spilt	spilled/spilt
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	sting	stung	stung
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learned/learnt	learned/learnt	withdraw	withdrew	withdrawn
leave	left	left	write	wrote	written

Project Skills



BRAINSTORM

PLAN

RESEARCH

CREATE

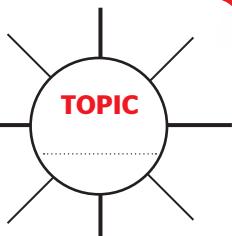
PROOFREAD

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

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 them.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from magazines and newspapers in English.
- Read websites in English.
- Watch TV programmes and DVDs in English.

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.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Some words are very similar in meaning and can easily be confused. Try to remember the context where they are usually used.
- Pay attention to cognates and false friends. Cognates are English words which are similar in form and meaning to words in your language. False friends are English words which have a similar form to words in your language, but they have a different meaning.
- Refer to the Wordlist.
- Practice the spelling and pronunciation of new words.

- Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.
- 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 and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.
- When talking to another person, listen carefully to what he/she is saying so that you can respond appropriately. Also, remember that a good way to maintain the conversation is by asking Wh-questions to find out about certain details. Avoid asking Yes/No questions.
- When expressing your opinion, always try to give reasons. Don't worry if you disagree with someone else. Remember, no answer is right or wrong as long as it is justified.
- Keep in mind that your tone of voice can help enhance what you are saying. You can show concern, surprise, admiration, enthusiasm, anger, disappointment, etc.
- When discussing with someone, listen carefully. If you haven't understood something, ask them to repeat or clarify what they are saying (*Could you please repeat that?*, *What do you mean?*).
- When you need more time to think about what to say, use phrases like: 'Well, let's see now' or 'Well, let me think'.

- When talking in pairs or groups, help each other if one of you gets stuck, by asking a question, for instance.

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 title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
 - Read the words before and after the unknown word and think of the context.
 - Try to figure out what part of speech the unknown word is.
 - See if the unknown word is similar to other words in English or in your language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Read the whole text before you do an exercise. Sometimes the answers require overall understanding.
- 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.) and the adverbs (here, there, etc.) refer to in the text.
- Don't rely on your general knowledge to answer questions. Check your answers with the information given in the text.
- When answering multiple choice questions, read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found. Also, make sure you have chosen the correct answer by eliminating the wrong options.

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.

- 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.
- When completing sentences, make sure that your answers make sense with the rest of the sentence.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision.
- Pay attention to the speakers' tone of voice to understand how they are feeling.

Write

How to do better when doing writing tasks

- Make sure you write what the rubric asks you to. Don't include irrelevant information.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to come up with ideas as well as organise them.
- 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.
- Use linking words/phrases (*and, but, so, because, also, What's more, etc.*) to join your ideas and make your writing flow.
- Use time linkers (*first, then, after that, when, while, as soon as, etc.*) to show the order in which events happen.
- Use a variety of adjectives (e.g. *fantastic, wonderful, terrible, awful*) and adverbs/adverbial phrases (e.g. *luckily, all of a sudden*) in your writing to make it more interesting for the reader.
- Use words like *he, she, it, them, there*, etc. to avoid repeating the same words.
- When you are asked to write a letter or an email, try to understand why you are writing (to give news, to invite, etc.). Also, think carefully about your relationship with the person you are writing to (is he/she a friend, a stranger, etc.?) and write in an appropriate style (formal or informal). Remember to use set phrases in the opening and closing paragraph.
- Write neatly.
- Write your first draft and correct it. Then write your final draft.
- Edit your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

Wordlist

Module 6

Cover

robot
solar power
touchscreen

6a

air
alternative energy
approximately
as a result
as well as
breathe
carbon footprint
certain
climate
decrease
disease
e-waste
fossil fuel
global
increase
low
natural resources
optimistic
packaging
pessimistic
polluted
predict
prediction
product
quantity
rubbish
such as
take place
view (=opinion)
way of life
weather conditions
wind power

6b

adjust
advertisement
allow
borrow
brightness
cash
delivery
discount
excursion
Go for it
guarantee (v.)
lend
promise (v.)
regret (v.)

satisfied
simply

Expressions with 'make'

make a decision
make a difference
make a mistake
make a prediction
make a promise
make money
make plans
make sense

6c

ability
afford
along with
astronaut
atmosphere (air)
bottom
dream (n.)
eager
exploration
float (v.)
gravity
individual (n.)
interview (v.)
lower (v.)
majority
medical check-up
millionaire
opportunity
ordinary
possibility
require
risk (n.)
rock (n.)
space
spacecraft
spectacular
telescope
the public
tourism
training
wealthy

Prepositional phrases: 'at'

at first
at last
at least
at present
at the end (of)
at the latest

6d

account
advantage
careless
circular
cloth
connect
convenient
diagram
disadvantage
disconnect
dry (v.)
edge
fail (= not work)
harm
harmless
helpless
holder
hole
ink
ink cartridge
motion
own (v.)
process
repair
set up
skilful
slide
so that
squeeze
stage
toothpaste
useless
wash off
wipe
worthless

Module 7

7 cover

choice

7a

atmosphere (mood)
car racing
change one's mind
clumsy
contest
count sb in
cup final
drop by
dry (adj.)
feel like doing sth
festival
flyer
free entry

from the comfort of
one's home

give sth a try
ice skating
make up one's mind
rink
skate (v.)
track

Phrases and expressions

Do as you please.
I doubt it.
I give up.
I'd prefer...
I'd rather...
I'm not so sure.
I'm positive.
It's up to you.
There's a good chance...

7b

admission
adopt
anonymous
bell
comment (n.)
complain
complaint
deal (n.)
depend on
donation
express (adj.)
feed
fill out
form (n.)
in case of
minimum
remain
ride (n.)
ring (v.)
single ticket
standard
support (n.)
valid
whale
whether... or...

7c

achieve
approve
argue
career
complicated
cope with
delay (v.)

disapprove
dissatisfied
energetic
expected (adj.)
gossip (n.)
lead (v.)
lifestyle
make a change
make an
 announcement
miss sth
newsreader
on air
pause (v.)
producer
publish
put sth off
quality
quit
stressful
studio
unable
uncertain
unexpected
unfriendly
unnatural
unnecessary
unsuitable

7d
acquire
ambition
application
appropriate
candidate
capability
conservation
counsellor
covering letter
degree
devotion
emotion
enable
express
field of study
gain
goal
heritage
internship
mission
passion
presentation
provide
pursue
restoration
scholarship

state (v.)
value
**Phrases and
expressions**
at your earliest
 convenience
set a goal
set phrase
work towards

Module 8

8a
admire
be over
cheer on
coach
enthusiastic about
just in time
let sb down
lift (v.)
miss out (on)
play a role
referee
sports commentator
tennis match
trophy
turn out (= be present)

Phrases and expressions

What a
 disappointment!
What a nightmare!
What a shame!
You can say that again!

8b
a good night's sleep
aircraft
automatically
complete (v.)
contact (v.)
hesitate
in shape
inexperienced
make the most of sth
physical condition
priority
skydiving
thrill
video record (v.)

Sports equipment

bat
board
goal
goggles
helmet
knee pads

net
parachute
racket
stick
wetsuit

8c
across the globe
basket

be related to
cricket
describe
except (for)
goalkeeper
have in common
hold (an event)
international
mostly
origin
points
round (adj.)
rugby
rules
whichever

Verbs related to sports

bounce
catch
dribble
hit
kick
pass
shoot
throw

8d
be set in
challenging
crops
developing world
device
display
edition
face (v.)
financial problems
from start to finish
hilarious
illness
image
in order to
internet connection
lack of
land (n.)
manage
original
realistic
unrealistic

Types of computer/ video games

action
adventure
educational
interactive
mobile
multiplayer
online
racing
sci-fi
simulation
single player

Words/Phrases related to computer/ video games

character
computer graphics
game console
game controller
game over
gamer
platform
plot
score (n./v.)

Phrases and expressions

It's nothing special.
Overall, I found...

Module 9

9 cover
facts and figures

9a

ATM
be broke
be short of cash
bill (n.)
break (money)
change (n.)
charge (n./v.)
cheque (n.)
currency
currency exchange
 office
debit card
directly
exactly
exchange rate
free of charge
ID
incorrectly
It's no use.
make a deposit
note
online banking

open a savings account
payphone
PIN
receipt
repair (n.)
spaghetti
swallow
waste (money)
withdraw

9b

apply
brush (n.)
cardboard
cover (v.)
distance
draw
dye
electric mixer
fill
icing sugar
ingredients
keep out of reach
medicine
on an empty stomach
pot
pour
seed
shampoo (v.)
shape
soil
spices
stir
tablespoon (tbsp)
thick
use (n.)
vanilla
wide

Units of measurement

centimetre
fluid ounce
foot
gallon
gram
inch
kilogram
kilometre
litre
metre
mile
millilitre
ounce
pint
pound
quart
ton
yard

9c

annual
bits
brain
break a record
by heart
challenge (v.)
digit
fill up
limit
memorise
memory
mind (n.)
prime minister
puzzle
repeat
room (= space)
shampoo (n.)
store (v.)
throughout
winner

9d

charity
contribution
duty
earn
effort
entrance fee
essential
fulfil
funds
groceries
growth
income
percentage
raise money
reasonable
refreshments
satisfaction
struggle
sum
venue

Module 10

10 cover

insect
That's life
wallet

10a

a sense of direction
action
addicted (to)
adventurous
celebrate
consequence
curious

embassy
excited
exotic
home country
ignore
in the first place
independently
live life to the fullest
organised
out of the ordinary
package tour
photocopy (n.)
plan ahead
risky
scare
to the last detail
unfamiliar
well-prepared
worried

10b

approach
be going on
(= happening)
by accident
eventually
furious
in the opposite
direction
lady
on purpose
peace and quiet
ridiculous
shoulder
smash into sth
the other day
thief
wave (v.)

Words describing feelings

annoyed
embarrassed
shocked

Idioms

drive sb up the wall
fall flat on your face
go as red as a beetroot
make a fool of
yourself
nearly jump out of
your skin
not believe your eyes/
ears
want the ground to
open up and swallow
you

10c

courage
elbow
fear (n.)
filthy
hope (n.)
hunger
nudge
orphan
poor
push
rags
raise sth
rush
signal (n.)
silent
skinny
special occasion
speechless
stare
starving
torn
whisper
wink

10d

build one's confidence
concerned
consider
extreme sport
jealous
make the first move
pleased
rather
rock climbing
sad
support (v.)
turn to
unfair

Phrases and expressions

How disappointing!
I don't think it's a good idea.
I haven't heard from you for ages.
I just thought I should drop you a line.
I wish I had / hadn't...
If I were you, I would / wouldn't...
I'm sorry to say...
It's such a shame/pity!
What would you do if you were...?

Module 6

6a

3. Listen B

We all know that each of us has a carbon footprint, but we don't always realise how much carbon dioxide we produce through our actions. Today, we are going to look at some of the things that people do every day, and the carbon footprint each action leaves behind.

Did you know that a direct flight from London to Hong Kong takes a little over 13 hours and produces carbon dioxide equivalent to using 300,000 plastic bags? So we can estimate that an eight-hour flight to New York would be about the same as using 200,000 plastic bags, and a flight to Athens, which takes almost four hours, is about 100,000 bags. You can easily understand that travelling by plane leaves a huge carbon footprint. We also need to be careful about the origin of the things we are buying when we go shopping. Buying things not produced locally will cause your carbon footprint to increase a lot because many are transported by air. Some things, such as bananas, aren't too bad because they come by ship, but out-of-season flowers from hot countries, for example, come by plane to stay fresh.

Another surprising fact that you may not realise is that paper packaging is not a more environmentally friendly form of packaging than plastic. Producing paper and cardboard creates about ten times more carbon dioxide than plastic bags.

Now, let me ask you all a question. Which one, travelling about six kilometres by plane or using a computer for 32 hours, produces nearly two kilograms of carbon dioxide? Raise your hands.

How many say travelling by plane? Most of you, okay. Now, how many say using a computer? Well, the answer is both.

Now that you understand that your actions can make a difference, it's time to look at...

C

Extract 1

Did you know that a direct flight from London to Hong Kong takes a little over 13 hours and produces carbon dioxide equivalent to using 300,000 plastic bags? So we can estimate that an eight-hour flight to New York would be about the same as using 200,000 plastic bags, and a flight to Athens, which takes almost four hours, is about 100,000 bags.

Extract 2

We also need to be careful about the origin of the things we are buying when we go shopping. Buying things not produced locally will cause your carbon footprint to increase a lot because many are transported by air.

6c

4. Listen

Alan Good afternoon. It's been over 40 years since Neil Armstrong walked on the moon. Since then, people have wanted to know: where next? Well, Mars is top of the list, and here to talk about Martian exploration is Robert Brody, from the University of Reading. Welcome, Professor Brody.

Robert Hello there.

Alan So, when did it all begin?

Robert Well, actually, it all started hundreds of years ago with the invention of the telescope. Since then, we have been able to see what Mars is like and have a better idea of what we might find there.

Alan When was the first spacecraft sent to Mars?

Robert Well, space scientists tried to send a few unmanned spacecraft in the early 1970s, but without success. The *Viking 1* probe left Earth on 20 August 1975, and eleven months later, on 20 July 1976, its lander arrived on Mars. It was a successful mission and it sent back information about Mars, including the first photographs from the planet.

Alan Did it return home?

Robert No, it's still there. But it sent information to Earth for 2,245 sols.

Alan Sols?

Robert I'm sorry, a sol is what we call a day on Mars. It's a little longer than an Earth day. And there are 668 sols, or Martian days if you like, in a Martian year. That's twice as long as an Earth year.

Alan I see. Interesting information. So, tell us Professor, what is happening at present?

Robert Well, as we speak, there is a probe on Mars. Scientists at NASA are able to move it around and gather rocks and soil, and analyse them. Basically, they are looking to see if there was any life on Mars in the past.

Alan Is there any life there now?

Robert I very much doubt it. Mars is a dry, cold place with very little atmosphere, not the sort of place where life usually exists. But we could change all that with terraforming.

Alan What's that?

Robert Terraforming is taking a planet, like Mars, and changing the atmosphere, the temperature and so on, so that it will be possible to live there.

Alan Is that really possible? I mean, can scientists change a planet's atmosphere?

Robert We're doing it already, with global warming. Ha, ha. In theory, it could be possible, and many scientists are working on solutions to create an atmosphere on Mars similar to the atmosphere on Earth. But it is an enormous task that would take a long time.

Alan Still, it gives you something to think about...

6d

2. Listen

Beth

Young people find it really hard to imagine the world without the Internet, but the way I see it, things were better in the past. When people needed information or an answer to a question, they searched in books or asked around. But most importantly, they tried to think and work out the answer themselves. Nowadays, they immediately go online, even for very simple questions. People have stopped thinking and that is a problem. They depend on the Internet too much.

Jack

I can't imagine life without the Internet. I surf the Net or chat every day. I have got lots of cyber friends and it takes time to stay in touch with them. My favourite pastime is playing online video games and I can do that for hours. Then I always surf the Net, or read the newspapers. I can spend all day in front of the screen, and sometimes I do, which is a problem. I order a lot of junk food because I never have time to cook and, as for exercise, when can I find time for that? To be honest, I think I should start being careful, maybe change my lifestyle a little.

Julie

The Internet? Well, it's very useful. You can send email and stay in touch with people all around the world and find information about the strangest topics. And of course, the funny videos you come across are unbelievable! However, there is one thing that worries me: giving out my personal details. For example, I don't feel safe buying things online and giving my credit card number. And as for social media sites, well, my friends want me to join, but I'm not so sure. I mean, anyone can find out all about you, right? And you're helpless. That's a little scary.

Frank

I'm not one of those people who use the Internet all day, at work, at home, etc., but I believe it's made our lives easier. For example, it has changed the way we shop and find information. I mean, it's very helpful. I remember those days I used to spend walking around different shops, looking for gifts for people. Now, with a few clicks, I can find whatever I want, and they have great offers. Also, there are plenty of sites where you can find almost everything you wish to know about any subject. You must only be a bit careful, because many sites are not very reliable.

Module 7

7a

3. Listen & Speak

Mark So, Eddie, what are you doing this weekend?

Eddie I might go to the match with the boys on Saturday.

Do you want to come? Should I count you in?

Mark I don't know. Have you seen the price of the tickets?

Eddie Yeah, they're £15, I think.

Mark I'm pretty sure they're £45. Let me check the newspaper. It was in the 'Things to do this weekend' section. There you go.

Eddie You're right, Mark. Well, I'm definitely not paying that much.

Mark Anyway, they said it might rain on Saturday. And United is likely to lose, don't you think?

Eddie You're right. OK, what else can we do?

Mark There's a bowling tournament. You used to be good at bowling, Eddie.

Eddie Yeah, that was a long time ago, though. How much does it cost to get in?

Mark It's free.

Eddie Yeah? That's all right, then. We could go for the fun of it.

Mark True. Look, there's a poetry festival too.

Eddie Does your cousin know about it?

Mark Probably. He's crazy about poetry. He writes poems himself.

Eddie Well, it might be interesting.

Mark I'm not so sure.

Eddie Oh, make up your mind, Mark.

Mark I'm trying. Hey, what about this photography exhibition?

Eddie Who's Glenn Hunt?

Mark He's a famous photographer. He published a book last year with some amazing photos.

Eddie Oh, yeah. I remember him.

Mark So, do you want to go?

Eddie Nah, I don't really feel like going to an exhibition. I'd rather do something else.

Mark OK, what then? It's up to you. How about the poetry thing?

Eddie Yeah, we can go there in the afternoon, and then go out for dinner.

Mark Sounds great.

7b

3. Listen

1. Anne So, what do you say?

Cathy It looks kind of scary, but OK.

Anne What about your little brother?

Cathy I think he's too short, look.

Anne Yeah, you're right.

2. Brian Oh, I can't believe this.

Louise Stop complaining.

Brian We need to speak to the manager right away.

Louise There, look. Press that and someone will come and help us.

3. Jason No, I don't think it's expensive.

Bridget Yes, it is. You get a good deal online, but then they charge you so much just to bring it to you early. No, I prefer to wait.

7d

1. Listen

Mr Henderson Good afternoon, Gavin, please sit down.

Gavin Good afternoon, Mr Henderson.

Mr Henderson How can I help you?

Gavin I'm trying to decide what to do when I finish school. My friends seem to know what they want. Some of my friends are planning to take a year off to travel and others have already decided what they want to study at university. A few just want to start working, but I don't really want to do that. I want to continue my studies, but I'm confused about what career is best for me.

Mr Henderson I know that you are a very good student, so there are many things you can do. Let me ask you a few questions. First, tell me what you really like doing, and I am not talking just about school.

Gavin As far as lessons go, I like solving maths problems and I really like science. Outside school, I like doing sports. Windsurfing is my favourite. I also enjoy playing computer games. Oh, I forgot, I also like IT; it was great when our teacher taught us how to design a web page.

Mr Henderson And are there any subjects or anything that you don't like doing?

Gavin Well, not really. Most subjects are easy for me. Even though music and art aren't my favourite, they're okay. I guess I'd say that history is a bit boring.

Mr Henderson Are there any careers that you think you might be interested in?

Gavin I don't know. I thought about becoming a teacher. You see my parents are teachers, but I don't think I have the patience, and besides, they don't earn much money. I also considered becoming a pilot like my uncle, but, even though pilots are paid well, they are often away from home on holidays or other important occasions. I definitely don't want to become a doctor. They have to study a lot and work long hours.

Mr Henderson All right then. What things are important to you concerning your future? I'd like you to imagine what your life will be like ten years from now.

Gavin That's difficult. In ten years, I'd like to be working for a large company in the city, have my own flat and I'd like to be able to travel abroad with my friends. I want to have a family, but later.

Mr Henderson Based on what you have told me so far, some fields you might be interested in are engineering, architecture or web design. If you have time, I'd like you to take a career test which will show you which fields suit your personality.

Gavin I'm afraid I don't have time today. Can I do it tomorrow or on Monday?

Mr Henderson Tomorrow's fine. Once you have done it, we can look at all your results and discuss what's best for you.

Gavin Thank you, Mr Henderson. I'll see you tomorrow.

Mr Henderson Have a good day.

Module 8

8a

3. Listen A & B

Danny

I've been to so many hockey matches but I think this is the first time I've seen such an exciting match. The Blackhawks weren't playing so well in the first two periods and I was sure they'd lose. What a team! How did they do it? They managed to turn the game around in the third period and win. It was brilliant! Benson was great! And the fans went wild, of course. I can't describe the atmosphere at the end of the match.

Robert

What a match! It wasn't easy, that's for sure, but we're happy we won. I think the fans always make a difference. The atmosphere was beautiful. They were cheering us on even when we were behind. They managed to encourage us to try harder. And we did in the third period. What else can I say? I'm so excited we'll be playing in the finals!

Craig

Is this all you can do? What a disappointment you are to all those fans who are cheering you on! Have you seen the score? It's embarrassing! I want to see some goals and I want to see them now. I want all of you to try harder this third period. Are you listening, Benson? You are so slow today that everyone is going to fall asleep. Get that puck and score! Do I have a team or what? Come on, people. Let's make it to the finals. Get your sticks and get out there on the ice. Move it!

Steve

... Five more minutes to go till the end and the score is 5-5. The Blackhawks are catching up. It seems they definitely want to make it to the finals, especially Benson who is playing incredibly well in this last period. And as I said earlier, when he decides to play, the whole team plays. And Benson has the puck now. He's heading for the goal. Will he score and put the Blackhawks in the lead? ... and... goal! It's 5-6 to the Blackhawks. What a player! What a goal! Listen to those fans! Three more minutes to go. How exciting! There's Palmer with the puck now and...

8d

2. Listen B

Since the creation of computers, people have been trying to develop computer games. These games, however, were not made just for amusement. In the 1940s and 1950s computers were particularly expensive machines that required an entire room, so they were mostly owned by universities and big companies. Computer engineers invented games to test the computer's capabilities and the public was fascinated to get news about these modern machines. These first games were not for the general public and their use was limited to a small circle of technology professionals.

Ralph H Baer, known as 'the Father of Video Games' is the man who changed all of that and made gaming technology available to ordinary people. By the 1960's millions of Americans owned TVs and Baer believed that this technology could be used for more than just passive entertainment. In 1967, Baer's company gave him financial support to do research and create a device that could connect to a TV and make it interactive. In 1972, the MAGNAVOX ODYSSEY otherwise known as 'the Brown Box' was ready for the market.

Similar to gaming packages bought today, The Brown Box had a console and two controls. Included also were score cards and six games that were in the form of cards too which were placed in the console. Score cards were necessary because the game didn't record scores. Players then could only see dots and lines on their screens.

With sales of under 200,000 units, Ralph Baer's Brown Box was considered anything but successful, but there is no doubt about the importance of his invention in video game history. The MAGNAVOX ODYSSEY was the first of its kind, and many that followed borrowed from it, making the world of gaming what it is today.

Task (modules 7&8)

A

Alan So, what are we going to do? Are we going to take up scuba diving or start the astronomy course?

Bob I'm not sure. I'm really interested in astronomy, but I need to have a look at the days and times because I've also started Spanish.

Alan Oh, yeah. So, which days of the week are you free?

Bob Mondays, Wednesdays and Saturdays. What about you?

Alan Well, I'm free all week except for Fridays. And when I say I'm free, I mean after six, of course.

Bob OK. Then we haven't got a problem with the days because both courses are on Mondays and Wednesdays. Oh, but look at the flyer, the astronomy course starts at 5.30 on Wednesdays.

Alan That's not convenient for me.

Bob No.

Alan And one more thing. If we take up astronomy, we'll

need to have our own telescope. It says so here. I can't afford to buy one right now.

Bob Tell me about it. Maybe we should take up scuba diving instead. We both live close to the beach and the time is convenient for both of us.

Alan Yeah. But we'll need to buy equipment, like a wet suit, goggles, masks and so on. It's kind of expensive, don't you think?

Bob No, we won't. Look at what it says here. The club provides all its students with the necessary equipment.

Alan Really? That's great! I wanted to take up something that will help us work out a little too.

Bob All right then, let's go and sign up!

Module 9

9a

5. Listen

1. Beth Hey, Neil. I need to make a call. Is there a payphone near here?

Neil Yes. Look, over there.

Beth Great. Can you give me some change?

Neil Sure. Here you go. Is that enough?

Beth I think so... Oh, no... There go my coins.

Neil Try pressing this button. It usually gives back the coins it has swallowed.

Beth It's no use. It's broken.

Neil Look. It says here you can use your credit card, too. Try that.

Beth Good idea... Ah, yes. It's working now.

2. Customer I would like to buy this men's watch here, please.

Shop assistant Certainly, sir. That's €180.

Customer Do you accept cheques?

Shop assistant No, I'm sorry, only cash. But you can pay in pounds.

Customer How much is it in pounds?

Shop assistant Well, with the current exchange rate, it's... £160.

Customer OK. Well, I only have four fifty-pound notes.

Shop assistant That's fine. But we'll give you your change in euros.

Customer No problem.

3. Mrs Moss Finally! I've waited 45 minutes in the queue, you know!

Cashier I'm sorry, madam. We're very busy today. How can I help you?

Mrs Moss I would like to make a deposit into my account.

Cashier Certainly. You know that you can also make deposits at the machine over there, right?

Mrs Moss Yes, but I also need to pay a bill.

Cashier OK. I can help you with that too. But did you know you can pay your bills using online banking?

Mrs Moss So, I've just wasted my time waiting in line!

Cashier I'm sorry, madam. Let me help you with your deposit...

9b

4. Listen B

1. Weather Forecast

This weekend, temperatures are going to rise to unusually warm levels for this time of year. Tomorrow we will have a high of 20°C and skies are expected to be mostly clear with a small chance of rain late in the afternoon. The temperature, in the evening, will remain at comfortable levels. More of the same is expected for the next couple of days. Wow! What a nice break from the cold weather! Temperatures will, however, return to their normal levels by the middle of the week. And now back to you...

2. Advertisement

Photos and videos are probably the most valuable files that we keep on our computers. They contain memories from important moments in our lives and the lives of our loved ones, so when our computer breaks down and we lose them, we feel angry and upset. Well, the Photostick is here to put an end to this problem and keep your memories protected! This gadget can save up to 60,000 photos and videos quickly and easily. All you have to do is plug the stick into your computer, and it automatically finds and saves all your photos and videos with just the press of a button. Get yours today for just 23.99!

3. Interview

Ted We have a real life hero, Bill Thompson in our studio today. Welcome to the show Bill! Tell us your story!

Bill Thanks for having me, Ted. There's not much to say. I just did what any firefighter would do.

Ted Well, that isn't completely true, Bill! Very few would run into a house which is on fire without the right equipment or any assistance. Thanks to you, a mother and her child who were in the house are now safe.

Bill It doesn't matter whether it's during working hours or not, I know what to do and it would be wrong not to help. Anyway, I'm glad that...

4. Talk show

Hi, everyone! Today, with our three brilliant guests, we are going to discuss the new autumn trends in home decoration. To begin with, we'll show you our top 10 choices for the living room and give you some useful tips on how to decorate your house without spending lots of money. After that, our guests will answer your questions, so have your phones nearby. All this, after the commercial break, so don't go anywhere!

5. News

In local news, several whales were seen yesterday in Boston Harbour not far from the waterfront, providing a thrilling sight for many. Those who want to see whales, usually have to travel far out to sea so this was quite a treat! Experts say there are a total of 6 whales in the port and that our friends will remain as long as there is food for them. Authorities, however, have requested that ships keep a safe distance. As always, we will keep you informed of their adventures here in our city.

9c

3. Listen B

Presenter Good afternoon. With me today is memory expert... umm... I'm sorry, I've completely forgotten your name. Only joking, it's Dr Eric Dawkins. Welcome Eric.

Eric Hello.

Presenter So, you've come in today to give us some tips on how to remember information or facts. I know lots of people, including myself, who have trouble memorising numbers, like phone numbers or PIN numbers.

Eric That is a common problem. There are many different methods and techniques that can help, but the best and easiest thing to do is to make associations. That means to connect the new information to already existing information or experiences in your mind, to connect the new information to something real and meaningful. That's what will help you remember it.

Presenter Can you explain what you mean?

Eric Certainly. Let's take this phone number, for example: 247-365-1879. It's just random numbers in a row and difficult to remember. Let's look at it differently. Let's say the first three numbers are 24 hours in a day and 7 days in a week, the second three numbers are 365 days in a year, and the last four numbers are the year Albert Einstein was born. Then it becomes easier to remember.

Presenter What if I don't know Einstein's date of birth?

Eric It's better to connect it to something personal to you.

Presenter I see, like 18 is my son's age, and 79 is my mother's age.

Eric Perfect. Another way to remember things is by 'chunking.' Say you have got a shopping list to remember. A long list of different items isn't easy to remember. But if you chunk them and put them into groups, for example fruit and dairy products, then the whole list seems simpler.

Presenter That's very interesting. What about people? I meet a lot of people and I find it hard to remember their names.

Eric Here's a trick for that. Look at the person when you say their name, like 'Nice to meet you, Tony.' Another good trick is to imagine the person holding hands with someone else you know with the same name. Sounds a little stupid and childish, but it works.

9d

1. Listen B

And we're back. Well, here's your chance to help raise some money for the local children's hospital and taste food from around the world too. Lincoln University is hosting a weekend international outdoor food festival. It's a chance to spend time outdoors and sample some delicious food that you probably have never tasted before. There will also be a surprise guest chef towards the end of each day who will be cooking some tasty dishes.

This will all take place at Lincoln University, so I guess there will be parking available in the university car park. The dates for this festival are 26 July and 27 July. Let's hope that the weather will be nice! The festival will begin at 10 o'clock in the morning and end at 9 o'clock in the evening. So, you can spend all day there, or just go for a few hours; whatever you like! For families, there is a special children's area where children can bake their own cookies! There is a £5 entrance fee but larger donations are welcome. Just don't forget, all the money raised will go to the children's hospital, so it's definitely for a good cause. See you down there!

C

Alan So, did you go to the food festival yesterday?
Bob Yes, I did.
Alan Was it any good? I'm thinking about going today.
Bob Yeah, I had a great time!
Alan Was it free?
Bob No, there is an entrance fee of £5, but you can donate more if you want, so I gave £15.
Alan That's generous of you. So, were you there all day then?
Bob No, I wasn't. The festival started at ten, but I went there after doing my shopping, so it was about three in the afternoon.
Alan And did you stay long?
Bob Yeah, I was there until seven o'clock. By then, there were lots of people there.
Alan So you were there for a few hours. I guess it was worth it.
Bob That's right. I waited until 7 o'clock to taste the surprise guest chef's pies. They were absolutely amazing! I won't tell you anything more, because you're planning on going. But you will love it.
Alan So, you think I should go?

Bob Definitely. But make sure that you are hungry! Oh, and it's a good idea to take the bus. The car park was full and I had a really hard time finding an empty spot... that really upset me.

Alan I'll keep that in mind.

Module 10

10b

4. Listen

Ethan

Last month a friend stayed at my house because he had a job interview in the city, near where I live. We both went to bed early, because he wanted to be fresh for the interview, and I had to get up early for work. The next morning I got up and left before my friend woke up. A couple of hours later I was in the middle of a meeting, when I got a phone call from him. He was screaming at me, and rightly so. He told me that I had locked him in my flat by accident, and he couldn't leave for his interview. Fortunately, he arranged another interview.

George

I was at the airport and there were lots of people around. Suddenly, I saw a man waving at me. It seemed like he wanted me to go over to him. So, I picked up my bags and went over. When I got close, he said 'Can I help you?' I was confused. 'Excuse me, you were waving at me,' I said. He said he was waving at his friend, and then his friend turned up. I started laughing to make it look like a funny mistake, but I just wanted the ground to open up and swallow me.

Mike

It happened last Monday. I was giving a presentation at the office to some important clients from Japan. It was going pretty well, but I was getting some strange looks from some of the people at the meeting and I couldn't understand why. Anyway, during the break, I went to the toilet and looked in the mirror. And that's when I saw it: a piece of lettuce stuck between my two front teeth. I looked ridiculous. I removed it and I went back to continue my presentation, but I couldn't concentrate. Needless to say, the presentation didn't go well and I have a feeling that I made a fool of myself.

10d

1. Listen B

Tanya Hey, girls. I have a problem and I'd really like some advice. Do you think you can help?

Girls Sure, what is it?

Tanya You all know that I was accepted at Westhill University, right? Well, I'm very excited because I've heard so many good things about this university. But my cousin Vicky, who also applied, wasn't accepted, unfortunately. She was very disappointed when she found out, and ever since, she's been acting really weird. It's like she's not happy for me, you know? We keep arguing over little things.

What am I supposed to do? Not accept? It's not my fault she wasn't accepted, is it? Anyway, the other day we had another big argument and now she's not talking to me. I've tried calling, but she doesn't answer. What should I do? I don't want to lose her friendship because she's not only my cousin, but also a very good friend.

D

Tanya So, Maria, what do you think I should do?

Maria It's a difficult one. Obviously, she's very jealous and doesn't really know how to react. If I were you, I'd wait for her to calm down first. When she starts talking to you again, I'd sit down and discuss the problem with her. It would be a good idea to make her understand that she isn't useless. It's not the end of the world! Remind her of the things she's good at and her positive qualities. Another thing you can do is help her look for different universities to apply to. That will show her that you care.

Tanya I do care. What do you think, Kelly?

Kelly Well, I disagree. It's not your problem to sort out. She shouldn't make you feel down! You were accepted and everyone should be happy for you. OK, she's upset and everything, but she should do something about it so that she starts feeling better for herself. I agree that she probably needs some time to calm down, but I don't think you should be the one to try to get close to her first. Let her come and talk to you in her own time. Meanwhile, don't worry about it too much. I think she just needs some time.

Tanya Maybe you're right. What about you, Jill? What do you think?

Jill I understand what you're going through. You want to be happy, but you can't because you know Vicky is so down. I don't think you should be hard on her, though. It's a very difficult thing to deal with. If I were you, I'd buy her a present and go over to her house. If she's a real friend, you'll have a nice long talk and everything will be back to normal. Perhaps you could ask her if the situation was the other way around, how she would react. That might make her see things differently.

Tanya Thanks. I'm so glad I have you all to turn to.

Task (modules 9&10)

B & C

Speaker 1

I don't particularly like the idea of travelling alone. When you're with other people, you feel much more confident about exploring new places and trying new things. Lots of places are too risky to visit alone, so it's much better to be part of a group, especially if you're travelling for the first time. What is more, you learn a lot more with

organised tours and experienced tour guides who can show you around. Most importantly, it's a lot less stressful. You don't have to plan each day during your trip because someone else has already done the work for you.

Speaker 2

The way I see it, travelling on your own has more advantages than travelling in a group. First of all, it gives you the opportunity to gain new skills, learn so many things, and it also builds your confidence. You have to research the place you are travelling to before you leave and find your own way around once you get there. In addition, it makes you meet local people and make new friends, instead of just hanging out with the people in the group. It also means you can be alone when you want to be, and you don't have to socialise all the time with people who you might not get along with.

Speaker 3

I think group trips are a much better option because you can get great deals with travel agents and your holiday ends up being cheaper. When you travel alone, you always have to pay more, for example, to get a private tour guide, but in a group it's easy. What is more, package tours are so much more organised; you don't waste any time looking for places, getting lost or deciding where to eat. In my opinion, it's also much more fun sharing the experience with a group; you make new friends and can help each other out if there's ever a problem.

Speaker 4

On a group trip, everything is planned ahead by a travel agent so, in my opinion, it's not as adventurous and exciting as it should be. I think it's better to be free to do whatever you want, whenever you want. When travelling independently, you can plan your own schedule and only visit the sights that you are interested in. And if something is expensive, you can choose not to do it. Also, you don't have to worry about losing the group and you can just relax and do your own thing. Furthermore, you are also more likely to experience something out of the ordinary when you are alone. In a group, you always have to stick together and follow the schedule.

MODULE 6

6a

A.

1. decreasing	2. conditions
3. of	4. predictions
5. rubbish	6. carbon

B.

1. polluted	2. disease
3. approximately	4. predict
5. pessimistic	6. resources
7. air	8. breathe

C.

2. It won't snow in Manila. It will be sunny.
 3. The temperature won't rise to 35°C in Brunei. It will be between 25-30°C. / It will rise to 30°C.
 4. It won't be sunny in Singapore. It will be cloudy.
 5. It won't be cold in Jakarta. It will be hot. / It will be 34°C.

D. Open answers

6b

A.

1. borrow	2. advertisement
3. discount	4. delivery
5. satisfied	6. lend

B.

1. plans	2. mistake
3. cash	4. guarantee
5. excursion	6. regret

C.

1. Will you remember	2. arrive
3. will call	4. reach
5. won't forget	6. will understand
7. have	8. will you lend
9. will check	10. will pay
11. get	12. do you want
13. will show	14. buy
15. won't give	16. tell

D.

1. After Mike goes to the bank, he will meet Kevin for lunch. / Mike will meet Kevin for lunch after he goes to the bank.
 2. As soon as I finish university, I will look for a job. / I will look for a job as soon as I finish university.
 3. Before Mahmood buys a new car, he will sell his old one. / Mahmood will

sell his old car before he buys a new one.

4. We will not have dinner until the whole family sits down.

5. When Jameel comes over, he will tell you the news. / Jameel will tell you the news when he comes over.

E.

suggested answers:

1. I will come with you.
2. Will you give me a lift to the airport, please?
3. I promise I will pay you back soon.
4. I will call an ambulance.

F. L2.1

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

6c

A.

1. a 2. c 3. a 4. c 5. c 6. b
 7. c 8. c

B.

1. He will be able to learn Arabic.
2. He will be able to meet new people.
3. He will be able to see a different culture.
4. He will be able to go sightseeing.
5. He will be able to try Qatari cuisine.

C.

1. A year ago, Hassan was not able to drive.
2. Next year the company will be able to open new offices in Doha.
3. The children were not feeling well yesterday and weren't able to go on the school trip.
4. Now that Aisha is working part time, she is able to spend more time with her children. / Aisha is able to spend more time with her children now that she is working part time.
5. People living in large cities aren't able to see many stars at night because of light pollution.

D.

1. were not able to explain
2. will be able to live
3. was not able to speak
4. is not able to help
5. are able to explore

6. was able to start

7. will be able to visit

6d

A.

Down:

1. connect	2. holder
3. helpless	5. circular

Across:

2. harmless	4. careless
6. skilful	7. worthless

B.

1. How can/do I install games on my computer?
2. First, (you) go to your account and sign in.
3. Second, (you) select the Store icon on the Start screen.
4. Next, (you) go to the menu and select 'Games'.
5. Then (you) browse to find the game you want.
6. Finally, (you) download the game and select 'Install'.

C.

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

Writing: A description of a process

suggested answer:

The first step is to wash the CD with water. The water should be between ten and twenty degrees Celsius. Next, squeeze a small amount of toothpaste onto a soft, clean cloth. The third step is to gently wipe the toothpaste onto the scratched part of the CD, but make sure you wipe from the centre of the CD to the edge. Do not move the cloth in a circular motion or towards the centre. After you have done this, wash the toothpaste off the CD with water. The water should be between ten and twenty degrees Celsius again. Finally, dry the CD carefully with a soft, clean cloth.

6 Round-up

A.

1. practical	2. connects
3. allows	4. route
5. training	6. convenient
7. regret	

Workbook Key

B.

1. Will 2. before
3. will do 4. as soon as
5. won't be able to 6. won't have
7. won't 8. do
9. finish 10. will go
11. will meet 12. will buy
13. will not 14. will
15. isn't able to 16. Will
17. wasn't 18. finishes

C.

1. b 2. c 3. d 4. e 5. a
D. R2.1 
1. a 2. a, c 3. b 4. b 5. c

MODULE 7**7a****A.**

1. doubt 2. contest
3. chance 4. positive
5. flyer 6. entry
7. comfort 8. drop

B.

1. There might be a lot of traffic right now.
2. Abdullah may watch the Cup Final.
3. We might go ice skating on Saturday.
4. The shopping centre may not be open on Fridays.
5. Jameel might not come to work tomorrow.
6. Bill could be late because of the weather.

C.

1. He may/might buy a video camera.
2. He may/might wear a shirt.
3. He may/might have a nap.
4. They may/might have dinner.
5. It may/might rain this evening.
6. They may/might play basketball.

D.

1. b 2. g 3. e 4. h
5. d 6. c 7. a 8. f

7b**A.**

1. depends 2. ride
3. safety 4. complaint
5. form 6. donation
7. anonymous

B.

1. minimum 2. complain
3. feed 4. deal
5. comment

C.

1. leave, 'll drop 2. won't go, is
3. meets, will see 4. will miss,
 don't leave
5. Give, decide 6. 'll cook, get
7. want, don't eat 8. has, 'll go

D.

2. If you order dinner on Wednesdays, you will get dessert for free.
3. If you buy a new computer today, you can pay next year.
4. If you take part in the contest, you may win 5,000 QR.
5. If you go to the Scottsdale Zoo, you can feed the baby pandas.
6. If you join the Clearview book club today, you will get a free book.

E.

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

7c**A.**

1. unsuitable 2. uncertain
3. unable 4. unfriendly
5. disapproves 6. disappeared
7. disadvantages

B.

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

C.

1. more comfortable
2. bigger 3. bright
4. noisy 5. more peaceful
6. the safest 7. better
8. less 9. healthier
10. the most pleasant

D.

1. The bus is (not) as safe as the plane.
2. Camels are (not) as dangerous as tigers.
3. Skydiving is (not) as exciting as surfing.

E.

4. Physics is (not) as complicated as maths.
1. more traffic than the suburbs.

2. isn't as expensive as the Chinese one/restaurant.
3. was the least interesting (of the three / all).

4. am less outgoing than my younger sister.
5. was the most difficult (of the three / all).

F. L2.1 

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

7d**A. W4.1** 

1. Dear Mr Mahmood + surname (e.g. Ahmed),
2. I saw your advertisement on the Internet.
3. I would like to work as an instructor at your gym.
4. I have worked as a gym instructor before and I have all the necessary skills and experience.
5. I strongly believe that I am suitable for this job.
6. I am available to work on any day of the week, including weekends.
7. I look forward to hearing from you.
8. Yours sincerely,

Nasser + surname (e.g. Mubarak)

B.

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

C.

suggested answer

Dear Sir/Madam,

I saw your advertisement in *The Daily News* on 5 March and I am interested in working as a waiter at the airport café.

I worked at a small café for about a year and I have acquired all the necessary skills and experience for working as a waiter. You can see from my CV that I am fluent in Arabic, and I am currently learning French too. I am a responsible, hard-working and outgoing person, and I enjoy meeting new people.

I believe these qualities make me suitable for the job. I am available for an interview at your convenience. I hope you will consider my application, and I look forward to hearing from you.

Yours faithfully,

Edward Moss

Writing: A covering letter

suggested answer:

Dear Sir/Madam,

I am writing to apply for the scholarship for undergraduate students which you advertise on your website.

I have just finished secondary school with excellent results, and Qatar University has accepted my application to study tourism management. The scholarship will enable me to further my studies and make a career in the tourist industry, which will give me an opportunity to share my passion for our cultural heritage with visitors to our country.

The goal I have set for myself is to complete my studies, then continue to a master's degree in tourism, culture and the environment. This will help me to acquire more knowledge and skills. My ambition is to work for Qatar Tourism Authority, where I can apply the knowledge that I have gained to promote tourism in Qatar, with respect for Islamic values.

I believe that I am an ideal candidate for the scholarship because of my passion and ambition. I hope that you will seriously consider my application, and I look forward to your response.

Yours faithfully,

Abdul Amari

7 Round-up

A.

1. a 2. c 3. c 4. a 5. b 6. a
7. a 8. b

B.

- She may/might/could buy some painkillers.
- They may/might not go out.
- He may/might not be at home.
- He may/might not eat aubergine.
- Anthony may/might/could argue with him.

6. He may/might/could visit me in August.

C.

1. b 2. a 3. c 4. c 5. a 6. b
7. a 8. b 9. a 10. b 11. a

D.

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

E. R1.1, R2.1

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

Al Rayyan is so good that everyone thinks they are going to win.

E.

suggested answers

- How awful!
- What a shame!
- How wonderful!
- What a surprise!
- How exciting!

8b

A.

1. helmet	2. goggles
3. racket	4. net
5. wetsuit	6. board
7. stick	8. parachute
9. bat	10. goal

B.

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

C.

You don't need/have to bring your own board.
You need/have to / must be in good physical condition.
You don't need/have to take part in races.
You don't need/have to be an experienced surfer.
You need/have to / must be a good swimmer.
You need/have to / must arrive at the beach by 10 a.m.
You mustn't be late.

D.

2. You mustn't make any video recordings.
3. You don't need/have to have your own knee pads, you can rent them.
4. You mustn't use your mobile phone.
5. Children under seven don't need/have to pay (to use the pool).
6. You need/have to / must wear a helmet at all times.

8c

A.

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

B.

1. was... held 2. are required
 3. is aimed 4. is made
 5. are included 6. is offered
 7. was won

C.

1. were made 2. give
 3. was cancelled 4. kicked
 5. Was 6. don't wear
 7. were shown 8. played
 9. is delivered 10. wasn't

D.

2. My team beat three teams in last week's tournament.

Three teams were beaten by my team in last week's tournament.

3. 40 million people watched the match last night.

The match was watched by 40 million people last night.

4. Richard and Judy bought that house last month.

That house was bought by Richard and Judy last month.

E. L2.1

1. 2,000 2. Britain 3. 4
 4. 7 5. ball

8d

A.

1. set 2. lack
 3. hilarious 4. device
 5. score 6. interactive
 7. order 8. displayed

B.

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

C.

1. c The purpose of the game is to teach players strategies that they can follow to start a business.
 2. d They cook the meals, serve the customers and manage the business.
 3. e However, it can actually be very challenging because it is fast and exciting.
 4. a The funniest one is when you have to deal with a mouse in the kitchen.
 5. b The computer graphics were so impressive that the game felt realistic.

Writing: A game review

suggested answer:

Tennis World Tour is a single-player game from 2018. The goal is to beat lots of famous players to become world number one, and although it mostly involves playing tennis, it has other features involving strategy as well.

You begin by choosing a coach, then you do training sessions to get more points. You also have to choose which competitions to enter. You can play against thirty of the world's best players, including Roger Federer and Caroline Wozniacki. Special technology was used to record the movements of these players on different surfaces, and you play against them in competitions all over the world.

Overall, though, *Tennis World Tour* is disappointing. The graphics are so unrealistic that sometimes the ball still returns to your opponent even though you didn't hit it! Also, you cannot change your coach, despite the fact that it says you can. In short, I don't recommend it.

8 Round-up

A.

1. c 2. a 3. a 4. b 5. c 6. b
 7. a 8. c 9. a 10. a

B.

1. b 2. c 3. b 4. a 5. b 6. a
 7. c 8. b 9. b 10. a

C.

1. The book I gave you was written by Karim Mubarak.
 2. It was such a heavy racket that Julie couldn't lift it.
 3. Water polo players don't wear goggles.
 4. You have to queue before you enter the museum.
 5. The fire wasn't put out (by the firefighters) before midnight.
 6. The pizza was so delicious that I ordered another one.
 7. The post isn't delivered by Keith every morning.

8. Mobile phones are used by millions of people.

D.

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

E. R2.1

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

MODULE 9

9a

A.

1. deposit, savings 2. currency
 3. rate 4. short, broke
 5. online 6. PIN, swallowed
 7. debit

B.

1. old enough
 2. too tired, enough sleep
 3. too expensive
 4. enough time
 5. too fast
 6. too crowded, enough chairs

C.

1. too many 2. enough
 3. enough 4. too much
 5. enough 6. too much
 7. enough 8. too many

9b

A.

a. fluid ounces b. litre
 c. grams d. inches
 e. miles f. gallon
 g. kilograms h. metre
 i. tons j. feet

B.

1. fill 2. on
 3. seeds 4. wide
 5. of 6. draw
 7. Pour 8. vanilla

C.

1. to go 2. to change
 3. to dye 4. get
 5. to dye 6. dye
 7. dye 8. know
 9. to make 10. to make
 11. to do 12. help
 13. bring

D.

suggested answers

2. He is staying in the library to study.

3. He went to the museum to visit the exhibition.
4. She is going to the supermarket to buy some icing sugar.

E.

5 8 3 4 1 6 2 7

F. L2.1 

1. b 2. b 3. c

9c

A.

1. memory	2. heart
3. minister	4. repeat
5. room	6. shampoo
7. broke	

B.

1. b 2. b 3. a 4. b 5. c 6. b
7. c 8. c 9. a 10. c

C.

1. to help Rashid (to) paint his living room
2. buying
3. seeing Maria
4. (going to) the shopping centre
5. to play football
6. to order Chinese for lunch

9d

A.

1. raise	2. charity
3. contribution	4. venue
5. entrance	

B.

1. Many people will lose their jobs if the factory closes down. / If the factory closes down, many people will lose their jobs.
2. His company donates a lot of money to different charities every year.
3. They are trying to raise money for the poor.
4. Statistics show that a large number of people are having financial problems.
5. What is the percentage of unemployed people in your country?

C. R2.3 , W1.4 

1. The writer discusses ways that parents and teachers can help children to improve their communication skills.

2. The writer concludes by advising both parents and teachers to make children's communication skills a priority.

3. The writer begins by stating that a lot of young children in the UK have got serious communication problems.

4. The writer goes on to say that findings show how common communication problems are and what factors contribute to the problem.

The sentences summarising the text should be in this order:

3, 4, 1, 2

Writing: A paragraph

summarising an essay

suggested answer:

This essay is about the positive results of giving regularly to charity. The writer begins by suggesting that people who earn quite a good sum of money should offer part of it to charity. The writer then discusses how important donations are to charities. He explains that donations allow charities to work well and do what they wish to do for people in need. The writer also mentions the rewards of contributing to the community by giving to charity. He explains that helping others makes people feel useful and better about themselves. The writer concludes by saying that everyone can benefit from regular donations to charity.

9 Round-up

A.

Down:

1. venue	2. receipt
3. withdraw	7. gallon

Across:

4. medicine	5. pound
6. refreshments	8. shampoo
9. annual	10. mile

B.

1. b 2. c 3. a 4. c 5. b 6. a
7. b 8. b 9. a 10. a

C.

1. to buy	2. to get	3. get
4. making	5. baking	6. to find
7. try	8. lend	9. to pay
10. to book	11. to go	

12. travelling 13. to take 14. find

D.

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

E. R1.1 

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

MODULE 10

10a

A.

1. scare	2. photocopy
3. embassy	4. ignore
5. celebrate	6. actions
7. risky	8. curious

B.

1. c 2. b 3. c 4. a 5. b 6. b
7. a 8. c 9. c

C. suggested answers

2. If I had a car, I wouldn't ride my bike to work. / I wouldn't ride my bike to work if I had a car.
3. If I were hungry, I would eat dinner. / I would eat dinner if I were hungry.
4. If it weren't cold, I would go swimming. / I would go swimming if it weren't cold.
5. If I spoke French, I would go to France. / I would go to France if I spoke French.
6. If I had a boat, I would go fishing. / I would go fishing if I had a boat.

D.

1. I wish I could travel around the world.
2. If Frank didn't have a lot of work to do, he would go out. / Frank would go out if he didn't have a lot of work to do.
3. Layla wishes she had more spare time.
4. I wish I had done well in the physics test.
5. I wish I worked for a charity.
6. Saud wishes he had had enough time to finish his project last night.

E. Open answers

F. L2.1

1. G
2. G
3. G
4. J
5. B

10b

A.

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

B.

1. furious	2. smashed
3. purpose, accident	4. ridiculous
5. quiet	6. lady
7. shoulder	

C.

1. said	2. said
3. told	4. told
5. told	6. said
7. told	8. said

D.

1. (that) he had found a new job
2. (that) they might go to the barbecue
3. me (that) he was leaving for Mexico the following/next day
4. (that) she would go to Korea the following week
5. Peter (that) he had to be home by eight o'clock that night

E.

She said (that) she had planned a very important meeting at the last minute. She said (that) she hoped that Whitney could stay and look after the children. Jill told Whitney to have the pasta in the fridge for dinner. Jill said (that) she had made it the previous day / the day before. Jill told Whitney to make sure (that) the children did their homework. She said (that) she was going to keep her mobile phone on, so that Whitney could call her in case of an emergency.

10c

A.

1. orphan	2. speechless
3. staring	4. starving
5. occasion	6. filthy
7. elbow	8. courage
9. skinny	10. whisper

B.

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

C.

1. Karim told his son to wait for him there.
2. I asked my neighbour not to make so much noise.
3. Lucy asked me to lend her ten pounds. / Lucy asked me if I would lend her ten pounds.
4. Dennis told Max not to drink so much coffee.
5. Mr Jaidah asked Jameel to go into his office immediately.
6. The teacher asked her students to raise their hands before they spoke.

D.

1. asked Harry what he should get from the supermarket.
told Bill to get some eggs and milk.
2. asked Brenda to lend her her mobile phone. / asked Brenda if/whether she could lend her her mobile phone.
asked Nancy if/whether she was going to call Fiona.
3. asked Lamya if/whether she had cooked dinner.
said that she had and that they were going to have chicken.
4. told Ammar not to forget to call him that night.
told Salim not to worry and that he wouldn't forget.

10d

A.

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

B. W1.2

1. At first, I was really pleased about it and I couldn't wait to start. c
2. Also, I'm annoyed because I have very little free time. d
3. I'm also concerned because I'm having a hard time falling asleep. a
4. Anyway, I hope I haven't upset you too much with my news. b
5. It's such a pity that things are different from what you first expected. i

6. First, I don't think it's a good idea to think about your job when you're at home. f

7. If I were you, I would take up a new hobby. h

8. He needs to know how you feel, and you may even be pleasantly surprised with the result of your discussion! e

9. Let me know what happens, because I'm really concerned about you! g

C. W1.2

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

Writing: an email in which the writer expresses / responds to common feelings

suggested answer:

Hi Jamal,

How are you? I'm sorry I haven't written for a while but I'll explain why.

You won't believe what happened to me the other day. I was cycling through the park on my way to football practice when I noticed a huge crowd of people who all seemed very excited. I decided to see what was going on and started cycling as fast as I could in that direction. Then, because I wasn't paying attention, I rode through some mud, the bike slipped and I smashed into a tree! My bike was badly damaged, I was filthy and my elbow and shoulder really hurt. It turned out that I'd broken my arm and now I'm not allowed to play any sports for a month. Even worse, I later found out that the crowd was gathered around a famous football player, and I'd missed the chance to meet him – I felt so disappointed!

Anyway, that's my news! Please write back and tell me what you've been up to.

Best wishes,
Majid

Hi Majid,

Thanks for your email. It doesn't matter at all that you didn't write sooner. I'm so sorry to hear about your accident. How awful!

I hope your shoulder and elbow aren't hurting any more. I've never broken any bones, so I can only imagine what it must be like. I think you're really brave. It's also such a pity you can't play football or any of the other sports you like for a while – I hope you don't get too bored. What a shame your bike was damaged too, as I know how much you liked it. Maybe your parents will buy you a new one sometime. And it's too bad that you didn't meet that football player in the park. How disappointing! If I were you, I'd go to one of his matches one day and ask him to sign his autograph on your cast! I don't really have much news to tell you, but I'll call soon for a chat. All the best,
Jamal

10 Round-up

A.

1. turn to	2. concerned
3. whispering	4. jealous
5. scare	6. purpose
7. skinny	8. ground

B.

1. out	2. about
3. last	4. about
5. with	

C.

1. were	2. would play
3. could	4. had
5. would enrol	6. would buy
7. weren't	8. didn't have
9. would lend	10. had

D.

1. John wishes he had more spare time so he could go to the barbecue.
2. Ameera wishes there were some shopping centres in this town.
3. Billy wishes he could meet his favourite writer Monty Don.
4. I wish my colleagues were more organised.
5. I wish I weren't ill so I could go out today.
6. Asma wishes she knew how to cook Indian food because she likes it.

E.

1. Jenny asked Lisa if/whether she could go to the supermarket. Lisa said that she was too tired to go. Jenny told Lisa that she had to work overtime that day so the supermarket might be closed when she got home. Lisa told Jenny not to worry and that she would go. Jenny told her not to forget to buy bread.
2. Saleh asked Ali where Omar was and if/whether he was going to be late. Ali said he would be there in ten minutes. Saleh asked if/whether they should buy the tickets for the match before he arrived. Ali told Saleh to stay there and that he would buy the tickets.

F. R2.1

1. He was in the armed forces. / He served in the Qatari Air Force.
2. A book he found by chance in the UK, which brought him into contact with a fascinating period in the history of the Gulf: the 1800s.
3. Because the Gulf was just as essential as it is now to international sea-trade.
4. Because it is action-packed and tells the story of the region through the adventures of rich and poor people.
5. It's about events that happened 500 years earlier.

Workbook Listening Transcripts

Module 6

6b

1.

A: Hello?

B: Hi, Mum. Where are you?

A: I'm at the post office. I'll be home in a minute.

B: Can I borrow the car? I want to go to Tom's house.

A: Sorry, but I need it. I have to go shopping later.

2.

A: I'm off to work now. See you later.

B: What? Now? Can you have a look at the computer before you go? It wasn't working last night.

A: I'm sorry, I'm in a hurry. I'll look at it as soon as I get home.

B: But I need to use it today.

A: OK. Let me have a quick look now.

3.

A: Paul, do you need your mobile phone today?

B: Not really. Do you need to borrow it?

A: I left mine at home, and I need to make some calls.

B: No problem. Just give it back to me before the end of the day.

A: Thanks. But I won't need it after lunch.

B: OK, give it back then.

4.

A: Hello, I would like to order the new Sea Explorer game.

B: I'm sorry, madam, but we haven't got any left. We will have some in a few days, though. Please give me your name and telephone number and as soon as we get a new delivery, I'll call you and let you know.

A: OK. It's Mrs Stevens, 665 555 4547...

Module 7

7c

A: What's the matter, Steve?

B: It's my job. I can't stand it.

A: But you love your job.

B: Yeah, until my boss changed the team of colleagues I work with. I miss my old colleagues. My new ones are not as nice as my old ones. Actually, they're the most unfriendly people I have ever met. I just want to quit.

A: Come on, Steve. You can't be serious. Why don't you just talk to your boss and see if he can put you on your old team again?

B: Well, it's not just that. You see, my job is more stressful now and I have got a lot more work to do. I have to work for ten hours a day!

A: Really? If the problem is that serious, you should look for another job.

B: I know. But I keep putting it off.

A: What can I say, Steve? If you have got a problem, you need to solve it!

minutes long. In polo, periods are called 'chukkas,' which is the Indian name. Are there any questions before we move on?

B: What's the connection between polo and water polo?

A: That's a good question. They both come from the same Tibetan word, 'pulu', which doesn't mean 'polo', as most people think, but 'ball'.

B: That's interesting.

Module 9

9b

1.

A: Oh, what's up with this thing?

B: What's wrong?

A: I'm trying to enter my password but the screen keeps going blank.

B: Is it fully charged?

A: No, but I'm charging it now. Look, it's plugged in.

B: Before you do anything else, turn it off and on again. That usually solves things.

A: OK. Do you think I should unplug it first?

B: No, leave it plugged in.

A: Let me try.

2.

A: I'm not sure how to make a smoothie.

B: I'll show you. This recipe is so easy to make. First, you cut the banana and put it into the blender.

A: OK, I can do that.

B: Then we add a teaspoon of vanilla. There you go.

A: What next? The milk?

B: Yeah.

A: We have got a pint and a half. Is that enough?

B: More than enough. We only need one cup to make two glasses of this delicious smoothie. Oh, and bring some ice.

A: Here you are.

B: Great. It's ready!

3.

A: Whoa! What are you doing?
B: I'm cutting this piece of wood, like you said.
A: Yeah, but you're cutting it in half. We need three pieces that are each 2 feet long.
B: Are you sure? Check the instructions. I think we need two pieces. That's why I'm cutting it in half.
A: Let me see. Sorry, you're right. And they're each 3 feet long, right?
B: That's right. What do we do next?

everything for me. Also, I've been there at least five times, and I've never had to speak Spanish. We speak English all the time.

B: I wish I knew someone who lived abroad.
A: Have you ever been abroad?
B: Yeah, I used to go to Tenerife on holiday every year. But I never really got to experience the culture. I stayed at the hotel the whole time.
A: Well, it's never too late to plan a trip.

Module 10

10a

A: Hi Gary, what's up?
B: Hey Joe, did you hear about Tony?
A: Yeah, he got offered that job in Rio. Is he going to take it?
B: Yep. He's leaving next month.
A: If I were offered a job abroad, I wouldn't go.
B: Why not?
A: Well, it's such a big change. You'd have to find somewhere to live, you wouldn't know anyone there...
B: I'd go if I found a job abroad. It sounds exciting to me. Just imagine living in Rio.
A: Yeah, well Gary, it's OK for you. You can speak the language.
B: I suppose that makes a big difference. Well, I'm still jealous of Tony.
A: I'm jealous of his salary, that's for sure.
B: What do you mean?
A: He's going to get paid very well over there.
B: I wouldn't go for the money. It's all about experiences. Seeing the world and learning about different cultures.
A: Nah, it's not for me.
B: But you like travelling abroad. You visit your cousin in Spain a lot.
A: That's different. That's a holiday, and he usually arranges

Task 5 & 6

C.

A: I think a lot of people our age prefer active holidays too. I think about 45%.

B: I agree with you. They usually like doing water sports or different activities in the mountains. In my opinion, very few young people like peaceful holidays, maybe only 3%.

A: I also believe that educational holidays aren't very popular.

B: I disagree. I think many young people are interested in visiting museums, ancient ruins or castles. They don't like going to a place and not finding out about its history or culture.

A: Really? OK, so what percentage do you think that would be? 25%, like the young people in Manchester?

B: Well, no. That's a little too high. How about 20%?

A: OK, now what else? What about volunteer holidays? I believe that they are becoming more and more popular with young people because nowadays they are looking for different ways of spending their holidays. I find the percentage in Manchester too low.

B: You're right about that. So, a higher percentage of young people prefer volunteer holidays. 30%?

A: I think that's too high. I'd say about 23%.

B: I also think that types of holidays, such as visiting family or friends are more popular with young people in our country than with people in Manchester because they can't always afford other holiday choices.

A: Yeah, most of my friends visit other friends or stay with a relative who has a house on a beach.

B: So, let's see the percentage that gets... It's 9%.

A: Yeah! I'm so disappointed that I'm never going to go to another match.

B: Hey, it was the referee's fault, not the team's. We should go to their matches. They need us to cheer them on.

A: You're right.

8c

Over to you

KEY

Suggested answers

I find Australian rules football the most interesting because it's different and it's played on a round pitch. Also, I've never seen it, so it would be very interesting to watch.

Module 9

9a

6. Speak

KEY

Suggested answers

For conversation 2 see 1. Read, dialogue 3

Conversation 1:

B: Hey, Sue, what's up? Shopping again?

A: I wish! You see, I'd really like to buy that silk scarf over there but I just realised I'm £15 short. And I've left my debit card at home!

B: It's not the end of the world, you know! You can always come back tomorrow and buy it.

A: I know, but I'm going out tonight and I'd really like to wear it. Listen, Stella, you know what they say, a friend in need is a friend indeed, so do you think you could lend me the money? After all, it's only £15 and I promise I'll give it back to you tomorrow.

B: How can I say no? Here you go.

A: You're the best! Thanks.

Conversation 3:

B: There's no way I'll ever manage to withdraw money! Umm, excuse me, young man.

A: Yes, sir. Are you having difficulty using the machine?

B: I'm afraid so! You see, it's my first time using it and I'm not really sure how to withdraw money. Do you think you can help me?

A: Sure. It's very simple, you'll see. First of all, put your card in this slot and enter your PIN. You remember your PIN, right?

B: Yes, I do.

A: OK. Enter your PIN. And make sure no one is watching you.

Module 8

8a

4. Speak

KEY

Suggested answers

During the basketball game

A: This is such an exciting match!

B: Look at Jameson! What a player!

A: Hey! What's wrong with the referee? That wasn't a foul!

B: He doesn't know what he's doing.

A: We're going to lose because of him.

After the basketball game

A: That referee was useless. I'm so annoyed!

B: It was so obvious that he wanted us to lose! And everyone was playing so well at the beginning that I thought we'd win for sure. What a shame!

B: Done. Now what?

A: Choose withdrawal, not account information.

B: OK.

A: The machine calls up your savings account.

Now, enter the amount you want to withdraw from your account and wait for a few seconds.

Take the money, your card and the receipt.

There you are! It wasn't difficult, was it?

B: No, it wasn't. It just needs practice. Thank you very much, young man!

A: You're welcome! And be careful every time you use a cash machine!

Module 10

10a

4. Speak

KEY

Suggested answers

A: How would you feel if you didn't understand the menu?

B: I'd feel annoyed.

A: What would you do?

B: I'd ask the waiter to explain it to me.

A: How would you feel if you were offered something you couldn't eat?

B: I would be worried.

A: What would you do?

B: I'd explain why I couldn't eat it.

A: How would you feel if you lost your wallet on the underground?

B: I'd be upset.

A: What would you do?

B: I'd report the loss of my wallet to the police.

A: How would you feel if you needed to communicate but couldn't speak the language?

B: I'd feel helpless.

A: What would you do?

B: I'd try to find someone who could speak my language.

A: How would you feel if you got lost while exploring the city centre?

B: I'd feel adventurous.

A: What would you do?

B: I'd try to find my way back.

Task 9 & 10

D.

KEY

Suggested answers

FOR

- very convenient: you don't need to book tickets, you can leave whenever you feel like it, you can make as many stops as you want, wherever you want, to enjoy the scenery or explore new places, you can choose the route, when you reach your destination you have got a means of transport to go around in, it's better for those who are scared of flying, you have got your own space plus your luggage with you, you can take as many things as will fit in your car, you can get out and stretch (on a plane you haven't got much room)

- you need time to get to a place but you don't have to wait at airports or for delayed planes
- not as expensive as aeroplane tickets
- it's pretty safe if you are a careful driver, planes are dangerous and you rarely survive a plane crash whereas you can survive if you have a car accident, you can choose your travel companions - they aren't total strangers
- it is bad for the environment but not as bad as the plane, technological developments have made cars more environmentally friendly

AGAINST

- cars aren't as convenient and as comfortable as planes, cars are more tiring for the driver and the passengers, need to stop often to stretch, not good for those who suffer from motion sickness, on a plane flight attendants may offer food and drinks - when travelling by car you need to stop and buy food or have prepared it in advance, on a plane you can relax or sleep or watch a film or read during your trip
- it takes longer to reach your destination by car - planes are faster (the fastest means of transport) so you need less time
- petrol is getting more and more expensive, you need to pay for repairs and maintenance, if destination is far you'll need to pay for accommodation so it can get as expensive as plane tickets in the end, the plane is worth the cost because you don't get tired by driving and you are looked after
- the plane is considered the safest means of transport and the car is considered the most dangerous, people die from car accidents every day, there are people on the plane to look after you if you have got a problem
- the plane may be harmful to the environment but so is the car if the journey is very long

Glossary

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

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

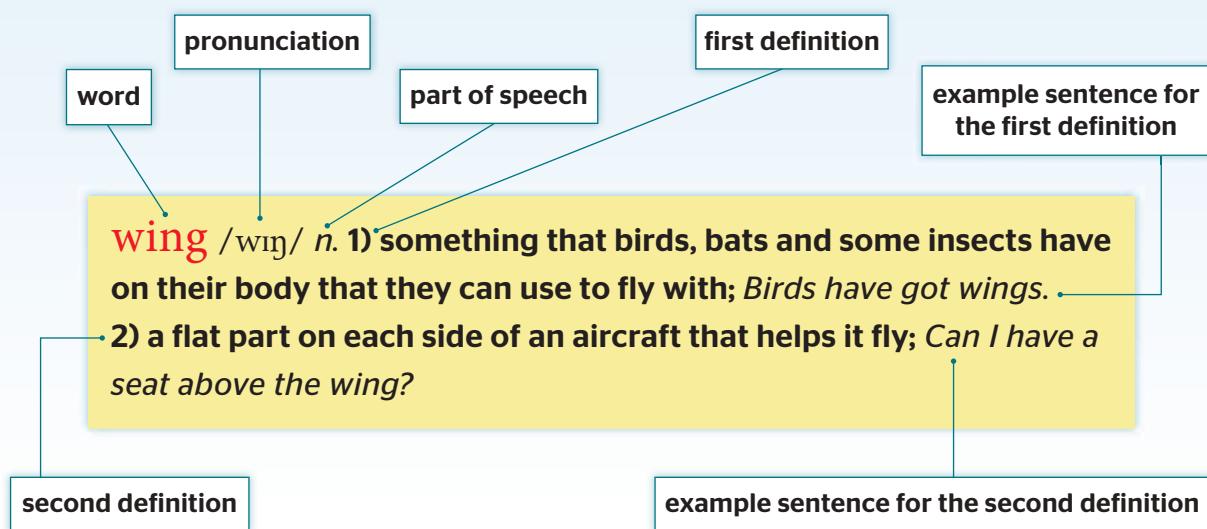
scan: to read a text quickly in order to locate specific information

skim: to read a text quickly in order to understand its main idea(s), without paying attention to details

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

Notes

Notes

Portal to English 9B**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 الثالث

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نشر العام مجاناً لطلب من يطلب العام في جميع أنحاء العالم
لا نفرض أي رسوم أو نفقات على العضويات في الواقع
على أننا مجانية بدون تسجيل عضوية

لنستمر في البقاء أن شاء الله

يمكن أن تساهم في استقرارنا والتحفيظ
عنا مصاريف السيرفر والاستضافة

مهما كانت مساهمتك صغيرة أو كبيرة، لها أثر كبير في استقرار
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