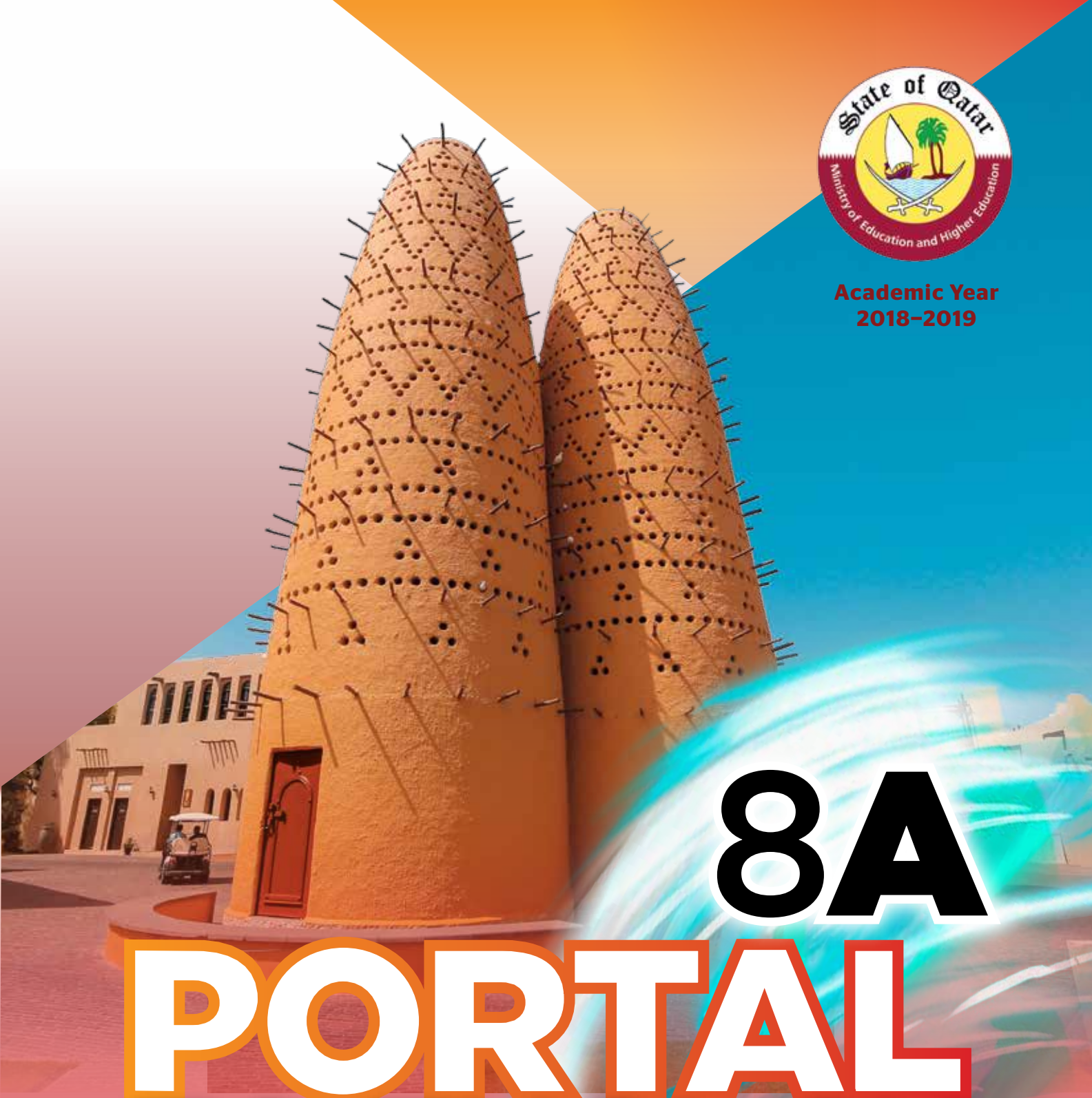

State of Qatar
Ministry of Education and Higher Education

Academic Year
2018–2019

8A

PORTAL TO ENGLISH

STUDENT'S BOOK

H. Q. Mitchell
Marileni Malkogianni

mm publications

GRADE 8 SEMESTER 1

8A

PORTAL TO ENGLISH

STUDENT'S BOOK

School .....

Name .....

Class .....

H. Q. Mitchell - Marileni Malkogianni

Academic Year
2018–2019

mm publications

حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمـير البلاد المفدى

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءْ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءْ
قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءْ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأَنْبِيَاءْ
قَطَرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءْ
قَطَرُ الرِّجَالِ الأَوَّلِينْ حُمَاتُنَا يَوْمَ النِّدَاءْ
وَحَمَائِمُ يَوْمَ السَّلَامْ جَوَارِحُ يَوْمَ الفِدَاءْ

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Listening (Pronunciation*)	Speaking	Writing	Main QNCF competencies
• Four monologues (people giving reviews about four blogs) • Three monologues (people talking about their hobbies) • Two short conversations in public places */tʃ/, /dʒ/	• Class discussion about siblings and friends • Class discussion about tech habits • Group work: Expressing and justifying opinion, expressing agreement/ disagreement, and speculating about future events and outcomes • Pair work: Talking about someone you like spending time with • Pair work (Role play): Starting, maintaining and ending a conversation • Presentation: Presenting aspects of one's life (family, friends, where one lives, school life, interests, etc.)	• Two paragraphs describing a person you like spending time with • A blog post presenting yourself **Developing skills:** • Correction code: self-correcting and editing work • Using appropriate tenses • Linking words (*and*, *but*, *so*, *because*, *or*)	
• A tour guide talking about a national park • A radio broadcast about her Highness Sheikha Moza bint Nasser • Three monologues (people talking about some paintings in a shop) • An art teacher giving a drawing dictation to students • A conversation between a tourist and someone who works at a tourist information office * /s/, /z/, /ʃ/	• Group work (Survey): Talking about conditions and their results, and reporting answers • Presentation: Presenting information about an important person in history • Pair work: Giving and following instructions (drawing dictation) • Pair work (Role play): Asking for and giving information about a town/city • Pair work: Describing places/sights	• Doing research and writing a short biography of an important person in history • A description of a place for a webpage **Developing skills:** • Avoiding repetition	
• A conversation between two friends about a student exchange experience • Three short conversations about learning a language • A man calling a language school • A conversation between a boy and his sister about recent events * /əʊ/, /aʊ/	• Class game (Find someone who...): Looking for classmates who have done the things on a list, and reporting answers • Pair work: Interviewing each other about your English-learning habits • Pair work (Role play): Giving good and bad news, and responding to it	• Completing a form • Writing a questionnaire • A letter or an email giving news **Developing skills:** • Set phrases for letters/emails • Paragraphing	
• A radio programme with the continuation of the story of Salah al-Din • Four short conversations related to camping holidays • A man speaking on a radio show about an adventure he had • A conversation between a girl and her brother about something that happened at the amusement park	• Pair work: Talking about unfortunate incidents • Presentation of a book • Presentation of an outdoor adventure • Pair work (Role play based on visual prompts): Apologising, giving an explanation, and responding to the apology • Group work: Putting a picture story in order, thinking of an ending and narrating the story using prompts	• A narrative paragraph based on visual and verbal prompts • Completing a summary • A story based on visual and verbal prompts **Developing skills:** • Linking words/phrases (time - sequence, contrast, result – consequence, cause – reason)	

QNCF Competencies

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

1 TEEN LIFE

2 WORLD-FAMOUS

3 HAVE YOU EVER...?
PUZZLE

4 A TASTE OF ADVENTURE
QUIZ
Check your scores

1 TEEN LIFE

Discuss:

- Read the cartoons. Which one do you like the most? Why?
- Are you in any way similar to the teens in the cartoons?

In this module you will learn...

- to talk about teen issues (siblings, friendship, technology habits, sports, hobbies)
- to describe someone's personality
- to refer to the present and the past
- to talk about past habits
- to make comparisons
- to talk about what you like and dislike
- to write two paragraphs describing a person
- to start, maintain and end a conversation
- to introduce yourself and present aspects of your life (family, friends, where you live, school life, interests, etc.)
- to link your ideas with *and*, *but*, *so*, *because* and *or*
- to write a blog post presenting yourself

1a

Vocabulary

Read the sentences. Which are positive and which are negative qualities? Write P or N. Do you have any of these qualities?

1. A **confident** person feels sure about what he/she can do.
2. A **stubborn** person doesn't change his/her mind easily.
3. A **bossy** person likes telling others what to do all the time.
4. A **kind** person cares about others and is helpful and friendly.
5. An **easy-going** person is relaxed and happy, and not easily upset, annoyed or worried.
6. A **quick-tempered** person gets angry quickly, without having a good reason.
7. An **outgoing** person is friendly and enjoys meeting other people.
8. A **selfish** person doesn't think about other people's feelings or needs.

Read

A Discuss.

- Do you like watching videos on the Internet?
- What is a vlog?
- Have you got any favourite vloggers? What are their videos about?

B Look at the first picture. What is the young man with the cap doing? Look at the last picture. Why do you think the boy is angry? Read the three dialogues quickly (skim) and check your answers. Then read them out in groups.

BILLY B'S NEW VIDEO

1 *At Park Station...*

Billy B This is Billy B live from Park Station. Today's topic is siblings. Hello there!
Dylan Billy B! I love your videos!
Andy Same here!
Billy B Thanks! Can you tell me who you are and if you have got any brothers or sisters?
Andy I'm Andy and this is Dylan. I've got an older brother. He's studying at university.
Billy B What about you, Dylan?
Dylan I've got an older brother too.
Billy B Do you get along with your brother?
Andy It's hard not to. He's very easy-going, you see.
Billy B What's your brother like?
Dylan Well, he's very confident and outgoing, but I can't say that we get along. He's bossy and a bit quick-tempered. He always tells me what to do... and if I don't do it, he shouts at me, and we often argue.
Billy B Ouch! I've got an older brother too, so I know the feeling. I hope things get better. Hang in there. Don't forget to check out my vlog.

2 *At Dylan's home...*

Jack Dylan! Take out the rubbish immediately!
Dylan Here we go again!
Jack Dylan! Are you listening to me? Hey! What are you waiting for?
Dylan I'm watching the new video that Billy B has just uploaded.
Jack Billy B? Erm... I'm going to my room for a minute and when I come back, I don't want to see the rubbish here. Got it?
Dylan Yeah, yeah.

Dylan ... *He's bossy and a bit quick-tempered...*
Jack Me? Bossy? Quick-tempered? Dylaaan!

C **Look at the highlighted expressions in the dialogues and match them with their meanings a-f. Then check your answers in a dictionary.**

1. Same here!
2. I know the feeling.
3. Hang in there.
4. Here we go again!
5. What are you waiting for?
6. Got it?

a. Don't give up.
b. Oh, not again!
c. I understand.
d. Did you understand?
e. Me too.
f. Why don't you do it now?

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

1. The boys have watched Billy B's videos before.
2. Dylan is the youngest in his family.
3. Andy doesn't get along with his brother.
4. Dylan's brother is easy to get along with.
5. Jack went to his room to do his homework.

Over to you...

Discuss.

- Have you got any brothers and/or sisters?
- What are they like?

Grammar

Present Simple vs Present Progressive

A **Read the examples and match them with the phrases a-c.**

PRESENT SIMPLE
1. He always **tells** me what to do.

PRESENT PROGRESSIVE
2. He**'s studying** at university.
3. I**'m watching** the new video that Billy B has just uploaded.

a. right now ◯ **b.** usually or repeatedly ◯ **c.** this period of time ◯

NOTE **STATIVE VERBS** (see, like, love, hate, want, need, understand, know, etc.) are **not** usually used in the Present Progressive.

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

1. Henry never ..... (go) out with friends after school. He always ..... (do) his homework. At the moment, he ..... (study) for a maths test.
2. **A:** Sorry, I ..... (not come) to the barbecue tomorrow. I ..... (watch) a match with my brother.
   B: What time ..... the match ..... (start)?
   A: At half past six. And it ..... (finish) at around half past eight.
3. **A:** ..... you and your sister ..... (get) along?
   B: Well, we ..... (not fight) every day, but we sometimes ..... (argue) about different things.
   A: We ..... (move) house next week and my sister and I ..... (argue) about the bedrooms. We both ..... (want) the big one.

Speak

CLASS DISCUSSION

Discuss the following. Use the prompts in the red box.

- Do you always get along with your brothers/sisters/cousins/friends?
- Which two qualities do you consider most important in a brother/sister/cousin/friend?

- We usually get along fine, but we sometimes argue about...
- I believe the two most important qualities are...

1b

Survey: Tech habits

How many electronic devices (smartphone, laptop, tablet, etc.) do you use every day?

How many hours a day do you spend online?

How many people do you communicate online with in a day?

How many messages/emails do you send/receive every day?

How often do you check your smartphone for notifications?

How many apps do you have on your phone?

Read

A Answer the survey questions. Then read the facts and discuss the questions.

TEENS AND TECH FACTS

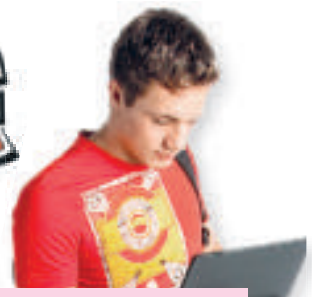
- *The average teenager in the UK spends **around nine hours a day** online.*
- ***Over 70%** of teens in the US have a smartphone.*
- *An average person (18-33 years old) in the UK checks their phone **85 times a day**.*

- Do you think these facts are true for teenagers in your country?
- Do you think people use technology too much? Why? / Why not?
- Which electronic devices do people your age use?

B Read the title and the first paragraph of the article. What is a digital detox challenge? Then read the whole article quickly (skim) and find out more.

THE DIGITAL DETOX CHALLENGE

disconnect from your digital life



Can you imagine a whole week without the Internet or any electronic devices, like your smartphone or tablet? That's what teenagers at Highfield Secondary School in England experienced last month when they took part in the digital detox challenge.

'With smartphones and laptops, teens are constantly online,' said headteacher Brent Hamilton. 'Today's teenagers have never lived in a world without technology. They use their phones to watch videos, play games, communicate with friends and use social media.' He believes that this is bad both for students' performance at school and their social skills. 'Our goal was to show teenagers that they can turn off their devices every now and then and still enjoy life,' he continued. 'Technology has many advantages, but teenagers have to find the right balance. Technology shouldn't control their lives. By turning off their devices, I hoped they would connect more with the world around them.'

What happened when the teenagers started the challenge?

Brian, 16: 'On the first day, I felt very anxious. I kept putting my hand in my pocket to get my phone.'

Jane, 15: 'It was so boring in the beginning. I didn't know what to do! After a few days though, things got better. I read books, I rode my bike and I had time for my favourite hobby – painting!'

What did the teens learn from the challenge?

Oliver, 15: 'It used to take me hours to finish my homework. I couldn't concentrate because I used to check my phone all the time for notifications. Now I realise it's OK to just disconnect.'

Leslie, 16: 'My friends and I used to check our phones constantly when we were together. Now we put them aside for a while. We talk more and have more fun.'

C **Look at the highlighted words in the text and try to guess what they mean. Match them with the meanings 1-5. Then check your answers in a dictionary.**

1. worried: .....
2. something you hope to do: .....
3. all the time: .....
4. to think very carefully about something; to focus on something: .....
5. good qualities: .....

D **Now scan the text. Then read carefully and answer the questions.**

1. How long did the digital detox challenge last?
2. What do teenagers use their phones for?
3. According to Hamilton, why is this bad for teenagers?
4. What does Hamilton think teens must do?
5. How did Brian feel at the beginning of the challenge?
6. What did Jane do in her free time during the challenge?
7. What did Oliver learn from the challenge?
8. What changed for Leslie and her friends after the challenge?

Over to you...

Discuss.

Would you take part in a digital detox challenge? Why? / Why not?

Grammar

Past Simple

A **Look at the verbs in blue. What tense is this? How do you know?**

What **happened** when the teenagers **started** the challenge?

B **Find and underline all the examples of the Past Simple in the rest of the text in the pink box. Are these verbs regular or irregular? How do you know?**

C **Why are the speakers using the Past Simple?**

The verb *used to*

D **Read the example below and choose the correct meaning a or b.**

I **used to check** my phone all the time for notifications. Now I realise it's OK to just disconnect.

a. I checked my phone all the time for notifications in the past and still do so today. ◯

b. I checked my phone all the time for notifications in the past but don't anymore. ◯

E **Complete with the Past Simple of the verbs in brackets. Use used to where it is appropriate.**

1. Yesterday I ..... (go) to Dan's house and we ..... (watch) some funny videos on the Internet. Then we ..... (decide) to make a video of us skateboarding. It ..... (be) great, but we ..... (not can) upload it. We ..... (be) very upset.
2. **A:** Hey, why ..... (you / be) late for school today?
   B: I ..... (not hear) my alarm clock and I ..... (wake) up at 9 a.m.
3. In the past, Sandy ..... (not have) a laptop. She ..... (do) her homework on a desktop computer. Now she's got a laptop, so she can do her homework anywhere.

Speak

Talk in pairs. Discuss the following.

- At what age did you get your first phone/laptop/tablet?
- Which electronic devices did you use to have but don't have any longer?
- Which sites do you usually visit when you're online?

1c

Read

A Discuss.

- Have you heard of the martial arts below?

karate taekwondo aikido
kung fu judo

- Do you know anyone who practises a martial art?
- Do you like martial arts?

B Look at the picture. What kind of martial art do you think these boys are into? Read the text quickly (skim) and check your answers.

Cool kicks!

Harry Thompson, 16

I started practising taekwondo when I was six. This year, I finally became a black belt. I'm really proud because it's the highest belt colour and grade a person can get. I used to do judo too, but not for long. Judo was easier to learn than taekwondo, but it was less exciting for me. It's all about trying to throw your opponent to the ground. Taekwondo mostly focuses on different kicking techniques, and that is what I like about it. It's my dream to open up my own school one day and teach others this incredible sport. All kids should take up a martial art. They're great exercise and a lot of fun – and, when you follow the rules, they're actually just as safe as any other contact sport. The most important thing they teach you is how to be a better person and how to respect yourself and others.

Ross Patterson, 15

I love martial arts. When I was a kid, I used to watch martial arts films and copy the different moves! I started out with judo when I was very young and managed to get the highest belt. Recently, I started doing taekwondo. It's the most popular form of martial art at my school, and it's easy to see why! It has all these cool kicks. I'm not learning taekwondo as quickly or as easily as I learnt judo, but I'm certainly not the worst student in the group! My instructor says that if I practise a lot and don't give up, I can be just as good as him one day. He competed in the World Taekwondo Championships when he was younger! Isn't he brilliant?

TIP! Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.

C Now scan the text. Then read carefully and choose a, b or c.

1. Who took up a new martial art recently?
   a. Harry **b.** Ross **c.** Both
2. Why did Harry stop doing judo?
   a. It was difficult. **b.** He got the black belt. **c.** He wasn't enjoying it.
3. Who wants to become a martial arts instructor?
   a. Harry **b.** Ross **c.** Both
4. What is Ross's opinion about taekwondo?
   a. It's easy. **b.** It's difficult. **c.** It's boring.

Over to you...

Discuss.
Which of the martial arts above do you find most interesting? Why?

Vocabulary

A Write the words in the correct category.

snowboarding skydiving
sailing scuba diving
tennis ice skating
volleyball parachuting

Ball games	Water sports
Air sports	**Winter sports**

B What verb do we use for the sports/activities below? Write play, go or do.

1. ..... rock climbing
2. ..... aerobics
3. ..... water polo
4. ..... gymnastics
5. ..... surfing
6. ..... handball
7. ..... athletics
8. ..... jogging
9. ..... hiking
10. ..... exercise

Grammar

Comparison of adjectives and adverbs

A Read the examples and answer questions a and b.

1. Judo was **easier** to learn **than** taekwondo.
2. It's the **most popular** form of martial art at my school.
3. Judo was **less exciting than** taekwondo.
4. Judo is **the least exciting** martial art of all.

a. In which sentences are two things compared?
b. In which sentences are more than two things compared?

B Read the example and decide what it means. Choose a, b or c.

Martial arts are actually just **as safe as** any other contact sport.

a. Martial arts are safer than any other contact sport. ◯
b. Other contact sports are safer than martial arts. ◯
c. Martial arts and other contact sports are equally safe. ◯

C Complete the sentences with the correct form of the adjectives or adverbs in brackets.

1. Kevin Lee jumped the ..... (high) of all the athletes that took part in the athletics tournament.
2. My mum doesn't get up as ..... (early) as my dad.
3. My cousin says that karate is the ..... (difficult) martial art, but I don't agree.
4. A table tennis ball is ..... (small) than a tennis ball.
5. Of the four films, *Angry Birds* is the ..... (little) boring.
6. My new phone is not as ..... (big) as my old one and it was ..... (little) expensive too.
7. Who drives ..... (carefully), Mark or Tom?

Pronunciation

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

a. cherry **b.** Jerry

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

	cherry /tʃ/	Jerry /dʒ/
judo	◯	◯
technology	◯	◯
teach	◯	◯
future	◯	◯
gymnastics	◯	◯
match	◯	◯
advantage	◯	◯
actually	◯	◯

Speak

Talk in groups. Imagine that your school has decided to celebrate National Sports Day by holding sports competitions. You are in the students' committee and have been asked to plan the event. Below is a list of the activities which have been recommended. Discuss which of these would be the best to include and why. You can use the adjectives in the yellow box to justify your opinion.

Competitions		
basketball	handball	volleyball
football	water polo	tennis
skateboarding	taekwondo	cycling

exciting boring easy difficult
safe dangerous popular tiring

I think we should include a basketball competition because it's the most popular sport. What about you?

I disagree. I think football is more popular and...

1d

Vocabulary 1

Discuss.

- Which of the hobbies below are popular with teenagers in your country?

sculpture model car making blogging camel racing
camping falconry horse riding jewellery making baking
astronomy making soaps/candles coin collecting

- What hobbies do you do? Why do you like them?
- What hobbies would you like to start in the future? Why?

Listen 1

A **Do you read blogs? What kind of blogs do you like to read?**

B **Listen to four people giving reviews about four blogs. What type of blog is each speaker reviewing? Choose from the words in the blue box above.**

1. Anthony .....
2. Harry .....
3. Alice .....
4. Bridget .....

C **Listen again. Which people gave a positive review and which gave a negative review? Write P for Positive and N for Negative.**

1. Anthony ◯
2. Harry ◯
3. Alice ◯
4. Bridget ◯

D **Listen to the following extracts from the blog reviews. What do the following phrases mean?**

1. **it's something else**
   a. It's something extra.
   b. It's something that is really good.
2. **were not my thing**
   a. weren't something I am interested in
   b. did not belong to me

E **Which of the four blogs would you be interested in reading? Why?**

Vocabulary 2

Read the sentences. Which of the phrases in bold mean like and which dislike? Write L for Like or D for Dislike.

1. Tony **is crazy about** geography. He knows all the capital cities of the world. ◯
2. I **can't stand** studying maths. It gives me a headache. ◯
3. My brother George **is interested in** astronomy. He wants to learn all about the universe. ◯
4. Lucy **is really into** coin collecting. She's got over two hundred coins. ◯
5. **A:** Do you want to come to a football match with me? I've got two tickets.
   B: No, thanks. Football **is not my thing**.
   A: Really? I'**m a big fan of** football. ◯
6. I can't stop reading Abdulaziz Al-Mahmoud's book. **It's something else**! ◯

Listen 2

A Listen to three teenage girls talking. Which hobby does each girl do? Match the names with the pictures. Choose a, b, c or d.

TIP! Before you listen, look at the pictures carefully. Try to predict what the topic is about.

Amy ◯ Lisa ◯ Jane ◯

B Listen again and choose a, b or c.

1. What did Amy used to make?
   a. soaps
   b. candles
   c. model cars
2. Who helps Lisa with her hobby?
   a. her dad
   b. both of them
   c. her best friend
3. Why did Jane take up her new hobby?
   a. because she was bored
   b. because her mum told her to
   c. because she read a book about it

Speak & Write

A Think of a friend or a family member who you like spending time with. Look at the questions below and make some notes. Then talk in pairs.

Who is this person?
...
What is he/she like?
...
What do you like/dislike about him/her?
...
What kind of hobbies has he/she got?
...
What other interests does he/she have?
...
What do you do together?
...

B A teen forum is asking people to write about a person they like spending time with. Write two paragraphs describing the person you discussed in activity A. What can you say about this person? You can use the prompts given below.

A person I like spending time with

PARAGRAPH 1

Give some general information about the person (name, relationship to you). Describe his/her personality. Mention good and bad qualities.

- *He/She is very / really / quite / a bit...*
- *He/She is the one who...*
- *The best/worst thing about him/her is that he/she...*
- *He/She is also...*

PARAGRAPH 2

Describe his/her hobbies/interests and what you do together.

- *We're both interested in...*
- *His/Her favourite hobby is...*
- *He/She is into...*

TIP! Before you begin writing, make notes of the information you want to include. Write your first draft. Exchange drafts with a partner and make a few suggestions. Ask your teacher for help if you need it. Then keep your partner's/teacher's suggestions in mind and write your final draft. When you finish, check your writing.

1e

Listen

A Listen to two dialogues and answer the questions. Choose a, b or c.

Dialogue 1

1. What is the relationship between the two girls?
   a. They are sisters.
   b. They are friends.
   c. They don't know each other very well.
2. Where is the dialogue taking place?
   a. on a bus
   b. in the street
   c. at a shopping centre

Dialogue 2

3. What is the relationship between the two boys?
   a. They are close friends.
   b. They are complete strangers.
   c. They don't know each other very well.
4. What are they talking about?
   a. their interests
   b. people they both know
   c. where they are going now

B Look at the phrases on the right from the dialogues. Which phrases are used to start a conversation and which are used to end a conversation? Write S for Start or E for End.

1. Oh, got to go. ◯
2. Charlie, is that you? ◯
3. Fancy meeting you here! ◯
4. Well, it was nice seeing you again. ◯

Speak

A Read the phrases. Can you think of any more to add?

Starting a conversation	Maintaining a conversation	Ending a conversation
• Hi there! What's new? • How's it going? • Fancy seeing/meeting you here! • I haven't seen you for ages. How are things? • Hello. Great to see you again! • Long time no see! • Hey! You're Jane's sister, aren't you? • Charlie, is that you?	**Asking about the past** • So, how did you do in your exams? • Where did you go for the holidays? • Do you remember the skatepark we used to go to? • Did you watch the new game show last night? **Asking about habits** • Do you still go to that gym on River Street? • So, what do you do in your free time? **Asking about current activities** • So, what do you think of this café? • Your new phone is so cool! Is it easy to use? • I love your trainers! Are they new? • What are you doing after school today? • Are you still working on that project? • Have you studied for the test on Monday? • Have you talked to Steve at all today? • Are you going to football practice later?	• See you later. Bye! • Take care. • Got to go now. • Give me a call sometime, OK? • I'm off. It was nice seeing you again. • Time for me to go. • I have to run. It was great chatting with you. • Have a nice day! • It's getting late. I should go.

B ROLE PLAY

Talk in pairs. Choose two of the situations.

1 You are cycling in the park and you meet an old friend from primary school. You haven't seen this person for years. Greet each other and ask questions to find out about each other's lives.

2 You meet a close friend in the supermarket. Have a conversation.

3 You are at a neighbour's barbecue and you meet someone from school who you don't usually hang out with. Start a conversation.

TIP!
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.

Speak & Write

A **Read the blog post and answer the questions.**

Freddie's blog!

HOME | ABOUT | CONTACT

ABOUT ME

Hi, I'm Freddie. I'm fifteen years old, and this is my blog! Read on to find out a few things about me.

SEARCH MY BLOG

FOLLOW BY EMAIL

Email address...

Sports

I'm really into swimming, so I swim all year round! In the wintertime, I swim in a pool three or four times a week. In the summertime, I like going to the beach with my friends. I used to go scuba diving too, but I don't any more. I love all kinds of water sports, especially water polo. In September, I'm thinking of joining a water polo team.

Other interests

I'm interested in model car making and I have a small collection of model cars. At the moment, I'm working on a racing car. I also enjoy doing jigsaw puzzles because they're a great way to relax. In fact, yesterday I finished a 3D puzzle of the globe. You can see my globe and some of my model cars here.

1. Who created this blog post?
2. Why did he create it?
3. What tenses does the writer use? Find examples.
4. Find examples of the linking words and, but, so, because and or in the text. Why does the writer use these words?

B **There are several mistakes in the paragraphs below, which are marked using the correction code. Read the paragraphs and correct the mistakes.**

CORRECTION CODE

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

SCHOOL'S B

School life

I'm in year nine and I'm the (A) very good student. I like school but we've got lots of tests and exams. My favourite subject is history. It's very interesting and I learnt (T) lots of new things. The teachers are very nice too. I really like them. Professor Hobbs, the art teacher, my (^) favourite because he's really funny. I'm also on the (Sp) school hoky team. I'm a great player? (P)

Friends

I've got many friends, but only two best friends, Ian and Jack. I love hanging out with them so (WW) they're great fun! We don't have time to meet in (Pr) weekdays, so always we (WO) hang out in (Pr) the weekend. We usually do (WW) basketball, football and handball. We are never playing (T) video games or wach (Sp) DVDs. We think it's boring. You see, we all (^) very active teens!

C **Imagine that you are starting a blog. Write a post to present yourself, like Freddie did. Choose 2-3 categories that you have got a lot to say about or which would be suitable for a blog about yourself. Expand on these ideas.**

When you want to write information presenting yourself, you should:

- group the information into categories so that it is easier to understand.
- use appropriate tenses. Use the Present Simple for routines, the Present Progressive for temporary situations and future arrangements, and the Past Simple for past events.
- link your ideas so that your writing flows. Use:
  - and to join similar ideas.
  - but to join two opposing ideas.
  - so to express result/consequence.
  - because to express reason.
  - or to express an alternative.
- Don't forget to edit your writing and check for common mistakes (spelling, tenses, etc.)

1 Round-up

Vocabulary

A Circle the correct options.

1. Be quiet! I can't **concentrate / argue**.
2. I must **practise / compete** my kicks because I want to get my brown belt this year.
3. I love sports, **especially / in fact** football.
4. Peter and I **go / do** surfing at the weekend.
5. I'm very **confident / proud** that I won second place in the tournament.
6. Our **athlete / instructor** told us all about judo.
7. I use electronic **skills / devices** every day.

Score: ◯ / 7

B Complete the sentences with prepositions.

1. I don't have enough time for both taekwondo and tennis so I have to give ..... one of them.
2. I'm really interested ..... astronomy.
3. Do you get ..... with your brother?
4. I'd like to take ..... a new hobby.

Score: ◯ / 4

Grammar

C Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. Kelly ..... (clean) her room now. She ..... (want) to finish before lunchtime.
2. **A:** ..... you and your sister ..... (often / fight)?
   B: Yes. She's very stubborn and bossy. She ..... (not change) her mind easily and she ..... (always / tell) people what to do.
3. My friends ..... (go) ice skating tomorrow, but I ..... (not join) them. I ..... (hate) sports.

Score: ◯ / 8

D Complete with the Past Simple of the verbs in the box.

not break	spend	lose
not exercise	borrow	

1. Molly's upset because she ..... her mobile phone.
2. In the past, my brother ..... at all. He ..... his free time making model cars.
3. I ..... your tablet yesterday, but I ..... it! Somebody else did.

Score: ◯ / 5

E In which sentence in activity D can we use used to? Rewrite it using used to.

.....

Score: ◯ / 2

F Complete with the correct form of the words in brackets.

1. I think learning Chinese is as ..... (difficult) as learning Russian.
2. Kim's English isn't very good, so I try to speak ..... (slowly) than I usually do when we're together.
3. Ted is the ..... (outgoing) student in the class. He's got so many friends!
4. May doesn't draw as ..... (well) as me.
5. Tennis is ..... (little) fun than hockey.

Score: ◯ / 5

Communication

G Choose a or b.

1. **A:** I have to run.
   B: .....
   a. Take care.
   b. I'm off.
2. **A:** How many times have I told you not to take my things?
   B: .....
   a. Here we go again!
   b. I know the feeling!
3. **A:** What do you think of my painting?
   B: .....
   a. Long time no see!
   b. It's something else!
4. **A:** Barbara? I haven't seen you for ages!
   B: .....
   a. Fancy meeting you here!
   b. What are you waiting for?

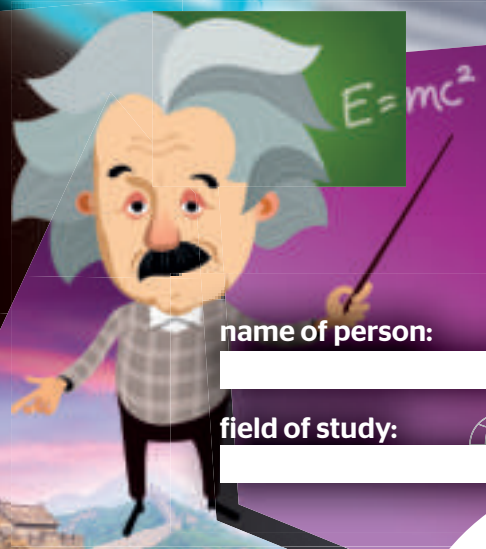
Score: ◯ / 4

Total score: ◯ / 35

Now I can...

- describe someone's personality ☐
- refer to the present and the past ☐
- talk about past habits ☐
- make comparisons ☐
- talk about what I like and dislike ☐
- write two paragraphs describing a person ☐
- start, maintain and end a conversation ☐
- introduce myself and present aspects of my life ☐
- link ideas with *and*, *but*, *so*, *because* and *or* ☐
- write a blog post presenting myself ☐

2 WORLD-FAMOUS



name of person:

field of study:

name of game:

number of players:

name of landmark:

city/country:

Discuss:

- Look at the pictures. Can you complete the facts?
- What other world-famous landmarks, museums, people, games, etc. do you know of?

name of museum:

city/country:

In this module you will learn...

- to talk about people, places and things that are world-famous
- common units of measurement
- collocations with *make* and *do*
- to define people, places and things by using relative pronouns and adverbs
- to understand advertisements
- to talk about conditions and their results
- to write a short biography
- to describe a picture
- to give and follow instructions
- to ask for and give information about a city
- to ask for clarification and repetition
- to write a description of a place for a webpage

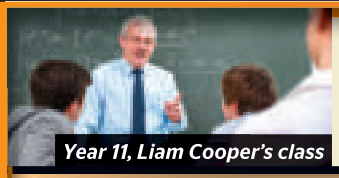
2a Read

A Discuss.

- What kind of museums have you been to?
- Which museum is your favourite one?
- Have you been to or would you like to visit a natural history museum? What kind of exhibition halls can you find at such a museum?

B Read the text quickly (skim) and match the pictures 1-3 with the people Brian, Tyler and Mark.

HOME | HISTORY | STAFF | NEWS AND EVENTS | JOIN US | CONTACT US


Year 11, Liam Cooper's class

Eastwood Secondary School

A trip to the American Museum of Natural History

At Eastwood Secondary School, we believe it's important to learn by experience. So, last Thursday, we visited the American Museum of Natural History as part of a five-day trip to New York City. Here are some of the things that our students enjoyed the most!

Brian

There were so many things to see at the museum, like dinosaur halls and reptile halls, but what really amazed me was in the Hall of North American forests. There, you can see a slice of a tree trunk which used to be part of a 92-metre-tall tree in California. This particular tree was a giant sequoia tree, and was 1,400 years old when it was cut down. Fortunately, people aren't allowed to cut down sequoia trees any more.

Tyler

It was my first time there, so I didn't know what to expect. When we entered the Hall of Ocean Life, I was amazed! There's a model of a giant blue whale which is hanging from the ceiling! It's huge! The guide who was showing us round told us that it's almost 29 metres long and weighs over 9 tonnes! Imagine that! Another place I liked was the Hall of African Mammals. It has models of elephants and lions – animals which I absolutely love!

Mark

For me, the dino fan, the dinosaur halls were the best! That's where you can find the biggest collection of dinosaur bones in the world. I couldn't stop taking pictures. My favourite hall was the one with the 65-million-year-old fossil of *Tyrannosaurus rex,* and fossils of other dinosaurs whose names I forget. *T. rex* was very powerful, but I think the most terrifying thing was its head with its huge jaw full of 15-centimetre-long sharp teeth. One thing I learnt was that it had a larger brain than most other dinos. Big, strong... and clever!

1

2

3

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

1. Brian, Tyler and Mark all go to the same school.
2. Brian's favourite exhibit was in one of the dinosaur halls.
3. The slice of the tree is from a tree which grew to be 92 years old.
4. Tyler's classmates liked the model of the blue whale.
5. Tyler saw models of some of his favourite animals in the Hall of African Mammals.
6. Mark saw the largest dinosaur model in the world at the museum.
7. Mark remembers the names of all the dinosaurs whose fossils he saw.
8. *T. rex's* teeth were 5 cm long.

Over to you...

Discuss.

- Do you think Brian, Tyler and Mark would recommend this museum to other schools? Why? / Why not?
- Do you think schools should visit museums? Why? / Why not?
- What other places should schools visit? Why?

Vocabulary

Read the boxes below and complete the sentences.

Units of Measurement

Weight

gram (g)
kilogram, kilo (kg)
tonne (t)

Length

centimetre (cm)
metre (m)
kilometre (km)

1. The distance between Paris and London is 344 .....
2. Adult Asian elephants weigh between 2.5 and 5.5 .....
3. Scientists believe that *Tyrannosaurus rex* was up to 12 ..... long and 3.7 ..... tall, and weighed between 5,000 and 7,000 .....!
4. My cat's tail is 30 ..... long.
5. We only have 150 ..... of sugar.
   Is that enough for the cake?

Grammar

Relative Pronouns: *who / which / that / whose*
Relative Adverb: *where*

A **Read the examples below and match to make rules.**

- The guide **who/that** was showing us round told us that it's almost 29 metres long.
- The person **(who/that)** we want to speak to is Liam.
- There's a model of a giant blue whale **which/that** is hanging from the ceiling!
- Here are some of the things **(which/that)** our students enjoyed the most!
- My favourite hall was the one with the fossils of dinosaurs **whose** names I forget.
- That's **where** you can find the biggest collection of dinosaur bones in the world.

1. We use *who* and *that*
2. We use *which* and *that*
3. We use *where*
4. We use *whose*

a. for possession.
b. for things, animals and ideas.
c. for people.
d. for places.

B **Complete the text with who, which, that, whose or where. If they can be omitted, put them in brackets.**

Last month, my classmates and I went on a school trip to a beautiful park 1 ..... is in central London: Hyde Park. It is one of the biggest parks in the city and has a large area 2 ..... you can play football, cricket, and lots of other sports. Many students 3 ..... like football spent their time on the football pitches. For me, the horse riding routes were the best. I spent time riding with a friend 4 ..... favourite hobby is also horse riding. I loved Hyde Park and it's a park 5 ..... I'd like to visit again!

Listen

A **Listen to a man talking. What is he?**

a. a tourist **b.** a tour guide

B **Listen again and complete the fact file.**

2b

Read 1

A Read the advertisements. Where would you find them?

a
Call Now
and win a ticket to the
GSE CHAMPIONSHIPS

b
Take part in the
TOURNAMENT
SPECIAL PRIZE FOR THE WINNER!

c
Henley's
TOY SHOP
All board games
half price

d
FRIGO FRIDGES
Order one today, pay next year

e
YME
BASKETBALL TOURNAMENT
ONLY A FEW TICKETS LEFT.
BOOK NOW ON
0117 496 0968

f
TODAY ONLY:
BUY ANY BOARD GAME
GET ONE FREE!

B Now scan the advertisements a-f. Then read them carefully and match them with the sentences 1-4.

1. You will win something if you're the best player. ◯
2. You'll get two items for the price of one today. ◯
3. You must call to buy a ticket. ◯
4. You don't have to pay now for what you buy. ◯

Read 2

A Look at the picture. What do you think the girl is complaining about? Read the dialogue carefully. Then scan it and check your answers. Then read it out in groups.

Mike Why the long face, sis?
Ashley I lent my Scrabble to Tina, and now half of the letters are missing!
Mike Take it easy. Did you ask her about the missing letters?
Ashley Yep, and she hasn't got a clue. Argh!
Mike Well, if you go online, you may find a place that sells Scrabble letters. I'll check it out for you... Hey! Listen to this! Henley's Toy Shop is organising a Scrabble tournament tonight.
Ashley What do you have to do to take part?
Mike Text them the answer to a question. If your answer is correct, you can take part in the tournament.
Ashley What's the question?
Mike What name did the inventor of Scrabble first give to the game?
Ashley That's a piece of cake! Lexico.
Mike I think you're right! Look, if you win first prize, you'll get a special edition of Scrabble!
Ashley OK, I'll take part. You never know!

At Henley's Toy Shop...

Ashley Hey, Tina! Are you taking part in the tournament too?
Tina No, I'm just shopping. I'm going to get two board games but I only have to pay for one. Look at the sign.
Ashley Cool! Which ones are you going to get?
Tina Well, I'm definitely getting Scrabble for a friend – you. I'm sorry about the letters.
Ashley Thanks, but you don't have to. After all, I may win first prize!

FRIENDSHIP

B Now scan the dialogue. Then read carefully and answer the questions. Which advertisement from Read 1 has Mike seen? Which advertisement is Tina looking at?

C Look at the highlighted expressions in the dialogue and match them with their meanings a-e.

1. Why the long face? ◯
2. Take it easy. ◯
3. She hasn't got a clue. ◯
4. That's a piece of cake! ◯
5. You never know! ◯

a. She doesn't know anything about it.
b. Why do you look sad?
c. That's easy.
d. Calm down.
e. You can't be sure about what will happen.

D Now scan the dialogue. Then read carefully and write T for True or F for False.

1. Ashley is upset with Tina. ◯
2. Mike tells Ashley to buy a new Scrabble game. ◯
3. People who want to take part in the tournament have to do something first. ◯
4. Both Ashley and Tina are going to take part in the tournament. ◯
5. Tina wants to do something nice for Ashley. ◯

Over to you...

Discuss.

- Have you ever upset a friend? What happened?
- Did you do anything to show that you were sorry? If yes, what?

Grammar

Conditional Sentences Type 1 – Time clauses

A Read the example and answer the questions.

If Ashley **answers** correctly, she **will take part** in the tournament.

1. Are we certain that Ashley will answer correctly?
2. What will happen if Ashley answers correctly?

If Ashley **doesn't answer** correctly, **tell** her not to be upset!

Which of the two examples expresses *intention* and which *instructions*?

NOTE

unless = if not

- **Unless** you drive me to school, I'll be late.
- **If** you **don't** drive me to school, I'll be late.

B Now look at the verbs in blue and complete the rule.

..... + Present Sinple
- Future .....
- Simple Modal Verbs (can, may, might, must)
- Imperative

C Read the examples. Which action will happen first in each situation? Which action will happen next?

- We'll play a game **after** we have dinner.
- Dad will go shopping **before** he goes to work.
- **When** Jake finishes the comic, he'll lend it to me.
- I'll call you **as soon as** I finish work.
- We'll wait here **until** mum is ready to leave.

D Match the two halves of the sentences.

1. If I ever meet my favourite tennis player, ◯
2. I can drive you to the airport ◯
3. My sister wants to get a job ◯
4. Kelly will decide what to buy ◯
5. Unless Jane says she is sorry, ◯
6. Drink some warm milk ◯

a. as soon as she graduates from university.
b. if you have a sore throat.
c. I won't speak to her again.
d. after she sees the prices.
e. I will ask him for an autograph.
f. if you're in a hurry.

Pronunciation

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

a. sell b. easy c. shop

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

	sell /s/	easy /z/	shop /ʃ/
miss	◯	◯	◯
sure	◯	◯	◯
realise	◯	◯	◯
price	◯	◯	◯
exhibition	◯	◯	◯
organise	◯	◯	◯

Speak & Present

GROUP SURVEY

Go to the Speaking Activities section on page 59.

2c Read

A Discuss.

- What comes to mind when you hear the word 'Disney'?
- What do you know about Walt Disney?

B Read the text quickly (skim) and choose the best title for the text.

a Walt Disney: HIS EARLY LIFE

b Walt Disney: SUCCESSFUL FROM THE START

c Walt Disney: THE MAN WHO NEVER GAVE UP

d Walt Disney: THE FATHER OF DISNEYLAND

TIP! Read the text quickly to understand the main idea. The title of a text must reflect the main idea of the whole text – not just a part of it.

Walt Disney is a name that almost everyone knows – but do they know his story?

From a very young age, Walt Disney knew what he wanted and he didn't listen to anyone who didn't agree with him. Things were not always easy, but he always followed his dreams.

In 1919, eighteen-year-old Disney left his hometown in Missouri and moved to Kansas City to work at an art studio and then at a film studio. Later, he started his own studio with his brother. It didn't do well, but Disney didn't give up. In 1923, he and his brother moved to Hollywood, where they started the Disney Brothers Studio. They made short films about a cartoon rabbit called Oswald. The films were successful, but another company stole their idea and took their artists.

After this, Disney started again. He created a new cartoon character – Mickey Mouse. He made two short films about Mickey, but no one was interested in them. Then he made a short Mickey Mouse film called *Steamboat Willie*, which changed everything. It was in black and white, and it was the first Disney cartoon that had sound – up until then, all his films were silent! It was a huge success.

Disney continued to create many more characters, such as Donald Duck, Goofy and Pluto. His characters and his films were popular everywhere around the world, but Disney had even more ideas. He wanted to make a long animated film. Many people thought this was a terrible idea because these films had no real people in them. Disney didn't listen to them, and he was right. When he brought out his first film, *Snow White and the Seven Dwarfs*, in 1937, everybody loved it.

Disney had even greater dreams. He wanted a place where families could have a good time and see all his wonderful characters. So, in 1955, he created Disneyland, his first famous theme park, in California, USA. Again, not many people thought it was a good idea. Of course, we now know that they were very wrong.

C Now scan the text. Then read carefully and answer the questions.

1. Where was Walt Disney's first job?
2. What was the first successful character that Disney created?
3. How was *Steamboat Willie* different from Disney's earlier cartoons?
4. Why did some people think long animated films were not a good idea?
5. When did Disney's first long animated film come out?
6. Who did Disney build Disneyland for?

Over to you...

Discuss.

- What did you learn from Disney's life story?
- Have you ever watched any Disney films? Which is your favourite one? Who's your favourite character?
- Have you ever visited a Disney Park? If yes, what did you think of it? If not, would you like to?

Vocabulary

Complete the collocations below with the correct form of make or do.

1. Let's ..... **a** chocolate **cake** for Aisha. She loves chocolate.
2. We need to ..... **a project** on Hamad Port for school.
3. I want to use your laptop so I can ..... **research** for my project.
4. I always say sorry when I ..... **a mistake**.
5. We always ..... interesting **experiments** during our science class.
6. Please don't ..... **noise**. I'm studying.
7. My sons ..... **friends** easily. They are very outgoing.
8. Can you please ..... me **a favour**? Help me carry this box upstairs.

Grammar

Some / Any / No / Every and their compounds

A Read the examples below. Which of the words in blue refer to people, which to things and which to places?

- Disney made two short films about Mickey, but **no one** was interested in them. Then he thought of **something** else. He made a short Mickey Mouse film called *Steamboat Willie*, which changed **everything**.
- His characters and his films were popular **everywhere** around the world.

B Read the examples again and complete the table.

	PEOPLE	THINGS	PLACES
SOME	someone somebody	.....	somewhere
ANY	anyone	anything	.....
NO	.....	.....	nowhere
EVERY	.....	.....	.....
	everybody		

C Read the dialogue below. How are anything and nothing used?

A: Did you buy **anything**?
B: I didn't buy **anything**. I found **nothing** I liked.

D Circle the correct options.

1. **A:** The weather is terrible. We can't go **anywhere / nowhere** tonight.
   B: That's OK. We can do **something / someone** at home. There's a board game **somewhere / everywhere** in the house.
2. **Anyone / Everyone** in my class likes science, so there's **anything / nothing** more exciting than a trip to the Science Museum.
3. **Nobody / Somebody** called earlier and asked for Mr Rocco. I don't know **anyone / no one** by that name!
4. **A:** I have to do a project on the writer Charles Dickens. Do you know **anything / something** about him?
   B: I know a few things, but you should do your own research. You'll find **everywhere / everything** you need on the Internet.

Listen

A Listen to a radio broadcast about her Highness Sheikha Moza bint Nasser. What is the main topic of the broadcast? Choose a, b or c.

a. her family
b. her education
c. her achievements

B Listen again and write the year of each achievement.

FACT FILE	YEAR
1. Her Highness Sheika Moza bint Nasser helped to start the Qatar Foundation.	.....
2. Her Highness opened the new Qatar National Library building.	.....
3. She began working for UNESCO.	.....
4. She began working for UNAOC.	.....
5. Her Highness set up Education Above All.	.....

Research, Write & Present

A Choose an important person in history. What do you think people should learn about this person? Choose from the ideas given in the Writing Reference section at the back of the book. Then do research and find information about these aspects of the person's life.

B Write a biography of this person in two paragraphs, and find pictures of him/her and/or pictures related to his/her achievements.

C Present the biography to the class.

2d

Vocabulary 1

Look and complete the phrases.

in the middle/centre

in the top ..... -hand corner

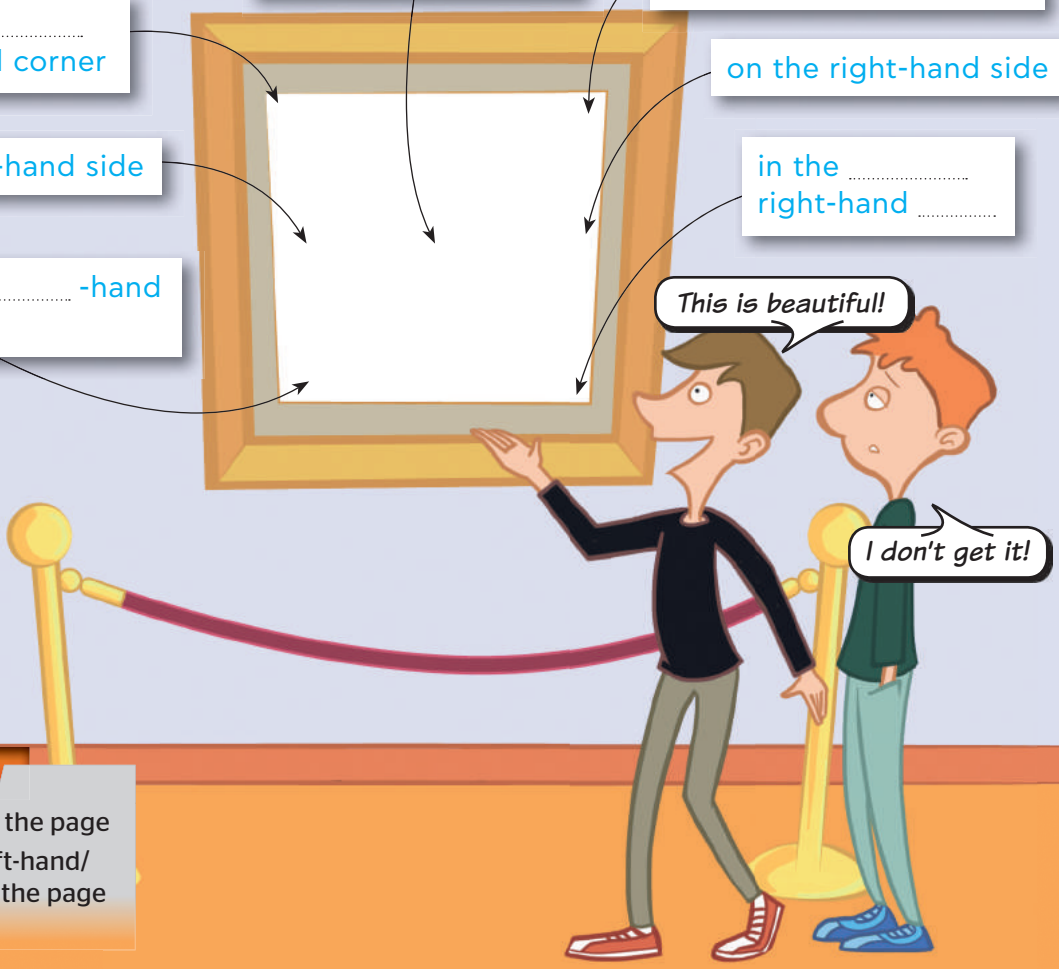
in the ..... left-hand corner

on the right-hand side

on the ..... -hand side

in the ..... right-hand .....

in the bottom ..... -hand corner



NOTE

at the top/bottom of the page
in the top/bottom left-hand/right-hand corner of the page

Listen 1

Listen to three people talking about some paintings in a shop. Match the people to the paintings a-d they are describing. There is one extra painting.

Tony

Carl

Frank

Grammar

Prepositions of Place – Prepositions of Movement

A **Look at the pictures in Listen 1 and complete the sentences with the prepositions in the box. Then listen and check your answers.**

on out of near into towards

Painting b Look, one is ..... the plant, going ..... it and the other one is sitting ..... it.

Painting c One dolphin is jumping ..... the water, and the other is going back ..... the water again.

B **Which of the prepositions in the boxes below indicate *place* and which indicate *movement*? Complete the tables with the correct heading (Prepositions of Place or Prepositions of Movement).**

.....

at on in under behind
in front of next to opposite
between near over round above

.....

to towards up down into
out of through across along
from round off over past

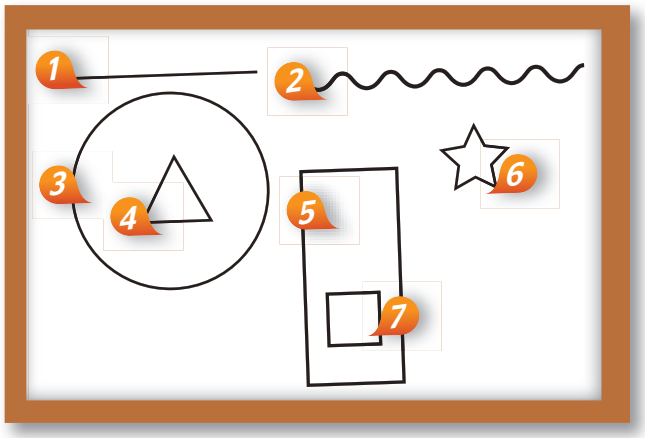
C **Circle the correct options.**

1. After breakfast, Ron took the recycling bag and left the house. He walked **across / through** the street **to / off** the recycling bin. He threw some glass bottles **through / into** the bin and then walked **towards / between** the park.
2. Five years ago, I lived **in / up** a village. During spring, I liked going hiking **up / from** the nearby mountain. Sometimes I sat **at / in** the top and looked at the view.
3. **A:** Where were you last night? I went **past / along** your house, but there were no lights on.
   B: We were **on / at** the new art gallery which is **opposite / next** the bus station. It's open until midnight on Thursdays.

Vocabulary 2

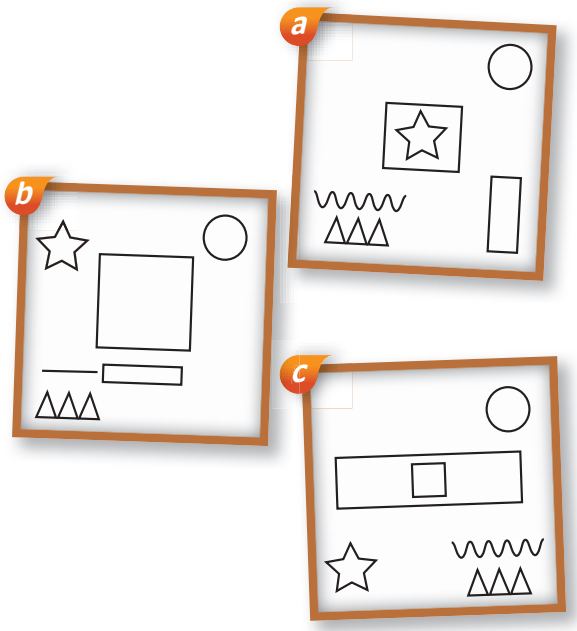
Look at the picture and write the numbers next to the words in the box.

straight line	◯	circle	◯
wavy line	◯	rectangle	◯
square	◯	star	◯
triangle	◯		



Listen 2

Listen to an art teacher giving a drawing dictation to her students. Which picture are they expected to draw, a, b or c?



Speak

DRAWING DICTATION

Student A: Go to the Speaking Activities section on page 59.
Student B: Go to the Speaking Activities section on page 60.

2e Listen

A Discuss.

- Look at the sign on the right. What do you think the letter *i* stands for?
- What kind of questions do you think a tourist might want to ask somebody?

B Listen to a conversation between a tourist and a woman who works at a tourist information office. What topics are they discussing? Tick (✔).

- sights/places of interest ◯
- transport ◯
- places to eat ◯
- traditional food ◯
- cultural events ◯
- places to shop ◯

C Listen again and choose a, b, c or d.

1. Which place is the man looking for?
a. Blair Castle **b.** Glamis Castle
c. Stirling Castle **d.** Edinburgh castle

2. What time does it open?
a. 9.30 **b.** 6.00
c. 6.30 **d.** 9.00

3. How many kinds of food does the woman recommend?
a. one **b.** two
c. four **d.** three

4. What's the correct spelling of the word which the man can't spell?
a. cloti **b.** clotee
c. clottie **d.** clootie

D Would you like to visit Scotland? Why? / Why not?

Speak

A Read the phrases. Can you think of any more to add?

Asking for help at a tourist information office	Helping a tourist
• May I ask you something? I'm looking for... • I'm not from round here. How can I get to...? • Where's...? Could you show me on the map? • Excuse me. I'd like some information about the sights in the city. • Could you give us some information about local places of interest? • Have you got any maps/brochures/leaflets? • Are there any cultural events on at the moment? • Could you recommend a good restaurant where we can try traditional food? • Do you know of any tours of the city? • Can I book tickets here?	• May I help you? • Certainly. It's near... • Well, you can get there by bus or go on foot. • What are you interested in? • Do you have anything in particular in mind? • Have a look at these brochures/leaflets. • You shouldn't miss the... • Would you like any more information? • Enjoy your stay.

Asking for clarification and repetition

- Sorry?
- Did you say...?
- Sorry, I don't understand. What does... mean?
- What do you mean by that?
- I'm not following you.
- I'm not sure I get what you mean.
- Sorry, I didn't get that.
- Could you say/explain that (again)?
- Could you repeat that, please?

B ROLE PLAY
Talk in pairs.

Student A
You are a tourist and you need some information. Ask the person at the tourist information office (Student B) about some of the topics below.

sights/places of interest
transport
places to eat
traditional food
cultural events

Student B
You work at a tourist information office. You are responsible for giving tourists in your town/city information. Help Student A.

Speak & Write

A **Read the description of Barcelona. In which paragraph (1-4) does the writer:**

- describe the most important sights?
- describe what tourists can do there?
- give his/her opinion about the place?
- give general information about the place?

http://www.barcelona-blog.com

HOME ABOUT THE CITY CONTACT

BARCELONA A CITY WORTH VISITING!

Barcelona is a coastal city and the second largest in Spain. It's an attractive city and a popular holiday destination.

There are lots of fascinating places to visit there. Barcelona is famous for its culture and architecture, and there are lots of buildings by the well-known architect Antoni Gaudi. There's also Camp Nou, the home of FC Barcelona. This is the largest stadium in Europe. Another place worth visiting is Montjuoc Castle, where you'll enjoy a beautiful view of the city.

Barcelona is definitely not dull. You can take a bus tour round the city, explore it on foot and even take a ride in a cable car to see it from above. Don't leave without walking along La Rambla – the busiest and most famous street in the city. It is full of street performers, wonderful places to eat and lots of souvenir shops. If you want to spend the day relaxing, visit one of the city's many beaches or parks.

Barcelona has something for everyone.I believe that if you visit this impressive city once, you will want to visit it again and again.

B **Read and find what the highlighted words (1-4) from the text refer to.**

Avoiding repetition

When writing, try not to repeat the same words all the time. Use words like:

- he / she / it / we / they
- him / her / it / us /them
- here / there
- this / that

- *There's a beautiful park near here. I go for a walk ~~in the park~~ **there** every afternoon.*
- *Lot's of tourists visit my town and I always try to show ~~the tourists~~ **them** around.*

1. It: .....
2. there: .....
3. This: .....
4. It: .....

C **Think of an interesting place you have visited and know well. Look at the questions in the speech bubble and make some notes. Then talk in pairs.**

What's the name of the place?
...
Where is it?
...
Does it attract many tourists?
...
What are some of the most interesting sights?
...
Do you know anything about them?
...
What can visitors do there?
...
What do you like most about the place?
...

D **Write a description of an interesting place you have visited and know well for a webpage. Use your notes in activity C and follow the plan.**

Plan

A description of a place

INTRODUCTION

- **Give some general information about the place (name, where it is, most interesting features).**

MAIN PART (2 PARAGRAPHS)

1. **Mention some of the sights, but don't just list them. Try to give some information about each sight. Use phrases like:**
   - *One of the most interesting/ well-known places is...*
   - *Tourists like to visit this place because...*
   - *There's also...*
   - *Another place worth visiting is...*
   - *... also attracts many tourists.*
   - *... is another top attraction.*
   - *You can also visit...*
   - *Don't forget to visit...*
2. **Mention what visitors can do there. Use phrases like:**
   - *You can...*
   - *Don't leave without...*
   - *If you want to...*
   - *Another thing you can do is...*
   - *You must also...*

CONCLUSION

- **Give your general opinion of the place.**

TIP! Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it.

2 Round-up

Vocabulary

A Circle the correct options.

1. This island is a popular holiday **distance / destination**.
2. You can't eat in here. Look at the **sign / square**.
3. The film wasn't **dull / successful**; very few people went to see it.
4. You can **lend / book** tickets for the game online.
5. We are going to **do / make** an experiment today.
6. We were in London just for a day, so we didn't have time to visit all the **sights / brochures**.
7. Click on the notification **in / on** the bottom of your screen.

Score: ◯ / 7

B Match.

1. be in
2. make
3. do
4. follow

a. one's dream
b. someone a favour
c. a hurry
d. a mistake

Score: ◯ / 4

Grammar

C Complete the sentences with who, which, that, whose or where. If they can be omitted, put them in brackets.

1. Billy Smith is the athlete ..... autograph I got yesterday.
2. The film ..... we saw in history class was silent.
3. Jørn Utzon is the architect ..... designed the Sydney Opera House.
4. That's the hotel ..... I work.
5. The tourist ..... I met was looking for the Science Museum.

Score: ◯ / 5

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

1. I ..... (call) you if I ..... (change) my mind about tonight.
2. As soon as Jake ..... (sell) his old bike, he ..... (buy) a new one.
3. Unless Tony does well in the exam, his dad ..... (not let) him go out.
4. Before they make the cake, they ..... (go) to the supermarket.

Score: ◯ / 6

E Circle the correct options.

1. **Everybody / Nobody** in my class likes football, and we often play together at the weekend.
2. Is there **anywhere / nowhere** we can get some juice at this museum?
3. He wants to get a black belt in karate and **everything / nothing** can stop him.
4. I've looked **somewhere / everywhere** in the house, but I can't find our pet spider.

Score: ◯ / 4

F Choose a, b or c.

1. We had to drive ..... a bridge to reach the other side of the river.
   a. round **b.** over **c.** through
2. There is a hotel ..... our house.
   a. opposite **b.** between **c.** next
3. She hung the painting ..... the bookcase and the wardrobe.
   a. between **b.** above **c.** in front of
4. Walk ..... the lake and you'll see the castle.
   a. across **b.** towards **c.** down

Score: ◯ / 4

Communication

G Complete the dialogues with the sentences a-e.

a. Take it easy.
b. I'm not following you.
c. Why the long face?
d. I haven't got a clue.
e. Do you have anything in particular in mind?

1. **A:** May I help you?
   B: I'd like some information about the cultural events in the city.
   A: Sure. 1 .....
   B: Not really...
   A: Well, have you been to the NAM?
   B: NAM? 2 .....
   A: The National Art Museum. There's a photography exhibition on. It's called 'Faces in the Street'.
   B: Sounds interesting. I'll check it out.
2. **A:** 3 .....
   B: I can't find my game console. What am I going to do?
   A: 4 ..... Where did you leave it the last time you used it?
   B: 5 .....

Score: ◯ / 10

Total score: ◯ / 40

Now I can...

- use common units of measurement ☐
- define people, places and things by using relative pronouns and adverbs ☐
- understand advertisements ☐
- talk about conditions and their results ☐
- write a short biography ☐
- describe a picture ☐
- give and follow instructions ☐
- ask for and give information about a city ☐
- ask for clarification and repetition ☐
- write a description of a place for a webpage ☐

1 Culture Page

The Museum of Islamic Art

A What do you know about the Museum of Islamic Art? Read and find out more.

B Read again and choose a, b, c or d.

The Museum of Islamic Art (MIA) in Doha, Qatar, is an impressive sight. The building stands on a man-made island in the waters of the Gulf, just sixty metres off the Doha Corniche. It is the work of prize-winning architect IM Pei who, as part of its design, spent six months travelling and studying Islamic architecture. The final design takes ideas from traditional Islamic architecture, but also contains modern features that show the Qatari culture of today. The building is also incredibly beautiful; as the sun moves during the day, light moves over the walls in different ways. Most importantly, the museum contains one of the largest collections of Islamic art in the world.

Inside, the museum is just as attractive. Islamic designs cover the space, and a huge 45-metre tall window looks out over the water to the north. The collections are in the main building; there, visitors can find hundreds of pieces of Islamic art, which Qatar's Al Thani family collected. The items come from across three continents, and cover over 1,000 years of history. The museum shows not just pieces from rich and important people, but also items from normal families – and each one tells a story about the past.

MIA is more than just a museum; it is a cultural centre. During the year, it holds many events and activities, including art exhibitions on interesting areas of Islamic history and culture, and classes to teach traditional skills from the past. The museum also has an education centre, where visitors can find one of the largest collections of books on Islamic art. The collection is very valuable; books cannot leave the building, and there are several special books, which visitors can only study if they ask for permission 24 hours before their visit.

Across a bridge from the museum is MIA Park. It runs along the Corniche and has amazing views out over Qatar's capital. It also puts on events: families can go there to watch films, take part in sporting activities or just relax. With so much on offer, a trip to MIA promises an educational and fascinating day out for the whole family.

1. Which of the following is true about MIA?
   - **a.** It covers a sixty-metre space on the Doha Corniche.
   - **b.** It is the largest museum building in the Islamic world.
   - **c.** IM Pei designed and built the museum in only six months.
   - **d.** Its design joins modern architecture with traditional Islamic designs.
2. The items in the museum's collections
   - **a.** are 1,000 years old.
   - **b.** come from three different Islamic countries.
   - **c.** include both expensive art and everyday items.
   - **d.** were once part of collections in museums abroad.
3. Visitors to the museum's education centre must
   - **a.** ask before they use the library.
   - **b.** not take books out of the library.
   - **c.** not get close to books or other items.
   - **d.** book their visit 24 hours before they arrive.
4. Who does the writer believe will enjoy MIA?
   - **a.** school teachers
   - **b.** students of architecture
   - **c.** parents and their children
   - **d.** people interested in Islamic history

PROJECT

Make a flyer!

Choose another famous museum which you think visitors shouldn't miss when visiting your town/city. Do research to answer some of the following questions.

- Where is it?
- Who designed it?
- When did it open to the public?
- What can you see there (important items, exhibitions, etc.)?
- What can you do there
- What times and days is it open to visitors?

Make a flyer for the museum. Use pictures as well as the information you found.

POEM

(Modules 1 & 2)

Cool Kicks!

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

Welcome to Cool Kicks!
We can show you all the tricks!

There is **1** **nothing / something** we like more
Than judo, karate and taekwondo.
Why don't you take up a **2** **sport / martial art**?
You may become a black belt! – You never know!

Welcome to Cool Kicks!
We can show you all the tricks!

You will be more **3** **stubborn / confident**
And you can become strong.
But remember, the secret is respect
So we can all **4** **get / come** along!

Welcome to Cool Kicks!
We can show you all the tricks!

We can teach you all the rules.
You'll be **5** **safe / kind** and you'll have fun.

So just put on your uniform
And **6** **make / do** your best, everyone!

Welcome to Cool Kicks!
We can show you all the tricks!

3 HAVE YOU EVER...?

Discuss:

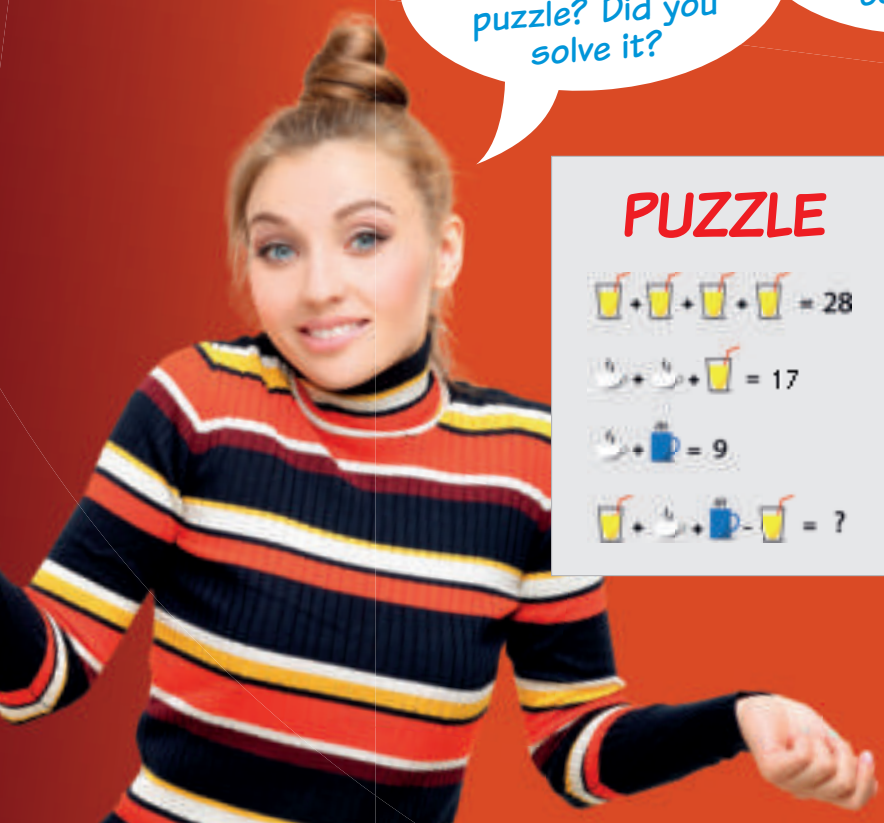
- Do you enjoy learning new things? Why? / Why not?
- Look at the pictures and answer the questions.

Have you ever taken part in a school contest? What kind of contest?

Have you ever studied a foreign language except English? Which language?

Have you ever tried to solve a brain puzzle? Did you solve it?

Have you ever visited a foreign country? Which country?



PUZZLE

In this module you will learn...

- to talk about experiences you have had (at school, while learning a language, while travelling)
- collocations related to education
- phrasal verbs
- to use appropriate tenses to link the past with the present
- to exchange personal information
- to complete a form
- to write a questionnaire
- to give and respond to good/bad news
- to write an email giving news

3a THE SPELLING BEE

Read

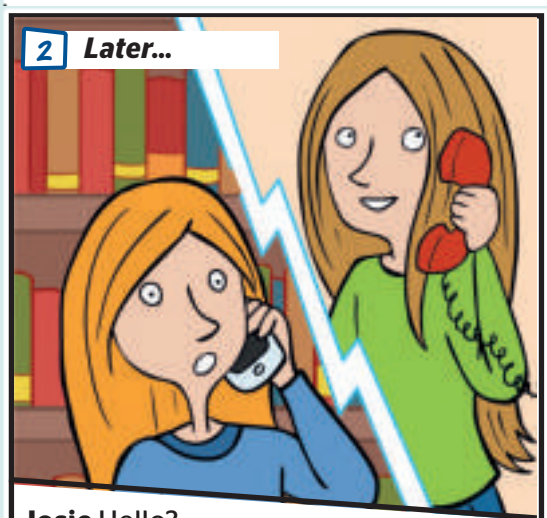
A Discuss.

- Are you good at spelling?
- Have you ever taken part in a spelling bee?

B Look at the first picture. What do you think the girls are talking about? Read the dialogues quickly (skim) and check your answers. Then read them out in groups.

1

Josie Hey, Lucy! Come and check this out!
Lucy What is it?... Stamps?
Josie Yeah. I've found some really cool ones... Miss Foster has given us a project to do.
Lucy Sounds pretty boring.
Josie It isn't. Do you know when the first stamp came out?
Lucy Beats me.
Josie In 1840! You can learn a lot about a country from a stamp. Miss Foster has been abroad many times and she always brings back cool stamps. Have you ever seen a stamp that's over 100 years old? Look...
Lucy Actually, I have to run. I'm going to the library.
Josie What for? Are you going to revise for a test?
Lucy Sort of. I'm taking part in a spelling bee.
Josie You're kidding! I thought you hated that kind of stuff.
Lucy Well, I've decided to give it a go.
Josie OK then, can you get me a book?
Lucy Sure. What's the title?
Josie *Philately*.
Lucy Come again?
Josie *Philately*. It means collecting stamps.
Lucy Oh, OK.



2 ***Later...***

Josie Hello?
Lucy I can't find your book. I've searched all the titles that start with 'f'.
Josie You don't spell 'philately' with 'f'. It's with 'ph'.
Lucy Oh!

3 ***A week later...***

Josie It's Lucy's turn. If she gets this one correct, she'll win!
Woman The word is 'philately'.
Josie Huh?!
Lucy Philately. P-H-I-L-A-T-E-L-Y. Philately.
Woman Congratulations!

4 ***After the spelling bee...***

Josie Well done! Philately doesn't seem that boring now, does it?
Lucy Ha ha! I guess not.

C Look at the highlighted expressions in the dialogues and match them with their meanings a-e.

1. Beats me. ◯
2. What for? ◯
3. Sort of. ◯
4. give it a go ◯
5. Come again? ◯

a. What did you say?
b. I have no idea.
c. try it
d. Why?
e. not exactly, but close to being true

D **Now scan the dialogues. Then read carefully and find sentences to prove the following.**

1. Lucy isn't really interested in Josie's project.
2. Lucy doesn't know much about stamps.
3. Lucy is in a hurry.
4. Josie asks Lucy for a favour.
5. Lucy searched under the wrong letter in the library.
6. Lucy won the spelling bee.

E **Why doesn't Lucy consider philately boring any more?**

Over to you...

Discuss.

- Would you like to attend a spelling bee competitions? Why? / Why not?
- Do you think spelling is difficult? Why? / Why not?

Vocabulary

Read the phrases below and then complete the sentences 1-5 with the correct form of the verbs. Sometimes more than one answer is possible.

attend → a class / a lesson / a course / school
revise for → an exam / a test
sit (for) / take → an exam / a test
miss → an exam / a test / a class / a lesson / school
do well in / pass / fail → an exam / a test
get → exam results / good or bad marks

1. Hurry up! You're going to ..... your karate class.
2. John and I ..... the same course. We're classmates and best friends.
3. My brother is nervous because he is ..... his English exam tomorrow. If he ....., our parents are going to let him go to London with our cousins.
4. Unfortunately, I ..... the chemistry exam. I hope to ..... good results in my physics exam.
5. Brenda and Kate aren't going outside during break time. They want to ..... the history test that they have later today.

Grammar

Present Perfect Simple

A **Read the example and answer the questions.**

I'**ve found** some really cool ones... Miss Foster **has given** us a project to do. She **has been** abroad many times and she always brings back cool stamps. **Have** you **ever seen** a stamp that's over 100 years old?

1. How do we form the Present Perfect Simple? Complete.

AFFIRMATIVE:	have / ..... + past participle
NEGATIVE:	have/has + not + past participle
QUESTION:	have/has + subject + ...

2. What kind of actions do we use the Present Perfect Simple for? Tick the correct answers.
   a. for actions happening now
   b. for actions that happened in the past but we don't mention when they happened
   c. for actions that happened in the past and their results are obvious now

B **Read the examples and look at the verbs in blue. Then match.**

1. Miss Foster **has been** abroad many times.
2. Miss Foster **has gone** abroad. She's coming back tomorrow.

a. She is travelling abroad and is not here now.
b. She travelled abroad in the past but is not abroad now.

C **Complete the sentences with the Present Perfect Simple of the verbs in the box.**

get lose be not try go miss

1. James ..... his keys, so he can't get into the building.
2. My cousins ..... never ..... to the new theme park.
3. ..... Rita ..... her exam results yet?
4. Daisy ..... tortillas before.
5. I ..... three days of school so far this year. I was ill with the flu.
6. Mr Kent isn't here at the moment. He ..... to the science lab.

Speak & Present

GAME: FIND SOMEONE WHO...

A **Go to the Speaking Activities section on page 60.**

B **Report your answers to the class.**

3b Read

A Discuss.
Do you keep a diary? What kind of experiences do you / would you write about?

B Below are some diary entries by Max, an exchange student in Argentina. Read the entries quickly (skim) and answer the questions 1-3. Then read and check your answers.

1. Did Max enjoy his first Argentinian meal?
2. Did Max enjoy his first day at school?
3. Did Max enjoy *pato*?

TIP! Read each entry quickly to understand the main idea. Don't try to understand every single word.

MY ARGENTINIAN DIARY

March

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Notification Setting

Activities All

Asado

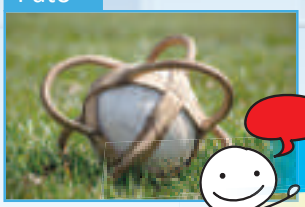
Saturday, 25 March

My first day in Buenos Aires has been great so far! My host family picked me up from the airport and welcomed me into their home and... surprise! Lots of people started coming round for an *asado* (barbecue). It's a traditional weekend activity. Mr Diaz grilled the meat (the best steaks I've ever eaten!) and Mrs Diaz made salads and this deeeeeelicious sauce called *chimichurri*. I ate so much! The barbecue lasted half the day and everyone treated me like a family member. It was an unforgettable experience! We talked about different things, but their favourite topic of conversation was football. And their son Raúl is as crazy about it as I am. I hope we go to a football match while I'm here.

Monday, 27 March

I'm a bit disappointed. My first day of classes all in Spanish was challenging. I've studied for a year to prepare for the student exchange programme, but I still have a lot to learn. I hope I improve soon. One of the new words I've learnt is *che*, which is how Argentinians say 'hey'. I hear it everywhere I go. I'll have to ask Raúl what other meanings it has.

Pato



Friday, 31 March

I haven't written for four days. School has kept me really busy! Today Mr Diaz had a surprise for me and Raúl after school. Instead of taking us to a football match, he took us to a game of *pato* – the national sport of Argentina. The players ride on horseback and it's a combination of polo and basketball. To be honest, it didn't look easy. I was looking forward to a football match, but I'm glad I experienced a bit of local culture.

C Now scan the entries. Then read carefully and answer the questions.

1. How did Max get from the airport to the host family's home?
2. What did the host family organise for Max on the day he arrived?
3. When do Argentinians usually have an *asado*?
4. What is *chimichurri*?
5. What do Max and Raúl have in common?
6. What did Max find difficult at school on the first day?
7. What does *che* mean?
8. What did the boys do after school on Friday?
9. How is *pato* played?
10. Was Max's overall experience positive or negative?

Over to you...

Discuss.

- Have you ever taken part in a student exchange programme? If yes, what was it like? If not, would you like to try one? Why? / Why not?
- Have you ever been abroad or to a different part of your country?
- Where and when did you go?
- What did you do there?

Vocabulary

Read the sentences 1-8. What do the phrasal verbs in bold mean? Match them with the definitions a-h. Then check your answers in a dictionary.

1. I'm really **looking forward to** travelling abroad this summer.
2. I'm **looking after** my neighbours' cats while they're away on holiday.
3. Can you please come and **pick** me **up** from the station?
4. You've dropped all your pencils on the floor. Please **pick** them **up**.
5. Why don't you **come round** tonight? We can play my new video game.
6. We're going shopping later today. Would you like to **come along**?
7. The plane **took off** at 11 a.m. and arrived in Madrid two hours later.
8. Jack **took off** his jumper and put on a T-shirt. It was very hot in the room.

a. to go somewhere with someone
b. to do what is necessary to keep someone/something safe and healthy
c. to remove something that you are wearing
d. to go somewhere and get someone who is waiting for you
e. to visit (usually a person's house)
f. to feel excited about something that is going to happen
g. to leave the ground and start flying
h. to lift someone/something from a lower place

Grammar

Present Perfect Simple vs Past Simple

A Read the example below and complete the rules.

A: I've watched a game of *pato* many times before.
B: I watched a game of *pato* for the first time yesterday. It was a great experience!

- We use the **Past Simple** / **Present Perfect** for actions that happened in the past, but we don't say when exactly.
- We use the **Past Simple** / **Present Perfect** for actions that happened at a definite time in the past. We say when.
- We use the **Present Perfect** with the time expressions: *ever, never,* ....., *so far, just, yet, already, always, once, twice,* etc.
- We use the **Simple Past** with the time expressions: ....., *in 1995, ago, last week/month,* etc.

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

1. **A:** ..... you ..... (meet) the exchange students yet?
   B: Yes. We ..... (show) them round school two days ago.
2. **A:** ..... you ..... (call) Ammar yesterday?
   B: Yes, but he ..... (not answer). He probably ..... (not come) back from Spain yet.
3. **A:** Where's Fatima? I ..... (not see) her at all this week.
   B: Well, she ..... (be) ill.

Listen

A Have you ever been to Italy? If yes, have you been to the Colosseum? If not, have you read anything about it?

B Listen to Lizzie, an exchange student in Rome, Italy, talking to a friend on the phone, and answer the question. Choose a, b or c.

What is true about Lizzie?

a. She doesn't want to leave Rome yet.
b. She's had a good time in Rome, but is now homesick.
c. She wasn't having a good time when she first arrived, but she is having fun now.

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

1. Lizzie is staying in Rome for three weeks.
2. Lizzie can't communicate with the host family at all.
3. Lizzie didn't find the Borghese Gallery worth visiting.
4. The host family have bought a football shirt for Lizzie.

D Would you like to visit Italy? What would you like to do there?

3c

Read

A Discuss.
In your opinion, when is the best time to learn new skills: during childhood, during your teenage years or during adulthood? Why?

B Read the text quickly (skim). Which sentence best summarises the main idea of the text? Choose a, b or c.
a. How teenagers learn new information
b. How teenagers' brains affect their decisions
c. How teenagers' brains work and how this affects them

Hacking the teenage brain!

Scientists have spent years researching the brain, but for many of us the teenage brain is still a mystery. To understand what makes a teenage brain special, we have to look at how people learn. The brain is made up of a network of connections. When people learn something, a new connection is made, and the new information is sent to a different part of the brain, where it becomes a memory. Every time we use the new connection, the information is sent faster and more easily – but, if the connection is not used enough, it will grow weak and will soon stop existing. This is why when you've taken the same route for years, it's not necessary to pay a lot of attention to where you're going. However, when you're walking a route you've taken only once before, you might have trouble remembering the way.

So, what makes a teenager's brain different from an adult's? A lot of activity takes place between the ages of 13 and 18, during which time the brain can build new connections at a faster rate than it ever will again. People can learn new skills more effectively during this period than at any other time of their lives, so it's important that teenagers continue to have new experiences and try new activities.

However, teenagers must keep in mind that their brains haven't actually finished growing yet. Some areas – like the front part, which helps people decide if something is a good idea or not – develop slowly. This means that the teenage brain isn't very good at recognising danger. What's more, the fun-loving part of the brain is one of the areas that develops the fastest, and it works at full strength during the teenage years. That's why teenagers enjoy doing exciting things; their need to have fun is stronger than the voice in their head that says 'no, it's too dangerous'. Risky activities can help teenagers discover new experiences, but they need to help the weaker parts of their brain by staying calm and thinking carefully before they act.

C **Now scan the text. Then read carefully and answer questions 1-4.**

1. When will a connection in the brain disappear?
   a. when it is not used
   b. when a new connection is made
   c. when it is not sent to the correct part of the brain
2. At what age can the brain build new connections at a faster rate than ever again?
   a. childhood
   b. adulthood
   c. teenage years
3. Which part of your brain hasn't developed yet when you are a teenager?
   a. the front part
   b. the back part
   c. the middle part
4. What does the front part of the brain help you do?
   a. enjoy yourself
   b. recognise danger
   c. learn new information

D **What does the writer mean when he says 'their need to have fun is stronger than the voice in their head that says 'no, it's too dangerous'?**

Over to you...

Discuss.

- Have you ever done any research about another part of the human body?
- What interesting facts did you learn through your research?

Vocabulary

Complete with the verbs in the boxes.

grow grow up

1. This plant doesn't need a lot of sunlight to .....
2. What do you want to be when you .....?

think imagine wonder

3. I can't ..... life without technology.
4. I ..... what it's like being an adult. Is it easier than being a teenager?
5. Karen has read only the first chapter of the book we bought her. I don't ..... she likes it very much.

understand realise recognise

6. I didn't ..... you! Have you changed your hairstyle?
7. Kim doesn't speak English, so she couldn't ..... what we were talking about.
8. I didn't ..... you liked ice cream so much. Here's some more!

Grammar

Present Perfect Simple (for – since)

A **Read the dialogue. When did Harry meet Tony?**

A: Hey, Harry. How long have you known Tony?
B: I've known him for ten years, since I was a teenager.

for + a period of time
e.g. *two years, a week, six months, an hour, five minutes, a long time*

since + a point in time
e.g. *Sunday, yesterday, two o'clock, 2010, last week, I left school*

B **Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets and circle for or since.**

1. **A:** I ..... (not speak) to Ali **for / since** last Saturday.
   B: Really? I ..... (see) him yesterday at the shopping centre.
2. **A:** ..... you ..... (call) Fatima last night?
   B: Actually, I ..... (not call) her **for / since** a week.
3. **A:** ..... you ..... (make) any friends yet?
   B: Yes. I ..... (make) three friends **for / since** we ..... (move) to this neighbourhood.
4. **A:** Mr Smith ..... (live) in this house **for / since** a long time.
   B: That's right. He ..... (buy) this house in 1990.

Pronunciation

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

a. know **b.** now

B **Listen and tick (✔) the sound you hear.**

	know /əʊ/	now /aʊ/
without	○	○
grow	○	○
road	○	○
however	○	○
proud	○	○
whole	○	○

3d Read & Write

A Discuss.

- What are the most popular languages for people to learn in your country?
- Where can you see or hear English today?
- Do you think it is important to learn English? Why? / Why not?

B Complete the form.

HOME | SITEMAP | CONTACT | PURCHASE

LEARNING ENGLISH

GENERAL INFORMATION

name
date of birth
learning English since
age when started
place where you learn
frequency of lessons
hours of studying

OTHER WAYS YOU LEARN/PRACTISE

- watch English TV programmes/films/videos with or without subtitles ☐
- read English books/magazines/newspapers ☐
- use English websites ☐
- play video games that are in English ☐
- communicate with people who speak English ☐
- record yourself speaking English to correct pronunciation ☐
- visit English-speaking countries ☐
- take (summer) classes in English-speaking countries ☐

REASONS WHY YOU ARE LEARNING

- meet people ☐
- travel ☐
- study abroad ☐
- work ☐
- other

Listen 1

A Are you learning any other foreign languages at the moment? If yes, which one? If no, which languages would you like to learn?

B Listen to three short dialogues among siblings and answer the questions. Choose a, b or c.

Dialogue 1
Who is Steve talking to in German?
a. himself **b.** his sister **c.** a classmate

Dialogue 2
How has Lucy managed to improve her accent?
a. by watching Italian films
b. by listening to herself speak in Italian
c. by talking on the phone with an Italian friend

Dialogue 3
What's Tim doing at the moment?
a. He's watching a French film.
b. He's reading a French book.
c. He's watching a DVD about a French family.

C Which of the three ways of practising a language do you believe would help you most? Why?

Grammar

Reflexive pronouns

A **Read the following sentences from Listen 1 and complete them with the reflexive pronouns in the box. Then listen and check your answers.**

yourself myself

1. Are you talking to ..... ?
2. I record ..... reading sentences in Italian.

B **Read the examples and look at the verbs in blue. Then match.**

a. Mrs Kent cut **herself** while cutting the bread.
b. Mr Kent's car got a flat tyre. There was no one around to help him so he changed the tyre **by himself**.

1. Did anyone help Mr Kent change his tyre?
2. Which sentence shows that someone did something alone, without any help from anyone else?
3. Which sentence shows that someone is affected by their own action?

C **Read the examples again and complete the table.**

PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
SUBJECT	OBJECT	
I	me	.....
you	you	.....
he	him	himself
she	her	.....
it	it	.....
we	us	ourselves
you	you	yourselves
they	them	themselves

D **Complete the sentences with the correct reflexive pronouns.**

1. The children made this cake by ..... .
2. Jake taught ..... how to read.
3. I cut ..... while I was making a salad.
4. My sister is crazy about gadgets. She bought ..... a new MP4 player yesterday.
5. OK, kids. You can go hiking in the forest. Just look after ..... .

Write & Speak

Go to the Speaking Activities section on page 61.

Listen 2

A **Listen to the beginning of a telephone conversation and answer the question. Choose a, b or c.**

Why does the man call the language school?
a. He's interested in the special offer.
b. He wants to learn about the classes.
c. He wants information for a friend.

Now look at part of the transcript given below and answer the questions.

A: Hello. Expert Languages. How can I help you?
B: Hello. I'm thinking of signing up to learn a foreign language.
A: Well, we have a special offer. If you and a friend sign up this week, you'll both get your first month half price.
B: Well, that's nice, but I just want some general information for now.

- Which part justifies your answer?
- Are the exact same words used in the answer you chose and in the transcript?
- Why are the other two options wrong?

B **Listen to the rest of the telephone conversation and choose a, b, c or d.**

1. Which language has the man been learning for a year?
   a. Russian **b.** Spanish
   c. Italian **d.** French
2. When is the man NOT available?
   a. Mondays **b.** Wednesdays
   c. Fridays **d.** Tuesdays
3. What is the name of the street where the language school is?
   a. Kent Road **b.** King Road
   c. Hill Road **d.** Park Road
4. Will the man start lessons at Expert Languages?
   a. no **b.** yes
   c. probably **d.** probably not

C **Listen to the following extract from the telephone conversation. What does the word similar mean?**

a. exactly the same
b. almost the same
c. completely different

3e Listen

A Discuss.

- What is the best news you've ever received?
- When was the last time you received some bad news? What was it?

B Listen to a dialogue between a boy and his sister. What is the girl's good news and what is her bad news?

C Listen again. Which of the following phrases does the boy use to respond to his sister's news? Tick (✔).

You're kidding!	◯	I'm happy for you.	◯	Let me know if there's anything I can do to help.	◯
Congratulations!	◯	I'm sorry to hear that.	◯	Cheer up!	◯
Well done!	◯	That's too bad.	◯		

D What would you do if you were in the boy's place?

Speak

A Read the phrases. Which four phrases that are used to respond to good news can also be used to respond to bad news?

Responding to good news	Responding to bad news and expressing sympathy
• Are you serious? • Congratulations! • I'm so happy for you! • I'm so glad to hear that! • Good for you! • Well done! • What wonderful news! • What a surprise! • How exciting/nice! • Unbelievable! • You're kidding! • That's the last thing I expected.	• Poor you! • You poor thing! • That's so sad. • That's too bad. • That's a shame/pity. • What a shame/pity! • How awful/terrible! • I'm sorry to hear that. • Is there anything I can do to help? • Let me know if there's anything I can do. • Cheer up! Look on the bright side.

B ROLE PLAY

Talk in pairs.

Student A

Imagine you have some good and bad news to tell Student B. Use some of the ideas below or your own.

Good news

- passed an exam
- won something
- bought something
- went somewhere interesting
- took up a new activity

Bad news

- failed an exam
- had an argument with a friend
- lost something
- had an accident
- the team you play in lost a game

Student B

Listen to Student A's news and respond. Show interest or express sympathy.

TIP!

- When you hear good news, keep in mind that you should sound excited and enthusiastic. Your tone of voice rises.
- When you hear bad news and express sympathy, lower your tone of voice to sound more serious.

  Practise the following phrases: **Sounds great! / Poor you!**
- When someone is talking, show that you are following what they are saying. Apart from the phrases above, you can use:

  - Really? - No way! - Oh!
  - No! - Uh-huh. - I see.

Write

A **Read the email below and answer the following questions.**

1. Who is writing the email?
2. Why is she writing?
3. What is the relationship between the two girls?
4. What is the purpose of each paragraph? Match the phrases a-c with the paragraphs.

a. ending the email and asking for news

b. giving news **c.** reason for writing

Greeting

Hi Anna,

Opening paragraph

Sorry I haven't written for so long! I was busy working on that robot I told you about for the school contest. I have some very exciting news to tell you!

Main part

The contest was yesterday and my robot won first place! A lot of my classmates built robot cars, but I made a robot that can pick things up! It's got wheels and a long 'arm' so it can grab objects. My dad and I ordered all the pieces I needed and we found instructions and helpful videos online. It wasn't very easy, but I managed to do it by myself! The other students actually clapped when my robot picked up the science teacher's keys! Guess what else! The prize was a camera! I almost couldn't believe it!

Closing paragraph

So, what's new with you? Any plans for the weekend? As for me, there's a marathon in town, and I'm definitely going to try out my new camera and maybe even film part of the race! Anyway, I can't wait to hear from you!

Signature ending

Talk to you soon,
Marissa

B **Read the plan and the phrases 1-6 below. In which part do they belong? Write the phrases in the plan.**

1. I haven't heard from you for ages.
2. Well, that's all for now.
3. I'm looking forward to hearing from you.
4. Well, here's the latest.
5. Thanks for your letter/email.
6. Anyway, enough about me. What have you been up to lately?

Plan

A letter or an email giving news

GREETING

Greet the person you're writing to.

- *Dear Tony,*
- *Hi Amanda,*
- *Hello Olga,*

OPENING PARAGRAPH

Begin your letter/email and say why you're writing. Use phrases like:

- *How's life?*
- *How have you been?*
- *How are things? I hope everything's OK.*
- *Sorry I haven't written for so long, but...*
- *It was great to hear from you again.*
- *I'm writing to tell you about...*
- *Guess what! I have some exciting news to tell you.*
- *You'll never guess what happened to me.*
- *You won't believe what happened the other day.*
- .....
- .....

MAIN PART

Give your news. Use phrases like:

- *Remember how I told you about... Well,...*
- *Listen to this. The other day...*
- *The good news is...*
- *I've also got some bad news...*
- .....

CLOSING PARAGRAPH

State anything you want to emphasise, ask for news and end your letter/email. Use phrases like:

- *I have to / must go now...*
- *I hope to hear from you soon.*
- *Write back soon.*
- *Waiting for your letter/email/reply.*
- *Make sure you write and tell me all your news.*
- *What's new with you?*
- *What about you? Do you still...?*
- *How's everybody?*
- *Say hello to...*
- .....
- .....
- .....

Use a signature ending and your first name below that.

- *Take care, Lucy*
- *Talk to you soon, Brian*
- *Love, Alison*
- *Keep in touch, Robert*

C **Write an email to a friend who lives in another town and give him/her your latest news. Try to write about something unusual or exciting that happened to you. Follow the plan.**

3 Round-up

Vocabulary

A Circle the correct options.

1. This box weighs a tonne! Help me or I'm going to **drop / lift** it!
2. I didn't **recognise / realise** it was so late.
3. What's the **subtitle / title** of the film we're watching tonight?
4. How many students **attended / developed** the course?
5. Scuba diving sounds **risky / weak**.
6. Kim **grew / grew up** in Poland.
7. Reema does brain puzzles in her free time to improve her **strength / memory**.
8. Salim is very happy because he **passed / failed** his science exam.

Score: ◯ / 8

B Complete the sentences with the correct prepositions.

1. We are revising ..... our history exam, and we're actually looking forward ..... taking it!
2. Peter is doing very well ..... school.
3. My cousin is arriving from London tomorrow, and I'm going to the airport with my uncle to pick him .....
4. I was so nervous when the plane took .....!
5. My sister and I have a lot ..... common.
6. My friends usually come ..... at the weekend and we hang out.

Score: ◯ / 7

Grammar

C Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. **A:** ..... you ..... (pass) your driving test last month?
   B: Actually, I ..... (not take) it yet.
2. I ..... (not see) Jenny since she ..... (move) to Italy!
3. **A:** We ..... (visit) Barcelona twice.
   B: Tom ..... (go) there two summers ago. He loves Spain, but he ..... (not / be) there since then.
4. **A:** ..... you ever ..... (hear) of Motaz Barshman?
   B: Of course. He ..... (win) many medals. He's a great athlete!

Score: ◯ / 9

D Circle the correct options.

1. Patty started keeping a diary three months **ago / before**.
2. Poor thing! You haven't looked so tired **for / since** the day of the marathon!
3. The game has **yet / already** started. Mark's late!
4. Majed and I have been on the same football team **for / since** 2014.
5. I've been to the Al bidaa Park many times **yet / before**.

Score: ◯ / 5

E Circle the correct options.

1. Mrs White gave **me / myself** my exam results. I'm very proud of **me / myself**.
2. We've just signed **us / ourselves** up for the robot contest.
3. I found Delia's diary, so I gave it to **her / herself**.
4. The boys had an argument this morning, so Tim is eating lunch by **him / himself**.
5. Charlie, I want you to read the instructions and do the activity by **yourself / yourselves**.
6. We really enjoyed **us / ourselves** at the park yesterday.

Score: ◯ / 7

Communication

F Match.

1. When was the Eiffel Tower built? ◯
2. I lost my mobile phone yesterday. ◯
3. We're going on holiday to Hawaii! ◯
4. Did you finish your project? ◯

a. Well, sort of.
b. Good for you!
c. Beats me.
d. What a pity!

Score: ◯ / 4

Total score: ◯ / 40

Now I can...

- talk about experiences I have had ◯
- use collocations related to education ◯
- use phrasal verbs ◯
- use appropriate tenses to link the past with the present ◯
- exchange personal information ◯
- complete a form ◯
- write a questionnaire ◯
- give and respond to good/bad news ◯
- write an email giving news ◯

4 A TASTE OF ADVENTURE

QUIZ

Do the quiz and find out how adventurous you are. Do you agree with the results?

1. Choose a holiday.

a a safari

b a trip in a caravan

2. Choose a job.

a a helicopter pilot

b a nature photographer

3. Choose a place to spend the night.

a in a cave

b in a tree house

4. Choose a film you'd like to watch.

a an adventure film

b an animated comedy

Check your score

More as:
You love adventure! You are brave, but you sometimes forget about danger. Try to be more careful!

More bs:
You don't like adventure very much. It's good to be careful, but try to be brave and add some more adventure to your life every now and then.

Two as and two bs:
You have balance in your life. You like to have fun, but you also know your limits and know when you need to be careful.

In this module you will learn...

- to narrate past events
- to describe your feelings
- to distinguish between the Past Simple and the Past Progressive
- to sequence past actions and events
- to express result
- to apologise, give an explanation and respond to an apology
- to use linking words/phrases (time - sequence, contrast, result - consequence, cause - reason)
- to write a story

4a Read

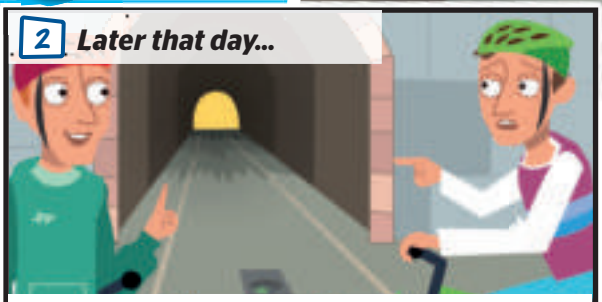
A Discuss.

- Have you got a bike?
- Have you ever had an interesting adventure with your bike? What happened?

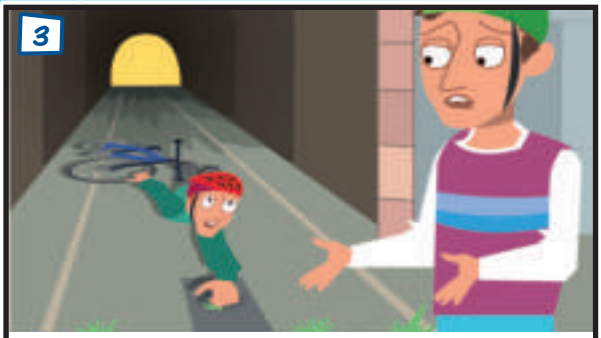
B Look at the picture on the right. What do you think happened to the boy? Read the dialogue quickly (skim) and check your answers. Then read it out in pairs.

THE PHOTO

Alex Todd! Is this you in the photo? What on earth happened to you?
Todd Oh, Alex. You won't believe what happened! It was so frightening!
Alex Come on, tell me. How scary can it be?
Todd OK, if you insist... But I'm warning you: the truth might surprise you!
Alex I'm all ears.
Todd I was riding my bike home and it was raining. So, I decided to take a short-cut and go through the tunnel.
Alex And?
Todd Well, while I was riding through the tunnel, I was thinking about my weekend plans and...
Alex Come on, Todd. Just tell me already!
Todd You know what? It'll be better if I show you. Meet me at the tunnel this afternoon.



Alex I don't think this is a good idea any more, Todd! I'm not entering that tunnel. Let's get out of here.
Todd You said you wanted to know, so stop acting like a baby. Go and stand over there and get your mobile ready.



Alex Somebody HELP! Todd! What's wrong? Are you OK? Why are you lying down?
Todd I'm fine, Alex. Just go and stand on that rock and take a photo of me.
Alex Huh?

Alex Now I see. You were just pulling my leg this morning.
Todd Sorry, Alex, but I was bored last weekend and had to find something to do. Anyway, I'm sorry I scared you.
Alex Don't be silly! I wasn't frightened for a minute!

C Look at the highlighted expressions in the dialogue and match them with their meanings a-e.

1. What on earth...? ◯
2. if you insist ◯
3. I'm all ears. ◯
4. You know what? ◯
5. pull one's leg ◯

a. I've got an idea.
b. I'm listening.
c. to play a joke on someone
d. used to show surprise
e. if that's what you want

D Now scan the dialogue. Then read carefully and answer the questions.

1. What is Alex interested in finding out?
2. Where does Todd decide to take Alex?
3. Who changes his mind about something?
4. Why does Alex cry for help?
5. In your opinion, was Alex frightened?

Over to you...

Discuss.

- Have you ever played a practical joke on someone, or has anybody ever played a practical joke on you? What happened?
- How did the person / you react?
- In your opinion, is it wrong to play practical jokes? Why? / Why not?

Vocabulary & Speak

A Read the sentences below. What's the difference between the pair of adjectives in bold?

*The new ride at the amusement park looks really **exciting**. My friends and I are all **excited** about going on it.*

B Circle the correct options.

1. My mum was **surprised / surprising** when we got her flowers on Mother's Day.
2. We were all **exhausted / exhausting** when we reached the top of the mountain. Hiking on a hot day can be **exhausted / exhausting**.
3. Aisha was **frightened / frightening** when she got stuck in the lift.
4. Yesterday's match was **disappointed / disappointing**. Our team lost.
5. Last year, I had to read a poem in front of the whole school and I forgot the verses. It was so **embarrassed / embarrassing**.
6. Rita was **shocked / shocking** when she heard the news.
7. The city's architecture is **amazed / amazing**!

C Read and say. Use adjectives from above.

How would you feel in the following situations?

- You see a spider on your bed.
- You go to school in your pyjamas.
- You win a school contest.

How can you describe the following experiences?

- failing an important exam
- running a marathon
- being alone at home when there's a blackout

NOTE

I was **scared**. **BUT** It was a **scary** film.

Grammar

Past Progressive

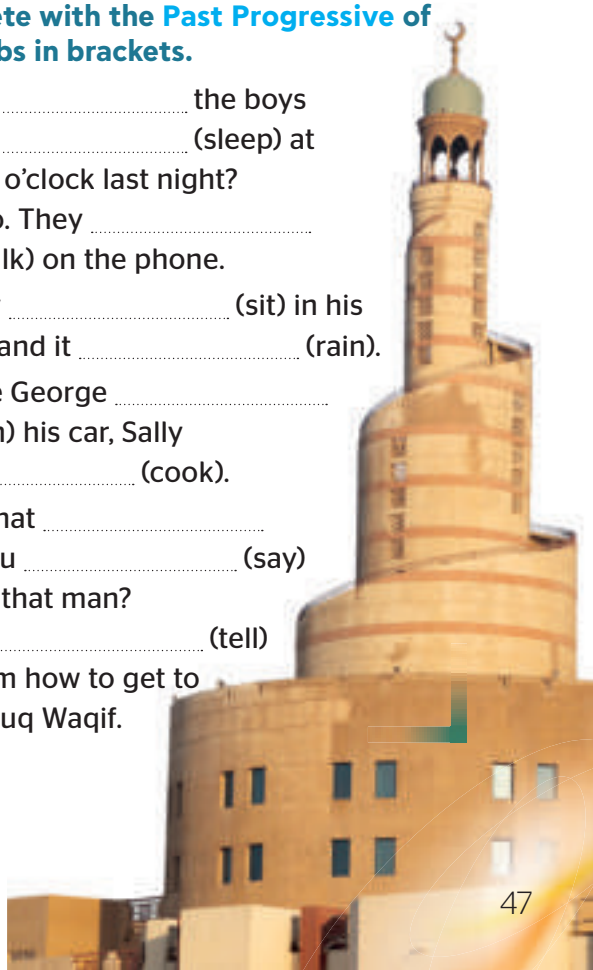
A Read the examples. When is the Past Progressive used? Match sentences 1-3 with the rules a-c.

1. I **was riding** my bike to school at 8 o'clock yesterday morning. ◯
2. Tom and I **were talking** while the children **were riding** their bikes. ◯
3. It was a beautiful Saturday morning. The sun **was shining** and we **were relaxing** in the garden. ◯

a. to describe background scenes to a story
b. for actions that were in progress at a specific point of time in the past
c. for actions that were happening at the same time in the past.

B Complete with the Past Progressive of the verbs in brackets.

1. **A:** ..... the boys ..... (sleep) at 10 o'clock last night?
   B: No. They ..... (talk) on the phone.
2. Barry ..... (sit) in his boat and it ..... (rain).
3. While George ..... (wash) his car, Sally ..... (cook).
4. **A:** What ..... you ..... (say) to that man?
   B: I ..... (tell) him how to get to Souq Waqif.



4b

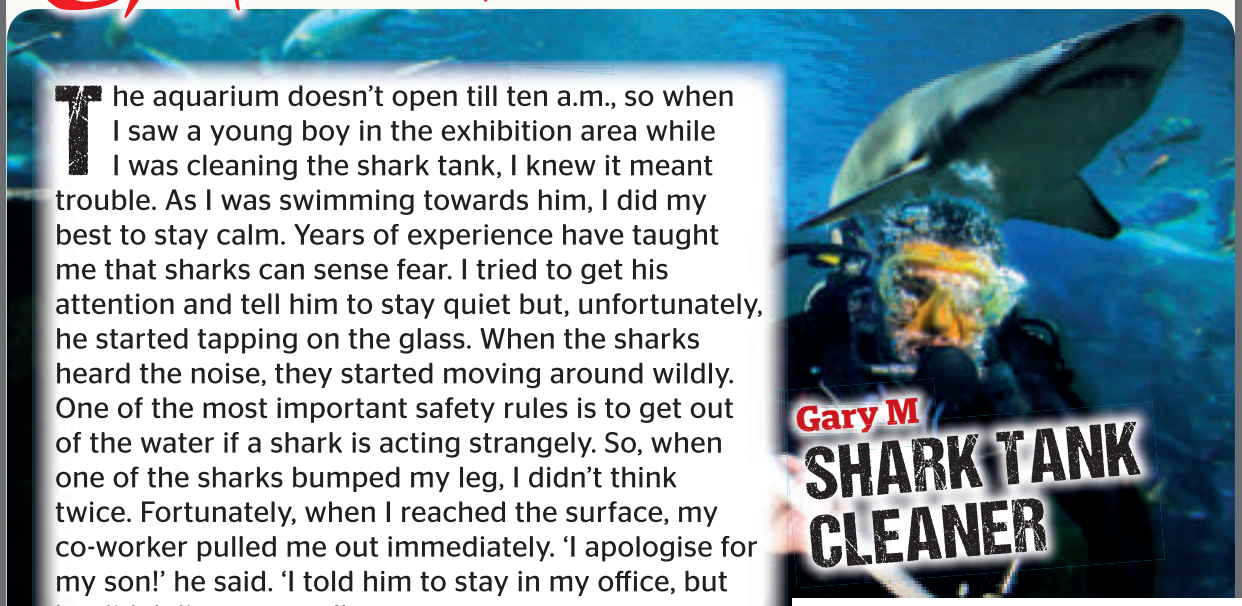
Read

A Discuss.
- Which jobs do you consider dangerous? Why?

B Look at the pictures and the title. What do you think happened to these people while they were working? Read the blog quickly (skim) and check your answers.

HOME CONTACT US

DANGER is my middle name



Gary M
SHARK TANK CLEANER

The aquarium doesn't open till ten a.m., so when I saw a young boy in the exhibition area while I was cleaning the shark tank, I knew it meant trouble. As I was swimming towards him, I did my best to stay calm. Years of experience have taught me that sharks can sense fear. I tried to get his attention and tell him to stay quiet but, unfortunately, he started tapping on the glass. When the sharks heard the noise, they started moving around wildly. One of the most important safety rules is to get out of the water if a shark is acting strangely. So, when one of the sharks bumped my leg, I didn't think twice. Fortunately, when I reached the surface, my co-worker pulled me out immediately. 'I apologise for my son!' he said. 'I told him to stay in my office, but he didn't listen to me!'

Kevin S
STUNTMAN

Last week, we were filming a car chase scene on an icy road. Car chases are very common in my profession, but this time I had to do something totally new. I had to jump my car across a river. While the director and I were talking about the details, the experts were making sure that everything was safe. I was looking forward to the scene! When I heard the director say 'action!', I sped along the icy road. The other car followed. I was getting ready for the jump when, all of a sudden, something reddish-brown appeared a few metres away. I found out later that it was a fox! I hit the brakes and held my breath. Unfortunately, the road was too slippery. The airbags opened when the car hit the river – so I didn't get injured – but the water was freezing cold!

C Now scan the text. Then read carefully and write G for Gary, K for Kevin or N for Neither.

1. It was the first time I was doing this. ◯
2. I knew something bad would happen. ◯
3. I didn't react immediately. ◯
4. I was very excited about the job that day. ◯
5. I got hurt while working. ◯
6. I was afraid the animal might attack me. ◯

Over to you...

Discuss.
- How would you feel if you were Gary or Kevin?
- Would you like to do either of these jobs? Why? / Why not?

Vocabulary

A **Match the words 1-6 with their synonyms a-f. Then check your answers in a dictionary.**

1. suddenly
2. fortunately
3. then
4. amazingly
5. finally
6. unfortunately

a. to my surprise
b. after that
c. by bad chance
d. all of a sudden
e. in the end
f. by good chance

TIP! When you learn new words, it's a good idea to also learn any corresponding synonyms and/or antonyms.

B **Circle the correct options.**

1. The stuntman had an accident while he was jumping off a wall, but **suddenly / fortunately**, he wasn't seriously injured.
2. **Unfortunately / In the end**, the police officer found the lost boy and took him back to his family.
3. I was walking in the park when **suddenly / then** I slipped on wet grass and fell.

Grammar

Past Simple – Past Progressive
Time clauses (when, while, as)

A **Read the examples and complete the rule.**

1. I **was getting** ready for the jump when something reddish-brown **appeared** a few metres away.
2. As/While I **was swimming** towards him, I **saw** a shark.

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the ..... for the longer action and the ..... for the shorter action. In this case we use **while** or **when** or **as**.

B **Read the examples below. Then complete the rules with when or while/as.**

- **As/While** I was swimming, I saw a dolphin.
- I was fishing **when** it started raining.

1. We use ..... to introduce the action of longer duration (the Past Progressive).
2. We use ..... to introduce the short action (the Past Simple) that interrupted the action of longer duration.

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

1. The students ..... (sit) down when the teacher ..... (walk) into the classroom.
2. As I ..... (try) to take a photo of some dolphins at the aquarium, I almost ..... (fall) into the pool.
3. While my friends and I ..... (chase) each other in the park, we ..... (find) a tortoise.
4. Mr and Mrs Ross ..... (have) a picnic when a snake ..... (appear).

Speak & Write

A **Go to the Speaking Activities section on page 61.**

B **Read the information in the Writing Reference section at the back of the book and write a paragraph about the picture you described in activity A.**

C **Present it to the class.**

4c Read

A Discuss.

- Which words would you use to describe a true hero?

brave	confident	honest
clever	sensible	strong

B Read the text quickly (skim) and choose the best title.

a. A true hero
b. A great victory
c. The King's illness

SALAH AL-DIN

Sometime in the 12th century, there lived an incredibly brave and sensible man named Salah al-Din. It was a time of war between men of different religions. Salah al-Din led the Muslim soldiers against their enemies and managed to successfully defeat them at the Battle of Hattin in 1187 and freed Jerusalem. Crowds of Muslims gathered to cheer their victory. The war continued for many years, still Salah al-Din remains in history as a supporter of the Muslim culture, as a great leader and as an honest man whose careful plans and many skills won the respect even of his most famous enemy, King Richard I of England.

For two years Salah al-Din and King Richard fought against each other. Salah al-Din fought to protect Jerusalem and King Richard to win it.

One day, word got around that King Richard was seriously wounded. His men gathered round the tent in which their King lay hidden and sat there extremely upset. It was unknown whether the King was in pain, or was suffering from an injury.

While they were trying to find out more about the King's health, something totally unexpected happened. 'Some soldiers are coming!' shouted a knight.

Silence fell. As the strangers were galloping towards them, the King's men watched them approach with a feeling of unease. Five Muslim soldiers got off their horses and greeted them.

The knights raised their swords and lifted their shields. Then one of them shouted, 'What is the meaning of this?'

'We are here for the King. Salah al-Din sent us.' replied one of the five men.

'We come in peace,' said another one of them. 'I am Salah al-Din's doctor. Salah al-Din knows your King is ill and sent me here to help him.'

The knight slowly removed his helmet. He noticed that the men were carrying fruit for the King as well as ice to help with his fever.

All the knights were very surprised. They never expected such an act of great kindness in the middle of a war.

It was then that all of them realised that what they heard about Salah-al-Din's goodness was true.

A KNIGHT

C Now scan the text. Then read carefully and answer the questions.

1. What happened at the Battle of Hattin?
2. What happened to King Richard that worried his soldiers?
3. Who were the five soldiers?
4. Who sent the soldiers?
5. What did the soldiers have with them?
6. What do we understand about Salah al-Din's character from the story?

Over to you...

Discuss.

- How do you think the story continues?

Grammar

Adverbs (manner, frequency, time, degree, place, sequence)

A Read the examples below. What does each adverb express? Match 1-6 with a-f.

1. The soldiers sat **outside** the tent. ◯
2. Salah al-Din **gladly** helped King Richard. ◯
3. **First**, they gave King Richard ice. **Then**, they gave him the fruit. ◯
4. The soldiers **always** fought bravely. ◯
5. All the knights were **very** surprised. ◯
6. King Richard was wounded **yesterday**. ◯

a. when something happens
b. the order in which something happens
c. how something happens
d. the intensity with which something happens
e. where something happens
f. how often something happens

B Complete the sentences with the correct adverbs.

usually tomorrow
outside happily then really

1. First, I have breakfast. ....., I brush my teeth.
2. Ameen was ..... excited about the game.
3. Salim ..... goes to the gym after work.
4. We were waiting for you .....
5. Hasna ..... helped her sister with her homework.
6. I'm going on a trip .....

Listen & Write

A Listen to the continuation of the story of Salah al-Din and write T for True and F for False.

1. Salah al-Din sent men to protect the town of Acre. ◯
2. Richard's army let all the Muslims leave Acre. ◯
3. Salah al-Din lost control of Jerusalem in 1192. ◯
4. Richard and Salah al-Din finally agreed to stop fighting. ◯
5. Salah al-Din died in Jerusalem in 1193. ◯

B Complete the summary of the story. Write a word or a short phrase in each gap.

King Richard was a great 1 ..... of Salah al-Din, but when Salah al-Din heard about his illness he sent 2 ..... soldiers to help him and one of them was a(n) 3 ..... . The five soldiers brought 4 ..... and ice for the King. All King Richard's 5 ..... were amazed by this action. They now understood why so many poeple believed that Salah al-Din was a great man. However, the war continued and Richard's soldiers later attacked the 6 ..... of Acre. In 1192 Richard was 7 ..... from Jerusalem but he could never take the city, and Salah al-Din and Richard agreed to make 8 ..... . When Salah al-Din died later in 1193, he wasn't rich because he always gave his money to people 9 ..... .

C Would you like to read more about Salah al-Din? Why? / Why not?

Read & Present

CLASS PRESENTATION

Choose a book you like from your class/school library. Read the first chapter and present the key features of the story (what, where, when, who) to the class.

4d Vocabulary

A Look and write the correct number next to each word.

first-aid kit	◯	compass	◯	whistle	◯
sleeping bag	◯	torch	◯	rope	◯
tent	◯	matches	◯	insect repellent	◯
backpack	◯	sunscreen	◯	fishing gear	◯

B Discuss.

- Do you like camping? Why? / Why not?
- Have you ever been on a camping trip?
- Which of the items in the picture are important to have when you go on a camping trip? Can you think of anything else to add?

Listen 1

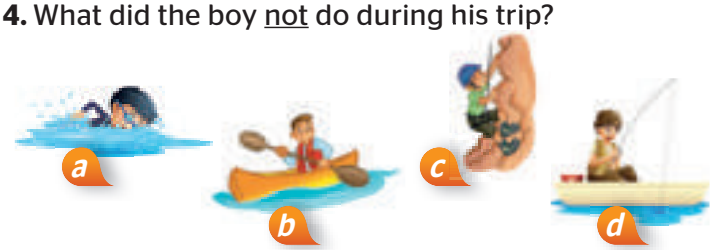
Listen to four short dialogues and answer the questions. Choose picture a, b, c or d.

1. What time are they meeting?

3. Where did the man look for the torch first?

2. What do they not have with them?

4. What did the boy not do during his trip?



Grammar

Clauses of result

A **Read the following sentences from Listen 1 and complete them with so or such. Then listen and check your answers.**

1. It's ..... a beautiful day that I don't want to stay indoors.
2. It's ..... dark that I can't see a thing.

B **Read the sentences in activity A again and answer the questions. Then complete the rule.**

1. What doesn't the woman want to do? Why doesn't she want to do this?
2. What can't the man do? Why can't he do this?

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

C **Complete with so or such.**

1. It was ..... a cold morning that we didn't go out at all.
2. The view was ..... impressive that we couldn't stop taking photos.
3. We had ..... a great time on our camping trip that we want to go again.
4. The campsite was ..... far that we couldn't go there on foot.
5. My best friend is ..... a good mountain climber that I'm sure he'll climb Mt Everest some day.

Listen 2

A **You will hear a caller speaking on a radio show about an adventure he had. Before you listen, look at the picture and guess which of the words below will be mentioned.**

fishing gear | boat | rope | swim | fire
first-aid kit | wind | whistle | rescue | mobile phone

B **Listen and answer the question. Choose a, b, or c.**

What was Bill's main problem?
a. the fire
b. his tent
c. his backpack

C **Listen again and put the sentences in the correct order. Write 2-8.**

a. Bill went fishing. ( )
b. Bill saw his tent in the lake. ( )
c. Bill made a fire. ( )
d. Bill put up his tent. (1)
e. Bill saw a boat. ( )
f. Bill shouted for help. ( )
g. Bill felt hungry. ( )
h. Bill collected wood. ( )

D **Answer the following questions.**

- What would you do if you were in the man's place?
- What else do you think can go wrong during a camping trip?

Read & Present

CLASS PRESENTATION

Do some research and find another outdoor adventure. What happened? Make notes and present it to the class.

4e

Listen

A **Look at the cartoon below. What do you think happened to the girl's brother? How might the dialogue between them continue?**

B **Put the dialogue in the correct order. Write 2-8. Then listen and check your answers.**

1. So, how was your trip to the amusement park? Did you take lots of pictures with my camera?
2. You what? And now it's in pieces?
3. I'm afraid so. I'm terribly sorry. I didn't mean to break it. It was an accident. I was actually taking good care of it... up until then.
4. What is it?
5. Oh, well, never mind. I've been meaning to get a new one. I guess now's the time.
6. I dropped your camera while I was taking a selfie on the roller coaster. I'm so sorry.
7. Listen, it was my fault, so I'll pay for a new camera.
8. Erm... Listen, Emily. I've got some bad news.

C **Read the dialogue again and answer the questions.**

1. Which phrases does the boy use to apologise for breaking the camera?
2. Which phrase does the girl use to show that it doesn't matter?

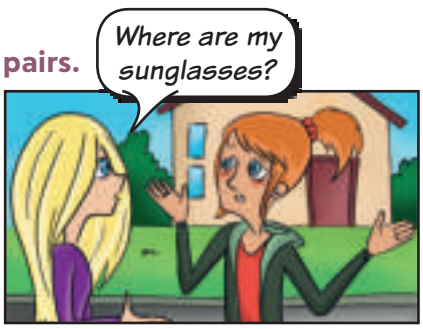
Speak

A **Read the phrases. Can you think of any more to add?**

Apologising and explaining	Responding to an apology
• I'm so/really/terribly sorry! • I'm sorry for breaking/losing... • I'm sorry I broke/lost... • Sorry about that! • It's my fault. • I didn't mean to... It was an accident. • I don't know how it happened! • I know that was wrong of me. • It won't happen again. I promise!	• That's OK. • No problem. • Don't worry about it. • Oh, well, never mind. • It doesn't matter. • Forget about it. • It happens. • I hope this doesn't happen again. You know I don't like it when...

B ROLE PLAY

Choose one of the situations shown in the pictures. Talk in pairs.



Speak & Write

A **Read the story and answer the questions. Where it is possible, underline words/phrases in the story to justify your answers.**

1. What tenses does the writer use?
2. What words does the writer use to link ideas?
3. What words does the writer use to describe feelings?
4. What is the purpose of each paragraph?

A walk in the rainforest

Steve didn't go to school yesterday because he had a stomach ache. He spent the morning reading about rainforests. However, after a while, he started feeling sleepy and closed his eyes.

Suddenly, he had a strange feeling. He thought someone was staring at him. He immediately sat up in bed – but he wasn't in bed at all! He was in the rainforest. All of a sudden, he felt a hand on his shoulder. Steve turned to look and found himself face-to-face with a monkey. He was so shocked that he held his breath! He knew that monkeys can sometimes attack humans, so he slowly started walking away. He decided to call for help. As he was taking his mobile out of his pocket, the monkey jumped down from the branch, grabbed it and disappeared. 'Hey! Come back here!' Steve shouted. To his surprise, more than twenty monkeys appeared. They were making noises and looked like they were ready to attack. Steve fainted.

When he woke up, he was not in the rainforest any longer. Fortunately, it was all a dream! He was so relieved!

B **Read the plan.**

Plan

A story

INTRODUCTION

Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

MAIN PART

Mention what happened, what the character(s) saw, heard, did, said, etc. and how they felt. Use:

- **Past Tenses** (Past Simple, Past Progressive) and present the events in your story in a logical order.
- **linking words/phrases** to join your ideas.

Time – Sequence: when, while, as, before, after that, after a while, till/until, during, later, soon, then, at that moment, in the beginning, finally, in the end, by the time, immediately
Contrast: but, however
Result – Consequence: so... that, such... that, so, for this reason, as a result
Cause – Reason: because

- **expressions/phrases** to make your story more interesting.
  - *All of a sudden / Suddenly,...*
  - *(Un)fortunately,...*
  - *To my surprise,...*
  - *I couldn't believe my eyes!*
  - *I held my breath!*
  - *Without thinking,...*
  - *I didn't think twice.*
  - *I couldn't wait to...*
- **adjectives describing feelings** (frightened, shocked, upset, relieved, excited, etc.).

CONCLUSION

Describe what happened in the end and how the characters felt.

C **Join the pairs of sentences 1-4 using the linking words/phrases in the box. Make any necessary changes. More than one answer may be correct.**

	so	while	so... that
because	when	as	as a result

1. Peter saw a bear in the woods. He started running.

.....

2. I was watching TV. The fire alarm went off.

.....

3. I was exhausted. I fell asleep immediately.

.....

4. Tina didn't revise for the history test. She failed it.

.....

D TELL A STORY

Talk in groups.
Go to the Speaking Activities section on page 61.

E **Use the ideas you discussed in activity D and follow the plan in activity B to write the story.**

TIP! Try to organise your story in paragraphs, using the plan. However, sometimes you may not be able to follow it strictly. You may, for example, need to introduce a character or change the setting in the main part.

4 Round-up

Vocabulary

A Circle the correct options.

1. The firefighters **put / took** out the fire and **rescued / attacked** the old woman and her cat.
2. The water was freezing and, **after a while / as a result**, we didn't swim in the river.
3. The boys went hiking in the **woods / nature** and when they came back, they were **exhausted / exhausting**!
4. We were driving in the mountains when a bear started **cheering / chasing** us. It was a **frightened / frightening** experience!
5. All the children **gathered / replied** around the new roller coaster.
6. Gavin can't hear me shouting, and I need to get his **attention / safety**. Quick! Give me your **matches / whistle**.
7. Are you sure Mark can take care **of / for** the tropical fish we bought him?
8. Ali put **up / out** his tent by himself.

Score: ◯ / 12

Grammar

B Complete with the Past Progressive of the verbs in the box.

not study	do	watch	read	play

1. **A:** Did you go to the park yesterday morning?
   B: No, I ..... television.
2. Last night Kevin ..... for the test. He ..... computer games.
3. **A:** What ..... you ..... last night?
   B: I ..... a very interesting book.

Score: ◯ / 5

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

1. While Tony ..... (try) to take a photo, he ..... (drop) the camera.
2. As I ..... (climb) a tree, a branch ..... (break) and I ..... (fall) to the ground.
3. While Lisa ..... (walk) into the aquarium, she ..... (see) her friend Mandy.
4. I ..... (wear) my pyjamas when my friends ..... (come) to visit. I was so embarrassed!
5. Mrs Smith ..... (make) dinner when the girls ..... (arrive) home.

Score: ◯ / 11

D Rewrite the sentences starting with the words given.

1. It was such a bad joke that nobody laughed.
   The joke .....
2. The climb is so dangerous that only a few people have done it.
   It's .....
3. It was such a long tunnel that it took us ten minutes to get out of it.
   The tunnel .....
4. This film is so good that I watched it twice.
   This is .....

Score: ◯ / 4

Communication

E Complete the dialogue with the sentences a-d.

A: Clara... um... I need to tell you something.
B: 1 ..... What's wrong?
A: Well... I lost the compass you lent me.
B: Jo, that's OK. 2 .....
A: No, I know it was your dad's. I feel terrible about losing it.
B: Seriously, never mind. It was very old. He needed a new one anyway. I'll look for one in the shops next Saturday.
A: 3 ..... Let me pay for it. It's the least I can do.
B: OK... 4 .....
A: I do. It's unfair for you to pay for it.

a. You know what?
b. I'm all ears.
c. If you insist.
d. It doesn't matter.

Score: ◯ / 8

Total score: ◯ / 40

Now I can...

- narrate past events ☐
- describe my feelings ☐
- distinguish between the Past Simple and the Past Progressive ☐
- sequence past actions and events ☐
- express result ☐
- apologise, give an explanation and respond to an apology ☐
- use linking words/phrases (time - sequence, contrast, result - consequence, cause - reason) ☐
- write a story ☐

2 Culture Page

Nasser Salih Nasser Abdullah Al-Attiyah

A What do you know about Nasser Salih Nasser Abdullah Al-Attiyah? Read and find out more.

B Read again and choose a, b, c or d.

NEWS

search...

HOME
SPORT
1 2 3

The action man

After the London Olympic Games in 2012, he came home with a bronze medal in skeet shooting. However, he described his win at the 2011 Dakar Rally driving a Citroen DS3 WRC as the 'greatest' moment in his life. Since his first Dakar Rally in 2004, the great moments just keep getting greater. In 2006 he was the Production World Rally Champion, in 2014 and 2015 he was the WRC-2 champion and he was also the winner of the FIA cross-country rally Cup three times (2008, 2015 and 2016).

Of course that's not all. He has become the Middle East Rally Champion thirteen times and is the first and only Middle Eastern who has won the Dakar Rally twice (2011 and 2015). In the 2010 Dakar Rally, Al-Attiyah came second but was only two seconds behind the winner. Al-Attiyah is always proud to honour his country with medals and to win for the Qatari people. He never stops amazing people in his country.

Al-Attiyah never gets tired. Sometimes he takes part in one sport and can't do another one which is taking place at the same time. For example, because of the London Olympics in 2012, he wasn't able to race in the Nestlé Oil Rally in Finland.

His great success doesn't mean that he hasn't had difficulties. He missed out on the 2008 Olympic Games by just two points. Also, he missed 9 checkpoints at the 2009 Dakar Rally in Argentina. If he had missed only four, he would have got a better place. However, he learnt from that event and just keeps getting better and better. Although Al-Attiyah is now in his late forties, he is faster than younger drivers.

He is good at rallies and skeet shooting, but he says that his special talent is archery. Even though he keeps changing his sports interests, he manages to do well at anything he chooses to do. When he isn't playing sports, he enjoys relaxing and eating his favourite food, which is roast camel.

1. When did Al-Attiyah first start competing in the Dakar Rally?
   a. in 2004 **b.** in 2009
   c. in 2011 **d.** in 2012
2. How many times has Al-Attiyah won first place in the Middle East Rally Championship?
   a. once **b.** twice
   c. three times **d.** thirteen times
3. Why does Al-Attiyah enjoy winning?
   a. to protect his sports reputation
   b. to make the Qatari people proud
   c. to have many medals and awards
   d. to be proud of the people of Qatar
4. What happened at the 2009 Dakar Rally?
   a. Al-Attiyah won the rally.
   b. Al-Attiyah missed the rally.
   c. Al-Attiyah got a good place.
   d. Al-Attiyah learnt a useful lesson.
5. What is true about Al-Attiyah?
   a. He has many talents.
   b. He enjoys riding camels.
   c. He is not as good at archery as skeet shooting.
   d. His sport interests have always been the same.

PROJECT

Do research!

Think of another successful Qatari athlete and use the Internet to do research to answer some of the following questions.

- When was he/she born?
- Which important sports events has he/she taken part in?
- Has he/she won any awards/medals?
- What are some other interesting facts about him/her?

Download some pictures from the Internet and then present your chosen athlete in small groups of three.

POEM

(Modules 3 & 4) Things that go bump in the night

Complete the poem with the words in the box. Listen and check your answers. Then say.

scared	longer	freezing	fear
brave	fall	scary	torch

We went camping in the wild,
a long way from town.
Then the rain came down
and put our small fire out.
We couldn't **1** ..... asleep;
our tent was wet and **2** .....
Then we heard something moving
out there in the dark.

The noise grew even louder,
but none of us were **3** .....
We left our tent, prepared,
and walked into the trees.
We looked around the woods
searching without **4** .....,
but it was just a deer,
that quickly ran away.

Then we saw before us
the entrance to a cave.
Feeling very **5** .....,
we went in to explore.
The cave didn't seem empty;
we heard a strange sound.
I shone my **6** ..... around;
something flew past my head.

We started to walk back then,
not sleepy any **7** .....
The dark around grew stronger-
at least, that's how it seemed.
I told a **8** ..... story
of things that walked the night,
then to give them all a fright
I switched off the torch
and everybody screamed.

Speaking Activities

2b GROUP SURVEY

A Talk in groups of three. Ask each other questions and complete the table below.

	You	Student 1	Student 2
If you go to the park with your friends at the weekend, what will you do?			
If you're thirsty after class, what will you drink?			
What will you do as soon as you finish your homework today?			
What will you wear if it's cold tomorrow?			
What will you watch on TV if you have some free time today?			
If your mobile phone breaks, what will you do?			
What will you do before you go to bed tonight?			

If you go to the park with your friends at the weekend, what will you do?

If I go to the park with my friends at the weekend, we will play football.

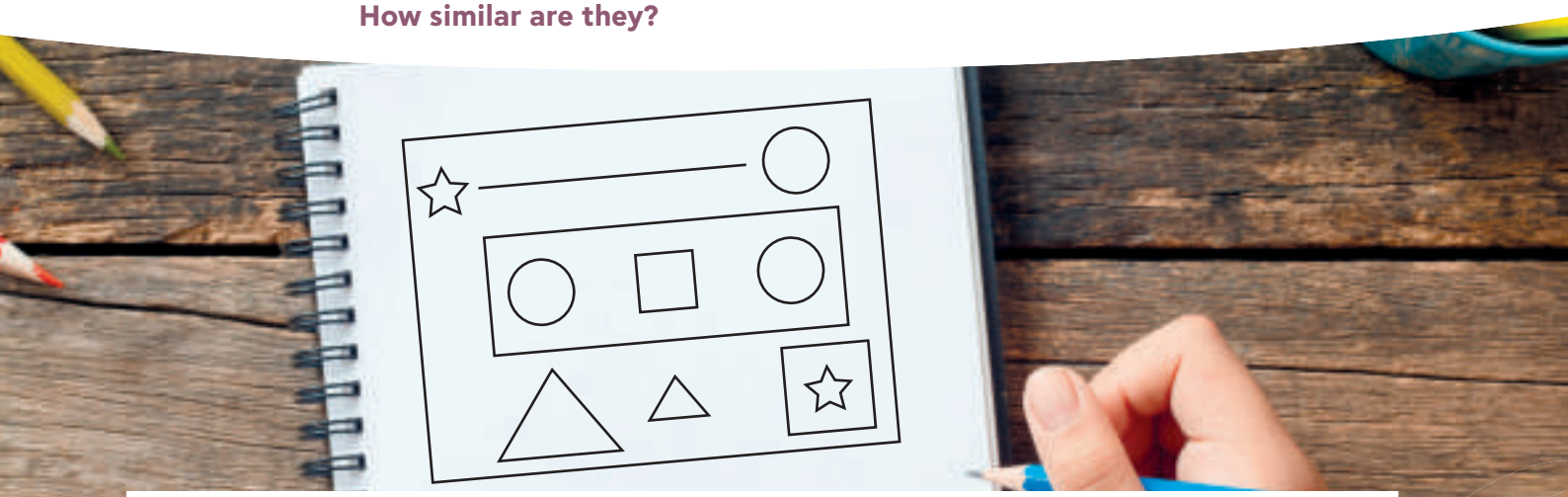
B Report your group's answers to the class.

Two students in my group will play football if they go to the park with their friends at the weekend.

2d DRAWING DICTATION

Student A

A Look at the picture below and give Student B instructions so that he/she can draw it. Then compare the picture Student B has drawn to the one below. How similar are they?



B Take a blank piece of paper. Listen to Student B's instructions and draw. Then compare your picture to the one Student B has described. How similar are they?

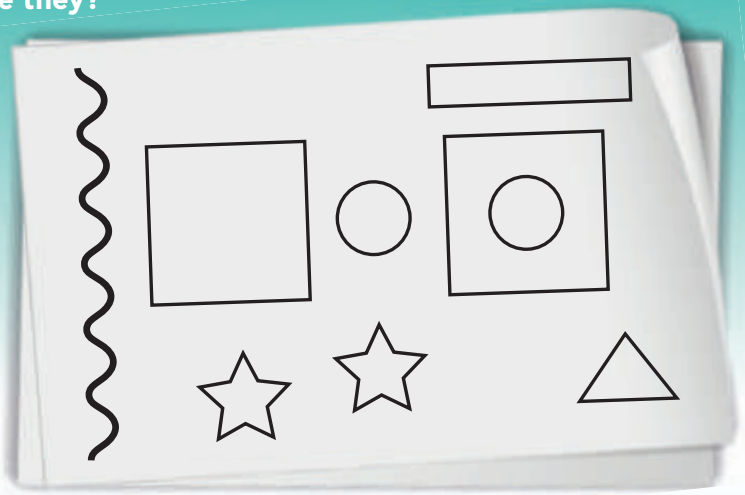
Speaking Activities

2d DRAWING DICTATION

Student B

A Take a blank piece of paper. Listen to Student A's instructions and draw. Then compare your picture to the one Student A has described. How similar are they?

B Look at the picture below and give Student A instructions so that he/she can draw it. Then compare the picture Student A has drawn to the one below. How similar are they?



3a GAME: FIND SOMEONE WHO...

Find students who have done the following. Go round the class and ask questions using *Have you ever...?* and the past participle of the verbs given (e.g. done, failed). Write the students' names below. The first one to finish is the winner.

Have you (ever)...

do / project about animals?	
fail / maths exam?	
attend / art course?	
get / good mark in English?	
do / science experiment at home?	
pass / all tests and exams so far this year?	
miss / a day of school so far this year?	
be / to the planetarium with your school?	

Have you ever done a project about animals?

Yes, I have.

3d

A Use the prompts below and/or your own ideas to write a questionnaire about English language-learning habits.

- What / name?
- What / date of birth?
- How old / when start / learn English?
- Where / have lessons?
- How often / have lessons?
- How many / hours / study?
- Do you watch...?
- Why / learn / English?

B ROLE PLAY

Talk in pairs.

Student A

Use the questionnaire about English language-learning habits which you have made and interview Student B about his/her habits.

Student B

Answer Student B's questions. Then use your questionnaire to ask him/her about his/her habits.

4b

Talk in pairs. Imagine you each took one of the photographs below. In turns, tell the story of what happened. Answer some of the questions below. You can use the prompts given.

- Where were you?
- What happened?
- What did you do?
- How did the story end?

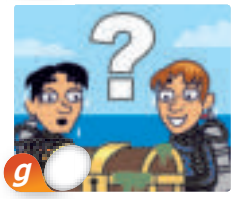
TIP! Before you speak, make sure you understand the task and how you should use the prompts.

- see cyclist
- have accident – crash into roadside barrier
- be injured
- call for ambulance

- see smoke
- house on fire
- call fire brigade
- rescue people
- be injured
- call for ambulance

4e

A Work in groups of three. Look at the pictures a-f, which show what happened to Billy and James. The pictures are mixed up. Put them in order and make up a story using the prompts given. Then think of an interesting ending.



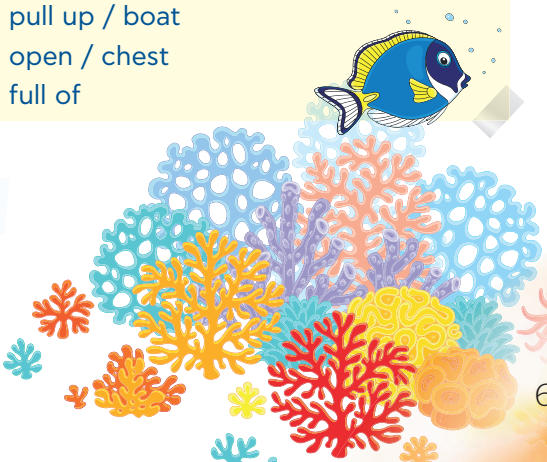
- It was a warm summer morning...
- As soon as...
- As...
- They were so amazed...
- A few minutes later, ...
- They decided...
- While they were...
- Then...
- When the boys...
- Fortunately/ Unfortunately, ...

go / scuba diving
put on / scuba diving gear
underwater camera
dive / water
see / tropical fish
take / photo
see / entrance to underwater cave
go inside / explore
discover / wooden treasure chest
swim / boat
tie / rope / around / chest
pull up / boat
open / chest
full of

B Tell your story to the class and listen to the other groups' stories. Use the prompts given when narrating your story.

Over to you...

Vote for the best ending to the story.



Writing Reference

2c A SHORT BIOGRAPHY OF AN IMPORTANT PERSON IN HISTORY

Plan

PARAGRAPH 1

Give some basic information about this person, saying who he/she was and what he/she was famous for. Also, give some information about this person's early life:

- *date/place of birth*
- *family*
- *hometown*
- *interests*
- *skills/education*
- *personality traits*

PARAGRAPH 2

Describe important events in this person's life:

- *first job*
- *other jobs*
- *greatest achievements, most famous work*
- *how he/she achieved success*
- *most difficult times*
- *awards he/she received*
- *date/place of death*

4b A NARRATIVE PARAGRAPH

When writing a narrative paragraph, set the scene: say who, when, where

Narrate the events in the order they happened.

- Use the **Past Simple** and the **Past Progressive** tenses.
- Use **time linkers**:
  when, while, as, as soon as, before, after that, after a while, during, later, soon, then, in the beginning, finally, in the end, etc.
- Use **expressions/phrases**:
  - *All of a sudden / Suddenly,...*
  - *(Un)fortunately,...*
  - *To my surprise,...*
  - *I couldn't believe my eyes!*
  - *I held my breath!*
  - *I didn't think twice.*

Explain what happened in the end. Describe your feelings.

Grammar Reference

Module 1

Present Simple vs Present Progressive

PRESENT SIMPLE				
AFFIRMATIVE		NEGATIVE		
I	work	I	don't	work
He/She/It	works	He/She/It	doesn't	work
We/You/They	work	We/You/They	don't	work

QUESTIONS		
Do	I	work?
Does	he/she/it	work?
Do	we/you/they	work?

PRESENT PROGRESSIVE				
AFFIRMATIVE		NEGATIVE		
I	am working	I	'm not	working
He/She/It	is working	He/She/It	isn't	working
We/You/They	are working	We/You/They	aren't	working

QUESTIONS		
Am	I	working?
Is	he/she/it	working?
Are	we/you/they	working?

We use the **Present Simple**:	We use the **Present Progressive**:
• for permanent states. *James lives in London.* • for habits or actions that happen regularly. *We always have breakfast at eight.* • for general truths. *The earth goes round the sun.* • for an action that takes place according to a schedule. *The train leaves at nine o'clock.*	• for temporary states. *I'm taking driving lessons this month.* • for actions happening at the moment of speaking. *Lucy is sleeping now.* • for future arrangements. *We're flying to Zanzibar tonight.*

TIME EXPRESSIONS	
PRESENT SIMPLE	PRESENT PROGRESSIVE
usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays/Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

Stative verbs

The following verbs are **not** usually used in the **Present Progressive**. They are called **stative verbs**.

- see, hear, smell, etc.
- like, love, hate, want, need, etc.
- think, understand, know, etc.
- be, have, cost, etc.

NOTE

Some **stative verbs** can be used in progressive tenses, but with a different meaning.

see
I'm seeing my doctor tomorrow.
think of/about
I'm thinking of buying a car.
have
(with words like: lunch, breakfast, shower, barbecue)
He's having a shower at the moment.

Past Simple

AFFIRMATIVE
I/He/She/It/We/You/They worked/went

NEGATIVE
I/He/She/It/We/You/They didn't work/go

QUESTIONS
Did I/he/she/it/we/you/they work/go?

NOTE

Look at the list of irregular verbs.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
  We bought our house five years ago.
- habitual or repeated actions in the past.
  I always went to bed early when I lived with my parents.
- completed actions that happened one after the other in the past.
  Yesterday I got up at 8.00, had breakfast and left for school.

TIME EXPRESSIONS
yesterday / yesterday morning, etc. last night / week / weekend / month / year last Wednesday / Friday, etc. last summer / winter, etc. two days / a week / three months / five years ago in + year

Grammar Reference

NOTE

The Past Simple of the verb **can** is **could**.
The Past Simple of the verb **be** is **was/were**.

Used to

AFFIRMATIVE	
I/He/She/It We/You/They	used to play

NEGATIVE	
I/He/She/It We/You/They	didn't use to play

QUESTIONS		
Did	I/he/she/it we/you/they	use to play?

We use **used to** to talk about something that happened regularly in the past, but no longer does.
We used to go skateboarding every afternoon when we were young.

Comparative and Superlative Forms of adjectives and adverbs

NOTE

Adjectives
Adjectives define nouns. They come before nouns in a sentence and they have no plural form. When they are not followed by a noun, they don't take an article before them.
*That's a **beautiful** painting.*
*This bike is **green**.*

Adverbs of manner
Adverbs of manner describe how something happens.
*Stan is a good driver. He drives **carefully**.*

We form most adverbs of manner by adding *-ly* to the adjective.	*quiet → quietly* *careful → carefully*
Adjectives ending in a consonant + *-y*, drop the *-y* and take *-ily*.	*easy → easily*
Adjectives ending in *-le*, drop the *-e* and take *-y*.	*terrible → terribly*
Irregular adverbs	*good → well* *fast → fast* *hard → hard* *late → late* *early → early*

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.

All one-syllable and most two-syllable adjectives take -er/-est.	*short - shorter - the shortest* *happy - happier - the happiest* *big - bigger - the biggest*
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective.	*interesting - more interesting - the most interesting*
All one-syllable adverbs and **early** take -er/-est.	*fast - faster - the fastest* *early - earlier - the earliest*
Adverbs with two or more syllables take: more + adverb / most + adverb.	*carefully - more carefully - the most carefully*

*Fred is **older than** James.*
*Rob runs **faster than** Mike.*
*Alex is **the tallest** boy **in** his class.*
*Kevin drives **the most carefully of** all his friends.*

IRREGULAR COMPARATIVES AND SUPERLATIVES		
POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good/well	better	the best
bad/badly	worse	the worst
little	less	the least
many / much	more	the most
far	farther/further	the farthest/furthest

Other forms of comparison

- **less + adjective/adverb + than**
  His first book is less interesting than his second book.
  Ian drives less carefully than his brother.
- **the least + adjective/adverb + of/in**
  Geography is less interesting than history, but maths is the least interesting subject of all.
- **as + adjective/adverb + as**
  My uncle's car is as fast as my father's car.
  Fiona draws as terribly as her sister.
- **not as + adjective/adverb + as**
  Mark isn't as tall as Darren.
  Fiona doesn't draw as badly as her sister.

Module 2

Relative Pronouns/Adverbs

- The relative pronouns **who**, **which**, **that**, **whose** and the adverb **where** introduce relative clauses.

	PRONOUNS	EXAMPLES
PEOPLE	who/that	*The man who/that is driving that sports car is my uncle.* *The teacher (who/that) I like the most is Mrs Robins.*
THINGS ANIMALS IDEAS	which/that	*The bag which/that is on the desk is mine.* *The documentary (which/that) I watched last night was terrible.*
POSSESSION	whose	*The man whose wallet you found is over there.*
	ADVERB	**EXAMPLES**
PLACE	where	*The place where I live is beautiful!*

NOTE

- **Who**, **which** and **that** can be omitted when they refer to the object.
- **Whose** and **where** can never be omitted or replaced with **that**.

NOTE

That's the city where he was born.
That's the city that he was born in.

We do not use prepositions after **where**. When we use **which/that** to refer to places, the verb is followed by a preposition.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

IF-CLAUSE	MAIN CLAUSE
If + Present Simple	Future *will* Modal Verbs (can, may, might, must) Imperative

If I like the car, I'll buy it.
If you want to get into the museum, you must buy a ticket.
If you don't feel well, go to bed.

NOTE

- We can use **unless** instead of **if... not**.
  We'll go shopping unless it rains.
  (=We'll go shopping if it doesn't rain.)
- When the **if-clause** comes before the **main clause**, put a **comma** to separate them.

Time Clauses (Present - Future)

- Time clauses begin with **when**, **after**, **before**, **as soon as**, **until**, etc.
- When the sentence refers to the present or future, we usually use the Present Simple in the time clause and the Future *will* in the main clause.

TIME CLAUSE	MAIN CLAUSE
As soon as I know,	I'll tell you.
Before I leave,	I'll help you with your project.

NOTE

When the **time clause** comes before the **main clause**, put a **comma** to separate them.

Grammar Reference

Some/Any/No/Every and their compounds

- **some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.
  There is some orange juice in the fridge.
  Would you like some chips?
  Could I have some coffee?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
  Is there any orange juice in the fridge?
  There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
  There is no cheese in the fridge. = There isn't any cheese in the fridge.
- **every + singular countable nouns.**
  Every family in this town has got a car.

	SOME	ANY	NO	EVERY
PEOPLE	someone somebody	anyone anybody	no one nobody	everyone everybody
THINGS	something	anything	nothing	everything
PLACES	somewhere	anywhere	nowhere	everywhere

- These compounds are used in the same way as **some**, **any**, **no**, **every** but they are not followed by a noun. They always go with singular verbs.
  Everybody here works very hard.
  I can't find my glasses anywhere.

Prepositions of place

in	*The clothes are in the wardrobe.*
on	*The mirror is on the wall.*
at	*Robert is standing at the bus stop.*
under	*The cat is sleeping under the kitchen table.*
near	*Is there a post office near here?*
behind	*There is a boy behind that tree.*
over	*There's a colourful painting over the fireplace.*
opposite	*The library is opposite the bank.*
next to	*Frank sat next to Charlie at the cinema.*
in front of	*John sits in front of me in class.*
between	*The bookshop is between the museum and the shopping centre.*
round	*The children are sitting round the campfire.*
above	*Let's put a light above the table.*

NOTE

The prepositions **on**, **in** and **at** are used in various other expressions.

on: with the expressions: *on the left, on the right*

in: with names of continents, countries, cities, villages: *in Qatar, in Africa, in Argentina, in Los Angeles, in Wivenhoe*

at: with confined areas: *at the cinema, at the airport, at the station, etc.*
with addresses: *He lives at 58 Park Road.*
with the expressions: *at work, at home, at school, etc.*

Prepositions of Movement

to	*Are you going to the supermarket?*
up	*Walk up this road.*
down	*Go down Elm Street.*
into	*Don't come into the house with that parrot!*
out of	*Brian walked out of the room.*
through	*This road goes through the park.*
across	*Walk across the street.*
along	*Walk along King Street and then turn right.*
from	*Maria comes home from work at five o'clock.*
round	*Stop running round the garden!*
towards	*The children came towards me.*
off	*Penny jumped off the bridge.*
over	*The cat jumped over the chair.*
past	*He walked past me, but he didn't see me.*

Module 3

Present Perfect Simple

AFFIRMATIVE		
I	have	worked / brought
He/She/It	has	
We/You/They	have	

NEGATIVE		
I	haven't	worked / brought
He/She/It	hasn't	
We/You/They	haven't	

QUESTIONS		
Have	I	worked / brought?
Has	he/she/it	
Have	we/you/they	

NOTE

Look at the list of irregular verbs.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
  I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
  Look! Jerry has broken his leg!
- for actions which were completed a short time ago (usually with just).
  I'm tired! I've just finished my homework.

TIME EXPRESSIONS
always, ever, never, before, so far, yet, already, just, once, twice, etc.

NOTE

- **have/has gone** means that someone has gone somewhere and is still there.
  Salim has gone to the post office. (He's still there).
- **have/has been** means that someone has visited a place but has come back.
  Salim has been to Barcelona. (Now he's back.)

Present Perfect Simple vs Past Simple

We use the **Present Perfect Simple**:	We use the **Past Simple**:
• for actions that happened in the past, but we don't say when exactly. *I have visited Rome.* • with the time expressions: *ever, never, before, so far, just, yet, already, always, for, since, once, twice, etc.*	• for actions that happened at a definite time in the past. We say when. *I visited Rome last year.* • with the time expressions: *yesterday, in 1995, ago, last week/month, etc.*

since/for

- We use the **Present Perfect** with **for** and **since** for actions that started in the past and continue up to the present.

since + a point in time It refers to the time when the action started.	*I've had this car since 2012.*
for + a period of time It refers to the duration of the action.	*I've had this car for six years.*
Present Perfect Simple + since + Past Simple To indicate when an action which started in the past and continues up to the present started.	*Anna has eaten two chocolate bars since she woke up this morning.*

Reflexive pronouns

PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
SUBJECT	OBJECT	
I	me	myself
You	you	yourself
He	him	himself
She	her	herself
It	it	itself
We	us	ourselves
You	you	yourselves
They	them	themselves

We use reflexive pronouns:

- as objects of verbs when the subject and the object of the verb are the same.
  I bought myself an expensive pair of shoes.
- as objects of prepositions when the object of the preposition is the same as the subject of the verb.
  He never talks about himself.

NOTE

We use **by + reflexive pronoun** to show that someone does something alone, without any help from anyone else.
I always pack my suitcases by myself.

Module 4

Past Progressive

AFFIRMATIVE	
I/He/She/It	was working
We/You/They	were working

NEGATIVE	
I/He/She/It	wasn't working
We/You/They	weren't working

QUESTIONS		
Was	I/he/she/it	working?
Were	we/you/they	working?

We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.
  I was watching TV at seven o'clock yesterday evening.
- to describe background scenes to a story.
  Majed was walking in the forest and it was raining.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
  While I was watching TV, my mother was cooking.

Past Simple - Past Progressive Time Clauses (when, while, as)

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **when** or **as**.
As/*While I was driving, I saw a cat in the street.*
I was sleeping when the telephone rang.

Adverbs

Adverbs of manner

We use **adverbs of manner** to describe how something happens. We usually place them **after** the verb (and its object, if there is one).
Hasna draws beautifully.
Tom closed the door angrily.

We form most adverbs of manner by adding *-ly* to the adjective.	*quiet* → *quietly* *careful* → *carefully*
Adjectives ending in a consonant + *-y*, drop the *-y* and take *-ily*.	*easy* → *easily*
Adjectives ending in *-le*, drop the *-e* and take *-y*.	*terrible* → terribly

IRREGULAR ADVERBS
good → *well*
fast → *fast*
hard → *hard*
late → *late*
early → *early*

Adverbs of frequency

	*	***	****	*****
never	sometimes	often	usually	always

We use **adverbs of frequency** to describe how frequently something happens. We place them:

- **before** the main verb.
  Reema always visits her grandmother after school.
  Saleh doesn't usually have dinner.
  Do you always hang out with your friends at the weekend?
- **after** the verb *be*.
  Khaled is never late for work.

Adverbs of time

now, then, tonight, yesterday, etc.

We use **adverbs of time** to describe when something happens. We usually place them **at the end** of a sentence. However:

- when they are placed **at the beginning** of a sentence, they express **emphasis**.
- adverbs of time with **one syllable** (soon, then, now, etc.) may be placed **before** the main verb or **after** the auxiliary/modal verb.
  We didn't do anything interesting yesterday.
  Tomorrow I'm seeing Mr Smith.
  We'll soon get the results of those tests.

Adverbs of degree

very, really, totally, much, quite, a little, etc.

We use **adverbs of degree** to describe the intensity of another adjective/adverb.
He's quite young, isn't he?
Karim runs really fast!

Adverbs of place

here, there, upstairs, outside, etc.

We use **adverbs of place** to describe where something happens. We usually place them **at the end** of a sentence.
Why don't we sit outside?

Adverbs of sequence

first, next, then, finally, etc.

We use **adverbs of sequence** to describe the order in which something happens. We usually place them **at the beginning** of a sentence and they are often followed by a comma.
First, I do my homework. Then, I tidy my room.
Next, I help my mum with the housework.
Finally, I can relax.

Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion.

- **so + adjective/adverb + (that)**
  He was so bored (that) he left before the end of the film.
- **such + (a/an) + (adjective) + noun + (that)**
  It was such a hot day (that) we all went swimming.

Irregular verbs

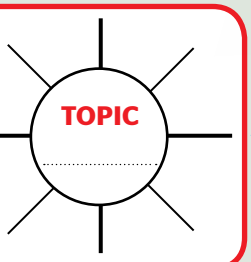
IRREGULAR VERBS					
Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	light	lit	lit
bite	bit	bitten	lose	lost	lost
bleed	bled	bled	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	mow	mowed	mown/mowed
build	built	built	pay	paid	paid
burn	burnt/burned	burnt/burned	prove	proved	proven/proved
buy	bought	bought	put	put	put
catch	caught	caught	read	read	read
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	rise	rose	risen
cut	cut	cut	run	ran	run
deal	dealt	dealt	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamt/ dreamed	dreamt/ dreamed	send	sent	sent
			set	set	set
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feed	fed	fed	sing	sang	sung
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	smell	smelt/smelled	smelt/smelled
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelt/spelled	spelt/spelled
freeze	froze	frozen	spend	spent	spent
get	got	got	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tear	tore	torn
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	write	wrote	written
leave	left	left			

Project Skills

BRAINSTORM → PLAN → RESEARCH → CREATE → PROOFREAD → PRESENT

STEP 1
BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



STEP 2
PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

STEP 3
RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

STEP 4
CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

STEP 5
PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

STEP 6
PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. *(I would like to talk about... / I am going to talk about...)*
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. *(Any questions?)*
- Don't forget to thank the audience. *(Thank you for your attention.)*

TIP! Use the following checklist with the things you need to do. Tick (✔) the boxes when you do them.

Project checklist

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

Learning Tips

In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites.
- Watch English TV programmes and DVDs.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
  - write the translation in your language,
  - write an example sentence,
  - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just individual words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, write down if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to also learn any corresponding synonyms and/or antonyms.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook. In it write:
  - tips and/or rules in your language,
  - example sentences,
  - important grammatical points e.g. *irregular verbs*.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words. For example, when you don't know what something is called, try to describe its shape, what it's made of, what it's used for, etc.
- When you are talking with someone, make sure you contribute to the conversation but also pay attention to what the other person is saying.
  - Listen carefully to him/her and show that you are following what they are saying by using phrases like I see, Uh-huh.
  - When you hear good news, raise your tone of voice to sound excited and enthusiastic, and use phrases like Really?, How exciting!
  - When you hear bad news and want to express sympathy, lower your tone of voice to sound more serious, and use phrases like What a shame!, Poor you!
  - To keep the conversation going, respond to what the other person is saying by asking questions, by expressing your opinion, agreeing, disagreeing, etc.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Keep in mind that a text will most probably include unknown vocabulary. There's no need to panic. It does not mean that you won't be able to understand the text as a whole.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context.
  Use the following strategies:
  - Read the words before and after the unknown word and think of the context.
  - Try to figure out if the unknown word is a verb, noun, etc.
  - See if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) and the adverbs (here, there, etc.) refer to in the text.
- Decide in which part of the text you can find the information you need.
- Remember that sometimes the answer you are looking for is not clearly stated in the text, but is implied.
- Don't be in a hurry to answer a multiple choice question. 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. Make sure you have chosen the correct answer by eliminating the wrong options.
- When completing a text with missing sentences, read the whole text first and then the sentences given. Pay attention to the development of the story, the vocabulary, as well as to pronouns (it, they, this, etc.) and words/phrases which link sentences (however, later, etc.) both in the text and in the sentences given.

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric and look at the pictures carefully. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for. Also, make sure you haven't got any unknown words.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to help you understand the main ideas. Also, pay attention to the speakers' tone of voice to understand how they are feeling.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision. Don't think that an answer is correct just because you hear the same words that are in the activity.
- When you have sentences to complete, read them first and try to predict what kind of information is missing, as well as the part of speech of the missing words (noun, verb, adjective, etc.). After you have completed the sentences, read them again. Make sure that they make sense and that the words are in the correct form (singular or plural form of the noun, correct form of the verb, etc.).

Learning Tips

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with appropriate linking words: and, but, so, because, etc.
- Use linking words/phrases to add something or list points (e.g. to begin with, in addition, lastly), to express contrast (e.g. but, however), to express result (e.g. as a result) and to give reason (e.g. that is why). This will make your writing flow.
- Use time linkers (e.g. first, then, next, after that, later, when, before, while, as soon as, by the time) to show the order in which events happen.
- Use a variety of adjectives (e.g. fascinating, shocked) and adverbs / adverbial phrases (e.g. unfortunately, all of a sudden) in your writing to make it more interesting.
- Use pronouns (e.g. he, she, it, them, there, this) to avoid repeating the same words.
- When writing a note, keep the text short and give only the necessary information. Remember that you don't have to write full sentences. Make sure the other person will understand your message, though.
- When writing an informal email/letter:
  - make sure you understand why you are writing (to thank, to apologise, to describe an experience, etc.) and who you are writing to so that you respond suitably.
  - don't forget to use appropriate phrases to begin and end your email/letter.
  - use informal language and expressions (e.g. well, of course, you know).
- When writing a formal email/letter:
  - use appropriate greetings and signature endings.
  - use formal language and do not use short forms or abbreviations.
- Write neatly.
- Write your first draft and correct it. Check punctuation, capital letters, spelling, word order, grammar, vocabulary, linking words, paragraphing and style (formal – informal language). Then write your final draft and edit it once more.

Wordlist

Module 1

Cover
advice

1a
a bit
annoyed
annoying
argue
care about
change one's mind
feeling
fight (v.)
get along with
give up (=stop trying)
immediately
need (n.)
others
reason
shout at sb
upload (a video)
upset
vlog
vlogger
without
Personality
bossy
confident
easy-going
helpful
kind
outgoing
quick-tempered
relaxed
selfish
stubborn
Phrases
Got it?
Hang in there.
Here we go again!
I know the feeling.
Same here!
What are you waiting for?
What's he/she like?

1b
advantage
anxious
app
communicate
concentrate
connect
constantly
control (v.)
digital
disconnect
electronic device
every now and then
experience (v.)
fact
goal
headteacher
imagine
keep (=continue doing sth)
last (v.)
notification
performance
pocket
realise
receive
send
skills
smartphone
social
social media
survey
take part
though
turn off
while (n.)

1c
agree ≠ disagree
air
athlete
belt
championship
compete
focus on
give up (=stop doing)
incredible
instructor
kick - kicking
manage
martial arts
move (n.)
one's own
practise
proud
recently
respect (v.)
rule
skate
take up (a sport)
tournament
Sports/Activities
do aerobics
do athletics
do exercise
do gymnastics
do judo
do karate
do taekwondo
go ice skating
go jogging
go parachuting
go skydiving
go snowboarding
play handball
play hockey
play water polo

1d
astronomy
bake
blogging (n.)
camel racing
candle
coin collecting
falconry
model car
sculpture
soap
Phrases: like/dislike
be a (big) fan of
be crazy about
be interested in
be into sth
be one's thing
can't stand
It's something else!

1e
close friend
complete stranger
create
especially
globe
in fact
join
make sure
primary school
regularly
relationship
summertime
take place
wintertime
Phrases: starting a conversation
Fancy seeing/ meeting you here.
How are things?
How's it going?
I haven't seen you for ages.
Long time no see!
Phrases: ending a conversation
Give me a call sometime.
Got to go.
I have to run.
I'm off.
It was great chatting with you.
Take care.
Time for me to go.

Module 2

2a
amazed
area
be allowed to
bone
brain
ceiling
clever
cut down (trees)
depth
distance
enter
exhibit
exhibition

expect
giant
grow
hang from
height
huge
length
particular
per
planetarium
powerful
sharp
terrifying
weigh
weight

Units of measurement

centimetre (cm)
gram (g)
kilogram, kilo (kg)
kilometre (km)
metre (m)
tonne (t)

2b

autograph
be in a hurry
book (v.)
definitely
free
graduate
half price
inventor
item
lend
missing
notice (n.)
order (v.)
organise
pay
reach
sell
sign (n.)
sore throat

Phrases

After all,...
Calm down.
I haven't got a clue.
Take it easy.
That's a piece of cake.
Why the long face?
You never know!

2c

animated
award
birth
character
come out (for a film)
company
continue
death
education
follow one's dream
silent
sound (n.)
steal
studio
success
successful
such as
up until (then)

Collocations with 'make'

make a cake
make a film
make a mistake
make friends
make noise

Collocations with 'do'

do a project
do an experiment
do research
do sb a favour
do well

2d

at the top/bottom of the page
in the bottom left/right-hand corner
in the middle/centre
in the top left/right-hand corner
nearby
on the left/right-hand side
straight line
wavy line

Shapes

circle
rectangle
square
star
triangle

2e

architect
architecture
attract
(top) attraction
attractive
brochure
cable car
destination
dull
explore
fascinating
general
impressive
leaflet
look for
on foot
place of interest
sight
street performer
tourist
well-known
worth

Phrases

Are there any cultural events on?
Could you explain/repeat that?
Could you recommend a good...?
Do you have anything in particular in mind?
Do you know of any tours of the city?
Enjoy your stay.
Have a look at...
I'm not following you.
I'm not from round here.
I'm not sure I get what you mean.
May I...?
What do you mean by that?
You shouldn't miss the...

Module 3

Cover

contest
except
foreign (language, country)
solve

3a

abroad
let
nervous
pretty (adv.)
search
stamp
stuff
that (=so)
title
(one's) turn (n.)

Words/Phrases related to education

attend a class/course, etc.
break time
do well in a test / an exam / school
fail a test / an exam
get good/bad marks
get results
lab
miss a test/class, etc.
pass a test / an exam
revise (for) a test / an exam
sit (for)/take a test / an exam

Phrases

Beats me.
Come again?
give sth a go
I guess not.
Sort of.
What for?

3b

activity
challenging

culture
diary
disappointed
drop (v.)
experience (n.)
glad
grill (v.)
ground
have sth in common
improve
instead of
keep sb busy
lift (v.)
meaning
member
necessary
prepare
sauce
treat (=behave towards sb)
unforgettable
welcome (v.)

Phrasal verbs

come along
come round
look after
look forward to
pick sb up (=collect sb)
pick sb/sth up (=lift)
put sth on
take off
take sth off

3c

act (v.)
adult
adulthood
become
chapter
childhood
connection
danger
develop
disappear
discover
exist
go on (=happen)
grow up
hairstyle
have trouble doing sth
keep in mind
make sb/sth special/different, etc.
memory
pay attention
period
recognise
risky
route
speed (n.)
strength
sunlight
voice
way (=direction)
weak
wonder (v.)

3d

accent
available
pronunciation
record (v.)
sign up
special offer
subtitles
way (=method)

3e

clap
film (v.)
grab
have an argument
instructions
marathon
object (n.)
robot
the other day
try sth out
wheel
win first place

Phrases: responding to news

Are you serious?
Cheer up!
Congratulations!
How awful!
How exciting/nice!
Look on the bright side.
Poor you!
That's the last thing I expected.
That's too bad.
Unbelievable!
Well done!
What a shame/pity!
What a surprise!
You poor thing!
You're kidding!

Phrases for letters/emails

Here's the latest.
How have you been?
Keep in touch.
Waiting for your reply.
What have you been up to lately?
What's new with you?

Module 4

Cover

add
adventurous
brave
caravan
cave
nature
safari
tree house

4a

blackout
cry for help
disappointing
embarrassed
embarrassing
exhausted
exhausting
frightened
frightening
get out of here
get stuck in a lift
lie down
play a (practical) joke on sb
pull one's leg
pyjamas
scare
scary
shocked
shocking
surprise (v.)
surprising
truth
tunnel

Phrases

If you insist.
I'm all ears.
What on earth...?
What's wrong?
You know what?

4b

apologise
appear
attack
be on fire
be/get hurt
be/get injured
bump
call for an ambulance
chase (v. + n.)
cleaner
common
co-worker
cyclist
details
expert
fear (n.)
find out
fire brigade
freezing
get one's attention
hike (v.)
hit the brakes
lifeguard
notice (v.)
pull
put out a fire
rain heavily
react
rescue
return
safety
scene
sense
seriously
slip on sth
slippery
smoke
speed (v.)

stuntman
surface
wet
Phrases/Expressions
All of a sudden,...
Amazingly,...
I couldn't believe my eyes!
I didn't think twice.
I held my breath!
To my surprise,...
(Un)fortunately,...

4c
approach
battle
be in pain
cheer
defeat
gather
goodness
greet
honest
incredibly
injury
kindness
knight
leader
Muslim
religion
remain
remove
reply (v.)
sensible
soldier
suffer from
supporter
unexpected
unknown
victory
war
wounded

4d
go fishing
indoors
not a thing
Words/Phrases related to camping
backpack
collect wood
compass
first-aid kit
(fishing) gear
insect repellent
make a fire
matches
put up a tent
rope
sleeping bag
sunscreen
torch
whistle (n.)

4e
any longer
as a result
be in pieces
branch
dive
entrance
face-to-face
faint
fall asleep
fire alarm
for this reason
go off
human
relieved
shoulder
sleepy
stare
take care of sth
tie (v.)
treasure chest
tropical fish
walk away
woods
Phrases
Forget about it.
I couldn't wait to...
I didn't mean to...
I promise.
I'm afraid so.
I'm sorry for breaking/losing...
I'm terribly sorry!
It doesn't matter.
It was an accident.
It was wrong of me.
It won't happen again.
It's my fault.
I've been meaning to...
Never mind.
Without thinking,...

Notes

Portal to English 8A
Student's Book
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PORTAL TO ENGLISH

equips English language learners with the skills and knowledge they need to excel in an increasingly connected and ever-changing world.