



Academic Year
2021-2022



10B

PORTAL TO ENGLISH

TEACHER'S BOOK

H. Q. Mitchell
Marileni Malkogianni



GRADE **10**

SEMESTER 2



10B
PORTAL
TO ENGLISH

TEACHER'S BOOK

H. Q. Mitchell - Marileni Malkogianni

Academic Year
2021-2022





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

النشيد الوطني

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

CONTENTS OF TEACHER'S BOOK

Introduction

Student's Book with Teacher's Notes

Contents of Student's Book

Module 6 Success	71
Culture Page	83
Task (modules 5 & 6)	84
Module 7 H₂O	85
Module 8 Green living	97
Culture Page	109
Task (modules 7 & 8)	110
Module 9 Preferences	111
Module 10 That's challenging	123
Culture Page	135
Task (modules 9 & 10)	136
Speaking Activities	137
Grammar Reference	140
Irregular Verbs	145
Writing Reference	146
Wordlist	152
Using a Dictionary	156
Student's Book Listening Transcripts	158
Workbook key	163
Workbook Listening Transcripts	168
Suggested Answers	170
Glossary	172

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 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, intonation 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 10 brings Ss to B1 Mid level of the CEFR. The book is organised into ten topic-based modules. The modules are well organised within a steady framework. Each module is twelve pages long and is divided into two parts, **a** and **b**.

Throughout the module, 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
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- A variety of communicative tasks
- 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 learning tips, self-assessment (*Now I can...*) sections, learning objectives on the cover pages, etc.
- The use of IT (Information Technology) (e.g. 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/intonation 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 twelve pages long, divided into two parts **a** and **b** and including a cover page and a review page.
- a speaking activities section including pair and group work activities.
- a grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- a list of irregular verbs.
- a writing reference section.
- 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.

THE STRUCTURE OF THE MODULES

Modules 1-10 (an overview)

Each module is twelve pages long and is divided into two parts, **a** and **b**. In both parts, the target language (vocabulary, grammar, functions) is presented and practised extensively, while at the same time the four basic skills (reading, listening, speaking and writing) and micro-skills are developed.

The structure of each module is as follows:

- Cover page (one page)
- Part **a**: reading, vocabulary, grammar, intonation/pronunciation, listening, speaking, writing (four pages)
- Part **b**: reading, vocabulary, grammar, listening, speaking, writing (six pages)
- Review (one page)

Lastly, the Review 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.

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.

work environment

4
Job seeking

Discuss:

- Look at the pictures. Which do you think people consider important when looking for a job?
- Can you think of other things that are important?
- What would your ideal job be?

work/life balance

prospects

colleagues

salary

benefits

In this module you will learn...

- to express obligation, lack of obligation, and prohibition
- to express strong advice, threat and warning
- to express regret, disapproval and criticism
- to talk about jobs and employment
- to express possibility or certainty about the present/future
- to make deductions about the present
- to write a formal email asking for and giving information

45

introduction to the topic of the module through brief discussion and/or activities

objectives of module clearly presented

Vocabulary

There are two or three vocabulary sections in each module. The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language which have the same function as single words. Different lexical areas are covered, such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc.

However, 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 retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world, to think critically, and make educated guesses. Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

There are two reading sections in each module. Throughout the book, students are exposed to the written language through a variety of reading material: newspaper and magazine articles, blogs, advertisements, extracts from literature, etc. The texts cover a broad range of motivating and contemporary topics and provide students 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 interest and appropriateness to the level and age of students this course is intended for. The texts aim at the development of reading micro-skills with emphasis on skimming or reading for gist, scanning for specific information, understanding details and awareness of text cohesion. The reading section is usually divided into five subsections:

• Pre-reading

Before students are asked to deal with the reading material, they are engaged in warm-up activities which introduce the topic. The pre-reading questions are usually of a general nature and students can relate to them and express their opinion and answer them according to their personal experience.

• Reading for gist

This task requires students to read the text quickly and understand the main idea(s), the topic(s) discussed, the writer's purpose, etc. It is advisable that students are given sufficient but not excessive time to carry out the task and that teachers point out to students that unknown words should not worry them at this stage.

• Reading for detail

Students are required to read the text again, this time in detail, and do various types of activities, such as multiple matching or answering multiple choice questions, which familiarise them with examination-type tasks. It is important that teachers set a time limit and stick to it. Unknown words in the text, apart from a few key ones, should not be explained, but teachers should make sure that students do not have any unknown words in the questions and options, as this could render the reading task impossible to complete. Teachers should vary the approach adopted and have students work individually at times and in groups at other times. Students should be encouraged to underline the parts in the text which led them to their answer choices and compare their answers in pairs or small groups before they discuss them in class. Teachers should always ask students to justify their answers and say why they have eliminated the other options. Students are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of **tips**.

• Guessing the meaning of unknown words

This activity requires students to guess the meaning of certain unknown words appearing in the text by looking for clues in the context. It is worth mentioning that some of the words appearing in this activity may be beyond the level of B1 students. However, the aim of the activity is to have students guess the

meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

• Post-Reading

The reading section ends with one or two post-reading questions, which give students the opportunity to expand on the topic of the reading text using topic-related vocabulary and develop critical thinking skills. It is recommended that this activity is done systematically to round up the reading section.

Grammar

The aim is to present grammatical structures gradually (building-block strategy). Examples of these structures may appear in the preceding reading texts. The use of the grammatical structures is illustrated in context through example sentences. Ss are actively involved in their understanding 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. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

The grammar section ends with a simple activity which allows Ss to use the structures they have learnt in context, while teachers are able to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

Pronunciation / Intonation

It is important to sensitise Ss to the different sounds of the foreign language, as well as to different intonation patterns and give them as much practice as possible. The aim is not for Ss to acquire native-like pronunciation, but to enable them to speak intelligible English. The pronunciation and intonation sections deal with significant aspects of spoken English in an organised manner and, wherever possible, are linked to the language of each module. These sections present and provide controlled practice of individual sounds, as well as sentence stress and intonation patterns.

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 the possible answers using prompts 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 activity, 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.

Ss are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented. 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, questionnaires, information-gap activities, etc.). They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve a communicative goal. By working in pairs or groups, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition,

pair work or group work helps to lessen students' communicative stress. Verbal and/or visual prompts are provided to facilitate the students' task. For most speaking activities, support is provided through boxes including phrases and expressions related to the topic/function of the speaking activity in order to help students carry out the task successfully.

During the activity, the teacher should go around 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 the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity. To achieve optimum results, it is advisable to set a time limit for the activity and stick to it. Ss are further 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. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. The book helps Ss build up their writing skills through the integration of all skills, as the writing activities are thematically linked to the lesson and the module. 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, layout, brainstorming, register, style, text organisation, linking words/phrases, planning, cohesion/coherence, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks.

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, Ss could work in pairs and correct each other's work before giving it to the teacher. Moreover, Ss should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW :	wrong word
S :	spelling
P :	punctuation
T :	tense
A :	article
WO :	word order
^ :	something missing
Pr :	preposition

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

Lesson 4a

warm-up activities introducing the topic and encouraging personal response

activities promoting critical thinking and personal response

activities focusing on reading for details

activities focusing on reading for gist

systematic development of vocabulary skills

Lesson 4a

grammar reference section at the back of the book

pre-listening activities encouraging students to activate their background knowledge and generating expectations

systematic development of speaking skills

4a Grammar Modals (must / have to / need, should / ought to / had better) → pp. 87-92

Match the functions in the box with the modal verbs in blue in the sentences below.

lack of obligation/necessity in the present/future
obligation in the present/future

necessity in the past
prohibition in the present/future

- You must be a native speaker to teach in Borneo.
- You don't need to stay for the whole summer. It isn't necessary.
- You can't take the students on a trip without asking the headteacher. You're not allowed.
- I needed to send them a CV before they accepted me.
- You didn't have to bring warm clothes with you. It's very warm in Borneo.

Which of the verbs in the box can we use to replace the ones in blue in the sentences above so that the sentences have a similar meaning?

needn't / have to / had to / need / mustn't / didn't need / don't have to

Read the examples and find the modal verb that expresses a stronger piece of advice or threat/warning.

- You should be on time for the staff meeting.
- You ought to be at the staff meeting at seven.
- You had better not be late for the staff meeting.

Complete the sentences with the words in the box. Sometimes more than one answer is possible.

have / shouldn't / had to / ought / had better

- You _____ to talk to the headteacher before you arrange a football match at the school.
- Hassan was happy to hear that he doesn't _____ to finish the project by Thursday.
- You _____ take off those dirty boots before coming into the house.
- We _____ be late, because we will miss the train.
- He _____ finish his work before he left the office.

Vocabulary
Circle the correct words.

- I quit my job because the **income / salary** I was getting was too low.
- Our only **income / salary** at the moment is the rent we receive from our flat in the city centre.
- Mr Edson **hired / rented** three graphic designers this week.
- Mr Edson **hired / rented** a flat near his office.
- The company I work for always looks for the best person to fill the **position / job**.
- Roger is not very experienced, so he doesn't always do his **position / job** correctly.
- Unfortunately, I don't have any **knowledge / experience** of history.
- Peter has no previous **knowledge / experience** as an accountant.

active involvement of students in the explanation of the grammatical structures

Listening 4)

Discuss in pairs/groups.

Have you ever had a part-time job? If yes, what was it and what did you like about it? If no, would you like to get one?

Listen to Peter Wilson, an employee trainer at Yum Cha Chicken restaurants, talking to a group of people. For questions 1-4, choose the best answer a, b, c, or d.

- Why has Peter Wilson called the meeting?
 - to prepare the young people for the job interview
 - to speak to employees about the history of YCC
 - to give training to employees
 - to invite young people to apply for a job at YCC
- Why were the current employees chosen?
 - They are teenagers.
 - They are well-trained.
 - They have got the qualities required.
 - They can work part time.
- Why does Peter think that his audience is nervous?
 - They don't trust him.
 - They don't know if they'll be able to balance school and work.
 - They may not trust the training programme.
 - They have never worked before.
- What was Peter making when he mentions YCC's managers?
 - that the staff also run the restaurant
 - that the YCC rewards the staff's dedication with promotion
 - that managers at YCC also need to be able to wait tables
 - that when waiters are away the managers wait tables

Speaking

Talk in groups of three.

Students A: Choose one of the situations below and tell Students B and C what happened. Discuss what you think went wrong. Use some of the phrases in the box.

- You've just lost your job because you were late every morning.
- Your boss told you off for talking too many breaks.
- You left your job without finding a new one and are now unemployed.
- Your boss offered you a more important position but you refused it.
- You went to a job interview but you didn't get the job.
- You complained about a colleague at work and they got fired.
- You're playing online games at work, and your computer got a virus.

Expressing regret
I regret (not) doing...
That was thoughtless/careless of me...
I don't know what I was thinking.
I've got no excuse for my behaviour.
I wish I mean to...

Students B and C: Listen to Student A and give him/her advice on what he/she can do now. Use some of the phrases in the box.

Expressing disapproval and criticism
You did what? That wasn't very wise of you. You know better than that! Why on earth did you do that? That wasn't very wise of you. How thoughtless of you!

Giving advice
If I were you, I'd...
You'd better...
I suggest you...
You should definitely...
I would strongly advise you to...
It might be a good idea to...
You ought to...

What's the matter? Paul? You seem worried.
Well, I just got back from a job interview and things didn't work out well for me.
Why'd that happen?
Well, I started yelling at the guy who was interviewing me when he commented negatively on my qualifications and my previous work experience.
Why on earth did you do that? That wasn't very wise of you.
Well, if I were you, I'd call and apologise to him.

Writing

Imagine you have a problem. Write an email to a friend asking for advice. State your problem, describe how you feel and ask for advice.

Swap emails with your partner and write a reply expressing disapproval/criticism and giving advice. Use some of the phrases in the tables above.

speaking activities practising useful language functions

sample dialogues functioning as a model

systematic development of listening skills

a variety of writing activities

Lesson 4b

systematic development of reading skills through various types of activities

motivating task types arousing Ss' interest

4b Vocabulary & Speaking

Read the sentences. What do the adjectives in bold mean? Match them with the definitions a-j.

- Mark is such a **reliable** young man. He can carry start a conversation with a complete stranger.
- You need to be **imaginative** to create something unique.
- Frank is a very **reserved** person. He never lets his feelings affect his decisions.
- Abdullahman was very **careless**. He ran into the burning house to save the girl.
- Olivia is the most **spontaneous** person I know. She doesn't think twice about anything.
- Karen is a very **honest** young lady. You should believe her.
- Whenever I'm in trouble, I go to my sister. She's the most **reliable** person I know.
- Henry is an **ambitious** young man who will do anything to achieve what he wants.
- Li is too **disorganised** to become a successful accountant.
- Our teacher is **patient**. She never gets angry with us.

a. really wanting to become successful
b. able to think calmly and make decisions that are not based on emotions only
c. always telling the truth
d. able to stay calm for a long time
e. good at thinking of new and interesting ideas
f. enjoying meeting and talking with other people, outgoing
g. brave, showing courage
h. doing things without planning them first
i. can be trusted when needed for help or support
j. bad at arranging or planning things

Talk in groups. Use some of the phrases in the boxes and some of the adjectives from the vocabulary activity above and answer the questions.

What characteristics do you need for the jobs in the pictures below? Why?

What are the advantages and disadvantages of each job? Would you like to do any of these jobs in the future? Why? Why not?

1. teacher
be hard-working
be a role model
have good communication skills
like helping other people
deal with emergencies
provide medical care
work well as part of a team
be organised

2. firefighter
If you want to become...
become...
In my opinion, you have to...
be able to...
I think/believe you must...
have the ability to...
You definitely need to...
This job involves being...

3. lawyer
be hard-working
be a role model
have good communication skills
like helping other people
deal with emergencies
provide medical care
work well as part of a team
be organised

PERFECT JOB FOR YOU

YOU **LIFE** **FUTURE**

RESULTS

Which personality type are you?

IC types are sociable, confident and comfortable working with other people. They are helpful and organised. They usually list structure and working with rules and instructions.
Possible careers: teacher, scientist, engineer, doctor, accountant

ES types are usually confident, patient people who express themselves well and get along well with lots of different people. They have routine and are more interested in complex issues than everyday concerns.
Possible careers: consultant, online business manager, journalist, sales manager

CO types enjoy being in a variety of social situations. They are usually artistic. They are reliable and organised, and they work well with deadlines.
Possible careers: graphic designer, politician, marketing manager

CS types are usually outgoing and need to feel free to express themselves. They are spontaneous and don't like planning or rules. They often come up with original ideas. They can get bored with routine or structured environments.
Possible careers: writer, performer, public speaker, director

IR types are quiet and hard-working. They need a lot and enjoy instructions and are practical. They prefer to learn by reading. However, they like to plan ahead. They are good at finding solutions to problems.
Possible careers: programmer, engineer, lawyer, computer programmer, scientist, editor

IS types are usually pretty quiet and shy. They like to follow instructions and are practical. They prefer to learn by reading. However, they like to plan ahead. They are good at finding solutions to problems.
Possible careers: police officer, accountant, etc.

IC types are imaginative and usually good at working with their hands. They prefer to work on their own, in their own organised way, without having strict rules. They like to try new ideas.
Possible careers: architect, artist, writer, designer, mechanic

CS types are usually shy people who are happier working alone. They have a creative imagination, but are often considered kind of disorganised by others because of the way they work.
Possible careers: artist, interior designer, researcher, academic, scientist

Choose one of the jobs suggested in the possible careers that match your personality and think of other characteristics you may need for this profession. Then discuss in groups.

activities promoting critical thinking and personal response

Lesson 4b

intonation activities enabling students to speak intelligible English

various types of listening activities exposing Ss to spoken language

grammar practised in context

Grammar Modals II (may/might/could/must/can't) → p. 42

1. Read the example. Which statement correctly describes the situation? Choose a or b.

Learning a foreign language may/might/could help you get a better job. **a.** It is likely to happen. **b.** It will certainly happen.

2. Read the examples. What do they mean? Choose a or b.

1. Salem must be good at his job because he got a pay rise. **a.** I believe Salem is good at his job. **b.** He isn't likely to be the manager.

2. She can't be the manager of the company. Look at how young she is! **a.** I'm sure she isn't the manager. **b.** She isn't able to be the manager.

3. Choose a, b, c or d.

Some people think that I 1 _____ be crazy to do the job I do. Well, OK, it 2 _____ not be the safest way to earn a living, but when I'm hundreds of metres in the air, looking down at the beautiful view, I know it was the right choice. I know that I 3 _____ make the same or more money by working in an office, but isn't an office job rather boring? Clearing the windows of skyscrapers 4 _____ seem like a difficult and dangerous job, but for me it's fun and enjoyable. People often tell me: 'It is _____ be that perfect isn't it bring?' Of course, it's pretty tiring at times but, like every job, it has its advantages and disadvantages.

1. a. can't b. must c. could d. may not
2. a. can b. must c. could d. might
3. a. can't b. must c. could d. may not
4. a. can't b. could c. might d. may not
5. a. may b. can't c. must d. might not

Work in pairs. Look at the pictures of Andy's and Gary's bedrooms and, in turn, make sentences about each of the boys. Use may/might/could/must/can't.

Andy's Bedroom **Gary's Bedroom**

Intonation 4)
Listen and repeat. Notice the stressed words.

1. Natalie might come with us. 3. Albert can't become a paramedic. He hasn't got the qualifications.
2. You mustn't talk in the classroom. 4. I have to be at work very early tomorrow.

Listening 4)
Talk in pairs. Look at the following problems which are related to work. Say which problem you think is the most serious and which is the least serious, giving reasons for your choices.

- losing/deleting an important document
- having an argument with the boss
- having to work overtime
- giving a bad presentation
- working long hours
- not being able to make a deadline

Listen to four people talking about their work. Match the speakers with the statements a-e. There is one extra statement which you do not need to use.

Speaker 1 Speaker 3
Speaker 2 Speaker 4

a. This person does not enjoy their job because they have to work long hours.
b. This person is bored at work and is thinking of a career change.
c. This person likes their job because they enjoy working with people.
d. This person is disappointed because their career does not have good prospects.
e. This person did not like their job at first but now enjoys it very much.

Discuss in pairs/groups.

- Which do you enjoy more, working alone or working with other people? Why?
- Would you prefer to work in a variety of outdoor locations or would you prefer to work indoors in the same surroundings? Why?

Speaking role play
Talk in pairs.

Student A: You work for an agency that helps young people find work during the summer holidays. A young person (Student B) has come to register as a job seeker. Student A go to the Speaking Activities section on page 74.

Student B: You are looking for temporary work over the summer holidays. You've gone to an agency that helps match job seekers with suitable employers. Speak to a member of staff (Student A) and provide any information you think will help them to match you with a suitable employer and then set an interview. Use some of the phrases in the box.

I'm looking for a job that involves...
I would be interested in working...
I have some experience in...
Well, let's see now.
How shall I put it?
Let me think...
I've never actually given it a lot of thought. You see...
Something else I'd like to say is that...
Something else I'd like to mention is that...
Let me repeat that.
I said 'xxx' (xxx spoken slowly and clearly)
As I said...

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

Lesson 4b

systematic development of writing skills

sample text functioning as a model

useful guidance enabling students to develop their writing skills

Writing A formal email asking for and giving information

1. Discuss in pairs/groups.

- Have you ever been to a job fair?
- Do you think they are useful for finding a job?

2. Read the flyer about a job fair. Then answer the questions.

Riverdale Workers and Development Network write you to Riverdale Community

JOB FAIR
Cooey Wildlife Recreation Centre
Saturday, 29 October
9 a.m.

- Showing 50+ companies
- Candidates of all ages and experience levels welcome
- Companies will be looking to fill positions or offer internship opportunities
- Please come prepared with CVs and dress professionally

Guest speaker: John Fitzwilliam giving a talk on 'Tips for finding a job'

For information and to reserve a place contact: info@riverdalecommunity.net

1. How can you contact the organisers?
2. What kind of style would you use?

Read the email Tony wrote in response to the flyer. Then answer the questions.

To: info@riverdalecommunity.net
Subject: Request for extra information

Dear Sir or Madam,

I am interested in attending the Riverdale Community job fair as advertised in your flyer, and I am hoping you can provide some more information on the event.

My name is Tony Richards and I am in the final year of an Economics degree at Riverdale University. I am interested in staying in Riverdale after I graduate, and am looking for ideas about the types of careers available. I am really looking forward to the fair and wish to reserve a place now.

However, in order to be fully prepared I would like some information about the following please. Firstly, I would like to know what time the fair closes in addition, could you tell me whether companies will be promoting only full-time positions, or part-time options as well? Finally, the flyer mentions 'professional dress'. Is it the case that a suit and tie are necessary?

Thank you for your assistance.

Yours faithfully,
Tony Richards

1. How does Tony address the person he is writing to?
2. What information does Tony give about himself?
3. Do you find any of this information irrelevant?
4. What information does Tony ask for?
5. Does he use direct or indirect questions?
6. What is the topic of each of the paragraphs?
7. How does Tony sign off?
8. What features make this email formal? Compare it to the email on page 16.

Follow it, another email someone wrote in response to the flyer in activity 8. Divide it into paragraphs and improve the underlined sections.

Dear Sir/Madam,

I saw the flyer for the Riverdale Community Job Fair on my school notice board and I am very interested in attending. My name is Kelly White and I am 22 years old. I am a final year student and I have never attended anything similar before. I will give me the chance to learn what career opportunities are available with my degree. So, I would really like to reserve a place. However, I would like to know how much it costs to attend. This information is not mentioned on the flyer. Furthermore, what do you mention what time does the fair close? Do I need to book a place in advance?

Best regards,
Kelly

You have seen the following flyer. How are interested in taking part? Do you need more information before you decide. You want to ask:

- about the cost.
- if accommodation is provided.
- how long the exchange programme lasts.

Write an email requesting information about ILEP.

Sign up for an UNFORGETTABLE SUMMER EXPERIENCE!
International Language Exchange Programme

Each term, ILEP connects hundreds of students from all over the world so they can help each other learn more about languages, cultures and customs. ILEP is a great opportunity to stay in touch with a language you have already learnt or to learn a new one.

To sign up, contact us, giving name, age and saying which country you are interested in going to.

Registration ends on 7 May.

Contact Information:
info@languageexchange.net

Read the flyer and the TIP below. Then go to the Workbook pp. 47-52 to plan and write your email.

A formal letter/email

- is written to a person you don't know or whom you want to be polite and respectful.
- begins with 'Dear Sir/Madam', 'Dear name' or with 'Hi/Hello' and ends with 'Yours sincerely' or 'Yours faithfully'.
- is formal in style, e.g. formal greetings and signing off, which are not contracted.

When writing a formal letter/email asking for and giving information:

- use the appropriate layout (see Writing Reference Section).
- write in an appropriate style.
- read the information given carefully and cover all the points required.
- organize the information into paragraphs.
- use standard grammar and spelling conventions.
- avoid using direct questions too often.
- use formal linking words/phrases to link your questions.

Using more advanced language:

- use a variety of sentence structures.
- use a range of linking words/phrases to add ideas, contrast, or to add more information.
- use a range of linking words/phrases to add ideas, contrast, or to add more information.
- use a range of linking words/phrases to add ideas, contrast, or to add more information.

writing activities which help students become independent writers

useful tips enabling students to develop skills and strategies and become autonomous learners

Review

The Review section consists of activities revising the vocabulary, grammar and functions dealt with in the module. There are also self-assessment charts at the end of each Review 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.

vocabulary, grammar and communication revision activities

4 REVIEW

A. Choose a, b or c.

- Derek is a(n) _____ person and he doesn't usually plan things ahead.
 - spontaneous
 - rational
 - ambitious
- What do you do to _____ a living?
 - earn
 - rise
 - get
- Salman immediately got the job because he _____ a good impression.
 - made
 - had
 - did
- Mona is new at work, but she is very _____ to learn new things.
 - delighted
 - eager
 - honest
- Olga is never afraid to _____ her feelings, whether she is happy or sad.
 - greet
 - express
 - interact
- It's difficult to find _____ and hard-working employees nowadays.
 - rewarding
 - courageous
 - reliable
- A colleague at work got _____ because he was never on time.
 - hired
 - rented
 - fired
- Fred studied to be a(n) _____.
 - accountant
 - appliance
 - candidate

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

trust registration fair incomes deadline promotion knowledge

- Don't worry. You can _____ me to keep your secret.
- A: Martin is looking for a job.
B: He should attend next week's job _____ then.
- I have been in this company for three years and I soon hope to get a _____.
- I have just a few days to finish this project; the _____ is on Monday.
- I was amazed at Saeed's _____ of English literature.
- To attend the seminar, you need to pay a _____ fee.
- There are lots of people living on low _____ nowadays.

C. Circle the correct words.

- I **may / must** go shopping later today. If I do, do you need anything?
- You **mustn't / don't have to** drive a car without a driving licence.
- Tony **ought to / can't** apologise for his behaviour.
- You **had better not / didn't have to** be late for work again.
- Brian **can't / mustn't** be asleep. I can hear him talking.
- Penny **ought / had better** to go on the volunteer programme. It's a great opportunity.

D. You **don't have to / shouldn't** forget to make an appointment with the doctor.

E. Rewrite the sentences using the words given.

- It's a good idea to dress professionally for the job interview. **(better)**
- It isn't necessary to call a technician for the printer. **(need)**
- I suggest you look for a job near your house. **(should)**
- I'm pretty sure Liam is still at home. **(must)**

F. Complete the dialogue with the phrases a-d.

A: You should definitely apologise for your behaviour.
B: That wasn't very wise of you.
C: I don't know what I was thinking.
D: You did what?

A: What's the matter, William?
B: I feel horrible. I got into a really bad argument with my colleague Robert.
A: I _____.
B: You can say that again.
A: What exactly happened?
B: I asked him a question about a project we're working on together and he didn't answer me.
A: And what did you do?
B: Well, I started shouting at him.
A: And? _____
B: I know, but it's too late now! He's really angry with me. _____ It was so thoughtless of me.
A: That's true. _____ Maybe he'll forgive you.

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

HOW I CAN...	
express obligation, lack of obligation, and prohibition	<input type="checkbox"/>
express strong advice, threat and warning	<input type="checkbox"/>
express regret, disapproval and criticism	<input type="checkbox"/>
talk about jobs and employment	<input type="checkbox"/>
express possibility or certainty about the present/future	<input type="checkbox"/>
make deductions about the present	<input type="checkbox"/>
write a formal email asking for and giving information	<input type="checkbox"/>

a self-evaluation section promoting learner autonomy

Culture Pages

The Culture pages consist of texts which are related to the topics of the modules and serve to familiarise Ss with certain aspects of Qatari culture through the use of the English language. These pages are accompanied by activities in order to facilitate Ss' understanding.

Note that the unknown vocabulary Ss encounter in the Culture pages is considered passive and Ss will not be tested on it.

CULTURE PAGE

6. Discuss in pairs/groups.

- What did people in Qatar do in the past to earn a living?
- What do you know about pearl diving?

7. Read the text and write T for True, F for False or NM for Not Mentioned.

Pearl Diving in Qatar

When visiting the impressive cities of Qatar, one would not believe that up until the late 19th century, the coastal regions around mostly by fishing for pearls. The amazing structures that line its coast do not tell us anything about its past nor do they tell us anything about the difficulties the Qatari people experienced before the discovery of oil. The truth, however, is that before oil was discovered, pearl diving was a major industry and an important feature of the Qatari culture - a culture that had been around since ancient times. Natural oyster pearls were valued in the Persian Gulf from as early as the first millennium B.C. It made it possible for a large majority of Qatari to survive and provide for their families. The water in the Gulf is rich in minerals and salt, it is also not very deep and, thus, ideal for pearl diving.

Each year during the four months of summer, the Gulf would become the destination for a large number of pearling boats manned by crews consisting of sailors, divers and 'father'. These people used to spend months at a time out in the open sea. The conditions on the boats were terrible, and the men on these pearl-diving expeditions experienced many difficulties. They did not have access to fresh food and water, so their diets were very poor and consisted mostly of, very often, only fish. As a result, they were often very weak and in bad health. The pearl divers themselves faced additional risks. Being a pearl diver was not only physically challenging, but also extremely dangerous. They faced the real risk of drowning or being attacked by sharks or other big fish. Besides this, many suffered from a serious medical condition called the bends. The bends resulted from the divers diving to great depths and being pulled out of the water too quickly. Collecting oysters, thus, required a lot of skills, strength and courage.

The equipment that was used was very basic and consisted of ropes, a large stone, a round cloth or leather bag. The diver would free-dive into the water, often to depths of up to 50, or even 60 metres, with the assistance of a stone which was tied around his back. It helped him reach the bottom of the sea quickly so that he could collect some oysters before he ran out of breath. He wore a nose clip, which prevented water from getting into his nose, and carried a bottle, which he used to remove the oysters from the rocks. The leather bag, which hung from his neck, was used to store the oysters that he collected. Most divers spent about 15 minutes under the water, but a skilled diver could hold his breath for two minutes or more. When the diver began running out of breath, he would pull up a rope which was tied around his waist and an assistant, called a 'puller', would pull him up to the surface. The diver would then take a short rest and do a couple of minutes later.

Natural pearls do not form in every oyster, but occur at a rate of one in ten thousand, so expeditions were not always successful. However, the men were lucky enough to find pearls and make their way back home alive, they could survive in comfort until the next pearling season.

5. The bends was a condition that only the divers suffered from.

6. Divers held a rock in their hands.

7. Divers would pull at a rope to signal that they wanted to be pulled out of the water.

8. A rock was used to break open the oysters.

9. The success of an expedition was determined by how many oysters had been collected.

texts giving cultural information about Ss' own culture

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.

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

Task modules 1 & 2

8. Read the leaflet below. Which of the following are included in the leaflet?

- cost of the tour
- contact information
- duration
- hotel address
- availability

THE NETHERLANDS

Welcome to an amazing tour in the Netherlands

Day 1: Learn the rich history of the city of Amsterdam. On this walking tour, see golden willow trees over beautiful bridges and pass interesting canal houses, explaining the different styles. Finally, the walking tour finishes in the colourful Bloemenmarkt - the world's only floating flower market. After an early lunch, it is on to Utrecht. The first stop is De Haar Castle - the largest castle in the Netherlands. You will learn all about the ancient history of this fascinating castle and find out all about the famous gable-roofed houses there. Then, we'll spend the afternoon exploring the ancient city of Utrecht.

Day 2: We will go to Dordrecht, a town famous for its canals. You may feel like you have gone back in time when you see the houses marked where farmers used their cheese left them to be bought by hundreds of years after walking around the city, we will head for Rotterdam. There, you'll see Rotterdam's amazing architecture of places like the Erasmus Bridge, the Cube Houses and the Maritime Museum in Amsterdam at about 9 p.m.

Price: €135 per person

- accommodation (one night in a four-star hotel, breakfast included)
- entrance to museums
- transportation to coach
- travel insurance (only 30 days, so book your place soon)
- Phone: 020 365 5313
- www.amssterdam.nl

9. Work in pairs to modify the tour. First, look at the information below, discuss the different places and decide what changes you would like to make to the tour. Use some of the phrases in the box.

Amsterdam - Historic town with attractive museums, such as the Van Gogh and Rembrandt. Great for walking along the canals, or visiting a cafe to admire the fascinating architecture and historic buildings. Excellent restaurants, cafes and shops.

4 star hotel from €200
3 star hotel from €150

Biesbosch - One of the Netherlands' largest national parks, near Dordrecht. Take a relaxing boat trip around the park and meet to see many different species of birds.

Accommodation from €20

Utrecht - Lively medieval town with a beautiful traditional old town centre. Lots of lovely cafes and restaurants, as well as plenty of shops. One of the most interesting centres such as De Haar Castle.

4 star hotel from €180
3 star hotel from €130

Hoge Veluwe National Park - Large state park with lakes and small forests. Ideal for cycling, horse riding and golfed walks. Home to lots of wildlife.

Accommodation from €10

Gouda - Historic town with attractive architecture. Interesting cheese museum and excellent cheese market every week during the summer. Beautiful 15th-century city hall.

4 star hotel from €180
3 star hotel from €130

Rotterdam - Busy city with rich history and the largest port in the world. Fascinating architecture and huge cultural area with lots of galleries. Regarded as the Netherlands' hippest city.

4 star hotel from €200
3 star hotel from €150

10. Think this tour should include... We can also include a visit to... I believe travellers may find this... because... I think this tour would be more suitable because... I think that... would be more fun for travellers. This would be more popular with... Travellers will be able to... is famous for... so travellers will have the opportunity to... I don't think the tour should last longer than... I don't think travellers will want to spend...

11. Work in pairs to design a leaflet of your country.

Workbook

The Workbook is in full colour and is closely linked to the Student's Book, comprising vocabulary, grammar, communication, listening, reading and writing development tasks. It 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 and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class, but that most of them should be assigned for homework.

extra vocabulary and grammar practice for each lesson

40 Student's Book pp. 46-47

1. If you don't _____ an effort, there's no way you're going to succeed.
2. Could you _____ me a favour? Can I borrow your blue shirt tomorrow? I want to _____ a good impression at work.
3. I want to buy this dress, but I haven't _____ up my mind about the colour yet.
4. The rescue team _____ their best, but the prospects of finding anyone alive aren't good.
5. Save your time. I don't want to _____.
6. We're going to be stuck here for some time, so I advise you to _____ the most of it.
7. My doctor encouraged me to _____ some exercises, but I'm not very enthusiastic about it.
8. Linda said she saw a tiger at the animal shelter, but I'm fairly sure she _____ a mistake.
9. The team of scientists are _____ research on how sleeping rights affect the schoolwork of teens.
10. Mark was upset because he _____ badly in his Chemistry test.

11. Complete with the words in the box.

income	rewarding	career	somehow	plenty
--------	-----------	--------	---------	--------

Student's Book pp. 48-49

12. Choose A, B, C or D.

1. I'm the receptionist, so I _____ great all visitors.
 - A. have
 - B. need
 - C. has to
 - D. need to
2. Diane _____ go to Mrs Stevens' office right now. She called for her.
 - A. ought
 - B. needs
 - C. need to
 - D. ought to
3. This cake looks delicious, but you _____ make it. I already made her one!
 - A. mustn't
 - B. needn't
 - C. don't need to
 - D. don't have to
4. Students at this school _____ wear uniforms. It's a rule.
 - A. must
 - B. has to
 - C. ought
 - D. have
5. Harry _____ leave his motorcycle here. He'll get into trouble.
 - A. can't
 - B. needn't
 - C. doesn't have to
 - D. doesn't need to
6. We _____ tell Amanda that her mother is in hospital.
 - A. must
 - B. ought
 - C. better
 - D. should

Teacher's Book

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

Differentiated instruction

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

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

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

Strategies - Techniques for Differentiated instruction

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

- A range of activities, depending on the level of students, to challenge **higher-performing Ss** (e.g. by modifying a reading / listening multiple choice activity to one with open-ended questions, by asking students to correct the false sentences, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, by encouraging students to do research on a topic before it is presented in class, in order to stimulate their interest, etc.).
- A range of activities, depending on the level of students, to help **lower-performing Ss** to consolidate the content taught (e.g. by eliminating one or two options in a reading / listening multiple choice activity, by providing them with prompts in order to help them to use what has been taught in context, by encouraging students to do research on a topic before it is presented in class, in order to build their confidence, as they will have already been exposed to what is going to be discussed, etc.).
- **Scaffolding instruction** - teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs, use of graphic organisers, such as Venn Diagrams and mind maps, etc.).
- **Flexible grouping** - students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests (mainly in the Speaking activities).
- **Ongoing or formative assessment** - it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs. There are various forms of formative assessment, such as student self-assessment (*Now I can...* checklist).

communication activities practising key language functions in the lesson

1. Complete the dialogues with a-c.

- That wasn't very wise of you.
- I looked through the window and you got to do that.
- Why on earth did you do that?
- You should think it through before you make up your mind.
- How are you going to earn a living?

2. Guess what I put an advertisement in the newspaper to sell me or today.

- I'm thinking about moving to the countryside.
- I'm thinking about getting a new car.
- I'm thinking about getting a new job.
- I'm thinking about getting a new house.

3. He works very hard because he wants to get a promotion soon.

4. She is very nervous because she has to give a presentation.

5. He is very nervous because he has to give a presentation.

6. She is very nervous because she has to give a presentation.

7. He is very nervous because he has to give a presentation.

8. She is very nervous because she has to give a presentation.

9. He is very nervous because he has to give a presentation.

10. She is very nervous because she has to give a presentation.

11. He is very nervous because he has to give a presentation.

12. She is very nervous because she has to give a presentation.

13. He is very nervous because he has to give a presentation.

14. She is very nervous because she has to give a presentation.

15. He is very nervous because he has to give a presentation.

16. She is very nervous because she has to give a presentation.

17. He is very nervous because he has to give a presentation.

18. She is very nervous because she has to give a presentation.

19. He is very nervous because he has to give a presentation.

20. She is very nervous because she has to give a presentation.

21. He is very nervous because he has to give a presentation.

22. She is very nervous because she has to give a presentation.

23. He is very nervous because he has to give a presentation.

24. She is very nervous because she has to give a presentation.

25. He is very nervous because he has to give a presentation.

26. She is very nervous because she has to give a presentation.

27. He is very nervous because he has to give a presentation.

28. She is very nervous because she has to give a presentation.

29. He is very nervous because he has to give a presentation.

30. She is very nervous because she has to give a presentation.

31. He is very nervous because he has to give a presentation.

32. She is very nervous because she has to give a presentation.

33. He is very nervous because he has to give a presentation.

34. She is very nervous because she has to give a presentation.

35. He is very nervous because he has to give a presentation.

36. She is very nervous because she has to give a presentation.

37. He is very nervous because he has to give a presentation.

38. She is very nervous because she has to give a presentation.

39. He is very nervous because he has to give a presentation.

40. She is very nervous because she has to give a presentation.

41. He is very nervous because he has to give a presentation.

42. She is very nervous because she has to give a presentation.

43. He is very nervous because he has to give a presentation.

44. She is very nervous because she has to give a presentation.

45. He is very nervous because he has to give a presentation.

46. She is very nervous because she has to give a presentation.

47. He is very nervous because he has to give a presentation.

48. She is very nervous because she has to give a presentation.

49. He is very nervous because he has to give a presentation.

50. She is very nervous because she has to give a presentation.

51. He is very nervous because he has to give a presentation.

52. She is very nervous because she has to give a presentation.

53. He is very nervous because he has to give a presentation.

54. She is very nervous because she has to give a presentation.

55. He is very nervous because he has to give a presentation.

56. She is very nervous because she has to give a presentation.

57. He is very nervous because he has to give a presentation.

58. She is very nervous because she has to give a presentation.

59. He is very nervous because he has to give a presentation.

60. She is very nervous because she has to give a presentation.

61. He is very nervous because he has to give a presentation.

62. She is very nervous because she has to give a presentation.

63. He is very nervous because he has to give a presentation.

64. She is very nervous because she has to give a presentation.

65. He is very nervous because he has to give a presentation.

66. She is very nervous because she has to give a presentation.

67. He is very nervous because he has to give a presentation.

68. She is very nervous because she has to give a presentation.

69. He is very nervous because he has to give a presentation.

70. She is very nervous because she has to give a presentation.

71. He is very nervous because he has to give a presentation.

72. She is very nervous because she has to give a presentation.

73. He is very nervous because he has to give a presentation.

74. She is very nervous because she has to give a presentation.

75. He is very nervous because he has to give a presentation.

76. She is very nervous because she has to give a presentation.

77. He is very nervous because he has to give a presentation.

78. She is very nervous because she has to give a presentation.

79. He is very nervous because he has to give a presentation.

80. She is very nervous because she has to give a presentation.

81. He is very nervous because he has to give a presentation.

82. She is very nervous because she has to give a presentation.

83. He is very nervous because he has to give a presentation.

84. She is very nervous because she has to give a presentation.

85. He is very nervous because he has to give a presentation.

86. She is very nervous because she has to give a presentation.

87. He is very nervous because he has to give a presentation.

88. She is very nervous because she has to give a presentation.

89. He is very nervous because he has to give a presentation.

90. She is very nervous because she has to give a presentation.

91. He is very nervous because he has to give a presentation.

92. She is very nervous because she has to give a presentation.

93. He is very nervous because he has to give a presentation.

94. She is very nervous because she has to give a presentation.

95. He is very nervous because he has to give a presentation.

96. She is very nervous because she has to give a presentation.

97. He is very nervous because he has to give a presentation.

98. She is very nervous because she has to give a presentation.

99. He is very nervous because he has to give a presentation.

100. She is very nervous because she has to give a presentation.

various types of reading texts

41 Read the text. Then read the statements below and write 2 for John, 1 for Kyle, 0 for Harry or C for Colin.

YOUR FORUM

Huh! Call that a dangerous job...

John, Canada
If you think life is peaceful working on a farm, then you'd better think again. I work with large tractors every day. I'm not in all weather conditions and I have to deal with large animals. If you're not careful, you can have a serious accident. I'm only at home today because I cut myself badly with a woodchipper yesterday. I was lucky, because it could have taken my arm off. Luckily, my nephew is able to help out for a few days, but I'll be back out there the day after next. The weather forecast looks pretty bad till the end of the week, but what can you do?

Kyle, Anchorage
Talking about the weather, you should have been with me last week. I work for a commercial fishing company and I spend weeks out at sea in storms that create enormous waves. It's common for seas to fall overboard and before me, you don't want to fall overboard in the freezing water of Alaska. Also, the deck can get very icy and the equipment we use is quite dangerous. Serious accidents happen all the time. And besides, my job is usually voted America's most dangerous occupation.

Harry, somewhere in the North Sea
I know what you're talking about. I'm working on an oil rig in the North Sea at the moment and the weather is pretty awful out here. I haven't been home for months and I'm really starting to miss my family. I'm in charge of maintenance, which means that I regularly have to hang a hundred feet above the crashing waves, painting or repairing the oil platform. It's hard work, that's for sure.

Colin, UK
You guys don't know the meaning of the word dangerous. Try defusing bombs every day. The extreme stress and fear is something you just need to learn to live with. Sure, we use robots a lot of the time, but there are many situations where you just have to put on your special body suit and do it yourself. And the best isn't 100% safe, plenty of people have died from the blast even while wearing one.

1. Sometimes a machine does my job instead of me.

2. I can't work at the moment.

3. Without me nothing would get fixed.

4. Most people believe my job is the most dangerous.

5. I agree with another person who posted.

6. I fear for my life every time I go to work.

7. A relative is giving me a hand.

8. The weather doesn't affect my job much.

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 activities are also included.
- the learning standards for every activity in the Student's Book along with the symbols for the QNCF competencies.
- ideas for optional activities which help Ss get a better understanding of the vocabulary and grammatical

structures or forms introduced and provide them with an opportunity for further practice.

- additional activities or adaptations of already-existing ones for mixed ability classes (higher-performing/lower-performing Ss).
- background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes, which give more detailed information about the new linguistic items presented in each lesson.
- suggested answers to all activities where oral and written production is required.
- the pair-work activities, the grammar reference section, the list of irregular verbs, the writing reference section, and the wordlist as they appear in the Student's Book.
- a *Using a Dictionary* section offering Ss step-by-step guidance on how to use a dictionary.
- the transcripts of the listening activities 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 and abbreviations used in the Teacher's Book.

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

further comprehension questions to enhance Ss' understanding of the text

Learning Standards
SB: R1.1, R2.1, R2.2, R4.1, S1.1, S2.3, R4.2

Functions
Talking about one's home
Guessing the meaning of unknown words

Vocabulary
access (n) admire belongings cope with cramped currently drawback drop by expenses face (v) fill up furnished get tired of get used to go shopping heating houseboat inviting isolated lighthouse location loneliness luxurious narrow out of one's mind peace and quiet permanent recreational regret (v) residence settle in spacious stairway temporary tower wisely

Reading
A. S1.1
• Ask Ss the questions.
• Elicit answers and initiate a short discussion.
Suggested answers
• tree houses, boats, aeroplanes, warehouses, tents, etc.
• A home can be considered unusual when its design, decoration or location are out of the ordinary.
• Yes, I would because it would be something out of the ordinary and would make my house look unique. (No, I wouldn't because it wouldn't be convenient or practical.)

B. R1.1
• Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (an article) and where it can be found (in a magazine).
• Ask Ss to look at the pictures accompanying the short texts and tell you what they show.
• Elicit answers.
• Draw Ss' attention to the title of the reading activity and help them deduce that the places shown in the pictures are the three people's unusual homes.
• Ask Ss to read through the article.
• Ask Ss to read through the statements a-d and make sure they do not have any unknown words.
• Have Ss do the activity.
• Check the answer with the class.
The correct answer is d. They are satisfied with their homes, but are facing certain difficulties.

• Ask Ss to tell you what difficulties each person faces (text A: life is more expensive since he moved to his new house - text B: the second person sometimes feels lonely - text C: there isn't much space in the houseboat, they don't have electricity all the time, they're far from the shops). This will challenge higher-performing Ss. Tell Ss how many difficulties they are expected to find in each text (text A: one difficulty; text B: one difficulty; text C: three difficulties). This will help lower-performing Ss.
• Have Ss read the article again and underline any unknown words at the same time.
• Ask Ss some comprehension questions:
Text A
Where does he live? He lives in an old fire station.
What did his friends think when he moved into his new house? They thought he was out of his mind.

C. R2.1, R2.2
• Ask Ss to read through the questions 17 and make sure they do not have any unknown words.
• Have Ss do the activity.
• Check the answers with the class.
1. C. 2. B. 3. A. 4. A. 5. B. 6. B. 7. A

D.
• Draw Ss' attention to the questions.
• Ask Ss the first question and elicit answers. Have Ss justify their answers by providing information from the text.
• Do the same for the second question.
• What makes the place in text A recreational is that it has got a gym and entertainment room, where the writer can exercise and spend time with his friends.
• The people living in the houseboat really enjoy the location and the view from their new house, but they are not completely satisfied with it as they have many difficulties to face. First of all, they don't have much space and they don't have electricity all the time. Also, they are far from the shops, so they cannot buy many things, as it is not easy to carry them to the houseboat. All these things make life in the houseboat a bit difficult for them.

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


step-by-step guide to teaching

suggested answers to activities where oral production is required

strategies to support differentiated instruction

Components

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 recorded material from the Reading sections and Culture pages in the Student's book, and is meant to give Ss extra practice at home. It also includes 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.

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 one game 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.
- 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...?*
- 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.
- 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.
- Regarding the vocabulary lists that appear in the TB, they serve merely as a reference for teachers so that they are aware of the new lexical items that feature in each lesson. At this level, these words are not meant to be pre-taught. Exposing students to new words in context is essential in that it teaches students to develop not only a tolerance for unknown words, the meaning of which can often be inferred from the surrounding text, but also an understanding of

which words affect comprehension and which do not. In addition, exposure in context is key in developing students' word consciousness, which is defined as their awareness of words and their meanings. Teachers may assist in building students' word consciousness by creating an interactive learning environment and instilling simple classroom rituals that draw students' attention to key vocabulary items. Such rituals may involve underlining unknown words in a text and inferring the meaning of unknown words using contextual clues. Ss should also be encouraged to discuss/negotiate the possible meaning of unknown words, think of alternative words and phrases to replace unknown words and look up the definition of unknown words. Note that the vocabulary in this box is considered active and is recycled and also tested in the Workbook, which increases students' exposure and facilitates consolidation.

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 10. 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, and applying creative thought to form an argument, reach a conclusion or solve a problem.

There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

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



Communication

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

Ways to integrate communication into the classroom

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



Cooperation and participation

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

Ways to integrate cooperation and participation into the classroom

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

Inquiry and research

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

Ways to integrate inquiry and research into the classroom

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

Problem-solving

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

Ways to integrate problem-solving into the classroom

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

In general:

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

Key Values

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

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

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

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

Islamic values and Arabic and Qatari cultural heritage

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

Ways to instill these values in the classroom

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

Respect and compassion

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

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.

- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

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

Ways to instill these values in the classroom

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

Personal rights, responsibility and integrity

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

Ways to instill these values in the classroom

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

CONTENTS

6
p.71

Success

Vocabulary

- Word building: opposites with *un-, in-, il-, ir-, im-*
- Word building: nouns ending in *-ness, -ity*
- Nouns with an irregular formation

Grammar

- Future *will*
- Future *be going to*
- Conditional Sentences Types Zero, 1 and 2

Functions

- Talking about various aspects of success
- Talking about future plans
- Making predictions
- Making offers, promises, on-the-spot decisions and requests
- Expressing hypotheses about what is likely or unlikely to happen in the future
- Expressing wants, desires and intentions
- Guessing the meaning of unknown words/phrases
- Opening a discussion
- Expressing and supporting an opinion
- Expressing contrast
- Discussing the positive and negative aspects of an issue

Culture page: *Qatar Airways: A Success Story* p. 83

Task 5 & 6: Improving one's language learning skills p.84

7
p.85

H₂O

- Geographical features
- Verbs + prepositions

- Past Perfect Simple vs Past Simple
- Articles

- Sequencing past actions and events
- Narrating
- Guessing the meaning of unknown words/phrases
- Commenting on something someone has said
- Paraphrasing what someone has said
- Explaining a process
- Discussing advantages and disadvantages of a process

8
p.97

Green living

- Words/Phrases related to the environment
- Verbs easily confused
- Phrasal verbs
- Lexical set: food and food substances

- Passive Voice I
- Passive Voice II

- Talking about environmental issues
- Emphasising an action rather than the doer of the action
- Guessing the meaning of unknown words/phrases
- Stating accepted facts
- Talking about healthy eating habits
- Expressing and supporting an opinion
- Comparing two pictures

Culture page: *Oxygen Park - A Breath of Fresh Air* p. 109

Task 7 & 8: Developing environmental self-awareness p.110

9
p.111

Preferences

- Words/Phrases related to shopping
- Word building: negative words beginning with *dis-, mis-*, ending in *-less*
- Words/Phrases related to books

- Full/Bare Infinitive
- -ing form
- prefer, would prefer, would rather

- Expressing preference
- Talking about shopping habits
- Guessing the meaning of unknown words/phrases
- Understanding online advertisements and reviews
- Changing the meaning of a sentence through word stress
- Talking about books

10
p.123

That's challenging

- Words related to extreme activities
- Prepositional phrases with *in* and *out of*
- Idiomatic expressions
- Collocations with *lose* and *miss*

- Reported Speech: Statements, Questions, Commands, Requests

- Talking about extreme activities and taking risks
- Guessing the meaning of unknown phrases
- Talking about staying in shape
- Reporting
- Describing people

Culture page: *Mall of Qatar - A Mall with Personality* p. 135

Task 9 & 10: Collaborating with a group to organise a fundraiser p.136

Reading	Listening (Pronunciation/Intonation*)	Speaking	Writing	QNCF Competencies
<ul style="list-style-type: none"> • A magazine article: <i>Winners / Losers</i> • An article: <i>Early Success</i> 	<ul style="list-style-type: none"> • A talk about <i>The Marshmallow Experiment</i> • A radio quiz about world records * Intonation of conditional sentences 	<ul style="list-style-type: none"> • Class discussion about dreams, goals and ambitions • Pair work: Discussing the advantages and disadvantages of two options and making a decision 	<ul style="list-style-type: none"> • A post on a forum • An essay discussing advantages and disadvantages <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on layout, language and content • Using linking words/phrases to list/add points, to express contrast and to sum up • Using correction techniques 	
<ul style="list-style-type: none"> • An extract from a novel: <i>Twenty Thousand Leagues Under the Sea</i> • A Q&A column of a magazine: <i>H₂O</i> 	<ul style="list-style-type: none"> • A documentary about marine animals • A radio interview about World Water Day * Pronunciation of <i>the</i> 	<ul style="list-style-type: none"> • Group work: Providing an alternative ending to a story • Group work: Recounting a story • Discussing solutions to the problem of water shortage and presenting the processes involved 	<ul style="list-style-type: none"> • A story • A summary of an extract from a novel <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and content 	
<ul style="list-style-type: none"> • A feature article: <i>The Green Wall of China</i> • A magazine article: <i>To Meat or Not To Meat</i> 	<ul style="list-style-type: none"> • Four short extracts related to the environment • People talking in different situations 	<ul style="list-style-type: none"> • Discussion about the problems created by pollution • Group work: Discussing headlines and proposing solutions to problems • Discussion about healthy eating habits • Comparing two photographs of places to eat 	<ul style="list-style-type: none"> • A blog post • An essay expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> • Using topic sentences • Brainstorming and organising ideas with the help of an outline 	
<ul style="list-style-type: none"> • A magazine article: <i>Decisions, Decisions...</i> • Four online product reviews 	<ul style="list-style-type: none"> • A talk on money • A conversation between a man and a customer service representative * Stress and meaning 	<ul style="list-style-type: none"> • Discussion about decision making • Discussion about shopping habits • Pair work: Talking about what to buy and reaching a decision based on specific criteria • Discussion about products and services • Discussion about book preferences • Pair work: Choosing which books to read 	<ul style="list-style-type: none"> • A paragraph expressing an opinion • A book review <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and content • Brainstorming and organising ideas with the help of an outline 	
<ul style="list-style-type: none"> • An extract from a novel • A walkthrough: <i>Tales of Simiaz II</i> 	<ul style="list-style-type: none"> • A documentary about sand dune bashing • An interview with a video game designer 	<ul style="list-style-type: none"> • Pair work: Discussing and making a decision: Matching people to gifts • Pair/Group work: Discussing about video games • Pair work: Talking about people and making a decision • Presenting a famous personality in class 	<ul style="list-style-type: none"> • An informal email • An article describing a person <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the content of an article • Brainstorming and organising ideas with the help of an outline 	

QNCF Competencies	Creative and critical thinking	Inquiry and research
Communication	Cooperation and participation	Problem-solving

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S2.3	Inquiry and research	Reading A p. 72
R1.1	Cooperation and participation	Reading B p. 72
R2.1	Creative and critical thinking	Reading C p. 73
R2.2	Creative and critical thinking	Reading C p. 73
R2.1	Creative and critical thinking	Reading D p. 73
S1.1	Cooperation and participation	Reading E p. 73
S2.3	Inquiry and research	Listening A p. 75
L2.1	Communication	Listening B p. 75
S1.1	Cooperation and participation	Listening C p. 75
S1.1	Cooperation and participation	Speaking p. 75
S2.3	Inquiry and research	Speaking p. 75
S2.4	Creative and critical thinking	Speaking p. 75
W1.1	Inquiry and research	Writing p. 75
S1.1	Cooperation and participation	Reading A p. 76
R1.1	Cooperation and participation	Reading B p. 76
R2.1	Creative and critical thinking	Reading C p. 77
R4.1	Communication	Reading D p. 77
R4.2	Problem-solving	Reading D p. 77
R2.1	Creative and critical thinking	Reading E p. 77
S1.1	Cooperation and participation	Reading F p. 77
L2.1	Communication	Listening B p. 78
S1.1	Cooperation and participation	Listening C p. 78
S1.1	Cooperation and participation	Speaking p. 79
S2.3	Inquiry and research	Speaking p. 79
S2.4	Creative and critical thinking	Speaking p. 79
S1.1	Cooperation and participation	Writing A p. 80
R2.3	Inquiry and research	Writing B p. 80
W2.2	Communication	Writing D p. 81
W2.3	Communication	Writing D p. 81
W3.2	Creative and critical thinking	Writing D p. 81
S1.1	Cooperation and participation	Writing E p. 81
W1.5	Creative and critical thinking	Writing F p. 81
W2.1	Problem-solving	Writing F p. 81
W4.1	Communication	Writing F p. 81
S1.1	Cooperation and participation	Culture page A p. 83
R2.1	Creative and critical thinking	Culture page B p. 83
S1.1	Cooperation and participation	Task A p. 84
S2.3	Inquiry and research	Task A p. 84
S1.1	Cooperation and participation	Task B p. 84
S1.1	Cooperation and participation	Task C p. 84
S2.3	Inquiry and research	Task C p. 84

W1.1	Inquiry and research	Task D p. 84
WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
W2.2	Communication	Activity C p. 69
W2.3	Communication	Activity C p. 69
W3.2	Creative and critical thinking	Activity C p. 69
L2.2	Communication	Activity C p. 73
R2.1	Creative and critical thinking	Activity D p. 74

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

6a (pp. 72-73)

- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- communicate with a little support a personal response to real and fictional events (S1.1)

6a (pp. 74-75)

- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- explain advantages and disadvantages of plans and ambitions (S2.4)
- communicate with a little support a personal response to real and fictional events (W1.1)

6b (pp. 76-77)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little 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)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

6b (pp. 78-79)

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

- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- explain advantages and disadvantages of plans and ambitions (S2.4)

6b (pp. 80-81)

- communicate with a little support a personal response to real and fictional events (S1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- spell with a little 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 and modify the draft independently (W3.2)
- explain advantages and disadvantages of plans and ambitions (W1.5)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- use formal, neutral and informal registers appropriately in most familiar contexts (W4.1)

Culture Page (p. 83)

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

Task modules 5 & 6 (p. 84)

- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- communicate with a little support a personal response to real and fictional events (W1.1)

6 Review

- understand and respond with a little support to attitudes and opinions in longer, more complex texts (L2.2) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB

Vocabulary

make history well educated

- 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 on the page and read through the accompanying captions.
- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- being well educated 1
 - having a job 2
 - being respected 3
 - making history 4
 - being rich 5
 - being famous 6
 - For many people in my culture, the idea of being successful is associated with being well educated and having a job. Others focus on having money, while there are those who believe that being famous and highly respected are what make someone successful.
 - I consider myself to be successful at school.
 - I would like to be successful at sports.
- Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

6 Success



being respected



having a job



being well educated



being famous



making history



being rich


Discuss:







- Look at the pictures. What is success for you? Put the ideas in order of importance.
- What is considered successful in your culture?
- What do you consider yourself to be successful at?
- What would you like to be successful at?


In this module you will learn...

- to refer to the future using appropriate tenses
- to form opposites using prefixes (*un-*, *in-*, *il-*, *ir-*, *im-*)
- to express hypotheses about what is likely or unlikely to happen in the future
- to talk about your goals and ambitions
- to discuss the advantages and disadvantages of plans and ambitions
- ways to open a discussion
- to support your opinion
- to express contrast
- to use linking words/phrases when listing/adding points and when summing up
- to write an essay presenting advantages and disadvantages

Reading 

A.  Read the statements below. What do they mean? Do you agree with them? Why? / Why not? Then search online for other traits of winners and losers and report to the class in the next lesson.

- | | | |
|--|---|--|
| a. Winners are always part of the answer. |  | Losers are always part of the problem. |
| b. Winners learn from mistakes. |  | Losers forget their mistakes. |
| c. Winners see opportunities. |  | Losers have doubt. |
| d. Winners find answers. |  | Losers only see difficulties. |
| e. Winners follow their heart. |  | Losers settle for second best. |
| f. Winners are a part of the team. |  | Losers are apart from the team. |

B.  Work in groups. Read the text quickly and find the correct headings from above to match with the stories (1-4). There are two extra headings which you will not need to use.

Winners / Losers

Everybody enjoys winning. However, the concept of victory is so mysterious. Those who are successful make it seem so simple that we are all curious about how it's done. Perhaps that's why we love success stories. Here are a few snippets of success:

1 A reporter once asked a bank president what the secret of his success was. 'Two words,' said the bank president. 'Right decisions.' When he was asked how he learnt to make these, the bank president gave a one-word response. 'Experience.' Hoping for a more satisfying answer, the reporter asked him how he got his experience. 'Two words,' said the bank president. 'Wrong decisions!'

2 In another interview, a farmer who grew award-winning corn revealed that he shared his best seeds with his neighbours. The reporter was surprised that the farmer was risking being outdone by his neighbours. 'I know it seems irrational, but if I don't share, then the risk is greater,' explained the farmer. 'When the wind picks up pollen from the corn, it blows it from field to field. If my neighbours grow bad corn, I will too. Unless I help them, I won't be able to grow good corn. We are all connected.'

3 A shoe company once sent two salesmen to investigate the market of a developing country. 'Nobody will buy shoes here,' said the first salesman confidently. 'They don't wear them.' 'We will sell thousands of shoes in a year,' reported the second salesman, a winner by nature. 'They are all barefoot!'

4 In a fable by cartoonist James Thurber, there was a little moth that wanted to reach a star. 'If I were you, I wouldn't set such an unrealistic goal,' said his mother. 'You will be much happier if you just do what all the other moths do and hang around candles and lamps.' 'I'm going to reach my star!' said the little moth while the other moths made fun of him. The dreamy moth was unaffected by their laughter and left. He kept flying up high as the other moths below were getting burnt by candles and street lights. The moth was miles and miles away when he looked down and realised that he was the only moth of his family that was still alive. 'Without you I wouldn't exist now!' the moth said to the star that had saved his life.



Learning Standards

SB: S2.3, R1.1, R2.1, R2.2, S1.1

Functions

Talking about what it takes to be a winner or a loser

Vocabulary

award barefoot blame (v.) by nature competition
concept developing country doubt (n.) fable
go after (a dream) investigate irrational laughter
make fun of optimistic president realistic response
reveal risk (v.) satisfying seed set a goal unrealistic
victory

Reading

A. S2.3

- Draw Ss' attention to the questions.
- Have Ss think of answers to the questions individually first.
- Then divide the class into small groups and have them exchange opinions.
- Have Ss do the activity and go around the class helping them when necessary.
- Have each group share their ideas in class.
- Then have Ss search the Internet to find more traits of winners and losers. Allow Ss to do this in class, or assign it for homework.
- Have Ss present their ideas in class in the next lesson.

Suggested answers

- I agree because winners are eager to solve a problem and find the answer, while losers can't see a way to solve a problem.
- I agree because winners examine the reason why they made a mistake so as to find out what went wrong and not repeat it in the future. Losers are too selfish to analyse their mistakes and learn from them.
- I agree because winners leap at the chance to accomplish their goals, while losers hesitate.
- I agree because winners try to find effective answers to any problems that may arise, while losers can't overcome any difficulties they face.
- I agree because winners have the courage to do so, while losers are not willing to try harder.
- I agree because winners know that cooperation is the key to success.

Winners take responsibility for their actions, whereas losers blame others for their mistakes.

B. R1.1

- Ask Ss to look at the layout of the text and tell you what kind of text it is (*an article*) and where it can be found (*in a magazine*).
- Ask Ss to look at the pictures accompanying the text and tell you what they can see (*a man who must decide which direction to go in, a hand holding some grains of corn, some shoe-making equipment, a picture at night showing two lit street lights and some moths flying around*).
- Draw Ss' attention to the title of the text and ask them to tell you how the pictures can be related to the title of the text.
- Elicit answers.

- Ask Ss to read through the text and underline any unknown words at the same time.
- Divide Ss into groups. Make sure that there is a mix of both **higher-performing Ss** and **lower-performing Ss** in each group. Have the **higher-performing Ss** help the **lower-performing Ss** with the comprehension of the text.
- Refer Ss to the statements a-f in the previous activity and have them do the activity.
- Check the answers with the class.

1. b, 2. f, 3. c, 4. e

KEY

Background knowledge

James Grover Thurber (8 December 1894 - 2 November 1961) was an American author, cartoonist and celebrated wit. Thurber was best known for his cartoons and short stories, published mainly in *The New Yorker* magazine and collected in his numerous books. One of the most popular humorists of his time, Thurber celebrated the comic frustrations and eccentricities of ordinary people.

- Ask Ss some comprehension questions:
*What does everybody enjoy? Everybody enjoys winning.
What is the concept of victory considered to be? It's considered to be mysterious.*

What did the reporter want the bank president to tell him? what the secret of his success was

Did the bank president give him a long answer? No, he didn't.

Was the reporter satisfied with the bank president's first answer? No, he wasn't.

What did he do? He asked him a second question.

Did the bank president's second answer explain how he became successful? Yes, it did.

What did the farmer grow? He grew award-winning corn.

What did he reveal in an interview? that he shared his best seeds with his neighbours

How did the reporter feel when he heard that? He felt surprised.

Why was he surprised? Because he thought that the farmer was risking being outdone by his neighbours.

According to the farmer, is it worth taking this risk? Yes, it is.

Why? Because if he doesn't share, the risk is greater.

How can his neighbours' corn affect the quality of his corn?

The wind can pick up pollen from their corn and blow it into his field. So if they grow bad corn, he will too.

Why did a shoemaker send two salesmen to a developing country? Because he wanted them to investigate the market there.

Was the first salesman optimistic about the possibility of selling shoes there? No, he wasn't.

Why? Because the people were barefoot and he thought that nobody would buy shoes.

Did the second salesman think in the same way? No, he didn't.

Who was James Thurber? a cartoonist

What is the fable about? a little moth that wanted to reach a star

Did his mother believe that the little moth would be happy reaching a star? No, she didn't.

What did she think the little moth should do? She thought that the little moth should do what all the other moths do / hang around candles and lamps.

Did his mother's advice stop him from reaching his star? No, it didn't.

How did the other moths react? They made fun of him.

Was he affected by their reaction? No, he wasn't.

What was happening to the other moths while he was flying up higher? They were getting burnt by candles and street lights.

What did the moth realise when he looked down? that he was the only moth of his family that was still alive

What did the moth tell the star? that without it he would be dead

C. R2.1, R2.2 

- Read out and explain the TIP.
- Ask Ss to read through the questions 1-5 and the corresponding answer choices. Make sure they do not have 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 or two incorrect options.
- Check the answers with the class.

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

KEY

- Explain any unknown words.


D. R2.1 

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

Suggested answers

- He wanted to make sure that he would grow good quality corn.
- I would tell them to follow their heart and not to be afraid of taking risks. In addition, I would say that making mistakes can be a good thing as long as we learn from them. Finally, I would say that it is important to think positively and take advantage of new opportunities.

KEY

E. S1.1 

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

Suggested answers

- Bill Gates (businessman and computer programmer), Mark Zuckerberg (one of the five co-founders of Facebook), Moataz Barsham (high jumper), etc. (Ss can also mention examples of successful people from their family and friends.)
- I think I do / have got them because I believe in myself and I go after my dreams. I set high goals and I work hard to achieve them. Moreover, I don't get discouraged by my mistakes, but I try to learn from them so as not to repeat them in the future.

KEY

C. 🧠 Read again and answer the questions. Choose a, b, c or d.

TIP

- 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.
- When a question refers to the whole text, avoid options which are true but refer only to part of the text.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid options which:
 - sound logical but are not mentioned in the text.
 - include a word/phrase from the text, but do not mean the same thing.
 - overgeneralise, using words like *always*, *all*, *every*, etc.



1. Why does the writer suggest that we like success stories?
 - a. They make us feel like winners.
 - b. We want to find out how to win.
 - c. The lives of winners have secrets.
 - d. Their stories make us enthusiastic about winning.
2. What was it that made the bank president a successful man?
 - a. giving short answers
 - b. learning from experience
 - c. blaming others for mistakes
 - d. making decisions at the right time
3. Why was the second salesman a winner by nature?
 - a. He saw the positive side of things.
 - b. He sold more shoes to the people.
 - c. He did better research than the first.
 - d. He refused to be realistic in his report.
4. How did the moth survive?
 - a. He went after his dream.
 - b. He took his mother's advice.
 - c. He was helped by other moths.
 - d. He tried to avoid candles and street lights.
5. According to the whole text, which of the following people are NOT winners?
 - a. those who aren't afraid of taking risks when others see danger
 - b. those who dream of achieving a goal that may not be realistic
 - c. those who are not optimistic and are afraid of competition
 - d. those who keep trying and are eager to learn from their mistakes



D. 🧠 Answer the following questions.

- Why did the farmer give his best seeds to his neighbours?
- What advice about how to succeed would you give to a person who is starting their own business?

E. 🗨️ Discuss in pairs/groups.

- What examples of successful people can you think of?
- Do you have the qualities of a winner?



Grammar Future Tenses → p. 140

A. Read the dialogue below and match the phrases in blue with their functions a-c.

- A:** Next week I **am going to attend** a seminar on how to start a business. Why don't you come along?
- B:** Well, I've got no plans, but it sounds pretty boring.
- A:** Brad Garner, the guy who owns the computer company *BigBytes*, is going to reveal the secret of how he achieved success. It **will be** a very useful seminar!
- B:** Well, in that case, I'll **come** with you.

- a. making a future prediction
b. describing sth that sb has just decided to do
c. describing sth that sb has already planned to do

- We usually use the **Present Progressive** for something we have arranged to do.
We're driving to York this weekend. (Everything is ready for the trip.)
- We usually use **Future be going to** for plans we have, but which we may not have organised.
I'm going to read a book after school. (I haven't made any arrangements.)
- When referring to the future, use **will** in the main clause, but use the **Present Simple** in the time clause (e.g. after *when, as soon as, until, till, before, after* and *by the time*).
I'll do the shopping before I come home.

B. Circle the correct words.

A: Karim, I've got a meeting at 6 p.m., so I **1 get / 'm going to get** home late.

B: Well, I **2 won't be / don't be** at home when you **3 get / will get** back.

A: Where are you going? To Salim's?

B: Yes, for a while and then we **4 go / are going** to the park in my car.

A: Be careful. You only passed your driving test last week!

B: Don't worry. I **5 'm making / 'll make** sure I have my mobile phone with me. I **6 'll call / call** you as soon as we **7 are getting / get** back to Salim's house. Besides, we **8 won't be / aren't** late. We **9 are going to cook / cook** dinner for Salim's parents later in the evening.

Vocabulary

A. What are the opposites of the following words? What do you notice about their formation?

suitable

convenient

legal

rational

possible

B. Complete the table forming the opposites of the adjectives in the box.

patient literate regular secure logical
correct affected mature practical
aware responsible experienced polite
kind appropriate relevant willing

The opposites of many English words are formed by adding a negative prefix (*un-*, *in-*, *il-*, *ir-*, *im-*) to the words. Notice the rules in the table below, but keep in mind that there are exceptions: e.g. *lucky-unlucky*, *realistic-unrealistic*, *reliable-unreliable*, *pleasant-unpleasant*, *professional-unprofessional*.

un-	in-	il- (+adj. starting with l)	ir- (+adj. starting with r)	im- (+adj. starting with m or p)

Learning Standards

SB: S2.3, L2.1, S1.1, S2.4, W1.1

Functions

Referring to the future

Talking about one's dreams, goals and ambitions

Structures

Future Tenses

Vocabulary

accomplish affected ambition gain illiterate illogical immature impolite impractical inappropriate incorrect inexperienced insecure intelligence intend irregular irrelevant irresponsible literate logical marshmallow mature relevant secure (adj.) unaware unkind unprofessional unreliable unsuitable unwilling

Grammar

A.

- Ask Ss to read through the dialogue in the box and draw their attention to the phrases in blue.
- Make sure that Ss can identify the Future *be going to* and the Future *will*.
- Ask Ss to read through the functions a-c and check their understanding.
- Have Ss do the activity. Check the answers with the class and refer Ss to the Grammar Reference (p. 140).

c, a, b

- Ask Ss to read through the note with the rules of the Present Progressive with future meaning, the Future *be going to* and the formation of time clauses with future reference and provide them with any necessary clarifications.
- Ask Ss to provide extra examples of the uses of the Future Tenses. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *I have booked tickets for Madrid. I / fly / next Tuesday*).

B.

- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change it to a gap-filling activity. Write the dialogue on the board, but instead of the options leave a gap and write the corresponding verb in brackets after each gap. Then ask Ss to cover Activity B in their books, read the dialogue and complete the gaps with the correct form of the verb in brackets.
- Check the answers with the class.

1. 'm going to get
2. won't be
3. get
4. are going
5. 'll make
6. 'll call
7. get
8. won't be
9. are going to cook

Vocabulary

A.

- Ask Ss to read through the adjectives given here and form their opposites.
- Write the opposites on the board.
- Ask Ss to tell you what they notice about the formation of the opposites.
- Check the answers with the class.

unsuitable, inconvenient, illegal, irrational, impossible

The opposites are formed with the negative prefixes *un-*, *in-*, *il-*, *ir-* and *im-*.

B.

- Draw Ss' attention to the note and provide them with any necessary explanations.
- Ask Ss to read through the adjectives in the box and check their understanding.
- Ask Ss to look at the first word in the box and ask them to form the opposite. Elicit the answer (*impatient*) and how the opposite is formed (*the opposite of words starting with 'p' is formed by adding 'im-'*). Do the same for the next two words.
- Have Ss complete the table.
- Check the answers with the class.

un-	in-	il-
unaffected	insecure	illiterate
unaware	incorrect	illogical
unkind	inexperienced	
unwilling	inappropriate	

ir-	im-
irregular	impatient
irresponsible	immature
irrelevant	impractical
	impolite

- Draw Ss' attention to the table and point out to them that the negative prefix *il-* is added to adjectives starting with *l*, the negative prefix *ir-* is added to adjectives starting with *r* and the negative prefix *im-* is added to adjectives starting with *m* or *p*.

C.

- Ask Ss to read through the statements 1-6 and check their understanding.
- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity. Write the sentences on the board without writing the prefixes in the gaps and ask Ss to cover Activity C in their books, read the sentences and complete the gaps with the correct words.
- Check the answers with the class.

- | | |
|---------------|--------------|
| 1. immature | 4. illogical |
| 2. unwilling | 5. insecure |
| 3. irrelevant | 6. impatient |

Listening

A. S2.3

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

Suggested answer

- You can't always predict if a person will be successful from a young age. There may be some indications, but it is not always safe and wise to rely on them.

B. L2.1

- Read out and explain the TIP.
- Ask Ss to read through the notes and make sure they do not have any unknown words.
- Point out to Ss that they will need to complete each gap with a word or a short phrase.
- Play the recording twice and have Ss listen to the expert's talk and do the activity.
- To help **lower-performing Ss**, during the second time they listen to the recording, you may pause it after each correct answer to draw their attention to it.
- Check the answers with the class.

- | | |
|------------|---------------|
| 1. 1960s | 5. 15 minutes |
| 2. 1970s | 6. one |
| 3. control | 7. three |
| 4. four- | 8. successful |

C. S1.1

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

Suggested answer

- I think that it is a very interesting experiment and its results are quite useful to educators. However, I believe that the results should be considered with caution as there are many factors which determine a person's success or failure.

Optional activity

- Ask Ss:
Have you heard of any similar experiments?
Have you ever taken part in a similar experiment?
- Elicit answers and initiate a short discussion.

Speaking S1.1, S2.3, S2.4

- Draw Ss' attention to the questions.
- Ask Ss to read through the questions and check their understanding.
- Ask Ss to read through the suggested phrases and check their understanding.
- Have Ss think of answers to the questions individually first.
- Then divide Ss into small groups and have them exchange opinions.
- Go around the class helping them when necessary.
- Have each group share their ideas in class.

Suggested answers

- I want to study medicine and become a famous surgeon so as to help people who suffer from serious health problems. I would also like to become involved in medical research.
- I plan to achieve my goals by working hard and making a lot of personal sacrifices. I know that if I want to become really successful in my field, I have to be focused and committed.
- I expect to gain personal satisfaction and a sense of achievement. I'm also hoping to earn other people's respect and enough money to live a comfortable life, as well.
- To accomplish my dreams, I may have to give up a lot of my free time.
- It is very important for people to go after their dreams because it gives them a sense of purpose and makes their life worth living.
- I would like to become a famous athlete, but I consider it impossible because I'm not good at sports.

Writing W1.1

- Draw Ss' attention to the task.
- Ask Ss what they think a success story is (*somebody or something that achieves something great; it usually has to do with money and fame*) and elicit answers.
- Explain to Ss that they should write a blog post about a success story and express their thoughts and opinion about it.
- Have Ss search the Internet to find the information they need.
- Encourage them to take notes.
- Allow Ss some time to write their posts.
- Choose some Ss to read out their posts.

Suggested answer

I read the success story of a colour-blind cartoonist from Qatar, Hamad Al-Mataw'ah. Hamad managed to overcome his physical difficulty and become one of the most famous cartoonists in Qatar. I think that a lesson we can learn from this success story is that we should always follow our dreams and never give up no matter what the difficulties are.

C. Complete the sentences with some of the opposites from the table on page 74.

1. Mark may be eighteen, but I don't think he should get a driving licence yet. He's so im _____ for his age!
2. The politician was un _____ to answer the reporters' questions, and got up and left.
3. Whether I think you're good at maths or not is ir _____. The important thing is that you pass the exam.
4. What I'm going to say may sound crazy and il _____, but it's true.
5. Lots of teenagers are in _____ about their appearance. We need to help them feel confident about themselves.
6. Don't be im _____. I know it's a long queue, but it will be your turn soon.



Listening

A. Discuss in pairs/groups.

- Do you think it's possible to predict if a person will be successful from a young age? Why? / Why not?

B. Listen to an expert giving a talk about the 'Marshmallow Experiment' and complete the notes.

TIP
Read the notes carefully before listening to the recording. This will give you some idea of what you are going to hear and what kind of answers you are looking for.

The Marshmallow Experiment

When?: 1 _____ and 2 _____

The concept: Success is not just about intelligence but also about whether people are able to 3 _____ themselves and delay gratification*.

The experiment: A group of 4 _____ year-olds had to choose between two options: eat one marshmallow immediately and not get another one or wait for 5 _____ to eat the marshmallow and get a second one.

Results: 6 _____ out of 7 _____ children was able to wait for a second marshmallow.

15 years later: The children who had waited to get a second marshmallow were more 8 _____ than the other children later on in their lives.

* gratification: the state of feeling satisfied

C. Discuss in pairs/groups.

- What do you think of the 'Marshmallow Experiment'? Do you agree with its results?

Speaking

Think of your dreams, goals and ambitions and discuss the questions below. Use some of the phrases given.

- What goals have you set for yourself in your life?
- How do you plan to achieve them?
- What do you expect to gain through them?
- What things do you think you may have to give up to achieve them?
- In your opinion, is it important for people to go after their dreams? Why? / Why not?
- Is there anything you would like to do but consider impossible? What makes it impossible?

I want to...	As soon as I finish school/university, I'll...
I'd like to...	My dream has always been to...
I'm planning to/on...	To accomplish this, I may have to stop...
I intend to...	I'd never choose to be... because...
I'm going to...	
I'm thinking of...	
I'm hoping to...	

Writing

Search the Internet and find a success story. Write a post about this story on a forum and include your thoughts and opinion about it.

<https://forum.words.com/threads/post-in-on-the-forum>

SUCCESS STORIES

Reading

A. Discuss in pairs/groups.

- Would you like to be famous? Why? / Why not?
- Do you think it is easy to stop being famous?

B. Read the text quickly. What is the purpose of this text?

- to present a person's achievements
- to describe the difficulties of success
- to show the pros and cons of early success

EARLY SUCCESS

At the age of seven, young mathematician Erik Drake made headlines when he appeared on a talent show and impressed the world with his cleverness and his lightning mathematics abilities. He became known as a young **genius**, and his life changed; newspapers wanted to interview him, TV shows wanted to meet him, and universities wanted to teach him. His career was laid out ahead of him, and it promised to be a bright one. At nine years old, he received a scholarship to study mathematics at university, and he graduated with top marks two years later, which is quite a feat. He was asked to stay on as a professor, teaching university students nearly twice his age. However, now approximately sixteen years old, the teenager has announced he is taking a break from maths and giving up his position at the university.

Many people can't understand why. Erik's success brought him many advantages. To begin with, it meant he could focus on what he loved – maths. Because of his talents, his teachers let him put all his efforts into maths. He never got in trouble when he didn't try **properly** in other subjects or forgot to do his homework, because he was always an excellent maths student, and everyone knew he was going to become a famous mathematician. His success also brought him **fame**; people recognised him on the street, he was invited to popular social events and interesting university lectures, and he was also incredibly well-known on social media. Of course, he made a lot of money, as well;

even as a child, he took his family on exciting holidays and, best of all, he could afford to go to any university in the world, even without a scholarship. 'Being famous brought me many opportunities,' he told reporters yesterday. 'I've done things most people can only dream of; I've studied with some amazing scientists and mathematicians, I've travelled the world, and I've met some of the greatest minds of our time, including many of my **personal** heroes in science and maths.'

So why is he giving it all up? Erik admits that being famous has disadvantages. 'You feel that you have to do better and better. It's a lot of stress. Maths always relaxed me but, when I found myself unable to focus on a problem, I knew the stress was starting to get to me.' Erik had a very different childhood from most children. While his friends were playing football and riding their bikes, he was indoors studying. 'I worked hard – very hard – and I feel I missed out on a lot. I didn't have time for any other hobbies.' He also feels that the **pressure** of being in the public eye can be too much. He recently closed his social media accounts because he was tired of thousands of people watching his every word when all he wanted was to chat to his friends.

For Erik, the disadvantages of his success were just too great. For now, he says he wants to spend some time on his own, read some books, and maybe learn a language. He still has a **passion** for maths, though, and plans on working in the field again when he's older – when he hopes people will no longer see him as a celebrity.

Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2

Functions

Talking about fame and early success

Vocabulary

anger approximately awareness be in the public eye belief celebrity cleverness creativity depth fame feat get to sb height hero impress kindness laziness lecture (n.) make headlines mathematician on one's own passion personal popularity pressure properly responsibility similarity strength take a break the pros and cons thought (n.) weakness

Reading

A. S1.1

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

Suggested answers

- Yes, I would like to be famous because I would like to enjoy all the benefits famous people have, such as being admired by other people and having access to the best of everything. / No, I wouldn't like to be famous because when you are famous, people watch your every move and you don't have any privacy.
- Yes, I think it's easy to stop being famous if you stay away from activities which bring publicity. / No, I don't think it's easy to stop being famous because when you're famous, people want to know things about you all the time.

KEY

B. R1.1

- Ask Ss to look at the layout of the text and tell you what kind of text it is (*an article*) and where it can be found (*in a magazine, on the Internet*).
- Elicit answers.
- Draw Ss' attention to the title of the text and the picture and ask them to tell you what they think it is about.
- Elicit answers.
- Ask Ss to read through the text and tell them to underline any unknown words at the same time.
- Ask Ss to read through the statements a-c and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answer with the class.

The correct answer is **c. to show the pros and cons of early success.**

KEY

- Divide Ss into groups. Make sure there is a mix of both **higher** and **lower-performing Ss**.
- Have Ss read the text again paragraph by paragraph. To challenge **higher-performing Ss**, after they have read each paragraph, ask them to tell you what its main idea is (*1st paragraph: it introduces Erik and describes how his life changed after his appearance in the talent show* - *2nd paragraph: it describes the advantages Erik's success brought him* - *3rd paragraph: it describes the disadvantages Erik's success brought him* - *4th paragraph: it describes what Erik wants to do now and his plans for the future*). To help **lower-performing Ss**,

understand the text further, after they have read each paragraph, ask them some comprehension questions:

first paragraph

How old was Erik when he appeared on a talent show and impressed the world? He was seven years old. What did he impress the world with? his cleverness and his lightning mathematics abilities

How did his life change after his appearance on the talent show? Newspapers wanted to interview him, TV shows wanted to meet him, and universities wanted to teach him. How old was he when he received a scholarship to study mathematics at university? He was nine years old. When did he graduate from university? two years later. What has he now announced? that he is taking a break from maths and giving up his position at the university

second paragraph

Why can't many people understand why he decided to take a break from maths and give up his position at the university? Because of the many advantages that success brought him.

How did his teachers treat him? They let him put all his efforts into maths and he never got in trouble when he didn't try properly in other subjects or forgot to do his homework.

How did fame affect his life? People recognised him on the street, he was invited to popular social events and interesting university lectures, and he was also incredibly well-known on social media.

What did he do with the money he made? He took his family on exciting holidays and he could afford to go to any university in the world, even without a scholarship.

third paragraph

What's a disadvantage of being famous in Erik's opinion? that you feel that you have to do better and better

How was Erik's childhood different from most children's? While his friends were playing football and riding their bikes, he was indoors studying.

Why didn't he have time for other hobbies? Because he worked very hard.

Why did he close his social media accounts? Because he was tired of thousands of people watching his every word when all he wanted was to chat to his friends.

fourth paragraph

What are his plans for now? He wants to spend some time on his own, read some books, and maybe learn a language. What are his plans for the future? He plans on working in the field again when he's older.

C. R2.1

- Ask Ss to read through the statements 1-7 and check their understanding.
- Help Ss understand the difference between a False and a Not Mentioned option by giving them an example of each before they do the activity.
- Write the following on the board: *Maths is my brother's favourite school subject.* Then write the following on the board: *My brother finds maths boring. (F) / My brother did well in the maths test. (NM)*
- Ask Ss to tell you which statement is False and which statement is Not Mentioned, based on the information given.
- Have Ss do the activity.
- Check the answers with the class. Ask Ss to justify their answers.

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

- To challenge **higher-performing Ss**, ask them to correct the false sentences.

D. R4.1, R4.2

- Refer Ss to the highlighted words in the text.
- Ask Ss to read through the meanings a-f and check their understanding.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Have Ss do the activity.
- Check the answers with the class.

**a. passion b. personal c. properly
d. genius e. fame f. pressure**

- Ask Ss to make sentences of their own using the words from this activity.
- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. R2.1

- Ask Ss the question.
- To help **lower-performing Ss**, ask them to find at least one advantage and one disadvantage from the text. To challenge **higher-performing Ss**, ask them to come up with one more advantage and/or disadvantage of success which is not mentioned in the text.
- Elicit answers and initiate a short discussion.

Suggested answer

- Being famous has both advantages and disadvantages. One advantage of being famous is that you can get the opportunity to do things you would not be able to do otherwise. Also, sometimes you can earn a lot of money when you are famous. On the other hand, being famous can put a lot of pressure on you, especially when you feel that everyone has high expectations of you. Another disadvantage of being famous is that people often watch everything that you do or say, which means that you cannot always behave the way that you want.

F. S1.1

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

Suggested answer

- Yes, I think I would react the same way Erik did because I don't like being in the public eye and I would get very stressed. / No, I don't think I would react the same way Erik did because I can handle the pressure caused by other people's attention, and I wouldn't let the stress get to me.

Vocabulary

A.

- Ask Ss to look at the two nouns from the text.
- Ask Ss the question in the rubric.
- Check the answers with the class.

clever, able

B.

- Read out and explain the first note.
- Ask Ss to read through the adjectives in the first table and make sure they do not have any unknown words.
- Have Ss complete the first table.
- Check the answers with the class.

Adjective	Noun
lazy	laziness
creative	creativity
popular	popularity
aware	awareness
responsible	responsibility
weak	weakness
kind	kindness
similar	similarity

- Draw Ss' attention to the second note.
- Ask Ss to look at the second table and make sure they do not have any unknown words.
- Have Ss complete the table.
- Check the answers with the class.

Adjective or Verb	Noun
weigh	weight
strong	strength
dead/die	death
believe	belief
angry	anger
think	thought
high	height
deep	depth

- To challenge **higher-performing Ss**, you can ask them to come up with their own examples.

C. 🧠 Read again and write T for True, F for False or NM for Not Mentioned. Underline the parts of the text where you found the answers.

- | | |
|--|---|
| 1. Erik won first prize in the talent show. <input type="checkbox"/> | 5. Erik realised he was stressed when maths stopped being relaxing. <input type="checkbox"/> |
| 2. Erik became a professor when he was just sixteen. <input type="checkbox"/> | 6. Erik became famous when he appeared on social media for the first time. <input type="checkbox"/> |
| 3. Erik was not always good in other school subjects. <input type="checkbox"/> | 7. Erik plans to regain his fame later in the future. <input type="checkbox"/> |
| 4. Universities all over the world offered Erik scholarships. <input type="checkbox"/> | |

D. 🗨️ 🔑 Look at the highlighted words in the text and match them with their meanings. Check your answers in a dictionary. Then use some of the words to make sentences of your own. See *Using a Dictionary*, p. 156.

- a. a very strong interest in sth; enthusiasm
- b. having to do with sb and their interests
- c. correctly, right
- d. a person who is very clever or good at sth
- e. the success and attention you get when famous
- f. a feeling that a lot is expected from you

E. 🧠 Answer the following question.

- According to the text, what are two advantages and two disadvantages of being famous?



F. 🗨️ Discuss in pairs/groups.

- Do you think you would react the same way Erik did? Why? / Why not?

Vocabulary

A. Look at the nouns below from the text. Which adjectives do they derive from?

cleverness ability

B. Read the notes and complete the tables.

Some nouns are formed by adding the suffix *-ness* or *-ity* to an adjective, e.g. *sad-sadness*, *active-activity*.

Some nouns have an irregular formation.

Adjective	Noun
lazy	
creative	
popular	
aware	
responsible	
weak	
kind	
similar	

Adjective or Verb	Noun
weigh	
	strength
dead/die	
	belief
	anger
	thought
high	
	depth

Listening

A. Read the questions below and guess the correct answers.

- What distance is the longest 24-hour bike ride without the rider's feet touching the ground?
a. 855 km b. 890 km c. 8,905 km
- How long is the longest beard?
a. 82 cm b. 1.4 m c. 2.3 m
- How many records were broken at the 2011 London Marathon?
a. 0 b. 5 c. 35
- In 2012 Eva and Paul Yavorzhno decided to get married underwater. But how many guests joined them underwater?
a. 15 b. 134 c. 275
- In 2011 Sanath Bandara, from Sri Lanka, broke the record for wearing the most T-shirts worn at once. But how many did he wear?
a. 157 b. 257 c. 357

B. Listen to part of a radio programme and check your answers to the questions above.

C. Discuss in pairs/groups.

- What do you think of these records? Which do you find the most amazing? Do you know of any other records?

Grammar Conditional Sentences Type Zero, 1, 2 → p. 140

A. Read the examples and answer the questions.

If/When ice **melts**, it **turns into** water.

- Does this sentence refer to sth that is likely to happen or to a general truth/fact?

If my neighbours **grow** bad corn, I **will grow** bad corn, too.

- Does this sentence refer to the present/future or past?
- Does the speaker think that this is likely to happen?

If I **were** a scientist, I **would try** to find a solution to the problem of global warming.

- Is the speaker a scientist?
- Is it likely that the speaker will find a solution?
- Does the sentence refer to the present/future or past?

B. Read the examples again and complete the rules below.

Conditional Sentences Type Zero are used to talk about general truths/facts.

If/When + _____ Simple → _____ Simple

Conditional Sentences Type 1 express something which is likely to happen in the present or future.

will, can, must, may, might,
should + base form

If + _____ ↗
↘ Imperative

Conditional Sentences Type 2 express something imaginary/unreal or unlikely to happen in the present or future.

If + Past Simple → _____, could + base form

Unless can be used instead of **if... not**.

*You won't reach your goal **unless** you work hard.
You won't reach your goal **if** you **don't** work hard.*

C. Complete the dialogue with the correct form of the verbs in brackets.

- A:** What would you do if you suddenly 1 _____ (win) a lot of money and became rich?
B: Well, if I 2 _____ (be) rich, I 3 _____ (travel). I love travelling. When you 4 _____ (travel), you 5 _____ (learn) so much about other countries and cultures without realising it.
A: That's true, but if I 6 _____ (have) a lot of money, I 7 _____ (start) my own business.
B: Like what?
A: Well, if I 8 _____ (have) the chance to do anything I liked, I 9 _____ (open) a restaurant. My dream is to become a famous chef.
B: A chef! That's impossible! You don't know how to cook anything.

Learning Standards

SB: L2.1, S1.1, S2.3, S2.4

Functions

Talking about record-breaking achievements
Expressing hypotheses about what is likely or unlikely to happen in the present/future
Discussing the advantages and disadvantages of an issue
Speculating and making a decision

Structures

Conditional Sentences Type Zero, 1, 2

Vocabulary

appealing energising escape from maintenance
patio unappealing weather dependent

Listening

A.

- Ask Ss to read through the questions 1-5 as well as the corresponding answer choices and make sure they do not have any unknown words.
- Allow Ss some time to answer the questions. Do not correct any of their answers.

B. L2.1

- Draw Ss' attention to activity A above.
- Play the recording twice and have Ss listen and check their answers.
- 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 A 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.

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

C. S1.1

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

Suggested answers

- I think that they are all quite interesting. The most amazing of them, however, is the one about the longest beard. I have heard of other records, but I can't remember them.

Optional activity

Ask Ss how many questions they answered correctly, how they knew or guessed the correct answers, if they would like to break a record themselves and, if yes, which one and initiate a short discussion.

Grammar

A.

- Ask Ss to read through the first example and make sure that they understand that this is a conditional sentence.
- Ask Ss the question.

- Elicit and check answers.
- Follow the same procedure with the other two examples.
- Check the answers with the class.

1. It refers to a general truth/fact.
2. It refers to the present/future.
3. Yes, he does.
4. No, he/she isn't.
5. No, it isn't.
6. It refers to the present/future.

B.

- Ask Ss to read the first rule about Conditional Sentences Type Zero.
- Ask Ss to complete how Conditional Sentences Type Zero are formed.
- Follow the same procedure with the rest of the rules.
- Check the answers with the class.
- Draw Ss' attention to the note and explain it.
- Refer Ss to the Grammar Reference (p. 140).

- Present, Present
- Present Simple
- would

- Ask Ss to provide extra examples using each type of conditional sentence. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *If / I / be / you / I / not watch TV / all afternoon*).

C.

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

- | | | |
|-----------------|--------------------|------------------------|
| 1. won | 7. would start | 12. will be / would be |
| 2. were/was | 8. had | 13. won't/can't become |
| 3. would travel | 9. would open | 14. take |
| 4. travel | 10. decide | 15. want |
| 5. learn | 11. become/ became | |
| 6. had | | |

D.

- Draw Ss' attention to the table and the prompts.
- Explain to Ss that, in pairs, they should use the prompts to ask and answer questions using Conditional Sentences Type Two.
- Choose a pair of students to ask and answer one question.
- To challenge **higher-performing Ss**, allow them to use their own ideas as well as the ones given.
- To help **lower-performing Ss**, write the following on the board: **A: What would you do if you + Past Simple B: If I + Past Simple, I would...** and have them put all the verbs from the prompts in the Past Simple.
- Divide Ss into pairs and have them do the activity.
- Go around the class helping Ss when necessary.

Suggested answers

- A:** What would you do if you won a prize in a competition?
B: If I won a prize in a competition, I would travel around the world.
- A:** What would you do if you met your favourite athlete?
B: If I met my favourite athlete, I would ask him lots of questions about his career.
- A:** What would you do if you didn't do well in a test?
B: If I didn't do well in a test, I would study harder.
- A:** What would you do if you found a wallet full of money in the street?
B: If I found a wallet full of money in the street, I would take it to the police station.
- A:** What would you do if you lost your pocket money?
B: If I lost my pocket money, I would tell my parents.

REV

E.

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

Suggested answers

- If I won a prize in a competition, I would travel around the world.
 If I met my favourite athlete, I would ask him lots of questions about his career.
 If I didn't do well in a test, I would study harder.
 If I found a wallet full of money in the street, I would take it to the police station.
 If I lost my pocket money, I would tell my parents.
- If my partner won a prize in a competition, he would call all his friends to tell them about the prize.
 If my partner met his favourite athlete, he would ask for an autograph.
 If my partner didn't do well in a test, he would try harder the next time.
 If my partner found a wallet full of money in the street, he would tell his parents.
 If my partner lost his pocket money in the street, he would ask his friend to help him look for it.

REV

- To challenge **higher-performing Ss**, choose two of the suggested answers about the Ss themselves and two about their partners and write them on the board. Next rewrite the sentences on the board using Conditional

Sentences Type 1. Then ask Ss to explain the difference in form and meaning between Conditional Sentences Type 1 and Conditional Sentences Type 2.

Intonation

- Play the recording and pause after each conditional sentence so that Ss can repeat it.
- Ask Ss to tell you what they notice about the intonation and rhythm in each conditional sentence.
- Elicit the answer that the intonation and rhythm in the conditional clause rises while the intonation and rhythm in the main clause falls.

Speaking

S1.1  S2.3  S2.4 

- Ask Ss to look at the pictures and the respective captions.
- Ask Ss to read through the suggested points for discussion and check their understanding.
- Ask Ss to read through the suggested vocabulary in the box and check their understanding.
- Ask Ss to go to the Speaking Activities section on page 137 and read through the suggested phrases for *opening a discussion*, *supporting one's opinion* and *expressing contrast*, and check their understanding.
- Have Ss do the activity in pairs and go around the class helping them when necessary.
- Choose some pairs to act out the dialogues.

Suggested answer

- A:** We need to discuss how we are going to use the area of open ground which is behind the school. Do you think it should be turned into a cafeteria with an outdoor patio or an indoor swimming pool?
- B:** Let's start by thinking about the advantages of a cafeteria with an outdoor patio. In my opinion, it'll be a great place for students to socialise and relax before or after classes. Furthermore, the cost for building and maintaining it is not as high as for a swimming pool.
- A:** You have a point but we also need to consider the advantages of an indoor swimming pool, which will be very beneficial for students. They will be able to stay in shape and use their spare time in a more productive way.
- B:** You may be right, but some students may find this unappealing as they are not interested in sports. And, of course, as I mentioned before, the cost for building and maintaining an indoor swimming pool will be extremely high.
- A:** Very true, but the real benefits of an indoor swimming pool are greater than those of a cafeteria. The reason I believe this is because if students have easy access to a swimming pool, which is not weather dependent, they will have the opportunity to escape from routine and feel full of energy. Even those who are not interested in sports may be encouraged to become more active! Also, if lots of students use the swimming pool, they won't mind paying a very low membership fee, so that the maintenance cost can be covered.
- B:** Thinking about it more carefully, I think I'll agree with you! After all, the area around the school is full of cafeterias, so I believe an indoor swimming pool would appeal to more students and will definitely improve our quality of life.

REV

A: I can easily learn anything if I **10** _____ (decide) to. If I **11** _____ (become) a chef, I **12** _____ (be) very successful, I'm sure.

B: I'm sure of one thing: you **13** _____ (not become) a chef unless you **14** _____ (take) some courses. So, start studying harder if you **15** _____ (want) to get into a college.

D. Talk in pairs. Look at the prompts and ask your partner questions in order to complete the table below. Then answer your partner's questions. Use Conditional Sentences Type 2.

win / prize / competition	
meet / favourite athlete	
not do well / test	
find / wallet full of money / street	
lose / pocket money	




E. Look at the table above and write five sentences about your partner and five sentences about yourself.

Intonation

Listen and repeat. Notice the intonation and rhythm.

- If you ever need help, just give me a call.
- Unless we hurry, we'll miss the bus.
- When you believe in success, you succeed.
- If I were you, I wouldn't make fun of people.
- If Mary lived closer, we'd visit her more often.

Speaking

 **Talk in pairs. Imagine your school is planning on expanding its facilities. Behind the school is an area of open ground which will be turned into one of the two options shown below. You are on the advisory committee and have been asked to give your opinion. First, discuss the advantages and disadvantages of each option using the ideas in the box and the words given. Then decide which option would appeal most to your fellow students. Use the phrases given in the Speaking Activities on page 137.**



Talk about:

- the cost needed to build/maintain
- how appealing it is to students
- what students can do there
- how the weather affects it
- how it can improve students' lives



pay for maintenance
 (un)appealing socialise
 enjoyable relax
 energising beneficial
 escape from routine
 weather dependent
 stay in shape

Writing An essay discussing advantages and disadvantages

A. Discuss in pairs/groups.

- What are the advantages and disadvantages of being a professional athlete?

B. Read the essay a student wrote and answer the questions that follow.

Does the career of a professional athlete appeal to you? Why? / Why not? What are the advantages and disadvantages?

- 1 *Have you ever dreamt of becoming a professional athlete? I certainly have. Actually, becoming a professional athlete seems quite appealing to me, but it requires a lot of talent, effort and devotion. Just like any other career, it has its pros and its cons.*
- 2 *It is not difficult to see the benefits of becoming a professional athlete. **To begin with**, the main advantage is that I could earn a huge income doing something I enjoy, as well as earn money from advertising products. **In addition**, like most athletes I would enjoy fame and at the same time act as a role model for thousands of people. **Moreover**, there would be excellent opportunities for me to travel around the world to take part in different worldwide events and competitions.*
- 3 ***However**, there are also certain disadvantages to becoming a professional athlete. **Firstly**, there is a huge amount of stress involved, as any failure would mean disappointment for me, my coach, my team and my fans. **Secondly**, as I would need to devote all my time and energy to demanding training, I would not have much spare time. **Besides that**, extensive travel would make family life difficult. **Last but not least**, there is the issue of injuries. If I got seriously injured, it could mean the end of my career.*
- 4 *So, **on the whole**, is becoming a professional athlete worth all the difficulties? Personally, I believe the advantages outweigh the disadvantages. The way I see it, becoming a professional athlete is difficult, but rewarding. If I was sure I had natural talent, I would not let it go to waste, and I would turn professional.*

1. In which paragraph does the writer do the following?
Write numbers 1-4. Then give examples from the essay.

- | | |
|--|--------------------------|
| a. present advantages | <input type="checkbox"/> |
| b. introduce the topic | <input type="checkbox"/> |
| c. present disadvantages | <input type="checkbox"/> |
| d. make a general statement
and state his/her opinion | <input type="checkbox"/> |
| e. use a rhetorical question | <input type="checkbox"/> |
| f. address the reader directly | <input type="checkbox"/> |

2. Does the writer use formal or informal language?
Give examples.



Learning Standards

SB: S1.1, R2.3, W2.2, W2.3, W3.2, W1.5, W2.1, W4.1

WB: W2.2, W2.3, W3.2

Functions

Discussing the advantages and disadvantages of an issue

Vocabulary

all in all besides that beyond demanding devote
devotion disappointment donate extensive failure
for instance good cause in conclusion in the first place
injury last but not least let sth go to waste moreover
on the one hand on the other hand on the whole
outweigh to sum up turn professional walk of life

Writing

A. S1.1

- Ask Ss the question.
- Elicit answers and use a table or a spidergram to record Ss' ideas on the board.
- Then initiate a short discussion.

Suggested answer

- In my opinion, the advantages of being a professional athlete are that you can be rich and famous. However, it would demand a lot of hard work and personal sacrifices.

B. R2.3

- Ask Ss to read through the essay and underline any unknown words at the same time.
- Ask Ss to read through questions 1 and 2 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

2. The writer uses formal language (formal vocabulary e.g. *the advantages outweigh the disadvantages*, no contractions or abbreviations e.g. *It is not*).

- Explain any unknown words.

C.

- Draw Ss' attention to the table and ask them to read through the different categories of linking words/phrases.
- Point out to Ss that the linking words/phrases presented here are used to list/add points and express contrast in the main part and to sum up the writer's ideas in the concluding part of an essay. If necessary, explain any unknown words Ss might have.
- Refer Ss to the highlighted words/phrases in the essay and ask them to complete the table with them according to what they express.
- Have Ss do the activity.
- Check the answers with the class.

Listing/Adding points: to begin with, in addition, moreover, firstly, secondly, besides that, last but not least

Expressing contrast: however

Summing up: on the whole

D. W2.2, W2.3, W3.2

- Ask Ss to read through the paragraph, paying attention to the underlined mistakes.
- Ask Ss if they can tell you what the letters and characters accompanying each underlined mistake refer to.
- Elicit answers and refer Ss to the correction code. Provide any necessary explanations.
- Ask Ss to correct the underlined mistakes in the paragraph.
- Check the answers with the class.

Furthermore, a professional **athlete** that becomes famous **has** the opportunity to do interesting things beyond the world of sport. Many sports stars meet famous people from other walks of life, such as prime ministers or **big name** actors. Some sporting celebrities even manage **to** become successful actors themselves, for instance French football star Eric Cantona. Because of their **fame** and wealth, top athletes may also get involved with promoting and funding charities. Long-distance runner Mo Farah, for example, does work for **the** charity *Save the Children*, and Lionel Messi has donated money **to** many good causes, including giving lots of money to help fund schools in Syria.

E. S1.1

- Draw Ss' attention to the question.
- Have Ss think of answers to the question and make notes individually first.
- Then divide Ss into pairs and have them exchange opinions.
- Have each pair share their ideas in class.

Suggested answers

Advantages

- getting to know another culture

- learning to become more responsible and independent
- having friends abroad

Disadvantages

- very expensive
- missing your family
- feeling lonely

F. W1.5, W2.1, W4.1

- Ask Ss to read through the writing task and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the Writing Reference pp. 146-147, and to the Workbook, pp. 70-72, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan.
- Allow Ss enough time to write their essays.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

Have you ever considered studying abroad when you finish school? I certainly have. Actually, the idea of moving to another country to study seems quite exciting to me, but like all issues, studying abroad has its pros and cons, both of which need careful consideration.

There are several advantages to studying abroad. First of all, I could get to know a culture different from my own and learn to appreciate it. Apart from that, like most students who move abroad to study, I would become more responsible and independent as I would have to deal with difficult situations on my own. What is more, I would have the opportunity to make new friends abroad.

On the other hand, I cannot ignore the disadvantages of studying abroad. To begin with, the cost involved in studying abroad can be quite high, as I would not only have to pay for the university classes but also for personal expenses, such as rent. Moreover, there is also a personal cost as I would definitely miss my family and friends and the close relationship I have with them. As a result, I worry I would often feel lonely.

So, all in all, is studying abroad a risk worth taking? Personally, I believe that the advantages outweigh the disadvantages. In my opinion, studying abroad is difficult but rewarding, and I would definitely do it.

C. Look at the highlighted words/phrases in the essay and use them to complete the table below.

LINKING WORDS/PHRASES	
Listing/Adding points	_____, first of all, in the first place, _____, _____, what is more, _____, _____, furthermore, apart from that, also, _____, finally, lastly, _____
Expressing contrast	_____, but, on the one hand, on the other hand
Summing up	to sum up, in conclusion, all in all, _____



D. The following paragraph has a number of mistakes, which have been marked using the correction code below. Read the paragraph and correct the mistakes.

Furthermore, a professional athelete^{Sp} that becomes famous had^T the opportunity to do interesting things beyond the world of sport. Many sports stars meet famous people from other walks of life, such as prime ministers or name big actors^{WO}. Some sporting celebrities even manage become[^] successful actors themselves, for instance French football star Eric Cantona. Because of their famous^{WW} and wealth, top athletes may also get involved with promoting and funding charities? Long-distance runner Mo Farah, for example, does work for a^P charity *Save the Children*, and Lionel Messi has donated money in^{Pr} many good causes, including giving lots of money to help fund schools in Syria.

CORRECTION CODE

- WW: wrong word
- WO: word order
- Pr: preposition
- T: tense
- A: article
- Sp: spelling
- P: punctuation
- ^: something missing

E. Think about the following question and make some notes. Then talk in pairs.

In your opinion, what are the advantages and disadvantages of studying abroad?

ADVANTAGES
DISADVANTAGES

F. Read the writing task and the TIP below, and look at the Writing Reference pp. 146-147. Then go to the Workbook pp. 70-72 to plan and write your essay.

*You have been asked to write an essay on the following topic:
Would you like to study abroad?
What are the pros and cons?*

When writing an essay discussing advantages and disadvantages,

- think about the topic carefully.
- choose two or three ideas/points (the ones that you can explain and support) for each paragraph of the main part. Don't try to deal with too many points.
- use a variety of linking words/phrases to list points, add points, express contrast, give your opinion, sum up, etc.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.
- use a variety of techniques (e.g. ask rhetorical questions, address the reader directly, use exclamations, include quotations) to begin and end your essay to catch the reader's attention.

TIP

A. Choose a, b or c.

- When Salman ____ himself a goal, he always accomplishes it.
a. puts b. breaks c. sets
- Don't ____ me for what happened. It's totally your fault.
a. intend b. blame c. reveal
- The local team's ____ made the crowd cheer.
a. victory b. ambition c. intelligence
- Climbing Mt Everest is a dangerous and difficult ____.
a. feat b. passion c. concept
- Mona's job at the hospital is pretty ____, as she sometimes has to deal with difficult patients.
a. demanding b. energising c. appealing
- I can't stand Carl's loud and annoying ____.
a. anger b. response c. laughter
- I hate it when people make fun ____ others.
a. of b. with c. on
- Someone who is ____ doesn't know how to read or write.
a. insecure b. illiterate c. immature
- All ____ all, we had a great time on our holiday.
a. on b. to c. in
- It is completely ____ behaviour to talk on your mobile phone while driving.
a. irregular b. irrelevant c. irresponsible

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

- Mike never says 'please' or 'thank you'. He's very _____. **POLITE**
- Eating chocolate is my _____. I absolutely love it. **WEAK**
- Joyce didn't get the job because she was _____. **EXPERIENCED**
- I argued with George, and now he is _____ to talk to me. **WILLING**
- Writing an interesting story requires _____. **CREATIVE**
- I don't trust Marshall. He is completely _____. **RELIABLE**
- Your _____ is the only thing stopping you from getting in shape. **LAZY**

C. Complete with the Future *will* or the Future *be going to* of the verbs in brackets.

- Ali** Hey, Saud. 1 _____ (you / get up) early tomorrow morning, like you said?
- Saud** Yeah.
- Ali** 2 _____ (you / wake) me up, too? I've got so many things to do for my business trip! I think I 3 _____ (be) busy all day long.
- Saud** Don't worry. I 4 _____ (help) you. What do you want me to do?

Ali 5 _____ (you / pick up) my suit from the dry cleaner's, please?

Saud No problem. Anything else?

Ali Well, I probably 6 _____ (not finish) with my shopping this afternoon either. 7 _____ (you / stop) by the supermarket for me?

Saud Of course. I 8 _____ (go) there anyway because I need some stuff. So, just give me the list.

Ali Thanks, Saud.

D. Complete the sentences with the correct form of the verbs in brackets.

- Majed _____ (help) you if you ask him.
- Where would you go if you _____ (can) travel anywhere in the world?
- If you _____ (not hurry), we'll be late.
- When people _____ (eat) unhealthy food, they put on weight easily.
- If Noora had more time, she _____ (cook) more often.
- You _____ (not succeed) unless you work hard.
- I _____ (not stay) up late if I were you. It's a school day tomorrow.
- Unless Jane _____ (want) to get fired, she shouldn't be late for work again.
- If Barry _____ (not live) in the countryside, we'd see him more often.
- A 'help box' _____ (appear) on the screen when you press F1.

Self-assessment

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

NOW I CAN...

- ▶ refer to the future using appropriate tenses
- ▶ form opposites using prefixes (*un-, in-, il-, ir-, im-*)
- ▶ express hypotheses about what is likely or unlikely to happen in the future
- ▶ talk about my goals and ambitions
- ▶ discuss the advantages and disadvantages of plans and ambitions
- ▶ open a discussion
- ▶ support my opinion
- ▶ express contrast
- ▶ use linking words/phrases to list/add points and to sum up
- ▶ write an essay presenting advantages and disadvantages

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.2, R2.1

A.

1. c 2. b 3. a 4. a 5. a
6. c 7. a 8. b 9. c 10. c

B.

1. impolite
2. weakness
3. inexperienced
4. unwilling
5. creativity
6. unreliable
7. laziness

C.

1. Are you going to get up
2. Will you wake
3. 'll be
4. 'll help
5. Will you pick up
6. won't finish
7. Will you stop
8. 'm going to go

D.

1. will help
2. could
3. don't hurry
4. eat
5. would cook
6. won't succeed
7. wouldn't stay
8. wants
9. didn't live
10. appears

Self-assessment

- 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, R2.1

A. S1.1

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

Suggested answers

- Qatar Airways is one of the fastest-growing airlines in the world, travelling to over 150 places every day and offering excellent services to its passengers. The airline uses the latest aeroplanes and has won many awards.
- I think it is a success story because Qatar Airways has achieved so many things in so little time.

KEY

B. R2.1

- Ask Ss to read through the text and underline unknown words at the same time.
- Ask Ss some comprehension questions:

What is Qatar Airways' advertising campaign phrase? 'Going Places Together'

Why is Qatar Airways one of the airline industry's biggest success stories? because of its strong commitment to taking people from one place to another in the best way possible

When was Qatar Airways created? in 1994

How many destinations does Qatar Airways serve? more than 150

How many planes has the Qatar Airways fleet got? over 206 passenger and cargo planes

How did Qatar Airways achieve this level of popularity?

It achieved this level of popularity by keeping customers satisfied.

From what do we understand that safety has been carefully considered by Qatar Airways? It was the first airline to obtain the International Air Transport Association's 'Operational Safety Audit Certification' in 2003. Also, the company's aeroplane fleet is one of the youngest in the world, which means that the aeroplanes are very reliable.

Which features of the first-class section of Qatar Airways show that it is luxurious? First class offers travellers abundant legroom with seats that can become flat beds. In addition, seats offer massage functions and an entertainment system.

What is Qatar Airways' modern hub? Hamad International Airport in Doha

How many passengers can it accommodate per year? up to 30 million passengers

What award has Qatar Airways won five times so far? Airline of the Year

How many people voted in the 2019 Skytrax World Airline Awards? over 21 million people

How does Qatar Airways try to help the less fortunate? Qatar Airways joined in a partnership with the Educate a Child programme in 2012.

What is the goal of the Educate a Child programme? to help the 61 million children all over the world who do not have access to primary school education

- Ask Ss to read through the questions 1-5 and the corresponding answer choices and check their understanding.
- 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 B 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.

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


KEY

- Explain any unknown words.



A.  Discuss in pairs/groups.

- What do you know about Qatar Airways?
- Why do you think it is a success story?

B.  Read the text and answer the questions.

Choose a, b, c or d.

Qatar Airways: a success story

Qatar Airways' advertising campaign phrase, 'Going Places Together', is very catchy and is more than just nice-sounding words. Qatar Airways is one of the airline industry's biggest success stories because of its strong commitment to taking people from one place to another in the best way possible. The company has grown extensively since its creation in 1994, and during the business year 2015-2016, Qatar Airways celebrated accommodating over 30 million passengers in the air! Today, Qatar Airways serves more than 150 destinations and has a fleet of over 206 passenger and cargo planes. Under the effective leadership of His Excellency Mr Akbar Al Baker, the company has made all the right moves, becoming a powerful market leader both in the Middle East as well as all over the world.

Achieving this level of popularity comes from keeping customers satisfied, and there are many ingredients that are required in the recipe called 'satisfaction' when it comes to airlines. Safety is a major factor that Qatar Airways has carefully considered. It is worth noting that it was the first airline to obtain the International Air Transport Association's 'Operational Safety Audit Certification' in 2003, laying the path for others to follow. Also, the company's aeroplane fleet has an average age of five years and is one of the youngest in the world. Aeroplanes that are newer are usually more reliable, so both employees and passengers can feel more relaxed when flying with Qatar Airways.


Comfort and luxury are also features that are essential for travellers when they are 'going places', and this is exactly what they are getting with Qatar Airways! One of the many examples is the first-class section. It offers travellers abundant legroom with seats that can become flat beds. In addition, seats offer massage functions and an entertainment system. Along with its well-respected image in the air, since April 2014, Qatar Airways has a modern hub, Hamad International Airport, in Doha, which can accommodate up to 30 million passengers per year.

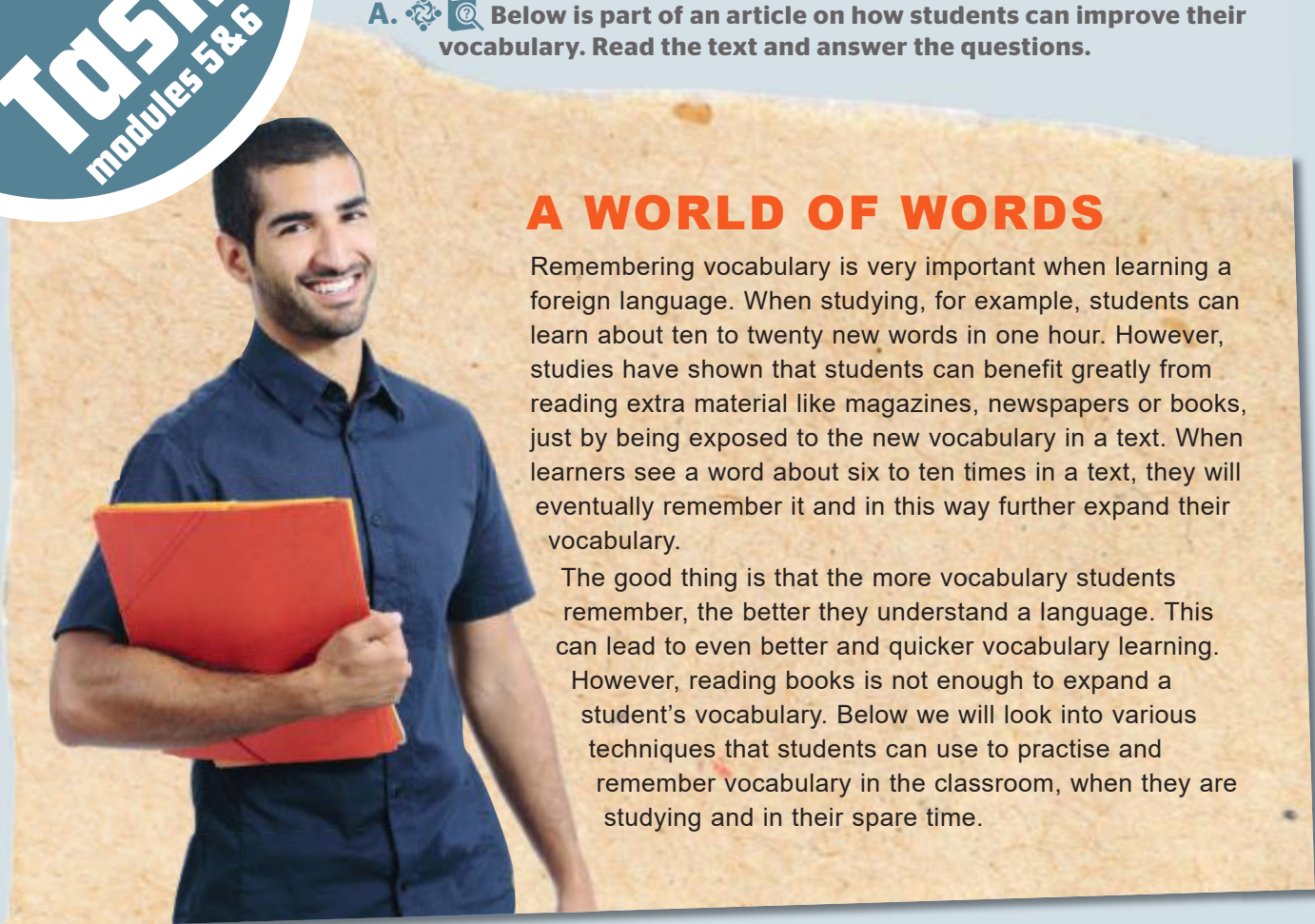
Of course, all of these factors are appreciated by travellers from all over the world and this is why Qatar Airways was named Airline of the Year for the fifth time in 2019 at the Skytrax World Airline Awards. Over 21 million people voted to get the result, so winning five times is certainly something the company can be proud of.

Popularity also brings responsibilities. People, companies or organisations that have achieved success should also lead the way for others to follow when it comes to helping the less fortunate. In 2012 Qatar Airways joined in a partnership with the *Educate a Child* (EAC) programme. The goal of the programme is to help the 61 million children all over the world who do not have access to primary school education.

Qatar Airways has accomplished so much since it started in 1994, and the sky is the limit for this success story!

1. What happened during the business year 2015-2016?
 - a. Qatar Airways celebrated 20 years in the air.
 - b. Qatar Airways transported more than 30 million people.
 - c. Qatar Airways travelled to 150 destinations.
 - d. Qatar Airways organised a big celebration.
2. His Excellency Mr Akbar Al Baker
 - a. is a manager that brings results.
 - b. is the one who created Qatar Airways.
 - c. is the strongest man in the Middle East.
 - d. is responsible for the success of the advertising campaign.
3. Which characteristic is NOT mentioned as an 'ingredient' of satisfaction in the text?
 - a. safety
 - b. luxury
 - c. comfort
 - d. respect
4. Which of the words below could be used instead of the word 'abundant' in line 28?
 - a. tiring
 - b. plenty of
 - c. very little
 - d. comfortable
5. What does the phrase 'Popularity also brings responsibilities' mean in line 39?
 - a. The assistance of people in need goes together with success.
 - b. The *Educate a Child* programme is a popular programme that Qatar Airways works closely with.
 - c. A popular company is always a responsible company.
 - d. Popular companies have a responsibility to join in partnerships.

A.  Below is part of an article on how students can improve their vocabulary. Read the text and answer the questions.




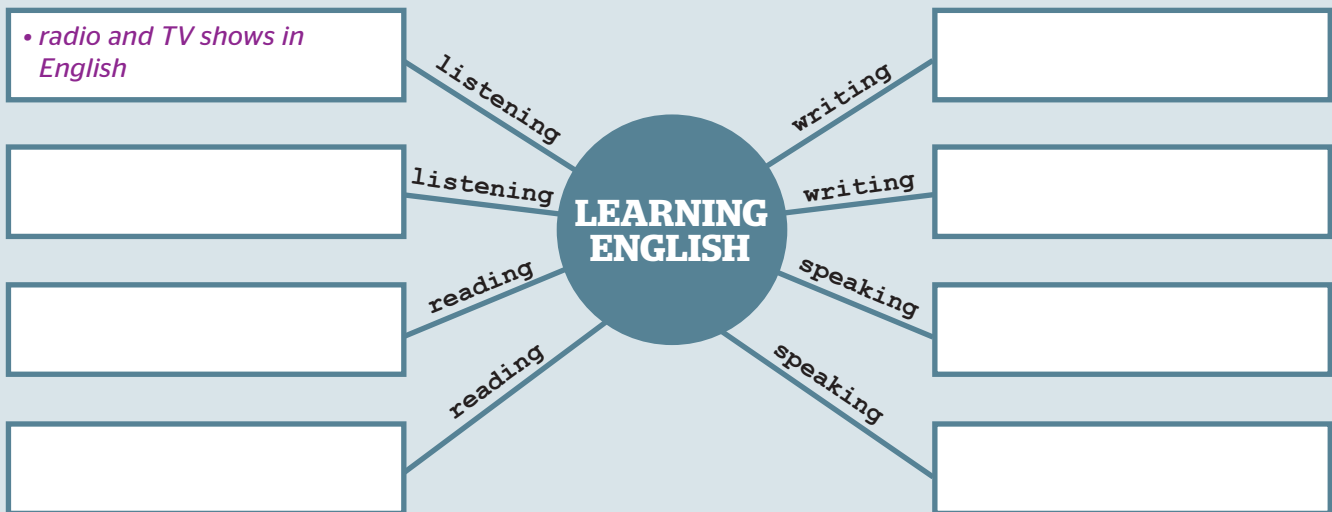
A WORLD OF WORDS


Remembering vocabulary is very important when learning a foreign language. When studying, for example, students can learn about ten to twenty new words in one hour. However, studies have shown that students can benefit greatly from reading extra material like magazines, newspapers or books, just by being exposed to the new vocabulary in a text. When learners see a word about six to ten times in a text, they will eventually remember it and in this way further expand their vocabulary.


The good thing is that the more vocabulary students remember, the better they understand a language. This can lead to even better and quicker vocabulary learning. However, reading books is not enough to expand a student's vocabulary. Below we will look into various techniques that students can use to practise and remember vocabulary in the classroom, when they are studying and in their spare time.

1. Do you agree with this article? Why? / Why not?
2. Do you read books in English? If yes, what do you do when you come across a word that you don't understand? Has reading books in English helped you expand your vocabulary?
3. What other ways/techniques do you use to learn/remember vocabulary?

B.  Talk in pairs and discuss the different techniques you use when learning a foreign language. Look at the mind map below and try to complete it by brainstorming ideas. Try to think of the different things you do when trying to develop your listening, reading, writing and speaking skills in class and outside the class.



C.  Compare your ideas with those of another pair. Discuss any ideas you hadn't thought of and say how useful you think they are.

D.  Report your findings to the class and make a list of guidelines on how you can improve and enhance your language learning skills.

Learning Standards

SB: S1.1, S2.3, W1.1

Task modules 5&6

A. S1.1, S2.3

- Draw Ss' attention to the title of the text and the picture and ask them to tell you what they think it is about (*how reading books in a foreign language helps Ss learn vocabulary*).
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss some comprehension questions:
What is very important when learning a new language? It is very important to remember vocabulary.
How many new words can Ss learn in one hour? about ten to twenty words
What have studies shown? that Ss can benefit greatly from reading extra material
What kind of extra material is beneficial for Ss? magazines, newspapers, books
How many times do Ss need to see a word in a text in order to remember it? about six to ten times
What happens when Ss can remember more words? They can better understand a language and this can lead to even better and quicker vocabulary learning.
How can Ss expand their vocabulary besides reading books? by using various techniques to practise and remember vocabulary
- Encourage and help Ss to deduce the meaning of any unknown words from the context.
- Ask Ss to read through the questions 1-3.
- Elicit answers and initiate a short discussion.

Suggested answers

1. Yes, I do. I think it is very beneficial for students to read extra material when learning a foreign language. It is also very important for students to have their own vocabulary-learning techniques in order to categorise and remember new words more easily and effectively.
2. Yes, I do. Every time I come across an unknown word, I try to guess its meaning from the context or look it up in the dictionary. Reading books in English has helped me expand my vocabulary a lot.
3.
 - I write new words on Post-it notes and stick them around my room so that I can see them.
 - I use the new words that I want to learn in examples which are about my personal life.
 - I associate new words with people and objects.

B. S1.1

- Draw Ss' attention to the mind map and the general topic (*Learning English*).
- Refer Ss to the first idea on the mind map. Explain to them that they should brainstorm ideas and try to complete the mind map about what they can do in class and outside class in order to improve the four language skills.
- Have Ss work in pairs.
- Monitor Ss from a distance. Do not interrupt.

C. S1.1, S2.3

- Explain to Ss what they have to do and get different pairs to work together.

- Point out to Ss that they should note down any interesting ideas the other pair may have.
- Monitor Ss from a distance. Do not interrupt.

D. W1.1

- Allow the two pairs some time to prepare how they will present their findings and also choose one person to do so.
- After all the groups have presented their ideas, initiate a discussion about the importance of these techniques and ask Ss to make a list of guidelines.

Suggested answers

Listening

- listening to radio and TV shows in English
- listening to the reading material included in the book and recording oneself
- watching films/DVDs in English without subtitles or with English subtitles on
- listening to the lyrics of English songs
- watching interesting videos in English on the Internet
- communicating with native speakers
- taking a short language course in an English-speaking country

Reading

- reading books/newspapers/magazines in English
- using the Internet to access different kinds of reading material in English, like blogs, the news
- reading the material included in the book
- communicating with native speakers (e.g. having an e-pal, chatting, sending email)
- taking a short language course in an English-speaking country

Writing

- communicating with native speakers (e.g. having an e-pal, chatting, sending email)
- taking a short language course in an English-speaking country

Speaking

- communicating with native speakers
- travelling to an English-speaking country
- using only English in class to speak to your teacher and your classmates
- taking a short language course in an English-speaking country

Recap:

- Ask Ss the following questions:
 - 1) What have you learnt to do in this specific task?
(to talk about different techniques we can use when learning a foreign language in order to improve our language skills in class and outside the class, to exchange views on language learning and present our findings in front of a group)
 - 2) What language did you need to use?
(the Present Simple, modal verbs, 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?
(It will help me become a more independent and autonomous language learner. It will also help me learn how to communicate and exchange my ideas and views with other people and be open to new ideas and suggestions. Finally, it will help me with my presentation skills.)

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 86
R1.1	Cooperation and participation	Reading B p. 86
R2.1	Creative and critical thinking	Reading C p. 87
R4.1	Communication	Reading D p. 87
R4.2	Problem-solving	Reading D p. 87
R2.2	Creative and critical thinking	Reading E p. 87
S5.1	Creative and critical thinking	Reading F p. 87
S1.1	Cooperation and participation	Listening A p. 89
L1.1	Communication	Listening B p. 89
L2.1	Communication	Listening C p. 89
S3.1	Communication	Speaking p. 89
S5.1	Creative and critical thinking	Speaking p. 89
R1.1	Cooperation and participation	Reading A p. 90
R2.1	Creative and critical thinking	Reading B p. 90
R4.1	Communication	Reading C p. 91
R2.1	Creative and critical thinking	Reading D p. 91
R5.1	Problem-solving	Reading E p. 91
L1.1	Communication	Listening A p. 93
L2.1	Communication	Listening B p. 93
S1.1	Cooperation and participation	Listening C p. 93
S1.1	Cooperation and participation	Speaking A p. 93
S2.5	Inquiry and research	Speaking B p. 93
S1.1	Cooperation and participation	Speaking C p. 93
R2.3	Inquiry and research	Writing A p. 94
R2.3	Inquiry and research	Writing B p. 95
R2.3	Inquiry and research	Writing C p. 95
W1.4	Communication	Writing D p. 95
W2.1	Problem-solving	Writing D p. 95
WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
W1.4	Communication	Activity B p. 79
L2.1	Communication	Activity C p. 83
R2.1	Creative and critical thinking	Activity D p. 84

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

7a (pp. 86-87)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little 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)
- recognise and use independently 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 a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)
- summarise independently the main ideas or arguments in a longer factual or fictional text (W1.4)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)

7 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB

7a (pp. 88-89)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- confirm understanding in discourse-level exchanges by repeating back what a speaker has said (S3.1)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)

7b (pp. 90-91)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little 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)
- participate actively in reading longer fiction and non-fiction print and digital texts of interest (R5.1)

7b (pp. 92-93)

- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- ask about and explain independently more complex processes and ideas (S2.5)

7b (pp. 94-95)

- recognise and identify with a little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)

Vocabulary

running water sparkling water tap water
water cooler water fountain water pollution

- Ask Ss to look at the pictures on the page and tell you what they have in common.
- Elicit answers (*water*).
- Draw Ss' attention to the title of the module.
- Ask Ss to tell you what they think the module is about.
- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- H₂O is the chemical symbol/formula for water. It consists of two hydrogen atoms combined with one oxygen atom.
 - water pollution, water cooler, sparkling water, water fountain, tap or running water
 - Water is very important for people's survival. They drink it, they use it to wash themselves and water their plants and crops. Animals can't live without it. It also prevents the earth from becoming too hot or too cold.
- Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

H₂O



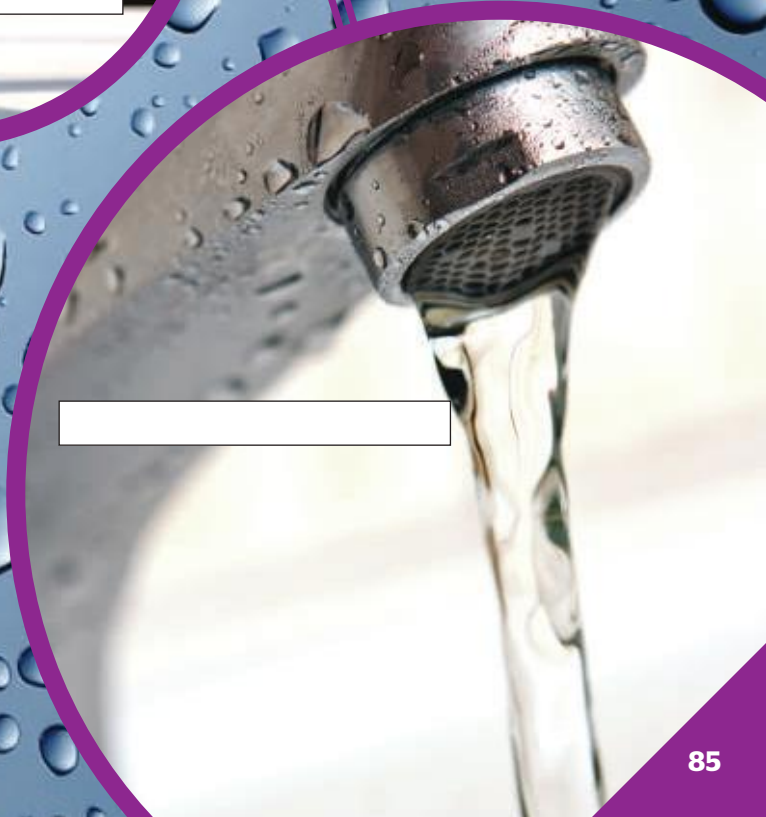
Discuss:

- What does H₂O stand for?
- Label the pictures with the phrases below.
sparkling water
water cooler
tap or running water
water pollution
water fountain
- How important is water in people's lives?











In this module you will learn...

- to use appropriate tenses to narrate past events
- to sequence past actions and events
- to discuss facts about geographical features
- to tell a story
- to comment on something someone said
- to confirm understanding of what someone said
- to describe a process
- to write a summary

Reading A.  Discuss in pairs/groups.

- Do you enjoy science-fiction stories?
- Have you read any of Jules Verne's adventure novels? If so, did you like them?
- Have you watched any science-fiction films? If yes, what was the weirdest situation or gadget you saw?
- Do you think any of these ideas may one day become real?

B.  Below is an extract from an adapted version of the novel *Twenty Thousand Leagues Under the Sea*. Look at the picture. Can you guess what's happening? Read the extract and check your answers.

Twenty Thousand Leagues Under the Sea

Twenty Thousand Leagues Under the Sea - Jules Verne



I looked out of the window of the *Nautilus* and saw what my **companion**, Ned Land, was staring at. Before my eyes was a sea monster worthy of **myth** and legend. Its eight long tentacles were twice as long as its body, and its mouth was like the beak of an **oversized** parrot. It was swimming at great speed and staring at us with its enormous green eyes. 5

I **overcame** my horror and took out my sketch book. This was an excellent opportunity for a marine biologist. Suddenly the *Nautilus* stopped. A minute passed and Captain Nemo, followed by his lieutenant, 10 entered the room. I hadn't seen him for some time. I **overheard** them talking about the monsters.

'Have we struck anything?' I asked.

'No, Monsieur Aronnax. I think one of the giant squid is entangled in the propeller.'

'What are we going to do?'

'We are going to fight them, man to beast,' he said. 15

'Man to beast?' I exclaimed.

Captain Nemo gave the order to rise to the surface. About ten men with hatchets headed towards the central staircase. I took a hatchet and my companion, Ned Land, **grabbed** a harpoon. As soon as one of the sailors at the top of the ladder opened the door, it was pulled off with great force. Immediately one of the tentacles of the squid slid down into the opening like a gigantic snake. With one blow of his hatchet, Nemo cut the tentacle off the squid. Then, we all rushed out. 20

What a scene! By the time I got outside, one of the beasts had grabbed a sailor with its tentacle and was throwing him around like a feather. He **struggled**, but it was no good. I shall hear his cries for the rest of my life. Captain Nemo and his lieutenant threw themselves on the beast, but it shot out black liquid and we were **blinded** for an instant. Enough time for the monster to disappear along with the sailor. Ten or twelve squid **attacked** the sides of the *Nautilus* and we fought them as best we could. Suddenly, I turned around and saw Ned on the floor. He was fighting bravely until a tentacle knocked him over. A squid was about to cut him in two with its beak. Luckily, Nemo rushed to his rescue and hit the beast with his hatchet. 25 30

After a quarter of an hour of fighting, the monsters left us at last. Captain Nemo, obviously exhausted, **gazed** at the sea that had swallowed one of his companions, and his eyes filled with tears. 35

Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2, R2.2, S5.1

Functions

Talking about science-fiction stories

Vocabulary

be about to beak beast blind (v.) companion
cry (n.) feather for an instant force (n.) gaze (v.)
giant gigantic head (v.) knock over legend liquid
marine monster myth obviously overcome
overhear squid struggle (v.) swallow tears violence
weapon

Reading

A. S1.1

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

Suggested answers

- Yes, I do because they allow me to travel through time and help me escape from my routine. They are also very impressive and captivating. / No, I don't because they are full of unrealistic events. I prefer reading stories which are based on reality and facts.
- Yes, I have read his novel *Around the World in Eighty Days*. I liked it a lot because it was funny, witty and nicely narrated.
- Yes, I have watched several sci-fi films. In one of them, I saw a gadget which I found really weird. It's a metal object, and when it's pointed at someone, there's a flash of light and the person's most recent memories disappear. / I've read a few science-fiction books which I didn't enjoy, so I don't see the point of watching such films.
- I think that most sci-fi films present such unrealistic ideas that they will not become real.

KEY

Background knowledge

Jules Gabriel Verne (1828-1905) was a French novelist, poet and playwright best known for his adventure novels and his profound influence on the literary genre of science fiction. **Twenty Thousand Leagues Under the Sea** is a classic science-fiction novel by Verne published in 1870. It tells the story of Captain Nemo and his submarine *Nautilus* as seen from the perspective of Professor Pierre Aronnax, a noted French marine biologist.

B. R1.1

- Draw Ss' attention to the title of the novel (*Twenty Thousand Leagues Under the Sea*) and ask them if they have read it or heard of it.
- Elicit answers.
- Draw Ss' attention to the picture accompanying the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Check the answer with the class.

- Ask Ss some comprehension questions:

What did Aronnax see when he looked out of the Nautilus? a sea monster worthy of myth and legend

Who was staring at it? Aronnax's companion, Ned Land

What was the sea monster like? It had eight long tentacles which were twice as long as its body, and its mouth was like the beak of an oversized parrot.

What was it doing? It was swimming at great speed and staring at them with its enormous green eyes.

Who entered the room after the Nautilus had stopped for a minute? Captain Nemo and his lieutenant

What were they talking about? They were talking about the monsters.

What did Aronnax think had happened? He thought that they had struck something.

What did Captain Nemo tell him they were going to do? He told him that they were going to fight the monsters, man to beast.

Who ordered the Nautilus to rise to the surface? Captain Nemo

Where did the ten men with hatchets head towards? They headed towards the central staircase.

What did Aronnax take? a hatchet

What did Ned Land grab? a harpoon

What happened as soon as one of the sailors at the top of the ladder opened the door? The door was pulled off with great force by the squid.

What was the tentacle of the squid that slid down into the opening like? It was like a gigantic snake.

What did Nemo do? With one blow of his hatchet, he cut the tentacle off the squid.

What did the others do then? They all rushed out.

What will Aronnax hear for the rest of his life? the cries of the sailor that one of the beasts had grabbed

What did Captain Nemo and his lieutenant do? They threw themselves on the beast.

How did the beast react? It shot out black liquid.

What happened to them? They were blinded for an instant.

How many squid attacked the sides of the Nautilus? ten or twelve

What did Aronnax and the other men do? They fought them as best they could.

Why was Ned on the floor? A tentacle had knocked him over while he was fighting bravely.

Was he in danger? Yes, he was.

What was a squid about to do to him? to cut him in two with its beak

Who saved him? Captain Nemo

How did he save him? He hit the beast with his hatchet.

When did the monsters finally leave them? after a quarter of an hour of fighting had passed

Language plus

League is a term used in older times as a measure of distance on land or at sea. At sea, it is equivalent to three nautical miles, or 5.6 km.

Monsieur is used as a form of polite address for a man in a French-speaking area.


C. R2.1 

- Ask Ss to read through the questions 1-6 and the corresponding answer choices and check their understanding.
- 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 or two incorrect options.
- Have Ss underline the parts of the text where they found the answers.
- Check the answers with the class.

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

D. R4.1 , R4.2 

- Ask Ss to look at the highlighted words in the text and try to guess what they mean.
- Ask Ss to read through the meanings a-j and check their understanding.
- As an example, match one or two of the words with their meanings yourself.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Have Ss do the activity.
- Check the answers with the class.

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


- Have Ss make their own sentences using the words given.
- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. R2.2 

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

Suggested answers

- He means that it didn't look like an ordinary animal. It looked like a mythical creature due to its size and appearance.
- I think that Captain Nemo is a brave man who cares about the sailors. We understand that by the fact that he fights against the squid along with the other men and that he rushes to save Ned Land, the narrator's companion, after a squid knocks him over.



F. S5.1 


- Have Ss think of an alternative ending to the story and make notes. Encourage **higher-performing Ss** to write the ending in the form of a dialogue. Allow **lower-performing Ss** to write down key words only.
- Then divide Ss into small groups and have them exchange ideas about the alternative ending to the story.
- In groups have Ss summarise the story including one of


- the alternative endings they came up with.
- Have each group share their summaries in class.

Suggested answer


- Aronnax and his friend, Ned Land, are on the *Nautilus* when a giant squid gets caught in the propeller and a battle between the men and a number of squid begins. All the men take part in the battle with Captain Nemo being the bravest of all, cutting the tentacle off a squid and saving the life of Aronnax's friend. Unfortunately, one squid grabs one of the men and pulls him to the sea.

Finally, after hours of fighting, the crew of the *Nautilus* manage to kill one of the squid and keep one of its tentacles as a trophy. (alternative ending)




C.  Read the text again and answer the questions. Choose **a, b, c** or **d**. **Underline the parts of the text where you found the answers.**

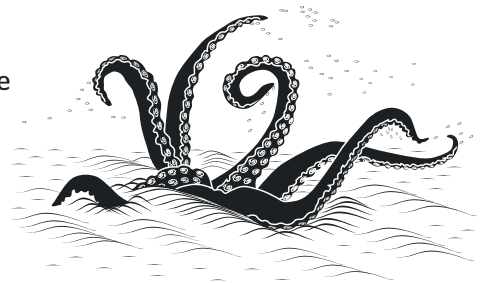
1. Who is narrating the story?
 - a. a sailor
 - b. the lieutenant
 - c. a marine biologist
 - d. the captain of the *Nautilus*
2. After getting over his initial fear, what did the narrator want to do?
 - a. speak to the captain
 - b. draw the sea monster
 - c. find out why the *Nautilus* had stopped
 - d. find out what the captain and his lieutenant were talking about
3. Why did the *Nautilus* stop?
 - a. A squid had caused engine problems.
 - b. Aronnax wanted to draw the squid.
 - c. Captain Nemo wanted to catch the squid.
 - d. Captain Nemo did not want to hit the squid.
4. Why did the captain order the *Nautilus* to rise to the surface?
 - a. to repair the propeller
 - b. to escape from the squid
 - c. so they could fight the squid
 - d. so they could get their weapons
5. Which of the following is true?
 - a. A squid grabbed Captain Nemo.
 - b. Captain Nemo opened the door of the *Nautilus*.
 - c. Some men grabbed weapons and went to fight the squid.
 - d. Aronnax killed a squid as soon as the door was opened.
6. What happened to the sailor trapped in the squid's tentacle?
 - a. He was blinded by the squid.
 - b. He was dragged into the sea.
 - c. He was covered in black liquid.
 - d. He was saved by captain Nemo.

D.  Look at the highlighted words in the text and match them with their meanings a-j. Check your answers in a dictionary. Then use some of the words to make sentences of your own. See *Using a Dictionary, p. 156.*

- | | | |
|--------------|--------------------------|--|
| 1. companion | <input type="checkbox"/> | a. to make it hard or impossible for sb to see |
| 2. myth | <input type="checkbox"/> | b. to successfully control a feeling |
| 3. oversized | <input type="checkbox"/> | c. to look at sb or sth for a long time; to stare |
| 4. overcome | <input type="checkbox"/> | d. sb that you spend a lot of time with because you are friends or are travelling together |
| 5. overhear | <input type="checkbox"/> | e. to kick and fight so that you can escape from sb/sth |
| 6. grab | <input type="checkbox"/> | f. to take or hold sth with your hand in a sudden and violent way |
| 7. struggle | <input type="checkbox"/> | g. sth that many people believe, but which is not true |
| 8. blind | <input type="checkbox"/> | h. to hear sth by accident or without the speaker knowing it |
| 9. attack | <input type="checkbox"/> | i. to use violence to hurt sb or damage a place |
| 10. gaze | <input type="checkbox"/> | j. bigger than usual |

E.  Answer the following questions.

- What does the writer mean by the phrase 'a sea monster worthy of myth and legend'?
- How would you describe Captain Nemo? Which incidents from the story justify your answer?



F.  Talk in groups.

- Think of an alternative ending to the story and make notes.
- Summarise the story including your ideas about the alternative ending.
- Take turns presenting your ideas to the class.



Grammar Past Perfect Simple vs Past Simple → p. 140

A. Read the example and answer the questions.

By the time I **got** outside, one of the beasts **had grabbed** a sailor with its tentacle.

1. Which action happened first and which happened next?
2. Which tenses are used?

B. Complete the text with the Past Perfect Simple or the Past Simple of the verbs in brackets.

Fresh ice 1 _____ (form) around the *Nautilus*. We were stuck, and the situation was getting worse. It was becoming obvious that we could go no further south. I 2 _____ (talk) to the other sailors in the morning, but nobody 3 _____ (have) any idea about how to escape. I 4 _____ (decide) to go and see Captain Nemo on the platform. When I 5 _____ (speak) to him, I found out that he 6 _____ (already / assess) the situation and 7 _____ (decide) how to solve the problem. He 8 _____ (suggest) something which I 9 _____ (not think) of. 'We will sail under the ice to the South Pole,' he said. I 10 _____ (think) about the idea for a moment, and 11 _____ (realise) that we might have to stay underwater for several days. It would be extremely dangerous.

C. Think of an event or an experience that made a great impression on you. Talk to your partner and explain the difference that it made in your life, using the Past Perfect Simple and the Past Simple.

e.g. Last summer, I went camping. I had never... before.



Vocabulary

A. Read the words below. Can you think of any well-known examples of these geographical features?

ocean river lake mountain (mount/Mt) island volcano

B. Complete the names below with the geographical features in the box. Then narrate an experience you have had or a story you have heard about that took place in one of these places.

Rainforest Falls Canal Canyon Bay Sea Gulf Desert

Panama _____	Niagara _____
Amazon _____	Red _____
Doha _____	Arabian _____
Grand _____	Sahara _____



Learning Standards

SB: S1.1, L1.1, L2.1, S3.1, S5.1

Functions

Narrating past events
Sequencing past actions and events
Narrating a story
Commenting and paraphrasing
Sequencing past actions

Structures

Past Perfect Simple vs Past Simple

Vocabulary

endangered extinct treasure turtle unconscious wounded

Geographical features

bay canal canyon desert falls gulf rainforest volcano

Phrases

I get it. In other words,...

what they have to do. Point out that they should use the Past Perfect Simple and the Past Simple.

- Allow Ss some time to do some brainstorming and think of important events in their lives.
- Ask Ss to choose one event or experience they would like to talk about.
- Divide Ss into pairs and have them narrate the event or experience they chose to each other.
- Go around the class helping Ss when necessary.
- Choose some Ss to present the events or experiences in class.

Suggested answer

Last summer, I went camping. I had never been on a camping trip before, so I was very excited. Actually, I liked everything about this experience: sleeping in a tent, watching the night sky, having fun with my family and of course spending time in nature. This camping trip had a great impact on me because it made me realise how important it is to protect nature and the environment.

KEY

Grammar

A.

- Ask Ss to read through the example and draw their attention to the verbs in blue.
- Ask Ss the questions 1-2.
- Elicit and check answers.

1. The beast grabbed a sailor with its tentacle first and then the writer got outside.
2. The Past Perfect Simple is used to describe the action that happened first and the Past Simple is used to describe the action that happened next.

KEY

- Ask Ss to provide extra examples of the uses of the Past Perfect Simple and the Past Simple. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *By the time / we / arrive / station / train / already / leave*).
- Refer Ss to the Grammar Reference (p. 140).

B.

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

1. had formed / formed
2. talked
3. had
4. decided
5. spoke
6. had already assessed
7. had decided / decided
8. suggested
9. hadn't thought
10. thought
11. realised

KEY

C.

- Draw Ss' attention to the activity and explain to them

Vocabulary

A.

- Ask Ss to read through the geographical features given here and check their understanding.
- Ask Ss the question in the rubric.
- Elicit and check answers.

Suggested answers

ocean: Atlantic/Pacific/Indian Ocean
river: The River Thames, the Mississippi River, the Hudson River, the Euphrates
lake: Lake Michigan/Ontario
mountain: Mt Everest, Rocky Mountains
island: The Bahamas, the Maldives, Santorini, Ireland, Al Khor island
volcano: Mt Vesuvius, Mt Etna

KEY

B.

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

Panama Canal	Niagara Falls
Amazon Rainforest	Red Sea
Doha Bay	Arabian Gulf
Grand Canyon	Sahara Desert

KEY

- Ask Ss if they know where these places are and elicit answers.
- Then have Ss think of an experience they have had or of a story they have heard which took place in one of the places.
- Choose some Ss to narrate their experiences or stories.

Suggested answer

Two years ago, I went on a cruise on a dhow boat in Doha Bay with two friends of mine from abroad. We all loved it. The sun was shining and the waters were calm. My friends said that this cruise was the highlight of their trip to Qatar.

KEY

Listening

A. S1.1

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

Suggested answer

- Yes, I have watched several documentaries about underwater life. I learnt a lot of new things about creatures that I hadn't heard of, and they were very impressively filmed.

KEY

B. L1.1

- Ask Ss to read through the statements a-c and check their understanding.
- Play the recording and have Ss listen to the documentary carefully so as to choose the correct answer.
- Check the answers with the class.

The correct answer is **c. to present information about the oceans and some of the sea animals that live in them.**

KEY

C. L2.1

- Ask Ss to read through the statements 1-5 and make sure they do not have any unknown words.
- Play the recording and encourage Ss to take notes about where the sea animals can be found, their length and weight (if mentioned) and anything else they find interesting. Then have Ss use their notes to tell the class which animal they find the most interesting and why.
- Play the recording again and have Ss do the activity. Ask Ss to justify their answers.
- Check the answers with the class.

1. A, 2. W, 3. W, 4. T, 5. A

KEY

Speaking

S3.1, S5.1

- Ask Ss to look at the prompts given here and check their understanding.
- Read out and explain the TIP.
- Ask Ss to read through the boxes containing phrases used for commenting and paraphrasing and check their understanding.
- Have Ss in small groups discuss the development of their story using as many of the prompts in the box as possible.
- To challenge **higher-performing Ss**, encourage them to prepare a dialogue and insert it into the story.
- To help **lower-performing Ss**, allow them to make notes and use them to tell the story to the class.
- Go around the class helping Ss when necessary.
- Choose some Ss to narrate their group's story to the class.

Suggested answer

A year ago, my grandfather gave me a map of the area by the river and told me that there was a treasure hidden somewhere there. Of course, I didn't believe him but I took the map and told him I would search for it one day. A few weeks ago, I came across the map as I was looking through my desk. I looked at it for a while

KEY

and then I thought out loud: 'Why not?' Immediately, I called my friends Paul and John and asked them if they would like to go on a treasure hunt. At first, they thought I was joking, but when I told them about my grandfather and the map, they were fascinated by the idea of a treasure being buried not very far away from where we lived and they agreed to go on a treasure hunt with me at the weekend.

So, the three of us set out on Saturday morning. When we got to the river, we tried to read the map, but we couldn't understand a thing. Then, John suggested we cross the river using the small wooden bridge to see what there was on the other side of the river. As we were crossing the bridge, a strong wind blew the map away. There was nothing we could do. We just stood there looking at the map disappearing! When we got to the other side, we decided to continue and see if we could get lucky. After a couple of hours, we realised that we would never manage to find the treasure, so we decided to go back. But it was already too dark to try to cross the river. We started looking for a place to spend the night. We were relieved when we spotted a cave. When we got closer, we saw something big lying inside the cave. Paul shone his torch in that direction. We couldn't believe our eyes! It was a bear. Suddenly, the bear started breathing heavily, which made us realise that it was wounded and probably unconscious. We were scared stiff and didn't know what to do. Paul turned his torch off and we quickly got out of the cave. I called the police on my mobile phone and reported the incident. They, in turn, called the local forest authorities who took care of the wounded bear the following morning.

As for us, we spent the night in another cave a few yards away from the bear. We didn't manage to find the treasure, but we did manage to save the life of a beautiful animal!

Writing

- In groups, have Ss write the stories they made up in the Speaking activity.
- Have **higher-performing Ss** work with **lower-performing Ss**. Tell them that if someone in the group cannot find the word he/she wants to use, the other Ss can help them. This will build **lower-performing Ss'** confidence to take part.
- Allow Ss some time to write their stories.
- Choose some groups to read out their stories in class.

See KEY to Speaking activity above.

KEY

Listening

A.  Discuss in pairs/groups.

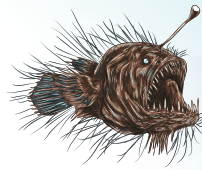
- Have you ever watched a documentary about underwater life? Was it interesting?

B.  Listen to a documentary. What is the purpose of the documentary? Choose a, b or c.



- to talk about endangered sea animals
- to describe the presenter's trip around the world
- to present information about the oceans and some of the sea animals that live in them

C.  Listen again and write T for Turtles, A for Anglerfish or W for Whales.

- They spend their lives in complete darkness.
- They are fast swimmers for their size.
- They are in danger of becoming extinct.
- They are in danger from the day they are born.
- They have a clever way of finding food.



Speaking

  Work in small groups. Make up a story using as many of the prompts given as possible. Discuss how you each think the story should develop. Use some of the phrases given in the Speaking Activities on page 137. After you have finalised your story, tell it to the class.



hide
river
breathe



wounded
safe

map

relieved

unconscious



torch

cabin



treasure

scared stiff



- TIP**
- When you want to make a comment or add something to an ongoing conversation, it's polite to acknowledge what someone has just said before stating your own idea.
 - To confirm understanding, repeat the other person's idea or paraphrase it (rephrase in your own words).
 - A useful way of bringing new ideas into a conversation is by asking questions.

🗨️ *A year ago, my grandfather gave me a map of the area by the river and told me that there was a treasure hidden somewhere there. Of course, I didn't believe him, but I took the map and told him I would search for it one day...* 🗨️

Writing

Write down the story you made up for the Speaking Activity.

Reading

A. Look at questions 1-4 below. Do you know or can you guess the answers? Then read the text and match the questions 1-4 with the answers a-d.

- 1 A friend of mine says he uses up 7,600 litres of water a day just from his diet. Is this possible? *Bob, Liverpool*
- 2 Is it true that half of the world's population hasn't got access to clean running water? *Abdullah, Al Khor*
- 3 I've heard that drinking eight glasses of water a day is good for our health. Would it do me any good if I drank double that amount? *Reema, Doha*
- 4 With 72% of the Earth's surface covered in water, why do people keep talking about a water shortage? *Sandy, Perth*

B. What do the following refer to?

Match 1-8 to a-h.

- 1. 72 percent
- 2. 50 percent
- 3. 42,000
- 4. around 26,000 litres
- 5. 3.4 million
- 6. eight glasses
- 7. 3 percent of 1,260,000,000,000,000,000 litres
- 8. about 140 litres

- a. fresh water on the planet
- b. amount of water one should drink daily
- c. water needed to produce a teaspoon of coffee beans
- d. deaths from dirty water every year
- e. the percentage of people without running water
- f. the percentage of the planet's surface covered by water
- g. daily water needed to prepare the food for a family of four
- h. deaths from dirty water every week

Q&A H₂O

a Actually, the total amount of water on the Earth is a huge 1,260,000,000,000,000,000 litres approximately! Did you know that the same water that exists on our planet today has been around for millions of years? All this water is always in motion - evaporating from oceans, travelling through the air, raining on the land, running through rivers and even through our bodies. The supply of fresh water, however, is limited to just 3% of the total amount, and there are fears that it won't be enough to keep the world population alive. After all, the human population has increased in size, and the fresh water supply has decreased because of pollution.

b Many of us have never bothered to link the food on our plate with the 70% of our planet's fresh water used in agriculture. For instance, we think that a cup of instant coffee requires the use of just a cup of water. However, it takes about 140 litres of water to produce a teaspoon of coffee beans. And if you add some toast with a slice of cheese along with your coffee, then you can add another 49 litres to the total amount of water required for your food supply. Add all this up and that's just 189 litres of water for a simple breakfast. A day's supply of food for an average family of four requires around 26,000 litres of water. This doesn't even include the amount of water they use when having showers, flushing toilets, doing the washing or washing up!

c Most of us take it for granted that we can turn on the tap and have a glass of cold water whenever we want. According to the United Nations, however, half of the global population can't do this. In many places, families rely on the young female members, who are forced to stop school just to collect water for their family. They can often walk for three or more hours a day to the nearest swamp or river to collect water that is full of germs. The World Health Organisation (WHO) says that 3.4 million people die yearly from water-related diseases. More specifically, every twenty seconds a child dies from drinking dirty water. Every week, 42,000 people die from diseases caused by unsafe water.

d Water is a source of life, but sometimes you can get too much of a good thing. A person who has drunk more water than they need can suffer from water intoxication. People have even died in water-drinking competitions because of imbalances created in their body when they consumed too much too quickly. Other people at risk of water intoxication are athletes such as marathon runners. The symptoms of water intoxication include nausea, headaches and vomiting, as well as muscle weakness.

Learning Standards

SB: R1.1, R2.1, R4.1, R5.1

Functions

Discussing facts about water

Vocabulary

agriculture at risk average bother (v.) congratulate
 consume cooperate decrease depend disease
 flush toilet germs in motion increase insist
 instant coffee link (v.) muscle nausea percentage
 rely source (of life) supply (n.) swamp
 take sth for granted total amount use up vomit
 water shortage

Reading

A. R1.1

- Draw Ss' attention to the layout of the text and to the picture accompanying it and ask them to tell you where this text can be found.
- Elicit answers (*in a science magazine*).
- Draw Ss' attention to the title of the text and ask them what type of column they think it is.
- Elicit the answer that this is a question and answer (Q&A) column where people have sent in questions about water-related issues/facts and have been provided with answers.
- Draw Ss' attention to the questions 1-4 on the left, ask them to read through them and check their understanding.
- Point out to Ss that what follows each question is the name of the person who posed it followed by his/her place of residence.
- Ask Ss if they know or can guess the answer to any of the questions and elicit answers. Do not correct Ss at this stage.
- Ask Ss to read through the first paragraph and underline any unknown words at the same time. Then ask them to underline the most important facts.
- Have Ss rewrite the most important information in their own words. To help **lower-performing Ss**, allow them to read half of the paragraph first, rewrite the most important information in their own words and then read the rest of the paragraph and paraphrase.
- Have Ss match the text with the corresponding question.
- Follow the same procedure with the next three paragraphs.
- Check the answers with the class.

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

KEY

- Ask Ss some comprehension questions:

a.

*What is the total amount of water on the Earth? approximately 1,260,000,000,000,000,000 litres
 Has the same water that exists on our planet today been around for millions of years? Yes, it has.*

How is the water always in motion? It evaporates from oceans, it travels through the air, it rains on the land and it runs through rivers and our bodies.

Why are there fears that the fresh water supply won't be enough to keep the world population alive? Because the human population has increased in size, and the fresh water supply has decreased because of pollution.

b.

How much of the total amount of fresh water on our planet is used in agriculture? 70% of fresh water is used in agriculture.

Is it correct to assume that a cup of instant coffee requires the use of one cup of water? No, it isn't.

How many litres of water are required to produce a teaspoon of coffee beans? 140 litres of water

How many extra litres of water are required if you want to add some toast with a slice of cheese along with your coffee? 49

c.

What do most of us take for granted? that we can turn on the tap and have a glass of cold water whenever we want

Who do some families rely on to collect water for them? They rely on the young female members.

What are they forced to do so that they can collect water for their family? They are forced to stop school.

Where do they collect water from? They collect it from swamps or rivers.

How long do they have to walk to collect it? for approximately three hours

Is the water they collect clean? No, it isn't.

How often does a child die from drinking dirty water? every twenty seconds

d.

What can a person who has drunk more water than they need suffer from? They can suffer from water intoxication.

Why did some people who took part in water-drinking competitions die? Because they drank too much too quickly, and they created imbalances in their bodies.

Which category of people is at risk of water intoxication? athletes such as marathon runners

What are the symptoms of water intoxication? nausea, headaches, vomiting and muscle weakness

B. R2.1

- Ask Ss to read through the numbers 1-8 and match them to the facts a-h they refer to.
- Have Ss do the activity.
- Check the answers with the class.

1. f, 2. e, 3. h, 4. g, 5. d, 6. b, 7. a, 8. c

KEY

C. R4.1 

- Ask Ss to read through the meanings 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|--------------|----------------|
| 1. shortage | 5. agriculture |
| 2. in motion | 6. swamp |
| 3. supply | 7. germs |
| 4. link | 8. consume |

- Explain any unknown words.

D. R2.1 

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

Suggested answers

- Marathon runners and other athletes may be at risk of water intoxication because they may drink too much water after a race or after hours of training.
- We should not take water for granted and waste it because there are people who die because of water shortages.

- You can also ask Ss:

Would you ever write / Have you ever written to a Q&A column?

What question would/did you ask?

Do you read Q&A columns?

Do you find them useful?

- Elicit answers and initiate a short discussion

E. R5.1 

- Draw Ss' attention to the activity and explain to them what they have to do. Point out that it can be any type of book or article (e.g. *a novel taking place in the sea, a newspaper or scientific article about water, etc.*) as long as it has to do with water.
- Explain to Ss that they should find information about the following:
 - the title of the book/article
 - the author of the book/article
 - the plot / main ideas of the book/article
 - anything else they found interesting about the book/article.
- Have Ss search the Internet or go to a library to find the information they need.
- Encourage Ss to find pictures, too, if possible.
- You can assign this for homework.
- Have Ss decide on the way they are going to present the information (e.g. *make a poster, make a presentation on the computer, etc.*)
- Have Ss present the books or articles they found in class and explain why they chose them.

Suggested answers

Sindbad the Seaman and Sindbad the Landsman is a story about a sailor, Sindbad, who narrates his travels to a poor man of the same name. I found all of Sindbad's sea adventures interesting. I also liked the fact that Sindbad never gave up even when he went through very difficult times.

Qatar's underwater marine life is a newspaper article written by Khaled Zaki. The article gives information about the Arabian angelfish. I really liked the colour of the fish and I found the fact that it can also be found on the eastern coasts of Africa really interesting.

Vocabulary

A.

- Refer Ss to the text and ask them to find the four verbs (*link, rely, die, suffer*) in it.
- Ask Ss to tell you which prepositions they are followed by.
- Elicit answers (*link with, rely on, die from, suffer from*).

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.

with	on	from
cope	depend	benefit
deal	insist	rescue
cooperate	spend	recover
communicate	congratulate	escape

- Ask Ss to write three sentences using the verbs from this activity. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the verbs.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.



C. Find words/phrases in the text and match them with the meanings below.

1. when there is not enough of sth that is needed (questions)
2. moving (answer a)
3. an amount of sth that is available to be used (answer a)
4. to make a connection between two things (answer b)
5. the science or practice of farming (answer b)
6. land that is very wet or covered with water (answer c)
7. very small living things that cause disease (answer c)
8. to eat or drink sth (answer d)

D. Answer the following questions.

- Why might marathon runners and other athletes be at risk of water intoxication?
- Why do you think we should not waste water?

E. Search online or in a library and find a book or article about water. Present it to the class and explain why you chose it.



Vocabulary

A. Find the following verbs in the text in the reading activity. Which prepositions are they followed by?

link (text b) **rely** (text c) **die** (text c) **suffer** (text d)

B. Look at the verbs in the box. Which prepositions are they followed by? Complete the table.

depend	cope	benefit	deal	rescue	recover	insist
spend	escape	cooperate	communicate	congratulate		

with

on

from



Grammar Articles → p. 141

A. Read the examples below and circle the correct words to complete the rules in the box underneath.

- **The** Caspian Sea is **a** lake, not **a** sea.
- Suddenly, **the** sharks attacked the boat, and **the** passengers got really scared.
- There's **a** national park in California, in the US, which is called Sequoia National Park.
The park is famous for its giant sequoia trees.

- We use **a(n) / the** before a singular countable noun when we refer to it in a general sense or when it is mentioned for the first time.
- We use **a(n) / the** before a noun which is something unique, is used in a specific sense or has been mentioned before.

- Before a noun which represents a species, we can use *a(n)*, *the* or *the plural form*.
A penguin can't fly.
The penguin can't fly.
Penguins can't fly.
- **No article** is used before uncountable nouns and plural countable nouns which refer to something in a general sense.
Water is something we shouldn't waste.
Volcanoes exist on Earth but also on other planets like Mars.

B. Circle the correct words.

1.

The story of **1 - / the** Arabian oryx is **2 an / the** amazing one. These animals, which live in dry desert environments across **3 the / an** Arabian Peninsula, actually became extinct in **4 - / the** wild back in 1972. The wild population was eventually rebuilt after several years of **5 - / the** conservation work, and today the animals can be found in many countries of **6 the / -** Arabia. They are able to survive in **7 a / the** dry climate there because they can go without drinking for long periods of **8 the / -** time. In fact, they can survive just on **9 - / a** water contained in the plants that they eat. For this reason, oryx often eat at **10 a / -** night, when the plants contain more water.

2.

11 - / The golden toad, also known as **12 the / a** Monteverde toad, used to live in **13 the / a** rainforest of **14 the / -** Costa Rica.

It was **15 - / a** common species in **16 the / -** past, but in 1988 only ten were found. Sadly, the research team which was sent a year later could only find one. It was declared extinct in 2007, and biologists say **17 the / -** main cause was pollution and **18 the / -** disease.



Pronunciation 🗣️

A. Listen to the following extracts from the listening activity on page 89. *The* is not pronounced the same in all cases. Can you see why?



'We're exploring **the** seas and oceans of **the** world and discovering why **the** earth is known as **the** blue planet.'

'Here I am on this island, right in **the** middle of **the** Atlantic Ocean.'

B. Read the sentences below and try to pronounce *the* correctly. Listen and compare your answers.

1. The island of Sicily is the largest island in the Mediterranean Sea.
2. The Grand Canyon is in the USA.
3. The oceans contain 97% of the Earth's water.
4. The underwater mountain range Mid-Oceanic Ridge has peaks higher than those in the Alps.

Learning Standards

SB: L1.1, L2.1, S1.1, S2.5

Functions

Discussing complex processes and ideas
Discussing advantages and disadvantages of processes and ideas

Structures

Articles

Vocabulary

cause (n.) species locally mountain range
national park peak penguin rainwater
raise awareness toad

Grammar

A.

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Check Ss' previous knowledge of the articles *a(n)* and *the*.
- Ask Ss to read through the set of rules and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class and refer them to the note that follows as well as to the Grammar Reference (p. 141).

- a(n)
- the

- Ask Ss to provide extra examples of the uses of the definite and the indefinite articles. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *Mount Everest / be / tallest / mountain / in / world*).

B.

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

1. the, 2. an, 3. the, 4. the, 5. -, 6. -, 7. the, 8. -, 9. -, 10. -
11. The, 12. the, 13. the, 14. -, 15. a, 16. the, 17. the, 18. -

Pronunciation

A.

- Explain to Ss that they are going to listen to two extracts from the listening activity on page 89 and that they should pay careful attention to the pronunciation of the definite article *the*, as it is not pronounced the same in all cases.
- Play the recording and have Ss read and listen to the two extracts.
- Ask Ss the question in the rubric.
- Elicit the answer that the definite article *the* is pronounced /ðə/ (tuh) before a consonant sound (*seas, world, blue, middle*) and /ði/ (thee) before a vowel sound (*Earth, Atlantic*).

- Make sure that Ss understand that when it comes to the pronunciation of *the*, it is the sound of the word that follows it that matters, not the actual letter we use to write the word. To this end, write the words *European, university, umbrella, hospital* and *hour* on the board. Ask Ss to tell you which of these words start with a vowel sound (*umbrella, hour*) and which of them start with a consonant sound (*European, university, hospital*). Therefore, the pronunciation of *the* before the words *umbrella* and *hour* is /ði/ while the pronunciation of *the* before the words *European, university* and *hospital* is /ðə/.

B.

- Ask Ss to read each sentence and decide on the pronunciation of *the* either as /ðə/ or /ði/ depending on the sound that follows.
- Have Ss read the sentences aloud.
- Go around 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.

1. /ði/, /ðə/, /ðə/
2. /ðə/, /ðə/
3. /ði/, /ði/
4. /ði/, /ði/

KEY

KEY

Listening

A. L1.1

- Ask Ss if they have heard of World Water Day, what it is about, how/if it is celebrated in their country, etc.
- Elicit answers and initiate a short discussion.
- Point out to Ss that they are going to listen to a radio interview about World Water Day.
- Ask Ss to read through the list of topics and check their understanding.
- Play the recording and have Ss listen to the interview carefully and do the activity.
- Check the answers with the class.

The following topics should be checked: *the official website, World Water Day events, water footprint, the goals involved*

KEY

B. L2.1

- Ask Ss to read through the questions 1-4 and the corresponding answer choices. Make sure that Ss do not have any unknown words.
- Play the recording again and have Ss listen to the interview carefully and do the activity.
- 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.

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

KEY

C. S1.1

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

Suggested answer

- Yes, I would like to take part in World Water Day because water shortage is a very serious problem, and I would like to find out more about it. / I don't think I would like to take part in World Water Day because I, personally, already know a lot about it and don't believe I'd learn anything new.

KEY

Speaking

A. S1.1

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

Suggested answers

- The increase in the population affects negatively the country's limited water supply.
- Methods used to deal with the problem of water shortage in my country include the installation of storage tanks and desalination plants.
- I think that a lot of things can be done to deal with water shortage in my country, but I also think that the measures already taken are a step in the right direction.

KEY

B. S2.5

- Draw Ss' attention to the four bullet points and explain to them that they are methods of dealing with water shortage.
- Ask Ss if they know about any of them and elicit answers.
- Draw a mind map on the board and write the first method (*desalination*) in the circle as an example.
- Draw four more circles around the circle containing the word *desalination* and write in them the following:
 - the history of desalination
 - how desalination works
 - cases in which desalination is used
 - the advantages and disadvantages of desalination
- Divide Ss into groups and explain to them that they should choose one of the methods mentioned in activity B and do some research to find information about the history of the method, etc.
- Make sure there is a mix of both **higher-performing Ss** and **lower-performing Ss** in each group. Then Ss can decide among themselves what kind of information each student should look for.
- Allow Ss some time to do research / search the Internet to find the information they need and take notes.
- Choose some groups to present the information they found to the class.

For suggested answers, see **7b Speaking B** on page 170.

KEY

C. S1.1

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

Suggested answer

- I found the information I learnt in the previous activity very interesting because I think I can use some of these ideas to save water. / No, I didn't find the information I learnt in the previous activity useful because the methods are not practical in my country.

KEY

Listening

A.  Listen to a radio interview about World Water Day. Which of the following topics are mentioned?

- the first World Water Day
- the official website
- World Water Day events
- water footprint
- the countries facing water shortage
- the goals involved



B.  Listen again and choose the best answer a, b, c or d.

1. What is World Water Day about?
 - a. giving clean water to people who need it
 - b. organising events in countries where there is clean water shortage
 - c. making people aware of the problem of clean water shortage
 - d. raising people's awareness about how they can access clean water
2. Which of the following is NOT a cause of water shortage?
 - a. pollution
 - b. the change in the climate
 - c. the rise in world population
 - d. the lifestyles which do not change
3. Which of the following can somebody do during World Water Day?
 - a. walk over 6 km to find water
 - b. watch women and children carry water
 - c. listen to a talk on how to consume less water
 - d. inform schools of the importance of water
4. According to Mr Atkins, how can we reduce our water footprint?
 - a. by eating less meat
 - b. by drinking more milk
 - c. by brushing our teeth once a day
 - d. by consuming food produced locally

C.  Discuss in pairs/groups.

- Would you like to take part in World Water Day? Why? / Why not?

Speaking

A.  Discuss in pairs/groups.

- How serious is the problem of water shortage in your country today?
- Do you know what methods have been used to deal with it?
- What do you think can be done in your country?



B.  Below are some methods which can be used to deal with the problem of water shortage. Choose one of them and do some research. Briefly present the history of this method. Then explain how it works and in which cases it can be used. Finally, discuss its advantages and disadvantages.

- desalination
- rainwater harvesting
- water recycling
- water dams

C.  Discuss in pairs/groups.

- Did you find the information you learnt in the above activity useful or interesting? Why? / Why not?

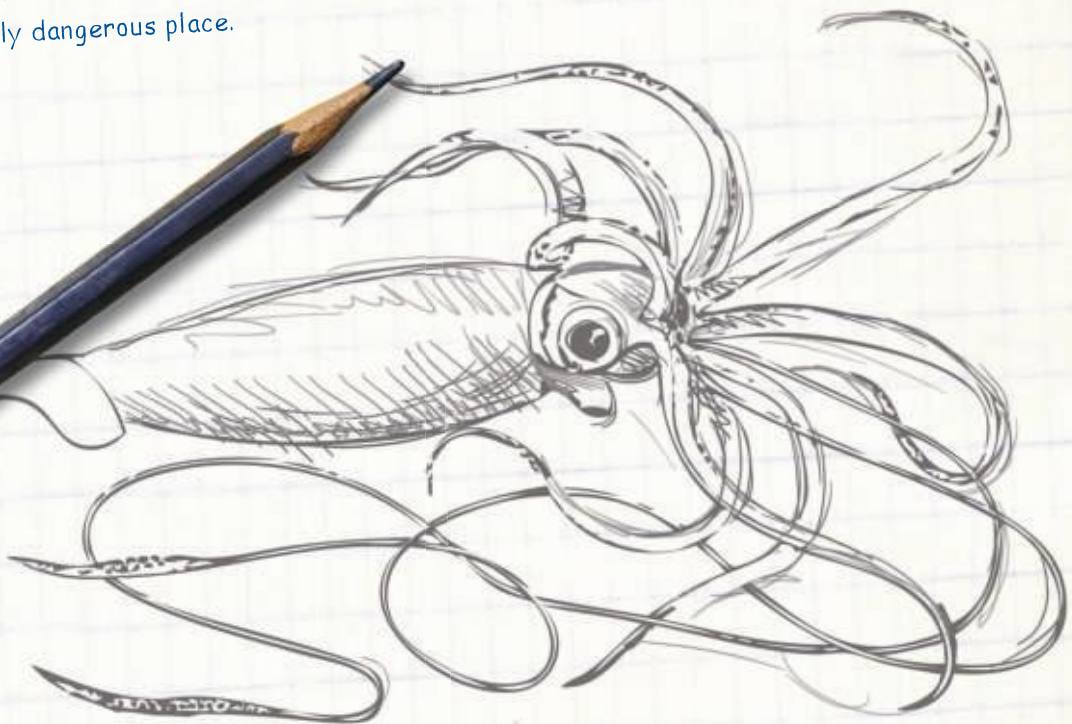


Writing A summary of an extract from a novel

A.  Read this summary of the story extract on page 86, then answer the questions.

1. Which sentences describe **who** the main characters are? _____, _____
2. Which sentences describe **what** the main events were? _____, _____
3. Which sentence describes **what** the main theme of the text is? _____
4. Which sentence describes **where** the events occurred? _____
5. Which sentence describes **why** something happened? _____
6. Which sentence describes **how** something happened? _____

1 In this extract from *Twenty Thousand Leagues Under the Sea* by Jules Verne, Captain Nemo and his crew are at sea in the submarine *Nautilus*. 2 Alongside the captain, the story's narrator, Monsieur Aronnax, and his friend Ned Land appear as key participants in the events described. 3 Verne uses the passage to explore in an extreme form the theme of humankind against nature. 4 The scene begins with a number of giant squid approaching the *Nautilus*, and one of them gets caught in its propeller. 5 The submarine then rises to the surface and a battle between the men and squid takes place. In the end, the squid leave, but at the cost of one human life. 6 It is not clear whether all the squid attack before one gets caught in the propeller, or after, because they believe they are under attack themselves. 7 There is no doubt, however, that the men win through violence, courage and endurance. 8 Verne wants to make us feel here that the ocean can be an extremely dangerous place.



Learning Standards

SB: R2.3, W1.4, W2.1

WB: W1.4

Functions

Writing a summary

Vocabulary

battle be set in courage extract form (n.) harbour
 humankind incident key (adj.) main character
 moral nearby participant passage (= text) safety
 summary theme under attack

Writing

A. R2.3

- Draw Ss' attention to the summary and explain to them that it is the summary of the story extract they read on page 86.
- Draw Ss' attention to the questions 1-6 and ask them to read through them.
- Explain to Ss that they should read the summary first and then answer the questions.
- Have Ss do the activity.
- Check the answers with the class.


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

REV

B. R2.3 

- Draw Ss' attention to the questions 1-5.
- Have Ss read through the questions and make sure they do not have any unknown words.
- Explain to Ss that they should answer the questions by comparing the story extract on page 86 with its summary in the previous activity.
- Refer Ss to the story extract on page 86.
- Refer Ss to the summary of the extract in the previous activity.
- Have Ss answer the questions.
- Check the answers with the class.

1. The following information is not included in the summary: *detailed description* and *minor characters*.
2. No, he/she doesn't.
3. No, the writer of the summary does not express his/her opinion. Perhaps there is an element of opinion in deciding what message the writer wants to convey at the end of the summary, though.
4. No, a summary is meant to be an original piece of work by the person creating it, so when writing a summary you should use your own words and shouldn't copy parts of the original text.
5. The writer points out what they think the message of the original text is.

C. R2.3 

- Have Ss read through the phrases a-j and make sure they do not have any unknown words.
- Have Ss read through the questions 1-8 and make sure they do not have any unknown words.
- Explain to Ss that the questions describe the uses of the phrases a-j.
- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss** you may change the activity. Ask Ss to cover the questions 1-8, read the phrases a-j and tell you their use. To help **lower-performing Ss**, underline some key words in the phrases (e.g. phrase a: *takes place in a*).
- Check the answers with the class.


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

D. W1.4  , **W2.1** 


- Draw Ss' attention to the TIP and explain it.
- Have Ss read through the extract on page 139 and check their understanding.
- Refer Ss to the Writing Reference pp. 147-148, and to the Workbook pp. 80-82, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan.
- Allow Ss enough time to write their summaries.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

The main characters in this extract from *Robinson Crusoe* by Daniel Defoe are Robinson Crusoe, an eighteen-year-old man who decides to sail on a ship, and the captain of the ship. The passage is set some time in 1651 when Robinson Crusoe begins his travels. The key issue dealt with here is the man's need for adventure which makes him ignore all the dangers. The key incident takes place six days after the ship on which Robinson Crusoe has boarded starts its journey. The strong wind and the enormous waves make the captain of the ship believe that they will not survive the storm. Trying to save his life and the lives of his crew, the captain fires his gun to ask for help from other ships. The boat which arrives helps everyone arrive safely on land in the end. The message behind this piece seems to be to have courage in all situations and to never give up.

B.  Now read the story extract on page 86. Compare the summary with the extract and answer the following questions.



1. What information in the extract is not included in the summary?
2. Does the writer provide any information in the summary not mentioned in the extract?
3. Does the writer of the summary express his/her opinion of the extract? Why do you think this is?
4. Does the summary writer repeat any sentences or long phrases from the extract? Why do you think this is?
5. What does the writer do in the final sentence of the summary?

C.  Read the phrases a-j and answer questions 1-8. Write the correct letters in the boxes.

- a. The scene takes place in a...
- b. The incident occurred because...
- c. The main character in this extract is...
- d. The story takes place during...
- e. The message behind this piece seems to be that...
- f. The next thing that happens is that...
- g. The key issue dealt with in the text is...
- h. The key incident here is when...
- i. This they achieve by...
- j. The passage is set some time in...

Which of the phrases above can be used to

1. introduce the main characters?
2. describe the main events?
3. present the main theme?
4. present the moral?
5. describe where the scenes take place?
6. describe when the events occur?
7. explain why the events happen?
8. describe how the events happen?

D.   Read the TIP and the extract from an adapted version of a famous novel on page 139, and look at the Writing Reference pp. 147-148. Then go to the Workbook pp. 80-82 to plan and write your summary.



- TIP**
- Read the extract you are going to summarise once to get the main idea, then read it again and make notes on the part of the story you are summarising (*who, what, when, where, why* and *how*). Then develop your notes into a paragraph.
 - Do not include your own ideas or opinions about the characters or events mentioned.
 - Do not mention minor characters unless they influence the outcome of events.
 - Do not copy sentences or parts of sentences – you must summarise the writer's ideas in your own words.
 - You do not need to quote parts of the extract or give evidence or examples to support what you are saying.
 - Use mostly present tenses.
 - Remember to include the title and author of the original text.

A. Circle the correct words.

- Sara **gazed / struggled** out the window at the beautiful coast.
- Many people feel **disease / nausea** when they travel by ship.
- There are lots of rare plant and bird species in this **national / marine** park.
- Whether I will arrive on time or not **decreases / depends** on the traffic.
- You shouldn't **increase / consume** too much caffeine. It's not good for you.
- Ali **overheard / overcame** his stress and presented his project to the class.
- Mark hit his head and fell **wounded / unconscious**.

B. Complete the sentences with the correct preposition.

- Haya is a good friend, who I can rely _____ for whatever I need.
- The firefighter rescued the baby _____ the burning building.
- Khalid finally recovered fully _____ his illness.
- If we all cooperate _____ each other, we will quickly solve the problem.
- I don't know if I'll go out tonight. It depends _____ how much studying I'll have.
- How much did you spend _____ your new car?
- Eric couldn't cope _____ the stress at his job so he quit.
- My sister insisted _____ lending me the money.

C. Complete the sentences with the Past Simple or the Past Perfect Simple of the verbs in brackets.

- Karim _____ (not finish) his homework when Omar _____ (call) him.
- On the first day of our trip to Melbourne, we _____ (get) lost in the city because we _____ (not take) a map with us.
- The children _____ (be) excited at the zoo because they _____ (not see) wild animals before.
- A:** _____ (you / tidy) your room before your parents _____ (come) from work?
B: No, but I _____ (do) my homework.
- We _____ (be) very tired, so by the time the documentary _____ (finish), we _____ (already / fall) asleep.

D. Rewrite the sentences using the Past Simple, the Past Perfect Simple and the words given.

- It started raining. Then we reached the park. **by**

- Saeed's flight landed. Then his parents **after** arrived at the airport.

- The captain and his crew spent many days at sea. Then they finally reached the island. **before**

E. Complete the sentences with a(n), the or -.

- _____ Amazon Rainforest has many _____ rivers, _____ lakes and _____ waterfalls. _____ Amazon River is _____ second longest river in _____ world.
- _____ Ibiza is _____ island off _____ coast of _____ Spain and is part of _____ Balearic Islands.
- It's been _____ long time since I last spoke _____ Italian. You see, there aren't many _____ Italians living in _____ area where I live.
- _____ Aspire Park is one of _____ biggest parks in _____ Qatar. A large number of _____ tourists visit _____ park every year.
- _____ Siberian tiger is _____ endangered species. There are around 400-500 _____ Siberian tigers left in _____ wild.
- Drive down this road for about half _____ hour and you'll find _____ Grand Hotel on _____ right-hand side of _____ road.

Self-assessment

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

NOW I CAN...

- › use appropriate tenses to narrate past events
- › sequence past actions and events
- › discuss facts about geographical features
- › tell a story
- › comment on something someone said
- › confirm understanding of what someone said
- › describe a process
- › write a summary

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

A.

1. gazed
2. nausea
3. national
4. depends
5. consume
6. overcame
7. unconscious

B.

1. on
2. from
3. from
4. with
5. on
6. on
7. with
8. on

C.

1. hadn't finished, called
2. got, hadn't taken
3. were, hadn't seen
4. Had you tidied, came, had done
5. were, finished, had already fallen

D.

1. It had started raining by the time we reached the park. / By the time we reached the park, it had started raining.
2. After Saeed's flight had landed, his parents arrived at the airport. / Saeed's parents arrived at the airport after his flight had landed.
3. The captain and his crew had spent many days at sea before they finally reached the island. / Before the captain and his crew finally reached the island, they had spent many days at sea.

E.

1. The, -, -, The, the, the
2. -, an, the, -, the
3. a, -, -, the
4. -, the, -, -, the
5. The, an, -, the
6. an, the, the, the

Self-assessment

- 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.

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 98
R1.1	Cooperation and participation	Reading B p. 98
R2.1	Creative and critical thinking	Reading C p. 99
R4.1	Communication	Reading D p. 99
R4.2	Problem-solving	Reading D p. 99
R2.1	Creative and critical thinking	Reading E p. 99
R2.2	Creative and critical thinking	Reading E p. 99
S1.1	Cooperation and participation	Reading F p. 99
R4.2	Problem-solving	Vocabulary A p. 101
L2.5	Communication	Listening A p. 101
L1.1	Communication	Listening B p. 101
L2.5	Communication	Listening C p. 101
S1.1	Cooperation and participation	Speaking A p. 101
S2.3	Inquiry and research	Speaking A p. 101
S1.1	Cooperation and participation	Speaking B p. 101 (p. 137)
S2.3	Inquiry and research	Speaking B p. 101 (p. 137)
W1.1	Inquiry and research	Writing p. 101
S1.1	Cooperation and participation	Reading A p. 102
R1.1	Cooperation and participation	Reading B p. 102
R2.1	Creative and critical thinking	Reading C p. 102
R2.3	Inquiry and research	Reading C p. 102
R2.2	Creative and critical thinking	Reading D p. 103
R4.1	Communication	Reading E p. 103
R4.2	Problem-solving	Reading E p. 103
S1.1	Cooperation and participation	Reading F p. 103
S2.3	Inquiry and research	Reading F p. 103
L2.1	Communication	Listening p. 105
S1.1	Cooperation and participation	Speaking A p. 105
S2.3	Inquiry and research	Speaking A p. 105
S1.1	Cooperation and participation	Speaking B p. 105
S2.3	Inquiry and research	Speaking B p. 105
S1.1	Cooperation and participation	Writing A p. 106
R2.3	Inquiry and research	Writing C p. 106
R1.1	Cooperation and participation	Writing D p. 107
S1.1	Cooperation and participation	Writing E p. 107
W1.6	Inquiry and research	Writing F p. 107
W2.1	Problem-solving	Writing F p. 107
R1.1	Cooperation and participation	Culture page A p. 109
R2.1	Creative and critical thinking	Culture page B p. 109
S1.1	Cooperation and participation	Task A p. 110
R2.1	Creative and critical thinking	Task B p. 110

L2.1	Communication	Task C p. 110
S1.1	Cooperation and participation	Task D p. 110
S1.1	Cooperation and participation	Task E p. 110

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Cooperation and participation	Activity B p. 90
L2.1	Communication	Activity C p. 95
R2.1	Creative and critical thinking	Activity D p. 96

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

8a (pp. 98-99)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little 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)
- recognise and use independently 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 a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)

8a (pp. 100-101)

- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of topics (L2.5)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- communicate with a little support a personal response to real and fictional events (W1.1)

8b (pp. 102-103)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little 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 independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)

8b (pp. 104-105)

- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)

8b (pp. 106-107)

- communicate with a little support a personal response to real and fictional events (S1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- ask about and explain independently more complex processes and ideas (W1.6)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)

Culture page (p. 109)

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

Task modules 7 & 8 (p. 110)

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

8 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB

- Draw Ss' attention to the title of the module and ask them to tell you what green living is (*an ecological lifestyle, a lifestyle which supports the protection of the environment*) and what the module is about.
- Elicit answers.
- Ask Ss to look at the pictures on the page and read through the accompanying captions.
- Help Ss relate the title of the module to the content of the pictures, and ask them to tell you what these pictures show and what they have in common.
- Elicit answers (*ecology, how to protect the environment and raise people's awareness about environmental problems*).
- Make sure that Ss are familiar with the ecological ideas and options shown in the pictures. If necessary, provide them with any further explanations.

eco-tourism: *organised holidays that are designed so that the tourists damage the environment as little as possible, especially when some of the money they pay is used to protect the local environment and animals*

eco-bags: *bags made of reusable, environmentally-friendly materials*

eco-transport: *using cleaner transport technologies, e.g. electricity*

eco-house: *an environmentally low-impact home designed and built using materials and technology (e.g. solar panels) that reduce its carbon footprint and lower its energy needs*

eco-products: *biologically-grown vegetables and fruit, environmentally-friendly, non-toxic cleaning products*

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

Suggested answers

KEY

- Environmental issues are very important because I think that our planet is in great danger, and we should do whatever we can to protect it.
 - water shortage, drought and desertification
 - I recycle, I use public transport as often as I can or use my bike instead of driving somewhere and I economise on water and electricity.
 - I'd like to become greener, so I'm thinking of buying a diesel or an electric car. I'm also thinking of trying eco-tourism as an alternative to my regular summer holidays.
- Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

Green living 8

eco-tourism



eco-bags



Discuss:

- How important are environmental issues for you?
- What environmental issues in Qatar can you think of?
- Look at the pictures. How green is your lifestyle?
- How can you become greener?

eco-transport



eco-house



In this module you will learn...

- to talk about environmental issues
- to emphasise an action using the Passive Voice
- to distinguish between verbs easily confused
- to state accepted facts
- to discuss healthy eating habits
- to compare situations
- to express and support an opinion
- to form well-organised paragraphs
- to write an essay expressing an opinion

eco-products



Reading

A. Discuss in pairs/groups.

- Do you face any of the following problems in the area where you live? How serious are they?

air pollution water pollution
noise pollution soil pollution
water shortage
destruction of forests
too much rubbish
traffic congestion



B. Look at the pictures and read the title of the text. What do you think the Green Wall of China is? Read the text and find out.

The Green Wall of China

In Ancient China, several walls were built over 2,700 years ago to protect the north of the empire from enemy attacks and intruders. Throughout the ages, these walls were joined together, were made bigger and stronger, and became known as The Great Wall of China. Today, China has to deal with a different kind of intruder, the Gobi Desert. This time, the wall they have decided to build is made of trees instead of stone.

- 5
10
15
- Every year about 3,600 km² of China's grasslands are taken over by the Gobi Desert. It is a serious environmental problem which results in the loss of valuable agricultural land in the region and also in the increase of **devastating** sandstorms that seriously affect Beijing.

- 20
25
- In 1978, China introduced the Green Wall project. This involves a series of human-planted strips of forest which are designed to be about 4,500 km long on the completion of the wall by around 2050. The idea was to increase the forested area in China from 5% to 15% and block the **expanding** desert as well as the dust carried by the wind. The Green Wall has become the largest tree-planting project the world has ever seen. In 2009 alone, China planted about 59,000 km² of forest, creating the largest **artificial** forest in the world.

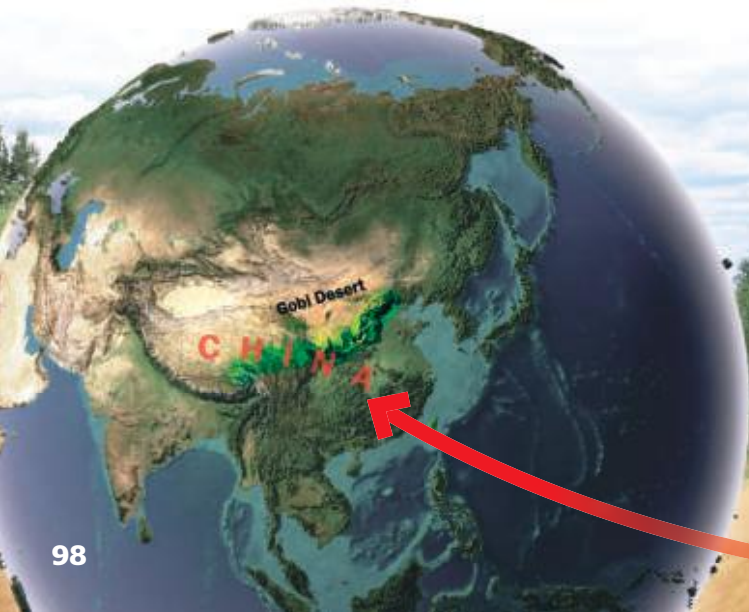
Trees are planted by farmers, but ordinary people have been involved too, planting 56 billion trees in



the past decade. **Aerial** seeding over wide areas has also been used to speed up the process. For obvious reasons, fast-growing trees have been chosen, such as poplar and larch. Chinese forestry scientists say that these trees are better at absorbing carbon dioxide and producing oxygen than slow-growing trees, which is great news for reducing global warming.

However, over the years, the Green Wall project has had to face some problems as well as criticism. The forests use up a lot of groundwater in areas where water is **scarce**. Also, because there is little variety in the trees that are planted, the areas that are created aren't a suitable **habitat** for animals and other plants which are normally found in forests. It is also believed that completing the project simply isn't possible, and, at the current rate, it would take 300 years to reclaim the land that has become desert.

Will the Gobi Desert be held back by the Green Wall? Only time will tell. Whatever the outcome, it seems like a step in the right direction.



Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2, R2.2

Functions

Talking about environmental problems and projects

Vocabulary

a series of absorb aerial artificial carbon dioxide completion criticism damaging decade destruction devastating dust (n.) enemy expanding global warming habitat intruder loss man-made Only time will tell. outcome process rate result in scarce soil speed up traffic congestion valuable

What did China do in 2009? They planted 59,000 km² of forest, creating the largest artificial forest in the world. Who have been involved in this tree-planting project? both farmers and ordinary people How many trees were planted in the past decade? 56 billion trees What has the Green Wall project had to face over the years? some problems and criticism Is it believed by those who are against the project that it will be completed? No, it isn't. How many years do they say that it will take to reclaim the land that has become desert? 300 years

Reading

A. S1.1

- Ask Ss to read through the environmental problems in the box and help them deduce the meaning of any unknown words.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Water shortage and traffic congestion are the problems we face in my area, but it seems the authorities are taking care of them.

KEY

B. R1.1

- Draw Ss' attention to the layout of the text and the pictures accompanying it and ask them to tell you what kind of text it is and where it can be found (*a magazine article, an article on the Internet*).
- Ask Ss to tell you what the pictures show (*somebody planting a tree, the globe showing China and the Gobi Desert, an area that looks like desert at the end of which there is a wall of trees*).
- Draw Ss' attention to the title of the text and have them relate it to the accompanying pictures.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Check Ss' answers.

Suggested answer

The Green Wall of China is a series of human-planted trees, the aim being to prevent the Gobi Desert from taking over China's grasslands.

KEY

- Ask Ss some comprehension questions:
 - When were the first walls built in Ancient China? over 2,700 years ago*
 - What happened to the walls throughout the ages? They were joined together, were made bigger and stronger, and became known as The Great Wall of China.*
 - What does China have to deal with today? It has to deal with a different kind of intruder, the Gobi Desert.*
 - What is the wall they have decided to build made of? It's made of trees instead of stone.*
 - When did China introduce the Green Wall project? in 1978*
 - How long is the forest expected to be once the Green Wall project has been completed? 4,500 km*
 - What has the Green Wall become since it was introduced? the largest tree-planting project the world has ever seen*

C. R2.1

- Ask Ss to read through the questions 1-4 and the corresponding answer choices. Make sure they do not have 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 1-4 on the board (without the options) and ask Ss to cover Activity C in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

1. d, 2. d, 3. c, 4. c

KEY

D. R4.1 , R4.2

- Ask Ss to look at the highlighted words 1-6 in the text.
- Ask Ss to read through all the answer choices a & b, and make sure they do not have any unknown words.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. R2.1, R2.2

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

Suggested answers

1. One reason why the Green Wall project has faced criticism is because it uses water in an area where there isn't enough. Another reason is that the limited variety of the planted trees creates an unsuitable environment for the animals and plants that are usually found in other forests. Finally, it seems impossible to finish the project taking into consideration the current rate of progress.
2. Yes, I agree because it shows that some people have taken this problem seriously and are trying to solve it. / No, I don't agree because this project has got a lot of drawbacks.

KEY

F. S1.1

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

Suggested answer

- There is a similar tree-planting project in my country. The goal is to plant one million trees.

KEY

Vocabulary

- Ask Ss to read through the verbs in the box and the groups of nouns.
- Have Ss do the activity.
- Check the answers with the class. Provide Ss with any necessary explanations and/or clarifications (e.g. *invent = to produce or design sth that has not existed before vs discover = to be the first person to become aware that a particular place or thing already exists*).
- Ask Ss to think of any more nouns to add to each group.
- Check the answers with the class.

1. build a machine, a road, a bridge, an airport (*a house, a career, a life, etc.*)
2. develop skills and talent, new technology, an idea (*a medicine, asthma, etc.*)
3. make cars, a documentary, a cake (*war, peace, a mistake, an impression, coffee, etc.*)
4. create a web page, problems, a dish, jobs (*the universe, a folder, problems, etc.*)
5. produce cars, electricity or power, oranges (*a letter, a report, electrical goods, etc.*)
6. invent a machine, the telephone (*an excuse, the mobile phone, etc.*)
7. discover an island / a planet, oil, the truth (*a cure, penicillin, etc.*)

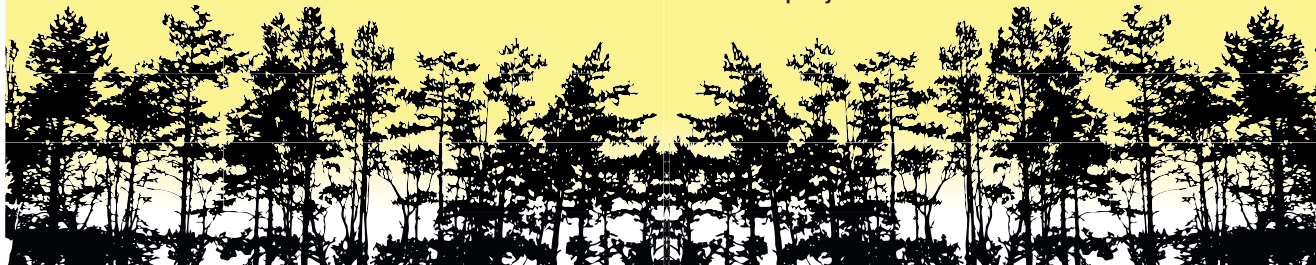
KEY

- Have Ss make their own sentences using the phrases in the activity.

C. 🧠 Read again and choose a, b, c or d.

- The Great Wall of China was built
 - three centuries ago.
 - to protect intruders.
 - with trees instead of stone.
 - to keep the empire safe from its enemies.
- What is true according to the text?
 - Farmland is becoming less valuable.
 - Farmland around Beijing is increasing.
 - The Gobi Desert is becoming grassland.
 - Sandstorms are becoming more common in the Gobi Desert.

- The Green Wall Project
 - has been completed.
 - aims to build a wall 4,500 km long.
 - aims to increase the forest areas in China.
 - will create artificial forests all over the world.
- Why is aerial seeding being used?
 - More oxygen is produced.
 - It is slowing down global warming.
 - Areas are covered more quickly this way.
 - There aren't enough people participating in the project.



D. 🔍 Look at the highlighted words in the text and choose the correct meaning, a or b. Then check your answers in a dictionary. See Using a Dictionary, p. 156.

- | | |
|----------------|----------------------|
| 1. devastating | 4. aerial |
| a. well-known | a. having enough air |
| b. damaging | b. from the air |
| 2. expanding | 5. scarce |
| a. damaging | a. rare |
| b. growing | b. rich |
| 3. artificial | 6. habitat |
| a. man-made | a. food |
| b. natural | b. environment |

E. 🧠 Answer the following questions.

- Why has this project faced criticism?
- Do you agree with the writer's opinion that the project *seems like a step in the right direction*? Why? / Why not?

F. 🗨️ Discuss in pairs/groups.

- Can you think of any similar projects in your country?

Vocabulary

Match the verbs in the box with the groups of nouns. Can you add any more words to each group? Then use some of the phrases to make sentences of your own.

	make	build	invent	produce
	create	discover	develop	
1. _____				→ a machine → a road → a bridge → an airport
2. _____				→ skills and talent → new technology → an idea
3. _____				→ cars → a documentary → a cake
4. _____				→ a web page → problems → a dish → jobs
5. _____				→ cars → electricity or power → oranges
6. _____				→ a machine → the telephone
7. _____				→ an island / a planet → oil → the truth

Grammar Passive Voice I → pp. 141-142

A. Look at the extract below from the text and answer the following questions.

In Ancient China, several walls **were built** over 2,700 years ago.

1. Who built the walls? Why is the subject (the doer of the action) not mentioned?
2. When were the walls built?
3. What do we call this form and why do we use it?

B. Read the table below and complete the rule about the formation of the Passive Voice.

Active Voice	Passive Voice
Present Simple	
They plant trees.	Trees are planted.
Past Simple	
They planted trees.	Trees were planted.
Present Perfect Simple	
They have planted trees.	Trees have been planted.
Past Perfect Simple	
They had planted trees.	Trees had been planted.
Future will	
They will plant trees.	Trees will be planted.
Modal verbs	
They may plant trees.	Trees may be planted.

The Passive Voice is formed with the verb _____ in the appropriate form and the _____ of the verb in the sentence.



C. Work in pairs/groups. Find more examples of the Passive Voice in the text on page 98 and identify the doer of the action. Why did the writer choose to use the Passive Voice?

D. Complete the text with the correct passive form of the verbs in brackets.



After the success of last year's Plant-a-Tree Day, a bigger event **1** *has been organised* _____ (organise) by the local Department of Parks and Recreation this year. Last year, 5,000 trees **2** _____ (plant) in parks all around the city. This year we want to try and reach 10,000. This **3** _____ (achieve) if we all help. So, for that aim, all the local schools and universities **4** _____ (ask) to get involved. All equipment **5** _____ (provide) by the Department of Parks and Recreation and volunteers of any age can join in the fun. Last year, volunteers **6** _____ (ask) to bring picnic lunches, but this year a barbecue **7** _____ (organise). It will be a wonderful event.

Learning Standards

SB: R4.2, L2.5, L1.1, S1.1, S2.3, W1.1

Functions

Talking about environmental problems
Emphasising an action using the Passive Voice
Stating accepted facts

Structures

Passive Voice I

Vocabulary

acid rain alternative energy ban (v.) carpool chemicals
close down coal commercial cut down (trees)
deforestation exhaust fumes fine (n.) firewood
fossil fuels gases layer leak (v.) materials mixture
monuments oil spill pass a law poisonous pump into
recycling plant reuse severe smog spread (v.)
substance tanker threat toxic waste

Phrases

I couldn't agree more. It is a fact that...
It is common knowledge that...

Grammar

A.

- Draw Ss' attention to the extract from the text and have them read it.
- Draw Ss' attention to the words in blue and ask them the questions 1-3.
- Elicit and check answers with the class.

1. We don't know who built the walls. The subject (doer of the action) is not mentioned because it is not important or we do not know who did the action.
2. The walls were built over 2,700 years ago.
3. We call this form Passive Voice and we use it to emphasise the action rather than who or what is responsible for it.

B.

- Ask Ss to read through the table showing how the Passive Voice is formed in the Present Simple, Past Simple, Present Perfect Simple, Past Perfect Simple, Future *will* and when there is a modal verb in a sentence.
- Check Ss' previous knowledge of the Passive Voice and ask them to tell you how the Passive Voice is formed in each example.
- Elicit answers.
- Have Ss do the activity.
- Check the answers with the class.

to be, past participle

- Refer Ss to the Grammar Reference (pp. 141-142) and provide them with any further explanations if necessary.

C.

- Draw Ss' attention to the text on page 98.
- Have Ss scan the text and find examples of the Passive Voice and identify the agent.

- Check the answers with the class.
- Then ask Ss the question in the rubric and elicit answers.

Throughout the ages these walls *were joined* together, *were made* bigger and stronger... (doer: the Chinese authorities)

This time, the wall they have decided to build *is made of...* (doer: the Chinese authorities)

Every year about 3,600 km² of China's grasslands *are taken over* by the Gobi Desert. (doer: the Gobi Desert)

This involves a series of human-planted strips of forest which *are designed* to be... (doer: the people in charge of the Green Wall project)

Trees *are planted* by farmers, but ordinary people *have been involved* too... (are planted - doer: farmers, have been involved - doer: the people in charge of the Green Wall project)

Aerial seeding over wide areas *has also been used* to speed up the process. (doer: the people working on the Green Wall project)

For obvious reasons, fast-growing trees *have been chosen*, such as poplar and larch. (doer: the people in charge of the Green Wall project)

Also, because there is little variety in the trees that *are planted*, the areas that *are created* aren't a suitable habitat for animals and other plants which *are normally found*... (are planted - doer: the people working on the Green Wall project, are created - doer: people, are found - doer: people)

It *is also believed* that... (doer: people)

Will the Gobi Desert *be held back* by the Green Wall? (doer: the Green Wall)

The writer chose to use the Passive Voice because he/she wanted to give emphasis on the action rather than who did it. Besides, in many cases the doer of the action is not known or important or he/she can be easily deduced.

- Ask Ss to provide extra examples using the Passive Voice. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *This problem / can / solve / easily*).

D.

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

2. were planted
3. can/will be achieved
4. have been asked
5. will be provided
6. were asked
7. will be organised

Vocabulary

A. R4.2

- Ask Ss to look at the pictures 1-7 and read through the accompanying captions.
- Ask Ss to tell you what the pictures have in common.
- Elicit the answer that they are related to the environment.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Ask Ss to read through the definitions a-g and try to match them with the pictures.
- Check the answers with the class, explain any unknown words and provide Ss with any further explanations if necessary.

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

B.

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

1. smog 2. acid rain 3. toxic waste
4. alternative energy 5. oil spill

Listening

A. L2.5

- Draw Ss' attention to the forms of communication a-e and make sure Ss understand what each one is.
- Explain to Ss what they have to do.
- Play the recording and have Ss listen to the first extract carefully and choose the correct option.
- Play the recording again and have Ss listen to the first extract again and check their answers.
- Follow the same procedure with the rest of the extracts.
- Alternatively, play the recording and have Ss listen to the four extracts carefully and choose their answers. Play the recording again and have Ss listen to the four extracts and check their answers.
- Check the answers with the class.

1. d, 2. a, 3. e, 4. c

B. L1.1

- Explain to Ss that they are going to listen to one of the extracts again and identify its topic.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

It's about the government's decision to build a wind farm near a town and the complaints of the town's residents.

C. L2.5

- Draw Ss' attention to the techniques a-d and explain to them that these are techniques used in interviews to prompt the interviewee to speak. Make sure they understand everything.
- Explain to Ss that they are going to listen to the same extract as in Activity B and try to identify which of these techniques the interviewer used.

- Ask Ss to take notes while listening to justify their answers.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class.

The following should be ticked: b, c

Optional activity

Choose one of the topics dealt with in the four extracts and make a poster presenting its main features. Present the poster to the class.

Speaking

A. S1.1, S2.3

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

For suggested answers, see 8a Speaking A on page 170.

B. S1.1, S2.3

- Refer Ss to the Speaking Activities section on page 137.
- Ask Ss to read through the newspaper headlines and check their understanding.
- Ask Ss to read through the suggested vocabulary and phrases and check their understanding.
- Ask Ss to read through the example dialogue. If necessary, act it out with a student.
- Have Ss read the headlines and think of solutions to the problems presented there individually first.
- Then divide Ss into small groups and have them discuss the headlines and exchange opinions.
- Go around the class helping them when necessary.
- Have each group share their ideas in class.

For suggested answers, see 8a Speaking B on pages 170-171.

Writing W1.1

- Refer Ss to the Speaking Activity B in the Speaking Activities section on page 137 and ask them to choose one of the environmental problems presented there.
- Allow Ss some time to do some brainstorming to think of solutions to the problems they have chosen. Allow them to use ideas from the Speaking activity or to search the Internet.
- Allow Ss some time to write the blog post.
- Choose some Ss to read out their posts.

Suggested answer
Producing too much rubbish is a serious problem that affects the environment in many ways. One simple thing we can all do is to reuse and recycle products. For example, we can give clothes or other things we don't use any more to somebody else instead of throwing them away. Another solution is composting which involves using leaves, vegetable waste, etc. to make the soil richer. Either of these ways can help reduce the amount of waste we produce which is to the benefit of everyone.

Vocabulary

A. Match the definitions a-g below with the words/phrases 1-7. Then check your answers in a dictionary. See *Using a Dictionary*, p. 156.

- a. a mixture of smoke and fog caused by exhaust fumes and factory gases
- b. rain containing acids which are harmful to trees and forests, as well as buildings and monuments
- c. materials containing poisonous chemicals which are no longer used and are pumped into rivers, lakes and oceans
- d. substances such as coal and oil that were formed over millions of years from the remains of animals and plants, and are burnt for energy
- e. a layer of oil on the surface of the water which comes from leaking ships or sinking tankers and is a large threat to marine animals
- f. the process of cutting down or burning trees in a large area for agricultural, commercial, housing or firewood use
- g. power that is produced using the energy from the sun, wind, water, etc.

B. Complete the sentences with words/phrases from activity A.

- People with breathing problems should avoid going out because of the _____.
- Pollution in the atmosphere causes _____, which damages buildings.
- The factory was closed down because it was pumping _____ into a nearby river.
- The government is considering spending more money researching _____ sources.
- There are fears of a(n) _____ because the engine of the tanker is leaking.



Listening

A. Listen to four extracts related to the environment and match them with the correct forms of communication a-e. Write 1-4. There is one extra form of communication which you do not need to use.

- | | | | |
|--------------------|--------------------------|---------------------|--------------------------|
| a. conversation | <input type="checkbox"/> | d. news broadcast | <input type="checkbox"/> |
| b. documentary | <input type="checkbox"/> | e. weather forecast | <input type="checkbox"/> |
| c. radio interview | <input type="checkbox"/> | | |

B. Listen to one of the extracts again. What is its topic?

C. Listen to the same extract. Tick which technique(s) the interviewer uses to prompt the interviewee to speak.

- | | | | |
|---|--------------------------|--|--------------------------|
| a. expressing personal opinion | <input type="checkbox"/> | c. presenting a brief summary of the issue | <input type="checkbox"/> |
| b. presenting opposing views on the issue | <input type="checkbox"/> | d. drawing conclusions from the discussion | <input type="checkbox"/> |

Speaking

A. Discuss in pairs/groups.

- What do you think are the most important environmental issues our planet is facing today?
- Do you think enough has been done by governments and people about these issues? Why? / Why not?

B. Talk in groups. Go to the Speaking Activities section on page 137.

Writing

Choose a problem from Speaking Activity B and write a post on a blog about the environment suggesting one or two solutions to the problem.

Reading

A. Discuss in pairs/groups.

- What do you know about vegetarian diets?
- Do you think vegetarians are healthier than people who eat meat? Why? / Why not?

B. Read the text quickly and find out what the opinion of each expert about eating meat is.

To meat or not to meat

More and more people are not only **cutting down on** meat but are also turning to vegetarianism for health reasons. However, are vegetarians healthier than meat eaters? Is meat bad for our health or is it nutritious? Here is what two experts, Brian Wilton and Amanda Simmons, who have **looked into** the matter, have to say.

The human body needs a variety of nutrients to function properly, which doesn't necessarily mean that you have to include meat in your diet. You can be a vegetarian and also be healthy at the same time. Studies have shown that vegetarians along with vegans live up to ten years longer than meat eaters. This possibly occurs because meat contains fat that can lead to many diseases, and vegetarianism helps prevent them. Also, meat eaters are nine times more likely to be obese. A healthy vegetarian diet should include a great variety of fruit and vegetables, which provide vegetarians with calcium, iron, fibre and many other vitamins and minerals. Complex carbohydrates, like grains and cereals, should also be a part of their diet. Simple carbohydrates, like sugar, bread and pasta, should be avoided. Vegetarians should also get their protein from nuts, seeds, beans, eggs and dairy products. It is no surprise that many vegetarians have healthy cholesterol levels, low blood pressure and a lower risk of developing heart disease or diabetes. It is a common myth that vegetarians **end up** not getting enough iron or other vitamins. If they have a balanced diet and get nutrients from different sources, this is not a problem.



Brian Wilton,
Nutritional Consultant

Many vegetarians argue that their diet makes them healthier than non-vegetarians. However, **cutting** all types of meat **out** of your diet is risky. Studies have repeatedly shown that vegetarians who fail to have a balanced diet can exclude many essential vitamins or nutrients from their diet. This, in the long run, can easily lead to malnutrition. Meat is the best source of protein, a substance which protects our immune system and builds our muscle mass. Red meat is a good source of iron and vitamin B. So, vegetarians need to do some very careful planning and replace meat with other kinds of food which will give them these nutrients. This, however, is not very easy. For example, protein which you get from beans or dairy products isn't the same type of protein you get from meat. I'm not saying that I don't see the benefits of a vegetarian diet or that we should eat red meat every day. Don't get me wrong. I would like to **point out** that if we want to be healthy, we should **stick to** a balanced diet which includes lots of fruit and vegetables, dairy products and a little bit of meat.



Amanda Simmons,
Member of the
Dietetic Association

C. Read again and answer the questions.

1. According to Brian Wilton, what can vegetarianism help prevent?
2. What does Brian Wilton say about carbohydrates?
3. What does Brian Wilton say about the belief that vegetarians end up not getting enough iron or other vitamins?
4. According to the two experts, which foods are rich in protein?
5. According to Amanda Simmons, what are the risks of being a vegetarian?
6. According to Amanda Simmons, why is meat good for us?
7. According to Amanda Simmons, what kind of diet is recommended?
8. What type of evidence does each expert use to support their opinion?

Learning Standards

SB: S1.1, R1.1, R2.1, R2.3, R2.2, R4.1, R4.2, S2.3

Functions

Discussing healthy eating habits
Discussing food groups

Vocabulary

balanced diet blood pressure calcium carbohydrates
cholesterol cut down on cut sth out (of a diet)
dairy products diabetes end up exclude fat (n.) fibre
function (v.) grains immune system in the long run
iron look into matter (n.) minerals nutrients nutritious
obese point out protein replace stick to vegan
vegetarianism vitamin

Food

apricot aubergine cauliflower corn dates grapefruit
lamb lentils oatmeal peanuts pear pumpkin shrimp
spinach watermelon wheat

Phrases

Don't get me wrong.

Reading

A. S1.1

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

Suggested answers

- A vegetarian doesn't eat meat or fish. A vegetarian diet includes lots of fruit, vegetables, dried peas and beans, grains, seeds and nuts.
- Not necessarily. I think we should eat a little bit of everything.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is and where it can be found (*a magazine article, an article on the Internet*).
- Draw Ss' attention to the title of the text and the accompanying pictures and ask them to tell you what they think it is about.
- Elicit answers (e.g. *to eat or not to eat meat and follow a vegetarian diet*).
- Point out to Ss that the title is a humorous paraphrase of William Shakespeare's famous line 'To be, or not to be' in his famous play *Hamlet*.
- Ask Ss to read through the text which expresses the different views on the issue of vegetarianism of two food experts and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

The first food expert (Brian Wilton) is **against** eating meat.
The second food expert (Amanda Simmons) is **in favour of** eating meat.

- Ask Ss some comprehension questions:
What are more and more people doing these days? They are not only cutting down on meat but are also turning to vegetarianism.
Why are they turning to vegetarianism? for health reasons

Who is Brian Wilton? He's a food expert and a nutritional consultant.

What does the human body need to function properly? a variety of nutrients

Do you have to include meat in your diet to get these nutrients? No, you don't.

What have studies shown? that vegetarians and vegans live up to ten years longer than meat eaters

Background knowledge

A **vegan** does not eat any animal products such as meat, milk or eggs. Some vegans do not use animal products, such as silk or leather.

What are meat eaters nine times more likely to be? obese
What should a healthy vegetarian diet include? a great variety of fruit and vegetables

What do fruit and vegetables provide vegetarians with? They provide them with calcium, iron, fibre and many other vitamins and minerals.

What are the health benefits that many vegetarians have? They have healthy cholesterol levels, low blood pressure and a lower risk of developing heart disease or diabetes.

What is a common myth about vegetarians? that they end up not getting enough iron or other vitamins

Who is Amanda Simmons? She's a food expert and a member of a/the Dietetic Association.

What do many vegetarians argue? that their diet makes them healthier than non-vegetarians

What is risky to do regarding your diet? to cut all types of meat out of your diet

What do vegetarians need to do regarding their diet? They need to do some very careful planning and replace meat with other kinds of food which will give them the necessary nutrients.

Does Amanda Simmons believe that we should eat a lot of red meat? No, she doesn't.

C. R2.1, R2.3

- Ask Ss to read through the questions 1-8 and check their understanding.
- Point out to Ss that questions 1-3 refer to the first text, questions 5-7 refer to the second text and questions 4 and 8 refer to both texts.
- To help **lower-performing Ss**, tell them in which part of the text they will find the answer.
- Have Ss do the activity and provide justifications for their answers.
- Check the answers with the class.

1. It can help prevent many diseases.
2. Complex carbohydrates, like grains and cereals, should be a part of our diet while simple carbohydrates, like sugar, bread and pasta, should be avoided.
3. It is a myth. / It is not a problem if they have a balanced diet and get nutrients from different sources.
4. According to Brian Wilton, nuts, seeds, beans, eggs and dairy products are rich in protein. According to Amanda Simmons, meat is the best source of protein, and although beans and dairy products contain protein, it isn't the same kind.
5. Vegetarians may fail to have a balanced diet and can exclude many essential vitamins or nutrients from their diet and this can lead to malnutrition.
6. Meat is the best source of protein, a substance which protects our immune system and builds our muscle mass. Red meat is a good source of iron and vitamin B.

7. a balanced diet which includes lots of fruit and vegetables, dairy products and a little bit of meat
8. Each expert refers to the results of studies to support their opinion.

- To challenge **higher-performing Ss**, ask them to think of two more questions asking for information from the two texts.
- To give **lower-performing Ss** extra practice, have them answer the two extra questions.

D. R2.2

- Have Ss read through the three statements.
- Have Ss do the activity and justify their answers.
- Check the answers with the class.

1. Amanda 2. Both 3. Brian

E. R4.1 , R4.2

- Ask Ss to look at the highlighted phrasal verbs in the text.
- Ask Ss to read through the meanings a-f and check their understanding.
- Advise Ss to look for clues in the text to help them deduce the meaning of the phrasal verbs.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Have Ss do the activity.
- Check the answers with the class.

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

- Explain any unknown words.

F. S1.1 , S2.3

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

Suggested answers

- No, I'm not a vegetarian. I wouldn't like to become one because I don't want to cut all types of meat out of my diet. / I'd like to try to become a vegetarian because it seems to promote a healthy lifestyle.

Vocabulary

- Ask Ss to look at the pictures and tell you what they have in common.
- Elicit answers (e.g. *they show different types of foods*).
- Ask Ss to read through the accompanying captions and tell you how many of them they already know.
- Elicit answers.
- Draw Ss' attention to the words in bold and explain to Ss that these are some common food groups (*Vegetables - Grains - Fruit - Dairy - Protein Foods*) and each food group includes foods which share nutritional properties and/or biological classifications.
- Help Ss deduce the meaning of any unknown foods by relating them to the content of the corresponding pictures.
- Ask Ss the question in the rubric.
- Elicit and check answers.

Suggested answers

Vegetables: broccoli, carrot, cucumber, cabbage, courgette, lettuce, onion

Fruit: kiwi, apple, orange, pineapple, peach, pomegranate, melon

Grains: pasta, cereal

Dairy: ice cream

Protein foods: beef, beans, peas, fish, eggs, seeds

- Ask Ss:

Which of these foods do you like eating?

How often do you eat them?

Is there anything you would like to cut down on? Why?

Is there anything you don't like eating? Why?

Is there anything you would like to include in your diet? Why?

- Elicit answers and initiate a short discussion.

D. 🧠 Who would make the following statements? Write Brian, Amanda or Both.

1. Eggs, cheese and yoghurt are very good sources of protein but they may not cover your body's needs.

2. A balanced diet with lots of different sources of vitamins and minerals is what you need to be healthy.

3. Meat has got a lot of nutrients but you can be healthy even without it in your diet.

E. 🔍 Look at the highlighted phrasal verbs in the text and match them with their meanings. Then check your answers in a dictionary. See *Using a Dictionary*, p. 156.

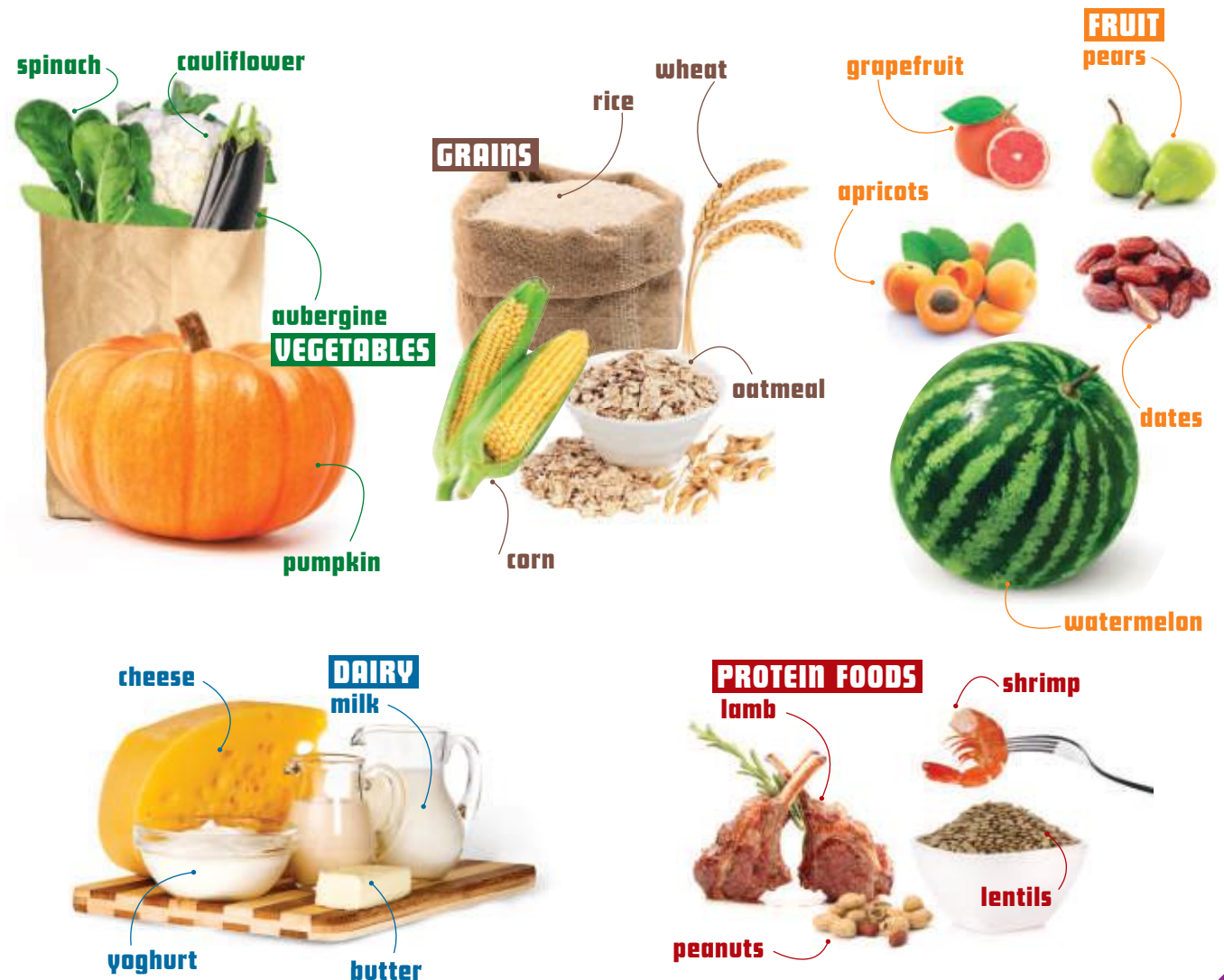
- | | | |
|-----------------------|--------------------------|--|
| 1. cut down on sth | <input type="checkbox"/> | a. to be in a particular situation, especially when you didn't plan it |
| 2. look into sth | <input type="checkbox"/> | b. to try to find out the truth about sth |
| 3. end up (doing sth) | <input type="checkbox"/> | c. to continue doing sth, even when it is difficult |
| 4. cut sth out | <input type="checkbox"/> | d. to consume less of sth |
| 5. point out | <input type="checkbox"/> | e. to tell sb sth and make them notice it |
| 6. stick to sth | <input type="checkbox"/> | f. to stop eating sth |

F. 🗣️ Discuss in pairs/groups.

- Are you a vegetarian? If not, would you consider becoming one? Why? / Why not?

Vocabulary

Look at the groups of words below. How many other words can you add to each group?



Grammar Passive Voice II → p. 142

A. Read the example. What is impossible? Who believes so?

It is believed that completing the project simply isn't possible.

Now read the table below and come up with your own examples.

Active Voice	Passive Voice
Verbs <i>believe, say, think, know, consider, etc.</i>	
They say the factory causes a lot of pollution.	<p>It is said that the factory causes a lot of pollution.</p> <p>The factory is said to cause a lot of pollution.</p>



B. Rewrite the following sentences in the Passive Voice starting with the words given.



1. Experts say that global warming is responsible for the recent rise in sea temperatures.

It _____

2. They say that the oil spill near the island is a huge disaster.

The oil spill near the island _____



3. People think that the new documentary about Earth Day contains some outdated information.

The new documentary about Earth Day _____

4. Everyone knows that car exhaust fumes pollute the air.

It _____



5. Scientists believe that many famous monuments are in danger because of acid rain.

Many famous monuments _____

C. Think about what teenagers could do to have a healthy diet. Write a short paragraph. Use the Passive Voice.

6 *It is known that many teenagers eat a lot of junk food and generally don't have a healthy diet.* 9

Learning Standards

SB: L2.1, S1.1, S2.3

Functions

Emphasising an action using the Passive Voice
Comparing situations
Expressing and supporting an opinion

Structures

Passive Voice II

Vocabulary

affordable beverages food poisoning food stall
obesity three-course meal vendor whereas

- Choose some Ss to read out their paragraphs.

Suggested answer

It is known that many teenagers eat a lot of junk food and generally don't have a healthy diet. I think that, most importantly, teenagers should be properly educated at school about the benefits of a balanced diet. They should be encouraged to have three meals a day and not skip breakfast. Of course, fruit and vegetables should be included in their diet. However, eating junk food and sweets should be avoided.

Grammar

A.

- Ask Ss to read through the example in the first box and ask them the questions in the rubric.
- Elicit and check answers.

The completion of the project is impossible.
People/Experts/Scientists believe so.

- Ask Ss to read through the examples in the table.
- Explain to Ss that there are some verbs (e.g. *believe, say, think, know, consider, etc.*) which have both an impersonal and a personal construction in the Passive Voice.
- Point out to Ss that the impersonal construction is followed by a *that-clause* (*It is said that the factory causes a lot of pollution.*) and the personal construction is followed by a *full infinitive* (*The factory is said to cause a lot of pollution.*).
- Refer Ss to the Grammar Reference (p. 142).
- Ask Ss to provide their own examples using the Passive Voice.

B.

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


1. is said that global warming is responsible for the recent rise in sea temperatures.
2. is said to be a huge disaster.
3. is thought to contain some outdated information.
4. is known that car exhaust fumes pollute the air.
5. are believed to be in danger because of acid rain.

C.

- Draw Ss' attention to the rubric and explain to them what they should do.
- Allow Ss some time to do some brainstorming about what they could do to have a healthy diet. Allow them to use ideas from the texts on page 102 or search the Internet.
- Have Ss do the activity. Point out to them that they should use the Passive Voice wherever possible.


Listening L2.1

- Ask Ss to read through the questions 1-6 and the corresponding answer choices and check their understanding.
- Play the recording twice and have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-6 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.

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

B. S1.1 , S2.3

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


Suggested answer 

- I would prefer to eat at a restaurant because I would have a variety of meals to choose from and the quality of the food would definitely be better than that served at a food stall. I would also have the opportunity to enjoy my meal in the company of my friends. Of course, depending on the situation and the circumstances, eating at a food stall is a convenient alternative.

Speaking

A. S1.1 , S2.3

- Ask Ss to look at the two pictures.
- Draw Ss' attention to the TIP.
- Ask Ss to read through the list of ideas as well as the words/phrases in the box and check their understanding.
- Have Ss do the activity in pairs and go around the class helping them when necessary.
- Choose some pairs to report their answers to the class.

Suggested answer 

In the first picture we can see a traditional restaurant, whereas in the second picture we can see a food stall. Traditional restaurants are usually indoors but sometimes they are outdoors, especially in the summer. Food stalls are always outdoors. This means that food stalls are affected by bad weather conditions, while this is not the case with traditional restaurants, which have air conditioning or heating.

Traditional restaurants are usually found in places which can be easily accessed (by tourists) while food stalls can be found in parks, in busy streets or even outside stadiums. The atmosphere at restaurants is usually more peaceful than at food stalls but this depends on the crowd. In general, food stalls are noisy because they are outdoors and near busy places.

The service at a restaurant is better than at a food stall because you sit there for a longer time and the staff is usually polite and serves you in a more personalised manner. At a food stall the service is usually fast and impersonal, although street vendors can also be friendly and polite.

Both places serve food but the quality differs. At a restaurant you can enjoy a three-course meal as well as local specialities, while at a food stall you can buy snacks, fast food and beverages. Another difference has to do with health and safety standards. The food served at restaurants takes more time to prepare and the ingredients used are of better quality, while the food served at food stalls is prepared on the spot and the ingredients used are usually of lower quality, so you run the risk of food poisoning. The cost for a meal at a restaurant is, of course, higher than at a food stall, where people can enjoy more affordable meals/snacks.

Listening

 You will hear people talking in six different situations. For questions 1-6, choose a, b or c.

- What is Jason avoiding eating at the moment?
 - protein
 - vegetables
 - carbohydrates
- What advice does the doctor give the man?
 - eat more meat
 - stick to his diet
 - cut down on calcium
- What meal does the man eat on the plane?
 - fish
 - beef
 - vegetarian



- What does the woman on the TV cookery programme wish she had?
 - some apricots
 - some watermelon
 - some strawberries
- What is the man talking about?
 - safe ways to lose weight
 - the health hazards of obesity
 - the reasons why people become obese
- What does NOT the woman want?
 - shrimps
 - aubergine
 - mushrooms

Speaking

A.   Talk in pairs. Look at the pictures below and compare them, discussing the similarities and differences between them. Talk about the ideas given using the words/phrases in the box.



traditional restaurant



food stall

IDEAS

Location and atmosphere

outdoors/indoors
affected by weather conditions
air conditioning
heating

peaceful/noisy
informal environment
(in)convenient
street vendor

Service

staff
preparation time

Health and safety

better quality ingredients
risk of food poisoning

Type of food

fast food and beverages
lack of / wide variety
three-course meal

Cost

affordable
(in)expensive

6 *In the first picture we can see a traditional restaurant, whereas in the second picture we can see a food stall. Traditional restaurants are usually indoors, while food stalls are always outdoors. The atmosphere at restaurants is usually more peaceful than at food stalls but this depends on the crowd. Now, both places serve food but the quality differs.* 

Do not describe the pictures in detail. Compare them keeping the ideas given in mind.

TIP

B.   Discuss in pairs/groups.

- Which of the two places would you prefer to eat at? Why?



Writing An essay expressing an opinion

A. Discuss in pairs/groups.

- What types of fruit and vegetables are produced in your country?
- Do you know anything about the methods that are used to produce them? What?
- What difficulties do farmers face in your country due to climate conditions?
- What do you know about hydroponics?

B. Read the writing task and underline the key words. Then answer the question.

Your teacher has asked you to write an essay on the following topic:

Some people think that using hydroponics to grow fruit and vegetables is a good way to maintain a regular supply of fresh food. What is your opinion?

What are you asked to do?

- discuss the advantages and disadvantages of growing fruit and vegetables using hydroponics
- present your ideas and arguments and give your opinion
- express your opinion and give advice

C. Now read the essay and answer the questions.

- Hydroponics, the process of growing plants in water rather than in soil, is considered an effective way to provide people with fresh fruit and vegetables. The reason for this is that it offers a number of important benefits.
- First of all, using hydroponics allows growers to supply markets with fresh produce throughout the year, not just in specific seasons. Plants are grown indoors under special light bulbs, which means that temperatures and light levels are carefully controlled. This is clearly useful in countries unable to produce crops outdoors the whole year due to weather conditions. It also reduces the amount of fresh food that needs to be imported by land or air, as a result helping to lower a nation's carbon footprint.
- Another reason hydroponics is an effective method of food production is that it has low water requirements. It is a fact that when plants are grown outdoors, water is lost into the atmosphere or ground before plants can use it. In hydroponic production, on the other hand, plants are grown in containers in greenhouses, and this uses at least 70% less water per plant than conventional farming. This is because when plants are grown indoors in containers, water is reused rather than being allowed to escape.
- In my opinion, hydroponics is a highly effective way to keep people regularly supplied with fruit and vegetables. It puts fresh produce on the shelves all year round and uses much less water than conventional farming.

1. What is the function of the sentences underlined in the essay?

- to introduce the main idea of the paragraph
- to summarise what the writer has said in the previous paragraph

2. What does the writer do in paragraph 2?

- describe the types of plants that can be grown in hydroponic farming
- explain why food can be grown all year round in hydroponic farming

3. What does the writer do in paragraph 3?

- explain how hydroponics uses less water than conventional farming
- give examples of why plants grow more quickly in a greenhouse environment

4. What does the writer do in the conclusion of the essay?

- restate opinion
- make a future prediction

Learning Standards

SB: S1.1, R2.3, R1.1, W1.6, W2.1

WB: R1.1

Functions

Expressing and supporting an opinion

Vocabulary

by air by land container crops due to greenhouse highly (toxic) import light bulb nation organic production requirement supply (v.)

Phrases

This is because...

Where are plants grown in hydroponic production? in containers in greenhouses

How much less water is used in hydroponic production than in conventional farming? 70% less water per plant

Why is less water used when plants are grown indoors in containers? Because when plants are grown indoors in containers, water is reused rather than being allowed to escape.

- Ask Ss to read through the questions 1-4 and the corresponding answer choices and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words.

Writing

A. S1.1



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

Suggested answers

- dates, strawberries, carrots, potatoes and tomatoes
- I think that old methods are used together with more modern ones, such as greenhouses.
- water shortage, hot climate
- Hydroponics is a method for growing plants without planting them in soil.

KEY

B.

- Ask Ss to read through the writing task and underline the key words in it.
- Elicit answers.

The following should be underlined: *essay, hydroponics, grow fruit and vegetables, regular supply of fresh food, opinion*

KEY

- Ask Ss to read through the question and the three answer choices and check their understanding.
- Have Ss answer the question and check their answers.

The correct answer is **b. present your ideas and arguments and give your opinion.**

KEY

C. R2.3



- Ask Ss to read through the essay and underline any unknown words at the same time.
- Ask Ss some comprehension questions:
 - What is hydroponics? It is the process of growing plants in water rather than in soil.*
 - What are the benefits of hydroponics? First of all, using hydroponics allows growers to supply markets with fresh produce throughout the year, not just in specific seasons. Also, hydroponics has low water requirements.*
 - How are temperatures and light levels easily controlled? Plants are grown indoors under special light bulbs.*
 - Which countries is this useful for? for countries unable to produce crops outdoors the whole year due to weather conditions*
 - What is a benefit of reducing the amount of food imported? Reducing the amount of food imported helps to lower a nation's carbon footprint.*
 - What happens when plants are grown outdoors? Water is lost into the atmosphere or ground before plants can use it.*

D. R1.1

- Refer Ss to the sample essay and draw their attention to the underlined sentences at the beginning of each paragraph.
- Point out to Ss that the underlined sentences in the sample essay are called *topic sentences* and that they are used to introduce the main idea of each paragraph.
- Draw Ss' attention to the note and explain it.
- Ask Ss to read through the paragraph about organic food and underline any unknown words at the same time.
- Ask Ss to read through the sentences a-c and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

The correct answer is **c**. *To begin with, consuming organic food is considered to be safer and better than consuming non-organic food.*

E. S1.1

- Draw Ss' attention to the title of the questionnaire and ask them if they know what genetically modified food is (*food that comes from organisms with genetic material which has been changed with the use of biotechnology*).
- Elicit answers and initiate a short discussion.
- Have Ss read through the statements 1-3 in the survey and make sure they do not have any unknown words.
- Draw Ss' attention to the asterisks on the survey and the part explaining them and make sure Ss understand everything.
- Divide Ss into groups and have them ask each other whether they agree with the statements or not.
- Go around the class helping Ss when necessary.
- Choose some groups to report their results to the class.

Suggested answer

A: So, do you agree with the first statement?
B: Yes, I agree. I don't know much about GM food, but it seems to me that we can't yet be sure about its effects on our health since it hasn't been around for long.
C: OK. I see what you mean, but from what I've heard, so far GM food isn't responsible for any health problems. What's your opinion?
A: I agree that it's still too early to know for sure that GM food doesn't affect our health in any way.
B: Right. What about the second statement? Personally, I don't agree with this statement. I just can't see how GM food could actually solve the problem of hunger. I mean, surely world hunger couldn't be solved that easily.
C: I agree that the problem of hunger cannot be so easy to solve, but in my opinion, it's at least a step in the right direction.
A: Yes, I totally agree with that.
C: Now, about the third statement. I have to say that I completely agree with it. GM food should have labels on it. People should always know what they are buying.
B: That's right. People should know and decide for themselves whether to buy GM food or not.
A: I think we all agree on that.

F. W1.6, W2.1

- Draw Ss' attention to the writing task and check their understanding.
- Draw Ss' attention to the questions 1-3 and check their understanding.
- Explain to Ss that they should find information to answer the questions 1-3.
- Allow Ss some time to search the Internet or go to a library to find the information they need. You can assign this for homework.
- Draw Ss' attention to the box and explain to them that they should complete it expressing their opinion about the topic of the writing task and using the answers to the questions 1-3 to justify their opinion.
- Allow Ss' some time to complete the box.
- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the Writing Reference pp. 148-149, and to the Workbook pp. 91-93, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan.
- Allow Ss enough time to write their essays.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

Genetically modified (GM) food is food which is produced with the use of GM organisms, that is organisms whose genetic material has been changed using genetic engineering methods. There is some concern over the use of GM food and the reason for this is the possibility that it might have negative effects on human health and the environment.

First of all, as GM food has not been around for long, many people argue that the effects on human health in the long run cannot be known. One of the fears expressed is that GM food could lead to diseases which will not be able to be treated using antibiotics. Another fear has to do with the possibility of GM food causing allergies as a result of taking genes from allergenic organisms and putting them into non-allergenic ones.

As for the negative effects of GM food on the environment, people are concerned about whether GM seeds could accidentally be introduced to non-GM crops and whether the use of chemicals in farming will increase. Finally, an increased use of GM seeds could result in loss of variety in plants.

In my opinion, genetically modified food should be avoided as there are still a lot of issues that need to be examined to make sure that they are safe both for humans and for the environment.

D.  Read the note and the paragraph below about organic farming. Then choose the most suitable topic sentence from the sentences (a-c), giving reasons for your choice.


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.

_____ This is because conventional farming uses man-made chemicals, such as pesticides to kill insects and various fertilisers to help crops grow faster. It is a fact that many of these are highly toxic and put human health in danger. In organic farming, on the other hand, natural substances or methods are used. As a result, organic food is healthier for us because it is almost chemical-free.



- a. Firstly, all ancient types of agriculture can actually be considered organic.
- b. Another reason people choose to eat organic food is to protect the environment.
- c. To begin with, consuming organic food is considered to be safer and better than consuming non-organic food.

E.  Talk in groups. Look at the questionnaire about genetically modified (GM) food. Ask each other whether you agree with the statements, and make notes. Then report your results to the class.




Genetically modified food survey

	***	**	*
1. We do not know enough about how GM food can affect our health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. GM food can be the answer to the problem of hunger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. GM food should have labels on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** : Yes, I agree.
 ** : I agree up to a point.
 * : No, I don't agree.



F.  Read the writing task, then carry out the research described below.

Your teacher has asked you to write an essay on the following topic:

We should avoid eating genetically modified food. Do you agree?

Using the Internet or a library, make notes on the following questions:

1. What is genetically modified food?
2. How is genetically modified food produced?
3. Should we avoid eating genetically modified food? Why? / Why not?

Then use the information you found to help you complete the plan below.

We should avoid eating genetically modified food.

I agree. I disagree.

Reason 1: _____

Reason 2: _____

Finally read the TIP below, and look at the Writing Reference pp. 148-149. Then go to the Workbook pp. 91-93 to plan and write your essay.

When writing an essay expressing an opinion:

- choose a few ideas/points/arguments (the ones you have the most to say about). Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- use a variety of linking words/phrases to list points, add more points and express your opinion.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.
- use evidence to support your opinion (e.g. research findings, statistics, etc.)

TIP

A. Choose a, b or c.

- The ____ for recycling metal is different from that of recycling glass.
a. process b. outcome c. completion
- Animals become endangered or extinct because of the destruction of their natural ____.
a. habitats b. threats c. nutrients
- Car exhaust ____ are seriously polluting our city.
a. fumes b. smog c. waste
- Brown bread is more ____ than white.
So, I don't eat white bread any more.
a. organic b. balanced c. nutritious
- If you leave your car here for longer than you should, you will have to pay a ____.
a. rate b. loss c. fine
- Saleh ____ a web page on how to save energy.
a. built b. created c. produced
- The building company has cut down lots of trees, and this has caused the ____ of the area.
a. dust b. congestion c. deforestation
- The use of ____ fuels is harmful to the environment.
a. fossil b. exhaust c. acid
- We've got a variety of digital cameras at ____ prices.
a. valuable b. balanced c. affordable
- Fibre is a ____ that is found in plants.
a. substance b. fat c. beverage

B. Complete the sentences with the correct prepositions.

- After discussing where to go for about an hour, we ended _____ staying at home.
- If you want to lose weight, you should stick _____ this diet.
- The doctor told Frank to cut _____ on fat if he wanted to avoid heart disease.
- Natalie has completely cut meat _____ of her diet, because she has decided to become a vegetarian.
- The nutritional consultant pointed _____ the advantages of eating lots of green vegetables.
- The authorities are looking _____ the problem of traffic congestion.
- You have to speed _____ if you want to finish your work before five o'clock.
- I think they should close _____ the factory on the outskirts of our town because it is causing a great deal of pollution.

C. Circle the correct words.

- People of all ages **can take / can be taken** part in Plant-a-Tree Day.
- Solar energy **produces / is produced** with the help of the sun.
- The nutritional consultant **recommended / was recommended** a balanced diet for Melissa.

- It **is believed / is believed to** that people should try to reduce their carbon footprint.
- The winners of the contest **will give / will be given** a book as a prize.
- The food from that stall **made / was made** me sick.
- The chef **has decided / has been decided** to include vegan meals on the menu.

D. Rewrite the sentences using the Passive Voice. Start with the words given.

- People shouldn't throw rubbish in the park.
Rubbish _____
- They say that the lake is polluted.
It is _____
- They have built a new airport near our town.
A new airport _____
- Alexander Graham Bell invented the telephone.
The telephone _____
- Everybody knows that Layla cooks delicious vegetarian meals.
Layla _____
- They will serve a three-course meal for lunch.
A _____
- The government may ban cars from the city centre.
Cars _____
- Extreme weather conditions have caused damage to the building.
Damage _____

Self-assessment

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

NOW I CAN...

- | | |
|---|--------------------------|
| › talk about environmental issues | <input type="checkbox"/> |
| › emphasise an action using the Passive Voice | <input type="checkbox"/> |
| › state accepted facts | <input type="checkbox"/> |
| › discuss healthy eating habits | <input type="checkbox"/> |
| › compare situations | <input type="checkbox"/> |
| › express and support an opinion | <input type="checkbox"/> |
| › form well-organised paragraphs | <input type="checkbox"/> |
| › write an essay expressing an opinion | <input type="checkbox"/> |

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

A.

1. a 2. a 3. a 4. c 5. c
6. b 7. c 8. a 9. c 10. a

KEY

B.

1. up 5. out
2. to 6. into
3. down 7. up
4. out 8. down

KEY

C.

1. can take
2. is produced
3. recommended
4. is believed
5. will be given
6. made
7. has decided

KEY

D.

1. shouldn't be thrown in the park.
2. said that the lake is polluted.
3. has been built near our town.
4. was invented by Alexander Graham Bell.
5. is known to cook delicious vegetarian meals.
6. three-course meal will be served for lunch.
7. may be banned from the city centre.
8. to the building has been caused by extreme weather conditions.

KEY

Self-assessment

- 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: R.1.1, R.2.1

A. R1.1

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

Suggested answers

- I think it means that spending time outdoors has a lot of benefits for people's health and mood. It can help them feel more relaxed and energetic.
- I think the phrase relates to the text because Oxygen Park is a place where people can go to relax and spend time close to nature.

KEY

B. R2.1


- Ask Ss to read through the text and underline unknown words at the same time.
- Ask Ss some comprehension questions:
 - Where is Education City? in Doha*
 - What has it got? top international schools and universities*
 - What is known as 'the green lung' of Education City? the recently completed Oxygen Park*
 - What is Oxygen Park? a beautiful outdoor recreational area open to visitors, students and locals who want to exercise, relax or play*
 - How big is Oxygen Park? 130,000 square metres*
 - What does its design bring to mind? Its design brings to mind the landscape of the surrounding desert with its wind-shaped rocks.*
 - What can visitors to the park do? Visitors to Oxygen Park can walk along 7,000 m of paths through areas with impressive gardens. Alternatively, they can take a walk near the cool waterfalls or just take a much needed break from everyday life on the park's grass-covered areas. They can also do sports, run or go horse riding.*
 - How many types of plant life do the park's gardens consist of? more than 100 types*
 - How many sections is the park divided into? It is divided into two sections.*
 - How many levels has the sports section got? It's got two levels.*
 - Where are the three bowl-shaped fields? below ground level*
 - How long is the running track around them? 1,600 metres*
 - Why is the lower area of the running track half-covered? in order to protect runners from the sun*
 - What has the second section of the park got? It's got the heritage area with buildings of historical value from the early 1900s and a children's play area.*
 - Do many recreational areas in Oxygen Park offer protection from the sun? Yes, they do.*
 - Can visitors walk freely from one section of the park to the other? Yes, they can.*
 - What should families with young children do? They should keep their young ones close.*
 - How has Oxygen Park changed the face of Doha? It has changed the face of Doha by encouraging people to be active and socialise.*

- Ask Ss to read through the questions 1-5 and the corresponding answer choices and check their understanding.
- 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 the questions in Activity B 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.


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

KEY

- Explain any unknown words.

A.  Look at the picture and the title of the text below and answer the questions.

- What do you think the phrase 'spending time in nature is healing energy' means?
- How do you think the phrase relates to the text?

B.  Read the text and answer the questions. Choose a, b, c or d.



OXYGEN PARK - A Breath of Fresh Air

Education City, the large area in Doha with the top international schools and universities, has opened its doors and now offers new experiences to more than just its students. Known as 'the green lung' of Education City, the recently completed Oxygen Park is a beautiful outdoor recreational area open to visitors, students and locals who want to exercise, relax or play.


The park covers an area of 130,000 square metres, and its design brings to mind the landscape of the surrounding desert with its wind-shaped rocks. Visitors to Oxygen Park can walk along 7,000 m of paths through areas with impressive gardens consisting of more than 100 types of plant life including the Arabic gum, ghaf, samar, salam as well as the sidra tree. Alternatively, they can take a walk near the cool waterfalls or just take a much needed break from everyday life on the park's grass-covered areas.

The park is divided into two sections. The sports section has got two levels and it is a sport-lover's playground as well as a meeting point in Doha for the National Sports Day celebration. On the ground level, there are horse riding tracks which are thought to be one of the park's biggest attractions. Below ground level, there are three bowl-shaped fields that have 1,600 m of running track around them. These fields include pitches used for a variety of activities and two volleyball courts. The lower area running track is half-covered in order to protect runners from the sun. In the evening, the beautifully-lit park will offer a pleasant experience for those who choose to train there during the difficult hotter months.

Oxygen Park, however, is not just for athletes. The second section has got the heritage area with buildings of historical value from the early 1900s and a children's play area, which make it ideal for all ages. In general, these recreational areas, many of which offer protection from the sun, are perfect for anyone who wants to explore the area, picnic or just relax. Visitors can walk freely from one part of the park to another since there is nothing that separates it into particular sections. In fact, there is complete access to the park's neighbouring areas, so families with young children should keep their young ones close.

Education City's 'green lung' has really changed the face of Doha encouraging people to be active and socialise.


- According to the text, what is the main role of Oxygen Park?
 - to support open-air activities
 - to benefit all of the community
 - to meet different needs in one place
 - to create a much needed green area in Doha
- Oxygen Park is designed to remind you of
 - beautiful gardens
 - people's need to relax
 - the blowing of the wind
 - Doha's natural environment
- Which of the statements below is true about Oxygen Park?
 - Horse riding brings people to the park.
 - The sport pitches are on the ground level.
 - Exercising after it gets dark is not enjoyable.
 - The running track goes through the sport pitches.
- The fourth paragraph informs us that
 - there are modern buildings in the park.
 - families ought to visit areas near the park.
 - visitors should protect themselves from the sun.
 - the park's open spaces make it easy to walk through it.
- Which sentence best sums up the fourth paragraph?
 - Oxygen park is perfect for families.
 - In Oxygen Park visitors are protected from the sun.
 - Oxygen Park offers recreation for both young and old.
 - Parents should keep an eye on their children in the park.

A.  Look at the chart below. What kind of information does it give you? Do any of the amounts on the chart surprise you?



Average daily water use

Bath	106-136 litres (<i>full bath</i>)
Shower	9.5 litres per minute (<i>26-34 litres per minute</i>)*
Brushing teeth	about 4 litres per minute
Toilet flush	6 litres per flush (<i>11-23 litres per flush</i>)*
Dishwasher	15-38 litres per load (<i>57 litres per load</i>)*
Washing up by hand	8 litres per minute
Washing machine	68-95 litres per load (<i>151-208 litres per load</i>)*
Outdoor watering	19 litres per minute (<i>38 litres per minute</i>)*
Car wash	19 litres per minute (<i>38 litres per minute</i>)*


* non water-saving devices and appliances


B.  Look at the chart again and answer the questions.

1. Which activity saves more water, showering or taking a bath? What does it depend on?
2. Does washing up by hand save more water than using a dishwasher?
3. Which activity do you think consumes more water for a household?
4. Do you think that water-saving devices and appliances make a big difference in the amount of water a household consumes?

C.  Read the statements below and decide if they are true or false. Then listen to part of a talk on saving water and check your answers. 

1. Fixing a leaky toilet can save up to 757 litres of water a month.
2. Fixing a tap that leaks 20 drops a minute can save over 2,500 litres of water a year.
3. Turning off the tap while brushing your teeth can save up to 1,300 litres of water a month.
4. Taking a 5-minute shower saves over 1,300 litres of water each week.
5. Using a dishwasher always saves more water than washing up by hand.
6. To save water you should fill up your washing machine.

D.  Talk in pairs. The average person uses about 300-380 litres of water daily. Look at the chart above again and discuss how much water you use as an individual and what kind of household activities make you consume more water.

E.  What did you learn about yourself? What changes are you going to make to save more water? Report to the class.



Learning Standards

SB: S1.1, R2.1, L2.1

Task Modules 7&8

A. S1.1

- Ask Ss to read through the information presented in the chart and check their understanding.
- Ask Ss the two questions in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answers

- It gives us information on how much water on average we use for various daily activities.
- We use a lot of water doing various daily activities without fully realising it. It is amazing how much water we spend (four litres per minute) just to brush our teeth. Another surprising fact is that we use 38 litres per minute when washing our car.

B. R2.1

- Ask Ss to read through questions 1-4.
- Elicit answers and initiate a short discussion.

Suggested answers

1. Showering seems to save more water than having a bath. However, it depends on how long you shower for. If you shower for too long, you can end up consuming as much water as when filling the tub and having a bath.
2. I think we use more water when we wash up by hand than when we use a dishwasher. A dishwasher is programmed to use a certain amount of water for a certain number of plates, bowls and glasses. In contrast, when we wash up by hand we are likely to spend significantly more water than a dishwasher, especially when we have to wash a great number of plates, bowls and glasses.
3. Showering and washing up by hand, because if we leave the tap running during these activities, we waste a lot of water.
4. I think they do because they control the supply of water and give us the right amount of water we need each time.

C. L2.1

- Ask Ss to read through the statements 1-6.
- Ask Ss to decide whether they are true or false.
- Elicit answers but do not check Ss' answers at this stage.
- Play the recording and have Ss do the activity and check their predictions.
- Check the answers with the class.

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

D. S1.1

- Explain to Ss what they have to talk about and draw their attention to the chart.
- In pairs, have Ss discuss how much water they use individually and what kind of housework/activities make them consume more water so as to decide whether they need to make any changes in order to save water.
- Monitor Ss from a distance. Do not interrupt.
- Choose some pairs to act out the dialogues.

Suggested answer

A: It says here that the average person uses about 300-380 litres of water daily. That's a lot of water!

B: Unfortunately, we all tend to take water for granted so, most of the time we waste it without realising it. Seriously, have you ever thought about how much water you use daily?

A: To be honest, I haven't. It's not very easy to know how many litres I consume showering, brushing my teeth, washing up or washing my dad's car. However, this chart shows us that we consume up to 34 litres of water per minute while showering, especially if we haven't got a water-saving device in our shower. Well, I haven't got one, but I never leave the tap running while showering, so I suppose I can't be using so much water after all! What about you?

B: Well, I have installed a valve in my shower which keeps the water's temperature unchanged while the tap is off, so I don't waste any water when I turn it back on. I think you should have one installed too.

A: Yes, I should do that. I also think I waste a lot of water when I wash up.

B: Why don't you buy a dishwasher? I can tell you that it has helped me cut down both on how much water and washing-up liquid I need to use to wash up.

A: I think I should probably get one.

B: Personally, I tend to use more water than necessary when I wash my dad's car. It's when I get carried away and sometimes I think I overdo it.

A: Don't worry. We all have our moments of weakness! So, I need to install a temperature valve in my shower and buy a dishwasher, while you need to go easy on how much water you use while washing your dad's car, right?

B: Right! Let's try and stick to our new habits from now on!

E. S1.1

- Allow Ss some time to prepare how they will present their decisions.
- Choose some Ss to report their decisions to the class.
- Make a list of Ss' decisions on the board and initiate a discussion on how feasible/practical/easy, etc. they are.

Recap:

- Ask Ss the following questions:
 - 1) What have you learnt to do in this specific task?
(to talk about information on average daily water use, to talk about our daily water consumption habits, to talk about what we can do to save water)
 - 2) What language did you need to use?
(the Present Simple, modal verbs, infinitives, -ing forms)
Ask Ss to provide you with examples of each case and, if necessary, provide them with further practice.
 - 3) Where will this task help you in life?
(It will help me raise my awareness of issues concerning water consumption, improve my water consumption habits, help me with my presentation skills by reporting my decisions to a group of people.)

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 112
R1.1	Cooperation and participation	Reading B p. 112
R2.1	Creative and critical thinking	Reading C p. 113
R4.1	Communication	Reading D p. 113
S1.1	Cooperation and participation	Reading F p. 113
R4.1	Communication	Vocabulary pp. 114-115
R4.2	Problem-solving	Vocabulary pp. 114-115
S1.1	Cooperation and participation	Listening A p. 115
L1.1	Communication	Listening B p. 115
L2.1	Communication	Listening C p. 115
S1.1	Cooperation and participation	Listening D p. 115
S1.1	Cooperation and participation	Speaking p. 115 (p. 138)
S2.3	Inquiry and research	Speaking p. 115 (p. 138)
W1.1	Inquiry and research	Writing p. 115
S1.1	Cooperation and participation	Reading A p. 116
S2.3	Inquiry and research	Reading A p. 116
R1.1	Cooperation and participation	Reading B p. 116
R2.2	Creative and critical thinking	Reading B p. 116
R2.1	Creative and critical thinking	Reading C p. 117
S1.1	Cooperation and participation	Reading D p. 117
S1.1	Cooperation and participation	Grammar C p. 118
L1.1	Communication	Listening A p. 119
L2.1	Communication	Listening B p. 119
S1.1	Cooperation and participation	Listening C p. 119
S1.1	Cooperation and participation	Speaking A p. 120
S1.1	Cooperation and participation	Speaking B p. 120
S2.3	Inquiry and research	Speaking B p. 120
R5.1	Problem-solving	Speaking B p. 120
S1.1	Cooperation and participation	Writing A p. 121
S1.1	Cooperation and participation	Writing B p. 121
S2.3	Inquiry and research	Writing B p. 121
R5.1	Problem-solving	Writing B p. 121
R2.3	Inquiry and research	Writing C p. 121
W2.1	Problem-solving	Writing E p. 121
W1.1	Inquiry and research	Writing E p. 121
W1.4	Communication	Writing E p. 121
WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Communication	Activity C p. 108
R2.1	Creative and critical thinking	Activity D p. 109

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

9a (pp. 112-113)

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

9a (pp. 114-115)

- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- communicate with a little support a personal response to real and fictional events (W1.1)

9b (pp. 116-117)

- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)

9b (pp. 118-119)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)

9b (pp. 120-121)

- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- participate actively in longer fiction and non-fiction print and digital texts of interest (R5.1)

- recognise and identify with a little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- communicate with a little support a personal response to real and fictional events (W1.1)
- summarise independently the main ideas or arguments in a longer factual or fictional text (W1.4)

9 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB



Vocabulary

preference

- Draw Ss' attention to the title of the module and ask them to tell you what they think it is about.
- Elicit answers.
- Ask Ss to tell you what they can see on the page.
- Elicit answers (*an outdoor market selling rugs, a picture from an electronics shop with TV or computer screens on the shelves, a picture showing a man in a shop checking out a tablet*).
- Ask Ss the questions in the *Discuss* section and check their understanding.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- The last time I went shopping was last Thursday. I bought a pair of running shoes. I tried on three pairs of running shoes, and it didn't take me very long to decide which pair to buy.
 - design 1
technical features 2
price 3
how much you need it 4
colour 5
brand 6
- Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

9 Preferences



Discuss:

- When was the last time you went shopping? What did you buy? How long did it take you to decide?
- If you had to buy a TV / mobile phone / tablet, which of the following would influence your choice?
Put them in order, from the most to the least important.

colour price

technical features

brand design

how much you need it



In this module you will learn...

- to talk about your shopping habits
- to express preference
- to change the meaning of a sentence through word stress
- to understand online advertisements and product reviews
- to form opposites of words
- to talk about books
- to write a book review

Reading

A. Discuss in pairs/groups.

- Do you find it difficult to make decisions?
- What was the last major decision you had to make?

B. Read the text quickly. What is the purpose of the text?

- a. to inform people about what affects decision-making
- b. to warn people of the dangers of risky decision-making
- c. to analyse the pros and cons of rational decision-making
- d. to advise people on how to make more rational decisions



We like to believe that before we make a decision, most of the time, we take all the facts into consideration and take our time to think about all the options carefully. However, this just isn't the case. In fact, 5 experts believe that only 5% of our decisions are based on a rational thought process. So, what factors influence our decision-making process?

We often leave decision-making to our instincts. Scientists have proved that if we had the choice, we'd prefer to avoid pain or misery rather than gain something. In fact, we're twice as happy when we try to avoid a bad situation than when we experience a good one. This is why when companies send spam email, they use phrases like 'How to avoid...', 'Don't miss out!', 'What never to eat when...', etc. because people are more likely to open them.

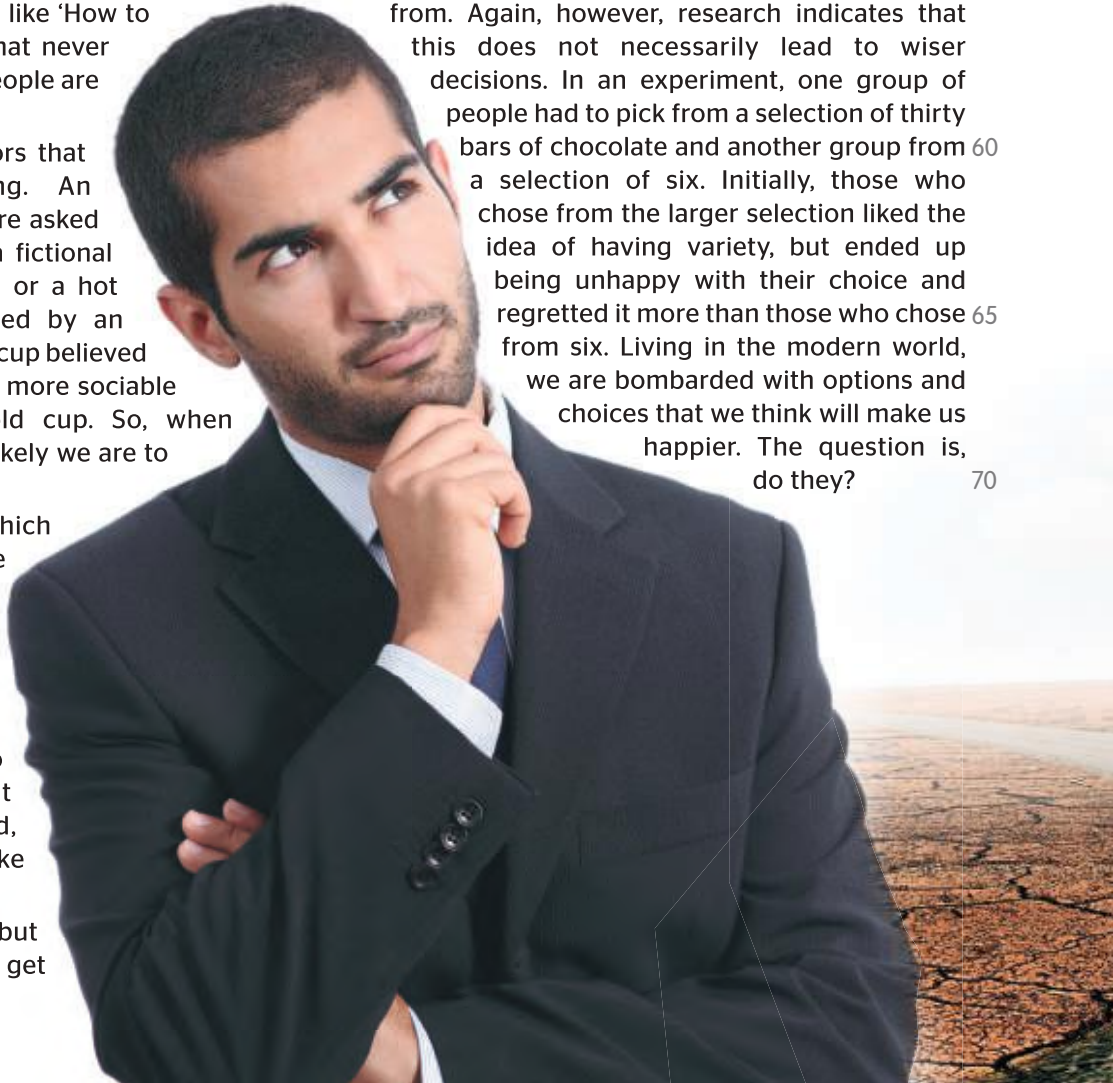
There are also physical factors that affect our decision-making. An experiment where people were asked to give their impression of a fictional person, while holding a cold or a hot cup of coffee was conducted by an expert. Those holding the hot cup believed the person to be warmer and more sociable than those holding the cold cup. So, when temperatures rise, the more likely we are to trust strangers.

Stress is another factor which affects our decisions, but we can't measure this very easily, especially as different situations are more or less stressful for different people. Researchers have found, though, that women tend to be more conservative about decisions when stressed, whereas men tend to make riskier choices.

It may come as a surprise, but every day from the minute we get

up, we have to make countless decisions, like what to wear, what coffee to have, which lift to take and so on. Each choice, no matter how unimportant, makes our brain a little bit more tired, and without realising it, this affects our decision-making. This means we are much more likely to make decisions that we regret at the end of the day. That's why you often see important people like presidents wearing the same three suits all the time. This is because they want to limit the small choices and spend more brain power on the bigger ones.

When it comes to decision-making, most people would rather have a wide range of options to choose from. Again, however, research indicates that this does not necessarily lead to wiser decisions. In an experiment, one group of people had to pick from a selection of thirty bars of chocolate and another group from a selection of six. Initially, those who chose from the larger selection liked the idea of having variety, but ended up being unhappy with their choice and regretted it more than those who chose from six. Living in the modern world, we are bombarded with options and choices that we think will make us happier. The question is, do they?



Learning Standards

SB: S1.1, R1.1, R2.1, R4.1

Functions

Talking about decision-making

Vocabulary

analyse be based on bombard conduct (an experiment) conservative countless factor fictional indicate influence (v.) initially instinct measure (v.) misery necessarily no matter how pick (= choose) range (n.) selection spam email take sth into consideration tend unimportant

What do we have to make every day from the minute we get up? decisions

How do the choices we are presented with affect our brain? They make our brain a little bit more tired.

Does the fact that our brain becomes tired affect our decisions? Yes, it does.

What is the result of that? that we are much more likely to make decisions that we regret at the end of the day

What are we bombarded with in the modern world we are living in? We are bombarded with options and choices that we think will make us happier.

Reading

A. S1.1

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

Suggested answers

- In general, I don't find it hard to make decisions. I usually consider the pros and cons and I sometimes ask for other people's opinions before making a decision. But, of course, it always depends on the complexity of the decision I have to make each time.
- A major decision I had to make was two years ago when I decided to change my diet for health reasons. I stopped eating junk food and sweets, and I started eating more fruit and vegetables. Now, I'm a lot healthier and in better shape. That was the best decision I've ever made.

KEY

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is and where it can be found (*a magazine article*).
- Ask Ss to look at the pictures accompanying the text and tell you what they think it is about.
- Elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss to read through the statements a-d and check their understanding.
- Have Ss do the activity.
- Check the answer with the class.

The purpose of the text is **a.** *to inform people about what affects decision-making.*

KEY

- Ask Ss some comprehension questions:
 - What percentage of our decisions is based on a rational thought process? 5%*
 - Do our instincts often affect our decisions? Yes, they do.*
 - Why do companies which send spam email use specific phrases like 'How to avoid...'? Because people who receive them are more likely to open them.*
 - Can physical factors affect our decisions? Yes, they can.*
 - What kind of experiment was conducted by an expert? an experiment where people were asked to give their impression of a fictional person, while holding a cold or a hot cup of coffee*
 - Does stress affect our decisions? Yes, it does.*
 - Why? Because different situations are more or less stressful for different people.*

C. R2.1

- Ask Ss to read through the questions 1-5 and the corresponding answer choices and check their understanding.
- 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 or two incorrect options.
- Check the answers with the class.

1. c, 2. c, 3. a, 4. c, 5. d

KEY

D. R4.1

- Ask Ss to read through the meanings 1-7 and check their understanding.
- Advise Ss to look for clues in the text to help them deduce the meaning of the words.
- Have Ss do the activity.
- Check the answers with the class.

1. (pain or) misery 5. countless
2. fictional 6. pick
3. conservative 7. initially
4. tend

KEY

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E.

- Ask Ss the questions.
- Refer Ss to the text on the previous page and have them underline the parts of the text which justify their answers.
- Elicit answers and initiate a short discussion.

Suggested answers

- It is during the summer that we are more likely to make friends because the temperatures rise and we are more open and tend to trust strangers more easily. (lines 26-28: *So, when temperatures rise, the more likely we are to trust strangers.*)
- The best time of the day to make important decisions is the morning because our mind is not yet tired from all the decisions we make during the day. (lines 47-49: *This means we are much more likely to make decisions that we regret at the end of the day.*)

KEY

F. S1.1

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

Suggested answers

- I find it very interesting. In fact, it has made me more aware of the decision-making process.
- I think I'll be more careful of how I make my decisions from now on as I know some of the processes involved in decision-making.

KEY

C. 🧠 Read again and answer the questions. Choose a, b, c or d.

1. What is true about our decision-making?
 - a. We are slow to make decisions.
 - b. We have lots of options to choose from.
 - c. We seldom follow a rational thought process.
 - d. We think of all the facts carefully before we make a decision.
2. The phrases used in spam emails take into consideration people's need
 - a. to open those emails.
 - b. to have more good experiences than bad ones.
 - c. to protect themselves from negative experiences.
 - d. to gain something from any situation they find themselves in.
3. What is true about stress?
 - a. It is not easy to measure its effect.
 - b. It affects men and women in the same way.
 - c. Men usually make wrong decisions when stressed.
 - d. Women get more stressed than men when they have to make decisions.
4. What is true about having to make small decisions?
 - a. We make them early in the morning.
 - b. We regret them at the end of the day.
 - c. They may affect our decision making negatively.
 - d. People with many responsibilities do not try to avoid them.
5. Having many options to choose from is NOT
 - a. what makes us stressed.
 - b. what most people want.
 - c. common in today's world.
 - d. always helpful in making good choices.



D. 🗨️ Find words in the text that mean the same as the following.



1. great suffering, unhappiness (para. 2)
2. not real (para. 3)
3. not liking changes or new ideas (para. 4)
4. to be likely to do sth (para. 4)
5. very many (para. 5)
6. to choose sth (para. 6)
7. at the beginning (para. 6)

E. Answer the following questions. Underline the parts of the text where you found the answers.

- At which time of the year are we more likely to make friends and why?
- What is the best time of the day to make important decisions and why?

F. 🗨️ Discuss in pairs/groups.

- What do you think about the information presented in this text?
- Do you think you will change the way you make decisions from now on? Why? / Why not?



Grammar Infinitives, -ing form → pp. 142-143

A. Find examples of full and bare infinitives in the text. Then read the examples below and match them with the uses of the full and bare infinitive.

- I've learnt **to think** carefully before making a decision.
- You should **install** this program **to stop** receiving spam email.
- It's stressful **to make** a decision when there isn't much time.
- Advertisements make us **buy** things we don't really need.
- I'm too tired **to discuss** how **to solve** the problem right now.

The full infinitive (to + base form) is used:

- to express purpose.
- after certain verbs (*want, would like, hope, decide, learn, etc.*).
- after *too + adjective, adjective + enough* and *enough + noun*.
- after *it + be + adjective*.
- after question words (*who, what, how, etc.*).

The bare infinitive (base form without to) is used:

- after most modal verbs (*can, could, must, may, etc.*).
- after the verbs *let* and *make* in the Active Voice.

B. Find examples of -ing forms in the text. Then read the examples below and match them with the uses of the -ing form.

- How about **helping** me choose which shoes to buy?
- Thank you for **taking** me to the airport.
- Making** important decisions is part of the job.
- Does Steve enjoy **living** by himself?

The -ing form is used:

- as a subject.
- after certain verbs (*consider, finish, avoid, imagine, etc.*).
- after certain expressions (*what about, it's no use, it's worth, etc.*).
- after prepositions (*for, of, in, etc.*).

C. Read the examples and decide what they mean. Choose a or b.

- I should **remember / not forget** to turn off the computer before I leave.
- I'll **always remember / never forget** choosing my first car.

- remember / not forget sth that has already happened
- remember / not forget sth that you are supposed to do

D. Complete the text below with the correct form of the verbs in brackets.

I wish I could 1 _____ (go) back in time and change a decision I made. It was the night before my big job interview and I was out with friends. We decided 2 _____ (go) to a new restaurant. Instead of 3 _____ (have) a light meal as my friends advised me, I ordered too much. As a result, I was up all night with a terrible stomach ache. I wasn't sure what 4 _____ (do) the next morning. I considered 5 _____ (cancel) the interview, but I was worried it would 6 _____ (look) bad. That was another bad decision I made. 7 _____ (go) to an interview and trying 8 _____ (make) a good impression while feeling terrible isn't a good idea. I was too ill 9 _____ (finish) the interview, so I made up an excuse and left early. I had made a fool of myself!



Vocabulary

Read the dialogues and find phrases which mean the following. Then check your answers in a dictionary. See *Using a Dictionary*, p. 156.

1. It's not available for sale at the moment.

2. I'd like my money back.

3. It's very expensive.

4. It's not worth that much. They're cheating us out of our money.

5. I haven't got much money available to spend at this period of time.

6. It doesn't matter how much it costs.

7. It's very cheap.

8. I've got no money.

9. I haven't got enough money.

10. I can give you some money.

11. I'm just looking around.

Learning Standards

SB: R4.1, R4.2, S1.1, L1.1, L2.1, S2.3, W1.1

Functions

Talking about one's shopping habits
Expressing preference and justifying an opinion

Structures

Infinitives, *-ing* form

Vocabulary

be broke be on a tight budget be short of cash browse
cheat sb out of sth cost a fortune flea market model
on sale out of stock outlet queue refund (n.) sale
spare some cash

Phrases

As far as I'm concerned,... It doesn't matter. It's a rip-off.
Money is no object. That's a steal. To be honest,...

Grammar

A.

- Refer Ss to the text on page 112 and ask them to find examples of full and bare infinitives (**full infinitive**: *We like to believe..., ... take our time to think..., ... we'd prefer to avoid..., ... try to avoid..., How to avoid..., What never to eat when..., ... people are more likely to open them., ... people were asked to give..., ... believed the person to be..., ... the more likely we are to trust..., ... women tend to be..., men tend to make..., ... what to wear..., what coffee to have, which lift to take, we are much more likely to make decisions..., ... because they want to limit the small choices... ; bare infinitive: ... rather than gain..., ... we can't measure this..., It may come as a surprise..., ... most people would rather have...).*
- Ask Ss to read through the examples and draw their attention to the words in blue. Point out 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 tables containing the rules and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

- Ask Ss to provide extra examples of the uses of the full and bare infinitive. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *They / decide / travel / China / in the summer*).
- Refer Ss to the Grammar Reference (pp. 142-143).

B.

- Refer Ss to the text on page 112 and ask them to find examples of *-ing* forms (... *while holding..., Those holding..., without realising it, ... you often see important people like presidents wearing..., ... the idea of having..., Living in the modern world...*).
- Ask Ss to read through the examples and draw their attention to the words in blue.
- Point out to Ss that these are some examples of the *-ing* form.
- Ask Ss to read through the table containing the rules and check their understanding.

- Remind Ss of the spelling rules regarding the formation of the *-ing* form.
- Have Ss do the activity.
- Check the answers with the class.

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

- Ask Ss to provide extra examples of the uses of the *-ing* form. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *What about / visit / Souq Waqif / in the afternoon?*).
- Refer Ss to the Grammar Reference (pp. 142-143).

C.

- Ask Ss to read through the examples in the box and draw their attention to the verbs in blue.
- Ask Ss what they notice about the verbs *remember* and *forget* in the first example.
- Help Ss deduce that they are followed by a full infinitive (*to turn off*).
- Ask Ss what they notice about the verbs *remember* and *forget* in the second example.
- Help Ss deduce that they are followed by the *-ing* form (*choosing*).
- Ask Ss to read through the meanings a-b and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. b, 2. a

- Refer Ss to the Grammar Reference (pp. 142-143).

D.

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

1. go 2. to go 3. having 4. to do 5. cancelling
6. look 7. Going 8. to make 9. to finish

Vocabulary

R4.1  , R4.2 

- Ask Ss to read the dialogues.
- Ask Ss to tell you what these dialogues have in common (*they are about shopping*).
- Draw Ss' attention to the phrases in bold and point out to them that they should try to deduce their meaning from the context.
- Ask Ss to read through the meanings 1-11.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Have Ss do the activity.
- Check the answers with the class.

1. That's currently out of stock.
2. Could I have a refund?
3. It costs a fortune.
4. It's a rip-off.
5. I'm on a tight budget this month.
6. Money is no object.
7. That's a steal!
8. I'm broke.
9. I'm a little short of cash.
10. I can spare some cash.
11. I'm just browsing.

- Divide Ss into pairs and get them to act out the dialogues.

Listening

A. S1.1

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

Suggested answers

- I spend around £40 a week. I usually spend it on clothes and gadgets.

KEY

B. L1.1

- Ask Ss to read through the statements a-d and make sure that they do not have any unknown words.
- Ask Ss the question in the rubric.
- Play the recording and have Ss listen to the talk carefully so as to choose the correct statement.
- Check the answer with the class.

The correct answer is **c. to give people tips on how to spend money sensibly.**

KEY

C. L2.1

- Ask Ss to read through the questions 1-5 and the corresponding answer choices and check their understanding.
- Play the recording again and have Ss listen to the talk carefully and answer the questions.
- To **help lower-performing Ss**, you may eliminate one or two incorrect options.

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

KEY

D. S1.1

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

Suggested answers

- I think it's a good plan because it teaches young people not to spend all their money but to save some of it. Most importantly, though, it teaches them that they should give some of their money to people in need.
- I think that travelling is the best way to spend your money because in this way you have lots of experiences that will remain with you for life. As for the plan, I suggest that we could give more to charity or maybe save more money.

KEY

Speaking S1.1, S2.3

- Refer Ss to the Speaking Activities section on page 138.
- Ask Ss to read through the words/phrases in the boxes and check their understanding.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- To me, shopping is more of a chore which I do in my spare time.
- I usually go shopping at the same local shops and I find it very convenient. Recently, I've started shopping at shopping centres, and I must say that it's also very convenient because I can choose from many shops which are all under the same roof.
- To be honest, I find online shopping very convenient as you don't have to leave the house to get the things you need. However, with online shopping, you can't try clothes and shoes on before you buy them, which is a big disadvantage.
- No, I don't spend a lot of time shopping, and I don't go shopping that often.

KEY

Language plus

chore: In BrE, a chore is something you have to do that you find unpleasant, e.g. *James finds shopping a chore.* In AmE, a chore is a routine task, usually one done at home, e.g. *My chores are to take out the garbage and walk the dog.*

Writing W1.1

- Draw Ss' attention to the statement *I love going shopping* and explain to them that they are going to write a paragraph saying whether they agree or disagree with the statement.
- Allow Ss some time to do some brainstorming and note down the reasons why they like or don't like going shopping. To help **lower-performing Ss** come up with ideas, have some Ss read out their reasons for liking or not liking going shopping.
- Allow Ss some time to write the paragraph.
- Choose some Ss to read out their paragraphs.

Suggested answer

A lot of people can't stand going shopping. They find it boring and a waste of time. However, I love everything about it. In fact, there are few activities I enjoy more. There are many reasons for this, but the main one is that it always makes me feel happy. So, when I need something to cheer me up, I know what to do. I call my friends and go shopping!

KEY

Sales assistant Can I help you?
Zainab Thank you, but I'm just browsing.

Brian Look at this video game. I've been looking for it for a long time!
Ahmad Great. Now you can buy it!
Brian I can't. I'm a little short of cash.
Ahmad I can spare some cash, if that's the problem!

Terry You should go to the Street Beat Shop. I went yesterday, and all the T-shirts are on sale. I bought three for £20.
Brad That's a steal! I need some too, but I'm broke. I'll go next week when I get paid.

Mary Look at that dress!
Fatima It's nice. How much does it cost?
Mary £150.
Fatima What? It costs a fortune! Are you going to get it?
Mary Well, I'm definitely going to try it on. Money is no object if I like it.
Fatima Do as you please, but it's a rip-off. There's a shop in the city centre with beautiful dresses for half the price.

Hanan Hello, could I have a refund for this mobile phone? I don't particularly like it.
Sales assistant You haven't opened the box so, yes, you can get a refund or another model.
Hanan How much is this model here?
Sales assistant I'm afraid that's currently out of stock, but we've got newer models for just £30 extra.
Hanan I'm on a tight budget this month, so I'd prefer the refund.

Listening 🗣️

A. 🗣️ Discuss in pairs/groups.

- How much money do you spend a week? What do you usually spend it on?



B. 🗣️ Listen to a person giving a talk on money. What's the purpose of the talk?

- a. to encourage people to give money to charity
- b. to give people tips on how to make more money
- c. to give people tips on how to spend money sensibly
- d. to inform people when the best time to go shopping is

C. 🗣️ Listen again and answer the questions.

- The speaker suggests that young people should
 - spend all the money they have.
 - not spend more than one pound.
 - learn how to use money in different ways.
 - only spend a small percentage of their money.
- The 70-30 plan means that
 - you give 30% of your money to charity.
 - you do not spend more than 70% of your money.
 - you use 70% of your money to get a good education.
 - you spend 70% of your money and invest the remaining 30%.
- The speaker suggests that
 - websites can help you spend less.
 - you can get better prices at the shops.
 - you should do all your shopping online.
 - online shopping is better than going to the shops.
- Shops are designed
 - to appeal to young people.
 - to help people shop more carefully.
 - to help people see items more easily.
 - to encourage people to stay inside longer.
- According to the speaker,
 - you should buy more things on special offer.
 - shops often have sales, so it is best to shop then.
 - sale prices are always the best prices you can get.
 - some shops may always offer certain items at low prices.

D. 🗣️ Discuss in pairs/groups.

- What do you think of the 70-30 plan? Can it teach young people the right attitude towards money? Why? / Why not?
- What do you think is the best way you can spend your money? Can you suggest another plan?

Speaking 🗣️ 📄 **Go to the Speaking Activities section on page 138.**

Writing

📄 Write a paragraph agreeing or disagreeing with the following statement:

❖ I love going shopping. ❖

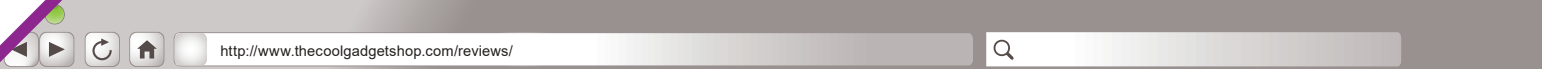


Reading

A. Discuss in pairs/groups.

- Do you read reviews of products online? Why? / Why not?

B. Read the reviews A-D below. Which of the people who wrote the reviews was/were satisfied to a large extent with the products?



A **Fitness tracker**

£35 - SHIPPING £2.50 - **In stock**

REVIEWS

Friends recommended I buy the Fittime waterproof fitness tracker, and I'm so happy I took their advice. This tracker has a great design, and the screen is bright and clear, so it is easy to read in any light. It is so comfortable to wear that I often forget I'm wearing it! It has everything I want: it monitors my heart rate and blood pressure, and it counts how many steps I take and how many calories I burn. The battery lasts for over a week. The only thing that dissatisfied me was the instructions. They weren't easy to follow, but I found some videos on the Net which were really helpful, and setting it up was actually quite simple. If you're looking for a high quality fitness tracker at a great price, this is the one for you.



B **Smartphone**

£89 - FREE SHIPPING

REVIEWS

If you see the advertisement for the Excelente XYZ32, you may easily be misled; I know I was. Actually, I bought the Excelente XYZ32 last month, and I was quite happy with it at first. It's a nice-looking phone, lightweight and easy to use. However, I decided to return it after only two weeks. I wasn't expecting a lot for such a low price, but the camera is really bad. Photos are usually out of focus. Also, it doesn't connect to the Internet that easily. Yet, that is not the most disappointing thing. The biggest problem is the battery. It only lasts for about five to six hours, and that is without much use, which is difficult if you are on the go like me. It is really worthless unless you don't expect much from a smartphone. There are definitely much better phones.



C **Backpack**

£40 - FREE SHIPPING - **Only 4 left in stock**

REVIEWS

I often have to travel for work, so I needed a backpack that was both attractive and practical. The Swisspak 900 is just what I wanted. It has a very stylish design and the amount of space it has is amazing. I can't believe how much I can fit in it! There are hidden pockets, too, where I can put important things like my passport or money when I travel. The pockets on the front are perfect for things like keys or business cards. I often had difficulty fitting my laptop in my old backpack, but it fits easily into the padded compartment of the Swisspak. An added plus for me is the USB port. I never knew how much I needed one until I bought this bag. I can now charge my phone anywhere I am. I've even ordered one for my brother.



D **Video game**

£63 - FREE SHIPPING - **Currently out of stock**

REVIEWS

Odyssey Travel is one of the most incredible video games I've played. In the beginning, the game is easily mistaken for a rather complicated game, but it doesn't take long to get the hang of it. The graphics are spectacular and the scenery is breathtaking. The characters are realistic, unlike the usual robot characters in other games. Also, the voice actors really do a fantastic job of bringing the characters to life. As you progress through the game, you slowly uncover a fascinating story. My biggest complaint is that it is expensive for the play time you get. It took me only 25 hours to finish the game.



Learning Standards

SB: S1.1, S2.3, R1.1, R2.2, R2.1

Functions

Discussing products and services
Discussing product advertisements and reviews

Vocabulary

brehtaking calorie complaint complicated disapprove dishonest disrespect dissatisfy endless fitness graphics heart rate hopeless in stock instructions lightweight misbehave misinform mislead misplace misspell mistake (v.) misunderstand monitor (v.) on the go out of focus plus (n.) quality quite rather shipping stylish uncover unlike USB port waterproof wireless worthless

Reading

A. S1.1 , S2.3

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

Suggested answers

- Yes, I do because I often shop online. / No, I don't because I never shop online.

HEY

B. R1.1 , R2.2

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (a webpage) and what it is about (reviews of various items).
- Ask Ss to look at the layout of the texts and the accompanying pictures of the gadgets/products and tell you what type of texts they are (reviews of the products shown in the accompanying pictures).
- Ask Ss to read through the reviews and underline any unknown words.
- Ask Ss the question in the rubric.
- Elicit answers and ask Ss to justify them.

The people who wrote the reviews A, C, D were satisfied to a large extent with the products.
(Review A: Friends recommended I buy the Fittime waterproof fitness tracker and I'm so happy I took their advice. - Review C: The Swisspak 900 is just what I wanted. - Review D: Odyssey Travel is one of the most incredible video games I've played. My biggest complaint is that it is expensive for the play time you get.)

HEY

- Ask Ss some comprehension questions:

*How much does the fitness tracker cost? £35
Is there a shipping cost for the product? Yes, there is.
How much is it? £2.50
Is it available at the moment? Yes, it is. It's in stock.
Who recommended that the buyer should buy this fitness tracker? his/her friends
Why is it easy to read in any light? Because the screen is bright and clear.
What functions does the fitness tracker have? It monitors heart rate and blood pressure and it counts steps and calories.
How long does the battery last? over a week
What dissatisfied the writer? the instructions*

*Why? Because they weren't easy to follow.
Where did the writer find help to set up the fitness tracker? He/She found some videos on the Net which were really helpful.*

Does the writer recommend the product to others? Yes, he/she does.

How much does the smartphone cost? £89

Is there a shipping cost for the product? No, there isn't.

When did the writer buy the smartphone? last month

What are the good features of the smartphone? It's a nice-looking phone, lightweight and easy to use.

How long after the writer bought the smartphone did he/she decide to return it? after only two weeks

What is wrong with the photos it takes? They are out of focus.

What is the most disappointing thing about the smartphone? Its battery lasts about five to six hours, without much use.

Does the writer recommend the product to others? No, he/she doesn't.

How much does the backpack cost? £40

Is there a shipping cost for the product? No, there isn't.

Is it available at the moment? Yes, it is. It's in stock.

How many items are left in stock? only four

Why did the writer need a backpack? Because he/she often travels for work.

What can the writer put in the hidden pockets? important things, like his/her passport or money

What are the pockets on the front perfect for? They are perfect for things like keys or business cards.

Where does the writer put his/her laptop? in the padded compartment of the backpack

What is an added plus of the product? the USB port

Why is that a plus? Because the writer can now charge his/her phone anywhere he/she is.

How much does the video game cost? £63

Is there a shipping cost for the product? No, there isn't.

Is it available at the moment? No, it isn't. It's out of stock.

What impression of the video game can you form in the beginning? that it is a complicated game

Is it actually a complicated game? No, it isn't because it doesn't take long to get the hang of it.

What does the writer tell us about the graphics and the scenery? He/She tells us that the graphics are spectacular and that the scenery is breathtaking.

What does the writer say about the characters in this video game? They are realistic.

What does he/she say about the characters in other games? They are robot characters.

What do the voice actors do a fantastic job of? They do a fantastic job of bringing the characters to life.

What happens as you progress through the game? You slowly uncover a fascinating story.

What is the writer's biggest complaint? The game is expensive for the play time you get.

How long did it take the writer to finish the game? only 25 hours

C. R2.1 

- Read out and explain the TIP.
- Ask Ss to read through the statements 1-9 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. D	2. B	3. A	4. D	5. C
6. C	7. A	8. C	9. A	

KEY

- Explain any unknown words.

D. S1.1 

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

Suggested answers

- I found all the information included in the reviews useful because it helped me understand what the items are really like from first-hand experience.
- I would like to buy the fitness tracker because it has lots of functions and a very good battery. I would also like to buy the backpack because I found the USB port very useful, especially when you travel a lot as I do.

KEY

Vocabulary

A.

- Draw Ss' attention to the note and explain it.
- Ask Ss to read through the words in the box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations and/or definitions.

dis-	mis-	-less
dissatisfy	mislead	harmless
dishonest	misspell	wireless
disrespect	misplace	hopeless
disappear	misinform	worthless
disapprove	misbehave	endless

KEY

B.

- Ask Ss to read through the sentences 1-5 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. wireless	4. misplaced
2. disappear	5. disapprove
3. misspelt	

KEY

- Ask Ss to write a few sentences using the rest of the opposites in the table in Activity A. This will challenge **higher-performing Ss**.
- To give **lower-performing Ss** extra practice, write several sentences on the board with the other opposites, giving them two options to choose from to complete the sentences.

C. Read the reviews again and the statements below. Which review(s) do they refer to? Write A, B, C or D.

- | | |
|--|---|
| <p>1. The reviewer feels he/she spent too much for the product. <input type="checkbox"/></p> <p>2. The reviewer had to send the product back. <input type="checkbox"/></p> <p>3. You have to pay extra for shipping. <input type="checkbox"/></p> <p>4. You can't buy this product at the moment. <input type="checkbox"/></p> <p>5. The reviewer was so happy with the product that he/she bought another one. <input type="checkbox"/></p> | <p>6. The reviewer was pleasantly surprised by what the product could do. <input type="checkbox"/></p> <p>7. The reviewer found online guidance on how to use the product. <input type="checkbox"/></p> <p>8. The reviewer found some specific features of the product very useful. <input type="checkbox"/></p> <p>9. The reviewer feels the product is definitely worth the price. <input type="checkbox"/></p> |
|--|---|

TIP

- When matching questions with short texts, scan each text and look for the specific information mentioned in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

D. Discuss in pairs/groups.

- Did you find the information included in the reviews useful? Why? / Why not?
- Would you like to buy any of the items reviewed on the website? Which one(s)? Why?

Vocabulary

A. Read the note and complete the table using the words in the box.



- The prefix **dis-** is used before adjectives, nouns and verbs to give them the opposite meaning (e.g. *like-dislike*).
- The prefix **mis-** is used before verbs, and means to do wrongly or badly (e.g. *understand-misunderstand*).
- The suffix **-less** is used after a noun to form an adjective which means *without* that quality or characteristic (e.g. *care-careless*).

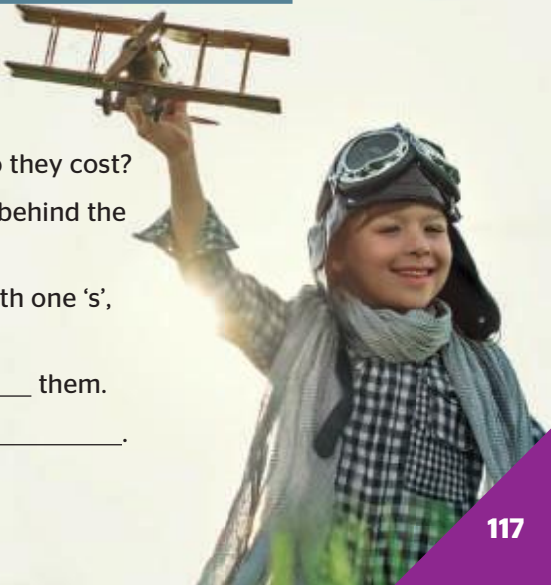


satisfy lead harm wire spell honest place respect hope appear
 inform approve worth behave end

dis-	mis-	-less
dissatisfy	mislead	harmless

B. Complete the sentences below with the correct form of some of the words in the table above.

1. I want to buy a _____ mouse. How much do they cost?
2. The little boy likes watching the planes _____ behind the clouds.
3. I'm sorry, but you've _____ my name. It's with one 's', not two.
4. Have you seen my keys? I seem to have _____ them.
5. Danny wants to become a pilot, but his parents _____.



A. Find examples of the use of *would prefer* and *would rather* in the text on page 112. Then read the examples below and answer the questions.

- I **prefer** the white trainers.
- I **prefer** wearing casual clothes **to** wearing formal clothes.
- Mona **prefers to** shop online **rather than** shop in shops.
- I'd **prefer to** buy a new smartphone **rather than** (buy) a tablet.
- I'd **rather** buy the white trainers.
- We'd **rather not** spend any more money.
- I'd **rather** shop online **than** (shop) in shops.

- Which examples show a general preference?
- Which examples show a preference in a particular situation?



B. Rewrite the sentences starting with the words given.

1. I don't want to talk to Mike right now.

I'd rather _____

2. I'd rather have some tea than coffee.

I'd prefer _____

3. Most people don't like reading in the evenings; they'd rather watch TV.

Most people prefer _____

4. I think Sultan likes swimming more than playing hockey.

I think Sultan prefers _____

5. We'd prefer to live in the countryside rather than in the city.

We'd rather _____



C. Talk in pairs. Imagine that you are flatmates and you are talking about what to buy for your new flat. Look at the items in the catalogue and decide. You have only £100 to spend. Use phrases in the box below.

Expressing preference

I prefer... because...
 I like... more than...
 I'd rather/prefer (not)...
 My first choice would be...
 I definitely think we should...
 I believe... is (not) worth it...
 If it were up to me, I'd choose...

THIS WEEK'S AMAZING OFFERS!

 game console £199 £99	 beanbag £65 £50	 giant clock ONLY £10 ONLY £10
 vacuum cleaner £239 £79	 storage boxes £7 each 5 for £30	 rug £30 £30

6 I definitely think we should get a... because we need it.

Have you looked at the price? It's a rip-off!

Oh, you're right, and we're both on a tight budget.

I'd rather... 9

Learning Standards

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

Functions

Expressing preference
Discussing products and services

Structures

prefer, would prefer, would rather

Vocabulary

beanbag game console storage box vacuum cleaner

Phrases

If it were up to me,... My first choice would be...

Grammar

A.

- Refer Ss to the text on page 112 and ask them to find examples of *would prefer* and *would rather* (e.g. *would prefer: ... we'd prefer to avoid...; would rather: ... most people would rather have...*).
- Ask Ss to read through the examples and draw their attention to the words in blue.
- Ask Ss to tell you what these sentences have in common and help them deduce that they all express some kind of preference.
- Ask Ss to read the two questions and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. b, c, g
2. a, d, e, f

KEY

- Refer Ss to the Grammar Reference (p. 143) and provide them with any further explanations concerning the syntax and uses of *prefer*, *would prefer* and *would rather*.
- Ask Ss to provide extra examples using *prefer*, *would prefer* and *would rather* to express preference. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *I / rather / go out with friends / stay at home and watch TV*).

B.

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

1. not talk to Mike right now.
2. to have some tea rather than coffee.
3. watching TV in the evenings to reading. / to watch TV in the evenings rather than read.
4. swimming to playing hockey. / to swim rather than play hockey.
5. live in the countryside than in the city.

KEY

C. S1.1

- Ask Ss to look at the items in the catalogue and their prices.
- Ask Ss to read through the phrases expressing preference and the example dialogue.
- Explain to Ss that they can also use phrases in the vocabulary activity on pages 114-115.

- In pairs, have Ss talk about what to buy for their new flat and reach a decision.
- Go around the class helping Ss when necessary. Point out to Ss that they have only got £100 to spend.
- Choose some pairs to act out the dialogue.

Suggested answer

- A:** We need to buy some things for the apartment.
B: We've only got £100, though. So, what do you suggest we buy?
A: I definitely think we should get a vacuum cleaner because we need it.
B: Have you looked at the price? It's a rip-off!
A: Well, I don't think so. It comes with a very good discount, so it's practically a bargain.
B: All right then. I don't think we can do without a vacuum cleaner, after all. But if it were up to me, I'd buy the game console.
A: I agree, but since we are both on a tight budget, we need to be more practical.
B: What do you think we should buy with the rest of the money? I think a beanbag would look nice in the living room.
A: Absolutely, but we can't afford it. I'd rather buy a rug for the sitting room than a beanbag. Look at the catalogue. It's much cheaper!
B: But we can't afford that either. We're £9 short.
A: Well, I think we can work something out for that. Maybe there are some cheaper rugs at the shop.
B: Or we can buy some storage boxes for our CDs and DVDs. We can get 5 storage boxes for £30, you know.
A: Great! So, let's go to the shop and ask for a cheaper rug, and if we can't get one, we can always buy some storage boxes instead.
B: Sounds like a good deal!

KEY

Intonation

A.

- Play the recording and ask Ss to listen and repeat.
- Tell Ss to notice the stressed words in each sentence.
- Draw Ss' attention to the explanation in brackets.
- Draw Ss' attention to the note and explain it.

B.

- Ask Ss to read through the meanings a-d.
- Play the recording and pause after each sentence so that Ss can repeat it and choose the correct answer.
- Check the answers with the class.

Sentence 1: b	Sentence 3: a
Sentence 2: d	Sentence 4: c

Listening

A. L1.1

- Draw Ss' attention to the picture and ask them to tell you what they can see (*a woman working in a call centre*).
- Ask Ss what they think the listening will be about.
- Elicit answers.
- Draw Ss' attention to the rubric.
- Explain to Ss that they are going to listen to a conversation between a man and a customer service representative and decide whether the representative's call was a successful one.
- Play the recording and have Ss listen to the conversation.
- Check the answer with the class and ask Ss to justify it.

No, it wasn't.

B. L2.1

- Ask Ss to read through the statements 1-6 and check their understanding.
- Play the recording and have Ss listen to the conversation again.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to justify them.

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

C. S1.1

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

Suggested answers

- Yes, I have. I recently bought a shirt, and when I got home I realised it was stained. I went back to the shop and complained. In the end they gave me a refund. / No, I haven't. I always check an item thoroughly before I buy it.

Intonation

A. Listen and repeat. Notice the stressed words and how the focus of the sentence changes, affecting the meaning.



- I prefer the **red** T-shirt. (not any other colour)
- I prefer the red **T-shirt**. (not any other item of clothing)
- I** prefer the red T-shirt. (not anyone else, just me)

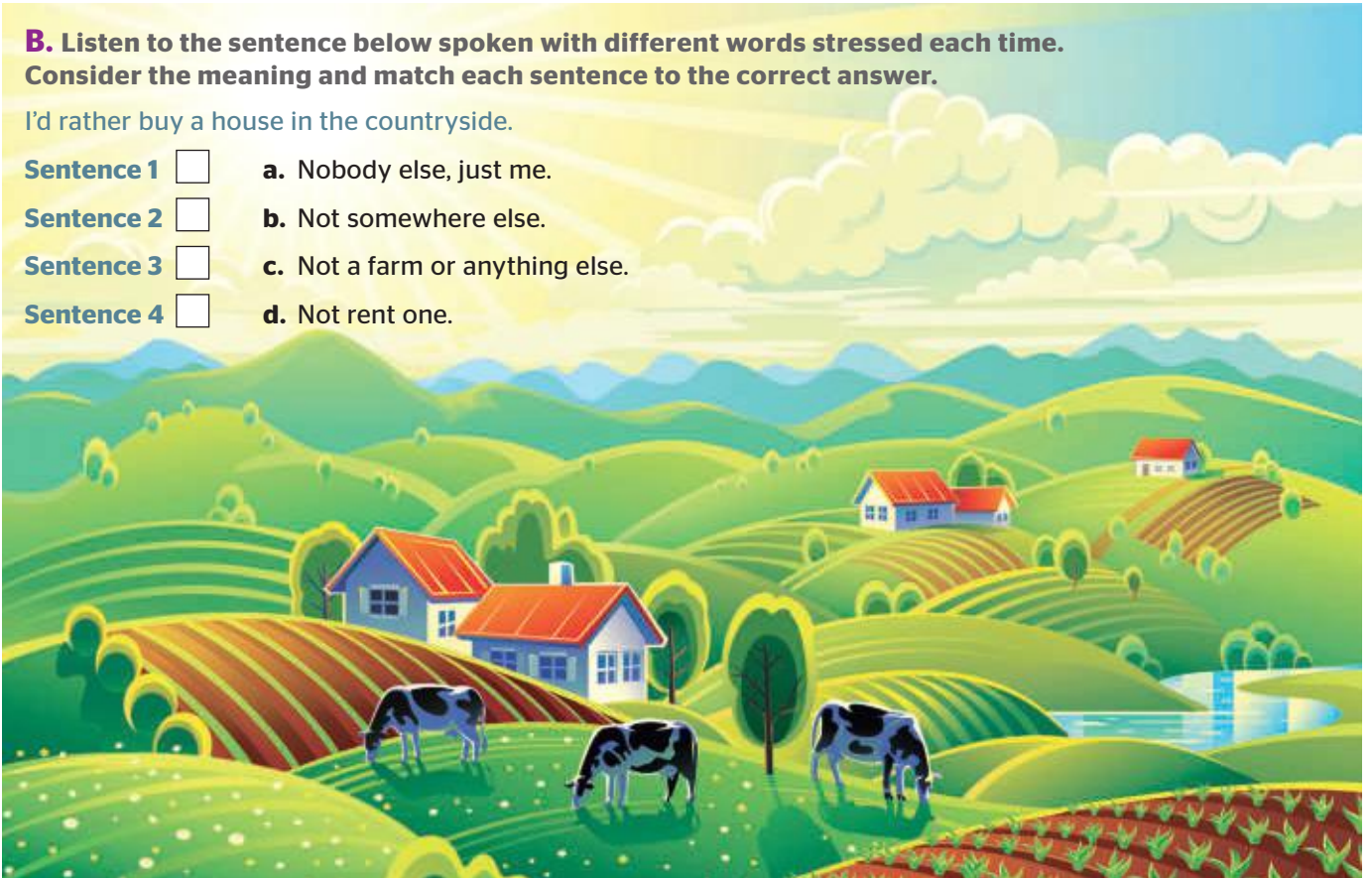


A simple sentence can have many different meanings based on the word(s) we stress.

B. Listen to the sentence below spoken with different words stressed each time. Consider the meaning and match each sentence to the correct answer.

I'd rather buy a house in the countryside.

- Sentence 1 a. Nobody else, just me.
- Sentence 2 b. Not somewhere else.
- Sentence 3 c. Not a farm or anything else.
- Sentence 4 d. Not rent one.



Listening

A.  Listen to a conversation between a man and a customer service representative. Was the representative's call successful?

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

1. The man doesn't want to have a contract with Globofone any more.
2. The man has found a cheaper alternative to Globofone.
3. The woman offers the man a free smartphone.
4. The woman gets the man's name wrong more than once.
5. The helpline is usually closed when the man calls.
6. Globofone are making improvements to their signal at the moment.

C.  Discuss in pairs/groups.

- Have you ever bought a product or used a service which you ended up being dissatisfied with? What was it? What did you do about it?



Speaking

A. Discuss the following. Use the words in the box.

- What type of books do you like reading?
- Do you have a favourite author? If yes, who is it?
- What's the most interesting book you have ever read? Why did you like it?

- fiction (e.g. *sci-fi, thriller, crime, mystery, trilogy*)
- non-fiction (e.g. *biography, travel, historical account, cookery book, journal*)
- short story collection
- poetry
- classic
- graphic novel

plot
chapter
author
characters
hero
heroine

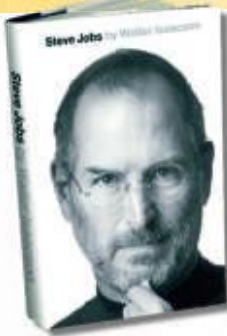
B. Talk in pairs. Read the blurbs from four different books and talk about each of them. Then decide which two books you would definitely be interested in reading, giving reasons.

MUST-READ BOOKS

Steve Jobs

Walter Isaacson (biography)

Based on more than forty interviews with Jobs, as well as interviews with more than a hundred family members, friends and colleagues, Walter Isaacson has written an in-depth biography of a man whose personality and passion for perfection changed the world of personal computing, animated films and digital publishing.



Safari Jema

Teresa O'Kane
(travel memoir)

Award-winning writer Teresa O'Kane describes her ten-month adventure during which she and her husband travel from Casablanca to Cape Town. Her book contains vivid descriptions of their various experiences as well as the breathtaking landscapes and historic locations. It also provides the reader with information about African culture.

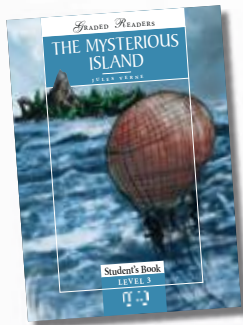


fascinating enjoyable amusing
a page-turner a good read
(un)original (un)appealing
gripping dull

The Mysterious Island

Jules Verne (adventure)

A four-year adventure begins when five men escape the American Civil War in a balloon. They find themselves on an unmapped island somewhere in the Pacific Ocean and start a new life there. Numerous dangers are at hand: the wild nature of the island, extreme weather conditions, and even pirates and an active volcano! Will the men survive this challenge? Can anyone help them get home again? Read this classic story of courage, companionship and hope and join the heroes on their adventures.

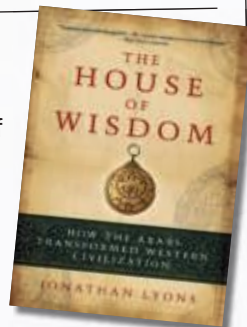


... sounds a little... so I (don't) think I'd be interested...
... seems to be...
... is (not) the type of book I'd like to read. I'd rather/prefer... because...
I don't think I'd like... as I'm not really into...
I think... would be fascinating to read because...
I would definitely read... because...
I'm (not) really into...
I can't stand...

The House of Wisdom

Jonathan Lyons (history)

The author gives a historical account of how the scientific discoveries of the Arabs were transferred to Europe and influenced European thought during the Middle Ages.



6 To me... sounds like a good read since I believe that... So, I'd be really interested in...

Well, I agree with you about..., but I think I'd prefer to read a..., such as... 9

Learning Standards

SB: S1.1, S2.3, R5.1, R2.3, W2.1, W1.1, W1.4

Functions

Talking about books

Vocabulary

a good read a page-turner account (= story)
 acquaintance author autobiography award-winning
 bestseller biography birth chapter classic
 cookery book criminal evident fiction graphic novel
 greed gripping heroine historical identity
 look out for mistreat non-fiction obstacle orphan
 perfection poetry portray poverty punish
 raise (v.) (=bring up) reader timeless trilogy vivid
 warehouse

Phrases

It appeals to all ages. Make sure you get a copy.
 Overall, I found... You will find it hard to put down.

- A:** I know what you mean, but I'm not really into fiction. I'd rather read *The House of Wisdom* by Jonathan Lyons because it describes real events. You see, I find it fascinating to read about the origins of European scientific thought.
- B:** I'm afraid that is not the type of book I'd like to read. I think I'll choose a book that better suits my personality. For example, *Safari Jema* by Teresa O'Kane sounds like a good read since I like to travel and learn about new civilisations and cultures. So, I choose *Safari Jema* and *The Mysterious Island*.
- A:** And I choose *Steve Jobs* and *The House of Wisdom*.

Speaking

A. S1.1

- Ask Ss to read through the words in the box and check their understanding.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I like reading novels, science fiction, action and adventure, fantasy books, historical books, biographies, etc.
- My favourite authors are Suzanne Collins, J. D. Salinger, Margaret Atwood, Julian Barnes, Mark Haddon, etc.
- One of the most interesting books I have ever read is '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. I really liked it because I found the story very original.

B. S1.1, S2.3, R5.1

- Ask Ss to read through the blurbs and check their understanding.
- Ask Ss to read through the suggested vocabulary and phrases and check their understanding.
- In pairs, have Ss talk about what they like and don't like about each of the books and decide on two that they would be interested in reading, presenting their reasons for their choices.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Suggested answer

- A:** To me Steve Jobs' biography by Walter Isaacson sounds like a good read since I believe that Jobs was one of the greatest figures in the world of computing. So, I'd be really interested in finding out more about him.
- B:** Well, I agree with you about Jobs, but I think I'd prefer to read an adventure, such as *The Mysterious Island* by Jules Verne. I find the whole idea of starting a new life somewhere I've never been before very exciting.

Writing

A. S1.1

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

Suggested answers

- I choose books to read on my friends' recommendation, after reading the blurbs, according to the bestseller lists, etc.
- I often read book reviews in newspapers and magazines because I find them very useful in helping me choose a book. / I never read the book reviews in newspapers and magazines because I don't usually trust the reviewers.

B. S1.1, S2.3, R5.1

- Ask Ss to look at the layout of the text and the accompanying picture and tell you what kind of text it is and what it is about (*a review of Charles Dickens' book 'Oliver Twist'*).
- Ask Ss what they know about Charles Dickens, if they have read any of his books, if they liked them, etc.
- Elicit answers.
- Ask Ss to read through the review and underline any unknown words.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

I'd be interested in reading the book because I like learning about life in the period of time that the book is set. / I wouldn't be interested in reading it because I'm not into this kind of book.

C. R2.3

- Ask Ss to read through the statements a-e and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

- Ask Ss some comprehension questions:
Who wrote the review? Neal Peansman
When was the book first published? in 1838
Where and when is the story set? in the 1830s
Who is the main character? Oliver Twist
Where is Oliver Twist raised? in a workhouse
Where does Oliver Twist go after he runs away from the workhouse? to London
What kind of people does Oliver Twist meet in London? He meets criminals who use him for their own gain, but he also meets people who show him kindness.
What happens in the end? Oliver Twist manages to discover his true identity.
Are the characters in Oliver Twist based on real people? No, they're fictional.
What are some problems of the time portrayed in the plot? poverty, hypocrisy and greed
What seems to be the most powerful theme? the foolishness of individualism
When did individualism become very intense? during the Industrial Revolution
What happens to the characters who look out for their own interests? They are punished by life.

- Explain any unknown words.

D.

- Ask Ss to read through the sentences 1-9 and check their understanding.
- Ask Ss to read through the words/phrases in the box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. award-winning	6. a good read
2. vivid	7. is set
3. bestseller	8. autobiography
4. dull	9. hero
5. appeals to all ages	

E. W2.1, W1.1, W1.4

- Ask Ss to read through the writing task and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the Writing Reference pp. 149-150, and to the Workbook pp. 103-106, and provide any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should include.
- Have Ss complete the writing plan.
- Allow Ss enough time to write their book reviews.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

Treasure Island is an adventure novel which was written by Robert Louis Stevenson and was first published in 1883.

The story follows a young boy called Jim Hawkins who finds a treasure map. He joins a crew of sailors who sail to the Caribbean to find the island and the treasure. The journey to find the treasure is exciting but dangerous. On his travels, Jim has many adventures and meets incredible characters.

Treasure Island is one of the best books I've ever read. One of the features that make this book such a page-turner is that every chapter is exciting and action-packed. The plot is excellent, and the characters and the setting are fascinating.

I would definitely recommend it to everyone who enjoys adventure. If you haven't read it, make sure you get a copy.

Writing A book review

A. Discuss in pairs/groups.

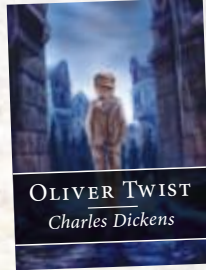
- How do you choose which books to read?
- Do you ever read book reviews in newspapers or magazines? Why? / Why not?

B. Read the review below. Would you be interested in reading this book? Why? / Why not?

Book review

by Neal Peansman

- Oliver Twist*, which is one of Charles Dickens' best-known works, was first published in 1838. In this novel the author describes the life of an orphan.
- The story is set in England in the 1830s, and begins with the birth of Oliver Twist who is the main character. He is orphaned and raised in a workhouse where he is mistreated. Eventually, he runs away and goes to London, where he meets some criminals who use him for their own gain. However, there are also people who show Oliver kindness. Oliver tries to overcome various obstacles which his acquaintances create. In the end, he even manages to discover his true identity.
- Although the characters in *Oliver Twist* are fictional, the plot portrays some existing problems of the time, such as poverty, hypocrisy and greed. There are a variety of themes throughout the novel. However, the most powerful theme seems to be the foolishness of individualism which became very intense during the Industrial Revolution. It becomes evident that the characters in the novel who look out for their own interests are the ones who are eventually punished by life.
- There is no question why *Oliver Twist* is considered a classic. If you have not read it, make sure you get a copy. It is definitely a novel worth reading.



D. Complete the sentences with the words/phrases in the box.

award-winning is set bestseller
appeals to all ages a good read vivid hero
autobiography dull

- Ernest Hemingway is a(n) _____ author.
- The _____ description of the characters brings them to life.
- This novel has been an international _____ for over a decade.
- Unfortunately, the book turned out to be a little _____.
- This is a timeless classic that _____.
- Oliver Twist* is _____ for everyone.
- The story _____ in London.
- Helen Keller's _____ is definitely worth reading.
- The _____ of the novel is a young boy named Oliver.

E. Think of a book you have recently read and would like to write a review of. Read the TIP below, and look at the Writing Reference pp. 149-150. Then go to the Workbook pp. 103-106 to plan and write your book review.



C. Read the review again and answer the questions below.

In which paragraph does the writer:

- give his/her overall opinion of the book?
- tell us who the author is?
- present the plot of the story?
- comment on the interesting features of the book?
- tell us where the story takes place?

When writing a book review:

- remember to use the Present Simple to describe the plot. Don't include too many details and don't reveal the ending.
- use a variety of adjectives to make it more interesting.

TIP

A. Circle the correct words.

- The novel I read was **gripping / worthless**. I found it hard to put down.
- There is a wide **preference / range** of fitness gadgets in this shop, so I think you will find what you need.
- The **orphan / author** is signing copies of his book at the bookshop down the street.
- I can't lend you any money because I'm **broke / conservative**.
- Ahmad bought two pairs of trainers because they were on **budget / sale**.
- It rains a lot in London, so you should take a **waterproof / wireless** coat with you.
- Pick / Raise** a number from 1 to 100.
- Abdulrahman has a very **timeless / vivid** imagination. You should hear his stories!

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

- Ali can't find his gloves anywhere. He must have _____ them. **PLACE**
- There are _____ reasons why you shouldn't quit your job. **COUNT**
- The service at that restaurant _____ me, so I am not going to eat there again. **SATISFY**
- My mother always told me never to _____ older people. **RESPECT**
- I have lots of jewellery, but it's mostly _____ junk. **WORTH**
- This article is _____. You can't lose ten kilos in three days! **LEAD**
- If Tommy continues to _____, he won't get any ice cream after dinner. **BEHAVE**

C. Complete with the correct form of the verbs in brackets.

- It's no use _____ (call) Omar. He has a class now. Remember _____ (call) him later.
- My brother promised _____ (lend) me his car this weekend. To be honest, I was afraid _____ (ask) him because he usually refuses _____ (let) me _____ (borrow) it.
- Chuck is thinking of _____ (move) to another city. However, he hasn't decided where _____ (go) yet.
- Pat believes she isn't doing enough _____ (keep) in shape. So she is considering _____ (exercise) more often.
- _____ (help) endangered species is something my uncle has done many times. This year, he's made plans _____ (help) at a bird shelter.

D. Rewrite the sentences starting with the words given.

- I'd rather have a sandwich than a proper meal.
I'd prefer _____
- Susan doesn't want to wear the yellow skirt.
Susan would rather _____
- Most people don't like working out indoors; they'd rather go jogging.
Most people prefer _____
- The doctor said that I should stay in bed for a few days.
The doctor advised _____

E. Match 1-6 with the responses a-h. There are two extra responses which you do not need to use.

- I like this book, but I'm a little short of cash.
- I'd prefer to buy the hat rather than the shirt.
- Is there something I can help you with?
- Could I try this on in purple?
- This scarf is absolutely gorgeous, but it costs a fortune!
- They say *The Storm* is a fascinating read.

- You're right. It's a rip-off.
- Yes, it was better than I expected. You should get it.
- Thanks, but I'm just browsing.
- Don't worry. I can spare some.
- Get both. Money is no object.
- I'm sorry, but it's currently out of stock.
- It appeals to all ages.
- Great! It's a steal!

Self-assessment

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

NOW I CAN...

- talk about my shopping habits
- express preference
- change the meaning of a sentence through word stress
- understand online advertisements and product reviews
- form opposites of words
- talk about books
- write a book review

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

A.

1. gripping
2. range
3. author
4. broke
5. sale
6. waterproof
7. Pick
8. vivid

KEY

B.

1. misplaced
2. countless
3. dissatisfied
4. disrespect
5. worthless
6. misleading
7. misbehave

KEY

C.

1. calling
to call
2. to lend
to ask
to let
borrow
3. moving
to go
4. to keep
exercising
5. Helping
to help

KEY

D.

1. to have a sandwich rather than a proper meal.
2. not wear the yellow skirt.
3. going jogging to working out indoors. / to go jogging rather than work out indoors.
4. me to stay in bed for a few days.

KEY

E.

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

KEY

Self-assessment

- 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.

STUDENT'S BOOK

LEARNING STANDARDS	MAIN ONCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 124
R1.1	Cooperation and participation	Reading B p. 124
R2.1	Creative and critical thinking	Reading C p. 124
R2.3	Inquiry and research	Reading D p. 125
R4.1	Communication	Reading E p. 125
R4.2	Problem-solving	Reading E p. 125
R4.1	Communication	Vocabulary p. 126
R4.2	Problem-solving	Vocabulary p. 126
S1.1	Cooperation and participation	Listening A p. 127
L3.1	Creative and critical thinking	Listening B p. 127
L2.1	Communication	Listening C p. 127
S1.1	Cooperation and participation	Listening D p. 127
S1.1	Cooperation and participation	Speaking p. 127 (p. 138)
S2.3	Inquiry and research	Speaking p. 127 (p. 138)
W1.1	Inquiry and research	Writing p. 127
S1.1	Cooperation and participation	Reading A p. 128
R1.1	Cooperation and participation	Reading B p. 128
R2.1	Creative and critical thinking	Reading C p. 129
R4.1	Communication	Reading D p. 129
R4.2	Problem-solving	Reading D p. 129
S1.1	Cooperation and participation	Reading E p. 129
L1.1	Communication	Listening A p. 131
L1.1	Communication	Listening B p. 131
W1.6	Inquiry and research	Listening C p. 131
S1.1	Cooperation and participation	Speaking A p. 131
S1.1	Cooperation and participation	Speaking B p. 131
S2.2	Inquiry and research	Speaking B p. 131
S2.3	Inquiry and research	Speaking B p. 131
S1.1	Cooperation and participation	Speaking C p. 131
S2.2	Inquiry and research	Speaking C p. 131
S1.1	Cooperation and participation	Writing A p. 132
R2.3	Inquiry and research	Writing C p. 132
W2.1	Problem-solving	Writing E p. 133
W1.1	Inquiry and research	Writing E p. 133
W1.3	Creative and critical thinking	Writing E p. 133
S1.1	Cooperation and participation	Culture page A p. 135
R1.1	Cooperation and participation	Culture page B p. 135
R2.1	Creative and critical thinking	Culture page C p. 135
L2.1	Communication	Task A p. 136
S1.1	Cooperation and participation	Task B p. 136
S2.3	Inquiry and research	Task B p. 136

S1.1	Cooperation and participation	Task C p. 136
W1.1	Inquiry and research	Task C p. 136
W1.6	Inquiry and research	Task D p. 136
S2.5	Inquiry and research	Task D p. 136
WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Communication	Activity C p. 119
R2.1	Creative and critical thinking	Activity D p. 120

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

10a (pp. 124-125)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little 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)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

10a (pp. 126-127)

- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (S1.1)
- guess independently the meaning of unknown words important for comprehension from available clues in longer, more complex texts (L3.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- communicate with a little support a personal response to real and fictional events (W1.1)

10b (pp. 128-129)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little 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)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

10b (pp. 130-131)

- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- ask about and explain independently more complex processes and ideas (W1.6)
- communicate with a little support a personal response to real and fictional events (S1.1)
- explain with a little support their attitude towards the character of a real or fictional person (S2.2)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)

10b (pp. 132-133)

- communicate with a little support a personal response to real and fictional events (S1.1)
- recognise and identify with a little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- communicate with a little support a personal response to real and fictional events (W1.1)
- explain with a little support their attitude towards the character of a real or fictional person (W1.3)

Culture page (p. 135)

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

Task modules 9 & 10 (p. 136)

- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- communicate with a little support a personal response to real and fictional events (W1.1)
- ask about and explain independently more complex processes and ideas (W1.6)
- ask about and explain independently more complex processes and ideas (S2.5)

10 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB

Vocabulary

challenging fearless monotonous tempting terrifying
thrilled uneasy

- Ask Ss to look at the pictures on the page and tell you what they can see.
- Elicit answers (*free-time activities which need skills or are dangerous*).
- Draw Ss' attention to the title of the module and ask them to deduce its meaning by relating it to the pictures.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and check their understanding.
- Help Ss to deduce the meaning of the adjectives in black.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- As I'm not an adventurous person, I think that taking risks is scary and dangerous since many things can go wrong.
- I find fishing very enjoyable because it's an activity I do with my dad and my brother.
I think sand dune bashing is an unforgettable experience.
In my opinion, parachuting is terrifying. You see, I'm afraid of heights.
In my opinion, mountain biking is risky because if you aren't strong enough and you don't have good balance, you could fall and hurt yourself.
- I think that the person who is holding the big fish must be thrilled about catching such a fish. Actually, I think I would feel the same way.
The driver of the car must be thrilled, too, going up and down the sand dunes. However, I would probably feel a bit anxious that the car might overturn.
The man with the parachute must be fearless and I would feel the same way being so high in the sky.
The man who is mountain biking seems to be thrilled, but I think I would feel anxious and uneasy about falling.

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

10 That's Challenging



fishing



sand dune bashing



mountain biking



parachuting

In this module you will learn...

- to talk about extreme activities and taking risks
- to report statements, questions, commands and requests
- prepositional phrases with 'in' and 'out of'
- to talk about staying in shape
- collocations with 'lose' and 'miss'
- to write an article describing a person

Discuss:

- Do you think that taking risks is exciting, scary or just dangerous?
- Look at the pictures. How would you describe the activities shown? Use the words below.
enjoyable , tempting , stressful ,
monotonous ,
terrifying , risky , unforgettable
- How do you think the people in the pictures are feeling? How would you feel? Use the words below.
terrified , thrilled , anxious ,
fearless , uneasy

Reading

A. Look at the picture and answer the questions.

- Where do you think the man and the child are?
- What dangers are they facing?

B. Read the text quickly and check your answers in activity A.

C. Read again and answer the questions. Choose a, b, c or d.

1. What is characteristic of the landscape?
 - a. It is always covered with grey dust.
 - b. It consists only of enormous plains.
 - c. It combines various natural features.
 - d. It is inhabited by a wide variety of animal species.
2. The pathway proves that
 - a. the man was not alone.
 - b. there was no reason to despair.
 - c. other travellers had found water.
 - d. other travellers had tried to cross the desert.
3. What conclusion do we reach after reading the description of the traveller?
 - a. He is very weak.
 - b. He is sixty but looks forty.
 - c. He is tired but feels optimistic.
 - d. He has a strong chance of survival.
4. What do we learn about the girl?
 - a. She is dying.
 - b. She is big for her age.
 - c. She has injured herself badly.
 - d. She is healthier than the man.
5. It is evident from the passage that
 - a. the man doesn't care about the girl.
 - b. the man is concerned about the girl.
 - c. the girl's mother is going to join them.
 - d. the man is sure that everything is going to be alright.



Somewhere in the centre of the great North American Continent, there is a dry and **inhospitable** desert, which has for many years prevented the spread of civilisation. This miserable and **barren** landscape combines mountains, valleys, rivers and enormous plains, which in winter are white with snow, and in summer grey with dust.

A lonely traveller stood on the northern slope of the Sierra Blanco, from where he could see this huge land of **miserable** nothingness. He looked at the great, flat plainland and the chain of mountain peaks on the horizon in despair. There was no sign of life, no movement on the dull, grey earth, and no sound to break the **absolute** silence. As he looked down, he saw a pathway that stretched across the desert. This was the path that so many adventurers had taken in the hope of finding water. But what became of them was clear, as here and there were white objects which shone in the sun and stood out against the grey sand. They were bones: some large and some small. They belonged to oxen and men.

It is difficult to say if the traveller was nearer to forty or to sixty. His face was thin and worn; his eyes were sunken in his head; the hand which held the rifle was like a skeleton's. It was clear that he was dying – dying from hunger and from thirst. He had climbed here in hope of seeing some signs of water, but there was none and so he realised that his journey had come to an end and that he was about to die.

Before sitting down, he put his useless rifle and a large bundle, which he was carrying with **immense** difficulty, on the ground. The minute the bundle touched the ground, a cry was heard and a small, scared face, with bright, brown eyes appeared from it. 'You've hurt me!' said a child's voice.

'Have I?' the man asked gently, 'I didn't mean to.' As he spoke, he unwrapped the grey blanket that held the bundle together and took out a little girl of about five years of age. The child was pale and weak, but her healthy arms and legs showed that she had suffered less than her companion.

'How is it now?' he asked anxiously, as she was still rubbing the back of her head.

'Kiss it and make it well,' she said showing the injured part to him. 'That's what mother used to do. Where's mother?'

'Mother's gone. I guess you'll see her before long.'

'Funny she didn't say goodbye. She's been gone for nearly three days! Say, it's very dry, isn't it? Isn't there any water or anything to eat?'

'No, there isn't anything, dearie. You'll just need to be patient for a while, and then you'll be all right. Put your head up against me like that, and then you'll feel better.'

After she had done that, the child fell asleep. He watched over her for some time, but then he too fell asleep.

Far away in the distance a cloud of dust began to rise and as it came nearer to where the child and man were sleeping, it became clear that a group of nomads was heading in their direction.

Learning Standards

SB: S1.1, R1.1, R2.1, R2.3, R4.1, R4.2

Functions

Understanding and appreciating literary techniques

Vocabulary

absolute amongst cross (v.) horizon immense inhabit inhospitable miserable pale pathway plain (n.) rifle rub (v.) sand spread (n.) stretch (v.) survival unwrap

Prepositional phrases

in a row in charge of in despair in general in particular in person in / out of control in / out of danger in / out of order in / out of shape in / out of sight in / out of trouble in / out of use out of breath out of date out of one's mind out of one's reach out of the ordinary out of the question out of work

Reading

A. S1.1

- Ask Ss to look at the picture accompanying the text and ask them to tell you what they think the text is about.
- Elicit answers.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I think they're somewhere in the desert.
- I think that the main danger they are facing is not being able to find food or water and therefore becoming too weak to walk. Another danger may be that they might not be able to find shelter in the desert. This means that they would not be protected from extreme weather conditions or from dangerous animals or unfriendly people.

B. R1.1

- Ask Ss to look at the layout of the text and tell you what it is and where it may appear (*an extract from a book*).
- Ask Ss to read through the text and check their answers in activity A.
- Ask Ss to underline unknown words.
- Ask Ss some comprehension questions:

Where is the desert? somewhere in the centre of the great North American Continent

What does this landscape combine? mountains, valleys, rivers and enormous plains

Where did the lonely traveller stand? on the northern slope of the Sierra Blanco

What could he see from there? a huge land of miserable nothingness

What did he see as he looked down? He saw a pathway that stretched across the desert.

What were the objects which shone in the sun and stood against the grey sand? They were bones.

Who did the bones belong to? They belonged to oxen and men.

Was it easy to tell how old the traveller was? No, it wasn't.

What did the traveller look like? His face was thin and worn; his eyes were sunken in his head; and the hand which held the rifle was like a skeleton's.

What was clear about the man? that he was dying

What was he dying from? He was dying from hunger and

from thirst.

Why had he climbed there? He had climbed there in hope of seeing some signs of water.

What did he realise? that his journey had come to an end and that he was about to die

What was the man carrying? a rifle and a large bundle

Who was inside the bundle? a girl

How old was the girl? She was about five years old.

What did she look like? She was pale and weak, but had healthy arms and legs.

Where was she hurt? at the back of her head

How long has the girl's mother been gone? nearly three days

Who was heading in the direction of the man and the child? a group of nomads

C. R2.1

- Ask Ss to read through the questions 1-5 and the corresponding answer choices and check their understanding.
- Have Ss do the activity and justify their answers. To help **lower performing Ss**, tell them in which part of the text they will find the answer (e.g. *1st question: lines 1-6*).
- Check the answers with the class.

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

KEY

D. R2.3

- Draw Ss' attention to the note. Point out that it presents three literary techniques and explain to Ss that literary techniques are used in literature to create an effect.
- Read the note and explain it to the Ss.
- Draw Ss' attention to the first question.
- Ask Ss to read lines 1-6 in the text, which is a description of the place where the story takes place. Then ask them to read lines 30-37, where there is direct speech.
- Ask Ss the following question: *Which part of the story made you feel like you were actually taking part in it?*
- Elicit answers.
- Draw Ss' attention to the second question.
- Refer Ss to the part of the text mentioned in the question and ask them to read it.
- To help **lower-performing Ss**, ask them to underline the following phrases in the extract: *the man asked gently, 'I didn't mean to'* (line 34), *he asked anxiously* (line 40), *'Kiss it and make it well... That's what mother used to do'* (lines 42-43), *'there isn't anything dearie'* (line 49).
- Ask Ss the question and elicit answers.
- Draw Ss' attention to the third question.
- To help **lower-performing Ss**, ask them to underline the following exchange in the extract: *'Where's mother?' 'Mother's gone. I guess you'll see her before long.' 'Funny she didn't say goodbye. She's been gone for nearly three days!'* (lines 43-47).
- Ask Ss the fourth question and have them answer it.

1. The Direct Speech creates a sense of immediacy in the reader and makes him/her feel as if they are taking part in the story.
2. The girl's parents seem to be caring people who treat her well.
3. The girl's mother has probably died because the girl says she did not say goodbye to her, and the man tells the girl that she will see her mother before long.
4. d

E. R4.1, R4.2

- Refer Ss to the highlighted words 1-5 in the text.
- Ask Ss to read through the meanings a-e and check their understanding.
- Advise Ss to look for clues in the text to help them deduce the meaning of the words.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Have Ss do the activity.
- Check the answers with the class.

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

- Explain any unknown words.

Vocabulary

- Draw Ss' attention to the table.
- Point out to Ss that the words in the table are accompanied by *in* and/or *out of* to form prepositional phrases.
- Ask Ss to read through the table. Point out to them that *in* and *out of* are opposites in some cases (third column), but this is not always the case (We can say: *in person* but not: *out of person*).

- Provide Ss with any necessary explanations.
- Ask Ss to read through the sentences 1-7 and have them do the activity.
- Check the answers with the class.

- | | |
|--------------|---------------|
| 1. out of | 5. control |
| 2. order | 6. date |
| 3. charge of | 7. particular |
| 4. reach | |

- Ask Ss to write some sentences using the rest of the prepositional phrases in the table. This will challenge **higher-performing Ss**.
- To give **lower-performing Ss** extra practice, write a few sentences on the board using the prepositional phrases, leaving a blank space for the preposition and ask Ss to complete the sentences.

Language plus

in case (of) = if sth happens

in general = usually, in most situations

in particular = especially

in charge of = responsible for

in person = go somewhere and do sth yourself

in despair = feeling that nothing can be done to improve an unpleasant situation; feeling hopeless

in a row = being next to one another in a line

out of work = unemployed

out of breath = having difficulty breathing after intense activity

out of the question = sth that can't possibly happen

out of one's mind = to be unable to think or behave in a normal way / to become crazy

out of date = old-fashioned; not containing the most recent information

out of the ordinary = unusual, exceptional

out of (one's) reach = not having easy access

in / out of danger = likely/unlikely to get injured/killed

in / out of control = to become possible/impossible to direct or deal with sth

in / out of sight = to be seen / not to be seen

in / out of trouble = to be in / out of a dangerous or difficult situation

in / out of use = (not) being used

in / out of shape = being in good/bad physical condition

in / out of order = (not) arranged correctly, neatly

out of order = not working properly

D. 📖 Read the note and answer the questions.

The writer of the story uses the following techniques:

- **Foreshadowing:** giving the reader a hint of what will happen later
- **Cliffhanger:** ending a chapter or an episode in suspense
- **Direct Speech:** citing the character's exact words in quotation marks

1. What effect does the Direct Speech have on the reader?
2. From the exchange between the man and the girl (lines 32-51), what can you infer about the character of the girl's father and mother?
3. From the same exchange as above, what assumptions can you make about what has happened to the girl's mother?
4. The story ends in a cliffhanger. What are you led to believe may happen?
 - a. The nomads will get lost in the desert.
 - b. The man and the girl may never wake up.
 - c. The girl's mother will return with the nomads.
 - d. The man and the girl may be saved by the nomads.

E. 🗝️ Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary. See *Using a Dictionary*, p. 156.

- | | | |
|-----------------|--------------------------|-------------------------------|
| 1. inhospitable | <input type="checkbox"/> | a. great |
| 2. barren | <input type="checkbox"/> | b. complete |
| 3. miserable | <input type="checkbox"/> | c. not pleasant to live in |
| 4. absolute | <input type="checkbox"/> | d. causing unhappiness |
| 5. immense | <input type="checkbox"/> | e. dry and without any plants |

Vocabulary

Look at the prepositional phrases in the table and circle the correct words in the sentences 1-7.

IN	OUT OF	IN / OUT OF
case (of)	work	danger
general	breath	control
particular	the question	sight
charge of	one's mind	trouble
person	date	use
despair	the ordinary	shape
a row	(one's) reach	order

1. We waved until the car was **in / out of** sight.
2. You can't use the lift. It's out of **order / control**.
3. I'd like to speak to whoever is in **charge of / person** the project.
4. Keep chemicals out of children's **reach / danger**.
5. The police are once again in **trouble / control** of the situation.
6. This map is out of **use / date**. We should get a newer one.
7. Nasser loves extreme sports, skydiving in **general / particular**.



Grammar Reported Speech: Statements → pp. 143 - 144

A. Read the examples of Direct Speech from the text and notice how they have changed in Reported Speech. Then complete the table and answer the questions.

- 'You've hurt me!' → The girl told the man that he had hurt her.
 'I guess you'll see her before long.' → The man told the girl she would see her mother before long.
 'No, there isn't anything to eat, dearie.' → The man said that there wasn't anything to eat.

Present Simple	→	
Present Progressive	→	Past Progressive
Past Simple	→	Past Perfect Simple
Present Perfect Simple	→	
will	→	
can	→	could
may	→	might
must	→	had to



1. When do we use Reported Speech?
2. Which words change in Reported Speech?
3. What's the difference between *say* and *tell*?

B. Complete the sentences using Reported Speech.

1. 'I may go and visit my uncle next week,' Tony said.
Tony said _____
2. 'I haven't seen that documentary yet,' Hessa said to me.
Hessa told _____
3. 'I don't know what time I will be home this evening,' Diana told us.
Diana informed us _____
4. 'Hamad is thinking of taking up a new hobby,' Tariq said to Mousa.
Tariq told _____

Vocabulary

Read the dialogue and match the phrases in bold with their meanings. Then check your answers in a dictionary. See *Using a Dictionary*, p. 156.

A: Let's **grab a bite to eat** before we go to our science lesson.

B: No, I'm really overweight, and **I can't take it any more**.

A: You should increase the amount of exercise you get. Come to the gym with me.

B: **It had crossed my mind**, but the last time I lifted weights, I pulled a muscle in my back.

A: That's because you didn't warm up. You need to do gentle stretching exercises first so that you don't injure your muscles.

B: No, **I'll pass**. I don't think I'm a gym person. I don't enjoy weight training or running on the treadmill.

A: How about rowing? Rowing is fun and good exercise, too. **You kill two birds with one stone**. They have classes **every other day**.

B: Sounds too good to be true. **I ran into** Andy the other day and he told me his rowing class is a pretty tough workout.

A: It's so much fun you don't realise you're exercising. You see, you'll **get the hang of** the moves after a few times.

B: Sounds like **a piece of cake**.

A: Yeah, maybe too much cake's the reason you need to go to the gym in the first place!

1. meet by chance

2. learn how to do sth

3. I had thought about it

4. sth that is very easy to do

5. every two days, once in two days

6. I can't put up with a situation any more

7. to eat sth quickly because you are in a hurry

8. to say that you don't like sth and you won't try it

9. to achieve two things at the same time with one action

Learning Standards

SB: R4.1, R4.2, S1.1, L3.1, L2.1, S2.3, W1.1

Functions

Reporting
Talking about staying in shape
Talking about spare-time activities

Structures

Reported Speech: Statements

Vocabulary

amaze award (v.) BBQ beforehand buffet certificate circus demonstration driving licence dune ethnic every other day grilled food in advance lift weights move (n.) overweight participant performer pull a muscle refreshments roll over run into specific steering wheel stretching exercises treadmill warm up weight training workout

Phrases

a piece of cake cross one's mind grab a bite to eat I can't take it any more. I'll pass. kill two birds with one stone

Grammar

A.

- Ask Ss to read through the examples.
- Write at least three more examples of statements in Direct Speech on the board and the same statements in Reported Speech.
- Check Ss' previous knowledge of the differences between Direct and Reported Speech (*in Direct Speech we repeat the exact words that someone said and the speaker's words are in quotation marks - in Reported Speech we report the meaning of what somebody said, but without using the exact words*).
- Have Ss complete the table by referring to the examples above it and the examples you wrote on the board.
- Check the answers with the class.

Present Simple	→	Past Simple
Present Progressive	→	Past Progressive
Past Simple	→	Past Perfect Simple
Present Perfect Simple	→	Past Perfect Simple
will	→	would
can	→	could
may	→	might
must	→	had to

- Draw Ss' attention to the questions 1-3 and have them answer them.
- Check the answers with the class.

1. We use Reported Speech when we want to report the meaning of what someone said.
2. Tenses, personal pronouns, possessive adjectives and some time words/expressions change in Reported Speech.
3. We use *say* when there is no indirect object whereas we use *tell* when there is an indirect object.

- Refer Ss to the Grammar Reference (pp. 143-144) to study the changes and provide them with any further explanations and/or clarifications.
- Ask Ss to provide extra examples of Reported Speech. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them examples in Direct Speech and ask them to turn them into Reported Speech.

B.

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

1. ... he might go and visit his uncle the following week.
2. ... me that she hadn't seen that documentary yet.
3. ... that she didn't know what time she would be home that evening.
4. ... Mousa that Hamad was thinking of taking up a new hobby.

Vocabulary R4.1, R4.2

- Ask Ss to read through the dialogue. Alternatively, choose a pair to read out the dialogue while the others follow in their books.
- Ask Ss to tell you where the dialogue is taking place, who the people are, what they are talking about, etc.
- Elicit answers (e.g. *two university students are talking about how they can stay in shape*).
- Draw Ss' attention to the phrases in bold.
- Help Ss deduce the meaning of the phrases from the context of the dialogue.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Check the answers with the class and explain any other unknown words.

1. run into
2. get the hang of sth
3. It had crossed my mind
4. a piece of cake
5. every other day
6. I can't take it any more
7. grab a bite to eat
8. I'll pass
9. You kill two birds with one stone

- Ask Ss to write short exchanges containing the phrases presented in the activity. This will challenge **higher-performing Ss**.
- To give **lower-performing Ss** extra practice, write several exchanges on the board, leaving a blank space for the phrase, and give them two options to choose from to complete the sentences.

Listening

A. S1.1

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

Suggested answers

- Sand dune bashing is an activity which involves driving up and down sand dunes at different speeds.
- I find sand dune bashing absolutely thrilling. At the same time, I think it's a rather difficult activity, and you need to be quite adventurous to try it.
- I have seen sand dune bashing many times, but I have never tried it myself.

KEY

B. L3.1

- Explain to Ss that they are going to listen to two extracts taken from a documentary about sand dune bashing and that they should decide what the words in bold mean.
- Ask Ss to read the words 1 and 2.
- Ask Ss to read through the definitions underneath the words and make sure they understand everything.
- Play the recording and have Ss listen to the first extract carefully and choose the correct definition.
- Play the recording again if necessary.
- Follow the same procedure with the second word.
- Check the answers with the class.

1. a, 2. b

KEY

C. L2.1

- Ask Ss to read through the questions 1-4 and the corresponding answer choices and check their understanding.
- Play the recording and have Ss listen to the whole documentary carefully and answer the questions.
- Alternatively, to challenge **higher-performing Ss**, you may change some questions from multiple choice to open-ended. Write the questions on the board (without the options) and ask Ss to cover Activity C in their books, listen and answer the questions. Then ask them to uncover the activity and answer the rest of the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

KEY

D. S1.1

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

Suggested answers

- I think that the greatest danger inexperienced drivers will have to face during sand dune bashing is that the car might roll over.
- I've tried bungee jumping, and I loved it!

KEY

Speaking S1.1, S2.3

- Refer Ss to the Speaking Activities section on page 138.
- Ask Ss if they have heard of activity gifts, if they know what they are, etc.

- Elicit answers and point out to Ss that activity gifts are alternative gifts which engage people in various activities they enjoy.
- Ask Ss to read through the three advertisements for activity gifts and check their understanding.
- Ask Ss which activity gift they would choose for themselves and which one they would choose for their partner.
- Elicit answers.
- Ask Ss if they can think of any other activity gifts for themselves and for their partners.
- Elicit answers.
- Ask Ss to look at the pictures of the three people and read through their profiles and check their understanding.
- Ask Ss to read through the phrases in the box and check their understanding.
- Have Ss do the activity in pairs and go around the class helping them when necessary.
- Choose some pairs to present their ideas in class.

Suggested answer

I think that the Circus School would be the most appropriate for Andy because he seems to love sports and is into extreme physical activities like parkour and skateboarding. For this reason, he is likely to enjoy learning how to do acrobatic tricks. What he learns is also sure to help him become more skilled at parkour. Besides this, classes are at the weekend, which is better for him because he is still in school. As for the BBQ buffet lunch, he may dislike meat but he can easily eat what goes with it. Regarding the other activities, he is too young to take part in the Drive an F1 car activity, even though he would enjoy it, and he is too active and energetic to enjoy spending so much time in a kitchen.

I think that the Ethnic Cooking Class would be the most suitable for Amy because she likes travelling. For this reason, she is likely to appreciate learning how to cook cultural dishes. The fact that she dislikes exercise means that she would not enjoy the Circus School activity. Furthermore, even though driving an F1 car is a unique experience, I don't think that she would be enthusiastic about it. You see, she dislikes speed, so it will probably be scary for her.

Well, since Mohammed dislikes sports and flying, he wouldn't enjoy the Circus School. He is also not likely to enjoy attending a cooking class as one of his dislikes is grilled food. I think that the Drive an F1 car activity would be the most appropriate for him. Some people might be put off by the risk and speed involved in driving an F1 car but he likes roller coasters, so he is sure to enjoy this activity. The fact that this activity is available on specific dates is also not a problem because firefighters work shifts, which means that he will be able to fit it into his schedule.

KEY

Writing W1.1

- Explain to Ss that they should choose one of the people from the Speaking Activity and write an email to him/her suggesting one of the activities presented there.
- Refer Ss to the Speaking Activities section on page 138.
- Remind Ss how to start and end an informal email.
- Allow Ss some time to write their emails. Allow them to use their ideas from the Speaking Activity.
- Choose some Ss to read out their emails.

For suggested answers, see 10a Writing on page 171.

KEY

Listening

A. Discuss in pairs/groups.

- What do you know about sand dune bashing?
- What do you think of this activity?
- Have you ever tried or seen sand dune bashing?



B. Listen to two extracts taken from a documentary about sand dune bashing. What do the following words mean?

1. dune

- a. hill
- b. plain

2. roll over

- a. crash
- b. overturn



C. Listen to the documentary and answer the questions.

1. Sand dune bashing is suitable for people
 - a. who are adventurous.
 - b. whose cars can slide easily.
 - c. who do not like riding roller coasters.
 - d. who have lots of free time during the weekend.
2. A car used for sand dune bashing must have wide tyres
 - a. so that the car can get to the top.
 - b. so that the car can sink in the sand.
 - c. so that the car stays on top of the sand.
 - d. so that the car doesn't fall back down the dune.
3. Inexperienced drivers should
 - a. avoid going on a desert safari.
 - b. only learn how to avoid getting stuck.
 - c. learn how to roll the car over in the sand.
 - d. develop their driving techniques before driving on higher dunes.
4. Turning your car around suddenly on a dune will cause you to
 - a. roll over.
 - b. lose speed.
 - c. fall back down.
 - d. sink in the sand.

D. Discuss in pairs/groups.

- What do you think is the greatest danger inexperienced drivers will have to face during sand dune bashing?
- What other extreme sports do you enjoy doing? Why?

Speaking

  Talk in pairs. Go to the Speaking Activities section on page 138.

Writing

Imagine you are friends with one of the people in the Speaking Activity. Write an email to him/her suggesting one of the activities from the Speaking Activity.

Reading

A. Discuss in pairs/groups.

- Do you like playing video games? Why? / Why not?
- Are they a popular form of entertainment in your country?

B. Read the text *Level 9: Castle Idnárpila* quickly. What is its purpose?

- to advertise a game
- to summarise a story
- to lead the reader step by step through a process



Will's Ultimate Walkthrough Site

Games | Games guides | Web games | News | Videos | Reviews



Level 9: Castle Idnárpila

This next level is pretty easy compared to the previous levels, so you don't need to be an expert gamer. It's a short part of the **quest**, but only if you know where to go. If you start **wandering** around the castle, you could be there for hours.

Follow the trail along the coast until you reach the castle. Approach from the south, **dismount** from your horse and proceed cautiously towards the castle. First, you need to reach the closest tower, but do not attempt to climb the steps. It's a **trap**. As soon as you're halfway up, soldiers come from in front and behind and **surround** you. There's no escape. So, your best option is to get across the river and climb up the rocks to the tower. However, don't make the mistake of entering the water because there are piranhas in the river. They won't kill you, but they will reduce your strength and you need all of it to climb to the tower.

Take your time as you're climbing up. However, you may attract the attention of the guard. He won't attack you, but he will go and get more guards, so you'd better be quick after that. You have no time to lose!

Once at the tower, don't enter it. Grab onto the ledge of the bridge and move across. You need to be careful with the controls, and you need good **reflexes** at this stage. Make sure you don't fall into the water. Once on the other side of the bridge, be careful. There are four guards in the windmill. Climb to the top of the windmill without attracting their attention. There, you will find the emerald key, which you will need for the next level.

[next level walkthrough >](#)

Comments:



Joe44: Hi, Will. I love this game. The **sequel** is so much better than the original. I hope they turn it into a multiplayer online game in the future. Great job on the walkthrough BTW. I was really struggling with level 7 until I found your site. I was trying to kill that **dragon** with my bow and arrow, but there was no way. I would never have thought about using my sword. Amazing! But now, I can't get past level 9. I've found a good place to jump over the river, so no problem there. But every time I enter the tower, I wake up the guard and I lose a life. Any suggestions? I've heard there are some good cheats for this game, but I try to avoid using them generally. It ruins the game for me. Get back to me whenever you can.

Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2

Functions

Talking about video games
Talking about instructions and procedures

Vocabulary

bow and arrow cautiously compared to controls dismount dragon guard halfway imaginary lose a life lose contact lose interest in lose one's patience lose one's temper miss a meal miss a meeting / an appointment multiplayer no time to lose proceed reflexes sequel soldier stage step by step summarise surround sword tail tale trail (n.) trap (n.) trick (v.) walkthrough wander windmill wing

Reading

A. S1.1

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

Suggested answers

- Yes, I do, because video games are well-designed, exciting, help you escape from routine and allow you to join a virtual world for a while. / No, I don't, because I can't stand being in front of a screen for so many hours. They can be very addictive, violent and prevent you from socialising.
- Computer games are indeed a popular form of entertainment in my country and lots of young people play them for hours on end. They join online communities and take part in video game tournaments and competitions.

KEY

B. R1.1

- Ask Ss to look at the layout of the text and tell you what it is (*a website*).
- Ask Ss to read through the *Level 9: Castle Idnárpila* part of the text and underline any unknown words at the same time.
- Ask Ss to read through the statements a-c and check their understanding.
- Ask Ss the question in the rubric.
- Check the answer with the class.

The purpose of the first part of the text is **c. to lead the reader step by step through a process.**

KEY

- Ask Ss to tell you what kind of website it is (*a walkthrough website*).
- Make sure that all Ss understand what a *walkthrough website* is.

Background knowledge

In **walkthrough sites** people who are experts in video games write tips, information and explanations to show other people who get stuck at various levels of video games what to do so as to get past them and improve their performance.

- Ask Ss to tell you if they have ever read a similar website, what other similar websites they know of, etc. and elicit answers.

- Ask Ss to read through the *Comments* part of the text and underline any unknown words at the same time.
- Ask Ss to tell you how the two parts are related.
- Elicit the answer that the first part is Will's answer (*the person who runs the walkthrough site*) to Joe44's comment about the video game.
- Ask Ss some comprehension questions:

What's the castle in Level 9 called? Idnárpila

What is level 9 like compared to the previous ones? It's pretty easy.

Do you need to be an expert gamer to play it? No, you don't.

What will happen if you start wandering around the castle?

You could be there for hours.

Where will the trail along the coast lead you to? It'll lead you to the castle.

Once you approach the castle, what should you do? You should dismount from your horse and proceed cautiously towards it.

How should you try to reach the tower? You should get across the river and climb up the rocks to the tower.

What's in the river? piranhas

Should you try to climb up the tower as fast as possible? No, you shouldn't.

Once you are at the tower, should you enter it? No, you shouldn't.

What should you do once you are there? You should grab onto the ledge of the bridge and move across.

What will you need to find for the next level? the emerald key

Does Joe44 love this video game? Yes, he does.

What does he think about 'Tales of Simiaz II'? that it's better than the original

What does he hope they turn it into in the future? a multiplayer online game

Does he find the walkthrough helpful? Yes, he does.


In level 9, has he managed to jump over the river? Yes, he has.

Does he want to use cheats? No, he doesn't.

Why not? Because they ruin the game for him.

Language plus

BTW = By The Way

C. R2.1 

- Divide Ss into small groups. Make sure there are both **higher-performing** and **lower-performing Ss** in each group.
- Give Ss the following steps from the walkthrough as to how to complete level 9 and ask them to put them in the correct order. This will help **lower-performing Ss** understand the walkthrough better. Explain to Ss that the two final steps are missing and that they should write them. This will challenge **higher-performing Ss**.
Steps to complete level 9
- a. Don't enter the tower. _____
- b. Take the trail along the coast that leads to the castle.

- c. Hold onto the ledge and cross the bridge to get to the windmill. _____
- d. Go to the closest tower by crossing the river but without getting into the water. _____
- e. Approach the castle from the south with caution. _____
- f. Climb up the rocks to the tower. _____
- g. _____
- h. _____
- Check the answers with the class (**1. Take the trail along the coast that leads to the castle., 2. Approach the castle from the south with caution., 3. Go to the closest tower by crossing the river but without getting into the water., 4. Climb up the rocks to the tower., 5. Don't enter the tower., 6. Hold onto the ledge and cross the bridge to get to the windmill., 7. Climb up the windmill to its top., 8. Take the emerald key.**).
- Ask Ss to read through the questions 1-8 and check their understanding.
- Have Ss do the activity. To help **lower-performing Ss**, give them options to answer questions 7 and 8 (question 7: a. He used his sword to kill the dragon. b. He used his bow and arrow to kill the dragon., question 8: a. He gets into the water. b. He goes into the tower.).
- Check the answers with the class.

HEY

1. If you don't know where to go and start wandering around the castle.
2. Soldiers come from in front and behind and surround you.
3. The piranhas in the river will reduce your strength which you need to climb to the tower.
4. You may attract the attention of the guard, who will not attack you, but he will go and get more guards, so you'll have to be quick after that.
5. You need to be careful with the controls and you also need good reflexes.
6. You should climb to the top of the windmill without attracting the attention of the four guards.
7. He was trying to kill the dragon with his bow and arrow instead of using his sword.
8. He enters the tower, he wakes up the guard and loses a life.

D. R4.1  , **R4.2** 

- Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of these words from the context of the sentences they are in.

- Ask Ss to read through the meanings a-h and check their understanding.
- Ask Ss to go to the *Using a Dictionary* section on page 156.
- Have Ss do the activity.
- Check the answers with the class.

HEY

1. d, 2. h, 3. f, 4. a, 5. g, 6. c, 7. e, 8. b

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. S1.1 

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

HEY

Suggested answers

- Yes, I would very much like to play this video game because it seems very adventurous, exciting and challenging, since you have to think carefully before you make a move. / No, I wouldn't be interested in playing this video game because there is nothing original about it and it is also a little bit violent.
- open

Vocabulary

A.

- Ask Ss to read through the two sentences and draw their attention to the collocations with the verb *lose* (*time to lose, lose a life*).
- Ask Ss if they know of any other collocations with the verb *lose*.
- Elicit answers.
- Ask Ss if they know of any collocations with the verb *miss*.
- Elicit answers.

B.

- Ask Ss to read through the incomplete phrases 1-10 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

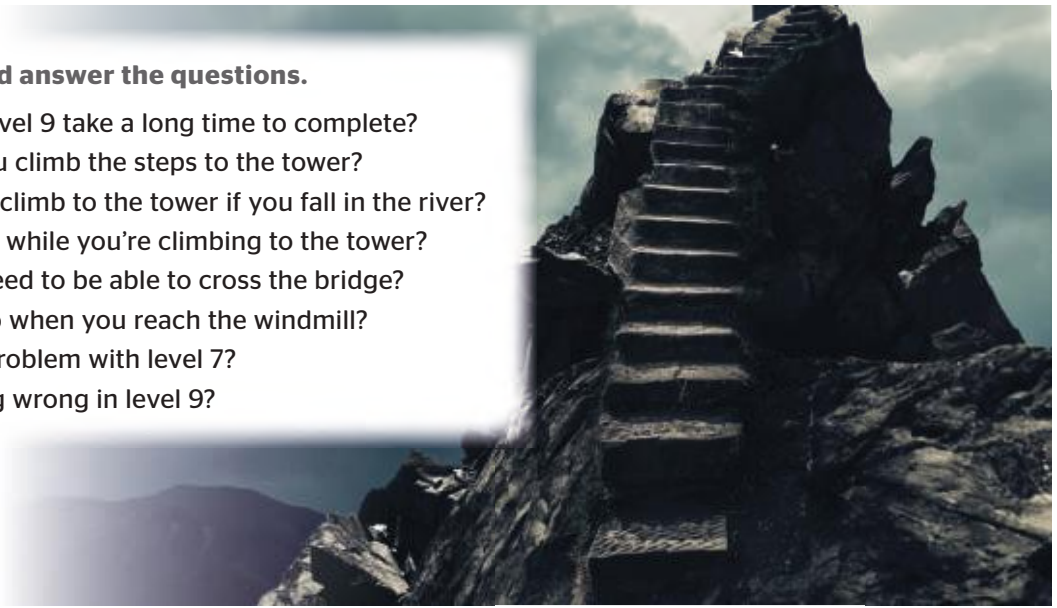
1. miss	6. miss
2. lose/miss	7. lose
3. lose	8. lose
4. miss	9. miss
5. lose	10. lose

HEY

- Ask Ss to write sentences using the collocations with the verbs *miss* and *lose*. This will challenge **higher-performing Ss**.
- To give **lower-performing Ss** extra practice, write several sentences using the collocations with the verbs *miss* and *lose* on the board, leaving a blank space for the verb, and ask them to complete the sentences.

C. 🧠 Read again and answer the questions.

1. What could make level 9 take a long time to complete?
2. What happens if you climb the steps to the tower?
3. Why is it difficult to climb to the tower if you fall in the river?
4. What might happen while you're climbing to the tower?
5. What skill do you need to be able to cross the bridge?
6. What should you do when you reach the windmill?
7. What was Joe44's problem with level 7?
8. What is Joe44 doing wrong in level 9?



D. 🗨️🔍️ Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary. See Using a Dictionary, p. 156.

- | | | |
|-------------|--------------------------|---|
| 1. quest | <input type="checkbox"/> | a. a plan designed to trick or catch sb |
| 2. wander | <input type="checkbox"/> | b. a large imaginary animal with wings and a long tail that breathes out fire |
| 3. dismount | <input type="checkbox"/> | c. the ability to react quickly |
| 4. trap | <input type="checkbox"/> | d. a long search |
| 5. surround | <input type="checkbox"/> | e. a book, video game, etc. that continues the story of an earlier one |
| 6. reflexes | <input type="checkbox"/> | f. to get off |
| 7. sequel | <input type="checkbox"/> | g. to be all around sb/sth |
| 8. dragon | <input type="checkbox"/> | h. to walk slowly around an area usually without purpose |

E. 🗨️ Discuss in pairs/groups.

- Would you like to play this video game? Why? / Why not?
- What are some popular video games that you or people you know play?

Vocabulary

A. Read the sentences below from the text. Do you know any other collocations with the verb *lose*? Do you know any collocations with the verb *miss*?

You have no time to lose!

But every time I enter the tower, I wake up the guard and I lose a life.

B. Complete with the verbs *lose* or *miss* to form collocations.

1. _____ a class/lesson etc.
2. _____ a game/race, etc.
3. _____ contact
4. _____ a plane/train, etc.
5. _____ one's job
6. _____ a meeting / an appointment
7. _____ one's temper/patience
8. _____ money
9. _____ a meal
10. _____ interest in



Grammar Reported Speech: Questions - Commands - Requests → p. 144

A. Read the examples below and complete the speech bubbles with the speakers' exact words. Then complete the rules.

The little girl asked her grandpa **if there was** any water or anything to eat.

_____ any water or anything to eat, grandpa?

She also asked him **where mother was**.

_____?

Reported questions

- They are usually introduced with the verbs: _____, wonder, want to know.
- If a direct question begins with a question word, the reported question begins with _____.
- If a direct question does not begin with a question word, the reported question begins with _____ or *whether*.
- The verb in a reported question is in the _____ form.

B. Read the examples below and complete the speech bubbles with the speakers' exact words. Then complete the rules.

The librarian **asked me to sign** at the bottom of the page.

_____ at the bottom of the page, please.

The teacher **told Robert not to be** late for class again.

Robert, _____ late for class again!

Reported commands and requests

- Reported commands are introduced with the verbs *tell* and *order* and requests with the verb _____.
- The imperative changes to: _____ + **base form**
- The negative imperative changes to: _____ + **base form**

C. Complete the sentences using **Reported Speech**.

1. 'Show me your ID card,' the police officer said to me.

The police officer ordered me _____

2. 'Who did you play football with?' Yousef asked Mansoor.

Yousef asked Mansoor _____

3. 'Don't jump on the treadmill!' Sally said to the child.

Sally told the child _____

4. 'Please stretch your arms,' the gym instructor said to us.

The gym instructor asked us _____

5. 'Should I take up karate?' Dennis thought.

Dennis wondered _____

6. 'Are there any exercise bikes at the gym?' Saud asked.

Saud wanted to know _____

D. Your teacher will give you the name of a person in your class. Write a brief message to him/her and deliver it. Answer any message you get (on the same piece of paper) and return it. Afterwards, report your message and the answer you received to the person next to you.

❦ *I asked Louise if she wanted to go to the beach on Saturday. She... ➤*

Learning Standards
SB: L1.1, W1.6, S1.1, S2.2, S2.3
Functions
Talking about video games Talking about instructions and procedures Speculating and making a decision
Structures
Reported Speech: Questions – Commands – Requests
Vocabulary
approve drawing scriptwriter

Grammar

A.

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Help Ss understand that these are reported questions.
- Have Ss complete the speech bubbles with the direct questions.
- Check the answers with the class.

Is there
Where is mother

- Ask Ss to read through the rules and check their understanding.
- Have Ss complete the rules.
- Check the answers with the class.

ask
the same question word
if
affirmative

- Refer Ss to the Grammar Reference (p. 144).

B.

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Help Ss understand that the first sentence is a reported request while the second is a reported command.
- Have Ss complete the speech bubbles with the direct request and command respectively.
- Check the answers with the class.

Sign
don't be

- Ask Ss to read through the rules and check their understanding.
- Have Ss complete the rules.
- Check the answers with the class.

ask
to
not to

- Point out to Ss that Reported Commands can be introduced with other verbs, too, such as *advise*, *warn*, etc.
- Refer Ss to the Grammar Reference (p. 144).
- Ask Ss to provide extra examples of direct questions commands and requests and turn them into Reported Speech. This will challenge **higher-performing Ss**.

- To give **lower-performing Ss** extra practice, give them some direct questions, commands and requests and ask them to turn them into Reported Speech.

C.

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

1. ... to show him/her my ID card.
2. ... who he had played football with.
3. ... not to jump on the treadmill.
4. ... to stretch our arms.
5. ... if/whether he should take up karate.
6. ... if/whether there were any exercise bikes at the gym.

D.

- Write the names of all the Ss in the class on separate small pieces of paper.
- Give one of the pieces of paper with a name on it to each student.
- Explain to Ss what they should do next:
 - Firstly, each student should write a short message (a question or a request) on a piece of paper and give it to the student whose name is written on the piece of paper given to them.
 - Then each student who receives a message should write a short reply and return it to the person who gave him/her the message.
 - Finally, each student reports the message he/she wrote and the reply to his/her partner.

Suggested answers

Message:

Hassan, have you tried Chinese food?

Reply:

Yes, I have. It was very tasty.

Reporting:

I asked Hassan if he had tried Chinese food. He said he had and that it had been very tasty.

Listening

A. L1.1

- Ask Ss to read through the list and check their understanding.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the recording and have Ss listen to the interview and check their predictions.
- Check the answers with the class.

The following should be ticked:
scriptwriters, drawings, game testers, artists.

KEY

B. L1.1

- Ask Ss to read through the stages of the video game designing process and check their understanding.
- Play the recording again and have Ss do the activity.
- To help **lower-performing Ss**, tell them which is the first and which is the last stage.
- Check the answers with the class.

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

KEY

C. W1.6

- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they should start the description as indicated.
- Have Ss do the activity.
- Choose some Ss to read out their descriptions.

Suggested answer

The first step in making a video game is to come up with a story. Second comes the stage of making rough drawings of the scenes. The next stage involves designing the characters, and after that comes the stage of making 3D characters. The programmers and engineers then put everything together and test the game. The final stage involves advertising the game.

KEY

Speaking

A. S1.1

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

Suggested answers

• As I'm into sports, a famous person I admire is Abdelkarim Hassan. I admire him for his achievements as he won the title of the Asian Player of the Year in 2018, which shows how hard-working and determined he is to succeed in his life.

KEY

B. S1.1 , S2.2, S2.3

- Ask Ss if they know what a role model is (*a person that other people admire and try to imitate*).
- Elicit answers.
- Ask Ss if they know anyone who they think is a good role model for young people.
- Elicit answers.

- Ask Ss to look at the pictures and tell you what they can see (*two men; one of them is a golf player and the other one is a painter*).
- Ask Ss to read through the information given about each person and check their understanding.
- Ask Ss to read through the phrases asking for their partner's opinion and the example dialogue.
- In pairs, have Ss talk about the two men and decide which one the school event should be about.
- Point out to Ss that their decision should be based on who they think is a better role model for Ss.
- Go around the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Suggested answer

A: I think that the school event should be about Brian Morris because he is a person that the students can easily admire as he is young and he is already successful. Would you agree that he would make a good role model?

B: I'm not so sure about that. In my opinion, Charles Stevenson is someone that the students will also admire and they'll be able to talk to him and learn about his life as he's friendly and easy-going. What do you think about that?

A: I agree up to a point. However, I also think that young people can benefit more by meeting Brian Morris as he can teach them the importance of hard work. You see, although he's clumsy, he's a successful painter.

B: You're right about that. Working hard is something that young people need to learn as it will help them achieve their goals and a person who is not very ambitious, like Charles Stevenson, can't probably teach that.

A: That's right. So, we agree that the school event should be about Brian Morris, right?

B: Yes.

KEY

C. S1.1 , S2.2

- Explain to Ss that they should think of a famous person from their country that could act as a role model for young people. Allow Ss some time to do some brainstorming.
- Ask Ss to read through the three bullet points and check their understanding.
- Have Ss search the Internet to find the information they need.
- Allow Ss some time to think of reasons why this person could act as a role model.
- Choose some Ss to present their ideas in class.

open

KEY

Listening

A.  You will listen to an interview with a video game designer. Which of the following do you think will be mentioned? Listen and check your answers.

- | | | | |
|---------------|--------------------------|--------------|--------------------------|
| actors | <input type="checkbox"/> | game testers | <input type="checkbox"/> |
| scriptwriters | <input type="checkbox"/> | artists | <input type="checkbox"/> |
| sound | <input type="checkbox"/> | game types | <input type="checkbox"/> |
| drawings | <input type="checkbox"/> | walkthroughs | <input type="checkbox"/> |

B.  Listen again and put the stages of the video game designing process in order. Write numbers 1-7.

- | | |
|--------------------------------|--------------------------|
| a. testing the game | <input type="checkbox"/> |
| b. advertising the game | <input type="checkbox"/> |
| c. making 3D characters | <input type="checkbox"/> |
| d. coming up with a story | <input type="checkbox"/> |
| e. making rough drawings | <input type="checkbox"/> |
| f. designing the characters | <input type="checkbox"/> |
| g. putting everything together | <input type="checkbox"/> |

C.  Read the TIP and then use the phrases a-g above to write a description of the process of making a video game.

- Use the Present Simple (Active and Passive) to explain the steps in a process.
- 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.*

TIP

Start as follows:

The first step in making a video game is to come up with a story. Second...

Speaking

A.  Discuss in pairs/groups.

- Think of a famous person you admire. Why do you admire him/her? Think about his/her character and achievements.

B.  Talk in pairs. A school wants to organise an event about a successful former student in order to present this person as a role model for the students. Who should the event be about?



Charles Stevenson

- 30 years old
- golf player
- has won several local tournaments
- friendly, easy-going
- not very ambitious




Brian Morris

- 35 years old
- painter
- has sold a lot of paintings
- hard-working
- can be clumsy

Asking for your partner's opinion

- What do you think about...?
- What's your opinion/view on...?
- Would you agree that...?
- Do you have anything to add to that?
- Do you (also) think that...?
- Do you agree with the opinion that...?
- Do you (dis)approve of...?
- I'd like (to hear) your views on...

6 *I think that the school event should be about... because he... Would you agree that he would make a good role model?*

I'm not so sure about that because he... In my opinion,... 

C.  Think of a famous personality from your country that could act as a role model for young people.

- Find information about this person's life, character and achievements.
- Think of reasons why this person could act as a role model.
- Present this person to the class.

Writing An article describing a person

A. Discuss in pairs/groups.

- What personal characteristics do you think a hero possesses?
- Which of the following do you consider to be a hero and why?
A person who:
 - a. travels abroad to do charity work.
 - b. risks his/her life to save a stranger.
 - c. does the shopping for an elderly neighbour.
 - d. works part-time while studying to help his/her parents pay the bills.

B. Read the writing task below and underline the key words/phrases in it. Then answer the questions.

You see an announcement in a teen magazine:

Write an article about your favourite fictional hero in which you describe him/her and say why you like him/her.

1. What are you asked to write?
2. Who is going to read it?

C. Now read the article and answer the questions that follow.



Sindbad

the determined sailor

- 1 I grew up reading lots of adventure stories, and of all the heroes I've read about my personal favourite is Sindbad the sailor. Sindbad the sailor is a simple merchant who experiences all sorts of dangers and yet survives all of them. His adventures are exciting, but what I like most about Sindbad is his love of travel and most of all his unique ability to survive.
- 2 Sindbad the sailor, now a wealthy man, narrates his adventures to a poor man of the same name who complains about his poverty. Sindbad the sailor invites the poor man to his house and explains to him how he became rich. Through his narration we find out that Sindbad went on seven trips during which he visited mythical places and met creatures beyond imagination. He experienced extreme weather conditions and great danger and managed to stay alive each time.
- 3 Besides being an adventurous and curious man, Sindbad is also very resourceful. It is amazing how he managed to escape from the hands of a very dangerous giant during his third trip. So, all of these characteristics combined with his strong will to survive make him one of the favourite heroes for children and adults alike.
- 4 To my mind, Sindbad is special because he represents people's need to try out new things and their ability to make it through any difficulty as long as they keep trying. He reminds us that we should not be afraid of new experiences but that, at the same time, we need to be alert in order to see opportunities and use them to our benefit.

In which paragraph does the writer do the following? Write 1-4. Then give examples from the article.

a. provide a short summary of the story

b. say who he/she is going to be writing about

c. mention what effect this hero has on him/her

d. write about what makes this hero so special

e. talk about the hero's personal characteristics

f. mention why he/she has chosen this particular hero

Learning Standards

SB: S1.1, R2.3, W2.1, W1.1, W1.3

Functions

Describing a person

Using examples to support a description

Vocabulary

alike all sorts of as long as characteristic (n.)
 curious merchant narration part-time possess
 To my mind,... to one's benefit will (n.)

Writing

A. S1.1

- Ask Ss the first question.
- Elicit answers and initiate a short discussion.
- Ask Ss the second question.
- Have Ss read the phrases a-d and check their understanding.
- Elicit answers and initiate a short discussion.

Suggested answers

- I think that a true hero is somebody who is brave enough to risk his/her life to help others without expecting a reward.
- In my opinion, all four people are heroes in some way. They all take other people's needs into consideration and make an effort to help them.

B.

- Ask Ss to read through the writing task and check their understanding.
- Ask Ss to underline the key words/phrases in it and check the answers.

The following words should be underlined: *teen magazine, article, favourite fictional hero, describe him/her, why you like him/her.*

- Ask Ss the questions.
- Check the answers with the class.

1. an article, 2. teenagers

C. R2.3

- Ask Ss to look at the picture and the title of the text and tell you what they think the text is about (*Sindbad the sailor*).
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss some comprehension questions:
 - What did the writer grow up reading? lots of adventure stories*
 - Who is the writer's favourite hero? Sindbad the sailor*
 - What does Sindbad the sailor do? He's a simple merchant.*
 - What does the writer like most about Sindbad? his love of travel and his unique ability to survive*
 - How many trips did Sindbad the sailor go on? seven trips*
 - What did he do during those trips? He visited mythical places and met creatures beyond imagination. He also experienced extreme weather conditions and great danger.*

What is Sindbad like? He's adventurous, curious and resourceful.

What happened during Sindbad's third trip? Sindbad managed to escape from the hands of a very dangerous giant.

What makes Sindbad one of the favourite heroes for children and adults? all of his characteristics combined with his strong will to survive

Why is Sindbad special to the writer's mind? Because he represents people's need to try out new things and their ability to make it through any difficulty as long as they keep trying.

What does Sindbad remind us? that we should not be afraid of new experiences, but that at the same time we need to be alert in order to see opportunities and use them to our benefit

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

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

- Explain any unknown words.

D.

- Ask Ss to read through the sentences 1-3. Explain to them that they should think of an appropriate example to support the opinion about a person's personality expressed in each sentence.
- Point out to Ss that they should pay attention to the personality adjectives used to describe the people and should use appropriate descriptive language to write the examples.
- Have Ss do the activity.
- Choose some Ss to read out their examples.

Suggested answers

1. helps everyone who asks for her help and often gives money to charities.
2. he never gets angry and he never minds explaining something several times if necessary.
3. when he makes a promise, he always keeps it.

KEY

E. W2.1 , W1.1 , W1.3 

- Ask Ss to read through the writing task and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the Writing Reference p. 151, and to the Workbook pp. 115-118, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan.
- Allow Ss enough time to write their articles.
- Point out that they should refer to the checklist and the evaluation criteria.

*Suggested answer***More than just a brother**

There are a lot of people who have made an impact in my life. However, the person who has influenced me the most is my big brother, James. James is the person I turn to when I have a problem and whose advice I always follow.

James is a maths student in his final year, and he always gets top marks. He's very active, too. In his free time, he does lots of sports or goes out with his friends as he's very sociable.

Besides being very clever and energetic, James is very kind and he's always willing to help me every time I have a problem. As a child, I used to go to him for help with my homework, and he never minded giving me his time. Today, I discuss all my problems with James because I know that he will listen to me. Another thing which I find amazing about James is that he gives very good advice and that he is honest. He always tells me what the right thing to do is and helps me see my mistakes in every situation without, however, making me feel bad. For example, after talking with my brother, I realised I'm a bit disorganised, and that's why I'm often short of time.

For me, James, is not just my big brother. He's the person who's always there for me when I need him and that makes him very special to me.

KEY






D. What examples can you think of to support the following?

1. My mother is a very generous and kind person.

She _____

2. No teacher is as calm and patient as my English teacher. For instance, _____

3. Abdullah is very reliable. In fact, _____

E.    Read the writing task below. Then read the TIP, and look at the Writing Reference p. 151. Then go to the Workbook pp. 115-118 to plan and write your article.

You see the following announcement in a teen magazine:

Write an article in which you describe the person who has made the most impact in your life and say why he/she has had such an effect on you.



An article is usually written for a newspaper, magazine or website. Use different techniques to make it more interesting.

You should:

- use a short, catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which cover different aspects of the topic, with examples where possible.
- ensure that you cover and elaborate on all aspects referred to in the rubric.
- use lively, colourful and descriptive language (e.g. a variety of adjectives, phrases, expressions, idioms, etc.).
- use appropriate linking words to connect your ideas and introduce your examples.
- use a variety of grammatical structures (direct questions, indirect questions, conditionals, passive voice, etc.) depending on the style and level of formality of your article.
- comment on the topic and give your opinion.

TIP



A. Choose a, b or c.

- A:** Should I give this to Mr Knowles?
B: No thanks. I want to give it to him in ____.
a. charge b. person c. particular
- The little girl wandered off the ____ and got lost.
a. trail b. trap c. treadmill
- Bungee jumping was a ____ experience for me; I'm not going to do it again.
a. terrifying b. fearless c. tempting
- Taylor lost his ____ in the end and shouted at everybody.
a. contact b. life c. temper
- I ran ____ an old friend the other day and we arranged to meet again next week.
a. up b. into c. out of
- The teacher gave the students a ____ on how to do the project.
a. pathway b. workout c. walkthrough

B. Circle the correct words.

- I am not coming with you! It is out of **the question / control!**
- I got up late and **lost / missed** my dentist's appointment.
- Passengers to Doha are requested to **proceed / dismount** to gate 4.
- It was time for dinner, but the children were nowhere **in / out of** sight.
- He has won a gold medal in the marathon three years in a **row / sequel**.
- Waleed took up volleyball, but eventually he **missed / lost** interest in it.
- I like reading **tails / tales** of mystery and suspense.

C. Rewrite the sentences using Reported Speech.

- 'I won't tell anyone your secret,' Chuck said to Kevin.

- 'I don't think Aisha knows where the airport is,' Sara informed us.

- 'I have never tried martial arts before,' Jeff told the instructor.

- 'Is Peter coming to the barbecue this weekend?' Dean wondered.

- 'Don't forget to bring my jacket!' Lindsay said to Mary.

- 'Why did you leave so early yesterday?' Khaled asked me.

D. Rewrite the sentences from Reported Speech to Direct Speech.

- I told Jill that I didn't know anything about the meeting.

- The gym instructor told me to run on the treadmill for 30 minutes.

- Majed asked me how long it had taken me to get to level 10.

- Afaf wanted to know if we were attending the fundraiser the following day.

E. Complete the dialogue with the phrases a-f. There is one extra phrase which you do not need to use.

- | |
|--|
| <ol style="list-style-type: none"> Let's go grab a bite to eat now. It's a piece of cake. You kill two birds with one stone. Are you out of your mind? I'll pass! It crossed my mind, but I thought why not give it a try! |
|--|

- A:** Oh, dear. I think I pulled a muscle yesterday.
B: What were you doing?
A: Well, in my younger days, I could lift a lot of weights! So, yesterday I tried lifting some.
B: 1 ____ You are too out of shape to do something like that any more!
A: 2 ____ And you know what? I managed to lift some! I just think that I didn't warm up well enough, and now my back hurts.
B: It's a good thing you didn't get injured.
A: Oh, come on! I can show you how it's done.
B: No, thanks. 3 ____
A: Trust me. I can show you how to lift weights step by step. 4 ____
B: Not today. 5 ____ I'm starving!

Self-assessment

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

NOW I CAN...

- | | |
|---|--------------------------|
| talk about extreme activities and taking risks | <input type="checkbox"/> |
| report statements, questions, commands and requests | <input type="checkbox"/> |
| use prepositional phrases with 'in' and 'out of' | <input type="checkbox"/> |
| talk about staying in shape | <input type="checkbox"/> |
| use collocations with 'lose' and 'miss' | <input type="checkbox"/> |
| write an article describing a person | <input type="checkbox"/> |

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

A.

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

KEY

B.

1. the question
2. missed
3. proceed
4. in
5. row
6. lost
7. tales

KEY

C.

1. Chuck told Kevin that he wouldn't tell anyone his secret.
2. Sara informed us that she didn't think Aisha knew where the airport was.
3. Jeff told the instructor that he had never tried martial arts before.
4. Dean wondered if/whether Peter was going to the barbecue that weekend.
5. Lindsay told Mary (not to forget) to bring her jacket.
6. Khaled asked me why I had left so early the day before / the previous day.

KEY

D.

1. 'I don't know anything about the meeting.'
2. 'Run on the treadmill for 30 minutes.'
3. 'How long did it take you to get to level 10?'
4. 'Are you attending the fundraiser tomorrow?'

KEY

E.

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

KEY

Self-assessment

- 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: S.1.1, R.1.1, R.2.1

A. S.1.1

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

Suggested answers

- Yes, I like going to malls very much because they've got lots of shops and I find everything I need. When I go to the mall, I like meeting my friends, wandering around the shops and going for coffee. / No, I don't like going to malls because they usually get very crowded. However, when I go to the mall, I like wandering around the shops.
- Yes, I prefer malls which have lots of entertainment options because I never get bored. / No, I think that all malls are similar to each other and they haven't got anything exciting for me to do.

KEY

B. R.1.1

- Draw Ss' attention to the title of the text.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.
- Have Ss read the text and check their answers.

Suggested answers

- What makes the Mall of Qatar a mall with personality is that it is different from other malls, and people never get bored because there's plenty for everyone to do.

KEY

C. R.2.1

- Ask Ss to read through the text and underline unknown words at the same time.
- Ask Ss some comprehension questions:
 - What picture does the word 'mall' bring to almost everyone's mind? that of pleasant open spaces with a wide variety of shops and restaurants*
 - Why is it difficult to tell which part of the world you are in when wandering around malls? Because most malls have got similar characteristics.*
 - What are some of the newest malls trying to do? They are trying to move away from this classic type of design and capture the imagination of their visitors.*
 - What makes the Mall of Qatar different from the rest? its original design and its many leisure options*
 - What makes the experience more powerful? the 360° stage that revolves, the four very large screens and the professional sound and lighting systems*
 - How many weeks per year has the Mall of Qatar something going on? 52*
 - What is Kidzmondo? An 8,000 m² entertainment park which is a child-size version of a real city*
 - What is there in Kidzmondo? a central plaza, plenty of shops, a fire station, a police station and more*
 - What is the Kidlar? the money of Kidzmondo*
 - What do children get to do in Kidzmondo? Children get to interact, try out different types of jobs and explore the adult world in a controlled environment.*
 - What will probably be the older children's or teenager's first choice? Xtremeland with its excellent gaming facilities*
 - How big is the mall? It's 500,000 m².*
 - What is there in the centre of the mall? lots of plant life and water fountains that are meant to make visitors relax*

What is it covered by? a 6,000 m² glass dome

How high is the dome? 30 m

What will certainly grab the visitor's attention? the lighting designs

What will take place in Qatar in 2022? the FIFA World Cup

What is one of the stadiums for the event called? Al Rayyan

Where is this stadium? next to the mall

- Ask Ss to read through the questions 1-6 and the corresponding answer choices and check their understanding.
- Have Ss do the activity.
- To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

1. d 2. a 3. d 4. d 5. a 6. d

KEY

- Explain any unknown words.

A. Discuss in pairs/groups.

- Do you like going to malls?
Why? / Why not? What do you like to do when you go?
- Do you like some malls better than others?
Why? / Why not?

B. Look at the title of the text. What do you think a mall with personality is? Read the text and find what makes the Mall of Qatar a mall with personality.

Mall of Qatar: A Mall with Personality

The word 'mall' brings the same picture to almost everyone's mind, that of pleasant open spaces with a wide variety of shops and restaurants. Actually, the fact that most malls have got similar characteristics often makes it difficult to tell which part of the world you are in when wandering around them. However, some of the newest malls are trying to move away from this classic type of design and capture the imagination of their visitors. Among these is the Mall of Qatar. Although it's got everything you would expect to find in a mall, its original design and its many leisure options make it different from the rest.

It is clear that many factors were taken into consideration when building the Mall of Qatar so that no customer would leave dissatisfied no matter what their preferences are! One of the mall's most special features is that it's a live entertainment mall, the first of its kind in the region. There is a 360° stage that revolves, four very large screens as well as professional sound and lighting systems, which make the experience more powerful. The Mall of Qatar live entertainment programme has something going on 52 weeks per year and offers a wide range of choice from acrobats to various cultural events. Visitors will jump at the chance to see somersaults and backflips in the air!

'No! Not the mall again!' This is a reaction that children often have when their parents tell them that they're going to the mall. A child being bored stiff is a thing of the past at the Mall of Qatar! Kidzmondo is an 8,000 m² entertainment park which is a child-size version of a real city with a central plaza, plenty of shops, a fire station, a police station and more! Kidzmondo even has its own money, the Kidlar! Children get to interact, try out different types of jobs and explore the adult world in a controlled environment. On the other hand, older children's or teenagers' first choice will probably be Xtremeland with its excellent gaming facilities.



Those who come to the 500,000 m² Mall of Qatar and just want to pass the time won't be disappointed either! There is an amazing area in the centre of the mall with lots of plant life and water fountains that are designed to make visitors relax. This 5,000 m² area is covered by a 6,000 m² glass dome which is 30 m high. Also, lighting designs throughout are works of art that will certainly grab the visitors' attention. Thousands of people from all over the world will have the chance to explore the Mall of Qatar during the 2022 FIFA World Cup, which will take place in Qatar. One of the stadiums for the event, Al Rayyan, is actually located next to the mall!



C. Read the text again and answer the questions. Choose a, b, c or d.

- What is true of the Mall of Qatar?
 - It is the newest in Qatar.
 - It has got a classic design.
 - It hasn't got what other malls have.
 - It offers more options than other malls.
- What does the word 'them' in line 5 refer to?
 - most malls
 - open spaces
 - shops and restaurants
 - similar characteristics
- According to the text, in the Mall of Qatar visitors
 - watch 3D films.
 - can jump high into the air.
 - can watch acrobat shows all year round.
 - can watch live entertainment any time of the year.
- According to the text, Kidzmondo
 - is a place next to the Mall of Qatar.
 - is an area for children and teenagers.
 - has got all the shops that a real city has.
 - is a place where children can have fun and learn at the same time.
- How big is the central area in the Mall of Qatar?
 - 5,000 m²
 - 6,000 m²
 - 30,000 m²
 - 500,000 m²
- What does the phrase 'to grab someone's attention' in line 38 mean?
 - to have in mind
 - to hold someone
 - to surprise someone
 - to get someone to notice

A.  Listen to a radio advertisement and complete the flyer below. 

LUMSDEN UNIVERSITY

CHARITY CAR WASH



Location: 1 _____

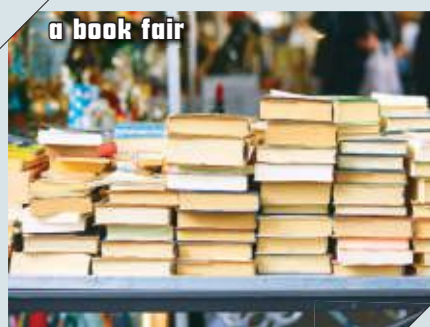
Time: 8 a.m. - 8 p.m.



Prices:
 Exterior: £10
 Interior: 3 £ _____
 Interior and Exterior: 4 £ _____

Date: 2 _____

**Help us raise
£1,000 for the**
5 _____

B.   Talk in small groups. Imagine you and your classmates want to organise an event to raise money for a charity. Discuss the fundraisers below and decide which of them would be the most suitable to raise the largest amount of money. Give reasons for your decision.




C.   Talk in small groups. Discuss the fundraiser you have chosen and decide what needs to be done to organise it. Think about the ideas below and decide in which order they need to be done. Then write an announcement for the fundraiser.

Think about:

- how to advertise the event
- how to make tickets, flyers, posters, etc.
- the venue
- who will help out and how
- the prices
- the things needed (food, books, clothes, sponges, buckets, etc.)



D.  Write the stages involved in organising the event and explain them to the class. Then present your fundraiser to the class. When all of them have been presented, vote for the best one.

Learning Standards

SB: L2.1, S1.1, S2.3, W1.1, W1.6, S2.5

Task Modules 9&10

A. L2.1

- Ask Ss to read through the flyer and check their understanding.
- Ask Ss to tell you what this flyer advertises (*a charity car wash*), who is organising this event (*Lumsden University*) and what the purpose of this event is (*to raise £1,000*).
- Elicit answers.
- Play the recording and have Ss listen and complete the flyer with the missing information.
- Check the answers.

1. university car park	4. 15
2. Saturday 4th	5. homeless (in the area)
3. 8	

B. S1.1, S2.3

- Ask Ss to look at the pictures which show different fundraisers and read through the captions and check their understanding.
- In small groups, have Ss discuss the fundraisers and decide which of them would be the most suitable to raise money for a charity.
- Monitor Ss from a distance. Do not interrupt or correct them.
- Choose some groups to act out their dialogues in class.

Suggested answer

A: So, which fundraiser should we organise?

B: Let's organise a cake sale. Cakes and sweets are always popular, so people will probably be more willing to buy something. Besides, it's fun to bake cakes, don't you think so?

A: Well, I wouldn't say that baking cakes is my idea of having fun. And I think that it will be difficult to get students to bake stuff. How about organising a crafts day on the school premises? I think it will be easy to organise and most people will find something to buy.

B: I'm not sure. Some children may not be good at making things and I'm afraid that not many grown-ups will be willing to pay to buy something that isn't very well made. I think it would be fun if we could organise a football or a basketball match: students vs teachers! What do you think?

C: I don't think that would work. There aren't many teachers at our school who are sporty or in shape. Let's organise a charity run instead, since running is becoming very popular with people of all ages. Every day I see lots of people running in the park or in the stadium.

A: Well, organising a charity run sounds like a good idea but won't it be difficult to organise? Certain traffic adjustments need to be made on the day of the run and we'll need permission for the event. So, I think we should go for the book fair, which is easier to organise and which would bring in lots of cash. We can sell old books we don't read any more and we can also ask other citizens to bring us books for sale.

B: I think it's a great idea. People will have lots of fun

discussing the books and trying to decide what to buy. Let's do that.

C: Yes, I'm sure it will be successful and fun.

C. S1.1, W1.1

- Ask Ss to read through the list of ideas.
- In small groups, have Ss discuss the fundraiser they have chosen and decide what needs to be done to organise it, taking the ideas mentioned in the box into consideration.
- Monitor Ss from a distance. Do not interrupt or correct them.
- Choose some groups to act out their dialogues in class.

Suggested ideas

- make flyers to advertise the event and give them out / put up posters of the event around the town / advertise the event on the local radio/TV station, on a website
- use a computer to design the flyers/tickets/posters and print them out / look for a sponsor so as to have them designed and printed out
- on the school premises, the central square, a car park
- teams of students or other volunteers
- the prices should be as low as possible so as to attract as many people as possible
- all students and volunteers can help collect the things needed

D. W1.6, S2.5

- Allow Ss some time to think of the stages involved in organising the charity event they have chosen and write them down.
- Allow each group some time to prepare a presentation of their fundraiser and choose the person who will explain the stages and present the fundraiser to the class.
- Once all the students have presented their fundraisers, ask Ss to vote for the best one.
- Announce the winner and comment on the winning fundraiser, suggest ways it can improve, say why it was better organised than the other fundraisers and how they can improve, etc.

Recap:

- Ask Ss the following questions:
 - 1) What have you learnt to do in this specific task? (*to collaborate and come to a decision, to organise and present a fundraiser*)
 - 2) What language did you need to use? (*the Present Simple, the Future will, modal verbs, 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 I have to work together with a group to reach a decision and plan an event. It will also help me with my presentation skills*).

6b Speaking

<p>Opening a discussion To begin with,... First, we need to discuss... Let's start by talking/thinking about... The important thing (here) is... The main thing we need to discuss is...</p>
<p>Supporting one's opinion I believe... is a good idea because... There are several reasons why I believe this. The first is... ... would provide students with... Some students may find this... as they are (not) interested in... The reason I think... is more appealing to students is because... One advantage/disadvantage of... is... I think... would be the most appropriate/suitable option for... as many students...</p>
<p>Expressing contrast On the other hand,... However,... Very true, but... You may be right, but...</p>

7a Speaking

<p>Commenting That's interesting. I think that... That sounds like a good idea. And then we could have... OK. I would add... Can I add something here? Maybe the... could... Hmm. I hadn't thought of that. What do you think about...? What about...? I have a better idea. What if...?</p>	<p>Confirming understanding (repeating or paraphrasing) So, you think that we should... In other words... I understand. You're saying that... I get it. He/She... So, what you're saying is... Let me see if I understand you correctly...</p>
---	---

8a Speaking

B. **Talk in groups. Look at the headlines, discuss the problems and say what you think has to / should / can be done. Use some of the words/phrases in the boxes.**

<p>Government action ban cars promote electric cars take stricter measures move factories away close down factories pass laws build more recycling plants plant more trees protect existing forests reduce carbon footprint</p>	<p>Environmental awareness use cars less carpool public transport alternative transport pay fines clean up environmental organisations education programmes reuse and recycle plant more trees save energy use alternative energy sources</p>
<p>Stating accepted facts Everyone knows that... It is a fact that... It's common knowledge that...</p>	



6 *It is a fact that smog is a problem many cities are facing nowadays. Air pollution is a serious health hazard to the local population. That's why something has to be done not only by the government but also by the people. What do you think?*

I couldn't agree more. I think people should be encouraged to... 9

SEVERE SMOG COVERS CITY

WE PRODUCE TOO MUCH RUBBISH

9a Speaking

Discuss in pairs/groups.

- Do you consider shopping a chore or an enjoyable activity? Why?
- Where do you prefer to go shopping? Why?
- What do you think of online shopping?
- Do you think you spend too much time shopping?

Ideas		
Shopping places shopping centre flea market local shops outlet shops	Advantages of online shopping convenient avoid queues no opening or closing hours	Disadvantages of online shopping can't try clothes on before you buy different from what you ordered not easy to return something
Expressing opinion		Justifying opinion
To be honest, In my opinion/view,... I feel...	Personally speaking,... As far as I'm concerned,...	... because... The reason why I think/believe/feel this is... The reason for this is...

10a Speaking

Talk in pairs. Imagine that you've decided to buy these three people an activity gift. Read the advertisements about the alternative gift ideas. Then discuss and decide which activity is most appropriate for each person. Give reasons. Use the phrases given.



Name: Andy
Age: 17
Occupation: student
likes: skateboarding, karate, parkour
dislikes: meat



Name: Amy
Age: 35
Occupation: teacher
likes: making models, travelling
dislikes: exercise, gadgets, speed



Name: Mohammed
Age: 29
Occupation: firefighter
likes: roller coasters
dislikes: flying, sports, grilled food

- I think... would be the most appropriate/suitable for... because...
- Well, since... likes/dislikes... he/she would/wouldn't enjoy...



Drive an F1 car

- Demonstration and tour of track with experienced racing driver
- Get behind the steering wheel and enjoy ten adrenalin-filled laps
- Must be over 21
- Must have a driving licence
- Light refreshments provided
- Available on specific dates



Circus School

- Come and learn how to be a circus performer
- Amaze your friends with your acrobatic tricks
- Minimum age 14
- Good level of fitness needed
- No experience necessary
- BBQ buffet lunch provided
- Only weekends, so you need to book weeks beforehand



Ethnic Cooking Class

- Learn to prepare unique cultural dishes including Chinese, Thai, Greek, Spanish
- Watch a chef demonstrate new culinary techniques and tricks
- Cook and then enjoy the dishes you have created
- Three-hour class
- Participants are awarded certificates
- Available Tuesday and Thursday evenings and weekends
- Book in advance

Adapted from
Robinson Crusoe
by Daniel Defoe

My name is Robinson Crusoe. At the age of eighteen I decided to leave home and go to sea. I wanted to see the world.

My parents tried to change my mind. They wanted me to live an ordinary life at home. 'You should be happy with what you have here,' my father said. 'I can find you a job, and you don't need to risk your life as your brother did.' My brother had joined the army seeking adventure, but died in battle.

I promised to stay, but in September 1651, I boarded a ship to London without asking my father's permission. However, I never thought my troubles would start so soon, nor last so long. As soon as the ship left harbour, the wind began to blow and the sea to rise in a frightening way. I felt terrified.

I soon regretted what I had done. I promised to go back home and live a quiet life, and never again to follow my need for adventure – if only my life would be saved. But when the storm died down and the sun shone over the calm sea, I forgot my fears and promises, and continued my journey.

After six days at sea, the wind began to blow strongly again. It blew harder and harder, and it looked like the waves would swallow us up. We decided to anchor the ship in a bay. But two days later, the wind increased and a storm broke out.

'There's no hope; we'll all be drowned,' I heard the captain saying. The waves were as high as mountains, and they hit the ship with great force. I saw two ships being pulled out of the bay to sea by the storm. Both were destroyed before my eyes, and I could tell that we were in great danger.

Towards evening, water began flowing into our ship. No matter how hard we worked to get the water out, more came in. The captain fired his gun for help. A nearby ship sent a boat, but the waves made it difficult for us to get on board. We threw down a rope, and managed to pull the boat closer and get in. But there was no way we could reach their ship, so we agreed to let the water take the boat towards the shore.

With our lives in great danger, we finally reached land. With a heavy heart, I walked with the others to Yarmouth, where people offered us warm clothes and money to get back home. But did I go back to the safety of home? No, I didn't. For some reason I cannot explain, I began to search for a new adventure.

Module 6

Future will

I'll work.	He'll sleep.
Will you work?	Will she sleep?
They won't work.	It won't sleep.

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** and **probably** or after the verbs **believe**, **think**, **hope**, **expect**, **be sure**, etc.
She'll probably be here tomorrow.
- to talk about on-the-spot decisions.
We've run out of milk; I'll go and buy some.
- for promises.
Don't worry, I'll be on time!
- for offers and requests.
I'll do the washing-up after dinner.
Will you help me tidy my room?
- for threats and warnings.
I won't speak to you ever again!

Future be going to

I'm going to stay.	He's going to leave.
Are you going to stay?	Is she going to leave?
They aren't going to stay.	It isn't going to leave.

The **Future be going to** is used:

- to talk about future plans and ambitions.
My brother is going to study biology.
- to make predictions based on evidence.
Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/
Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour / a year, etc.
soon

We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to Brussels tomorrow.

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths/facts.

If/When you press the button, the machine starts.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

if-clause	Main clause
If + Present Simple	<ul style="list-style-type: none"> Future <i>will</i> Modal Verbs (<i>may, might, can, should</i>) Imperative

If I need a pencil, I'll borrow one from Julia.

If you don't leave the office now, you might get stuck in traffic.

If you talk to Karim, ask him how his project went.

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 more free time, I would take up a sport.

You could see some rare species of animals if you visited the zoo.

- In **Conditional Sentences Type 2**, **were** is often used instead of **was** in the if-clause in all persons.
If I were rich, I would live in a huge house.
- We use **If I were you** to express an opinion or to give advice.
If I were you, I wouldn't buy it.
- Unless** can be used instead of **if... not...** in all conditional sentences.
I won't buy this car unless you agree (= I won't buy this car if you don't agree).
- When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

Module 7

Past Perfect Simple

I had worked.	He had slept.
Had you worked?	Had she slept?
They hadn't worked.	It hadn't slept.

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
My mum had done the washing-up by midnight.
- to describe an action that was completed before another action in the past. We use the **Past Perfect Simple** for the action that happened first and the **Past Simple** for the action which followed.
The match had already started when we got to the stadium.

For a list of irregular verbs go to page 145.

TIME EXPRESSIONS

before + point in time
by + point in time
before, after, when, by the time
already, ever, never, just

Articles (a/an/the)

- The indefinite article **a(n)** is used before singular countable nouns when we mention them for the first time or when we don't refer to a specific item. We use **a** when the next word begins with a consonant sound and **an** when the next word begins with a vowel sound.

a + consonant sounds	an + vowel sounds
a desk, a E uropean country, a u niversity, a h ospital, a b lue umbrella	an apple, an e gg, an o range, an u mbrella, an h our, an e xciting holiday

There is a lamp in the room. There isn't an armchair in the room.

- The **definite article the** is used before uncountable nouns and countable nouns in the singular and the plural.

The is used:

- before something specific or already mentioned.
I have to go to the dentist.
I bought two T-shirts and a dress. The dress is white.
- for things that are unique.
The sun heats the earth.
- for things that are defined.
The house which is next to ours is 300 years old.
- with the superlative of adjectives/adverbs.
Joan is the best student of all.
- before names of **seas, oceans, rivers, canals, coasts, gulfs, deserts, groups of islands, mountain ranges** and **countries in the plural**.
the Black Sea, the Indian Ocean, the Thames, the Panama Canal, the Blue Coast, the Gulf of Mexico, the Kalahari Desert, the Azores, the Alps, the USA
- before nationalities when we refer to the whole nation.
The Chinese invented paper thousands of years ago.
- before people's surnames when we refer to the whole family.
The Simpsons came to see us last night.
- with buildings: **hotels, restaurants, theatres, museums, institutions**.
the Hilton, the Pasta House, the National Theatre, the Museum of Modern Art, the British Council
- with **newspapers, services** and **organisations**.
the Washington Post, the police, the United Nations
- with adjectives referring to classes of people.
the old, the blind, the poor
- before **musical instruments**.
My son plays the drums.

The is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before.
He loves chocolate.
Whales are mammals.
- before names of **people, streets, cities, countries, continents, islands** and **mountains**.
Maggie Smith, Park Street, London, Italy, Asia, Corsica, Mount Everest
- before the **days of the week** and **months**.
on Monday, in June
- before names of **squares, parks, lakes** and **falls**.
Madison Square, Central Park, Lake Winnipeg, Niagara Falls
- before the names of **magazines, sports, games, colours, school subjects** and **languages** (when they are not followed by the word language).
Newsweek, tennis, bingo, white, maths, Spanish
- with meals (**breakfast, lunch, dinner**).
What did you have for breakfast?
But: When we talk about a specific meal, we use **the**:
I didn't enjoy the dinner on the plane.
- before the words **bed, court, home, prison, school, university, work** when they are used for the purpose for which they exist.
Thomas went to university to study engineering.
But: *Peter went to the university to visit his professor.*
- before **names of airlines** or **companies**.
Delta, BMW

Module 8

Passive Voice I

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

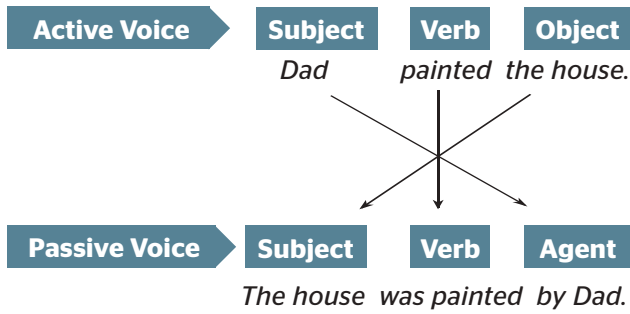
The Passive Voice is formed with the verb **to be** in the appropriate form and the **past participle** of the verb of the sentence.

The person who causes or carries out the action is called an agent and is preceded by the preposition **by** (*by + noun or pronoun*).

These trees were planted by schoolchildren from Beijing.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know who the agent is.
- when it is easy to figure out who the agent is.
My bag was stolen! (by someone, we do not know who)
BMW cars are made in Germany. (by factory workers)



Present Simple	Past Simple
I am chosen. Are you chosen? They aren't chosen.	I was chosen. Were you chosen? They weren't chosen.
Present Perfect Simple	Past Perfect Simple
I've been chosen. Have you been chosen? They haven't been chosen.	I'd been chosen. Had you been chosen? They hadn't been chosen.
Future Will	Modal Verbs
I'll be chosen. Will you be chosen? They won't be chosen.	I may be chosen. Should you be chosen? They mustn't be chosen.

For a list of irregular verbs go to page 145.

Passive Voice II

- Verbs such as **know, believe, say, think, consider, expect, report**, etc. are often followed by a *that* clause in the Active Voice and can be used to make general statements.
People believe that he is very rich.

The Passive Voice can be formed in two ways:

- It + passive form of verb + that clause**
It is believed that he is very rich.
- subject + passive form of verb + to + base form**
He is believed to be very rich.

Module 9

Infinitives

We use the **full infinitive (to + base form of the verb)**:

- to express purpose.
He called to tell me the news.
- after certain verbs: **afford, agree, appear, arrange, choose, decide, forget, hope, learn,**

manage, need, offer, plan, pretend, promise, refuse, seem, tend, try, want, would like, would love, etc.

Larry needs to buy a new car.

- after the objects of certain verbs: **advise, allow, encourage, expect, invite, order, persuade, remind, teach, tell**, etc.
It was Glen who persuaded me to apply for this job.
- with **too** and **enough**.
The soup is too hot to eat.
- after the structure **it + be + adjective**.
It's difficult to read his handwriting.
- after certain adjectives: **afraid, surprised, free, happy, ready, sorry, pleased**, etc.
At last he was free to do what he wanted.
- after verbs followed by a **question word (who, what, which, where, how, but not why)**
Have you decided where to go for your holiday?

We use the **bare infinitive** (base form of the verb **without to**):

- after **modal verbs (can, could, will, would, should, may, might, must)**.
*Can you tell me what's wrong?
 We may go out tonight.*
- after the verbs **let** and **make** (in the Active Voice).
*Fay always makes me laugh.
 My brother doesn't let me drive his car.*
- after **would rather** and **had better**.
*I'd rather buy the red car.
 You'd better tell me the truth.*

We can use the verb **help** with a bare or full infinitive.
*I always help my mother **clean** the house.
 I always help my mother **to clean** the house.*

-ing form

We use the **-ing form** (base form of the verb + **-ing**) as a noun. We use **-ing** forms:

- as the subject of a verb.
Fishing can be very relaxing.
- after certain verbs: **like, love, hate, enjoy, prefer, consider, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time)**, etc.
Ken just finished washing the car.
- after certain expressions: **don't mind, can't stand, be interested in, it's worth, How/What about..?, look forward to, be good at, can't help, feel like, there's no point in, it's no use, it's no good, be/get used to**, etc.
Louis is interested in taking up a language course.
- after prepositions (*for, of, about, without*, etc.).
*Henry is thinking of buying a new car.
 That knife is for cutting meat, not cheese.*
- after the verb **go** to indicate physical activities.
We go scuba diving every year.

- The verbs **like, dislike, love, hate, start, begin, continue**, are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.
I like playing / to play board games in the evening.
- The verbs **remember** and **forget** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning:
 - We use **remember/forget + -ing** when we refer to something that has already happened.
I remember returning the book.
I'll never forget meeting them.
 - We use **remember/forget + full infinitive** when we remember/forget something before doing it.
I'll remember to go to the supermarket.
Don't forget to lock the door.

prefer, would prefer, would rather

To express **preference** in the present or future we can use the following structures:

Structures	Examples
prefer + noun/-ing (preference in a particular situation, general preference)	<i>I prefer chocolate ice cream.</i>
prefer + noun/-ing + to + noun/-ing (general preference)	<i>Ted prefers swimming to scuba diving.</i>
prefer + full infinitive + rather than + bare infinitive (general preference)	<i>Mary prefers to travel by plane rather than (travel) by car.</i>
would prefer + full infinitive + rather than + bare infinitive (preference in a particular situation)	<i>I'd prefer to go out for dinner rather than stay at home.</i>
would rather (not) + bare infinitive (preference in a particular situation)	<i>I'd rather go to Ibiza this year.</i>
would rather + bare infinitive + than + bare infinitive (general preference)	<i>He'd rather work overtime on weekdays than work on Saturdays.</i>

Module 10

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.
Omar said, 'Khaled is at school.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

- We use **say** when there is no indirect object.
'I'll go to bed early,' he said.
He said that he would go to bed early.
- We use **tell** when there is an indirect object.
'I'll send you a message after class,' Reema told Hasna.
Reema told Hasna that she would send her a message after class.
- Apart from *say* and *tell*, other verbs can also be used to introduce reported statements: *explain, inform, add*, etc.

- 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**.

'You look great in your new dress,' said Kate.
Kate said that I looked great in my new dress.

Kelly said, 'I'll come to the library with you.'

Kelly said she would go to the library with me.

- When the reporting verb (*say* or *tell*) is in the Past Tense, we usually make the following changes:

Present Simple → Past Simple

Hassan said, 'I want to become a doctor.'

Hassan said (that) he wanted to become a doctor.

Present Progressive → Past Progressive

Jane said, 'I'm doing my homework.'

Jane said she was doing her homework.

Past Simple → Past Perfect Simple

Omar said, 'Uncle Ali bought a new car.'

Omar said his uncle Ali had bought a new car.

Present Perfect Simple → Past Perfect Simple

Steve said, 'I've been abroad twice this year.'

Steve said he had been abroad twice that year.

will → would

Fatima said, 'I'll drop by after work.'

Fatima said she would drop by after work.

can → could

Anne said, 'I can do the washing-up for you.'

Anne said she could do the washing-up for me.

may → might

Karim said, 'I may go to the park after school.'

Karim said he might go to the park after school.

must → had to

The teacher said, 'You must read a book during the summer holiday'.

The teacher said we had to read a book during the summer holiday.

Conditional Sentences Type 1 → Conditional Sentences Type 2

Sahar said, 'If you study hard, you'll do well in the exam'.

Sahar said if I studied hard, I would do well in the exam.

now → then

Jack said, 'I'll do it now'.

Jack said he would do it then.

here → there

Salim said, 'My mobile phone was right here'.

Salim said his mobile phone was right there.

ago → before

Afaf said, 'I visited the Museum of Islamic Art two weeks ago'.

Afaf said she had visited the Museum of Islamic Art two weeks before.

today, tonight → that day, that night

Charles said, 'I'm going to a football match tonight'.

Charles said he was going to a football match that night.

yesterday → the previous day / the day before

Jameel said, 'I ran into an old friend yesterday'.

Jameel said he had run into an old friend the previous day.

this morning/year, etc. → that morning/year, etc.

Alice said, 'I haven't been on holiday this year'.

Alice said she hadn't been on holiday that year.

tomorrow → the next day / the following day

Aisha said, 'I'm going to the dentist tomorrow'.

Aisha said she was going to the dentist the following day.

last week/month, etc. → the previous week/month, etc. / the week/month, etc. before

Liam said, 'I travelled to France last year'.

Liam said he had travelled to France the previous year.

next week/month, etc. → the following week/month, etc.

Ameer said, 'I'm having an important meeting next week'.

Ameer said he was having an important meeting the following week.

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.

'I enjoy cooking,' Ted said.

Ted said (that) he enjoys cooking.

'I will move to Chicago next year,' Eric says.

Eric says he will move to Chicago next year.

- The Past Perfect and the verbs *could, might, should, would* and *used to* do not change in Reported Speech.

Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs **ask, wonder** and the expression **want to know**.
- Reported questions follow the word order of affirmative sentences. At the end of reported questions, put a full stop, not a question mark.
 - 'Why did you say that?' he asked.*
 - He asked me why I had said that.*

Wh-questions

- If the direct question begins with a question word, the reported question also begins with the same question word.
 - 'What are you talking about?' she asked.*
 - She asked me what I was talking about.*

Yes/No questions

- If the direct question does not begin with a question word, the reported question begins with *if/whether*.
 - 'Did you like my presentation?' he asked.*
 - He asked me if/whether I had liked his presentation.*
- 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 **tell, advise, warn** or **order** when we report commands and **ask** when we report requests.
- The Imperative changes to **to + base form** or **not + to + base form**.
 - 'Be quiet,' said the teacher.*
 - The teacher told us to be quiet.*
 - 'Don't leave me alone, please,' the little boy said to his sister.*
 - The little boy asked his sister not to leave him alone.*

When the request is in question form, in Reported Speech it usually 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.

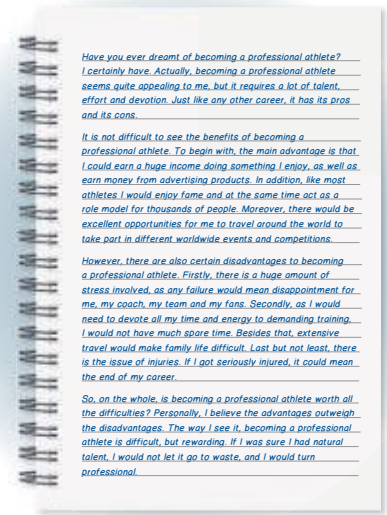
Base form	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let

Base form	Past Simple	Past Participle
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mowed/mown
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone/shined	shone/shined
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written

Module 6

AN ESSAY DISCUSSING ADVANTAGES AND DISADVANTAGES

An essay discussing advantages and disadvantages aims to provide a balanced presentation of the advantages and disadvantages of a particular situation or course of action. It is generally subject-oriented, formal, informative and objective. The formal language features of this essay include longer, more complex sentences, the use of standard English and the avoidance of short forms and abbreviations. The wording of the writing task and the topic of discussion itself play an important role in determining the level of formality of an essay as well as the stylistic features and tenses that are used. A writing task that poses a direct, personal question – e.g. *Does the career of a professional athlete appeal to you? Why? / Why not? What are the advantages and disadvantages?* – is best answered using a first person point of view throughout the essay as the issue being discussed is one of preference. This makes the tone less formal and more subjective. A subjective tone uses words that describe feelings, attitudes and opinions. Stylistic features may include the use of rhetorical questions and emotive words. In this essay, the Present Simple tense features prominently, along with the use of the modal verbs *would* and *could* to refer to future possibilities and hypothetical situations.



GENERAL PLAN FOR AN ESSAY DISCUSSING ADVANTAGES AND DISADVANTAGES

Introduction — first paragraph

- Make a broad general statement to introduce the topic of discussion and catch the reader's attention.
- State your opinion (if required).
- State what you are going to discuss and how you are going to discuss it.

Main Part — (2 paragraphs)

2nd paragraph

- Discuss the key advantages and provide justifications and/or examples.

3rd paragraph

- Discuss the key disadvantages and provide justifications and/or examples.

Conclusion — final paragraph

- Restate the topic of discussion.
- Summarise the key advantages and disadvantages developed in the main part in as few words as possible.
- Restate your opinion.

LANGUAGE BANK

Introduction — first paragraph

Introducing the topic of discussion

- *People seem divided when it comes to...*
- *Most people would agree that... / Few people would disagree that...*
- *These days, it seems that...*
- *It is often said/argued that...*
- *Today there is general agreement that..., but there are those who...*
- *Opinions differ about/on...*
- *There is considerable disagreement regarding...*

Stating opinion

- *It seems/appears to me that...*
- *I (personally) think/believe that...*
- *My belief is that...*
- *It is my opinion that...*

- *The way I see it...*
- *I would personally argue that... for the following reasons.*

Stating the purpose of your essay

- *The purpose of this essay is to explore/consider/discuss the advantages and disadvantages of...*
- *In this essay, I will...*

Main Part — (2 paragraphs)

Presenting arguments

- *A(n) big/important/major advantage/benefit/disadvantage/drawback of... is...*
- *The biggest / most important/obvious advantage/benefit/disadvantage/drawback is...*
- *Another positive/negative aspect/point of... is...*
- *An argument against / in favour of... is...*

Conclusion — final paragraph

Summarising points

- *In conclusion, there seems to be no/little doubt that...*
- *All in all, it seems to me that...*
- *Taking everything into account, I am convinced that...*

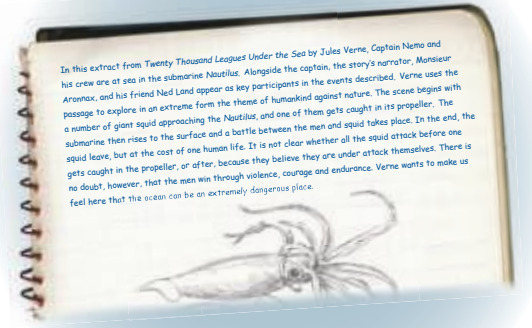
- *To sum up, it is clear/obvious to me that there are more advantages/disadvantages than disadvantages/advantages.*
- *I personally believe that both the advantages and disadvantages are worth considering.*

For a sample essay, see SB p. 80

Module 7

A SUMMARY OF AN EXTRACT FROM A NOVEL

A **summary** aims to provide a clear, concise, accurate and objective account of the most important information or the main ideas that feature in a larger work (an extract from a novel, an article, a story, etc.). The information provided is factual and to the point, so the writer does not include any unnecessary details, such as his/her opinion, interpretation or analysis of the key features of the original text. He/She adopts a neutral and impersonal tone and uses an objective, third person point of view. When the summary is of an extract from a book or story, the writer uses mainly present tenses in the Active Voice to relay/describe the events. A summary may vary in length depending on what is being summarised, but is usually about a paragraph long.



GENERAL PLAN FOR A SUMMARY OF AN EXTRACT FROM A NOVEL

The first one or two sentences

- Mention the title of the book from which the extract has been taken and the name of the author.
- Briefly introduce the main character (who) and describe the setting (where and when the events described occur).

The next two or three sentences

- Outline the main theme of the extract and describe the main events that happen (what).

The following two or three sentences

- Provide supporting information that helps to clarify the hows and whys of the main events.

The final sentence

- Explain the message or moral of the extract if there is one.

LANGUAGE BANK

- *(title of the book from which extract has been taken) by (name of the author) features (the name of the main character), who...*
- *In this extract from... by...*
- *... by... is a story about... / follows the story of...*
- *The extract may be divided into... / consists of (two/three) parts.*
- *This extract describes / is about / deals with...*
- *The main character, (name of main character), is...*
- *It is set in...*
- *The events take place...*
- *The story takes place during...*
- *The passage is set some time in...*
- *The setting is...*
- *It is set in...*

- The scene begins...
- In the extract, the main character, (name of the main character),...
- In the second part of the extract...
- The next thing that happens is...
- The climax / turning point is reached when...

- The key incident here is...
- For the whole duration of the extract...
- The moral of the story is...
- The message behind this piece seems to be that...

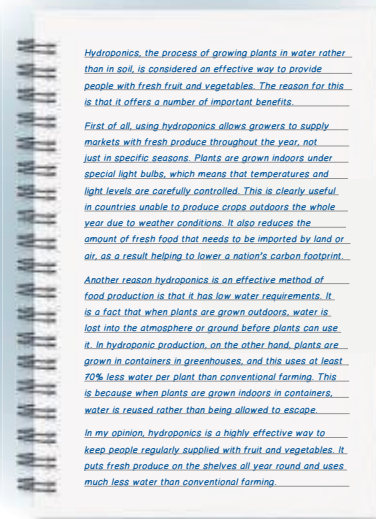
For a sample summary, see SB p. 94

Module 8

AN ESSAY EXPRESSING AN OPINION

In an **essay expressing an opinion**, the writer is required to take a stand on an issue and express his/her opinion. This means that the essay, more often than not, presents only the ideas that best reflect his/her point of view – in other words, the arguments in favour of the position he/she is supporting. The writer may, however, choose not to take sides on the issue and remain neutral, so to speak. In this case, he/she presents both sides and maintains that both hold a measure of truth. Although the tone of an opinion essay is serious and formal, it is also subjective in that the writer makes frequent use of the first person singular pronoun 'I'. In general, each argument the writer presents features in a separate paragraph accompanied by justifications and/or examples.

The wording of the writing task and the topic of discussion itself play an important role in determining the level of formality of an essay as well as the stylistic features and tenses that are used. A writing task that discusses issues that are of general concern and interest, such as the effectiveness of using hydroponics to maintain a regular supply of fresh food, is best answered using a more objective and matter-of-fact tone. The formal language features of this essay include longer, more complex sentences, the use of standard English and the avoidance of short forms and abbreviations. The Present Simple tense features prominently, along with the use of the Passive Voice, which adds an air of formality and neutrality to the text.



GENERAL PLAN FOR AN ESSAY EXPRESSING AN OPINION

Introduction — first paragraph

- Make a broad general statement to introduce the topic of discussion and catch the reader's attention.
- Identify the specific focus of the essay.
- Express your opinion.

Main Part — (2 paragraphs)

- In separate paragraphs, discuss two main arguments/ideas in support of your opinion and develop them by providing justifications and/or examples.

Conclusion — final paragraph

- Restate the topic of discussion.
- Summarise the key ideas/arguments developed in the main part in as few words as possible.
- Sum up your overall opinion.

LANGUAGE BANK

Introduction — first paragraph

Introducing the topic of discussion

- *In the past, people used to..., but now they...*
- *Traditionally, people...*
- *These days, it seems that...*
- *One of the most important developments in recent years has been...*
- *In recent years, there has been a lot of interest in / discussion about...*
- *Recent developments show that...*
- *Today there is general agreement that...*
- *Most people would agree that...*
- *These days, it seems that...*
- *It is often said that...*

Stating opinion

- *It seems to me that...*
- *I personally think that...*
- *I firmly believe that...*
- *It is my opinion that...*

Main Part — (2 paragraphs)

Discussing the key ideas/arguments

› Listing/Sequencing points

firstly, to start with, in the first place, secondly, finally, last but not least

› Adding more points

in addition, furthermore, what is more, another point worth mentioning, another key aspect/point/fact

› Expressing result/consequence

therefore, thus, as a result, for this reason

› Giving an example

such as, for instance, (take) for example, that is

Conclusion — final paragraph

Summarising points

- *For the reasons provided above,...*
- *I (personally) believe / think / am of the opinion that...*
- *All in all, it seems to me that...*
- *Taking everything into account, I have reached the conclusion that...*

For a sample essay, see SB p. 106

Module 9

A BOOK REVIEW

A **book review** aims to provide a clear and concise summary of specific aspects/features of a book. The purpose of a book review is to help potential readers decide if they would like to read it. If the book being reviewed is fictional, the writer usually provides some information about the theme, characters, setting and plot. The writer also provides a personal evaluation of the strengths and weaknesses of the book and makes a recommendation which clearly indicates why it is or is not worth reading. The Present Simple tense features prominently in book reviews and is used to describe the book's characters and plot, while the Past Simple tense is used to provide factual details about the book itself (e.g. author, year of publication). The writer also makes extensive use of descriptive adjectives to make his/her descriptions more interesting.



GENERAL PLAN FOR A BOOK REVIEW

Introduction — first paragraph

- Give some general information about the book (title, author, type of book, etc.).

Main Part — (2 paragraphs)

2nd paragraph

- Give a brief summary of the plot.
- Do not include too many details.
- Don't reveal the ending.

3rd paragraph

- Comment on the interesting aspects/features of the book.
- Provide a personal evaluation of the strengths and weaknesses of the book.

Conclusion — final paragraph

- State your overall opinion.
- Mention the ideal target audience.
- Make a recommendation.

LANGUAGE BANK

Introduction — first paragraph

- ... is a bestseller / timeless classic by...
- The book is/was written by...
- ... is a(n) historical novel / autobiography / crime novel / action adventure / mystery, etc.
- It was published in/by...
- It came out in...
- The book is based on...

Main Part — (2 paragraphs)

2nd paragraph

- The book tells the story of...
- The story is about...
- It is set / takes place in...
- The main character...
- The plot becomes interesting/complicated when...
- At some point in the story...
- The hero/heroine of the story...

3rd paragraph

- The book is well-known for...
- The book has/contains vivid/detailed descriptions of the characters/setting...
- The book is very descriptive and informative.
- The opening chapters are so appealing that you want to keep on reading.
- The author does a great job of...

- The author never fails to...
- One of the features that makes this book interesting/fascinating/appealing... is...
- It has realistic dialogues / a surprising ending...

Conclusion — final paragraph

- Overall, I found...
- I was terribly disappointed by the book.
- It is a big let-down from start to finish / from beginning to end.
- It's definitely (not) worth reading.
- It's sure to appeal to all ages.
- It's suitable for people who are interested in...
- It's (un)suitable for children / people aged...
- It's a good read, especially for...
- It's a real page-turner!
- If you are a... fan, don't forget to put it on your list of books to read.
- It's nothing special.
- You will find it hard to put down.
- It was better than I expected.
- If you haven't read it yet, make sure you get a copy.
- I highly recommend it to fans of...
- It's a waste of time and money.

For a sample book review, see SB p. 121

Module 10

AN ARTICLE DESCRIBING A PERSON

An article is a written piece of work that is created to appear in a print or online publication, such as a newspaper, magazine, journal or blog. It is, thus, written to be read by a large audience. The level of formality of an article as well as the stylistic features and tenses that are used are determined by various factors which include where the article appears, what the topic of discussion is, who the target audience is and what purpose the article is meant to serve. An article may be written to entertain, narrate, describe, inform, persuade, advise, explain, analyse or instruct. When written to entertain, an article will feature the use of lively, colourful and descriptive language in the form of adjectives, expressions and idioms. It will also make use of more informal stylistic features, such as exclamation marks to express [strong] feelings and the second person point of view, including direct questions addressed to the reader, to attract and hold their attention.



An article describing a person who has had an impact on one's life is based on one's personal experiences. It is, therefore, highly subjective and informal in nature. The purpose here could be to entertain, to inform others about what one thinks is valuable in a person and/or to describe the value of the person one is writing about. To effectively accomplish the task, the writer needs to use a combination of past and present tenses and shift the narrative point of view from first to third person depending on whether he/she is talking about him/herself or the person he/she is describing.

GENERAL PLAN FOR AN ARTICLE DESCRIBING A PERSON

Title

- Think of an interesting title that will catch the reader's attention.

Introduction — first paragraph

- Say who you are writing about and why you have chosen to write about this person.

Main Part — (2 paragraphs)

- Provide information about the person and his/her life and accomplishments, and describe the qualities/deeds that make him/her admirable.

Conclusion — final paragraph

- Say what makes this person so special and what effect he/she has had on you.

LANGUAGE BANK

Introduction — first paragraph

Introducing the topic of discussion

- *The person I admire the most is...*
- *What I like/admire/love/dislike about... is...*
- *What makes (name of person) special is his/her...*
- *I've always found... interesting/exciting/unique because...*
- *... is the person who...*
- *The person who has had a huge impact on my life is...*

Main Part — (2 paragraphs)

Use adjectives:

mature, responsible, honest, patient, sociable, witty, ambitious, hard-working, kind, strong, caring, reliable, motivated, etc.

Conclusion — final paragraph

Summarising points

- *For me / To my mind / The way I see it...*
- *... is not just... / ... is more than...*
- *I am so grateful to (name of person) for...*
- *If it weren't for (name of person), I wouldn't...*
- *(name of person) has played a huge role in...*

Module 6**cover (p.71)**

make history
well educated

6a (pp.72-73)

award
barefoot
blame (v.)
by nature
competition
concept
developing country
doubt (n.)
fable
go after (a dream)
investigate
irrational
laughter
make fun of
optimistic
president
realistic
response
reveal
risk (v.)
satisfying
seed
set a goal
unrealistic
victory

6a (pp.74-75)

accomplish
affected
ambition
gain
illiterate
illogical
immature
impolite
impractical
inappropriate
incorrect
inexperienced
insecure

intelligence
intend
irregular
irrelevant
irresponsible
literate
logical
marshmallow
mature
relevant
secure (adj.)
unaware
unkind
unprofessional
unreliable
unsuitable
unwilling

6b (pp.76-77)

anger
approximately
awareness
be in the public eye
belief
celebrity
cleverness
creativity
depth
fame
feat
get to sb
height
hero
impress
kindness
laziness
lecture (n.)
make headlines
mathematician
on one's own
passion
personal
popularity
pressure
properly
responsibility
similarity
strength
take a break
the pros and cons
thought (n.)
weakness

6b (pp.78-79)

appealing
energising
escape from
maintenance
patio
unappealing
weather dependent

6b (pp.80-81)

all in all
besides that
beyond
demanding
devote
devotion
disappointment
donate
extensive
failure
for instance
good cause
in conclusion
in the first place
injury
last but not least
let sth go to waste
moreover
on the one hand
on the other hand
on the whole
outweigh
to sum up
turn professional
walk of life

Module 7**cover (p.85)**

running water
sparkling water
tap water
water cooler
water fountain
water pollution

7a (pp.86-87)

be about to
beak
beast
blind (v.)
companion

cry (n.)
feather
for an instant
force (n.)
gaze (v.)
giant
gigantic
head (v.)
knock over
legend
liquid
marine
monster
myth
obviously
overcome
overhear
squid
struggle (v.)
swallow
tears
violence
weapon

7a (pp.88-89)

endangered
extinct
treasure
turtle
unconscious
wounded

Geographical features

bay
canal
canyon
desert
falls
gulf
rainforest
volcano

Phrases

I get it.
In other words,...

7b (pp.90-91)

agriculture
at risk
average
bother (v.)
congratulate
consume
cooperate

decrease
depend
disease
flush toilet
germs
in motion
increase
insist
instant coffee
link (v.)
muscle
nausea
percentage
rely
source (of life)
supply (n.)
swamp
take sth for granted
total amount
use up
vomit
water shortage

7b (pp.92-93)

cause (n.)
species
locally
mountain range
national park
peak
penguin
rainwater
raise awareness
toad

7b (pp.94-95)

battle
be set in
courage
extract
form (n.)
harbour
humankind
incident
key (adj.)
main character
moral
nearby
participant
passage (=text)
safety
summary

theme
under attack

Module 8

8a (pp.98-99)

a series of
absorb
aerial
artificial
carbon dioxide
completion
criticism
damaging
decade
destruction
devastating
dust (n.)
enemy
expanding
global warming
habitat
intruder
loss
man-made
Only time will tell.
outcome
process
rate
result in
scarce
soil
speed up
traffic congestion
valuable

8a (pp.100-101)

acid rain
alternative energy
ban (v.)
carpool
chemicals
close down
coal
commercial
cut down (trees)
deforestation
exhaust fumes
fine (n.)
firewood
fossil fuels
gases

layer
leak (v.)
materials
mixture
monuments
oil spill
pass a law
poisonous
pump into
recycling plant
reuse
severe
smog
spread (v.)
substance
tanker
threat
toxic waste

Phrases

I couldn't agree more.
It is a fact that...
It is common
knowledge that...

8b (pp.102-103)

balanced diet
blood pressure
calcium
carbohydrates
cholesterol
cut down on
cut sth out (of a diet)
dairy products
diabetes
end up
exclude
fat (n.)
fibre
function (v.)
grains
immune system
in the long run
iron
look into
matter (n.)
minerals
nutrients
nutritious
obese
point out
protein
replace

stick to
vegan
vegetarianism
vitamin

Food

apricot
aubergine
cauliflower
corn
dates
grapefruit
lamb
lentils
oatmeal
peanuts
pear
pumpkin
shrimp
spinach
watermelon
wheat
Phrases
Don't get me wrong.

8b (pp.104-105)

affordable
beverages
food poisoning
food stall
obesity
three-course meal
vendor
whereas

8b (pp.106-107)

by air
by land
container
crops
due to
greenhouse
highly (toxic)
import
light bulb
nation
organic
production
requirement
supply (v.)

Phrases

This is because...

Module 9**cover** (p. 111)

preference

9a (pp. 112-113)

analyse
 be based on
 bombard
 conduct (an experiment)
 conservative
 countless
 factor
 fictional
 indicate
 influence (v.)
 initially
 instinct
 measure (v.)
 misery
 necessarily
 no matter how
 pick (=choose)
 range (n.)
 selection
 spam email
 take sth into consideration
 tend
 unimportant

9a (pp. 114-115)

be broke
 be on a tight budget
 be short of cash
 browse
 cheat sb out of sth
 cost a fortune
 flea market
 model
 on sale
 out of stock
 outlet
 queue
 refund (n.)
 sale
 spare some cash

Phrases

As far as I'm concerned,...
 It doesn't matter
 It's a rip-off.
 Money is no object.
 That's a steal.
 To be honest,...

9b (pp. 116-117)

breathtaking
 calorie
 complaint
 complicated
 disapprove
 dishonest
 disrespect
 dissatisfy
 endless
 fitness
 graphics
 heart rate
 hopeless
 in stock
 instructions
 lightweight
 misbehave
 misinform
 mislead
 misplace
 misspell
 mistake (v.)
 misunderstand
 monitor (v.)
 on the go
 out of focus
 plus (n.)
 quality
 quite
 rather
 shipping
 stylish
 uncover
 unlike
 USB port
 waterproof
 wireless
 worthless

9b (pp. 118-119)

beanbag
 game console
 storage box

vacuum cleaner

Phrases

If it were up to me,...
 My first choice would be...

9b (pp. 120-121)

a good read
 a page-turner
 account (=story)
 acquaintance
 author
 autobiography
 award-winning
 bestseller
 biography
 birth
 chapter
 classic
 cookery book
 criminal
 evident
 fiction
 graphic novel
 greed
 gripping
 heroine
 historical
 identity
 look out for
 mistreat
 non-fiction
 obstacle
 orphan
 perfection
 poetry
 portray
 poverty
 punish
 raise (v.) (=bring up)
 reader
 timeless
 trilogy
 vivid
 workhouse

Phrases
 It appeals to all ages.
 Make sure you get a copy.
 Overall, I found...
 You will find it hard to put down.

Module 10**cover** (p. 123)

challenging
 fearless
 monotonous
 tempting
 terrifying
 thrilled
 uneasy

10a (pp. 124-125)

absolute
 cross (v.)
 horizon
 immense
 inhabit
 inhospitable
 miserable
 pathway
 plain (n.)
 rifle
 rub (v.)
 sand
 spread (n.)
 stretch (v.)
 survival
 unwrap

Prepositional phrases

in a row
 in charge of
 in despair
 in general
 in particular
 in person
 in / out of control
 in / out of danger
 in / out of order
 in / out of shape
 in / out of sight
 in / out of trouble
 in / out of use
 out of breath
 out of date
 out of one's mind
 out of one's reach
 out of the ordinary
 out of the question
 out of work

10a (pp. 126-127)

amaze
 award (v.)
 BBQ
 beforehand
 buffet
 certificate
 circus
 demonstration
 driving licence
 dune
 ethnic
 every other day
 grilled food
 in advance
 lift weights
 move (n.)
 overweight
 performer
 pull a muscle
 refreshments
 roll over
 run into
 specific
 steering wheel
 stretching exercises
 treadmill
 warm up
 weight training
 workout

Phrases

a piece of cake
 cross one's mind
 grab a bite to eat
 I can't take it any more.
 I'll pass.
 kill two birds with one stone

10b (pp. 128-129)

bow and arrow
 cautiously
 compared to
 controls
 dismount
 dragon
 guard
 halfway
 imaginary
 lose a life
 lose contact
 lose interest in

lose one's patience
 lose one's temper
 miss a meal
 miss a meeting /
 an appointment
 multiplayer
 no time to lose
 proceed
 reflexes
 sequel
 soldier
 stage
 step by step
 summarise
 surround
 sword
 tail
 tale
 trail (n.)
 trap (n.)
 trick (v.)
 walkthrough
 wander
 windmill
 wing

10b (pp. 130-131)

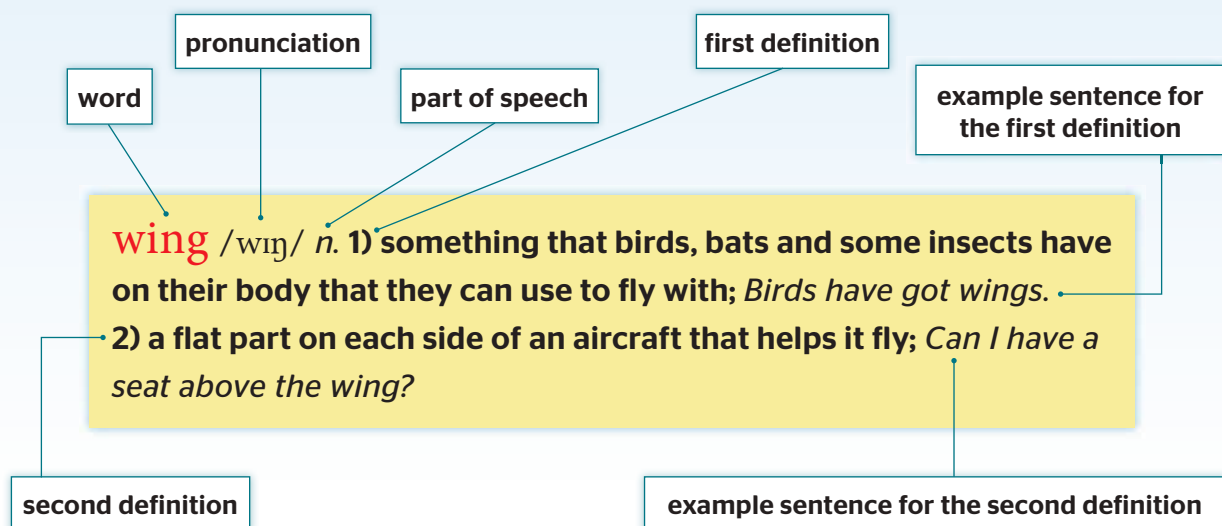
approve
 drawing
 scriptwriter

10b (pp. 132-133)

alike
 all sorts of
 as long as
 characteristic (n.)
 curious
 merchant
 narration
 part-time
 possess
 To my mind,...
 to one's benefit
 will (n.)

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:



Module 6

6a

Expert Hello, my name is Dr Tom Morris. I am here today to discuss how studies have shown that it is possible to predict whether people will be successful or not in their lives. Successful people seem to have specific characteristics that can be spotted from a very young age. A study which took place in the 1960s and 1970s managed to change the way we had understood the concept of success up until then. It was called the 'Marshmallow Experiment', a funny name for an experiment, but you'll understand why it was called that in a minute.

It turns out that successful people aren't just intelligent, as most of us would think, but they also have the ability to control themselves and delay gratification. What do I mean by 'delay gratification'? Well, it is the ability a person has to refuse a reward now and be patient enough to wait for a bigger or greater reward later. It's a simple idea, and when I tell you about the experiment, I'm sure you will understand it clearly.

So, let's go on to discuss the experiment. It involved a group of four-year-olds that had to sit in a room with only a table and a chair in it. The experts showed each child a marshmallow and told them that they had two options. The first was that they could eat the marshmallow at any time they wanted to. But if they were impatient and ate it right away, they wouldn't get another one. The other option? If they waited for 15 minutes, they would get a second marshmallow to eat. The experts then left the room and left the children alone to decide. I know it sounds

like a long time for young children to wait. You might say that even five minutes would be long enough. However, the results showed that it wasn't an impossible task for some. About one out of three children managed to wait the appropriate amount of time and get a second marshmallow.

The experts then asked themselves, 'What will happen to these children in the future?' The amazing thing is that they contacted the children after about 15 years and investigated whether they could be considered successful or not. What did the experts discover? It turns out that the ones who were able to delay gratification were indeed the ones who got better marks at school, had better relationships with their teachers, parents and friends and also showed a greater ability to cope with stress and other problems, proving that they were more successful than the others.

This experiment has been conducted in many other countries and...

6b

A: Welcome back. Liz is here with me to check the answers to our Record Breakers quiz. I think I got all the answers right this time.

B: OK. Let's see what you've got. What is the longest distance travelled on a bike in 24 hours without the rider's feet touching the ground?

A: Well, I was going to put 8,905, but then I realised that's longer than the Tour de France, a race which lasts for 21 days. So I chose 890.

B: Well done! What about the next one?

A: The longest beard? Well, they all seem pretty amazing to me. But I went for 1.4 m.

B: I'm afraid you're wrong.

A: Was it only 82 cm? I say 'only' but that's very long as well. Not that I would know. I've never tried to grow a beard.

B: No, it's actually 2.3 m.

A: Get out of here! That's taller than the tallest basketball player.

B: I know, it's pretty unbelievable, don't you think? OK, on to the next one.

How many records were broken at the London Marathon in 2011?

A: Now, this one confused me a little, because there are only a few winners, so there can't be 35 records broken. I'm going to say zero, because I think it's a trick question.

B: Well, it is a trick question.

There were 35 records broken, but they were mainly for being the fastest wearing a particular costume, or running backwards, that kind of thing.

A: I see. Well, I couldn't know that. What about the underwater wedding question?

B: What did you guess?

A: Well, I didn't actually guess. I remember seeing it on TV when it happened.

B: That's cheating!

A: No. I just happen to know the answer. Anyway, there were only about 130 people at my wedding, and I thought that was a lot. So, how they managed to get 275 people in that lake, all with scuba gear, was pretty amazing.

B: On to the last question. How many T-shirts did Sanath Bandara wear at once?

A: I have no idea about this one. But I'm guessing 357 is way too many. Let's say 257.

B: You're right!

A: He must have been pretty hot in there.

B: No doubt.

Module 7

7a

Hi, I'm Jack Fuller, and this week on *Wild World*, we're exploring the seas and oceans of the world and discovering why the earth is known as the 'blue' planet.

Here I am on this island, right in the middle of the Atlantic Ocean, around 1,600 kilometres off the coast of Africa and 2,250 kilometres from the coast of South America. And here, every year from about November to May, green sea turtles visit the island to lay their eggs deep in the sand. They are huge creatures, about 1.5 metres long, sometimes weighing more than 300 kilograms. As you can see, it is night now, and if we're lucky, we'll be able to see some baby turtles come out of the sand and head towards the water.

This is the most dangerous time of their lives, as seagulls and crabs attack and eat them. And once in the water, they have to avoid fish, too. Only a few will survive, and those lucky enough to reach adulthood in twenty or more years' time, will return here to lay their eggs. Some travel 2,500 kilometres to find the exact beach where they were born.

At the moment, I am at a depth of 3,600 metres in the Atlantic Ocean. I'm inside a submersible, specially designed for deep-sea diving. It is completely black down here, the temperatures are close to freezing and the pressure is enormous. However, there are living creatures down here. And if I'm lucky, I should be able to see what I'm looking for. There it is! An anglerfish! The reason we can see this animal is because it has a light coming out of its head. Anglerfish use this light to attract other fish and eat them. It is a very useful thing to have at this depth. Of course, this isn't the deepest part of the ocean. For that, you need to travel to the Mariana Trench in the Pacific Ocean. There, the depth is over 10,000 metres, and very little is known about the bottom of the trench, where very few people have ever been. In fact, more people have been on the surface of the moon than the sea floor of the Mariana Trench. But, amazingly, you can still find small life forms down there.

I'm sitting in a boat off the coast of North America and I'm waiting to see one of my all-time favourite animals. The blue whale is simply the largest creature that has ever existed on our planet. It can measure up to 33 metres long and weigh up to 200 tonnes, whereas the heaviest dinosaur was only around 90 tonnes. Just to give you an idea of what we're talking about, a blue whale's heart is the same size as a small car. These creatures can also swim very fast, reaching speeds of 74 kilometres per hour. Before they began to be hunted, there were about 240,000 blue whales in the Antarctic alone. Today, sadly, they are an endangered species and their population worldwide is estimated to be between 5,000 and 12,000. Wait! I think I see something. Yes! There's one.... Wow! Look at that!

7b

A: Hello, this is Jeff Atkins. Today on our show we've got a special guest, Tom Summers, who is here to tell

us about World Water Day. What is World Water Day, Tom?

B: On World Water Day lots of events are organised around the world to raise awareness about water issues. Many of us take water for granted, but there are millions of people around the world who haven't got access to clean water. So, every year on 22 March, World Water Day turns our attention to this constantly growing problem.

A: It's a big problem, Tom. What does World Water Day try to achieve, though?

B: Basically, its goal is to inform people about the problem of water shortage. It is getting bigger because of the increasing world population, changes in our lifestyles, pollution and climate change and, unfortunately, it leads to a shocking number of deaths around the world. This year, many events will take place in cities all around the world, including ours. Speakers will educate us on how we can save water.

A: What kind of events take place on World Water Day?

B: Well, one example is the Walk for Water event. In many countries, women and children have to walk as far as seven kilometres to find water every day. The Walk for Water event is a great way to show people the importance of water. It's an event mostly for schools. However, anybody can take part. Participants walk for nearly seven kilometres while carrying a backpack filled with seven litres of water. Last year, 350,000 people 'walked for water' in cities all around the world.

A: Wow, that's a large number. Have you got any advice for our listeners? How can they help out?

B: Well, first of all we should all try to decrease our water footprint, which shows how many litres of water we use every day, not just by brushing our teeth and showering, but also the water we consume based on the food we eat and the products or services we use. For instance, 1,020 litres of water are used just to produce one litre of milk! And for one kilogram of beef, you need about 15,000 litres of water. A vegetarian for instance, consumes less water daily than somebody who eats meat. In fact, up to thousands of litres less.

A: That's interesting. How can we learn more about World Water Day?

B: On our official website you can find out how we can help out in different countries, and watch videos of World Water Day events from last year. It's also a great place to find out details about future events.

A: Well, sounds great. Now, let's go to a break...

Module 8

8a

A.

1.

After several days of heavy rains and thunderstorms, severe floods were faced in the farming region 100 km west of the city centre. Crops were destroyed and homes were damaged from the increased levels of water. Farmer and resident of the area, John Peters told our correspondent that this is the worst flood he has ever seen. Most of his fields are completely covered in water, and many of his family's personal belongings are ruined, leaving him devastated. Farmers are concerned, and they want to save as much as possible of this season's crops. Officials are promising that relief measures will be taken immediately. In other... (fade out)

2.

A: Well, I don't see what's the big deal. Personally, I hate cold weather. Global warming means I can go swimming all year round, so why not let it get warmer and warmer?

B: Are you crazy? Haven't you understood a word of what scientists are saying? If the temperatures keep rising, the ice caps in the poles will melt. As a result, sea levels will rise causing massive flooding. And yes, you will be able to go swimming all year round – in your back garden!

A: So what? If the ice caps were smaller in size, it would be easier to dig for oil in the Arctic, which would mean cheaper petrol for us. Think about how much more often we could use our cars!

B: I give up Brian, you are completely out of your mind.

3.

What a crazy week! Tomorrow you'll need your coats and boots because it's going to snow! The morning will start out cloudy with a temperature of -3 °C and, towards noon, we will see

some light snow beginning to fall which will continue late into the evening hours. We will probably have about 5 cm of snow, so don't expect to be making any snowmen just yet. Drivers will however need to show extra caution on slippery roads. The snowy weather isn't going to last for long though! On Tuesday the sun will shine again, the temperature will rise to a high of 5 °C, and the snow will disappear.

4.

A: Good afternoon. Yesterday some residents of Winterdale complained about the government's decision to build a wind farm just outside their town. On the line I have Emily Taylor from the Environmental Protection Agency. Hello, Ms Taylor.

B: Good afternoon.

A: What exactly will this wind farm be like?

B: Well, 15 turbines will be built on the hills just outside Winterdale providing 20% of the town's total electricity.

A: Now, farmers in particular aren't happy at all about the wind farm.

B: Well, what farmers need to realise is that these wind turbines will be on top of the hills, where there are no farms and hardly any farmland.

A: OK, but some bird protection organisations are worried because these huge turbines kill a lot of birds.

B: It's true that turbines sometimes kill birds accidentally, but compared to other man-made structures, the number is very small.

A: OK, thank you, Ms Taylor. Now let's go over to...

B., C.

4.

A: Good afternoon. Yesterday some residents of Winterdale complained about the government's decision to build a wind farm just outside their town. On the line I have Emily Taylor from the Environmental Protection Agency. Hello, Ms Taylor.

B: Good afternoon.

A: What exactly will this wind farm be like?

B: Well, 15 turbines will be built on the hills just outside Winterdale providing 20% of the town's total electricity.

A: Now, farmers in particular aren't happy at all about the wind farm.

B: Well, what farmers need to realise is that these wind turbines will be on top of the hills, where there are no farms and hardly any farmland.

A: OK, but some bird protection organisations are worried because these huge turbines kill a lot of birds.

B: It's true that turbines sometimes kill birds accidentally, but compared to other man-made structures, the number is very small.

A: OK, thank you, Ms Taylor. Now let's go over to...

8b

1.

A: Hi, Jason. Is that your dinner?

B: Yeah.

A: Have you given up with your diet, then?

B: What do you mean?

A: Look at the size of that steak! It's huge.

B: I see no problem with a little bit of protein. And I have some spinach and carrots, too. Delicious!

A: And no chips?

B: Well, I'm not going to lose weight eating chips, bread and cakes, am I? It's just empty calories.

A: Whatever you say.

2.

A: So, Mr Anderson, how are you feeling?

B: Very well. I haven't had any stomach aches for a while. So, I think the diet is working.

A: Are you eating a lot of meat?

B: Not really, but I'm trying to increase the amount of calcium in my diet.

A: Yes, make sure you get a lot of calcium, but I also think you could do with a little more meat.

B: OK, doctor.

3.

A: Hello, would you like fish or beef?

B: Umm, what do they come with?

A: The beef comes with potatoes and cauliflower and the fish has a green salad.

B: OK. The beef, I suppose.

A: There you go.

B: I saw someone with pasta over there.

A: Yes, that's the vegetarian meal. Would you like that instead?

B: Yeah, that would be much better for me.

A: Jean! Do we have any vegetarian meals left? No?

B: It's OK. Don't worry about it. I'm fine with this.

4.

A: OK, the chicken is looking very nice there in the oven. Let's get to work on the dessert.

B: What are you going to prepare, Erica?

A: My summer fruit salad. It's a recipe from my new book, and all you need is a variety of fruit to get different types of vitamins. Here we have some pears, apricots and I always like to add a few strawberries. It would have been nice if we had some watermelon, but don't worry. It'll be just as refreshing. OK, first we cut our lovely fresh pears and put them in a bowl.

B: Can I help with that?

A: Sure, go ahead.

5.

Man: You can become overweight or obese when you eat more calories than you use. Your body needs energy to function and to be active. But if you take in more energy than your body uses, you will gain weight. Many factors can play a role in becoming overweight or obese. These factors include behaviour patterns, such as not eating healthily or not getting enough physical activity, environment and culture, or sometimes it can simply be in your genes.

6.

A: Excuse me. Can you help me out? What's this dish here on the menu?

B: Stuffed aubergine? That's aubergine with chopped tomatoes, mushrooms and grated parmesan cheese on top, baked in the oven. It's delicious.

A: And the aubergine special?

B: Well, that's stuffed aubergine, but it also includes shrimps.

A: And mushrooms?

B: Yes, unless you don't like them, and you want to replace them with something else.

A: Well, I'm not a big fan. Can we just leave them out?

B: Of course, no problem. So, one aubergine special...

Task: Modules 7&8

There are many ways to save water in our daily lives. Leaky taps or toilets waste a lot of water. For example, a leaky toilet wastes over 757 litres of water a day! So, it can really help to check your house for leaky taps and toilets and fix them right away. A tap that leaks about 20 drops per minute does not seem like a big deal. However, if you knew that this tap can waste over 2,500 litres of water a year, I'm sure you'd consider fixing it.

Also, changing a few things in our daily habits can help save a great deal of water! We have all been told not to brush our teeth or wash our face and leave the water running. Just imagine that by turning off the tap while brushing your teeth, you can save up to 757 litres of water a month. Additionally, taking shorter showers can also help save water. Experts say that if we could make our showers 5 minutes shorter, we would be able to save over 1,300 litres of water each month.

Using the dishwasher is much more efficient than washing up by hand, but only if you fill it up. If you use the dishwasher for only a few plates or glasses, you will end up wasting more water. So, always remember to run your dishwasher as well as your washing machine only when they are full. That way you can save up to 3,800 litres a month!

Module 9

9a

Today, we are going to talk about money and how to use it wisely. First it is important that young people learn not to spend all their money. Let's say you have one pound. Most of you would probably say it's only one pound and spend it all. True, it isn't a lot of money, but developing the right attitude towards money is important. One suggestion that I consider worthwhile is the 70-30 plan. The 70-30 plan means that you can spend only 70 per cent.

With the 30 per cent that is left, you should divide that into ten, ten and ten. You should give ten per cent to charity. It is very important to be generous and give to others. People often say 'Money can't buy happiness', but the truth is, it sometimes can. Little is more rewarding than giving to others. Then another ten per cent

should be invested. For example, if you invest that money by spending it on education now, it will help you get a better job and earn more in the future. The final ten per cent should be used to create passive income. One of the most common ways of creating passive income is to put money into an investment account at a bank. The bank will invest your money in one of their projects, and will give you a percentage of the profits it makes. You can earn a passive income; in other words, you earn money without working.

Now that we have looked at how we should use money, we need to consider how to spend the 70 per cent wisely. It is always a good idea to shop around and compare prices. Today, it is easier than ever because most shops have websites, so you can find what you want and compare prices before you even leave your house.

There are things that you need to be aware of when at the shops, too. Shops are designed to appeal to your senses. Things like pleasant scents or even special lighting are used to make goods seem more attractive and make you want to spend more time looking around the shop. If you aren't careful, you'll spend more than you had planned. Also, it is wise to be careful when there is a sale or when something is on special offer. Sale prices don't always mean the best prices. Other shops may always sell the same item at a low price. Finally, you should buy the things you really need, but you should also consider spending money on experiences because they are the things that will stay with you for the rest of your life.

Money is a useful tool. It allows us to buy the things we need, help others, invest in our future and gain experiences, so use it wisely.

9b

A: Hello?

B: Good afternoon, Mr Thompson.

A: It's Tompkins, actually.

B: Oh, I'm sorry. My name's Sophie and I'm calling from Globofone. I understand you've made a request to cancel your contract with us and move to another company. Is that right?

A: Yes.

B: Can I ask you the reason why?

A: Well, there are a few actually.

B: Perhaps I can persuade you to

change your mind. We have some great offers at the moment, and I can get you a good deal on a smartphone.

A: I have a smartphone, and I'm not cancelling my account because it's expensive.

B: Please tell me why then.

A: Well, to be honest, I'm pretty dissatisfied with your level of service.

B: Oh.

A: I mean, I've called countless times to change the name on my bill, but you get it wrong every time.

B: Well, there must be some misunderstanding, but that is something I can correct right now. It's Mr Thompson, right?

A: It's Tompkins.

B: Oh, yes, sorry again.

A: And another thing. Whenever I need help and call the customer service helpline, I usually have to wait for half an hour before I speak to anyone.

B: What time of day do you usually call?

A: Does it matter? You advertise that you have a 24-hour customer service helpline.

B: You're right about that but...

A: And what's more, I have no signal on my phone at my work. Everyone that doesn't have Globofone has no problem, but I have to go onto the roof to make a call.

B: Well, we are improving the system at the moment and most areas with problems will be fine in the near future.

A: I'll believe that when I see it. But you know, the thing that really annoys me is that people from Globofone keep making endless calls and offering me special deals. I know you're trying to help but it gets so annoying sometimes.

B: It seems like you've made up your mind. I'm sorry to have bothered you, Mr Thompson.

A: 'click' buzzz.

Module 10

10a

B.

1. Sand dune bashing involves racing cars up and down the steep sand dunes. The dunes rise and fall quite suddenly so it's much like riding a roller coaster but with a bit more adventure.

2. Do not ever just turn around on a dune because it is highly likely that your car will roll over, and you will end up upside down.

C.

The spectacular sand dunes of the Qatari desert are perfect for anyone looking for an intense adrenaline rush. Every weekend thousands of people head there to enjoy the thrill and excitement they get from their favourite free-time activity - sand dune bashing. Sand dune bashing involves racing cars up and down the steep sand dunes. The dunes rise and fall quite suddenly so it's much like riding a roller coaster but with a bit more adventure. The sand shifts, so the car can slip and slide easily which means drivers really need to know what they are doing before they decide to tackle these dunes.

Experienced drivers know exactly what is necessary to drive safely over sand. However, for the rest of us there are some important safety concerns which we must keep in mind. You can't use just any car. You need a car with a powerful engine that is high enough to be easily driven over the sand. If the engine isn't strong enough to get the car to the top of the dune, you could find yourself falling back down. The tyres also have to be wide enough so as to avoid sinking in the sand.

Having the right car isn't the only thing you need. Driving over the soft sand can be tricky. Drivers must learn the necessary skills not only to avoid getting stuck or rolling over, but also to know how to get unstuck, if they do get stuck. Inexperienced drivers are probably better off booking a desert safari with a tour operator who specialises in sand dune bashing, or taking lessons and using smaller dunes where they can practise and improve their skills without much risk. One thing that a driver must always remember to do is to keep the steering wheel moving. You must follow the shape of the dune. If you try to keep the car going straight, it will quickly sink in the sand, lose its speed and roll over. Do not ever just turn around on a dune because it is highly likely that your car will roll over, and you will end up upside down. Accidents are common because drivers forget to follow these rules, so always take care.

Whether you decide to leave the driving to an expert or do the driving

yourself, you are sure to have an amazing experience.

10b

A: Hello, and welcome to *Entertainment Now*. Video games are becoming more and more popular, and many people believe they will become the number one choice for entertainment. To learn a little bit more about just how much work goes into making a video game, I have with me today Julian Fellows of Digi-star, a company famous for games such as *Star Gaze*, *Glass Planet* and *Tales of Simiaz*. Welcome, Julian.

B: Hi, there.

A: So, what is the first stage in making a video game?

B: Well, every game begins with a story. The ideas for these come from game designers or outsiders, but more and more games are based on other forms of entertainment. Once the idea is there, writers and artists work together to make rough drawings of each scene of the game.

A: I see.

B: The next stage is to design the characters. It is important at this stage for artists to create the characters paying great attention to detail, because it's costly to change them later. The artists' sketches are transformed into a 3D character and after about 5 days, we have a character that we can control and move around. In many games, designers study the movements of real people, so that the game is very realistic. Designers also pay a lot of attention to the environment that the characters move around in.

A: So, what's the next step?

B: Next begins the real hard work. Computer programmers and engineers basically put everything together to make the game work. In modern games, it is a huge task and needs very powerful computers. Finally, after that comes the testing stage, where game testers play the game checking every outcome, to make sure there are no problems.

A: And then the game is ready for the shops?

B: Not quite yet. Then comes marketing and advertising. Games have trailers and teasers to advertise the game and get people excited before a game is released.

A: It's no wonder that many people

consider video games to be the future of entertainment. Thanks for coming in today and....

Task: Modules 9&10

Does your car need a wash? Well, instead of going to your regular car wash, or even washing it yourself, get down to Lumsden University this weekend where they are having a charity car wash. The event will take place at the university car park where the students will be washing cars for a good cause. All day on Saturday the 4th, from eight in the morning till eight in the evening you can have your car washed by an expert team of cleaners. And the prices are pretty good, too - just ten pounds for the exterior of your car and eight pounds for the interior. If you want the full service, exterior and interior, it will cost you only fifteen pounds. That's not too bad. But the main thing is that all the money raised will go to homeless people in the area. The students are aiming to raise a thousand pounds, so if your car is dirty, you know where to take it this weekend.

Module 6

6a (Student's Book pp. 72-73)

A.

- well-educated
- seeds
- satisfying
- developing
- set
- awards
- made

B.

- | | |
|---------------|--------------|
| 1. irrational | 5. realistic |
| 2. after | 6. revealed |
| 3. of | 7. blame |
| 4. by | |

6a (Student's Book pp. 74-75)

A.

- | | |
|------|------|
| 1. a | 4. c |
| 2. b | 5. a |
| 3. a | |

B.

- Look at those big black clouds. It is going to rain.
- Mohammed will return to the office in the afternoon. Call him then.
- Jane is flying to Portugal in the summer. She bought the tickets yesterday.
- Mousa is going to play in a charity football match at the weekend.
- Mandy isn't going to come over later because she has to work overtime.

C.

- will be
- find
- 're going to need / will need
- are planning
- will absorb
- will turn
- reach
- will eventually meet
- will analyse
- will determine

D.

Across

- impolite
- accomplish
- literate
- ambition

Down

- incorrect
- gain
- unreliable

E.

- | | |
|------------------|---------------|
| 1. immature | 5. unsuitable |
| 2. irresponsible | 6. irrelevant |
| 3. unaware | 7. unwilling |
| 4. inappropriate | 8. logical |

F. Suggested answers

- travel the world by car.
- going to Alaska next summer when the heat here will be too much.
- work this afternoon, I'll meet some friends for a coffee.
- learning Spanish next autumn.
- spend my holiday camping.

6b (Student's Book pp. 76-77)

A.

- | | |
|--------------|--------------|
| 1. break | 6. anger |
| 2. depth | 7. awareness |
| 3. lectures | 8. laziness |
| 4. own | 9. get |
| 5. headlines | |

B.

- | | |
|---------------|------------------|
| 1. personal | 6. thought |
| 2. similarity | 7. approximately |
| 3. popularity | 8. creativity |
| 4. properly | |
| 5. height | |

6b (Student's Book pp. 78-79)

A.

- | | |
|------|-------|
| 1. a | 6. b |
| 2. d | 7. c |
| 3. b | 8. d |
| 4. a | 9. b |
| 5. d | 10. b |

B.

- If I were you, I would buy the blue one.
- If Jassim doesn't hurry, he'll miss the bus and he'll be late for school.
- We'll go swimming tomorrow provided the weather is good.
- If he could do that alone, he wouldn't ask for your help.

C.

- If you don't finish your homework, you won't be allowed to go out. / You won't be allowed to go out if you don't finish your homework.
- I could buy a sports car if I had enough money. / If I had enough money, I could buy a sports car.
- Unless you study harder, you

won't pass the test. / You won't pass the test unless you study harder.

- If you eat all that chocolate, you will get sick. / You will get sick if you eat all that chocolate.

D.

- dependent
- escape
- appealing
- maintenance
- energising

E.

- c
- a
- d
- b

6b (Student's Book pp. 80-81)

A.

- | | | |
|------|----------|----------|
| 1. f | 2. d / e | 3. d / e |
| 4. a | 5. b | 6. c |

B.

- D
- C
- A
- A
- D
- C

C. W2.2, W2.3 , W3.2

On a sunny day in Doha, you **can often see** wooden sailing boats floating **on** the water. These are traditional dhows, a type of boat **designed** in a special long shape. They come in many sizes, and they can take months or even years to build. In the past, they were used to transport items to sell in other parts of the **world** but, today, they are mostly used **for** entertainment. Many visitors to Qatar **choose** to go for a trip on **a** dhow and cruise around the bay to admire Doha from the sea.

6review

A.

- | | |
|---------------------------|--------------------|
| 1. ambition | 4. is playing |
| 2. on his own | 5. unless he works |
| 3. is going / planning to | 6. after his |

B.

- | | |
|----------|-----------|
| 1. make | 5. will |
| 2. place | 6. Unless |
| 3. if | 7. to |
| 4. set | 8. Last |

C. L2.2

- D
- C
- E
- B
- F

D. R2.1

- d
- c
- a
- d

Module 7

7a (Student's Book pp. 86-87)

- A.**
 1. legend 4. swallow
 2. monsters 5. squid
 3. gigantic
- B.**
 1. gazing 4. overheard
 2. force 5. sparkling
 3. liquid 6. cries

7a (Student's Book pp. 88-89)

- A.**
 1. b 2. a 3. b 4. c
 5. b 6. c 7. d 8. c
- B.**
 1. The train had left by the time Nasser arrived at the station. / By the time Nasser arrived at the station, the train had left.
 2. Philip had washed his car before it started to rain. / Before it started to rain, Philip had washed his car.
 3. Mary had fallen asleep by the time the TV programme ended. / By the time the TV programme ended, Mary had fallen asleep.
 4. Jameel bought a car after he had learnt to drive. / After he had learnt to drive, Jameel bought a car.
 5. Ali had already read the books when he returned them to the library. / When Ali returned the books to the library, he had already read them.
 6. After Salwa had visited the art gallery, she met her friends. / Salwa met her friends after she had visited the art gallery.

- C.**
 1. canyon/rainforest
 2. canal
 3. extinct
 4. rainforest
 5. deserts
 6. volcano

- D.**
 1. c 2. a 3. d 4. b


7b (Student's Book pp. 90-91)

- A.**
 1. consumes 4. insist
 2. germs 5. muscle
 3. instant 6. decrease
- B.**
 1. from 6. from
 2. with 7. on
 3. from 8. with
 4. on 9. from
 5. with 10. on

7b (Student's Book pp. 92-93)

- A.**
 1. - 7. -
 2. the 8. -
 3. - 9. a
 4. the 10. a
 5. the 11. the
 6. the 12. the
- B.**
 1. - 5. The, the, the
 2. The, - 6. -, an
 3. -, the 7. -, a, The
 4. an 8. -, -
- C.**
 1. of 2. on 3. take 4. the
 5. at 6. For 7. the

7b (Student's Book pp. 94-95)

- A.**
 1. summary 4. incident
 2. extract 5. form
 3. theme
- B. W1.4** 
 1. Mr Jackson explains that the pirate is Mr Turner, who lives on the boat. **5**
 2. The extract is about four brothers and sisters who go camping on an island. **1**
 3. Then they climb a hill from where they see Mr Jackson sailing to/ towards the island. **3**
 4. The extract ends when Mr Jackson goes back to his boat while the children think about the treasure. **6**
 5. The siblings put up their tents, gather wood for a fire and make a meal. **2**
 6. Kitty asks him about the houseboat with the pirate, and Mr Jackson laughs. **4**

7review

- A.**
 1. c 2. a 3. c 4. b 5. a
 6. d 7. a 8. b 9. c 10. b
- B.**
 1. National 5. nearby
 2. pollution 6. awareness
 3. endangered 7. shortage
 4. percentage

C. L2.1

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

D. R2.1

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

Module 8

8a (Student's Book pp. 98-99)

- A.**
 1. artificial 5. global
 2. outcome 6. rate
 3. process 7. carbon
 4. dust 8. scarce
- B.**
 1. produces 5. developed
 2. Building 6. creating
 3. make 7. discovered
 4. discovered 8. build
- C.**
 1. loss 4. intruder
 2. valuable 5. completion
 3. criticism 6. destruction

8a (Student's Book pp. 100-101)

- A.**
 1. to the Museum of Islamic Art in Doha is definitely recommended.
 2. a new amusement park be built (by the town authorities) in Park Avenue next year?
 3. is organised at our school every year.
 4. should be notified of the changes (by the manager).
 5. haven't been announced (by the teacher) yet.
 6. had been tidied up before Amani and Shayma's parents returned from work. / had been tidied up by Amani and Shayma before their parents returned from work.
 7. was attended by two hundred people.

B.

- gave
- had visited
- looked
- was made
- arrived
- was shown
- is / was / had been built
- was made
- will be installed
- had
- met
- will visit

C.

- fact
- reused
- banned
- Deforestation
- leaking
- fine

D.

- c
- c
- b
- d
- a

8b (Student's Book pp. 102-103)**A.**

A	N	B	U	T	T	E	R	I	V	S	H	R	I	M	P	D	A
D	C	H	E	E	S	E	P	A	C	U	D	O	K	O	U	L	U
M	G	X	R	N	E	T	S	P	I	N	A	C	H	L	M	A	B
O	U	E	S	L	W	M	F	R	A	Y	T	E	B	E	P	S	E
G	R	A	P	E	F	R	U	I	D	C	E	T	L	N	K	E	R
M	S	M	T	B	D	I	W	C	V	H	S	P	H	T	I	T	G
I	D	L	A	M	B	C	C	O	R	N	L	F	S	I	N	N	I
L	J	F	W	P	D	E	Q	T	G	Z	K	A	O	L	A	Y	N
K	C	A	T	M	E	A	L	K	I	X	B	R	Q	S	C	B	E

FRUIT: grapefruit, apricot, dates**VEGETABLES:** spinach, pumpkin, aubergine**GRAINS:** corn, oatmeal, rice**DAIRY PRODUCTS:** butter, cheese, milk**PROTEIN FOODS:** shrimp, lentils, lamb**B.**

- down
- replace
- balanced
- fat
- diabetes
- matter
- long

8b (Student's Book pp. 104-105)**A.**

- is said that
- thought to be
- is believed that
- considered to be
- believed to have
- is known that

B.

- b
- c
- d
- d
- c
- b

C.

- out
- by
- of
- in
- been
- to
- up

D.

- beverages
- affordable
- whereas
- obesity

E.

- c
- a
- b

- three-course meal
- street vendor
- food poisoning

8b (Student's Book pp. 106-107)**A. Suggested answers**

- It's about the effects of crash diets on people's health.
- The writer thinks that crash diets are not the best way to lose weight.

B. R1.1

- c
- a
- d
- b

8review**A.**

- cut down on junk food
- is thought to be
- only time will
- must not be revealed
- is common knowledge that
- were taken

B.

- d
- c
- a
- b
- b
- d
- d
- b

C. L2.1

- T
- F
- T
- T
- F
- T
- F

D. R2.1

- a
- b
- c
- b
- a

Module 9**9a (Student's Book pp. 112-113)****A.**

- conduct
- instinct
- spam
- misery
- range
- tend
- pick
- influence
- bombard

B.

- preference
- countless
- unimportant
- Initially
- consideration

9a (Student's Book pp. 114-115)**A.**

- b
- a
- c
- a
- a
- c
- a
- c

B.

- to buy
- go
- Studying
- travelling
- to bring
- to buy
- trying
- to visit
- watching
- to work

C.

- model
- sale
- consoles
- refunds

D.

- short
- broke
- steal
- budget
- object
- rip-off

9b (Student's Book pp. 116-117)**A.**

- c
- a
- d
- c
- c
- b
- b
- d

B.

- complaint
- worthless
- hopeless
- dissatisfied
- misleading
- endless

9b (Student's Book pp. 118-119)**A.**

- would rather not buy
- to read books rather than
- would rather have some pasta
- prefer to swim rather than
- eat out than cook

B.

- to buy this shirt when it's on sale.
- not get up early tomorrow.
- to read a good book before he goes to bed. / reading a good book before he goes to bed.
- to play football rather than play basketball. / playing football to playing basketball.
- visit Souq Waqif tomorrow.
- travel abroad this summer.

C.

- b
- a
- e
- d

9b (Student's Book pp. 120-121)

- A.**
 1. bestseller
 2. non-fiction
 3. authors
 4. trilogy
 5. readers
- B.**
 1. d 2. a 3. e 4. c 5. b

1. cookery book
 2. fiction
 3. chapters
 4. autobiography
 5. biography

- C.**
 3 - 4 - 1 - 2

1. account
 2. gripping
 3. vivid
 4. classic
 5. timeless
 6. portrays
 7. obstacles

9 review

- A.**
 1. to
 2. take
 3. on
 4. No
 5. cost
 6. to
 7. in
- B.**
 1. a 2. c 3. b 4. a 5. b
 6. a 7. b 8. a 9. a 10. b

- C. L2.1**
 1. (for) one week
 2. thirty/30
 3. video games
 4. stuffed animals
 5. eight/8
 6. 9 at night

- D.R2.1**
 1. c 2. d 3. d 4. c 5. b 6. d

Module 10

10a (Student's Book pp.124-125)

- A.**
 1. cross 4. sand
 2. survival 5. horizon
 3. inhospitable 6. immense

- B.**
 1. in person
 2. out of shape
 3. out of work
 4. out of order
 5. in need
 6. out of the ordinary
 7. in charge
 8. out of sight

10a (Student's Book pp.126-127)

- A.**
 1. told, could
 2. said, was feeling
 3. had fallen, the previous day
 4. had already had
 5. would show, the following day
 6. might
 7. told, had to
- B.**
 1. that the boys had football practice twice a week.
 2. that they had visited the Doha Corniche twice so far.
 3. that we wouldn't finish the test on time if we didn't hurry.
 4. that they could have some cake after dinner.
 5. that Afaf was talking on the phone at that moment.
 6. that he had watched a fascinating camel race during his trip to Qatar.

- C.**
 1. grab
 2. into
 3. overweight
 4. weight
 5. piece
 6. workout
 7. warm
 8. pulled

10b (Student's Book pp. 128-129)

- A.**
 1. lost 7. lose
 2. misses 8. lost
 3. lose 9. missed
 4. losing 10. losing
 5. missed 11. missed
 6. lost 12. missed

- B.**
 1. a 2. a 3. b 4. c 5. b 6. d

10b (Student's Book pp. 130-131)

- A.**
 2. asked Saleh not to forget to check his email every day.
 told Saud not to worry and that he wouldn't forget.
 3. asked Reema if/whether she had visited the art gallery the day before / the previous day.
 said that she hadn't and that she was going that day.
 4. asked Diana if/whether she could show her how that/the machine worked.
 said that she couldn't. She didn't want to be late for the meeting.
 5. asked Charles if/whether he had decided to give up.
 said that he had and that he couldn't take it any more.
 6. told Brad not to borrow his things without asking again.
 said OK and promised that he wouldn't.
- B.**
 1. Salman asked Majed if he had remembered to buy milk.
 2. Noora wondered when I had come back from school.
 3. My brother wanted to know what I was doing in his room.
 4. The police officer ordered the taxi driver to stop the car.
 5. Mr Johnson told the secretary not to forget to send the emails.

- C.**
 1. c 2. c 3. b 4. a

10b (Student's Book pp. 132-133)

A.

1. possessed
2. to my mind
3. to your benefit
4. alike
5. characteristics
6. part-time
7. sorts

B.

Suggested answers

2. forgetful, he sometimes forgets where he keeps his things.
3. patient, always answers all our questions and explains everything as many times as we need.
4. stubborn, doesn't change his mind easily when he wants something.
5. honest, she always tells the truth to her friends when they do something wrong.

10 review

A.

1. grabbing a bite
2. ordered us to stay
3. lost her temper
4. wondered why Sally was
5. out of the ordinary
6. know where she could get

B.

- | | |
|---------|----------|
| 1. into | 5. could |
| 2. told | 6. in |
| 3. if | 7. said |
| 4. the | |

C. L2.1 

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

D. R2.1 

1. S 2. T 3. A 4. M 5. T
6. A 7. S 8. M 9. T

6 review

Speaker 1

Ever since I can remember, I've always wanted to be a Cambridge University student. I just never saw myself anywhere else. I imagined myself walking down the old halls, looking out the stained glass windows onto the grass, and visiting the river on a lazy afternoon. By the time I finished secondary school, though, the fees were three times as high and my family really couldn't afford to get a loan. So that was the end of that dream! Sometimes people tell me I could still go for it, but I'm so busy with work now, I can't pause my life and go back to being a student.

Speaker 2

When I was growing up, all I wanted to become was a lorry driver. I loved the idea of driving around the world, taking time to admire miles and miles of land. I also like the idea of being alone with my thoughts, not feeling the need to talk all the time or have another person near me. In fact, I believe that having all that time to think helps you keep calm and focused. It makes you appreciate a lot of things you wouldn't otherwise. My parents said that they weren't happy with my choice of career, but that didn't stop me. I started driving lorries ten years ago, and I haven't looked back.

Speaker 3

My dream? To be a published author, of course. I mean, I've always written stories. When I was younger, I would even draw pictures to go with them. I went on to study English Literature and am now working as a secondary school teacher. But when I go home and write my stories, my creativity comes alive. I think I'm closer to being published now than when I was a kid. I'm reaching out to people, giving them stuff to read so they can give me an opinion, using my blog to upload a few pages here and there. Hopefully, I'll get noticed - sooner rather than later.

Speaker 4

My hopes for the future are pretty simple. I want my family to be together. I want us to be healthy and happy. I definitely would like to have my own business, be more independent and stop relying on others to provide for my family. It would be nice if we could move to a larger house, with a back garden 'and a tree house, Daddy', my

daughter always says. I would like to be able to afford to put my kids through university and help them create a life for themselves. And eventually I would like to retire at an age when my wife and I will still be healthy and energetic enough to travel a bit.

Speaker 5

I've always liked cooking, and from an early age I would make cakes and biscuits for my family. They enjoyed them, and I loved trying out new recipes. Later, at university, I was studying chemistry, which was interesting, but all I remember from those years was having fun cooking and baking with friends. During my last year, my cousin offered me a job at his bakery in Berlin. I wasn't enjoying university much, so I considered quitting and following my dream. But I stuck to it and found a job at a factory. There isn't a day that goes by that I don't regret that decision. Oh, well, maybe one day. I'm still young. I still make great cakes for friends and family, though.

7 review

1.

A: Hi, Tony. Where have you been?

B: I went to fill up the car with petrol.

A: What took you so long? Did you go to the supermarket, too?

B: No, I didn't. I met Steve on the way back and we went for a coffee.

A: Oh. OK. Can you go to the corner shop later and get a few things?

B: Sure.

2.

A: Hello, Jack. You just got back from holiday, right?

B: Yes. I had a great time. The Amazon is wonderful.

A: Wow! I didn't know you were such an adventurer. Did you go on a trip down the river?

B: Umm. No.

A: So, you just explored the rainforest? It must be amazing. Do you have any nice photos to show me?

B: Yes, I do. But they're of the sunset from The Amazon balcony on the 7th floor.

A: Ah, so you stayed at The Amazon, where we went a few years ago. Why didn't you say so?

B: Come on. Can you imagine me in the other Amazon? I wouldn't survive a minute.

3.

A: So, are you ready for your cruise, Julia?

B: I suppose so.

A: You don't seem very confident.

B: I just hate packing, that's all. Choosing what to take and what to

leave. It's a nightmare!

A: Yes. That can be annoying. But don't let it ruin your trip.

B: Don't worry. I'm going with some old friends from university, so I have no doubt that I'll have a great time.

A: I'm not sure I've met your university friends.

B: Really? They're coming over in a while. Stay, so you can meet them.

4.

A: ... and that's what happened with my blog, Ian.

B: Let me see if I understand you correctly, Natalie. Your blog has information about events.

A: In the local area. That's right.

B: And you're saying that a newspaper wants to put a link to your blog on their website.

A: Yeah. It seems like my blog has become very popular.

B: In other words, people prefer your blog to the newspaper's website.

A: Exactly. It's crazy, isn't it?

5.

A: You're not seasick, are you?

B: No. I'm OK.

A: So, how was your first night in the cabin?

B: I'd rather not talk about it.

A: That bad? I know it's pretty tiny, but what can I do?

B: No, there was plenty of room and it wasn't as cold as I thought it would be.

A: Yeah, I once stayed there in the winter and it was freezing.

B: But when was the last time you cleaned in there?

A: Huh?

B: It's filthy. Do you mind if I get to work on it?

A: No. Go ahead.

8 review

A: Hello, Sophie.

B: Hi, Jason! I haven't seen you here before, have I?

A: No, you haven't. This is my first time here. I was told it's a good place for organic food.

B: Yes, it is. If you want to avoid all those chemicals that poison your body, it's the best place to buy your fruit and vegetables.

A: Oh, come on. Not all non-organic food is that bad.

B: Well, in my opinion, it's best to avoid it. So, why have you decided to start buying organic food?

A: Well, my doctor advised me to eat more fruit and vegetables, so I thought I might try a few organic things.

B: Good for you. It's the best choice.

- A:** I suppose so. But how can I be sure that all these products they're selling are actually organic?
- B:** What do you mean?
- A:** Well, how can I tell the difference?
- B:** Don't worry. This shop is well-known for its produce. It only sells healthy organic food. And everything is fresh and tasty.
- A:** I suppose if I want to lose some weight, I might as well enjoy what I'm eating.
- B:** You're not overweight.
- A:** Well, I'm not exactly thin. And the rest of my family has huge weight problems, so I try to watch my weight as much as I can. Eat less meat, that sort of thing.
- B:** I haven't eaten meat for ten years. And I'm thinking about giving up dairy products, too.
- A:** What? No milk or cheese? No way. I couldn't do that.
- B:** It's just a way of life, Jason.
- A:** So, you're really into green living, then. Growing your own food, making your own clothes...
- B:** I haven't started making my own clothes yet. But none of my clothes are made out of man-made materials. In fact, this jumper is made from 100% wool from a farm that a friend of mine owns. She sells her wool to a shop that makes organic clothing.
- A:** It's very nice, I have to admit.
- B:** I'll tell you where it is.
- A:** Great.

9 review

Hello, shoppers! Are you looking for some great offers? Then look no further than MetroCity Shopping Centre! For one week only, we are going mad with our special offers. No need to search around overpriced shops. MetroCity has everything you need, and you can find some real bargains. Feeling athletic? Then get down to Sportworld, where there is 40% off all basketball clothing. There's also a 30% discount on trainers and all footballs are half price. What else do you need? How about getting a new tablet or smartphone? Get down to DigiPlanet where they are all half price. You can also get 3 video games for the price of 2! Why not pick up a game console while you're there, with a 30% discount that ends this week? Now, that's an offer worth considering. Are you on a tight budget and need something for the kids? There are some amazing toys at Toys 4 U. There is a 40% discount on wooden toys this week, and all stuffed animals are half price! You'll definitely find something worth buying down there. And when you've finished

shopping, take the kids to the Kids Fun Park on the 4th floor. It's a world of fun for all children under eight years old with only a 5-pound entrance fee. At MetroCity you can have a fun day out, without spending too much money. The shopping centre opens at nine o'clock every morning and closes at 9 at night, except on Sundays, when it stays open till eight. So, what are you waiting for? Get down to MetroCity today!

10 review

- 1.**
- A:** Hi. How's it going, Robert?
- B:** Hello, Peter.
- A:** Where were you yesterday?
- B:** What? Oh, Steve's barbecue. I couldn't make it. How was it?
- A:** I don't know. I usually have a whale of a time at Steve's place, but this time was different.
- B:** Why's that? Were you bored stiff because he showed you all his holiday photos? I hate it when he does that.
- A:** No. Mario was there, and he was really getting on my nerves.
- B:** Oh, now I see.
- 2.**
- A:** Did you manage to play tennis yesterday, Jim?
- B:** Yeah. I ran into some colleagues and we went to the courts in Hillside Avenue.
- A:** That's where we used to play when we were kids.
- B:** I know, and check this out. Eddie hurt his leg and couldn't play for half the game. Then it all came back to me. Timmy Wilkins broke his leg on that same court when we were at school, remember?
- A:** Of course.
- B:** Well, Eddie fell the same way, but luckily he didn't break it.
- A:** I wonder what Timmy's doing these days.
- 3.**
- A:** Guess what! I went to the gym yesterday.
- B:** What? You? Why?
- A:** I had an aerobics class, that's why.
- B:** That must have been tough.
- A:** Why do you say that?
- B:** Well, you never do any exercise.
- A:** That's because I'm already in good shape.
- B:** So, it was a piece of cake, then?
- A:** No, it wasn't. I only lasted for about 10 minutes.
- B:** So, no more gym for you.
- A:** No. I'm going back. I want to try and last for 20 minutes next time.
- 4.**
- A:** Oh, this is useless!
- B:** What's up, Ollie? Having trouble with that video game again?
- A:** Yeah. The first level was really easy, but I keep getting stuck on this one.
- B:** Don't go down that street. There are lots of guards down there and you'll lose a life for sure... Have you tried to look for a walkthrough online?
- A:** Yeah. I've got one, but it tells me to go in the wrong direction. Look! Now I'm lost.
- B:** Give it here. Let me try.
- A:** Go ahead. I've lost interest in this game.
- 5.**
- A:** Hi, Celia. Have you figured out what you're going to do with that money yet?
- B:** I've got an idea.
- A:** You know, you can always give it to me. I could buy a new car.
- B:** You don't need a new car. Anyway, it's not that much money.
- A:** OK. At least let me help you spend it. We could go shopping!
- B:** No. I think I'll give it to a good cause.
- A:** Really? That's very nice of you.
- B:** Well, there are people who need it much more than me.

7b Speaking B

Suggested answer

KEY

Desalination of water is the process in which salts and other minerals found in the water are removed from it. The first examples of desalination can be traced back thousands of years and are attributed to the Greeks and Romans. The most common method of desalination is distillation. In this method, the water which contains the salt is heated and the vapour which is produced is then condensed. This is how fresh water is produced. This method is mainly used in industries and resort hotels. The advantages of this method of desalination include the following: a. the water produced using this method is of high quality and b. there is plenty of seawater that can be used for it. Among the disadvantages are the following: a. it is an energy-intensive method, b. it is very expensive, c. it requires a lot of technical knowledge.

Water recycling involves reusing wastewater that has been cleaned. Water has been recycled for centuries. In ancient times, in China, Mesopotamia, the Indus Valley and elsewhere people recycled water and used it for their crops, a practice which was also followed by the Greeks and Romans later on. Today, with the help of technology, recycled water can be used for various purposes, even for drinking. There are levels of water treatment involved in water recycling. First, a mechanical system is used to remove large objects from the water and then sand and gravel. After that, biological processes are used to remove the remaining contaminants. Finally, the third level of treatment involves the use of chemical systems to clean the water. The water obtained through water recycling is used in agriculture, lawn irrigation and for industrial purposes, toilet flushing, etc. Some of the advantages of water recycling are that it can increase the amount of fresh water available, prevent pollution and save energy. Some of the disadvantages are that some water recycling systems can be very costly and that it is not always possible to recycle water, because of the climate at certain times of year.

Rainwater harvesting is the collection and storage of rainwater for use by people. It has been used since ancient times by civilisations in the Indus Valley and later by the Greeks and Romans. Today, rainwater harvesting has started gaining popularity in the UK and the USA whereas in countries like China and Brazil it is already used in many new constructions. Rainwater harvesting systems include rain barrels or tanks where the rainwater is collected by means of rainwater gutters, pipes or pumps. Rainwater can be used for toilet flushing, car washing, landscape irrigation and even for drinking if it receives treatment. Some of the advantages of rainwater harvesting are that it can help increase the amount of available fresh water, it is not difficult to maintain, it can help prevent floods and it does not require energy. On the other hand, rainwater harvesting systems are quite expensive to install and need to be regularly maintained. Additionally, the amount of rainwater available for use depends on the rainfall.

A **water dam** is a wall constructed across a river that stops the water from flowing and creates a reservoir. Water dams were used in ancient Mesopotamia and later by the Romans. Nowadays, around 50,000 large dams are being used all over the world. A water dam can have many uses, from providing people with potable water to irrigation, industrial uses and generating electricity. Some of the benefits of water dams are the electricity it can provide and the collection of fresh water for later use. However, water dams can cause floods in the areas where they are built and they can affect negatively the ecosystem.

8a Speaking A

Suggested answers

KEY

- There are actually quite a few. Global warming, deforestation, the rise in sea level as well as land, sea and air pollution are just a few of the most serious environmental issues that our planet is facing today. They are all important because all aspects of the natural environment are interlinked, which means that when one area is affected, so are others.
- In general, governments are trying to raise people's awareness of how serious these issues are. However, I think both sides should try harder as not all governments have realised that they should adopt greener policies and people should become more involved in the protection of the environment. Environmental education should start at an early age and should be part of the school curriculum.

8a Speaking B

Suggested answer

KEY

- A:** It's a fact that smog is a problem many cities are facing nowadays as a result of air pollution. This situation is a serious threat to people's health, so something has to be done, not only by the government but also by the people. What do you think?
- B:** I couldn't agree more! First of all, governments should definitely reconsider their environmental policies and pass stricter laws. In my opinion, factories are largely responsible for smog and river pollution. Look at this headline here: *Paper factory pollutes river*. Factories should be made to move away from cities. If they continue to pollute the environment either by pumping their waste into rivers or by releasing dangerous chemical substances into the air, they should be made to pay heavy fines or even close down.
- C:** I think we definitely need to take some stricter measures. Everyone knows that if we want to reduce smog in cities, we need to change the way we think and our attitude towards public transport. In other

words, we should stop using our cars all the time and start using public transport instead.

- A:** How about carpooling? I think more and more people are carpooling these days in order to reduce the cost of commuting to work every day and act in a more environmentally-friendly way. However, if we really want to introduce some drastic measures, I think cars should be banned from all city centres and drivers should be made to pay extra if they want to drive around the city centre. In this way, a great number of drivers will be discouraged from using their cars in the city centre.
- B:** That's a good thought! And what about electric cars? They are still not very popular. I think that governments should promote electric cars because they are environmentally friendly and less costly.
- C:** Definitely! Now, what about this other headline? *Oil spill spreads and hits coast*. It is common knowledge that oil spills are a threat to marine life. I think when an accident like that happens, oil companies should be heavily fined and have the responsibility for cleaning up the oil spill.
- A:** To me, another serious environmental problem is that as the number of people on this planet is increasing, so is the amount of their rubbish. I think recycling is something that we should all do, no matter how tired we are or how far the recycling bins are; there's no excuse for not recycling these days! We should also get used to reusing things and not just throw them away without thinking first if we can reuse them or use them in an alternative way.
- B:** If we want to make recycling more effective, we need to build more recycling plants which will process our rubbish in the right way so as to have the desired results. Above all, recycling should start at home and continue at school.
- C:** Did you see this headline about global warming? That's another serious problem, which results in the melting of the ice caps. The paper says that the use of fossil fuels, on the one hand, and deforestation, on the other, are increasing global warming! That's why we should turn to alternative energy sources, such as the wind, sun or water, so as to save energy sources and reduce our carbon footprint, too.
- A:** And we should try hard to protect our forests and plant more trees in order to help save areas which have been damaged by fires. After all, 'Plant-a-Tree Day' is so much fun!

10a Writing

Suggested answer

Hi Andy,

How are you? You said you wanted to try out something different. Well, I've got the perfect idea for you. I think you should go to a circus school. There, you'll learn various acrobatic tricks, which won't be difficult for you as you're already into similar activities, like parkour and skateboarding. Also, the lessons take place at the weekend so you won't have a problem with school. I think it's a great opportunity. Think about it!

Take care,

Karim

KEY

**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

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 |

Portal to English 10B

Teacher's Book

H. Q. Mitchell - Marileni Malkogianni

Published by: **MM Publications**

www.mmpublications.com

info@mmpublications.com

Offices

UK China Cyprus Greece Korea Poland Turkey USA

Associated companies and representatives throughout the world.

Copyright © 2022 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers, in accordance with the contract concluded with the Ministry of Education and Higher Education of the State of Qatar.

We would like to thank Shutterstock and 123RF for permission to reproduce copyright photographs.

The publishers gratefully thank *The Gulf Times* for permission to reproduce the following photograph: p. 135, The Mall of Qatar, and *The Peninsula Qatar* for permission to reproduce the following photographs: p. 105, food stall, p. 109, Oxygen Park.

Produced in the EU

PORTAL TO ENGLISH

equips English language learners with the skills and knowledge they need to excel in an increasingly connected and ever-changing world.



For students:

- Student's Book
- Full-colour Workbook
- Student's CD-ROM

For teachers:

- Interleaved Teacher's Book
- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material

CEFR	B1 Mid	B1 High	B2 Low-Mid
Portal to English	10	11	12



ISBN: 978-618-05-6026-8





السلام عليكم ورحمة الله وبركاته

نرحب بكم في

[موقع ومنتديات صقر الجنوب التعليمية المنهاج القطري](#)

ويسعدنا ويشرفنا ان نستمر معكم في تقديم

كل ما هو جديد للمنهاج المحدث المطورة ولجميع

المستويات والمواد

ملفات نجعلها من كل مكان ونضعها لكم في مكان واحد

ليسهل تحميلها

علما ان جميع ما ننشر مجاني 100%



أخي الزائر - أختي الزائرة انا دعمكم لنا هو انمامكم لنا

فهو شرف كبير لنا

صفحتنا على الفيس بوك [هنا](#)

مجموعتنا على الفيس بوك [هنا](#)

مجموعتنا على التلقرام [هنا](#)

قنواتنا على اليوتيوب [هنا](#)

جميع ملفاتنا نرفعها على مركز تحميل خاص في [صقر الجنوب](#)

نحن نسعى دائما الى تقديم كل ما هو أفضل لكم و هذا وعد منا ان شاء الله

شجعونا دائما حتى نواصل في العطاء و [نسال](#) الله ان يوفقنا و يسدد خطانا

في حال واجهتك اي مشكلة في تحميل اي ملف

من [منتديات صقر الجنوب المنهاج القطري](#)

صفحة [اتصل بنا](#)





قنوات تيليجرام منهاج دولة قطر الفصل الأول والثاني محدث

قناة المستوى الثالث

قناة المستوى الثاني

قناة المستوى الأول

قناة المستوى السادس

قناة المستوى الخامس

قناة المستوى الرابع

قناة المستوى التاسع

قناة المستوى الثامن

قناة المستوى السابع

قناة المستوى الثاني عشر

قناة المستوى الحادي عشر

قناة المستوى العاشر



قنوات اليوتيوب التعليمية للمنهاج القطري من المستوى 01-10

قناة المستوى الثالث

قناة المستوى الثاني

قناة المستوى الأول

قناة المستوى السادس

قناة المستوى الخامس

قناة المستوى الرابع

قناة المستوى التاسع

قناة المستوى الثامن

قناة المستوى السابع

قناة المستوى الثاني عشر

قناة المستوى الحادي عشر

قناة المستوى العاشر



مجموعات الفيس بوك للمنهاج القطري الفصل الاول والفصل الثاني محدث

رياض الاطفال

مجموعة المستوى الثالث

مجموعة المستوى الثاني

مجموعة المستوى الأول

مجموعة المستوى السادس

مجموعة المستوى الخامس

مجموعة المستوى الرابع

مجموعة المستوى التاسع

مجموعة المستوى الثامن

مجموعة المستوى السابع

مجموعة المستوى الثاني عشر

مجموعة المستوى الحادي عشر

مجموعة المستوى العاشر

صفحتنا على الفيس بوك

الهدف الرئيسي
لمتدرياته صقر الجنوب

هو

منصة تعليمية مجانية

لهدفنا المنفعة ونشر العلم

نشر العلم مجاناً لكل من يطلبه العلم في جميع أنحاء العالم
لا تفرض أي رسوم أو نفقات على العضويات في الموقع

علماً أنه مجاني بدون تسجيل عضوية

لنستمر في البقاء إن شاء الله

يمكن أن تساهم في استقرارنا والتخفيف

عنا مصاريف السيرفر والاستضافة

مهما كانت مساهمتك صغيرة أو كبيرة، لها أثر كبير في استمرار

الموقع لتقديم خدماته المجانية من ملفات عربية ومنقولات

من خلال دعمنا على حسابنا الخاص على

[من خلال الضغط هنا PayPal](#)