



**Academic Year
2018-2019**

10B

PORTAL

TO ENGLISH

STUDENT'S BOOK

H. Q. Mitchell
Marileni Malkogianni


mm
publications

GRADE **10**

SEMESTER 2



10B

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
أمير البلاد المفدى

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ	قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً	تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الْأَلَى	وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ	عِزٌّ وَأَمْجَادُ الْإِبَاءِ
قَطْرُ الرَّجَالِ الْأَوَّلِينَ	حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ	جَوَارِحُ يَوْمِ الْفِدَاءِ

CONTENTS

6
p.61

Success

Vocabulary	Grammar	Functions
<ul style="list-style-type: none"> Word building: opposites with <i>un-, in-, il-, ir-, im-</i> Word building: nouns ending in <i>-ness, -ity</i> Nouns with an irregular formation 	<ul style="list-style-type: none"> Future <i>will</i> Future <i>be going to</i> Conditional Sentences Types Zero, 1 and 2 	<ul style="list-style-type: none"> Talking about various aspects of success Talking about future plans Making predictions Making offers, promises, on-the-spot decisions and requests Expressing hypotheses about what is likely or unlikely to happen in the future Expressing wants, desires and intentions Guessing the meaning of unknown words/phrases Opening a discussion Expressing and supporting an opinion Expressing contrast Discussing the positive and negative aspects of an issue

Culture page: *Qatar Airways: A Success Story* p. 71

Task 5 & 6: Improving one's language learning skills p.72

7
p.73

H₂O

<ul style="list-style-type: none"> Geographical features Verbs + prepositions 	<ul style="list-style-type: none"> Past Perfect Simple vs Past Simple Articles 	<ul style="list-style-type: none"> Sequencing past actions and events Narrating Guessing the meaning of unknown words/phrases Commenting on something someone has said Paraphrasing what someone has said Explaining a process Discussing advantages and disadvantages of a process
---	--	--

8
p.83

Green living

<ul style="list-style-type: none"> Words/Phrases related to the environment Verbs easily confused Phrasal verbs Lexical set: food and food substances 	<ul style="list-style-type: none"> Passive Voice I Passive Voice II 	<ul style="list-style-type: none"> Talking about environmental issues Emphasising an action rather than the doer of the action Guessing the meaning of unknown words/phrases Stating accepted facts Talking about healthy eating habits Expressing and supporting an opinion Comparing two pictures
---	---	--

Culture page: *Oxygen Park - A Breath of Fresh Air* p. 93

Task 7 & 8: Developing environmental self-awareness p.94

9
p.95

Preferences

<ul style="list-style-type: none"> Words/Phrases related to shopping Word building: negative words beginning with <i>dis-, mis-</i>, ending in <i>-less</i> Words/Phrases related to books 	<ul style="list-style-type: none"> Full/Bare Infinitive -ing form prefer, would prefer, would rather 	<ul style="list-style-type: none"> Expressing preference Talking about shopping habits Guessing the meaning of unknown words/phrases Understanding online advertisements and reviews Changing the meaning of a sentence through word stress Talking about books
---	---	---































10
p.105

That's challenging

<ul style="list-style-type: none"> Words related to extreme activities Prepositional phrases with <i>in</i> and <i>out of</i> Collocations with <i>lose</i> and <i>miss</i> 	<ul style="list-style-type: none"> Reported Speech: Statements, Questions, Commands, Requests 	<ul style="list-style-type: none"> Talking about extreme activities and taking risks Guessing the meaning of unknown phrases Talking about staying in shape Reporting Describing people
--	--	--

Culture page: *Mall of Qatar - A Mall with Personality* p. 115

Task 9 & 10: Collaborating with a group to organise a fundraiser p.116

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

THE STRUCTURE OF THE MODULES

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

The structure of each module is as follows:

Cover page

- Introduces the topic
- Activates background knowledge
- Generates discussion
- Presents learning objectives

	PART A	PART B
Reading	<ul style="list-style-type: none"> • Develops reading skills (e.g. understanding main ideas, understanding detail, understanding attitudes and opinions, guessing the meaning of unknown words) • Develops appropriate reading strategies • Expands on and personalises the topic through discussion 	
Vocabulary	<ul style="list-style-type: none"> • Presents and practises lexical material relevant to the topic of the module • Covers a variety of lexical areas such as phrasal verbs, idioms, word building, etc. 	
Grammar	<ul style="list-style-type: none"> • Presents and practises grammatical structures in context 	—
Intonation/ Pronunciation	<ul style="list-style-type: none"> • Presents and practises individual sounds, intonation patterns and sentence stress 	—
Listening	<ul style="list-style-type: none"> • Develops listening skills (e.g. understanding main ideas, understanding detail, understanding attitudes and opinions, guessing the meaning of unknown words) • Develops appropriate listening strategies • Expands on and personalises the topic through discussion 	
Speaking	<ul style="list-style-type: none"> • Provides further practice of the vocabulary, structures and functions in a meaningful context • Develops speaking skills (e.g. expressing and responding to common feelings, expressing and justifying an opinion) • Develops appropriate speaking strategies 	
Writing	—	<ul style="list-style-type: none"> • Exposes students to a sample text which can be used as a model for their writing task • Raises students' awareness of stylistic and organisational features of the specific genre • Gives guidance about planning, drafting and editing • Develops writing skills (e.g. expressing and justifying opinion, summarising) • Develops appropriate writing strategies

Review

- Revises functions, grammar and vocabulary
- Offers an opportunity for self-evaluation

6 Success

being
respected ☐

Discuss:

• Look at the pictures.
What is success for you?
Put the ideas in order of importance.

- What is considered successful in your culture?
- What do you consider yourself to be successful at?
- What would you like to be successful at?

having a job ☐

being
well educated ☐

being famous ☐

making
history ☐

In this module you will learn...

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

being
rich ☐

Reading

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

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

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

Winners / Losers

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

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

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

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

4 ☐ In a fable by cartoonist James Thurber, there was a little moth that wanted to reach a star. 'If I were you, I wouldn't set such an unrealistic goal,' said his mother. 'You will be much happier if you just do what all the other moths do and hang around candles and lamps.'

'I'm going to reach my star!' said the little moth while the other moths made fun of him. The dreamy moth was unaffected by their laughter and left. He kept flying up high as the other moths below were getting burnt by candles and street lights. The moth was miles and miles away when he looked down and realised that he was the only moth of his family that was still alive. 'Without you I wouldn't exist now!' the moth said to the star that had saved his life.



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

- Read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- When a question refers to the whole text, avoid options which are true but refer only to part of the text.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid options which:
 - sound logical but are not mentioned in the text.
 - include a word/phrase from the text, but do not mean the same thing.
 - overgeneralise, using words like *always*, *all*, *every*, etc.

TIP



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

D. Answer the following questions.

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

E. Discuss in pairs/groups.

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

Grammar Future Tenses → p. 124

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

A: Next week I **am going to attend** a seminar on how to start a business. Why don't you come along? ☐

B: Well, I've got no plans, but it sounds pretty boring.

A: Brad Garner, the guy who owns the computer company *BigBytes*, is going to reveal the secret of how he achieved success. It **will be** a very useful seminar! ☐

B: Well, in that case, I **ll come** with you. ☐

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

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

B. Complete the dialogue with the Future *will*, the Future *be going to*, the Present Progressive or the Present Simple of the verbs in brackets.

A: Karen, I've got a meeting at 6 p.m., so I 1 _____ (get) home late.

B: Well, I 2 _____ (not be) at home when you 3 _____ (get) back.

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

B: Yes, for a while and then we 4 _____ (go) to the park in my car.

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

B: Don't worry. I 5 _____ (make) sure I have my mobile phone with me.

I 6 _____ (call) you as soon as

we 7 _____ (get) back to Tracy's

house. Besides, we 8 _____ (not be)

late. We 9 _____ (cook) dinner for

Tracy's parents later in the evening.

Vocabulary

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

suitable

convenient

legal

rational

possible

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

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

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

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

C. Complete the sentences with some of the opposites from the table above.

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

Grammar Conditional Sentences Type Zero, 1, 2 → p. 124

A. Read the examples and answer the questions.

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

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

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

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

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

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

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

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

If/When + _____ Simple → _____ Simple

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

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

If + _____ ↗
↘ Imperative

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

If + Past Simple → _____, could + base form

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

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

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

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

- A:** What would you do if you suddenly
1 _____ (win) a lot of money and became rich?
- B:** Well, if I 2 _____ (be) rich, I 3 _____ (travel). I love travelling. When you
4 _____ (travel), you
5 _____ (learn) so much about other countries and cultures without realising it.
- A:** That's true, but if I
6 _____ (have) a lot of money, I 7 _____ (start) my own business.
- B:** Like what?
- A:** Well, if I 8 _____ (have) the chance to do anything I liked, I 9 _____ (open) a restaurant. My dream is to become a famous chef.
- B:** A chef! That's impossible! You don't know how to cook anything.
- A:** I can easily learn anything if I
10 _____ (decide) to. If I
11 _____ (become) a chef, I 12 _____ (be) very successful, I'm sure.
- B:** I'm sure of one thing: you
13 _____ (not become) a chef unless you
14 _____ (take) some courses. So, start studying harder if you 15 _____ (want) to get into a college.

Speaking

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

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

Intonation


Listen and repeat. Notice the intonation and rhythm.

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

Listening

A.  Discuss in pairs/groups.

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

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

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

The Marshmallow Experiment

When?: 1 _____ and 2 _____

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

The experiment: A group of 4 _____ year-olds had to choose between 2 options: eat one marshmallow immediately and not get another one or wait for
5 _____ to eat the marshmallow and get a second one.

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

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

C.  Discuss in pairs/groups.

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

I want to...	My dream has always been to...
I'd like to...	
I'm planning to/on...	If I (don't) succeed in..., I will (not)...
I intend to...	
I'm going to...	If I ever manage to..., I'll...
I'm thinking of...	
I'm hoping to...	To accomplish this, I may have to stop...
As soon as I finish school/university, I'll...	I'd never choose to be... because...

Reading

A. Discuss in pairs/groups.

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

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

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

EARLY SUCCESS

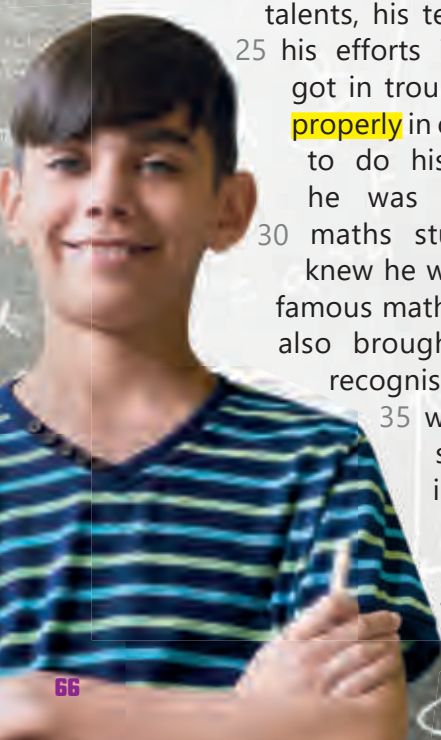
At the age of seven, young mathematician Erik Drake made headlines when he appeared on a talent show and impressed the world with his cleverness and his lightning mathematics abilities. He became known as a young **genius**, and his life changed; newspapers wanted to interview him, TV shows wanted to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

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

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

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

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



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

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

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

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

E. 🧠 Answer the following question.

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

F. 🗨️ Discuss in pairs/groups.

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

Vocabulary

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

B. Read the notes and complete the tables.

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

Adjective	Noun
lazy	
creative	
popular	
aware	
responsible	
weak	
kind	
similar	

Some nouns have an irregular formation.

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

Listening 🎧

A. 🗨️ Listen to part of a radio programme and answer the questions.

RECORD BREAKERS!

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

B. 🗨️ Discuss in pairs/groups.

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

Speaking

   Talk in pairs. Imagine your school is planning on

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



a cafeteria with an outdoor patio



an indoor swimming pool

Talk about:

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

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

Opening a discussion

To begin with,...

First, we need to discuss...

Let's start by talking/thinking about...

The important thing (here) is...

The main thing we need to discuss is...

Supporting one's opinion

I believe... is a good idea because...

There are several reasons why I believe this.

The first is...

... would provide students with...

Some students may find this... as they are (not) interested in...

The reason I think... is more appealing to students is because...

One advantage/disadvantage of... is...

I think... would be the most appropriate/suitable option for... as many students...

Expressing contrast

On the other hand,...

However,...

Very true, but...

You may be right, but...

Writing

An essay (discussing advantages and disadvantages)

A. Discuss in pairs/groups.

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

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

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

Have you ever dreamt of becoming a professional athlete? I certainly have. Actually, becoming a professional athlete seems quite appealing to me, but it requires a lot of talent, effort and devotion. Just like any other career, it has its pros and its cons.

*It is not difficult to see the benefits of becoming a professional athlete. **To begin with**, the main advantage is that I could earn a huge income doing something I enjoy, as well as earn money from advertising products. **In addition**, like most athletes I would enjoy fame and at the same time act as a role model for thousands of people. **Moreover**, there would be excellent opportunities for me to travel around the world to take part in different worldwide events and competitions.*

***However**, there are also certain disadvantages to becoming a professional athlete. **Firstly**, there is a huge amount of stress involved, as any failure would mean disappointment for me, my coach, my team and my fans. **Secondly**, as I would need to devote all my time and energy to demanding training, I would not have much spare time. **Besides that**, extensive travel would make family life difficult. **Last but not least**, there is the issue of injuries. If I got seriously injured, it could mean the end of my career.*

*So, **on the whole**, is becoming a professional athlete worth all the difficulties? Personally, I believe the advantages outweigh the disadvantages. The way I see it, becoming a professional athlete is difficult, but rewarding. If I was sure I had natural talent, I would not let it go to waste, and I would turn professional.*

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

- a. present advantages ☐
- b. introduce the topic ☐
- c. present disadvantages ☐
- d. make a general statement and state his/her opinion ☐
- e. use a rhetorical question ☐
- f. address the reader directly ☐

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

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

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

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

E. 🧠🔑💬 Read the writing task below and make some notes. Then write the essay using the TIP and the plan in the Writing Reference section on page 118.

Furthermore, a professional ^{Sp}athelete that becomes famous ^Thad the opportunity to do interesting things beyond the world of sport. Many sports stars meet famous people from other walks of life, such as prime ministers or ^{WO}name big actors. Some sporting celebrities even manage [^]become successful actors themselves, for instance French football star Eric Cantona. Because of their ^{WW}famous and wealth, top athletes may also get involved with promoting and funding charities? ^P

Long-distance runner Mo Farah, for example, does work for ^Aa charity *Save the Children*, and Lionel Messi has donated money ^{Pr}in many good causes, including giving lots of money to help fund schools in Syria.

CORRECTION CODE

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

You have been asked to write an essay on the following topic:

*Would you like to study abroad?
What are the pros and cons?*

ADVANTAGES

DISADVANTAGES

When writing an essay discussing advantages and disadvantages,

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

TIP

A. Choose a, b or c.

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

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

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

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

- Bill** Hey, Eric. **1** _____ (you / get up) early tomorrow morning, like you said?
- Eric** Yeah.

Bill **2** _____ (you / wake) me up, too? I've got so many things to do for my business trip! I think I **3** _____ (be) busy all day long.

Eric Don't worry. I **4** _____ (help) you. What do you want me to do?

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

Eric No problem. Anything else?

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

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

Bill Thanks, Eric.

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

- Martin _____ (help) you if you ask him.
- Where would you go if you _____ (can) travel anywhere in the world?
- If you _____ (not hurry), we'll be late.
- When people _____ (eat) unhealthy food, they put on weight easily.
- If Michelle had more time, she _____ (cook) more often.
- You _____ (not succeed) unless you work hard.

Self-assessment

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

NOW I CAN...

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

A. Discuss in pairs/groups.

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

B. Read the text and answer the questions.

Choose a, b, c or d.

CULTURE PAGE



Qatar Airways: a success story

Qatar Airways' advertising campaign phrase, 'Going Places Together', is very catchy and not just nice-sounding words. Qatar Airways is one of the airline industry's biggest success stories because of its strong commitment to take people from one place to another in the best way possible. The company has grown extensively since its creation in 1994, and during the business year 2015-2016, Qatar Airways celebrated accommodating over 30 million passengers in the air! Today, Qatar Airways serves more than 150 destinations and has a fleet of over 206 passenger and cargo planes. Under the effective leadership of His Excellency Mr Akbar Al Baker, the company has made all the right moves, becoming a powerful market leader both in the Middle East as well as all over the world.

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

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

Of course, all of these factors are appreciated by travellers from all over the world and this is why Qatar Airways was named Airline of the Year for the fourth time in 2017 at the Skytrax World Airline Awards. Over 18 million people voted to get the result, so winning four times is certainly something the company can be proud of.

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

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

1. What happened during the business year 2015-2016?
 - a. Qatar Airways celebrated 20 years in the air.
 - b. Qatar Airways transported 30 million people.
 - c. Qatar Airways travelled to 150 destinations.
 - d. Qatar Airways organised a big celebration.
2. His Excellency Mr Akbar Al Baker
 - a. is a manager that brings results.
 - b. is the one who created Qatar Airways.
 - c. is the strongest man in the Middle East.
 - d. is responsible for the success of the advertising campaign.
3. Which characteristic is not mentioned as an 'ingredient' of satisfaction in the text?
 - a. safety
 - b. luxury
 - c. comfort
 - d. respect
4. Which of the words below could be used instead of the word 'abundant' in line 29?
 - a. tiring
 - b. plenty of
 - c. very little
 - d. comfortable
5. What does the phrase 'Popularity also brings responsibilities' mean in line 41?
 - a. The assistance of people in need goes together with success.
 - b. The Educate a Child programme is a popular programme that Qatar Airways works closely with.
 - c. A popular company is always a responsible company.
 - d. Popular companies have a responsibility to join in partnerships.



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

A WORLD OF WORDS

Remembering vocabulary is very important when learning a foreign language. When studying, for example, students can learn about 10-20 new words in one hour. However, studies have shown that students can benefit greatly from reading extra material like magazines, newspapers or books, just by being exposed to the new vocabulary in a text. When learners see a word about 6-10 times in a text, they will eventually remember it and in this way further expand their vocabulary.

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

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

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



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

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

H₂O

Discuss:

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



In this module you will learn...

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

Reading

A. Discuss in pairs/groups.

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

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

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

1. Who is narrating the story?
 - a. a sailor
 - b. the lieutenant
 - c. a marine biologist
 - d. the captain of the *Nautilus*

Twenty Thousand Leagues Under the Sea

Twenty Thousand Leagues Under the Sea - Jules Verne



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

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

'Have we struck anything?' I asked.

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

'What are we going to do?'

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

'Man to beast?' I exclaimed.

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

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

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

2. After getting over his initial fear, what did the narrator want to do?

- a. speak to the captain
- b. draw the sea monster
- c. find out why the *Nautilus* had stopped
- d. find out what the captain and his lieutenant were talking about

3. Why did the *Nautilus* stop?

- a. A squid had caused engine problems.
- b. Mr Aronnax wanted to draw the squid.
- c. Captain Nemo wanted to catch the squid.
- d. Captain Nemo did not want to hit the squid.

4. Why did the captain order the *Nautilus* to rise to the surface?

- a. to repair the propeller
- b. to escape from the squid
- c. so they could fight the squid
- d. so they could get their weapons

5. Which of the following is true?


- a. A squid grabbed Captain Nemo.
- b. Captain Nemo opened the door of the *Nautilus*.
- c. Some men grabbed weapons and went to fight the squid.
- d. Mr Aronnax killed a squid as soon as the door was opened.

6. What happened to the sailor trapped in the squid's tentacle?

- a. He was blinded by the squid.
- b. He was dragged into the sea.
- c. He was covered in black liquid.
- d. He was saved by captain Nemo.

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

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

E.  Answer the following questions.

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

F.  Talk in groups.

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

Grammar Past Perfect Simple vs Past Simple → p. 124

A. Read the example and answer the questions.

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

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

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

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

Vocabulary

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

ocean river lake mountain (mount / Mt) island volcano

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

Rainforest Falls Canal Canyon Bay Sea Gulf Desert

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

Grammar Articles → p. 125

A. Read the examples below and circle the correct words to complete the rules in the box underneath.

- **The** Caspian Sea is **a** lake, not **a** sea.
- Suddenly, **the** sharks attacked the boat and **the** passengers got really scared.
- There's **a** national park in California, in the US, which is called Sequoia National Park.
The park is famous for its giant sequoia trees.

- We use **a(n) / the** before a singular countable noun when we refer to it in a general sense or when it is mentioned for the first time.
- We use **a(n) / the** before a noun which is something unique, is used in a specific sense or has been mentioned before.

- Before a noun which represents a species, we can use *a(n), the or the plural form*.
A penguin can't fly.
The penguin can't fly.
Penguins can't fly.

- **No article** is used before uncountable nouns and plural countable nouns which refer to something in a general sense.
Water is something we shouldn't waste.
Volcanoes exist on Earth but also on other planets like Mars.

B. Complete the texts with a(n), the or -.

1.

Have you ever seen

1 _____ rhinoceros?

I saw one up close when

I was in **2** _____ South

Africa last year, and they are

one of **3** _____ most amazing animals in **4** _____

world. In **5** _____ Africa, there are two species of

6 _____ rhinos. **7** _____ white rhino is

8 _____ largest and most numerous rhinoceros

species that exists. **9** _____ black rhino is smaller

and it is **10** _____ endangered species because

people hunt it. **11** _____ hunting is illegal

nowadays, however there are still **12** _____ people

who hunt **13** _____ rhinos.

2.

14 _____ golden toad, also known as

15 _____ Monteverde toad, used to live in

16 _____ rainforest of **17** _____ Costa Rica.

It was **18** _____ common species in

19 _____ past, but in 1988 only 10 were found.

Sadly, **20** _____ research team which was sent

in 1989 could only find one. It was declared

extinct in 2007 and **21** _____ biologists say

22 _____ main cause was pollution

and **23** _____ disease.



Listening 🗣️

A. 🗣️ Discuss in pairs/groups.

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

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

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

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

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

Pronunciation 🗣️

A. Listen to the following extracts from the listening activity above. **The** is not pronounced the same in all cases. Can you see why?

'We're exploring **the** seas and oceans of **the** world and discovering why **the** Earth is known as **the** blue planet.'

'Here I am on this island, right in **the** middle of **the** Atlantic Ocean.'

B. Read the sentences below and try to pronounce **the** correctly. Listen and compare your answers.

- The island of Sicily is the largest island in the Mediterranean Sea.
- The Grand Canyon is in the USA.
- The oceans contain 97% of the Earth's water.
- The underwater mountain range Mid-Oceanic Ridge has peaks higher than those in the Alps.

Speaking 🗣️

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



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

Commenting

That's interesting. I think that...

That sounds like a good idea. And then we could have...

OK. I would add...

Can I add something here? Maybe the... could...

Hmmm. I hadn't thought of that.

What do you think about...? What about...?

I have a better idea. What if...?

Confirming understanding (repeating or paraphrasing)

So, you think that we should...

In other words...

I understand. You're saying that...

I get it. He/She...

So, what you're saying is...

Let me see if I understand you correctly...

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

Reading

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

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

B. Read again and match the numbers 1-8 to what they refer to.

1. 72 percent
 2. 50 percent
 3. 42,000
 4. around 26,000 litres
 5. 3.4 million
 6. eight glasses
 7. 3 percent of
1,260,000,000,000,000,000,000 litres
 8. about 140 litres
- a. fresh water on the planet ☐
- b. amount of water one should drink daily ☐
- c. water needed to produce a teaspoon of coffee beans ☐
- d. deaths from dirty water every year ☐
- e. the percentage of people without running water ☐
- f. the percentage of the planet's surface covered by water ☐
- g. daily water needed to prepare the food for a family of four ☐
- h. deaths from dirty water every week ☐



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

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

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

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

C. Find words/phrases in the text and match them with the meanings below.

1. when there is not enough of sth that is needed (questions)
2. moving (answer a)
3. an amount of sth that is available to be used (answer a)
4. to make a connection between two things (answer b)
5. the science or practice of farming (answer b)
6. land that is very wet or covered with water (answer c)
7. very small living things that cause disease (answer c)
8. to eat or drink sth (answer d)

D. Answer the following questions.

- Why might marathon runners and other athletes be at risk of water intoxication?
- Why do you think we should not waste water?

E. Search online or in a library and find a book or article about water. Present it to the class and explain why you chose it.

Vocabulary

A. Find the following verbs in the text in the reading activity. Which prepositions are they followed by?

link (text b) **rely** (text c)
die (text c) **suffer** (text d)

B. Look at the verbs in the box. Which prepositions are they followed by? Complete the table.

depend cope benefit
 deal rescue recover
 insist spend escape
 cooperate communicate
 congratulate

with
on
from

Listening

A. Listen to a radio interview about World Water Day. Which of the following topics are mentioned?

- the first World Water Day ☐
- the official website ☐
- World Water Day events ☐
- water footprint ☐
- the countries facing water shortage ☐
- the goals involved ☐

B. Listen again and choose the best answer a, b, c or d.

1. What is World Water Day about?
 - a. giving clean water to people who need it
 - b. organising events in countries where there is clean water shortage
 - c. making people aware of the problem of clean water shortage
 - d. raising people's awareness about how they can access clean water
2. Which of the following is not a cause of water shortage?
 - a. pollution
 - b. the change in the climate
 - c. the rise in world population
 - d. the lifestyles which do not change
3. Which of the following can somebody do during World Water Day?
 - a. walk over 6 km to find water
 - b. watch women and children carry water
 - c. listen to a talk on how to consume less water
 - d. inform schools of the importance of water
4. According to Mr Atkins, how can we reduce our water footprint?
 - a. by eating less meat
 - b. by drinking more milk
 - c. by brushing our teeth once a day
 - d. by consuming food produced locally

C. Discuss in pairs/groups.

- Would you like to take part in World Water Day? Why? / Why not?

Speaking

A. Discuss in pairs/groups.

- How serious is the problem of water shortage in the world today?
- Do you know what methods have been used to deal with it?
- What do you think can be done globally?

B. Below are some methods which can be used to deal with the problem of water shortage. Choose one of them and do some research. Briefly present the history of this method. Then explain how it works and in which cases it can be used. Finally, discuss its advantages and disadvantages.

- desalination
- water recycling
- rainwater harvesting
- water dams

C. Discuss in pairs/groups.

- Did you find the information you learnt in the above exercise useful or interesting? Why? / Why not?

Writing A summary

A. Read this summary of the story extract on page 74, then answer the questions.

1. Which sentences describe **who** the main characters are? _____
2. Which sentences describe **what** the main events were? _____
3. Which sentence describes **what** the main theme of the text is? _____
4. Which sentence describes **where** the events occurred? _____
5. Which sentence describes **why** something happened? _____
6. Which sentence describes **how** something happened? _____

1 In this extract from *Twenty Thousand Leagues Under the Sea* by Jules Verne, Captain Nemo and his crew are at sea in the submarine *Nautilus*. 2 Alongside the captain, the story's narrator, Monsieur Aronnax, and his friend Ned Land appear as key participants in the events described. 3 Verne uses the passage to explore in an extreme form the theme of humankind against nature. 4 The scene begins with a number of giant squid approaching the *Nautilus*, and one of them gets caught in its propeller. 5 The submarine then rises to the surface and a battle between the men and squid takes place. In the end, the squid leave, but at the cost of one human life. 6 It is not clear whether all the squid attack before one gets caught in the propeller, or after, because they believe they are under attack themselves. 7 There is no doubt, however, that the men win through violence, courage and endurance. 8 Verne wants to make us feel here that the ocean can be an extremely dangerous place.

B. 📖 Now read the story extract on page 74. Compare the summary with the extract and answer the following questions.

1. What information in the extract is not included in the summary?
2. Does the writer provide any information in the summary not mentioned in the extract?
3. Does the writer of the summary express his/her opinion of the extract? Why do you think this is?
4. Does the summary writer repeat any sentences or long phrases from the extract? Why do you think this is?
5. What does the writer do in the final sentence of the summary?

C. 📖 Read the phrases a-j and answer questions 1-8. Write the correct letters in the boxes.

- a. The scene takes place in a...
- b. The incident occurred because...
- c. The main character in this extract is...
- d. The story takes place during...
- e. The message behind this piece seems to be that...
- f. The next thing that happens is that...
- g. The key issue dealt with in the text is...
- h. The key incident here is when...
- i. This they achieve by...
- j. The passage is set some time in...

Which of the phrases above can be used to

1. introduce the main characters? ☐
2. describe the main events? ☐ ☐
3. present the main theme? ☐
4. present the moral? ☐
5. describe where the scenes take place? ☐
6. describe when the events occur? ☐ ☐
7. explain why the events happen? ☐
8. describe how the events happen? ☐

D. 🗝️ Read the TIP below and the plan in the Writing Reference section on page 119. Then write a summary of the extract from an adapted version of a famous novel on page 120.



- TIP**
- Read the extract you are going to summarise once to get the main idea, then read it again and make notes on the *who, what, when, where, why* and *how* of the part of the story you are summarising. Then, turn your notes into a paragraph, using the plan.
 - Do not include your own ideas or opinions about the characters or events mentioned.
 - Do not mention minor characters unless they influence the outcome of events.
 - Do not copy sentences or parts of sentences – you must summarise the writer's ideas in your own words.
 - You do not need to quote parts of the extract or give evidence or examples to support what you are saying.
 - Use mostly present tenses.
 - Remember to include the title and author of the original text.

A. Circle the correct words.

- Gloria **gazed** / **struggled** out the window at the beautiful coast.
- Many people feel **disease** / **nausea** when they travel by ship.
- There are lots of rare plant and bird species in this **national** / **marine** park.
- When he realised he was late, he **bothered** / **grabbed** his coat and rushed out the door.
- You shouldn't **increase** / **consume** too much caffeine. It's not good for you.
- Ted **overheard** / **overcame** his stress and presented his project to the class.
- Mark hit his head and fell **wounded** / **unconscious**.

B. Complete the sentences with the correct preposition.

- Jane is a good friend, who I can rely _____ for whatever I need.
- The firefighter rescued the baby _____ the burning building.
- Kevin finally recovered fully _____ his illness.
- If we all cooperate _____ each other, we will quickly solve the problem.
- I don't know if I'll go out tonight. It depends _____ how much studying I'll have.
- How much did you spend _____ your new car?
- Eric couldn't cope _____ the stress at his job so he quit.
- My sister insisted _____ lending me the money.

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

- By the time we _____ (reach) the park, it _____ (already / start) raining.
- Karim _____ (not finish) his homework when Omar _____ (call) him.
- The captain and his crew _____ (spend) many days at sea before they finally _____ (reach) the island.

4. On the first day of our trip to Melbourne, we _____ (get) lost in the city because we _____ (not take) a map with us.

5. Before I _____ (arrive) at the airport, my sister's flight _____ (already / land).

6. The children _____ (be) excited at the zoo because they _____ (not see) wild animals before.

D. Complete the sentences with a(n), the or -.

- _____ Amazon Rainforest has many _____ rivers, _____ lakes and _____ waterfalls. _____ Amazon River is _____ second longest river in _____ world.
- _____ Ibiza is _____ island off _____ coast of _____ Spain and is part of _____ Balearic Islands.
- It's been _____ long time since I last spoke _____ Italian. You see, there aren't many _____ Italians living in _____ area where I live.
- _____ Hyde Park is one of _____ biggest parks in _____ London. Millions of _____ tourists visit _____ park every year.
- _____ Siberian tiger is _____ endangered species. There are around 400-500 _____ Siberian tigers left in _____ wild.
- Drive down this road for about half _____ hour and you'll find _____ Grand Hotel on _____ right-hand side of _____ road.

Self-assessment

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

NOW I CAN...

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

8 Green living

eco-tourism



eco-bags



Discuss:

- How important are environmental issues for you?
- What environmental issues in Qatar can you think of?
- Look at the pictures. How green is your lifestyle?
- How can you become greener?

eco-transport



eco-house



In this module you will learn...

- to talk about environmental issues
- to emphasise an action using the Passive Voice
- to distinguish between verbs easily confused
- to state accepted facts
- to discuss healthy eating habits
- to compare situations
- to express and support an opinion
- to form well-organised paragraphs
- to write an essay expressing an opinion

eco-products



Reading

A. Discuss in pairs/groups.

- Do you face any of the following problems in the area where you live? How serious are they?

air pollution water pollution
noise pollution soil pollution water shortage
destruction of forests too much rubbish
traffic congestion

B. Look at the pictures and read the title of the text. What do you think the Green Wall of China is? Read the text and find out.

The Green Wall of China

In Ancient China, several walls were built over 2,700 years ago to protect the north of the empire from enemy attacks and intruders. Throughout the ages, these walls were joined together, were made bigger and stronger, and became known as The Great Wall of China. Today, China has to deal with a different kind of intruder, the Gobi Desert. This time, the wall they have decided to build is made of trees instead of stone.

Every year about 3,600 km² of China's grasslands are taken over by the Gobi Desert. It is a serious environmental problem which results in the loss of valuable agricultural land in the region and also in the increase of devastating sandstorms that seriously affect Beijing.

In 1978, China introduced the Green Wall project. This involves a series of human-planted strips of forest which are designed to be about 4,500 km long on the completion of the wall by around 2050. The idea was to increase the forested area in China from 5% to 15%, and block the expanding desert as well as the dust carried by the wind. The Green Wall has become the largest tree-planting project the world has ever seen. In 2009 alone, China planted about 59,000 km² of forest, creating the largest artificial forest in the world.

Trees are planted by farmers, but ordinary people have been involved too, planting 56 billion trees in the past decade. Aerial seeding over wide areas has also been used to speed up the process. For obvious reasons, fast-growing trees have been chosen, such as poplar and larch. Chinese forestry scientists say that these trees are better at absorbing carbon dioxide and producing oxygen than slow-growing trees, which is great news for reducing global warming.

However, over the years, the Green Wall project has had to face some problems as well as criticism. The forests use up a lot of groundwater in areas where water is scarce. Also, because there is little variety in the trees that are planted, the areas that are created aren't a suitable habitat for animals and other plants which are normally found in forests. It is also believed that completing the project simply isn't possible, and, at the current rate, it would take 300 years to reclaim the land that has become desert.

Will the Gobi Desert be held back by the Green Wall? Only time will tell. Whatever the outcome, it seems like a step in the right direction.

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

- The Great Wall of China was built
 - three centuries ago.
 - to protect intruders.
 - with trees instead of stone.
 - to keep the empire safe from its enemies.
- What is true according to the text?
 - Farmland is becoming less valuable.
 - Farmland around Beijing is increasing.
 - The Gobi Desert is becoming grassland.
 - Sandstorms are becoming more common in the Gobi Desert.
- The Green Wall Project
 - has been completed.
 - aims to build a wall 4,500 km long.
 - aims to increase the forest areas in China.
 - will create artificial forests all over the world.
- Why is aerial seeding being used?
 - More oxygen is produced.
 - It is slowing down global warming.
 - Areas are covered more quickly this way.
 - There aren't enough people participating in the project.



D. Look at the highlighted words in the text and choose the correct meaning, a or b. Then check your answers in a dictionary.

- | | |
|----------------|----------------------|
| 1. devastating | 4. aerial |
| a. well-known | a. having enough air |
| b. damaging | b. from the air |
| 2. expanding | 5. scarce |
| a. damaging | a. rare |
| b. growing | b. rich |
| 3. artificial | 6. habitat |
| a. man-made | a. food |
| b. natural | b. environment |

E. Answer the following questions.

- Why has this project faced criticism?
- Do you agree with the writer's opinion that the project *seems like a step in the right direction*? Why? / Why not?

F. Discuss in pairs/groups.

- Can you think of any similar projects in your country?

Vocabulary

Match the verbs in the box with the groups of nouns. Can you add any more words to each group? Then use some of the phrases to make sentences of your own.

make build invent produce create discover develop	
1. _____	→ a machine → a road → a bridge → an airport
2. _____	→ skills and talent → new technology → an idea
3. _____	→ cars → a documentary → a cake
4. _____	→ a web page → problems → a dish → jobs
5. _____	→ cars → electricity or power → oranges
6. _____	→ a machine → the telephone
7. _____	→ an island/planet → oil → the truth

Grammar Passive Voice I → p. 125

A. Look at the extract below from the text and answer the following questions.

In Ancient China, several walls **were built** over 2,700 years ago.

- Who built the walls? Why is the subject (the doer of the action) not mentioned?
- When were the walls built?
- What do we call this form and why do we use it?

B. Read the table below and complete the rule about the formation of the passive voice.

Active Voice	Passive Voice
Present Simple	
They plant trees.	Trees are planted.
Past Simple	
They planted trees.	Trees were planted.
Present Perfect Simple	
They have planted trees.	Trees have been planted.
Past Perfect Simple	
They had planted trees.	Trees had been planted.
Future will	
They will plant trees.	Trees will be planted.
Modal verbs	
They may plant trees.	Trees may be planted.

The Passive Voice is formed with the verb _____ in the appropriate form and the _____ of the verb in the sentence.

C. Work in pairs/groups. Find more examples of the Passive Voice in the text on page 84 and identify the doer of the action. Why did the writer choose to use the Passive Voice?

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

After the success of last year's Plant-a-Tree Day, a bigger event 1 _____ (organise) by the local Department of Parks and Recreation this year. Last year, 5,000 trees 2 _____ (plant) in parks all around the city. This year we want to try and reach 10,000. This 3 _____ (achieve) if we all help. So, for that aim, all the local schools and universities 4 _____ (ask) to get involved. All equipment 5 _____ (provide) by the Department of Parks and Recreation and volunteers of any age can join in the fun. Last year, volunteers 6 _____ (ask) to bring picnic lunches but this year a barbecue 7 _____ (organise). It will be a wonderful event.

Vocabulary

A.  Match the definitions a-g below with the words/phrases 1-7. Then check your answers in a dictionary.

- a. a mixture of smoke and fog caused by exhaust fumes and factory gases
- b. rain containing acids which are harmful to trees and forests, as well as buildings and monuments
- c. materials containing poisonous chemicals which are no longer used and are pumped into rivers, lakes and oceans
- d. substances such as coal and oil that were formed over millions of years from the remains of animals and plants, and are burnt for energy
- e. a layer of oil on the surface of the water which comes from leaking ships or sinking tankers and is a large threat to marine animals
- f. the process of cutting down or burning trees in a large area for agricultural, commercial, housing or firewood use
- g. power that is produced using the energy from the sun, wind, water, etc.

B. Complete the sentences with words/phrases from exercise A.

- People with breathing problems should avoid going out because of the _____.
- Pollution in the atmosphere causes _____, which damages buildings.
- The factory was closed down because it was pumping _____ into a nearby river.
- The government is considering spending more money researching _____ sources.
- There are fears of a(n) _____ because the engine of the tanker is leaking.

alternative energy

1

acid rain

2

smog

3

oil spill

4

toxic waste

5

deforestation

6

fossil fuels

7

Grammar Passive Voice II → p. 126

A. Read the example. What is impossible? Who believes so?

It is believed that completing the project simply isn't possible.


Now read the table below and come up with your own examples.

Active Voice	Passive Voice
Verbs <i>believe, say, think, know, consider, etc.</i>	
They say the factory causes a lot of pollution.	<p>It is said that the factory causes a lot of pollution.</p> <p>The factory is said to cause a lot of pollution.</p>

B. Rewrite the following sentences in the Passive Voice starting with the words given.


- Experts say that global warming is responsible for the recent rise in sea temperatures.
It _____
- They say that the oil spill near the island is a huge disaster.
The oil spill near the island _____
- People think that the new documentary about Earth Day contains some outdated information.
The new documentary about Earth Day _____
- Everyone knows that car exhaust fumes pollute the air.
It _____
- Scientists believe that many famous monuments are in danger because of acid rain.
Many famous monuments _____

Listening

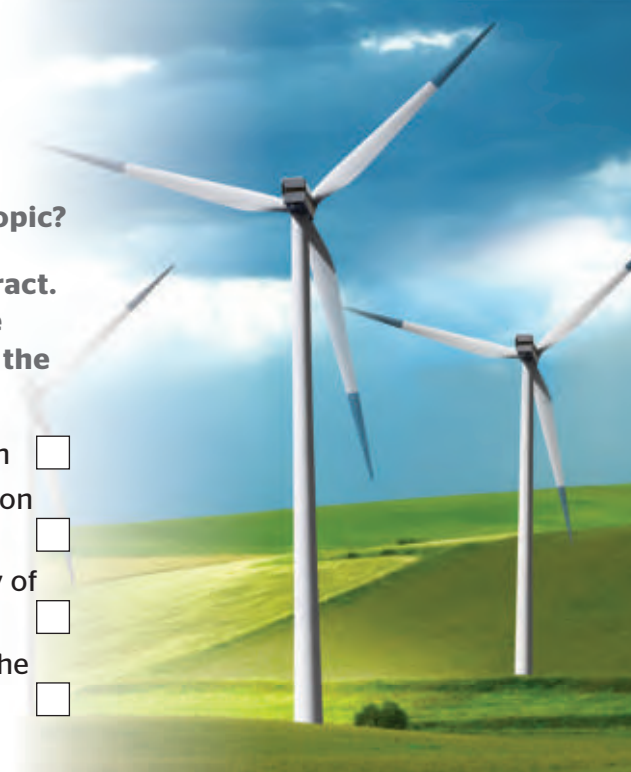
A.  Listen to four extracts related to the environment and match them with the correct forms of communication a-e. Write 1-4. There is one extra form of communication which you do not need to use.

- a. conversation ☐
- b. documentary ☐
- c. radio interview ☐
- d. news broadcast ☐
- e. weather forecast ☐

B.  Listen to one of the extracts again. What is its topic?

C.  Listen to the same extract. Tick which technique(s) the interviewer uses to prompt the interviewee to speak.


- a. expressing personal opinion ☐
- b. presenting opposing views on the issue ☐
- c. presenting a brief summary of the issue ☐
- d. drawing conclusions from the discussion ☐



Speaking

A.  Discuss in pairs/groups.

- What do you think are the most important environmental issues our planet is facing today?
- Do you think enough has been done by governments and people about these issues? Why? / Why not?

B.  Talk in groups. Look at the headlines, discuss the problems and say what you think has to / should / can be done. Use some of the words/phrases in the boxes.

Government action

ban cars
promote electric cars
take stricter measures
move factories away
close down factories
pass laws
build more recycling plants
plant more trees
protect existing forests
reduce carbon footprint

Environmental awareness

use cars less
carpool
public transport
alternative transport
pay fines
clean up
environmental organisations
education programmes
reuse and recycle
plant more trees
save energy
use alternative energy sources

SEVERE SMOG COVERS CITY

Paper factory pollutes river



WE PRODUCE TOO MUCH RUBBISH

OIL SPILL SPREADS AND HITS COAST

**SCIENTISTS WARN:
FOSSIL FUELS AND
DEFORESTATION
ARE INCREASING
GLOBAL WARMING**

Stating accepted facts

Everyone knows that...
It is a fact that...
It is generally believed that...
It's common knowledge that...

“ It is a fact that smog is a problem many cities are facing nowadays. Air pollution is a serious health hazard to the local population. That's why something has to be done not only by the government but also by the people. What do you think?

I couldn't agree more. I think people should be encouraged to... ”

Reading

A. Discuss in pairs/groups.

- What do you know about vegetarian diets?
- Do you think vegetarians are healthier than people who eat meat? Why? / Why not?

B. Read the text quickly and find out what the opinion of each expert about eating meat is.

More and more people are not only **cutting down on** meat but are also turning to **vegetarianism** for health reasons. However, are vegetarians healthier than meat eaters? Is meat bad for our health or is it nutritious? Here is what two experts, Brian Wilton and Amanda Simmons, who have **looked into** the matter, have to say.

To meat or not to meat

The human body needs a variety of nutrients to function properly, which doesn't necessarily mean that you have to include meat in your diet. You can be a vegetarian and also be healthy at the same time. Studies have shown that vegetarians along with vegans live up to ten years longer than meat eaters. This possibly occurs because meat contains fat that can lead to many diseases, and vegetarianism helps prevent them. Also, meat eaters are nine times more likely to be obese. A healthy vegetarian diet should include a great variety of fruit and vegetables, which provide vegetarians with calcium, iron, fibre and many other vitamins and minerals. Complex carbohydrates like grains and cereals should also be a part of their diet. Simple carbohydrates like sugar, bread and pasta should be avoided. Vegetarians should also get their protein from nuts, seeds, beans, eggs and dairy products. It is no surprise that many vegetarians have healthy cholesterol levels, low blood pressure and a lower risk of developing heart disease or diabetes. It is a common myth that vegetarians **end up** not getting enough iron or other vitamins. If they have a balanced diet and get nutrients from different sources, this is not a problem.



Brian Wilton,
Nutritional Consultant

Many vegetarians argue that their diet makes them healthier than non-vegetarians. However, **cutting** all types of meat **out** of your diet is risky. Studies have repeatedly shown that vegetarians who fail to have a balanced diet can exclude many essential vitamins or nutrients from their diet. This, in the long run, can easily lead to malnutrition. Meat is the best source of protein, a substance which protects our immune system and builds our muscle mass. Red meat is a good source of iron and vitamin B. So, vegetarians need to do some very careful planning and replace meat with other kinds of food which will give them these nutrients. This, however, is not very easy. For example, protein which you get from beans or dairy products isn't the same type of protein you get from meat. I'm not saying that I don't see the benefits of a vegetarian diet or that we should eat red meat every day. Don't get me wrong. I would like to **point out** that if we want to be healthy, we should **stick to** a balanced diet which includes lots of fruit and vegetables, dairy products and a little bit of meat.



Amanda Simmons,
Member of Dietetic Association

C. Read again and answer the questions.

1. According to Brian Wilton, what can vegetarianism help prevent?
2. What does Brian Wilton say about carbohydrates?
3. What does Brian Wilton say about the belief that vegetarians end up not getting enough iron or other vitamins?
4. According to the two experts, which foods are rich in protein?
5. According to Amanda Simmons, what are the risks of being a vegetarian?
6. According to Amanda Simmons, why is meat good for us?
7. According to Amanda Simmons, what kind of diet is recommended?
8. What type of evidence does each expert use to support their opinion?

D. 🧠 Who would make the following statements? Write Brian, Amanda or Both.

1. Eggs, cheese and yoghurt are very good sources of protein but they may not cover your body's needs. _____
2. A balanced diet with lots of different sources of vitamins and minerals is what you need to be healthy. _____
3. Meat has got a lot of nutrients but you can be healthy even without it in your diet. _____

E. 🔑 Look at the highlighted phrasal verbs in the text and match them with their meanings. Then check your answers in a dictionary.

- | | |
|-----------------------|--------------------------|
| 1. cut down on sth | <input type="checkbox"/> |
| 2. look into sth | <input type="checkbox"/> |
| 3. end up (doing sth) | <input type="checkbox"/> |
| 4. cut sth out | <input type="checkbox"/> |
| 5. point out | <input type="checkbox"/> |
| 6. stick to sth | <input type="checkbox"/> |
-
- | | |
|--|--|
| a. to be in a particular situation, especially when you didn't plan it | |
| b. to try to find out the truth about sth | |
| c. to continue doing sth, even when it is difficult | |
| d. to consume less of sth | |
| e. to tell sb sth and make them notice it | |
| f. to stop eating sth | |

F. 🗣️ Discuss in pairs/groups.

- Are you a vegetarian? If not, would you consider becoming one? Why? / Why not?

Vocabulary

Look at the groups of words below. How many other words can you add to each group?

spinach

cauliflower

aubergine
VEGETABLES

pumpkin

rice
GRAINS

oatmeal

noodles

bread

grapefruit

FRUIT
pears

apricots

watermelon

cheese

DAIRY
milk

yoghurt

butter

PROTEIN FOODS

lamb

shrimp

peanuts



lentils

Listening 🎧

🗣️ You will hear people talking in six different situations. For questions 1-6, choose a, b or c.

- | | |
|--|--|
| 1. What is Jason avoiding eating at the moment?
a. protein
b. vegetables
c. carbohydrates | 4. What does the woman on the TV cookery programme wish she had?
a. some apricots
b. some watermelon
c. some strawberries |
| 2. What advice does the doctor give the man?
a. eat more meat
b. stick to his diet
c. cut down on calcium | 5. What is the man talking about?
a. safe ways to lose weight
b. the health hazards of obesity
c. the reasons why people become obese |
| 3. What meal does the man eat on the plane?
a. fish
b. beef
c. vegetarian | 6. What doesn't the woman want?
a. shrimps
b. aubergine
c. mushrooms |

Speaking

A.   Talk in pairs. Look at the pictures below and compare them, discussing the similarities and differences between them. Talk about the ideas given using the words/phrases in the box.



traditional restaurant



food stall

IDEAS:

Location and atmosphere

outdoors / indoors	peaceful / noisy
affected by weather conditions	informal environment
air conditioning	(in)convenient
heating	street vendor

Service

staff
preparation time

Type of food

fast food and beverages
lack of / wide variety
three-course meal

Health and safety

better quality ingredients
risk of food poisoning

Cost

affordable
(in)expensive

“ In the first picture we can see a traditional restaurant, whereas in the second picture we can see a food stall. Traditional restaurants are usually indoors while food stalls are always outdoors. The atmosphere at restaurants is usually more peaceful than at food stalls but this depends on the crowd. Now, both places serve food but the quality differs. **”**

Do not describe the pictures in detail. Compare them keeping the ideas given in mind.

TIP

B.   Discuss in pairs/groups.

- Which of the two places would you prefer to eat at? Why?

Writing An essay expressing an opinion

A.  Discuss in pairs/groups.

- What types of fruit and vegetables are produced in your country?
- Do you know anything about the methods that are used to produce them? What?
- What difficulties do farmers face in your country due to climate conditions?
- What do you know about hydroponics?


B. Read the writing task and underline the key words. Then answer the question.

Your teacher has asked you to write an essay on the following topic:

Some people think that using hydroponics to grow fruit and vegetables is a good way to maintain a regular supply of fresh food. What is your opinion?

What are you asked to do?

- discuss the advantages and disadvantages of growing fruit and vegetables using hydroponics
- present your ideas and arguments and give your opinion
- express your opinion and give advice

C.  Now read the essay and answer the questions on the next page.

Hydroponics, the process of growing plants in water rather than in soil, is considered an effective way to provide people with fresh fruit and vegetables. The reason for this is that it offers a number of important benefits.

First of all, using hydroponics allows growers to supply markets with fresh produce throughout the year, not just in specific seasons. Plants are grown indoors under special light bulbs, which means that temperatures and light levels are carefully controlled. This is clearly useful in countries unable to produce crops outdoors the whole year due to weather conditions. It also reduces the amount of fresh food that needs to be imported by land or air, as a result helping to lower a nation's carbon footprint.

Another reason hydroponics is an effective method of food production is that it has low water requirements. It is a fact that when plants are grown outdoors, water is lost into the atmosphere or ground before plants can use it. In hydroponic production, on the other hand, plants are grown in containers in greenhouses, and this uses at least 70% less water per plant than conventional farming. This is because when plants are grown indoors in containers, water is reused rather than being allowed to escape.

In my opinion, hydroponics is a highly effective way to keep people regularly supplied with fruit and vegetables. It puts fresh produce on the shelves all year round and uses much less water than conventional farming.

1. What is the function of the sentences underlined in the essay?
 - a. to introduce the main idea of the paragraph
 - b. to summarise what the writer has said in the previous paragraph
2. What does the writer do in paragraph 2?
 - a. describe the types of plants that can be grown in hydroponic farming
 - b. explain why food can be grown all year round in hydroponic farming

3. What does the writer do in paragraph 3?
 - a. explain how hydroponics uses less water than conventional farming
 - b. give examples of why plants grow more quickly in a greenhouse environment
4. What does the writer do in the conclusion of the essay?
 - a. restate opinion
 - b. make a future prediction

D. 🌱 Read the note and the paragraph below about organic farming. Then choose the most suitable topic sentence from the sentences (a-c), giving reasons for your choice.

Topic sentences

The sentence that introduces the central idea of a paragraph is called a topic sentence. This is usually the first sentence in the paragraph. The other sentences develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

_____ This is because conventional farming uses man-made chemicals, such as pesticides to kill insects and various fertilisers to help crops grow faster. It is a fact that many of these are highly toxic and put human health in danger. In organic farming, on the other hand, natural substances or methods are used. As a result, organic food is healthier for us because it is almost chemical-free.

- a. Firstly, all ancient types of agriculture can actually be considered organic.
- b. Another reason people choose to eat organic food is to protect the environment.
- c. To begin with, consuming organic food is considered to be safer and better than consuming non-organic food.

F. 🔍 Read the writing task, then carry out the research described below.

Your teacher has asked you to write an essay on the following topic:

We should avoid eating genetically modified food. Do you agree?

Using the Internet or a library, make notes on the following questions:

1. What is genetically modified food?
2. How is genetically modified food produced?
3. Should we avoid eating genetically modified food? Why? / Why not?

Then use the information you found to help you complete the plan below.

We should avoid eating genetically modified food.

I agree. ☐

I disagree. ☐

Reason 1: _____

Reason 2: _____

E. 🗨️ Talk in groups. Look at the questionnaire about genetically modified (GM) food. Ask each other whether you agree with the statements, and make notes. Then report your results to the class.

Genetically modified food survey

	***	**	*
1. We do not know enough about how GM food can affect our health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. GM food can be the answer to the problem of hunger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. GM foods should have labels on them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** : Yes, I agree.

** : I agree up to a point.

* : No, I don't agree.

Finally read the TIP below and the plan in the Writing Reference section on page 121. Then use your ideas to write the essay.

When writing an essay expressing an opinion:

- choose a few ideas/points/arguments (the ones you have the most to say about). Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- use a variety of linking words/phrases to list points, add more points and express your opinion.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.
- use evidence to support your opinion (e.g. research findings, statistics etc.)

TIP

A. Choose a, b or c.

- The ____ for recycling metal is different from that of recycling glass.
a. process b. outcome c. completion
- Animals become endangered or extinct because of the destruction of their natural ____.
a. habitats b. threats c. nutrients
- Car exhaust ____ are seriously polluting our city.
a. fumes b. smog c. waste
- Brown bread is more ____ than white. So I don't eat white bread anymore.
a. organic b. balanced c. nutritious
- If you leave your car here for longer than you should, you will have to pay a ____.
a. rate b. loss c. fine
- Peter ____ a web page on how to save energy.
a. built b. created c. produced
- The building company has cut down lots of trees and this has caused the ____ of the area.
a. dust b. congestion c. deforestation
- The use of ____ fuels is harmful to the environment.
a. fossil b. exhaust c. acid

B. Complete the sentences with the correct preposition.

- After discussing where to go for about an hour, we ended _____ staying at home.
- If you want to lose weight, you should stick _____ this diet.
- The doctor told Frank to cut _____ on fat if he wanted to avoid heart disease.
- Natalie has completely cut meat _____ of her diet, because she has decided to become a vegetarian.
- The nutritional consultant pointed _____ the advantages of eating lots of green vegetables.
- The authorities are looking _____ the problem of traffic congestion.
- You have to speed _____ if you want to finish your work before five o'clock.
- I think they should close _____ the factory on the outskirts of our town because it is causing a great deal of pollution.

C. Circle the correct words.

- People of all ages **can take / can be taken** part in Plant-a-Tree Day.
- Solar energy **produces / is produced** with the help of the sun.
- The nutritional consultant **recommended / was recommended** a balanced diet for Melissa.
- It **is believed / is believed to** that people should try to reduce their carbon footprint.
- The winners of the contest **will give / will be given** a book as a prize.
- The food from that stall **made / was made** me sick.

D. Rewrite the sentences using the Passive Voice. Start with the words given.

- People shouldn't throw rubbish in the park.
Rubbish _____
- They say that the lake is polluted.
It is _____
- They have built a new airport near our town.
A new airport _____
- Alexander Graham Bell invented the telephone.
The telephone _____
- Everybody knows that Carrie cooks delicious vegetarian meals.
Carrie _____
- They will serve a three-course meal for lunch.
A _____
- The government may ban cars from the city centre.
Cars _____

Self-assessment

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

NOW I CAN...

- | | |
|---|--------------------------|
| ✓ talk about environmental issues | <input type="checkbox"/> |
| ✓ emphasise an action using the Passive Voice | <input type="checkbox"/> |
| ✓ state accepted facts | <input type="checkbox"/> |
| ✓ discuss healthy eating habits | <input type="checkbox"/> |
| ✓ compare situations | <input type="checkbox"/> |
| ✓ express and support an opinion | <input type="checkbox"/> |
| ✓ form well-organised paragraphs | <input type="checkbox"/> |
| ✓ write an essay expressing an opinion | <input type="checkbox"/> |

A. 🌀 Look at the picture and the title of the text below and answer the questions.

- What do you think the phrase 'spending time in nature is healing energy' means?
- How do you think the phrase relates to the text?

B. 🌀 Read the text and answer the questions. Choose a, b, c or d.

OXYGEN PARK - A Breath of Fresh Air

Education City, the large area in Doha with the top international schools and universities, has opened its doors and now offers new experiences to more than just its students. Known as 'the green lung' of Education City, the recently completed Oxygen Park is a beautiful outdoor recreational area open to visitors, students and locals who want to exercise, relax or play.

The park covers an area of 130,000 square metres, and its design brings to mind the landscape of the surrounding desert with its wind-shaped rocks. Visitors to Oxygen Park can walk along 7,000 m of paths through areas with impressive gardens consisting of more than 100 types of plant life including the Arabic gum, ghaf, samar, salam as well as the sidra tree. Alternatively, they can take a walk near the cool waterfalls or just take a much needed break from everyday life on the park's grass-covered areas.

The park is divided into two sections. The sports section has got two levels and it is a sport-lover's playground as well as a meeting point in Doha for the National Sports Day celebration. On the ground level, there are horse riding tracks which are thought to be one of the park's biggest attractions. Below ground level, there are three bowl-shaped fields that have 1,600 m of running track around them. These fields include pitches used for a variety of activities and two volleyball courts. The lower area running track is half-covered in order to protect runners from the sun. In the evening, the beautifully-lit park will offer a pleasant experience for those who choose to train there during the difficult hotter months.

Oxygen Park, however, is not just for athletes. The second section has got the heritage area with buildings of historical value from the early 1900s and a children's play area, which make it ideal for all ages. In general, these recreational areas, many of which offer protection from the sun, are perfect for anyone who wants to explore the area, picnic or just relax. Visitors can walk freely from one part of the park to another since there is nothing that separates it into particular sections. In fact, there is complete access to the park's neighbouring areas, so families with young children should keep their young ones close.

Education City's 'green lung' has really changed the face of Doha encouraging people to be active and socialise.

1. According to the text, what is the main role of Oxygen Park?
 - a. to support open-air activities
 - b. to benefit all of the community
 - c. to meet different needs in one place
 - d. to create a very-much needed green area in Doha
2. Oxygen Park is designed to remind you of
 - a. beautiful gardens
 - b. people's need to relax
 - c. the blowing of the wind
 - d. Doha's natural environment
3. Which of the statements below is true about Oxygen Park?
 - a. Horse riding brings people to the park.
 - b. The sport pitches are on the ground level.
 - c. Exercising after it gets dark is not enjoyable.
 - d. The running track goes through the sport pitches.
4. The fourth paragraph informs us that
 - a. there are modern buildings in the park.
 - b. families ought to visit areas near the park.
 - c. visitors should protect themselves from the sun.
 - d. the park's open spaces make it easy to walk through it.
5. Which sentence best sums up the fourth paragraph?
 - a. Oxygen park is perfect for families.
 - b. In Oxygen Park visitors are protected from the sun.
 - c. Oxygen Park offers recreation for both young and old.
 - d. Parents should keep an eye on their children in the park.

A. Look at the chart below. What kind of information does it give you? Do any of the amounts on the chart surprise you?

Average daily water use

Bath	106-136 litres (<i>full bath</i>)
Shower	9.5 litres per minute (<i>26-34 litres per minute</i>)*
Brushing teeth	about 4 litres per minute
Toilet flush	6 litres per flush (<i>11-23 litres per flush</i>)*
Dishwasher	15-38 litres per load (<i>57 litres per load</i>)*
Dishwashing by hand	8 litres per minute
Washing machine	68-95 litres per load (<i>151-208 litres per load</i>)*
Outdoor watering	19 litres per minute (<i>38 litres per minute</i>)*
Car wash	19 litres per minute (<i>38 litres per minute</i>)*

* non water-saving devices and appliances

B. Look at the chart again and answer the questions.

- Which activity saves more water, showering or taking a bath? What does it depend on?
- Does washing up by hand save more water than using a dishwasher?
- Which activity do you think consumes more water for a household?
- Do you think that water-saving devices and appliances make a big difference in the amount of water a household consumes?

C. Read the statements below and decide if they are true or false. Then listen to part of a talk on saving water and check your answers.

- Fixing a leaky toilet can save up to 757 litres of water a month. ☐
- Fixing a tap that leaks 20 drops a minute can save over 2,500 litres of water a year. ☐
- Turning off the tap while brushing your teeth can save up to 1,300 litres of water a month. ☐
- Taking a 5-minute shower saves over 1,300 litres of water each week. ☐
- Using a dishwasher always saves more water than washing up by hand. ☐
- To save water you should fill up your washing machine. ☐

D. Talk in pairs. The average person uses about 300-380 litres of water daily. Look at the chart above again and discuss how much water you use as an individual and what kind of household activities make you consume more water.

E. What did you learn about yourself? What changes are you going to make to save more water? Report to the class.



9 Preferences



Discuss:

- When was the last time you went shopping? What did you buy? How long did it take you to decide?
- If you had to buy a TV / mobile phone / tablet, which of the following would influence your choice?
Put them in order, from the most to the least important.

colour ☐ price ☐

technical features ☐

brand ☐ design ☐

how much you need it ☐



In this module you will learn...

- to talk about your shopping habits
- to express preference
- to change the meaning of a sentence through word stress
- to understand online advertisements and product reviews
- to form opposites of words
- to talk about books
- to write a book review



Reading

A. Discuss in pairs/groups.

- Do you find it difficult to make decisions?
- What was the last major decision you had to make?

Decisions

We like to believe that before we make a decision, most of the time, we take all the facts into consideration and take our time to think about all the options carefully. However, this just isn't the case. In fact, experts believe that only 5% of our decisions are based on a rational thought process. So, what factors influence our decision-making process?

We often leave decision-making to our instincts. Scientists have proved that if we had the choice, we'd prefer to avoid pain or misery rather than gain something. In fact, we're twice as happy when we try to avoid a bad situation than when we experience a good one. This is why when companies send spam email, they use phrases like 'How to avoid...', 'Don't miss out!', 'What never to eat when...' etc. because people are more likely to open them.

There are also physical factors that affect our decision-making. An experiment where people were asked to give their impression of a fictional person, while holding a cold or a hot cup of coffee was conducted by an expert. Those holding the hot cup believed the person to be warmer and more sociable than those holding the cold cup. So, when temperatures rise, the more likely we are to trust strangers. Stress is another factor which affects our decisions, but we can't measure this very easily, especially as different situations are more or less stressful for different people. Researchers have found, though, that women tend to be more conservative about decisions when stressed, whereas men tend to make riskier choices.

It may come as a surprise but every day from the minute we get up, we have to make countless decisions, like what to wear, what coffee to have, which lift to take and so on. Each choice, no matter how unimportant, makes our brain a little bit more tired, and without realising it, this affects our decision-making. This means we are much more likely to make decisions that we regret at the end of the day. That's why you often see important people like presidents wearing the same three suits all the time. This is because they want to limit the small choices and spend more brain power on the bigger ones.

When it comes to decision-making, most people would rather have a wide range of options to choose from. Again, however, research indicates that this does not necessarily lead to wiser decisions. In an experiment, one group of people had to pick from a selection of 30 bars of chocolate and another group from a selection of 6. Initially, those who chose from the larger selection liked the idea of having variety, but ended up being unhappy with their choice and regretted it more than those who chose from 6. Living in the modern world, we are bombarded with options and choices that we think will make us happier. The question is, do they?

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

- a. to inform people about what affects decision-making
- b. to warn people of the dangers of risky decision-making
- c. to analyse the pros and cons of rational decision-making
- d. to advise people on how to make more rational decisions

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

- What is true about our decision-making?
 - a. We are slow to make decisions.
 - b. We have lots of options to choose from.
 - c. We seldom follow a rational thought process.
 - d. We think of all the facts carefully before we make a decision.
- The phrases used in spam emails take into consideration people's need
 - a. to open those emails.
 - b. to have more good experiences than bad ones.
 - c. to protect themselves from negative experiences.
 - d. to gain something from any situation they find themselves in.
- What is true about stress?
 - a. It is not easy to measure its effect.
 - b. It affects men and women in the same way.
 - c. Men usually make wrong decisions when stressed.
 - d. Women get more stressed than men when they have to make decisions.
- What is true about having to make small decisions?
 - a. We make them early in the morning.
 - b. We regret them at the end of the day.
 - c. They may affect our decision making negatively.
 - d. People with many responsibilities do not try to avoid them.
- Having many options to choose from is not
 - a. what makes us stressed.
 - b. what most people want.
 - c. common in today's world.
 - d. always helpful in making good choices.

D. Find words in the text that mean the same as the following.

1. great suffering, unhappiness (para. 2)
2. not real (para. 3)
3. to be likely to do sth (para. 4)
4. not liking changes or new ideas (para. 4)
5. very many (para. 5)
6. to choose sth (para. 6)
7. at the beginning (para. 6)

E. Answer the following questions. Underline the parts of the text where you found the answers.

- At which time of the year are we more likely to make friends and why?
- What is the best time of the day to make important decisions and why?

F. Discuss in pairs/groups.

- What do you think about the information presented in this text?
- Do you think you will change the way you make decisions from now on? Why? / Why not?

Grammar Infinitives, -ing form → p. 126

A. Find examples of the use of the infinitive and the -ing form in the text, then read the examples and match them with the uses of the full and bare infinitives.

1. I've learnt **to think** carefully before making a decision. ☐
2. You should **install** this program **to stop** receiving spam email. ☐ ☐
3. It's stressful **to make** a decision when there isn't much time. ☐
4. Advertisements make us **buy** things we don't really need. ☐
5. I'm too tired **to discuss** how **to solve** the problem right now. ☐ ☐

The full infinitive (to + base form) is used:

- a. to express purpose.
- b. after certain verbs (*want, would like, hope, decide, learn, etc.*).
- c. after too + adjective, adjective + enough and enough + noun.
- d. after it + be + adjective.
- e. after question words (*who, what, how, etc.*).

The bare infinitive (base form without to) is used:

- f. after most modal verbs (*can, could, must, may, etc.*).
- g. after the verbs *let* and *make* in the Active Voice.

B. Read the examples and match them with the uses of the -ing form.

1. How about **helping** me choose which shoes to buy? ☐
2. Thank you for **taking** me to the airport. ☐
3. **Making** important decisions is part of the job. ☐
4. Does Steve enjoy **living** by himself? ☐

The -ing form is used:

- a. as a subject.
- b. after certain verbs (*consider, finish, avoid, imagine, etc.*).
- c. after certain expressions (*what about, it's no use, it's worth, etc.*).
- d. after prepositions (*for, of, in, etc.*).

C. Read the examples and decide what they mean. Choose a or b.

1. I should **remember / not forget** to turn off the computer before I leave. ☐
2. I'll **always remember / never forget** choosing my first car. ☐

- a. remember / not forget sth that has already happened
- b. remember / not forget sth that you are supposed to do

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

I wish I could 1 _____ (go) back in time and change a decision I made. It was the night before my big job interview and I was out with friends. We decided 2 _____ (go) to a new restaurant. Instead of 3 _____ (have) a light meal as my friends advised me, I ordered too much. As a result, I was up all night with a terrible stomach ache. I wasn't sure what 4 _____ (do) the next morning. I considered 5 _____ (cancel) the interview, but I was worried it would 6 _____ (look) bad. That was another bad decision I made. 7 _____ (go) to an interview and trying 8 _____ (make) a good impression while feeling terrible isn't a good idea. I was too ill 9 _____ (finish) the interview, so I made up an excuse and left early. I had made a fool of myself!

Vocabulary



Read the dialogues and find phrases which mean the following. Then check your answers in a dictionary.

- It's not available for sale at the moment.

- I'd like my money back.

- It's very expensive.

- It's not worth that much.
They're cheating us out of our money.

- I haven't got much money available to spend at this period of time.

- It doesn't matter how much it costs.

- It's very cheap.

- I've got no money.

- I haven't got enough money.

- I can give you some money.

- I'm just looking around.

Terry You should go to the Street Beat Shop. I went yesterday and all the T-shirts are on sale. I bought three for £20.

Brad **That's a steal!** I need some too, but **I'm broke**. I'll go next week when I get paid.

Brian Look at this video game. I've been looking for it for a long time!
Bill Great. Now you can buy it!
Brian I can't. **I'm a little short of cash**.
Bill **I can spare some cash**, if that's the problem!

Sales assistant Can I help you?
Woman Thank you, but **I'm just browsing**.

Anne Hello, **could I have a refund** for this mobile phone? I don't particularly like it.
Sales assistant You haven't opened the box so, yes, you can get a refund or another model.
Anne How much is this model here?
Sales assistant I'm afraid **that's currently out of stock**, but we've got newer models for just £30 extra.
Anne **I'm on a tight budget this month**, so I'd prefer the refund.

Mary Look at that dress!
Tina It's nice. How much does it cost?
Mary £150.
Tina What? **It costs a fortune!** Are you going to get it?
Mary Well, I'm definitely going to try it on. **Money is no object** if I like it.
Tina Do as you please, but **it's a rip-off**. There's a shop in the city centre with beautiful dresses for half the price.

Grammar Prefer, would prefer, would rather → p. 127

A. Find examples of the use of *would prefer* and *would rather* in the text on page 96, then read the examples and answer the questions.

- I **prefer** the white trainers.
- I **prefer** wearing casual clothes **to** wearing formal clothes.
- Sue **prefers to** shop online **rather than** shop in shops.
- I'd **prefer to** buy a new smartphone **rather than** (buy) a tablet.
- I'd **rather** buy the white trainers.
- We'd **rather not** spend any more money.
- I'd **rather** shop online **than** (shop) in shops.

- Which examples show a general preference?
- Which examples show a preference in a particular situation?

B. Rewrite the sentences starting with the words given.

- I don't want to talk to Mike right now.
I'd rather _____
- I'd rather have some tea than coffee.
I'd prefer _____
- Most people don't like reading in the evenings; they'd rather watch TV.
Most people prefer _____
- I think Kevin likes swimming more than playing hockey.
I think Kevin prefers _____
- We'd prefer to live in the countryside rather than in the city.
We'd rather _____

Intonation 🗣️

A. Listen and repeat. Notice the stressed words and how the focus of the sentence changes, affecting the meaning.

I prefer the red T-shirt. (not any other colour)

I prefer the red T-shirt. (not any other item of clothing)

I prefer the red T-shirt. (not anyone else, just me)

A simple sentence can have many different meanings based on the word(s) we stress.

B. Listen to the sentence below spoken with different words stressed each time. Consider the meaning and match each sentence to the correct answer.

I'd rather buy a house in the countryside.

- | | |
|--|--|
| Sentence 1 <input type="checkbox"/> | a. Nobody else, just me. |
| Sentence 2 <input type="checkbox"/> | b. Not somewhere else. |
| Sentence 3 <input type="checkbox"/> | c. Not a farm or anything else. |
| Sentence 4 <input type="checkbox"/> | d. Not rent one. |

Listening 🗣️

A. 🗣️ Discuss in pairs/groups.

- How much money do you spend a week? What do you usually spend it on?

B. 🗣️ Listen to a person giving a talk on money. What's the purpose of the talk?

- a.** to encourage people to give money to charity
- b.** to give people tips on how to make more money
- c.** to give people tips on how to spend money sensibly
- d.** to inform people when is the best time to go shopping

C. 🗣️ Listen again and answer the questions.

- The speaker suggests that young people should
 - a.** spend all the money they have.
 - b.** not spend more than one pound.
 - c.** learn how to use money in different ways.
 - d.** only spend a small percentage of their money.
- The 70-30 plan means that
 - a.** you give 30% of your money to charity.
 - b.** you do not spend more than 70% of your money.
 - c.** you use 70% of your money to get a good education.
 - d.** you spend 70% of your money and invest the remaining 30%.

- The speaker suggests that
 - a.** websites can help you spend less.
 - b.** you can get better prices at the shops.
 - c.** you should do all your shopping online.
 - d.** online shopping is better than going to the shops.
- Shops are designed
 - a.** to appeal to young people.
 - b.** to help people shop more carefully.
 - c.** to help people see items more easily.
 - d.** to encourage people to stay inside longer.
- According to the speaker
 - a.** you should buy more things on special offer.
 - b.** shops often have sales, so it is best to shop then.
 - c.** sale prices are always the best prices you can get.
 - d.** some shops may always offer certain items at low prices.

D. 🗣️ Discuss in pairs/groups.

- What do you think of the 70-30 plan? Can it teach young people the right attitude towards money? Why? / Why not?
- What do you think is the best way you can spend your money? Can you suggest another plan?

Speaking

A. 🗣️ Discuss in pairs/groups.

- Do you consider shopping a chore or an enjoyable activity? Why? / Why not?
- Where do you prefer to go shopping? Why?
- What do you think of online shopping?
- Do you consider yourself to be a shopaholic? Why? / Why not?


B. Go to the Speaking Activities section on page 117.



Reading

A.   Discuss in pairs/groups.

- Do you read reviews of products online? Why? / Why not?

B.  Read the reviews A-D below. Which of the people who wrote the reviews was/were satisfied to a large extent with the products?

<http://www.thecoolgadgetshop.com/reviews/>

A Fitness tracker

£35 - SHIPPING £2.50 - **In stock**



REVIEWS

Friends recommended I buy the Fittime waterproof fitness tracker and I'm so happy I took their advice. This tracker has a great design and the screen is bright and clear, so it is easy to read in any light. It is so comfortable to wear that I often forget I'm wearing it! It has everything I want: it monitors my heart rate and blood pressure, and it counts how many steps I take and how many calories I burn. The battery lasts for over a week. The only thing that dissatisfied me was the instructions. They weren't easy to follow, but I found some videos on the Net which were really helpful, and setting it up was actually quite simple. If you're looking for a high quality fitness tracker at a great price, this is the one for you.



B Smartphone

£89 - FREE SHIPPING



REVIEWS

If you see the advertisement for the Excelente XYZ32, you may easily be misled; I know I was. Actually, I bought the Excelente XYZ32 last month and I was quite happy with it at first. It's a nice-looking phone, lightweight and easy to use. However, I decided to return it after only two weeks. I wasn't expecting a lot for such a low price, but the camera is really bad. Photos are usually out of focus. Also, it doesn't connect to the Internet that easily. Yet, that is not the most disappointing thing. The biggest problem is the battery. It only lasts for about five to six hours, and that is without much use, which is difficult if you are on the go like me. It is really worthless unless you don't expect much from a smartphone. There are definitely much better phones.



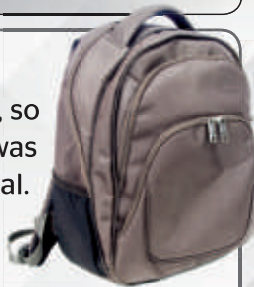
C Backpack

£40 - FREE SHIPPING - **Only 4 left in stock**



REVIEWS

I often have to travel for work, so I needed a backpack that was both attractive and practical. The Swisspak 900 is just what I wanted. It has a very stylish design and the amount of space it has is amazing. I can't believe how much I can fit in it! There are hidden pockets, too, where I can put important things like my passport or money when I travel. The pockets on the front are perfect for things like keys or business cards. I often had difficulty fitting my laptop in my old backpack, but it fits easily into the padded compartment of the Swisspak. An added plus for me is the USB port. I never knew how much I needed one until I bought this bag. I can now charge my phone anywhere I am. I've even ordered one for my brother.



D Video game

£63 - FREE SHIPPING - **Currently out of stock**



REVIEWS

Odyssey Travel is one of the most incredible video games I've played. In the beginning, the game is easily mistaken for a rather complicated game, but it doesn't take long to get the hang of it. The graphics are spectacular and the scenery is breathtaking. The characters are realistic, unlike the usual robot characters in other games. Also, the voice actors really do a fantastic job of bringing the characters alive. As you progress through the game, you slowly uncover a fascinating story. My biggest complaint is that it is expensive for the play time you get. It took me only 25 hours to finish the game.



C. 🧠 Read the reviews again and the statements below. Which review(s) do they refer to? Write A, B, C or D.

- When matching questions with short texts, scan each text and look for the specific information mentioned in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

TIP

1. The reviewer feels he/she spent too much for the product. ☐
2. The reviewer had to send the product back. ☐
3. You have to pay extra for shipping. ☐
4. You can't buy this product at the moment. ☐
5. The reviewer was so happy with the product that he/she bought another one. ☐
6. The reviewer was pleasantly surprised by what the product could do. ☐
7. The reviewer found online guidance on how to use the product. ☐
8. The reviewer found some specific features of the product very useful. ☐
9. The reviewer feels the product is definitely worth the price. ☐

D. 🗨️ Discuss in pairs/groups.

- Did you find the information included in the reviews useful? Why? / Why not?
- Would you like to buy any of the products? Which one(s)? Why?

Vocabulary

A. Read the note and complete the table using the words in the box.

- The prefix **dis-** is used before adjectives, nouns and verbs to give them the opposite meaning (e.g. *like-dislike*).
- The prefix **mis-** is used before verbs, and means to do wrongly or badly (e.g. *understand-misunderstand*).
- The suffix **-less** is used after a noun to form an adjective which means *without* that quality or characteristic (e.g. *care-careless*).

satisfy lead harm wire spell honest
place respect hope appear inform approve
worth behave end

dis-	mis-	-less
dissatisfy	mislead	harmless

B. Complete the sentences below with the correct form of some of the words from the table above.

1. I want to buy a _____ mouse. How much do they cost?
2. The little boy likes watching the planes _____ behind the clouds.
3. I'm sorry but you've _____ my name. It's with one 's', not two.
4. Have you seen my keys? I seem to have _____ them.
5. Danny wants to become a pilot, but his parents _____.

Listening 🎧

A. 🗨️ Listen to a conversation between a man and a customer service representative. Was the representative's call successful?

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

1. The man doesn't want to have a contract with Globophone anymore. ☐
2. The man has found a cheaper alternative to Globophone. ☐
3. The woman offers the man a free smartphone. ☐
4. The woman gets the man's name wrong more than once. ☐
5. The helpline is usually closed when the man calls. ☐
6. Globophone are making improvements to their signal at the moment. ☐

C. 🗨️ Discuss in pairs/groups.

- Have you ever bought a product or used a service which you ended up being dissatisfied with? What was it? What did you do about it?

Speaking

A. Discuss the following. Use the words in the box.

- What type of books do you like reading?
- Do you have a favourite author? If yes, who is it?
- What's the most interesting book you have ever read? Why did you like it?

- fiction (e.g. *sci-fi, thriller, crime, mystery, trilogy*)
- non-fiction (e.g. *biography, travel, historical account, cookery book, journal*)
- short story collection
- poetry
- classic
- graphic novel

plot
chapter
author
characters
hero
heroine

B. Talk in pairs. Read the blurbs from four different books and talk about each of them. Then decide which two books you would definitely be interested in reading, giving reasons.

MUST-READ BOOKS

Steve Jobs

Walter Isaacson (biography)

Based on more than forty interviews with Jobs, as well as interviews with more than a hundred family members, friends and colleagues, Walter Isaacson has written an in-depth biography of a man whose personality and passion for perfection changed the world of personal computing, animated films and digital publishing.



Safari Jema

Teresa O'Kane

(travel memoir)

Award-winning writer Teresa O'Kane describes her ten-month adventure during which she and her husband travel from Casablanca to Cape Town. Her book contains vivid descriptions of their various experiences as well as the breathtaking landscapes and historic locations. It also provides the reader with information about African culture.

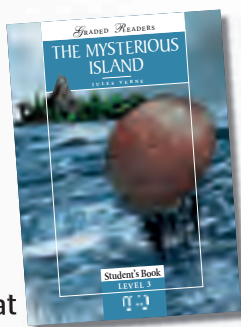


fascinating enjoyable amusing
a page-turner a good read
(un)original (un)appealing
gripping dull

The Mysterious Island

Jules Verne (adventure)

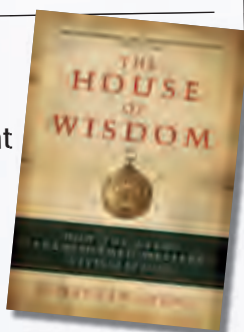
A four-year adventure begins when five men escape the American Civil War in a balloon. They find themselves on an unmapped island somewhere in the Pacific Ocean and start a new life there. Numerous dangers are at hand: the wild nature of the island, extreme weather conditions, and even pirates and an active volcano! Will the men survive this challenge? Can anyone help them get home again? Read this classic story of courage, companionship and hope and join the heroes on their adventures.



The House of Wisdom

Jonathan Lyons (history)

The author gives a historical account of how the scientific discoveries of the Arabs were transferred to Europe and influenced European thought during the Middle Ages.



... sounds a little... so I (don't) think I'd be interested...
... seems to be...
... is (not) the type of book I'd like to read. I'd rather/prefer... because...
I don't think I'd like... as I'm not really into...
I think... would be fascinating to read because...
I would definitely read... because...
I'm (not) really into...
I can't stand...

“To me... sounds like a good read since I believe that... So, I'd be really interested in...

Well,... is not the type of book I'd like to read. I think I'd prefer to read a..., such as... ”

Writing A book review

A. Discuss in pairs/groups.

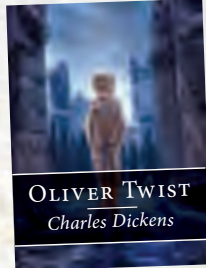
- How do you choose which books to read?
- Do you ever read book reviews in newspapers or magazines? Why? / Why not?

B. Read the review below. Would you be interested in reading this book? Why? / Why not?

Book review

by Neal Peansman

- 1 Oliver Twist, which is one of Charles Dickens' best-known works, was first published in 1838. In this novel the author describes the life of an orphan.
- 2 The story is set in England in the 1830s, and begins with the birth of Oliver Twist who is the main character. He is orphaned and raised in a workhouse where he is mistreated. Eventually, he runs away and goes to London, where he meets some criminals who use him for their own gain. However, there are also people who show Oliver kindness. Oliver tries to overcome various obstacles which his acquaintances create. In the end, he even manages to discover his true identity.
- 3 Although the characters in Oliver Twist are fictional, the plot portrays some existing problems of the time, such as poverty, hypocrisy and greed. There are a variety of themes throughout the novel. However, the most powerful theme seems to be the foolishness of individualism which became very intense during the Industrial Revolution. It becomes evident that the characters in the novel who look out for their own interests are the ones who are eventually punished by life.
- 4 There is no question why Oliver Twist is considered a classic. If you have not read it, make sure you get a copy. It is definitely a novel worth reading.



D. Complete the sentences with the words/phrases in the box.

award-winning is set bestseller
appeals to all ages a good read vivid
hero autobiography dull

1. Ernest Hemingway is a(n) _____ author.
2. The _____ description of the characters brings them to life.
3. This novel has been an international _____ for over a decade.
4. Unfortunately, the book turned out to be a little _____.
5. This is a timeless classic that _____.
6. *Oliver Twist* is _____ for everyone.
7. The story _____ in London.
8. Helen Keller's _____ is definitely worth reading.
9. The _____ of the novel is a young boy named Oliver.

E. Think of a book you have recently read and know well and complete the outline below.

INTRODUCTION

TITLE: _____

AUTHOR: _____

TYPE: _____

PUBLISHED IN: _____

MAIN PART

SET IN: _____

NOTES FOR PLOT: _____

INTERESTING FEATURES: _____

CONCLUSION

OPINION: _____

F. Read the review again and answer the questions below.

In which paragraph does the writer:

- a. give his/her overall opinion of the book? ☐
- b. tell us who the author is? ☐
- c. present the plot of the story? ☐
- d. comment on the interesting features of the book? ☐
- e. tell us where the story takes place? ☐

F. Use your ideas from the outline above to write a book review. Make sure you read the TIP below and the plan on page 122.

When writing a book review:

- remember to use the Present Simple to describe the plot. Don't include too many details and don't reveal the ending.
- use a variety of adjectives to make it more interesting.

TIP

A. Circle the correct words.

- The novel I read was **gripping** / **worthless**. I found it hard to put down.
- There is a wide **preference** / **range** of fitness gadgets in this shop, so I think you will find what you need.
- The **orphan** / **author** is signing copies of his book at the bookshop down the street.
- I can't lend you any money because I'm **broke** / **conservative**.
- Penny bought two pairs of trainers because they were on **budget** / **sale**.
- It rains a lot in London, so you should take a **waterproof** / **wireless** coat with you.
- Pick** / **Raise** a number from 1 to 100.
- My brother has a very **timeless** / **vivid** imagination. You should hear his stories!

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

- I can't find my gloves anywhere. I must have _____ them. **PLACE**
- There are _____ reasons why you shouldn't quit your job. **COUNT**
- The service at that restaurant _____ me, so I am not going to eat there again. **SATISFY**
- My mother always told me never to _____ older people. **RESPECT**
- I have lots of jewellery, but it's mostly _____ junk. **WORTH**
- This article is _____. You can't lose 10 kilos in three days! **LEAD**

C. Complete with the correct form of the verbs in parentheses.

- It's no use _____ (call) Stan. He has a class now. Remember _____ (call) him later.
- My brother promised _____ (lend) me his car this weekend. To be honest, I was afraid _____ (ask) him because he usually refuses _____ (let) me _____ (borrow) it.
- Chuck is thinking of _____ (move) to another city. However, he hasn't decided where _____ (go) yet.

- Pat believes she isn't doing enough _____ (keep) in shape. So she is considering _____ (exercise) more often.

D. Rewrite the sentences starting with the words given.

- I'd rather have a sandwich than a proper meal.
I'd prefer _____
- Susan doesn't want to wear the yellow skirt.
Susan would rather _____
- Most people don't like working out indoors; they'd rather go jogging.
Most people prefer _____
- The doctor said that I should stay in bed for a few days.
The doctor advised _____

E. Match 1-6 with the responses a-h. There are two extra responses which you do not need to use.

- | | |
|---|--------------------------|
| 1. I like this book, but I'm a little short of cash. | <input type="checkbox"/> |
| 2. I'd prefer to buy the hat rather than the shirt. | <input type="checkbox"/> |
| 3. Is there something I can help you with? | <input type="checkbox"/> |
| 4. Could I try this on in purple? | <input type="checkbox"/> |
| 5. This scarf is absolutely gorgeous, but it costs a fortune! | <input type="checkbox"/> |
| 6. They say <i>The Storm</i> is a fascinating read. | <input type="checkbox"/> |
- a. You're right. It's a rip-off.
b. Yes, it was better than I expected. You should get it.
c. Thanks, but I'm just browsing.
d. Don't worry. I can spare some.
e. Get both. Money is no object.
f. I'm sorry, but it's currently out of stock.
g. It appeals to all ages.
h. Great! It's a steal!

Self-assessment

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

NOW I CAN...

- | | |
|--|--------------------------|
| talk about my shopping habits | <input type="checkbox"/> |
| express preference | <input type="checkbox"/> |
| change the meaning of a sentence through word stress | <input type="checkbox"/> |
| understand online advertisements and product reviews | <input type="checkbox"/> |
| form opposites of words | <input type="checkbox"/> |
| talk about books | <input type="checkbox"/> |
| write a book review | <input type="checkbox"/> |

10 That's Challenging



fishing ■



bull riding ■



mountain biking ■



parachuting ■

In this module you will learn...

- to talk about extreme activities and taking risks
- to report statements, questions, commands and requests
- prepositional phrases with 'in' and 'out of'
- to talk about staying in shape
- collocations with 'lose' and 'miss'
- to write an article describing a person

Discuss:

- Do you think that taking risks is exciting, scary or just dangerous?
- Look at the pictures. How would you describe the activities shown? Use the words below.
enjoyable, tempting, stressful, monotonous, terrifying, risky, unforgettable
- How do you think the people in the pictures are feeling? How would you feel? Use the words/phrases below.
terrified, thrilled, anxious, fearless, uneasy

Reading

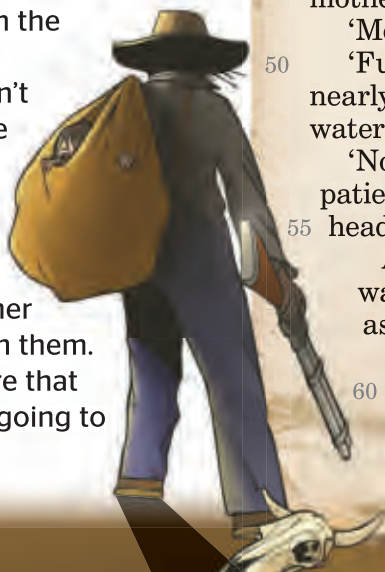
A. Look at the picture and answer the questions.

- Where do you think the man and the child are?
- What dangers are they facing?

B. Read the text quickly and check your answers in exercise A.

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

- What is characteristic of the landscape?
 - It is always covered with grey dust.
 - It consists only of enormous plains.
 - It combines various natural features.
 - It is inhabited by a wide variety of animal species.
- The pathway proves that
 - the man was not alone.
 - there was no reason to despair.
 - other travellers had found water.
 - other travellers had tried to cross the desert.
- What conclusion do we reach after reading the description of the traveller?
 - He is very weak.
 - He is sixty but looks forty.
 - He is tired but feels optimistic.
 - He has a strong chance of survival.
- What do we learn about the girl?
 - She is dying.
 - She is big for her age.
 - She has injured herself badly.
 - She is healthier than the man.
- It is evident from the passage that
 - the man doesn't care about the girl.
 - the man is concerned about the girl.
 - the girl's mother is going to join them.
 - the man is sure that everything is going to be alright.



Somewhere in the centre of the great North American Continent there is a dry and **inhospitable** desert, which has for many years prevented the spread of civilisation. This miserable and **barren** landscape combines mountains, valleys, rivers and enormous plains, which in winter are white with snow, and in summer grey with dust. The only inhabitants of this land are the coyote and grizzly bears that search amongst the rocks for something to eat.

A lonely traveller stood on the northern slope of the Sierra Blanco, from which he could see this huge land of **miserable** nothingness. He looked at the great flat plain-land and the chain of mountain peaks on the horizon in despair. There was no sign of life, no movement on the dull, grey earth, and no sound to break the **absolute** silence. As he looked down, he saw a pathway that stretched across the desert. This was the path that so many adventurers had taken in the hope of finding water. But what became of them was clear, as here and there were white objects which shone in the sun and stood out against the grey sand. They were bones: some large and some small. They belonged to oxen and men.

It is difficult to say if the traveller was nearer to forty or to sixty. His face was thin and worn; his eyes were sunken in his head; the hand which held the rifle was like a skeleton's. It was clear that he was dying – dying from hunger and from thirst. He had climbed here in hope of seeing some signs of water. Now the plain stretched before his eyes, without a sign anywhere of a plant or tree which might indicate the presence of it. There was no sign of hope. He realised that his journey had come to an end and that he was about to die.

Before sitting down, he put his useless rifle and a large bundle, which he was carrying with **immense** difficulty, on the ground. The minute the bundle touched the ground, a cry was heard and a small, scared face, with bright, brown eyes appeared from it. 'You've hurt me!' said a child's voice.

'Have I?' the man asked gently, 'I didn't mean to.' As he spoke, he unwrapped the grey blanket that held the bundle together and took out a little girl of about five years of age. The child was pale and weak, but her healthy arms and legs showed that she had suffered less than her companion.

'How is it now?' he asked anxiously, as she was still rubbing the back of her head.

'Kiss it and make it well,' she said showing the injured part to him. 'That's what mother used to do. Where's mother?'

'Mother's gone. I guess you'll see her before long.'

'Funny she didn't say goodbye. She's been gone for nearly three days! Say, it's very dry, isn't it? Isn't there any water or anything to eat?'

'No, there isn't anything, dearie. You'll just need to be patient for a while, and then you'll be all right. Put your head up against me like that, and then you'll feel better.'

After she had done that, the child fell asleep. He watched over her for some time, but then he too fell asleep.

Far away in the distance a cloud of dust began to rise and as it came nearer to where the child and man were sleeping, it became clear that a group of nomads was heading in their direction.

D. 📖 Read the note and answer the questions.

The writer of the story uses the following techniques:

- **Foreshadowing:** giving the reader a hint of what will happen later
- **Cliffhanger:** ending a chapter or an episode in suspense
- **Direct Speech:** citing the character's exact words in quotation marks

1. What effect does the direct speech have on the reader?
2. From the exchange between the man and the girl (lines 36-55), what can you infer about the character of the girl's father and mother?
3. From the same exchange as above, what assumptions can you make about what has happened to the girl's mother?
4. The story ends in a cliffhanger. What are you led to believe may happen?
 - a. The nomads will get lost in the desert.
 - b. The man and the girl may never wake up.
 - c. The girl's mother will return with the nomads.
 - d. The man and the girl may be saved by the nomads.

E. 🔑 Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

1. inhospitable ☐
2. barren ☐
3. miserable ☐
4. absolute ☐
5. immense ☐

- a. great
- b. complete
- c. not pleasant to live in
- d. causing unhappiness
- e. dry and without any plants

Vocabulary

Look at the prepositional phrases in the table and circle the correct words in the sentences 1-8.

IN	OUT OF	IN / OUT OF
case (of)	work	danger
general	breath	control
particular	the question	sight
charge of	one's mind	trouble
person	date	use
despair	the ordinary	shape
a row	(one's) reach	order

1. We waved until the car was **in / out of** sight.
2. You can't use the lift. It's out of **order / control**.
3. I'd like to speak to whoever is in **charge of / person** the project.
4. Keep chemicals out of children's **reach / danger**.
5. The police are once again in **trouble / control** of the situation.
6. This map is out of **use / date**. We should get a newer one.
7. I love extreme sports, skydiving in **general / particular**.

Grammar Reported Speech: Statements → p. 127

A. Read the examples of direct speech from the text and notice how they have changed in reported speech. Then complete the table and answer the questions.

- 'You've hurt me!' → The girl told the man that he had hurt her.
- 'I guess you'll see her before long.' → The man told the girl she would see her mother before long.
- 'No, there isn't anything to eat, dearie.' → The man said that there wasn't anything to eat.

Present Simple	→	
Present Progressive	→	Past Progressive
Past Simple	→	Past Perfect Simple
Present Perfect Simple	→	
will	→	
can	→	could
may	→	might
must	→	had to

1. When do we use Reported Speech?
2. Which words change in Reported Speech?
3. What's the difference between say and tell?

B. Complete the sentences using Reported Speech.

1. 'I may go and visit my uncle next week,' Tony said.
Tony said _____
2. 'I haven't seen that documentary yet,' Sally said to me.
Sally told _____
3. 'I don't know what time I will be home this evening,' Diana told us.
Diana informed us _____
4. 'Brian is thinking of taking up a new hobby,' John said to Lee.
John told _____

Vocabulary



Read the dialogue and match the phrases in bold with their meanings. Then check your answers in a dictionary.

A: Let's **grab a bite to eat** before we go to science lesson.

B: No, I'm really overweight and **I can't take it anymore**.

A: You should increase the amount of exercise you get. Come to the gym with me.

B: **It had crossed my mind**, but the last time I lifted weights, I pulled a muscle in my back.

A: That's because you didn't warm up. You need to do gentle stretching exercises first so that you don't injure your muscles.

B: No, **I'll pass**. I don't think I'm a gym person. I don't enjoy weight training or running on the treadmill.

A: How about rowing? Rowing is fun and good exercise, too. **You kill two birds with one stone**. They have classes **every other day**.

B: Sounds too good to be true. I **ran into** Andy the other day and he told me his rowing class is a pretty tough workout.

A: It's so much fun you don't realise you're exercising. You see, you'll **get the hang of** the moves after a few times.

A: Sounds like **a piece of cake**.

B: Yeah, maybe too much cake's the reason you need to go to the gym in the first place!

1. meet by chance

2. learn how to do sth

3. I had thought about it

4. sth that is very easy to do

5. every two days, once in two days

6. I can't put up with a situation anymore

7. to eat sth quickly because you are in a hurry

8. to say that you don't like sth and you won't try it

9. to achieve two things at the same time with one action

Grammar Reported Speech: Questions-Commands-Requests → p. 128

A. Read the examples below and complete the speech bubbles with the speakers' exact words. Then complete the rules.

The little girl asked her grandpa **if there was any water or anything to eat**.

_____ any water or anything to eat, grandpa?

She also asked him **where mother was**.

_____?

Reported questions

- They are usually introduced with the verbs: _____, wonder, want to know.
- If a direct question begins with a question word, the reported question begins with _____.
- If a direct question does not begin with a question word, the reported question begins with _____ or whether.
- The verb in a reported question is in the _____ form.

B. Read the examples below and complete the speech bubbles with the speakers' exact words. Then complete the rules.

The librarian **asked me to sign** at the bottom of the page.

_____ at the bottom of the page, please.

The teacher **told Robert not to be** late for class again.

Robert, _____ late for class again!

Reported commands and requests

- Reported commands are introduced with the verbs *tell* and *order* and requests with the verb _____.
- The imperative changes to: _____ **+ base form**
- The negative imperative changes to: _____ **+ base form**

C. Complete the sentences using Reported Speech.

1. 'Show me your ID card,' the police officer said to me.

The police officer ordered me _____.

2. 'Who did you play football with?' Fred asked Keith.

Fred asked Keith _____.

3. 'Don't jump on the treadmill!' Sally said to the child.

Sally told the child _____.

4. 'Please stretch your arms,' the gym instructor said to us.

The gym instructor asked us _____.

5. 'Should I take up karate?' Dennis thought.

Dennis wondered _____.

6. 'Are there any exercise bikes at the gym?' Gary asked.

Gary wanted to know _____.

Listening

A. Discuss in pairs/groups.

- What do you know about sand dune bashing?
- What do you think of this activity?
- Have you ever tried or seen sand dune bashing?

B. Listen to two extracts taken from a documentary about sand dune bashing. What do the following words mean?

- | | |
|----------|--------------|
| 1. dune | 2. roll over |
| a. hill | a. crash |
| b. plain | b. overturn |

C. Listen to the documentary and answer the questions.

1. Sand dune bashing is suitable for people
 - a. who are adventurous.
 - b. whose cars can slide easily.
 - c. who do not like riding roller coasters.
 - d. who have lots of free time during the weekend.
2. A car used for sand dune bashing must have wide tyres
 - a. so that the car can get to the top.
 - b. so that the car can sink in the sand.
 - c. so that the car stays on top of the sand.
 - d. so that the car doesn't fall back down the dune.
3. Inexperienced drivers should
 - a. avoid going on a desert safari.
 - b. only learn how to avoid getting stuck.
 - c. learn how to roll the car over in the sand.
 - d. develop their driving techniques before driving on higher dunes.
4. Turning your car around suddenly on a dune will cause you to
 - a. roll over.
 - b. lose speed.
 - c. fall back down.
 - d. sink in the sand.

D. Discuss in pairs/groups.

- What do you think is the greatest danger inexperienced drivers will have to face during sand dune bashing?
- What other extreme sports do you enjoy doing? Why?



Speaking

Go to the Speaking Activities section on page 117.

Reading

A.  Discuss in pairs/groups.

- Do you like playing video games? Why? / Why not?
- Are they a popular form of entertainment in your country?

B.  Read the text *Level 9: Castle Idnárpila* quickly. What is its purpose?

- a. to advertise a game
- b. to summarise a story
- c. to lead the reader step by step through a process



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Level 9: Castle Idnárpila

This next level is pretty easy compared to the previous levels, so you don't need to be an expert gamer. It's a short part of the **quest**, but only if you know where to go. If you start **wandering** around the castle, you could be there for hours.

Follow the trail along the coast until you reach the castle. Approach from the south, **dismount** from your horse and proceed cautiously towards the castle. First, you need to reach the closest tower, but do not attempt to climb the steps. It's a **trap**. As soon as you're halfway up, soldiers come from in front and behind and **surround** you. There's no escape. So, your best option is to get across the river and climb up the rocks to the tower. However, don't make the mistake of entering the water because there are piranhas in the river. They won't kill you, but they will reduce your strength and you need all of it to climb to the tower.

Take your time as you're climbing up. However, you may attract the attention of the guard. He won't attack you, but he will go and get more guards, so you'd better be quick after that. You have no time to lose!

Once at the tower, don't enter it. Grab onto the ledge of the bridge and move across. You need to be careful with the controls, and you need good **reflexes** at this stage. Make sure you don't fall into the water. Once on the other side of the bridge, be careful. There are four guards in the windmill. Climb to the top of the windmill without attracting their attention. There, you will find the emerald key, which you will need for the next level.

[next level walkthrough](#) >

Comments:



Joe44: Hi, Will. I love this game. The **sequel** is so much better than the original. I hope they turn it into a multiplayer online game in the future. Great job on the walkthrough BTW. I was really struggling with level 7 until I found your site. I was trying to kill that **dragon** with my bow and arrow, but there was no way. I would never have thought about using my sword. Amazing! But now, I can't get past level 9. I've found a good place to jump over the river, so no problem there. But every time I enter the tower, I wake up the guard and I lose a life. Any suggestions? I've heard there are some good cheats for this game, but I try to avoid using them generally. It ruins the game for me. Get back to me whenever you can.

C. Read again and answer the questions.

1. What could make level 9 take a long time to complete?
2. What happens if you climb the steps to the tower?
3. Why is it difficult to climb to the tower if you fall in the river?
4. What might happen while you're climbing to the tower?
5. What skill do you need to be able to cross the bridge?
6. What should you do when you reach the windmill?
7. What was Joe44's problem with level 7?
8. What is Joe44 doing wrong in level 9?

D. Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

- | | |
|--------------------------------------|---|
| 1. quest <input type="checkbox"/> | a. a plan designed to trick or catch sb |
| 2. wander <input type="checkbox"/> | b. a large imaginary animal with wings and a long tail that breathes out fire |
| 3. dismount <input type="checkbox"/> | c. the ability to react quickly |
| 4. trap <input type="checkbox"/> | d. a long search |
| 5. surround <input type="checkbox"/> | e. a book, video game, etc. that continues the story of an earlier one |
| 6. reflexes <input type="checkbox"/> | f. to get off |
| 7. sequel <input type="checkbox"/> | g. to be all around sb/ sth |
| 8. dragon <input type="checkbox"/> | h. to walk slowly around an area usually without purpose |

E. Discuss in pairs/groups.

- Would you like to play this video game? Why? / Why not?
- What are some popular video games that you or people you know play?

Vocabulary

A. Read the sentences below from the text. Do you know any other collocations with the verb *lose*? Do you know any collocations with the verb *miss*?

You have no time to lose!

But every time I enter the tower, I wake up the guard and I lose a life.

B. Complete with the verbs *lose* or *miss* to form collocations.

1. _____ a class/lesson etc.
2. _____ a game/race, etc.
3. _____ contact
4. _____ a plane/train, etc.
5. _____ one's job
6. _____ a meeting / an appointment
7. _____ one's temper/patience
8. _____ money
9. _____ a meal
10. _____ interest in

Listening

A. You will listen to an interview with a video game designer. Which of the following do you think will be mentioned? Listen and check your answers.

actors	<input type="checkbox"/>	game testers	<input type="checkbox"/>
scriptwriters	<input type="checkbox"/>	artists	<input type="checkbox"/>
sound	<input type="checkbox"/>	game types	<input type="checkbox"/>
drawings	<input type="checkbox"/>	walkthroughs	<input type="checkbox"/>

B. Listen again and put the stages of the video game designing process in order. Write numbers 1-7.

- | | |
|--------------------------------|--------------------------|
| a. testing the game | <input type="checkbox"/> |
| b. advertising the game | <input type="checkbox"/> |
| c. making 3D characters | <input type="checkbox"/> |
| d. coming up with a story | <input type="checkbox"/> |
| e. making rough drawings | <input type="checkbox"/> |
| f. designing the characters | <input type="checkbox"/> |
| g. putting everything together | <input type="checkbox"/> |

C. Read the TIP and then use the phrases a-g above to write a description of the process of making a video game.

- TIP**
- Use the Present Simple (Active and Passive) to explain the steps in a process.
 - Explain the process in the order it happens, using appropriate linking words, e.g. *first*, *then*, *finally*, and phrases such as *the first step is to*, *the second stage involves + ing*, *for the final stage you..., etc.*

Start as follows:

The first step in making a video game is coming up with a story. Second,...

Speaking

A. Discuss in pairs/groups.

- Think of a famous person you admire. Why do you admire him/her? Think about his/her character and achievements.



Charles Stevenson

- 30 years old
- golf player
- has won several local tournaments
- friendly, easy-going
- not very ambitious

B. Talk in pairs. A school wants to organise an event about a successful former student in order to present this person as a role model for the students. Who should the event be about?



Brian Morris

- 35 years old
- painter
- has sold a lot of paintings
- hard-working
- can be clumsy

Asking for your partner's opinion

What do you think about ... ?
 What's your opinion/view on ... ?
 Would you agree that ... ?
 Do you have anything to add to that?
 Do you (also) think that ... ?
 Do you agree with the opinion that ... ?
 Do you (dis)approve of ... ?
 I'd like (to hear) your views on ...

“ I think that the school event should be about... because he... Would you agree that he would make a good role model?

I'm not so sure about that because he... In my opinion,... ”

C. Think of a famous personality from your country that could act as a role model for young people.

- Find information about this person's life, character and achievements.
- Think of reasons why this person could act as a role model.
- Present this person to the class.

Writing An article describing a person

A. Discuss in pairs/groups.

- What personal characteristics do you think a hero possesses?
- Which of the following do you consider to be a hero and why?
 A person who:
 - a. travels abroad to do charity work.
 - b. risks his/her life to save a stranger.
 - c. does the shopping for an elderly neighbour.
 - d. works part-time while studying to help his/her parents pay the bills.

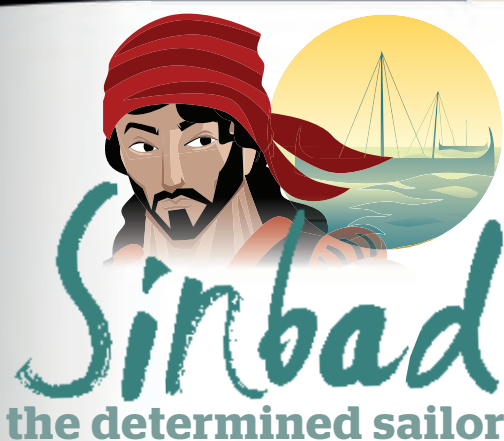
B. Read the writing task below and underline the key words/phrases in it. Then answer the questions.

You see an announcement in a teen magazine:

Write an article about your favourite fictional hero in which you describe him/her and say why you like him/her.

1. What are you asked to write?
2. Who is going to read it?

C. Now read the article and answer the questions that follow.



I grew up reading lots of adventure stories, and of all the heroes I've read about my personal favourite is Sinbad the sailor. Sinbad the sailor is a simple merchant who experiences all sorts of dangers and yet survives all of them. His adventures are exciting, but what I like most about Sinbad is his love of travel and most of all his unique ability to survive.

Sinbad the sailor, now a wealthy man, narrates his adventures to a poor man of the same name who complains about his poverty. Sinbad the sailor invites the poor man to his house and explains to him how he became rich. Through his narration we find out that Sinbad went on seven trips during which he visited mythical places and met creatures beyond imagination. He experienced extreme weather conditions and great danger and managed to stay alive each time.

Besides being an adventurous and curious man, Sinbad is also very resourceful. It is amazing how he managed to escape from the hands of a very dangerous giant during his third trip. So, all of these characteristics combined with his strong will to survive make him one of the favourite heroes for children and adults alike.

To my mind, Sinbad is special because he represents people's need to try out new things and their ability to make it through any difficulty as long as they keep trying. He reminds us that we should not be afraid of new experiences but that, at the same time, we need to be alert in order to see opportunities and use them to our benefit.

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

- a. provide a short summary of the story** ☐
- b. say who he/she is going to be writing about** ☐
- c. mention what effect this hero has on him/her** ☐
- d. write about what makes this hero so special** ☐
- e. talk about the hero's personal characteristics** ☐
- f. mention why he/she has chosen this particular hero** ☐

D. Read the writing task below and complete the outline.

You see the following announcement in a teen magazine:

Write an article in which you describe the person who has made the most impact in your life and say why he/she has had such an effect on you.

TITLE

What is an interesting title for your article?

INTRODUCTION

Who is the person?

Why have you chosen to write about this person?

MAIN PART

How do you know this person?

What is this person like?

CONCLUSION

Why is this person so special?

What effect has he/she had on you?

E. Use your ideas from the outline above to write your article. Make sure you read the TIP and the plan on page 123.

An article is usually written for a newspaper, magazine or website. Use different techniques to make it more interesting. You should:

- use a short, catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which cover different aspects of the topic, with examples where possible.
- ensure that you cover and elaborate on all aspects referred to in the rubric.
- use lively, colourful and descriptive language (e.g. a variety of adjectives, phrases, expressions, idioms, etc.).
- use a variety of grammatical structures (direct questions, indirect questions, conditionals, passive voice, etc.) depending on the style and level of formality of your article.
- comment on the topic and give your opinion.

TIP

A. Choose a, b or c.

- A:** Should I give this to Mr Knowles?
B: No thanks. I want to give it to him in ____.
a. charge b. person c. particular
- The little girl wandered off the ____ and got lost.
a. trail b. trap c. treadmill
- Bungee jumping was a ____ experience for me; I'm not going to do it again.
a. terrifying b. fearless c. tempting
- Taylor lost his ____ in the end and shouted at everybody.
a. contact b. life c. temper
- I ran ____ an old friend the other day and we arranged to meet again next week.
a. up b. into c. out of
- The teacher gave the students a ____ on how to do the project.
a. pathway b. workout c. walkthrough

B. Circle the correct words.

- I am not coming with you! It is out of **the question / control**!
- I got up late and **lost / missed** my dentist's appointment.
- Passengers to Doha are requested to **proceed / dismount** to gate 4.
- It was time for dinner but the children were nowhere **in / out of** sight.
- He has won a gold medal in the marathon three years in a **row / sequel**.
- He took up volleyball but eventually he **missed / lost** interest in it.

C. Rewrite the sentences using Reported Speech.

- 'I won't tell anyone your secret,' Chuck said to Kevin.

- 'I don't think Belinda knows where the airport is,' Chloe informed us.

- 'I have never tried martial arts before,' Jeff told the instructor.

- 'Is Peter coming to the barbecue this weekend?' Dean wondered.

- 'Don't forget to bring my jacket!' Lindsay said to Mary.

- 'Why did you leave so early yesterday?' Khaled asked me.

D. Rewrite the sentences from Reported Speech to Direct Speech.

- I told Jill that I didn't know anything about the meeting.

- The gym instructor told me to run on the treadmill for 30 minutes.

- Majed asked me how long it had taken me to get to level 10.

E. Complete the dialogue with the phrases a-f. There is one extra phrase which you will not need to use.

- Let's go grab a bite to eat now.
- It's a piece of cake.
- You kill two birds with one stone.
- Are you out of your mind?
- I'll pass!
- It crossed my mind, but I thought why not give it a try!

- A:** Oh, dear. I think I pulled a muscle yesterday.
B: What were you doing?
A: Well, in my younger days, I could lift a lot of weights! So yesterday I tried lifting some.
B: 1 ____ You are too out of shape to do something like that anymore!
A: 2 ____ And you know what? I managed to lift some! I just think that I didn't warm up well enough, and now my back hurts.
B: It's a good thing you didn't get injured.
A: Oh, come on! I can show you how it's done.
B: No, thanks. 3 ____
A: Trust me. I can show you how to lift weights step by step. 4 ____
B: Not today. 5 ____ I'm starving!

Self-assessment

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

NOW I CAN...

- ☐ talk about extreme activities and taking risks
- ☐ report statements, questions, commands and requests
- ☐ use prepositional phrases with 'in' and 'out of'
- ☐ talk about staying in shape
- ☐ use collocations with 'lose' and 'miss'
- ☐ write an article describing a person

A. Discuss in pairs/groups.

- Do you like going to malls?
Why? / Why not? What do you like to do when you go?
- Do you like some malls better than others?
Why? / Why not?

B. Look at the title of the text. What do you think a mall with personality is?

Mall of Qatar A Mall with Personality

The word 'mall' brings the same picture to almost everyone's mind, that of pleasant open spaces with a wide variety of shops and restaurants. Actually, the fact that most malls have got similar characteristics often makes it difficult to tell which part of the world you are in when wandering around them. However, some of the newest malls are trying to move away from this classic type of design and capture the imagination of their visitors. Among these is the Mall of Qatar. Although it's got everything you would expect to find in a mall, its original design and its many leisure options make it different from the rest.

It is clear that many factors were taken into consideration when building the Mall of Qatar so that no customer would leave dissatisfied no matter what their preferences are! One of the mall's most special features is that it's a live entertainment mall, the first of its kind in the region. There is a 360° stage that revolves, four very large screens as well as professional sound and lighting systems which make the experience more powerful. The Mall of Qatar live entertainment programme has something going on 52 weeks per year and offers a wide range of choice from acrobats to various cultural events. Visitors will jump at the chance to see somersaults and backflips in the air!

'No! Not the mall again!' This is a reaction that children often have when their parents tell them that they're going to the mall. A child being bored stiff is a thing of the past at the Mall of Qatar! Kidzmondo is an 8,000 m² entertainment park which is a child-size version of a real city with a central plaza, plenty of shops, a fire station, a police station and more! Kidzmondo even has its own money, the Kidlar! Children get to interact, try out different types of jobs and explore the adult world in a controlled environment. On the other hand, older children's or teenagers' first choice will probably be Xtremeland with its excellent gaming facilities.

Those who come to the 500,000 m² Mall of Qatar and just want to pass the time won't be disappointed either! There is an amazing area in the centre of the mall with lots of plant life and water fountains that are meant to make visitors relax. This 5,000 m² area is covered by a 6,000 m² glass dome which is 30 m high. Also, lighting designs throughout are works of art that will certainly grab the visitors' attention. Thousands of people from all over the world will have the chance to explore the Mall of Qatar during the FIFA 2022, which will take place in Qatar. One of the stadiums for the event, AlRayyan, is actually located next to the mall!

Interesting and unique experiences are waiting for all at the Mall of Qatar!

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

- What is true of the Mall of Qatar?
 - It is the newest in Qatar.
 - It has got a classic design.
 - It hasn't got what other malls have.
 - It offers more options than other malls.
- What does the word 'them' in line 5 refer to?
 - most malls
 - open spaces
 - shops and restaurants
 - similar characteristics
- According to the text, in the Mall of Qatar visitors
 - watch 3D films.
 - can jump high into the air.
 - can watch acrobat shows all year round.
 - can watch live entertainment any time of the year.
- According to the text, Kidzmondo
 - is a place next to the Mall of Qatar.
 - is an area for children and teenagers.
 - has got all the shops that a real city has.
 - is a place where children can have fun and learn at the same time.
- How big is the central area in the Mall of Qatar?
 - 5,000 m²
 - 6,000 m²
 - 30,000 m²
 - 500,000 m²
- What does the phrase 'to grab someone's attention' in line 39 mean?
 - to have in mind
 - to hold someone
 - to surprise someone
 - to get someone to notice

A. Listen to a radio advertisement and complete the flyer below.



LUMSDEN UNIVERSITY

CHARITY CAR WASH

Location: 1 _____

Time: 8 a.m. - 8 p.m.

Prices:

Exterior: £10

Interior: 3 £ _____

Interior and Exterior: 4 £ _____

Date: 2 _____

Help us raise
£1,000 for the
5 _____

B. Talk in small groups. Imagine you and your classmates want to organise an event to raise money for a charity. Discuss the fundraisers below and decide which of them would be the most suitable to raise the largest amount of money. Give reasons for your decision.



C. Talk in small groups. Discuss the fundraiser you have chosen and decide what needs to be done to organise it. Think about the ideas below and decide in which order they need to be done. Then write an announcement for the fundraiser.


Think about:

- how to advertise the event
- how to make tickets, flyers, posters, etc.
- the venue
- who will help out and how
- the prices
- the things needed (food, books, clothes, sponges, buckets, etc.)

D. Write the stages involved in organising the event and explain them to the class. Then present your fundraiser to the class. When all of them have been presented, vote for the best one.



9a Speaking

B.  Talk in pairs. Imagine that you are flatmates and are talking about what to buy for your new flat. Look at the items in the catalogue and decide. You have only £150 to spend. Use phrases from the vocabulary activity and the box below.


Expressing preference

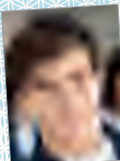
I prefer... because...
I like... more than...
I'd rather/prefer (not)...
My first choice would be...
I definitely think we should...
I believe... is (not) worth it...
If it were up to me, I'd choose...



“ I definitely think we should get a... because we need it.
Have you looked at the price? It's a rip-off!
Oh, you're right and we're both on a tight budget.
I'd rather... ”

10a Speaking

  Talk in pairs. Imagine that you've decided to buy these three people an activity gift. Read the advertisements about the alternative gift ideas. Then discuss and decide which activity is most appropriate for each person. Give reasons. Use the phrases given.



Name: Andy Peterson
Age: 17
Occupation: student
likes: skateboarding, karate, parkour
dislikes: meat



Name: Amy Smith
Age: 35
Occupation: teacher
likes: making models, travelling
dislikes: exercise, gadgets



Name: Barry Boyle
Age: 24
Occupation: firefighter
likes: roller coasters
dislikes: flying, sports, grilled food

- I think... would be the most appropriate/suitable for... because...
- Well, since... likes/dislikes... he/she would/wouldn't enjoy...

Drive an **F1** car

- Demonstration and tour of track with experienced racing driver
- Get behind the steering wheel and enjoy 10 adrenalin-filled laps
- Must be over 21
- Must have a driving licence
- Light refreshments provided
- Available on specific dates

Circus School

- Come and learn how to be a circus performer
- Amaze your friends with your acrobatic tricks
- Minimum age 14
- Good level of fitness needed
- No experience necessary
- BBQ buffet lunch provided
- Only weekends, so you need to book weeks beforehand



- Learn to prepare unique cultural dishes including Chinese, Thai, Greek, Spanish
- Watch a chef demonstrate new culinary techniques and tricks
- Cook and then enjoy the dishes you have created
- 3-hour class
- Participants are awarded certificates
- Available Tuesday and Thursday evenings and weekends
- Book in advance

6b An essay discussing advantages and disadvantages

Plan

INTRODUCTION

Introduce the subject of the essay and both sides of the topic.

MAIN PART (2 paragraphs)

Refer to the advantages/disadvantages in separate paragraphs. Cover both sides of the topic equally.

Advantages

- A(n) important/major advantage/benefit of... is...
- Another positive aspect of... is...
- An argument in favour of... is...

Disadvantages

- A(n) important/major disadvantage/drawback of... is...
- Another negative effect of... is...
- An argument against... is...

CONCLUSION

Make a general statement summing up and state your opinion.

CHECKLIST: ESSAY DISCUSSING ADVANTAGES AND DISADVANTAGES OF PLANS AND AMBITIONS

Following instructions

- ☐ I read the rubric carefully.
- ☐ I understand why I am writing this essay.
- ☐ I noted down the main advantages and disadvantages I want to discuss before starting to write the essay.

Format

- ☐ I used the appropriate layout.
- ☐ I organised my text into paragraphs, including an introduction and a conclusion.
- ☐ I discussed advantages and disadvantages in separate paragraphs.

Content

- ☐ I avoided using contractions (e.g. *I'm, it's*) and other features of informal writing.
- ☐ I used formal linking words/phrases to connect the points I discuss.
- ☐ I did not mention anything new in the conclusion.
- ☐ I used one of the following techniques (ask rhetorical questions, address the reader directly, use exclamations, include quotations) to begin and end my essay.

Review

- ☐ I corrected any grammar, spelling and punctuation errors.
- ☐ I made sure that my writing is neat and easy to read.

Introduction

- What is the topic of the essay? _____

Main part

2nd paragraph

- What are the advantages?

- Explanations and examples

3rd paragraph

- What are the disadvantages?

- Explanations and examples

Conclusion

- General statement _____
- Opinion _____

7b A summary

Plan

A summary paragraph of an extract from a novel

THE FIRST ONE OR TWO SENTENCES

Describe the main characters (the **who**) appearing in the extract and the setting (the **where** and **when** things take place).

THE NEXT TWO OR THREE SENTENCES

Outline the main theme of the extract and describe the main events that happen (the **what**).

THE FOLLOWING TWO OR THREE SENTENCES

Discuss the details of the extract that support the main theme, such as how the characters try to deal with a situation or react to events (the **how** and **why**). Details should be presented in chronological order.

THE FINAL SENTENCE

Explain the message or moral of the extract, if there is one.

CHECKLIST: SUMMARY

Following instructions

- ☐ I read the rubric and the text I am summarising very carefully.
- ☐ I used a dictionary to help me understand unfamiliar words.
- ☐ I made notes as I read the text I am summarising.

Format

- ☐ I included the name of the author and the title of the work I am summarising.
- ☐ I limited my summary to one paragraph.
- ☐ I structured the paragraph according to the plan.

Content

- ☐ I used mostly present tenses to summarise the text.
- ☐ I used suitable linking words and phrases.
- ☐ I did not quote or copy parts of the original text in the summary.
- ☐ I used my own words to describe the events in the text.

Review

- ☐ I corrected any grammar, spelling and punctuation errors.
- ☐ I made sure that my writing is neat and easy to read.
- ☐ I read my summary again and compared it with the original text to check that I have summarised it accurately.

Sentences 1&2

- Who are the main characters? _____
- When and where does the story take place? _____

Sentences 3&4

- What is the main theme? _____
- What are the main events? _____

Sentences 5&6

- How do the events take place? _____
- Why do the events take place? _____

Final sentence

- What is the message or moral of the story? _____

Adapted from
Robinson Crusoe
by Daniel Defoe

My name is Robinson Crusoe. At the age of eighteen I decided to leave home and go to sea. I wanted to see the world.

My parents tried to change my mind. They wanted me to live an ordinary life at home. 'You should be happy with what you have here,' my father said. 'I can find you a job, and you don't need to risk your life as your brother did.' My brother had joined the army seeking adventure, but died in battle.

I promised to stay, but in September 1651, I boarded a ship to London without asking my father's permission. However, I never thought my troubles would start so soon, nor last so long. As soon as the ship left harbour, the wind began to blow and the sea to rise in a frightening way. I felt terrified.

I soon regretted what I had done. I promised to go back home and live a quiet life, and never again to follow my need for adventure – if only my life would be saved. But when the storm died down and the sun shone over the calm sea, I forgot my fears and promises, and continued my journey.

After six days at sea, the wind began to blow strongly again. It blew harder and harder, and it looked like the waves would swallow us up. We decided to anchor the ship in a bay. But two days later, the wind increased and a storm broke out.

'There's no hope; we'll all be drowned,' I heard the captain saying. The waves were as high as mountains, and they hit the ship with great force. I saw two ships being pulled out of the bay to sea by the storm. Both were destroyed before my eyes, and I could tell that we were in great danger.

Towards evening, water began flowing into our ship. No matter how hard we worked to get the water out, more came in. The captain fired his gun for help. A nearby ship sent a boat, but the waves made it difficult for us to get on board. We threw down a rope, and managed to pull the boat closer and get in. But there was no way we could reach their ship, so we agreed to let the water take the boat towards the shore.

With our lives in great danger, we finally reached land. With a heavy heart, I walked with the others to Yarmouth, where people offered us warm clothes and money to get back home. But did I go back to the safety of home? No, I didn't. For some reason I cannot explain, I began to search for a new adventure.

8b An essay expressing an opinion

Plan

INTRODUCTION

- Briefly introduce the topic you are going to discuss.
- Say how you feel about it.

MAIN PART (2 paragraphs)

- Choose two main aspects of the issue and write one paragraph on each.
- Explain your ideas/points and give examples if possible.

CONCLUSION

- Sum up by stating your overall opinion.



CHECKLIST: OPINION ESSAY

Following instructions

- ☐ I read the rubric carefully.
- ☐ I made sure that I clearly answered the question in the rubric.

Format

- ☐ I organised my text into paragraphs, including an introduction and a conclusion.
- ☐ I made sure I have clear topic sentences in each paragraph.
- ☐ I stated my opinion in the final paragraph.

Content

- ☐ I limited myself to the two or three things I had the most to say about.
- ☐ I made sure that each paragraph develops the central idea in the topic sentence.
- ☐ I made sure I used appropriate evidence to support my opinion (e.g. research findings, statistics).
- ☐ I used standard grammar and spelling conventions.
- ☐ I used formal linking words/phrases to connect my ideas.
- ☐ I avoided using contractions (e.g. I'm, it's) and other features of informal writing.

Review

- ☐ I corrected any grammar, spelling and punctuation errors.
- ☐ I made sure that my writing is neat and easy to read.

Introduction

- What is the topic? _____
- How do you feel about it? _____

Main part

2nd paragraph

- What is one aspect of the topic?

- Explanations, examples and evidence

3rd paragraph

- What is another aspect of the topic?

- Explanations, examples and evidence

Conclusion

- What is your opinion about the topic? _____

9b A book review

Plan

INTRODUCTION

Give some general information about the book (title, author, type of book, etc.). Use phrases like:

- ... is a bestseller/timeless classic by...
- The book is/was written by...
- ... is a historical novel / an autobiography / a crime novel / an action adventure, etc.
- It was published in...

MAIN PART (2 paragraphs)

1 Give a brief summary of the plot.

Don't include too many details and don't reveal the ending. Use the Present Simple and phrases like:

- The book tells the story of...
- It is set / takes place in...
- The main character...

2 Comment on the interesting features of the book. Use phrases like:

- The book is well-known for...
- The book has vivid descriptions of...
- The author does a great job of...
- The author never fails to...
- One of the features that make this book... is...

CONCLUSION

State your opinion and make a recommendation. Use phrases like:

- You will find it hard to put down.
- It's definitely (not) worth reading.
- It's sure to appeal to all ages.
- It's suitable for people who are interested in...
- It's a good read, especially for...
- It's a real page-turner!
- If you are a... fan, don't forget to put it on your list of books to read.
- Overall, I found...
- It's nothing special.
- It's a waste of time and money.
- It was better than I expected.
- If you haven't read it yet, make sure you get a copy.
- I recommend it to all... fans.
- I would recommend it to readers who...

CHECKLIST: BOOK REVIEW

Following instructions

- ☐ I read the rubric carefully.
- ☐ I found a book that I have recently read or know well enough to write about.
- ☐ I made notes about the book.

Format

- ☐ I organised my text into paragraphs, including an introduction and a conclusion.
- ☐ I followed the suggestions in the plan for what to include in the different paragraphs of the review.
- ☐ I stated my opinion in the final paragraph.

Content

- ☐ I used the Present Simple to describe the plot.
- ☐ I used a variety of adjectives to make my review interesting and enjoyable for the reader.
- ☐ I didn't include too many details and I didn't reveal the ending.
- ☐ I commented on the interesting features of the book.

Review

- ☐ I corrected any grammar, spelling and punctuation errors.
- ☐ I made sure that my writing is neat and easy to read.

10b An article describing a person

Plan

TITLE

Think of an interesting title

INTRODUCTION

Say who you are writing about and why you have chosen to write about this person:

- name
- your relationship with him/her
- reason(s) for writing about him/her

MAIN PART (2-3 paragraphs)

Provide information about the person and describe him/her:

- how you know this person
- personality
- incidents that reveal the person's personality

CONCLUSION

Say what makes this person so special and what effect he/she has on you or other people

CHECKLIST: ARTICLE DESCRIBING A PERSON

Following instructions

- ☐ I read the rubric carefully.
- ☐ I checked that I understood why I was writing the article.
- ☐ I thought about who will read the article and made sure I wrote in an appropriate way for this audience.
- ☐ I made notes about the person I want to write about.

Format

- ☐ I organised my text into paragraphs, including an introduction and a conclusion.
- ☐ I followed the suggestions in the plan for what to include in the different paragraphs of the article.

Content

- ☐ I used an interesting title.
- ☐ I used a variety of adjectives to make my article interesting and enjoyable for the reader.

Review

- ☐ I corrected any grammar, spelling and punctuation errors.
- ☐ I made sure that my writing is neat and easy to read.

Module 6

Future will

I'll work	He'll sleep
Will you work?	Will she sleep?
They won't work	It won't sleep

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** and **probably** or after the verbs **believe, think, hope, expect, be sure**, etc.
She'll probably be here tomorrow.
- to talk about on-the-spot decisions.
We've run out of milk; I'll go and buy some.
- for promises.
I'll be on time, don't worry!
- for offers and requests.
I'll do the washing-up after dinner.
Will you help me tidy my room?
- for threats and warnings.
I won't speak to you again!

Future be going to

I'm going to stay	He's going to leave
Are you going to stay?	Is she going to leave?
They aren't going to stay	It isn't going to leave

The **Future be going to** is used:

- to talk about future plans and ambitions.
My brother is going to study biology.
- to make predictions based on evidence.
Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/
Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to Brussels tomorrow.

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths/facts.

If/When you press the button, the machine starts.

Conditional Sentences Type 1

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

if-clause

Main clause

if +
Present
Simple

- Future will
- Modal Verbs (may, might, can, should)
- Imperative

If I find the book, I'll buy it for you.

If you go to the gym early, you might see him there.

If you see her, ask her about the meeting.

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause

Main clause

If + Past Simple

would/could + base form

If I had money, I would buy a farm in the country.

You could lose some weight if you went on a diet.

- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause in all persons.
If I were rich, I would live in a huge house.
- We use **If I were you** to express an opinion or to give advice.
If I were you, I wouldn't buy it.
- Unless** can be used instead of **if... not...** in all conditional sentences.
I won't buy this car unless you agree (= I won't buy this car if you don't agree).
- When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

Module 7

Past Perfect Simple

I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
My mum had done the washing-up by midnight.
- to describe an action that was completed before another action in the past. We use the **Past Perfect Simple** for the action that happened first and the **Past Simple** for the action which followed.
The film had already started when we got to the cinema.

For a list of irregular verbs go to page 129.

TIME EXPRESSIONS

before + point in time
by + point in time
before, after, when, by the time
already, ever, never, just

Articles (a/an/the)

- The indefinite article **a** is used before singular countable nouns when we mention them for the first time or when we don't refer to a specific item. We use **a** when the next word begins with a consonant sound and **an** when the next word begins with a vowel sound.

a + consonant sounds	an + vowel sounds
a d esk, a E uropean country, a u niversity, a h ospital, a b lue umbrella	an a pple, an e gg, an o range, an u mbrella, an h our, an e xciting holiday

There is a lamp in the room. There isn't an armchair in the room.

- The **definite article the** is used before uncountable nouns and countable nouns in the singular and the plural.

The is used:

- before something specific or already mentioned.
I have to go to the dentist.
I bought two T-shirts and a dress. The dress is white.
- for things that are unique.
The sun heats the earth.
- for things that are defined.
The house which is next to ours is 300 years old.
- with the superlative of adjectives/adverbs.
Joan is the best student of all.
- before names of **seas, oceans, rivers, canals, coasts, gulfs, deserts, groups of islands, mountain ranges** and **countries in the plural**.
the Black Sea, the Indian Ocean, the Thames, the Panama Canal, the Blue Coast, the Gulf of Mexico, the Kalahari Desert, the Azores, the Alps, the USA.
- before nationalities when we refer to the whole nation.
The Chinese invented paper thousands of years ago.
- before people's surnames when we refer to the whole family.
The Simpsons came to see us last night.
- with buildings: **hotels, restaurants, theatres, museums, institutions**.
the Hilton, the Pasta House, the National Theatre, the Museum of Modern Art, the British Council
- with **newspapers, services** and **organisations**.
the Washington Post, the police, the United Nations
- with adjectives referring to classes of people.
the old, the blind, the poor

- before **musical instruments**.

My son plays the drums.

The is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before.

He loves chocolate.

Whales are mammals.

- before names of **people, streets, cities, countries, continents, islands** and **mountains**.
Maggie Smith, Park Street, London, Italy, Asia, Corsica, Mount Everest
- before the **days of the week** and **months**.
on Monday, in June
- before names of **squares, parks, lakes** and **falls**.
Madison Square, Central Park, Lake Winnipeg, Niagara Falls
- before the names of **magazines, sports, games, colours, school subjects** and **languages** (when they are not followed by the word language).
Newsweek, tennis, bingo, white, maths, Spanish
- with meals (**breakfast, lunch, dinner**).
What did you have for breakfast?
But: When we talk about a specific meal, we use **the**:
I didn't enjoy the dinner on the plane.
- before the words **bed, court, home, prison, school, university, work** when they are used for the purpose for which they exist.
Thomas went to university to study engineering.
But: Peter went to the university to visit his professor.
- before **names of airlines** or **companies**.
Delta, BMW

Module 8

Passive Voice I

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

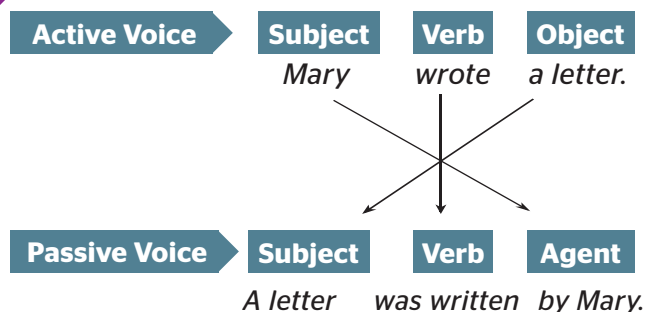
The Passive Voice is formed with the verb **to be** in the appropriate form and the **past participle** of the verb of the sentence.

The person who causes or carries out the action is called an agent and is preceded by the preposition **by** (*by + noun or pronoun*).

These trees were planted by schoolchildren from Beijing.

We usually omit the agent:

- when the action interests us more than the agent.
 - when we don't know who the agent is.
 - when it is easy to figure out who the agent is.
- My bag was stolen! (by someone, we do not know who)*
BMW cars are made in Germany. (by factory workers)



Present Simple	Past Simple
I am called Are you called? They aren't called	I was called Were you called? They weren't called
Present Perfect Simple	Past Perfect Simple
I've been called Have you been called? They haven't been called	I'd been called Had you been called? They hadn't been called
Future Will	Modal Verbs
I'll be called Will you be called? They won't be called	I may be called Should you be called? They mustn't be called

For a list of irregular verbs go to page 129.

Passive Voice II

- Verbs such as **know, believe, say, think, consider, expect, report**, etc. are often followed by a *that* clause in the Active Voice and can be used to make general statements.
People believe that he is very rich.

The Passive Voice can be formed in two ways:

- It + passive form of verb + that clause**
It is believed that he is very rich.
- subject + passive form of verb + to + base form**
He is believed to be very rich.

Module 9

Infinitives

We use the **full infinitive (to + base form of the verb)**:

- to express purpose.
He called to tell me the news.

- after certain verbs: **afford, agree, appear, arrange, choose, decide, forget, hope, learn, manage, need, offer, plan, pretend, promise, refuse, seem, tend, try, want, would like, would love**, etc.

Larry needs to buy a new car.

- after the objects of certain verbs: *advise, allow, encourage, expect, invite, order, persuade, remind, teach, tell*, etc.

It was Glen who persuaded me to apply for this job.

- with **too** and **enough**.

The soup is too hot to eat.

- after the structure **it + be + adjective**.

It's difficult to read his handwriting.

- after certain adjectives: *afraid, surprised, free, happy, ready, sorry, pleased*.

At last he was free to do what he wanted.

- after verbs followed by a **question word** (who, what, which, where, how, **but not** why)

Have you decided where to go for your holiday?

We use the **bare infinitive** (base form of the verb **without to**):

- after modal verbs (*can, could, will, would, should, may, might, must*).

Can you tell me what's wrong?

We may go out tonight.

- after the verbs **let** and **make** (in the Active Voice).

Fay always makes me laugh.

My brother doesn't let me drive his car.

- after **would rather** and **had better**.

I'd rather buy the red car.

You'd better tell me the truth.

We can use the verb **help** with a bare or full infinitive.

*I always help my mother **clean** the house.*

*I always help my mother **to clean** the house.*

-ing form

We use the **-ing form** (base form of the verb + -ing) as a noun. We use -ing forms:

- as the subject of a verb.
Fishing can be very relaxing.
- after certain verbs: *like, love, hate, enjoy, prefer, consider, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time)*, etc.
Ken just finished washing the car.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, How/What about..?, look forward to, be good at, can't help, feel like, there's no point in, it's no use, it's no good, be/get used to*, etc.
Louis is interested in taking up a language course.
- after prepositions (for, of, about, without, etc.).
Henry is thinking of buying a new car.
That knife is for cutting meat, not cheese.

- after the verb **go** to indicate physical activities.
We go scuba diving every year.

- The verbs **like, dislike, love, hate, start, begin, continue**, are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.
I like playing/to play board games in the evening.
- The verbs **remember** and **forget** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning:
 - We use **remember/forget + -ing** when we refer to something that has already happened.
I remember returning the book.
I'll never forget meeting them.
 - We use **remember/forget + full infinitive** when we remember/forget something before doing it.
I'll remember to go to the supermarket.
Don't forget to lock the door.

► prefer, would prefer, would rather

To express **preference** in the present or future we can use the following structures:

Structures	Examples
prefer + noun/-ing (preference in a particular situation, general preference)	<i>I prefer chocolate ice cream.</i>
prefer + noun/-ing + to + noun/-ing (general preference)	<i>Ted prefers swimming to scuba diving.</i>
prefer + full infinitive + rather than + bare infinitive (general preference)	<i>Mary prefers to travel by plane rather than (travel) by car.</i>
would prefer + full infinitive + rather than + bare infinitive (preference in a particular situation)	<i>I'd prefer to go out for dinner rather than stay at home.</i>
would rather (not) + bare infinitive (preference in a particular situation)	<i>I'd rather go to Ibiza this year.</i>
would rather + bare infinitive + than + bare infinitive (general preference, preference in a particular situation)	<i>He'd rather work overtime on weekdays than work on Saturdays.</i>

Module 10

► Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

Irina said, 'Tina is on the phone.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

- We use **say** when there is no indirect object.
'I'll be there,' he said.
He said that he would be there.
- We use **tell** when there is an indirect object.
'I'll call you, Mark,' Tony said.
Tony told Mark he would call him.
- Apart from **say** and **tell**, other verbs can also be used to introduce reported statements: **explain, inform, add**, etc.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb **come** changes to **go**.

*'You look great in **your** new dress,' said Kate.*

*Kate said that I looked great in **my** new dress.*

*Kelly said, 'I'll **come** to the library with you'.*

*Kelly said she would **go** to the library with me.*

- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

Present Simple → Past Simple

Sue said, 'I want to go bowling'.

Sue said (that) she wanted to go bowling.

Present Progressive → Past Progressive

Claire said, 'I'm reading a novel'.

Claire said she was reading a novel.

Past Simple → Past Perfect Simple

Pete said, 'Mum made some sandwiches'.

Pete said his mum had made some sandwiches.

Present Perfect Simple → Past Perfect Simple

Jo said, 'I've worked hard today'.

Jo said she had worked hard that day.

will → would

Sean said, 'I'll be there soon'.

Sean said he would be there soon.

can → could

Jane said, 'I can help you with your homework'.

Jane said she could help me with my homework.

may → might

Frank said, 'I may buy my brother a pair of shoes'.

Frank said he might buy his brother a pair of shoes.

must → had to

*Mum said, 'You must be home early'.
Mum said I had to be home early.*

**Conditional Sentences Type 1 →
Conditional Sentences Type 2**

*Diane said, 'If we take a taxi, we'll get there quicker'.
Diane said if they took a taxi, they would get there quicker.*

now → then

*Tina said, 'I'll call him now'.
Tina said she would call him then.*

here → there

*Eric said, 'I saw it here'.
Eric said he had seen it there.*

ago → before

*Bill said, 'I bought this house two years ago'.
Bill said he had bought that house two years before.*

today, tonight → that day, that night

*Martha said, 'We're having pizza for lunch today'.
Martha said they were having pizza for lunch that day.*

yesterday → the previous day / the day before

*Dad said, 'I visited the doctor yesterday'.
Dad said he had visited the doctor the previous day.*

this morning/year, etc. → that morning/year, etc.

*Jane said, 'I haven't bought anything this year'.
Jane said she hadn't bought anything that year.*

tomorrow → the next day / the following day

*Lynn said, 'I'm flying to Spain tomorrow'.
Lynn said she was flying to Spain the following day.*

**last week/month, etc. → the previous week/
month etc. / the week/month, etc. before**

*Colin said, 'I met her last year'.
Colin said he had met her the previous year.*

**next week / month, etc. → the following
week/month, etc.**

*Bob said, 'I'll finish the report next week'.
Bob said he would finish the report the following week.*

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
'I enjoy cooking,' Ted said.
Ted said (that) he enjoys cooking.
'I will move to Chicago next year,' Eric says.
Eric says he will move to Chicago next year.
- The Past Perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in Reported Speech.

Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs **ask**, **wonder** and the expression **want to know**.
- Reported questions follow the word order of affirmative sentences.
'Why did he come back?' he asked.
He asked me why he had come back.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'What are you doing?' she asked.
She asked me what I was doing.
- If the direct question does not begin with a question word, the reported question begins with *if/whether*.
'Did you enjoy the meal?' he asked.
He asked me if/whether I had enjoyed the meal.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

Reported Speech (Commands - Requests)

- We commonly use **tell** or **order** when we report commands and **ask** when we report requests.
- The Imperative changes to **to + base form** or **not + to + base form**.
'Stay there,' said the man.
The man told me to stay there.
'Don't take this away, please,' she said.
She asked me not to take that away.

When the request is in question form, in Reported Speech it usually changes to *to + base form*.
'Will you lend me that book, please?' Kate asked me.
Kate asked me if/whether I would lend her that book.
Kate asked me to lend her that book.

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

Module 6

cover (p.61)

make history
well educated

6a (pp.62-63)

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

6a (pp.64-65)

accomplish
affected
ambition
gain
illiterate
illogical
immature
impolite
impractical
inappropriate
incorrect
inexperienced

insecure
intelligence
intend
irregular
irrelevant
irresponsible
literate
logical
marshmallow
mature
relevant
secure (adj.)
unaware
unkind
unprofessional
unreliable
unsuitable
unwilling

6b (pp.66-67)

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

6b (pp.68-69)

all in all
appealing
besides that
beyond
demanding
devote
devotion
disappointment
donate
energising
escape from
extensive
failure
for instance
good cause
in conclusion
in the first place
injury
last but not least
let sth go to waste
maintenance
moreover
on the one hand
on the other hand
on the whole
outweigh
patio
the pros and cons
to sum up
turn professional
unappealing
walk of life
weather dependent

Module 7

cover (p.73)

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

7a (pp.74-75)

be about to
beak
beast
blind

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

7a (pp.76-77)

cause (n.)
disease
endangered species
extinct
hunting
national park
treasure
unconscious
wounded

Animals

penguin
rhinoceros (rhino)
toad
turtle

Geographical features

bay
canal
canyon
desert
falls
gulf
mountain range
peak
rainforest
volcano

Phrases

I get it
In other words,...

7b (pp.78-79)

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

7b (pp.80-81)

battle
be set in
courage
extract
form (n.)
harbour
humankind
incident
key (adj.)
main character
moral
nearby
participant
passage (=text)
rainwater

safety
summary
theme
under attack

Module 8**8a (pp.84-85)**

a series of
absorb
aerial
artificial
carbon dioxide
completion
criticism
damaging
decade
destruction
devastating
dust (n.)
enemy
expanding
global warming
habitat
intruder
loss
man-made
Only time will tell
outcome
process
rate
result in
scarce
soil
speed up
traffic congestion
valuable

8a (pp.86-87)

acid rain
alternative energy
ban (v.)
carpool
chemicals
close down
coal
commercial
cut down (trees)
deforestation
exhaust fumes
fine (n.)

firewood
fossil fuels
gases
layer
leak (v.)
materials
mixture
monuments
oil spill
pass a law
poisonous
pump into
recycling plant
reuse
severe
smog
spread (v.)
substance
tanker
threat
toxic waste

Phrases

I couldn't agree more
It is a fact that...
It is common
knowledge that...
It is (generally)
believed that...

8b (pp.88-89)

balanced diet
blood pressure
calcium
carbohydrates
cholesterol
cut down on
cut sth out (of a diet)
dairy products
diabetes
end up
exclude
fat (n.)
fibre
function (v.)
grains
immune system
in the long run
iron
look into
matter (n.)
minerals
nutrients

nutritious
obese
obesity
point out
protein
replace
stick to
vegan
vegetarianism
vitamin

Food

apricot
aubergine
cauliflower
grapefruit
lamb
lentils
noodles
oatmeal
peanuts
pear
pumpkin
shrimp
spinach
watermelon

Phrases

Don't get me wrong

8b (pp.90-91)

affordable
beverages
by air
by land
container
crops
due to
food poisoning
food stall
greenhouse
highly (toxic)
import
light bulb
nation
organic
production
requirement
supply (v.)
three-course meal
vendor
whereas

Phrases

This is because...

Module 9

cover (p.95)

preference

9a (pp.96-97)

analyse
be based on
bombard
conduct (an
experiment)
conservative
countless
factor
fictional
indicate
influence (v.)
initially
instinct
measure (v.)
misery
necessarily
no matter how
pick (=choose)
range (n.)
selection
spam email
take sth into
consideration
tend
unimportant

9a (pp.98-99)

be broke
be on a tight budget
be short of cash
beanbag
browse
cheat sb out of sth
cost a fortune
game console
model
on sale
out of stock
refund (n.)
sale
shopaholic

spare some cash
storage box
vacuum cleaner

Phrases

If it were up to me,...
It doesn't matter
It's a rip-off
Money is no object
My first choice would
be...
That's a steal

9b (pp.100-101)

breathtaking
calorie
complaint
complicated
disapprove
dishonest
disrespect
dissatisfy
endless
fitness
graphics
heart rate
hopeless
in stock
instructions
lightweight
misbehave
misinform
mislead
misplace
misspell
mistake (v.)
misunderstand
monitor (v.)
on the go
out of focus
out of stock
plus (n.)
quality
quite
rather
shipping
stylish
uncover
unlike
USB port
waterproof
wireless
worthless

9b (pp.102-103)

a good read
a page-turner
account (=story)
acquaintance
author
autobiography
award-winning
bestseller
biography
birth
chapter
classic
cookery book
criminal
evident
fiction
graphic novel
greed
gripping
heroine
historical
identity
look out for
mistreat
non-fiction
obstacle
orphan
perfection
poetry
portray
poverty
punish
raise (v.) (=bring up)
reader
timeless
trilogy
vivid
workhouse

Phrases

It appeals to all ages
Make sure you get a
copy
Overall, I found...
You will find it hard to
put down

Module 10

cover (p.105)

challenging

fearless
monotonous
tempting
terrifying
thrilled
uneasy

10a (pp.106-107)

absolute
amongst
cross (v.)
horizon
immense
inhabit
inhospitable
miserable
pale
pathway
plain (n.)
rifle
rub
sand
spread (n.)
stretch
survival
unwrap

Prepositional phrases

in a row
in charge of
in despair
in general
in particular
in person
in/out of control
in/out of danger
in/out of order
in/out of shape
in/out of sight
in/out of trouble
in/out of use
out of breath
out of date
out of one's mind
out of one's reach
out of the ordinary
out of the question
out of work

10a (pp.108-109)

amaze
award (v.)
BBQ

beforehand
buffet
certificate
circus
demonstration
driving licence
dune
ethnic
every other day
grilled food
in advance
lift weights
move (n.)
overweight
participant
performer
pull a muscle
refreshments
roll over
run into
specific
steering wheel
stretching exercises
treadmill
unique
warm up
weight training
workout

Phrases

a piece of cake
cross one's mind
grab a bite to eat
I can't take it anymore
I'll pass
kill two birds with one stone

10b (pp. 110-111)

bow and arrow
cautiously
compared to
controls
dismount
dragon
drawing
guard
halfway
imaginary
lose a life
lose contact
lose interest in
lose one's patience

lose one's temper
miss a meal
miss a meeting/
appointment
multiplayer
no time to lose
proceed
reflexes
scriptwriter
sequel
soldier
stage
step by step
summarise
surround
sword
tail
tale
trail (n.)
trap (n.)
trick (v.)
walkthrough
wander
windmill
wing

10b (pp. 112-113)

alike
all sorts of
approve
as long as
characteristic (n.)
curious
merchant
narration
part-time
possess
To my mind,
to one's benefit
will (n.)

Portal to English 10B

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CEFR	B1 Mid	B1 High	B2 Low-Mid
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