



Academic Year
2018–2019

7B

PORTAL TO ENGLISH

TEACHER'S NOTES

H. Q. Mitchell
Marileni Malkogianni


mm
publications

GRADE **7**

SEMESTER 2



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حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
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النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرِّجَالِ الأَوَّلِينَ حُمَاتِنَا يَوْمَ النِّدَاءِ
وَحُمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِدَاءِ



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INTRODUCTION

OBJECTIVES

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

COURSE COMPONENTS

Student's Book

The Student's Book contains:

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

Teacher's Notes

The Teacher's Notes provide the key to all activities in the Student's Book. The transcripts for all the listening activities are also provided. Furthermore, there is a photocopiable section (Extra Practice) with extra grammar activities per module.

Audio Material

This CD includes all the recordings of the listening and pronunciation activities as well as poems in the Student's Book. Each recording is marked with a track number (for the CD) for easy reference.

OVERVIEW

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

THE STRUCTURE OF THE MODULES

Cover Page

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

LESSONS a, b, c

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

Vocabulary

Before Ss deal with texts or grammar, they are presented with the key vocabulary in order to facilitate understanding and communication. Vocabulary is presented through visual cues, which make the presentation more appealing

and the vocabulary more comprehensible to Ss. The lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the Ss' level and age. It is also borne in mind that vocabulary is not just lexis but also phrases or chunks of language which function as single words do. This section is not just a list of lexical items which are presented to be memorised. Ss are often asked to do a task and/or hold a discussion which requires them to use their knowledge of the world, to think critically, and to make educated guesses. Ss are occasionally engaged in vocabulary building activities, which appear after the reading texts, and they are also asked to find antonyms/synonyms, guess what certain words in the text mean, etc. Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

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

• Dialogues

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

• Different types of texts

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

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

Over to you

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

Grammar

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

Pronunciation

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

Listening

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

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented, and they progress smoothly from controlled to freer practice. Ss are engaged in meaningful communication, and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role plays, guessing games, surveys, memory games,

information-gap activities, etc.). Through pair and group work, the amount of time Ss speak is increased significantly, and cooperation among Ss is encouraged. In addition, Ss' communicative stress is significantly lessened. Verbal and/or visual prompts are always provided to facilitate the Ss' task. In pair work involving information exchange, each of the two Ss is provided with different information found in a special section at the back of the book. Though this arrangement may seem impractical, it is necessary so that the effectiveness and communicative value of the tasks are not compromised.

During the activity, the teacher should go around the classroom, listen to the discussions taking place and make sure that Ss speak only in English. Whenever necessary, help and support should be provided. It is recommended that teachers should not interrupt in order to correct Ss' errors. It is preferable for teachers to keep a record of common or basic mistakes and to comment on them at the end of the activity. Ss further develop their speaking skills in **lesson e**. Ss are also helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Writing

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

Lesson d

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

Ss are exposed to a variety of spoken text types and task formats, enabling them to develop useful strategies. Occasionally, the first listening

task and spoken text serve as linguistic input and contain instances of the new grammatical structure being presented in context. Ss are asked to listen and do an activity which does not require knowledge of the particular grammatical structure. This aims at training Ss to ignore unknown vocabulary and structures they hear, focus on global understanding and try to work out the answers to the activity. The grammatical structure is presented afterwards and Ss are asked to listen to the spoken text again to identify it. The second listening task aims at developing different listening skills, such as predicting the content, listening for gist, identifying relationships, identifying where the conversation is taking place, listening for specific information, etc. Pre-listening questions serve the purpose of activating Ss' background knowledge of the topic, while post-listening questions give Ss the opportunity to expand on the topic of the listening activities and use the new vocabulary to talk about themselves. In this lesson, Ss are given practice in both top-down and bottom-up processing. They develop their ability to interpret and comprehend what they hear, they build self-confidence and also develop their communicative competence using the language that has been presented.

Lesson e

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

Speaking

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

Writing

Writing is a particularly demanding skill as Ss are required to use the language productively and take many things into consideration, such as handwriting, spelling, punctuation, paragraphing, purpose, audience and syntax.

The writing tasks are thematically linked to the topic of the module enabling Ss to use the language they have acquired and expand on the topic. Most importantly, Ss are provided with a model text, so they are exposed to a sample of what they have to produce later. There are different activities focusing on content, style, text organisation, linking words/phrases, planning, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks. These writing tasks are particularly suitable for homework. Instructions should be explained carefully in class as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, Ss could work in pairs and correct each other's work before giving it to the teacher. Moreover, Ss should be familiarised with a correction code like the one that follows, which will help them identify and correct their own mistakes.

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

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation.

Round-up

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

Culture Pages

The Culture pages consist of texts which are related to the topics of the modules and serve to familiarise Ss with certain aspects of the Qatari culture through the use of the English

language. These pages are accompanied by activities in order to facilitate Ss' understanding. At the end of the Culture pages, there are ideas for **projects**. Project work promotes Ss' creativity, critical thinking skills, intercultural awareness and research skills, thus helping them acquire 21st century competencies.

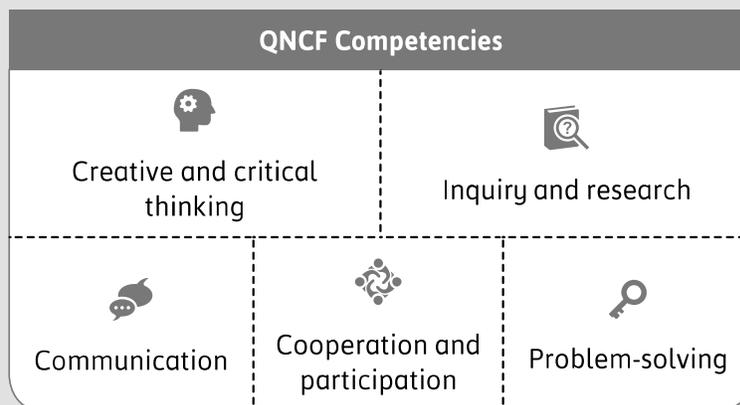
At the back of the book, Ss can also find a section providing tips on **project skills**. This step-by-step guide will help them successfully complete their projects. Note that the unknown vocabulary Ss encounter in the Culture pages is considered passive and Ss will not be tested on it.

Poem

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

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires Ss to do by doing the first item together. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.
- It is advisable that teachers use L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, or to explain grammar rules).



5 A MODERN WORLD

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

Lesson 5a

Read

KEY

B b

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

Vocabulary

KEY

plastic 1

batteries 5

glass 3

metal cans 4

electronic devices 6

paper 2

Grammar

KEY

A Answer:

Affirmative: We form it with the present tense of the auxiliary verb **to be** (am, is, are) followed by **going to** and the base form of the main verb.

Negative: We use the negative form of the present tense of the auxiliary verb **to be** (am not, aren't, isn't) followed by **going to** and the base form of the main verb.

Questions: We put the present tense of the auxiliary verb **to be** (am, is, are) before the subject, followed by **going to** and the base form of the main verb.

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

B first blank: am
second blank: are
third blank: going to

C a. 2 b. 1

D 1. 'm/am going to ask, 's/is going to rain
2. Are ... going to throw
3. isn't/is not going to come, 's/is going to visit

Listen

KEY Track 2

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

LISTENING TRANSCRIPT

A: So, you're coming to Recycling Day at my school, right? My class is helping to organise it.

B: I'm going to try. There's a basketball game I want to watch on Sunday, but my brother is going to come for sure.

A: Sunday? It's on Saturday.

B: Is it? That's great because I'm free then, so I'm going to come for sure. Greg and I are going to bring lots of things - like plastic bottles, glass bottles, metal cans, old books and paper. We've got lots of things. Can I bring my old laptop? I don't want to throw it in the rubbish.

A: Sorry, you can't. You see, there's going to be a different event for electronic devices.

B: Oh, OK. I didn't know that! So, I guess I can't bring old batteries either. I've got a box full of them in my wardrobe.

A: Those you can bring. They're going to be collecting all kinds of batteries at the event for recycling.

B: Nice. So what time are you going to go?

A: Well, it starts at nine in the morning, but I have to be there earlier - at eight - to help get everything ready. You can come any time after nine. But I think the best time is in the afternoon when somebody from a recycling plant is going to talk about recycling plastic.

B: Sounds cool!

Lesson 5b

Read

KEY

B d

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

D 1. in 2. from 3. in 4. in 5. for

Grammar

KEY

A Answer:

Affirmative: We form it with the modal verb **will** (will or 'll) and the base form of the main verb.

Negative: We form it with **won't** (will not) followed by the base form of the main verb.

Questions: We put **will** before the subject, followed by the base form of the main verb.

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

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

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

Lesson 5c

Read

KEY

- A Answer:** An escape room is a physical adventure game in which players have to solve a series of riddles based on clues or hints so as to leave the room. Most escape rooms have a minimum age requirement which varies according to the difficulty of the riddles the participants have to solve. Young people, usually under the age of 13, can take part if they are accompanied by an adult. However, there are escape rooms around the world with no age restriction, and the rooms are safe even for very young children.
- B** The answer to the riddle is the grandfather's clock.
- C PART 1**
1. four minutes
 2. Mike
 3. bird in the cage
 4. turn off the lights
- PART 2**
5. lines
 6. clock
- PART 3**
7. five past four
 8. 4-0-5
- D PART 1**
1. Don't give up!
 2. I agree.
 3. I've got it!
- PART 2**
4. That's incredible!
 5. I don't get it.
- PART 3**
6. Hang on!
 7. Hurry up!
 8. Good job!

Grammar

KEY

- A Answer:** The modal verbs in dialogue 1 show that something is likely in the future, but without certainty. *Might* is usually used to express slighter possibility than *may* or *could*. The modal verbs in dialogue 2 show lack of possibility in the present or future. Note that *could* is not used in the negative form to express something that is not likely.
- a. 2 b. 1**

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

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

Pronunciation

KEY Track 3

- A** The silent letters are *gh*.

KEY Track 4

- B** The letters in bold are silent and should be underlined: **l**ights, **i**sland, **w**rist, half, **l**isten, **h**our, climb, cou**l**d, ans**w**er, sign

Lesson 5d

Vocabulary

KEY

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

Listen 1

KEY Track 5

1. a 2. c 3. c

LISTENING TRANSCRIPT

- 1.**
- A:** Were you having a bath again, Brian?
- B:** Umm, yeah.
- A:** Don't you know that when you have a bath, you use a lot of water?
- B:** Well...
- A:** Argh, Brian! If we don't save water, we won't have water to drink in the future.
- B:** I know that showers save water, but I like having a bath once a week. Anyway, I do other things. I turn off the tap when I'm brushing my teeth.
- A:** We have to remember to save water all the time.
- B:** OK, OK. I promise, I'll only have showers from now on.
- 2.**
- A:** What are you doing there, Kelly?
- B:** Hi, Mary. I'm making the poster for a tree-planting event that my school is organising.
- A:** Cool! When is it?
- B:** Next Saturday. We're going to put up posters made from recycled paper around town. If we put up lots of posters, more people might come!
- A:** I can't come to the event, but I can help with the posters if you want me to.
- B:** Sure. Can you put up some posters in your neighbourhood?
- A:** Of course.

3.

- A:** Vicky, you're late. Where have you been?
B: I know, I know. I missed the bus.
A: The bus? You never take the bus. Your brother usually drives you to school.
B: Oh, yeah - well, not anymore.
A: What do you mean?
B: He doesn't want to use the car much, because it's not good for the environment.
A: Good for him. If more people start using public transport, then air pollution won't get worse. Does he walk to work?
B: Actually, he goes to work by bike now.
A: Even better.

Grammar

KEY

- A Answer:** Conditional Sentences Type 1 are used for something that is probable in the present/future.
 a. 2 b. 1
- B If + Present Simple** { Future **will**
 Modal Verbs
 (**can**, may, might, must)
 Imperative

KEY Track 6

- C** 1. don't, won't
 2. can, want

LISTENING TRANSCRIPT

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

KEY

- D** 1. e 2. a 3. c 4. d 5. b 6. f

Listen 2

KEY Track 7

- A** b

LISTENING TRANSCRIPT

Man: Brandon Jones is an artist from Brentford. He became very popular this year with his project *Rubbish on the Beach*. If you think *Rubbish on the Beach* is just a painting of... well, rubbish on the beach, then you're wrong. Brandon was at a beach one day, taking some photographs of the view when he noticed lots of plastic bottles on the sand. So, he decided to pick up the rubbish and clean the beach. His first thought was to recycle all the things he had found, but then, he had a better idea. Why not use the bottles to make art? And that's how his project started.

KEY Track 8

- B** 1. T 2. T 3. F 4. F 5. F

LISTENING TRANSCRIPT

- Girl:** Wow! That was a really interesting podcast.
Boy: Yes, it was. I didn't know that artists use rubbish to make art.
Girl: It's amazing, right? We had an art lesson a few weeks ago about how we can use old things to make something new. The art teacher showed us how to make a lamp and a pencil holder from metal cans.
Boy: Really? If I collect some cans, can you show me?
Girl: Of course. Hey, did you hear about the beach cleanup my school is organising?
Boy: When? Where?
Girl: This weekend at Sunset Beach.
Boy: Nice! My school hasn't organised any environmental events so far this year. Are you going?
Girl: Of course, everybody from my school is going. The plan is to clean up the whole beach. Do you want to come?
Boy: I'll join you if I don't go fishing with Dad. So, are you going to recycle the things that you pick up from the beach or... make something out of them, like in the podcast?
Girl: Brilliant idea! If we find lots of bottles on the beach, I'll keep them to make something!
Boy: Now that I think of it, there might be other things, like metal cans, that you can also use.
Girl: That's a good idea, and my artwork will be different from Brandon Jones's. We can even make something together!
Boy: Well, to be honest, I was thinking of making something on my own. But I'll tell you what. We can work on our projects in our back garden and help each other whenever one of us gets stuck. What do you think?
Girl: Deal.

Lesson 5e

Listen

KEY Track 9

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

KEY Track 10

- B** **day:** Saturday
time: 10 a.m.
meeting place: train station

KEY Track 11

- C** 1. b 2. a 3. a 4. a

LISTENING TRANSCRIPT

- Roger:** Hello?
Jerry: Hi, Roger! How are things?
Roger: Hi, Jerry! Not bad.
Jerry: Listen. I was thinking of going to Dillford Adventure Park.
Roger: Nice!
Jerry: So, you like the idea. Do you fancy coming along?
Roger: How could I say no? It's a fantastic park!
Jerry: Great! I asked Paul to come too, and he said yes.
Roger: So, when are we going? You didn't say.
Jerry: Sorry. On Friday at about five in the afternoon. What do you think?
Roger: I'm afraid I can't make it then. I have to go to the dentist. Why don't we go on Saturday?
Jerry: Sure, why not? I'm free, and I think Paul is, too.
Roger: Great! Hey, how about going in the morning? Then we'll spend all day there.
Jerry: OK. Where shall we meet? At the train station at ten?
Roger: Sounds perfect! Oh, and don't forget to call Paul to tell him when we're going.
Jerry: I won't.

Write

KEY

- A**
1. to Dillford Adventure Park
 2. On Saturday, 14 July
 3. Diane's parents are going to drive them there.
 4. They can go zip-lining, horse riding and have a picnic.
 5. Stacy accepts the invitation. (*I'd love to come, I'm really looking forward to it.*)
 6. Karen refuses the invitation. (*It was really nice of you to invite me but, unfortunately, I'm not free.*) She's going to play in a tennis tournament.
 7. She suggests meeting on Sunday afternoon.
- B** 1. b 2. a 3. d 4. c

Round-up 5

Vocabulary

KEY

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

Grammar

KEY

- B**
1. 're going to visit
 2. will
 3. will
 4. 're going to crash
 5. 'll watch
 6. 'll give
 7. may
- C**
1. Abdullah may become a doctor.
 2. Scientists could discover new planets in the future.
 3. Kate might not know the answer.
 4. I may cook this afternoon.
- D**
1. practises
 2. call
 3. isn't
 4. 'll have
 5. don't know
 6. won't go, rains

Communication

KEY

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

6 SUMMER

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

Lesson 6a

Read

KEY

B 1.C 2.A 3.B

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

Grammar

KEY

A Answer: We form it with the auxiliary verb **have/has** and the **past participle** of the main verb. The past participle of regular verbs is formed in the same way as the Past Simple (by adding the ending *-ed* to the verb.) On the other hand, each irregular verb forms the past participle in a different way.

AFFIRMATIVE
have/has + past participle
NEGATIVE
have/has + not + past participle
QUESTIONS
Have/Has + subject + past participle

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

B a. 2 b. 1

C

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

- D**
1. have visited, have/'ve ... travelled
 2. Have ... won, have/'ve taken
 3. have/'ve seen
 4. has/'s decided, hasn't chosen

Pronunciation

KEY Track 12

A *Come* has an /ʌ/ sound, *camp* has an /æ/ sound and *cave* has an /eɪ/ sound.

KEY Track 13

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

Lesson 6b

Read

KEY

B a

C 1.F 2.F 3.T 4.F 5.NM 6.F 7.T 8.F

Vocabulary

KEY

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

Grammar

KEY

A a. 2 b. 1

B • Present Perfect Simple, so far
 • Past Simple, last

C a. 2 b. 1

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

D

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

Lesson 6c

Vocabulary

KEY

lifeguard **8**
 cashier **2**
 factory worker **9**
 receptionist **6**
 teacher **10**
 vet **5**
 office worker **7**
 mechanic **1**
 reporter **3**
 babysitter **4**

A lifeguard and a vet save lives.

Read

KEY

- B** Both Lizzie and James like their job.
C 1. J 2. J 3. B 4. L 5. L
D 1. e 2. b 3. d 4. c 5. a

Grammar

KEY

- A** **for** + a period of time
since + a point in time

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

- B** 1. haven't seen, for
2. haven't eaten, since
3. Have ... spoken, since
4. has been, for
5. have ... lived, have/'ve lived, since

Listen

KEY

- A** **Answer:** It's a holiday during which you work, most of the times without getting paid, sometimes in another country. People on a working holiday help the community in which they are staying, offering volunteer work in different areas, for example, charity work, protecting the environment, etc.

KEY Track 14

- B** a

KEY Track 15

- C** 1. T 2. F 3. F 4. T 5. F 6. T 7. F

LISTENING TRANSCRIPT

Interviewer: Is this the first time you've tried a working holiday?

Trevor: Yes, it is. I've had summer jobs in the past, but this year I wanted to try something different. So, I signed up for this working holiday in the countryside.

Interviewer: How long have you been here?

Trevor: I've been here for a week, and I'm going to stay for two more weeks. It has been amazing so far.

Interviewer: Could you tell us exactly what you do here?

Trevor: There's lots of work to do. So far, we've cleaned a beach and planted some trees in nearby places. It was hard work, but it made me feel great. And this morning, we even started building a wall! We're going to continue tomorrow.

Interviewer: Sounds tiring! Why do they call it a holiday if all you do is work?

Trevor: That's not all we do! We've got free time in the afternoon and at the weekends, too. And there are lots of activities we can choose from. There's swimming, hiking, arts and crafts... The best activity I've taken part in so far is rock climbing!

Interviewer: What's the best part of this experience for you?

Trevor: I think the best part is that I've met lots of other people my age. They aren't only from the UK. Some of them are from other countries, too! Since my first day here, I think I've met over thirty other teenagers!

Lesson 6d

Vocabulary

KEY

- travel abroad **9**
go sightseeing **2**
do water sports **1**
try local food **5**
sunbathe **7**
go on a cruise **3**
book a flight **4**
stay at a holiday resort **6**
pack your suitcase/bags **8**

Listen 1

KEY Track 16

1. b 2. a 3. d

LISTENING TRANSCRIPT

Dialogue 1

A: Hello. I'd like to book a holiday for the first two weeks of July.

B: Let me think,... Would something active interest you? A hiking holiday in the Lake District maybe?

A: Not really. I don't like hiking at all.

B: How about a holiday abroad? A safari in Africa, for example.

A: No, I don't want to travel by plane. I hate flying. Maybe a cruise. You've got cruises, right?

B: Of course. I've got something that's perfect for you. A Canary Islands Cruise... you leave from Southampton on the first of July and return on the 15th.

A: That's fifteen days. I guess that's OK. And can you tell me the price?

B: Sure. Let me check.

Dialogue 2

- A:** So, are you going to go to the beach in Barcelona?
- B:** What? There isn't a beach in Barcelona!
- A:** Of course there is.
- B:** Well, I don't think I'll have time with all the sights I want to visit. I want to visit the Picasso Museum too. Maybe next time.
- A:** Oh, and don't forget! You have to try churros.
- B:** The local dessert with sugar and chocolate?
- A:** That's right!
- B:** I'll tell you what it's like when I get back.

Dialogue 3

- A:** Can you help me choose something for my mum? And don't look at the mugs, please.
- B:** You bought one last time, right?
- A:** Exactly. And you can't imagine how many she's got.
- B:** Hmm... Look at that necklace. It's beautiful!
- A:** Yes, but it's very expensive.
- B:** You're right. What about this bracelet?
- A:** Well, my mum doesn't like bracelets, but it's perfect for my sister.
- B:** How about a packet of tea? She drinks tea, right?
- A:** Of course. She always has a cup in the morning.
- B:** And she's got lots of mugs to drink from, too!

Listen 2

KEY Track 17

B a

KEY Track 18

C 1. D 2. B 3. K 4. K 5. B

LISTENING TRANSCRIPT

- Dylan:** Hi, Kelly.
- Kelly:** Hello, Dylan. Your sunglasses look cool! Are they new?
- Dylan:** Yeah, thanks! Mum helped me choose them before we got here. It's a beautiful day today. What are you going to do?
- Kelly:** Well, I was thinking of trying a sport, but I don't know which one.
- Dylan:** Well, there are lots to choose from at this resort. I went windsurfing yesterday. Have you ever tried windsurfing?
- Kelly:** Yesterday? You didn't say anything! Well, actually, I have. I tried it last year when we were on holiday in Greece, but I didn't really enjoy it. Remember?
- Dylan:** Not really. And I can't remember why you didn't like it.
- Kelly:** Well, I couldn't balance on the board and kept falling in the water. It was awful!
- Dylan:** Oh... I like windsurfing. I think it's fun, and the instructors here are very friendly.
- Kelly:** I'm sure they are, but I'd like to try something else. Something I've never tried before...

Dylan: What about sailing? There's a sailing class for teenagers at twelve o'clock. I'm going to join it.

Kelly: Sounds interesting. But I'm going to meet my new friend, Lizzie, at 11.30. We want to go swimming together. Are there any sailing classes earlier?

Dylan: No... Why don't you both join the sailing class and then go swimming later?

Kelly: That's a good idea. I'll text her right away. Well, she says she's interested.

Dylan: Cool.

Kelly: See you at twelve then!

KEY Track 19

- D 1. She doesn't like it.
2. He thinks it's fun.
3. She thinks it's interesting.

LISTENING TRANSCRIPT

1. What does Kelly think about windsurfing?
2. What does Dylan think about windsurfing?
3. What does Kelly's new friend, Lizzy, think about the sailing class?

Lesson 6e

Listen

KEY Track 20

- A 1. Claire
2. Judy
3. at the park
4. Claire

LISTENING TRANSCRIPT

- Claire:** Hello, Mrs Harrison. This is Claire. Can I speak to Judy, please?
- Mrs Harrison:** Oh, hi Claire. I'm afraid Judy isn't here at the moment. She's gone to the park with her brother.
- Claire:** Oh, OK. What time will she be back?
- Mrs Harrison:** She'll be back in about an hour. I can tell her to call you.
- Claire:** No, it's OK. I'll call back later.
- Mrs Harrison:** OK. Bye.
- Claire:** Bye!

KEY

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

Speak & Write

KEY

A Answer: Phil is writing to Bill to tell him about the archaeology camp he is at. He's writing about the activities they've done so far and what they are going to do and learn in the next few days.

B

ARCHAEOLOGY CAMP SCHEDULE	
Sunday	national park
Monday	ancient cave
Tuesday	archaeological dig
Wednesday	lab
Thursday	learn to make a fire / have a barbecue

- D**
1. We often eat ice cream after lunch.
 2. It has/s been foggy since 6 a.m.
 3. Lisa had swimming lessons last summer.
 4. I have/'ve already packed my suitcase for my/ the trip.
 5. I am/'m going to buy souvenirs for my friends tomorrow.

Round-up 6

Vocabulary

KEY

- A** 1. b 2. e 3. a 4. d 5. c
- B**
1. flight
 2. local, abroad
 3. real
 4. receptionist, souvenirs

Grammar

KEY

- C**
1. have/'ve always dreamt/dreamed
 2. have ... tried
 3. have/'ve played, haven't lost
 4. has/'s never seen
- D**
1. for
 2. twice
 3. before
 4. since
 5. yet
- E**
1. Have you ever visited, spent
 2. have you lived, moved, have/'ve been
 3. took, has/'s taken, has/'s never won

Communication

KEY

- F** 1. d 2. f 3. b 4. e 5. a 6. c

Culture Page 3

KEY

B Answer: They can go on a desert safari, they can go on a tour through the sand dunes with vehicles, they can go sandboarding, camel riding, swimming and scuba diving.

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

D

	IN THE PAST	IN THE PRESENT
sleeping in Bedouin-style camps		✓
riding on camels	✓	✓
pearl diving	✓	
going on a desert safari		✓
sandboarding		✓
off-road driving		✓

Poem 3 (Modules 5 & 6)

KEY Track 21

1. grass
2. tiger
3. light
4. crazy
5. grey
6. strong
7. millions
8. disappeared

7 IT'S YOUR CHOICE

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	7a, Vocabulary - Over to you..., p. 88
S1.1	Communication	7a, Read A, p. 88
R1.1	Communication	7a, Read B, p. 88
R2.1	Creative and critical thinking	7a, Read C, p. 89
S1.1	Communication	7a, Read - Over to you..., p. 89
L1.1	Cooperation and participation	7a, Listen A, p. 89
L2.1	Cooperation and participation	7a, Listen B, p. 89
S1.1	Communication	7a, Listen - Over to you..., p. 89
S2.3	Creative and critical thinking	7a, Speak, p. 89
S1.1	Communication	7b, Read A, p. 90
R1.1	Communication	7b, Read B, p. 90
R2.1	Creative and critical thinking	7b, Read C, p. 91
R4.1	Problem-solving	7b, Read D, p. 91
R4.2		
S1.1	Communication	7b, Read - Over to you..., p. 91
R1.1	Communication	7c, Read A, p. 92
R1.1	Communication	7c, Read B, p. 92
R2.1	Creative and critical thinking	7c, Read C, p. 93
S1.1	Communication	7c, Read - Over to you..., p. 93
L2.3	Communication	7c, Listen, p. 93
S5.1	Communication	7c, Research, Write & Present, p. 93
L2.1	Cooperation and participation	7d, Listen 1, p. 94
L2.1	Cooperation and participation	7d, Listen 2 A, p. 95
L2.1	Cooperation and participation	7d, Listen 2 B, p. 95
S1.1	Communication	7d, Speak, p. 95
S1.1	Communication	7e, Listen A, p. 96
S2.3	Creative and critical thinking	7e, Listen B, p. 96
L2.1	Cooperation and participation	7e, Listen C, p. 96
S2.3	Creative and critical thinking	7e, Speak B, p. 96
R2.1	Creative and critical thinking	7e, Write A, p. 97
W1.6	Communication	7e, Write C, p. 97

Lesson 7a

Vocabulary

KEY

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

Read

KEY

A A play is taking place at George's school.

B d

C Frame 1

- Oh dear! You look very pale. What's the matter?
- Maybe you should stay in bed today.
- But I can't!

Frame 2

- But George, are you OK? / I know the play is tomorrow, but if you don't feel well...
- I'm fine. / I said I'm fine. / After a good night's sleep, I'm sure I'll feel better.

Frame 3

- Well, now I've got a sore throat, too.
- You don't think I'll lose my voice, right?

Frame 4

- COUGH, COUGH! / Sherlock Holmes cannot say a thing...

Grammar

KEY

A a. 2 b. 1

B

AFFIRMATIVE
subject + should + base form of verb
NEGATIVE
subject + should + not + base form of verb
QUESTIONS
Should + subject + base form of verb

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

- C**
- You should go to the dentist.
 - He shouldn't drink cold water.
 - She should call a doctor.
 - You shouldn't watch TV till late.
 - You should sleep more.

Listen

KEY Track 22 & Track 23

A b

B The following should be ticked: sore throat, earache, fever

LISTENING TRANSCRIPT

Helen: Hi, James. Why are you here? You should be at school!

James: I went this morning, but I wasn't feeling well, so the nurse sent me home.

Helen: What's wrong? You don't look too well. I think you might have a fever.

James: I do. The nurse told me so.

Helen: Well, lie there on the sofa and relax. Can I get you something to eat? You should have some fruit. It's healthy.

James: No, not right now.

Helen: Oh, dear! You've got a stomach ache, too? Maybe I should call Mum and tell her to come home.

James: No, I'll be fine, and my stomach's fine, too.

Helen: So, what's the problem?

James: It's my ear. It hurts when I chew food. Could you bring me something cold to drink, please? I'm really thirsty.

Helen: You haven't got a sore throat, right? Because, if your throat hurts, you shouldn't drink anything cold.

James: Now that you mention it, yes, it hurts a bit. Maybe you should bring me some warm tea with lemon.

Helen: Some of the students at university have the flu at the moment, and a lot of them have a bad cough.

James: Well, I don't, and the nurse didn't say anything about me having the flu.

Helen: Good. I'll get your tea.

James: Thanks.

Lesson 7b

Read

KEY

B 1. a 2. c 3. b

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

- D** helpful - It has a positive meaning.
helpless - It has a negative meaning.
- useful
 - harmless
 - harmful
 - useless
 - helpful

Grammar

KEY

A a. 1 b. 2

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

- B**
1. too cloudy
 2. big enough
 3. tall enough
 4. too tired
 5. too crowded
 6. fast enough

Pronunciation**KEY** Track 24 & Track 25

- A** *good* has an /ʊ/ sound while *soon* has an /u:/ sound
- B** /ʊ/: put, football, look
/u:/: lose, choose, pollution, move, ruler

Lesson 7c**Vocabulary****KEY**

1. strawberries
2. chips
3. tomatoes
4. potatoes, carrots

Read**KEY**

- A** **Chocolate is never a healthy option:** False - Chocolate can be good for you if you don't overdo it.
Fat can be good for you: True - 'Good' fats can give you energy, but 'bad' fats are harmful.
- B** c
- C**
1. People think chocolate is unhealthy because it's sweet.
 2. Dark chocolate is good for you.
 3. Because chocolate is rich in minerals, like magnesium and calcium.
 4. Because it contains a lot of sugar and fat, and it's high in calories.
 5. The kinds of food that contain 'good' fats are nuts, vegetable oils and many fish.
 6. Because it contains 'bad' fats.

Grammar**KEY**

A	plural countable nouns	uncountable nouns	uncountable and plural countable nouns
	<i>How many</i>	How much	a lot of
	many	much	lots of
	a few	a little	

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

- B**
1. How much
 2. much
 3. a lot of
 4. lots of
 5. Many
 6. a little

Listen**KEY** Track 26

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

LISTENING TRANSCRIPT

Presenter: Welcome to our show *What's there to cook?* Today, we're here to make the most delicious beef soup you have ever tried! We are going to need some meat and a few vegetables like carrots, potatoes, red peppers and beans. Let's start! First, cut the meat into small pieces. This way it will cook faster and it will become softer too. Then put it in a saucepan and add a lot of boiling water. Leave it on for forty-five minutes. Then add the beans. Why the beans first? It's because they need more time to cook than the rest of the vegetables. After forty-five minutes have passed, cut the carrots, the potatoes and the red peppers into small pieces and add them. Don't forget to add a little water again! Finally, some salt and pepper. Wait for half an hour and your delicious beef soup is ready! Enjoy!

Lesson 7d**Vocabulary****KEY**

- A** shorts **2**
earrings **4**
boots **11**
leggings **3**
sandals **5**
trousers **6**
top **8**
gloves **1**
shirt **7**
skirt **9**
tracksuit **10**
jumper **12**
- C** 1. C 2. S 3. S 4. S 5. C 6. S
7. C 8. S 9. C 10. S 11. C 12. C

Listen 1

KEY Track 27

c

LISTENING TRANSCRIPT

Kate: You can wear that jean skirt and those leggings to the school festival.

Cindy: The skirt is really nice, but I don't like the pink leggings. I'd like to try on the purple ones. Where are the fitting rooms?

Kate: They're over there. Let's go.

...

Kate: So, what do you think of them?

Cindy: They fit me well. And the price is OK. They're £8.

Kate: The skirt is £12.

Cindy: Umm... That's £20 altogether. I've only got £20, and I wanted to get a top, too; like the one you're wearing.

Kate: No problem, Cindy. You don't have to buy a top. You can borrow mine.

Cindy: Thanks, Kate!

Grammar

KEY

- A**
- We use **one** when we don't want to repeat a singular countable noun.
 - We use **ones** when we don't want to repeat a plural countable noun.
- B** The word 'ones' refers to the leggings.
- C**
- ones
 - one
 - one
 - ones

Grammar

KEY

- A**
- Possessive adjectives** always go before nouns.
 - Possessive pronouns** replace *possessive adjectives + noun* so they are never followed by nouns.

B

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- C** mine = my top
- D**
- yours, your
 - hers, her
 - our, their

Listen 2

KEY Track 28

- A** Dialogue 1: A
Dialogue 2: D
Dialogue 3: C

KEY Track 29

- B** Dialogue 1: c
Dialogue 2: a
Dialogue 3: b

LISTENING TRANSCRIPT

Dialogue 1

A: Excuse me. I'd like to try on that black pair of boots, please.

B: What size do you wear?

A: Eight.

B: Umm... Sorry, we've got one last black pair, but they're a seven.

A: Oh, I see... Have you got them in another colour?

B: Yes, I've got them in brown and grey in your size.

A: Can I try on the grey ones, please?

B: OK... I'll just go and get them.

Dialogue 2

A: Does the shirt fit you?

B: Not really... Have you got a bigger size?

A: Was that a medium?

B: Umm... Yes. Excuse me. Can I try it on in blue, too?

A: Sure, I'll get you a white one and a blue one in a large.

B: Thanks.

Dialogue 3

A: Would you like to pay in cash or by credit card?

B: In cash, please.

A: That's £17 altogether.

B: Really? I thought the earrings cost £24.

A: They're half price. They're £12 and the hat is £5.

B: That's great! Here's £20.

A: And here's £3 change and your receipt. Thank you.

B: Thanks.

Lesson 7e

Listen

KEY

A Question 1 - Possible problems:

Family: disagreement with brother or sister

Friends: disagreement about different issues/ topics/things

School: - too much homework

- not doing well in certain subjects

KEY Track 30

- C** Jake: c
Fred: b

LISTENING TRANSCRIPT

Jake

First of all, you should calm down. Accidents happen to all of us. Of course, you have to tell your brother what happened. Say that you are sorry. Explain to him that you needed it, and promise that next time you will ask him before you borrow any of his things. I hope everything goes well.

Fred

I think you should tell your parents about this. I know they'll be angry, but it's important. You haven't got enough money to fix the tablet or get your brother a new one, so maybe your parents can help you solve the problem. They can pay for it now and you can save up money and pay them back.

Write

KEY

- A**
1. He doesn't have time to see his friends because he is in a football team and he has to practise a lot.
 2. I have to practise... / I have to do my homework...
 3. What should I do?
 4. ...you should explain... / You shouldn't leave... / ...you should spend...
 5. You must also tell... / ... do you always have to play... / You mustn't forget...
- B**
- Peter:** I have a really big problem / I'm really good / I feel so upset / I feel so lonely
- Tom:** You have a very busy schedule.

Round-up 7

Vocabulary

KEY

- A** 1.f 2.c 3.a 4.d 5.e 6.b
- B**
1. charities
 2. useful
 3. harmful
 4. fight
 5. trouble
 6. customers
 7. feel down
 8. pair

Grammar

KEY

- C**
1. should stay in bed
 2. shouldn't go to bed late
 3. should try it on in a medium
 4. shouldn't drink cold water
 5. should save up money
- D**
1. a little
 2. mine
 3. much
 4. one
 5. lots of
 6. ones
 7. a few
 8. Hers
 9. many
 10. How much
- E**
1. too expensive
 2. fast enough
 3. too crowded
 4. too small
 5. warm enough

Communication

KEY

- F** 1.f 2.a 3.e 4.c 5.b 6.d

8 ACTION!

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R2.1	Creative and critical thinking	8a, Read B, p. 100
R1.1	Communication	
R2.1	Creative and critical thinking	8a, Read C, p. 101
S1.2	Creative and critical thinking	8a, Read - Over to you..., p. 101
R2.1	Creative and critical thinking	8b, Read B, p. 102
R1.1	Communication	8b, Read C, p. 102
R2.1	Creative and critical thinking	8b, Read D, p. 102
S1.1	Communication	8b, Read - Over to you..., p. 102
R4.1	Problem-solving	8b, Read E, p. 103
R4.2	Problem-solving	
S5.1	Communication	8b, Research, Write & Present C, p. 103
R2.1	Creative and critical thinking	8c, Read C, p. 105
S1.1	Communication	8c, Read - Over to you..., p. 105
L2.1	Cooperation and participation	8c, Speak & Listen B, p. 105
L1.1	Cooperation and participation	8d, Listen 1, p. 106
L1.1	Cooperation and participation	8d, Listen 2 A, p. 107
L2.1	Cooperation and participation	8d, Listen 2 B, p. 107
L2.1	Cooperation and participation	8d, Listen 2 C, p. 107
S1.1	Communication	8d, Listen 2 - Over to you..., p. 107
S1.2	Creative and critical thinking	8d, Speak, p. 107
S1.1	Communication	8e, Read & Listen A, p. 108
L2.2	Communication	8e, Read & Listen C, p. 108
S1.1	Communication	8e, Speak B, p. 108
R2.1	Creative and critical thinking	8e, Write A, p. 109
W1.2	Communication	8e, Write C, p. 109
W3.2	Creative and critical thinking	8e, (Write) TIP!, p. 109
S1.1	Communication	Culture Page 4, A, p. 111
R2.1	Creative and critical thinking	Culture Page 4, B, p. 111
R4.1	Problem-solving	Culture Page 4, C, p. 111
R4.2	Problem-solving	
R2.1	Creative and critical thinking	Culture Page 4, D, p. 111
S1.1	Communication	Culture Page 4, Over to you..., p. 111
W1.1	Communication	Culture Page 4, Project, p. 111

Lesson 8a

Vocabulary

KEY

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

Read

KEY

- B**
- Because they saved Mr Harper. / Because they are heroes.
 - d
- C**
1. Sure, Terry. Whatever. I'm leaving.
 2. I'm the best go-kart driver in town.
 3. I can't look.
 4. I know! Let's put it on that table over there.
 5. And that's the roof which John Harper was fixing when he slipped.
 6. Well, Steve is the one who took action. I was terrified! He's the real hero.

Grammar

KEY

A a. 2 b. 3 c. 1

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

- B**
1. who
 2. which
 3. who
 4. where
 5. which
 6. who
 7. where

Lesson 8b

Read

KEY

- B** Both running and jumping spiders make silk and they use it to make little 'tents' where they can sleep. Both of them are very good hunters.

C d

D

	RUNNING SPIDERS	JUMPING SPIDERS
1. This spider makes silk.	✓	✓
2. This spider is active during the day.	✗	✓
3. This spider catches food at night.	✓	✗
4. This spider makes a web.	✗	✗
5. This spider sleeps in a tent.	✓	✓
6. This spider uses its silk to help it catch food.	✗	✓
7. This spider hides inside a silk tent to catch food.	✗	✗
8. This spider can see very well.	✓	✓

E Answer:

Jumping spiders don't create webs, because they **jump** on their prey to catch it: **verb**
 They plan their **jumps** very carefully: **noun**
 during the **jump**: **noun**
 the spider spins a piece of silk starting from the place it **jumps** from: **verb**

1. paint (n.), painted (v.) - *similar*
2. shops (v.), shops (n.) - *similar*
3. trains (v.), train (n.) - *different*
4. answers (n.), answer (v.) - *similar*

Grammar

KEY

A b

- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

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

Pronunciation

KEY Track 31

- A** *ship* has a short /ɪ/ sound and *sheep* has a long /i:/ sound

KEY Track 32

- B** /i/: active, insect, silk, little
/i:/: sleep, creature, piece, bee

Lesson 8c

Vocabulary

KEY

- A champion is the best player or team in a sport or competition. **(e)**
A spectator watches a sports event. **(c)**
A trophy is a prize, like a cup, for the winner. **(d)**
The national team is the team of a particular country. **(b)**
A tournament is a sports competition in which players or teams compete against each other until one wins. **(a)**

Read

KEY

- B Answer:** It's a tennis tournament that takes place every summer in London. The best tennis players take part and they compete against each other for two weeks.
- C**
1. They take place every summer.
 2. It lasts for two weeks.
 3. It was the longest match ever played at the championships.
 4. He had to change shoes because the ones he was wearing had orange soles.
 5. They are yellow.
 6. They eat a lot of strawberries and cream.
 7. It must be at a height of exactly 8 mm.

Grammar

KEY

- A a. 2 b. 1**
Answer: The Zero Conditional is used to talk about general truths, for example scientific facts, to talk about facts and to make statements about the real world.
- B** If + **Present Simple**, Present Simple
- Ask students to read the text again, find examples of the grammatical structures presented and underline them. Checks Ss' answers.

KEY

- C 1. c 2. d 3. b 4. e 5. a**

Speak & Listen

KEY Track 33

- B 1. a 2. a 3. c 4. b 5. c 6. a**

LISTENING TRANSCRIPT

Radio host: Time to find out the answers to yesterday's quiz.
Number one: Which sport did PE teacher James Naismith invent in 1891? That's easy. Basketball.
Number two: When did the first modern Olympics take place? I think everyone got this one right. In 1896.
Number three: What's the name of a famous stadium in Barcelona, Spain? It's the famous Camp Nou, of course!
Number four: Which sport did William G Morgan invent in Massachusetts, USA in 1895? Volleyball.
Number five: If you reach eleven points in this sport, you win a game. Which sport is it? It's table tennis!
And finally number six: If you score less in this game, you win! Sounds strange, right? Which sport is it? It's golf!
Join us tomorrow for another...

Lesson 8d

Vocabulary 1

KEY

SPORT
football
volleyball
tennis
hockey
water polo

Listen 1

KEY Track 34

Dialogue 1: football pitch
Dialogue 2: volleyball court
Dialogue 3: swimming pool

LISTENING TRANSCRIPT

Dialogue 1
Ryan: Steve, I'm so excited about this game.
Steve: So am I! I can't wait for it to start! Do you think we'll win the cup?
Ryan: Well, I'll try my best to stop them scoring a goal.
Steve: I'm sure you will. Let's go.
Ryan: Wait a minute. I have to wear my shin pads.

Dialogue 2
Bob: The net is high. It looks different on TV.
Fred: That's true.
Bob: I'm a little nervous. I've never played before.
Fred: Neither have I. My cousin plays in a team, and he takes me to practice sometimes. He's the one who gave me the knee pads.
Bob: Nice. Here comes the coach.

Dialogue 3

Toby: I'm a bit hungry, Joe. I haven't eaten anything since lunch.

Joe: Neither have I. Be patient. We can have a snack in an hour, when practice finishes.

Toby: Where are my goggles?

Joe: Are they the blue ones over there?

Toby: Yeah, thanks!

Grammar

KEY

A Answer:

We use **So + be / have / modal and auxiliary verbs + subject** when we want to agree with an affirmative statement. We use it to avoid repetition, as a short response.

We use **Neither + be / have / modal and auxiliary verbs + subject** when we want to agree with a negative statement. We use it to avoid repetition, as a short response.

- We use **Neither + affirmative auxiliary verb + subject** when we agree with a negative statement, but we don't want to repeat it.
- We use **So + affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.

KEY Track 35

- B**
1. So am I
Both of them / Ryan and Steve are excited.
 2. Neither have I
No one has played the sport before.
 3. Neither have I
No, he hasn't.

LISTENING TRANSCRIPT

Dialogue 1

Ryan: Steve, I'm so excited about this game.

Steve: So am I! I can't wait for it to start! Do you think we'll win the cup?

Ryan: Well, I'll try my best to stop them scoring a goal.

Steve: I'm sure you will. Let's go.

Ryan: Wait a minute. I have to wear my shin pads.

Dialogue 2

Bob: The net is high. It looks different on TV.

Fred: That's true.

Bob: I'm a little nervous. I've never played before.

Fred: Neither have I. My cousin plays in a team, and he takes me to practice sometimes. He's the one who gave me the knee pads.

Bob: Nice. Here comes the coach.

Dialogue 3

Toby: I'm a bit hungry, Joe. I haven't eaten anything since lunch.

Joe: Neither have I. Be patient. We can have a snack in an hour, when practice finishes.

Toby: Where are my goggles?

Joe: Are they the blue ones over there?

Toby: Yeah, thanks!

KEY

- C**
- | | |
|---------------|----------------|
| 1. So did | 5. Neither is |
| 2. So will | 6. So does |
| 3. Neither do | 7. Neither has |
| 4. So must | |

Vocabulary 2

KEY

1. **go on a diet** = to eat less food because you want to become slimmer
- lose weight** = to become slimmer
2. **keep fit** = to stay healthy and strong through physical exercise
3. **put on weight** = become fatter
4. **in good shape** = to be in good physical condition
5. **take up** = start an activity

Listen 2

KEY Track 36 & Track 37 & Track 38

A a

Answer: The three people are talking about different ways to keep fit. Team sports and healthy eating are also mentioned but as some ways to keep fit.

B Peter c Henry a Frank d

C Peter c Henry d Frank a

LISTENING TRANSCRIPT

Peter: Are you one of those people who are always looking for new ways to stay in shape? So am I! I've tried going to the gym, running in the park, even playing basketball with my kids. But after some time, I just want something new. The instructors at the gym were very friendly, but going to the gym wasn't exciting enough for me. Running in the park became a chore, and I think team sports are a great way for my children to keep fit, not me. So, these days, I'm using home exercise videos - that way I can exercise any time I feel like it. I hope it works!

Henry: I don't really enjoy taking part in team games, but I always go and watch the games at my school - lots of my friends play in them, you see. Last year, I put on some weight, so I decided to take up running. I run around the neighbourhood and in the park. It's helped me lose five kilos and I feel healthy. I've also noticed that I've got more energy now. My uncle is a gym instructor, so he wants to help me train. Maybe I can run a marathon one day!

Frank: I'm crazy about team sports and so are my students. Sports are very popular at the school I work in. Some students choose the same sport every year, but others like taking up something new. I tell them that whatever they choose is fine, as long as they don't stop exercising. What about me? I've always enjoyed playing volleyball, but my friends don't like it. So, I had no one to play with until I decided to join a team. Volleyball has helped me stay in shape and have fun with my teammates, who are also my friends now.

Lesson 8e

Vocabulary

KEY

1. a 2. f 3. b 4. g 5. d 6. e 7. c 8. h

Read & Listen

KEY

B 6, 3, 8, 2, 7, 1, 5, 4

KEY Track 39

C

Mike's Opinion			
Plot	✓		
Acting	✓		
Soundtrack		✓	
Special effects	✓		

LISTENING TRANSCRIPT

Mike: Last week, I watched *The Space Between Us* with my friends, and we all enjoyed it. I found the plot of this sci-fi film very interesting. I really liked the acting, especially the leading actor's. The soundtrack was OK; nothing special, though, but I thought the special effects were fantastic. Don't miss this film.

Write

KEY

A	Title of film	<i>Jurassic World</i>		
	Year	2015		
	Type of film	Science-fiction, adventure		
	Leading actor(s)	Chris Patt, Bryce Dallas Howard		
	Director	Colin Trevorrow		
	Opinion			
	Plot		✓	
	Acting	✓		
	Soundtrack	✓		
	Special effects	✓		

- B
1. who
 2. that
 3. which
 4. where
 5. that

Round-up 8

Vocabulary

KEY

- A
1. confident
 2. director
 3. exhausted
 4. created
 5. nervous
- B
1. pads
 2. weight
 3. trophy
 4. effects
 5. shape
 6. special

Grammar

KEY

- C
1. who
 2. which
 3. where
 4. where
 5. who
 6. which
 7. which
 8. who
 9. where
 10. who
- D
1. to study
 2. to watch
 3. to buy
 4. to win
- E
1. don't eat
 2. get
 3. waste
 4. score
 5. mix
 6. becomes

Communication

KEY

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

Culture Page 4

KEY

- B **Answer:** Qatar National Sports Day helps people get interested in sports. It started in 2012 and it takes place every year on the second Tuesday of February.
- C
1. opportunity
 2. choice
 3. exciting
 4. championship
 5. discover
- D 1. F 2. T 3. F 4. F 5. T

Poem 4 (Modules 7 & 8)

KEY Track 40

1. May
2. match
3. cup
4. give
5. Stand
6. score
7. spectators
8. proud

Photocopiable Material

6 Extra Practice

A Complete with the Present Perfect Simple of the verbs in brackets.

- I (study) English for three years.
- We (not see) this documentary before.
- Sahar (already / have) dinner.
- (you / read) the newspaper today?
- Ali (never / be) rock climbing.
- My parents (always / want) to travel to Mexico.

B Circle the correct options.

- A:** How long **have you lived / did you live** in this house?
B: Well, I **have lived / lived** here since 2012, but I **have bought / bought** it in 2011.
- We **have travelled / travelled** to Rome two years ago, but I **haven't been / wasn't** there since then.
- Ahmed and Khalid **have gone / went** water skiing last May, but they **haven't been / weren't** scuba diving yet.
- Brian **has always wanted / always wanted** to explore a cave, but he **hasn't done / didn't do** it yet.
- A:** So, **have you gone / did you go** to Africa last year?
B: Yes, it **has been / was** great.
- A:** **Have you seen / Did you see** any wild animals?
B: Of course. I **saw / have seen** lots of wild animals, and I really **have liked / liked** the tigers.
- A:** Wow! I **have never seen / never saw** any wild animals.

C Choose a, b, c or d.

- Martin and Steve to the skatepark. They'll be back in an hour.
a. have gone c. have been
b. has been d. has gone
- I've to the Science Museum twice and I'm planning to go again next weekend.
a. went c. gone
b. been d. be
- Jameel part in three art competitions so far.
a. have taken c. has taken
b. took d. taken
- A:** have you been friends with Afaf?
B: For five years. We're best friends.
a. When c. What time
b. How often d. How long
- Tim has worked as a lifeguard three years. He really likes this job.
a. for c. so far
b. since d. yet
- Hassan has been in the school football team last year.
a. never c. for
b. since d. already
- Scott has been windsurfing before. It's his first time.
a. always c. never
b. already d. ever
- A:** Have you ever climbed a mountain?
B: No, I I think it's dangerous.
a. haven't c. hasn't
b. didn't d. don't
- A:** Have Omar and Saleh ever travelled abroad?
B: Yes. They to Italy last year.
a. 've been c. 've gone
b. went d. go
- Cindy hasn't sent the invitations
a. before c. yet
b. just d. already
- Allan Fred eight times since yesterday.
a. called c. calls
b. have called d. has called
- Mum made the snacks for tomorrow's barbecue.
a. already did c. already has
b. has already d. have already

7 Extra Practice

A Complete with should or shouldn't.

1. Abdullah doesn't feel well today. He go on the camping trip.
2. Karen sprained her ankle yesterday and the doctor said that she walk on it.
3. Omar, you've got homework to do. You play football now, and you finish your homework.
4. **A:** I'm worried about my exams. What I do?
B: You study and you spend your time surfing the Net.
5. Fatima doesn't know about the picnic. We send her a message.

B Choose a, b or c.

1. That bike isn't It's Tony's.
a. your b. you c. yours
2. My brothers love football. It's favourite sport.
a. they b. their c. them
3. Aisha is a very good student.
projects are the best in our class.
a. Hers b. She c. Her
4. If this isn't your bag, then is it?
a. who b. who's c. whose
5. This is your mobile phone. It isn't
a. mine b. my c. me
6. Look at our new classmate. What's
name?
a. his b. him c. he

C Choose a, b, c or d.

1. There are of interesting sights to visit in Doha.
a. lot c. a few
b. much d. lots
2. Ali and Jameel are here. Look. These bikes are
a. yours c. mine
b. theirs d. their
3. **A:** I like your new mobile. Jake's got a new mobile, too, you know.
B: I know. is nice too.
a. His c. He
b. He's d. Him
4. The black shoes are more comfortable than the blue
a. one c. ones
b. shoe d. pairs
5. **A:** I want to try on the green top.
B: Do you want a yellow, too?
a. ones c. pair
b. one d. tops
6. Have we got any milk? Bob always puts milk in his tea.
a. a little c. a few
b. a lot d. many
7. I bought a magazines to read during my flight.
a. lots of c. lot
b. little d. few
8. There aren't supermarkets in this town. Just one.
a. lots c. many
b. much d. a little
9. How time have we got?
a. often c. little
b. much d. many
10. Fred doesn't think he will win the running competition, because he isn't
a. fast too c. slow enough
b. fast enough d. too slow
11. It's to swim in this river. It's very deep.
a. too dangerous c. dangerous too
b. dangerous enough d. enough dangerous
12. **A:** Aisha has got a fever.
B: She should in bed.
a. stays c. to stay
b. staying d. stay
13. You eat a club sandwich if you've got a stomach ache.
a. shouldn't c. must
b. don't have d. have to

Key to Extra Practice

Module 5

A

1. will ... get, will drive
2. will become
3. will ... find, will/'ll take
4. won't speak, won't do

B

1. want
2. does, will/'ll come
3. don't leave, will/'ll miss
4. won't/will not hang out, is
5. will go, doesn't rain

C

1. a 2. b 3. d 4. a 5. c 6. c
7. a 8. b 9. c 10. d 11. b 12. b 13. b

Module 6

A

1. have studied
2. haven't seen
3. has already had
4. Have you read
5. has never been
6. have always wanted

B

1. have you lived, have lived, bought
2. travelled, haven't been
3. went, haven't been
4. has always wanted, hasn't done
5. did you go, was, Did you see, saw, liked, have never seen

C

1. a 2. b 3. c 4. d 5. a 6. b
7. c 8. a 9. b 10. c 11. d 12. b

Module 7

A

1. shouldn't
2. shouldn't
3. shouldn't, should
4. should, should, shouldn't
5. should

B

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

C

1. d 2. b 3. a 4. c 5. b 6. a
7. d 8. c 9. b 10. b 11. a 12. d 13. a

Module 8

A

1. who
2. which
3. who
4. which
5. where
6. who
7. where

B

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

C

1. c 2. a 3. d 4. c 5. c 6. a
7. c 8. b 9. c 10. c 11. c 12. b

Notes

A series of horizontal dashed lines for writing notes, spanning the width of the page below the title.

Portal to English 7B

Teacher's Notes

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PORTAL TO ENGLISH



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

Key features

- A course following the requirements of the CEFR, integrating the New Curriculum Standards for the State of Qatar, and focusing on the systematic development of the main QNCF competencies
- Topic-based modules allowing learners to deal with a variety of topics in depth
- Motivating and contemporary topics with multi-cultural and cross-curricular information
- Lively dialogues and comic strips presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented through an inductive approach and practised in context
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- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Opportunities for promoting learner autonomy with project skills, learning tips, self-assessment sections, etc.
- Culture pages focusing on certain aspects of the Qatari culture
- Poems

CEFR	A2 Mid	A2 High	B1 Low
Portal to English	7	8	9



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