



Academic Year  
2018-2019

# 8B

# PORTAL TO ENGLISH

## TEACHER'S NOTES

H. Q. Mitchell  
Marileni Malkogianni

  
mm  
publications



GRADE **8**

SEMESTER 2



**8B**

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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 الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأَلَى	وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ	عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرِّجَالِ الأولين	حُمَاتِنَا يَوْمَ النِّدَاءِ
وَحُمَائِمُ يَوْمَ السَّلَامِ	جَوَارِحُ يَوْمَ الفِدَاءِ







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# INTRODUCTION

## OBJECTIVES

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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

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### 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 writing reference section.
- 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 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 section with Project Skills helping Ss to acquire useful skills in organising, planning and presenting projects.
- 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

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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

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### 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. Teachers should use the pre-reading questions to introduce the topic of the reading text.

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.

<b>WW:</b> wrong word	<b>WO:</b> word order
<b>Sp:</b> spelling	<b>^:</b> something missing
<b>P:</b> punctuation	<b>Pr:</b> preposition
<b>T:</b> tense	
<b>A:</b> 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.

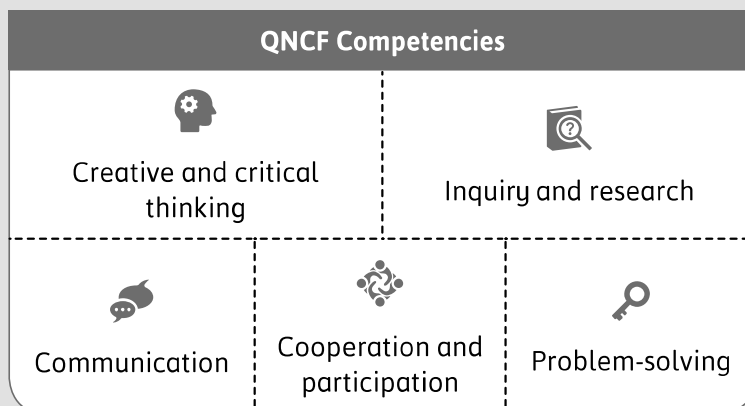
## Poem

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 GET THE MESSAGE ACROSS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R4.1	Creative and critical thinking	Vocabulary p. 60
S1.1	Cooperation and participation	Read A p. 60
R1.1	Creative and critical thinking	Read B p. 60
R4.1	Creative and critical thinking	Read C p. 61
R4.2	Problem-solving	Read C p. 61
R2.1	Creative and critical thinking	Read D p. 61
S1.1	Cooperation and participation	Read - Over to you... p. 61
S1.1	Cooperation and participation	Speak p. 61
R5.1	Inquiry and research	Research p. 61
S1.1	Cooperation and participation	Read A p. 62
R1.1	Creative and critical thinking	Read B p. 62
R2.1	Creative and critical thinking	Read C p. 62
S1.1	Cooperation and participation	Read - Over to you... p. 62
S2.5	Inquiry and research	Speak p. 63
R1.1	Creative and critical thinking	Read 1 B p. 64
R2.1	Creative and critical thinking	Read 1 C p. 64
S1.1	Cooperation and participation	Read - Over to you... p. 64
R1.1	Creative and critical thinking	Read 2 A p. 65
R2.1	Creative and critical thinking	Read 2 B p. 65
R1.1	Creative and critical thinking	Read B p. 66
R2.1	Creative and critical thinking	Read C p. 66
S1.1	Cooperation and participation	Read - Over to you... p. 66
L1.1	Communication	Listen 1 B p. 66
L2.1	Communication	Listen 1 C p. 66
L1.1	Communication	Listen 2 B p. 67
L2.1	Communication	Listen 2 D p. 67
S1.1	Cooperation and participation	Speak p. 67
L1.1	Communication	Listen B p. 68
L2.1	Communication	Listen C p. 68
S1.2	Communication	Speak C p. 69
R1.1	Creative and critical thinking	Write A p. 69
W2.1	Creative and critical thinking	Write B p. 69
W1.2	Cooperation and participation	Write C p. 69
W2.3	Communication	Write C p. 69
W3.2	Creative and critical thinking	Write E p. 69



## 5 Cover page (p. 59)

### KEY

meaning of abbreviations:

**YOLO:** You Only Live Once

**IDK:** I Don't Know

**BRB:** Be Right Back

**RU:** Are You?

**LOL:** Laughing Out Loud

## 5a (pp. 60-61)

### Vocabulary

### KEY

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

### Read

### KEY

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

- D**
1. They are on holiday there with their parents.
  2. Ryan is starving.
  3. Ian forgot to take off his shoes.
  4. They have difficulty eating with chopsticks.
  5. Because they're meeting their parents in ten minutes.
  6. They bow to greet people and to say thank you.
  7. He gave Ian the wrong shoes.
  8. Ryan seems to know more than his brother about Japanese culture. He reminds Ian to take off his shoes in the restaurant and he also knows when bowing is used.

### Grammar

### KEY

- A**
- a. So and too.
  - Neither and either.
  - So and neither are placed at the beginning of a sentence before the auxiliary verb / the verb do. Too and either are placed at the end of the sentence, after the auxiliary verb / the verb do.

- B**
1. the verb do
  2. the auxiliary verb

- C**
1. So is
  2. didn't either
  3. can too
  4. So does
  5. Neither have

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

## 5b (pp. 62-63)

### Read

### KEY

**B** A 2

B 1

C 3

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

- D**
- His publisher probably meant that the book is doing very well.
  - Since the planet is similar to earth the scientist may believe that there could be life there.

### Vocabulary & Pronunciation

### KEY

### Track 2 & Track 3

- A**
1. collection
  2. information
  3. achievements

<b>B</b>	<b>VERB</b>	<b>NOUN</b>
	invent	<i>invention</i>
	invite	invitation
	organise	<i>organisation</i>
	advertise	<i>advertisement</i>
	create	creation
	celebrate	<i>celebration</i>
	improve	improvement
	imagine	imagination

- C**
1. invitation
  2. discuss
  3. imagination
  4. improve
- E** The stress is on the syllable before the suffix.  
invention, invitation, organisation, creation,  
celebration, imagination  
 The last syllable is pronounced /ɪn/.

### Grammar

### KEY

- A**
- a. 2 (The email)
  - b. 3 (the moon)
  - c. 1 (The shortest)
  - d. 2 (Saleh)
  - e. 2 (May)
  - f. 3 (Scientists)

- B**
1. The, the, the
  2. -, the, -
  3. -
  4. -, -
  5. the, -
  6. -, the, -



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

## 5c (pp. 64-65)

### Vocabulary

#### KEY

- A** St.: Street      Rd: Road  
 min: minute      hr: hour  
 tel: telephone      e.g.:exempli gratia  
 Dr: Doctor      Feb: February  
 Mon: Monday      asap: As Soon As Possible  
 pls: Please      thx: Thanks

- B months:** JAN, MAR, APR, JUN, AUG, OCT, NOV, DEC  
**days:** TUE, WED, FRI, SAT, SUN

### Read 1

#### KEY

- B** a. chemistry lab / school noticeboard  
 b. art room  
 c. school noticeboard  
 d. school noticeboard  
 e. library  
 f. classroom  
 g. school canteen  
 h. computer room
- C** 1. g    2. f    3. h    4. b    5. d
- D** • c    • d, e

### Grammar

#### KEY

- A** a. 4    b. 1    c. 2    d. 3
- B** *must* / have to / *need to*  
 mustn't  
 don't have to / *don't need to* / *needn't*
- C** 1. mustn't  
 2. needn't  
 3. don't have to  
 4. had to  
 5. have to

- Ask students to read the sentences in Read 1, activity C again, find examples of the grammatical structures presented and underline them. Check Ss' answers.

### Read 2

#### KEY

- A** Callum has seen the notice about the lessons and wants to suggest that they should take photography lessons together.
- B** 1. Tuesday and Thursday  
 2. computer lab  
 3. £2/ two pounds  
 4. quarter past four / 4.15  
 5. Mr Fraser

## Write

#### KEY

- A** • Mia, I've gone shopping with Tracey. I'll be back in an hour. If you need anything, call me.  
 • Mum, I can't find you on your mobile. Dr Clark is not free on Monday but you can see her on Wednesday. Is that OK? You have to call her as soon as possible at this number.
- B** 1. Mike,  
 Karate class cancelled.  
 Going out with Jim and Steve  
 Meet at park at 6  
 Want to come?  
 Call me,
2. Mum,  
 Gone to Jenny's to help with schoolwork.  
 Promise to tidy room later.  
 Monica

## 5d (pp. 66-67)

### Vocabulary

#### KEY

1. ring, busy  
 2. dead  
 3. signal  
 4. answer

### Read

#### KEY

- B** The link: listen to your voicemail.  
**C** 1. T    2. F    3. F    4. F

### Listen 1

#### KEY

#### Track 4 & Track 5

- B** 1. a  
**C** 1. b    2. d    3. d

### LISTENING TRANSCRIPT

- A:** Cranston Architecture and Design. Anne Cramer speaking. How can I help you?
- B:** Good morning, Ms Cramer. This is Jerry Roberts from the Online News Agency. Could I speak to Mrs Cranston, please?
- A:** I'm afraid Mrs Cranston isn't here at the moment. You can ring her on her mobile or I can ask her to phone you when she comes in.
- B:** I've tried calling her mobile many times, but she hasn't answered. Now I'm thinking that I might have the wrong number.
- A:** What number did you dial?
- B:** 07700 9000961



- A:** That's her number. She had a meeting this morning, so maybe she couldn't answer. Why don't you call her again in about ten minutes? The meeting will be over.
- B:** Could I leave a message instead?
- A:** Of course.
- B:** Would you please inform her that I may not be on time for the interview at 2 p.m.? You see, I have to be at another meeting at 1 p.m. and it could take a while. She told me that she had something to do at 3 p.m. If she prefers we could do the interview a little later, at 4 p.m.
- A:** OK, I'll tell her that you may be late for the interview at 2 p.m. If that is a problem, then you could do it at 4 p.m. I believe 4 p.m. is probably better for Mrs Cranston anyway. Two o'clock may be difficult for her too.
- B:** OK, thank you.

## Grammar

### KEY Track 6 & Track 7

- A** 1. can  
2. Could  
3. Would
- B** a. 2, 3   b. 1
- C** b
- D** 4. might  
5. could  
6. may
- E** a
- F** 1. May  
2. may  
3. Would  
4. Could  
5. might

## Listen 2

### KEY Track 8 & Track 9

- B Jack** - c. decides to go somewhere with Andy  
**Janet** - a. is asking for a favour  
**Robbie** - b. offers Andy something
- C** 1. noun  
2. noun  
3. verb  
4. adjective  
5. noun  
6. adjective  
7. noun  
8. verb
- D** 1. Saturday  
2. tickets  
3. hung up (on her)  
4. worried  
5. (science) project  
6. excited  
7. grandparents  
8. lie down

## LISTENING TRANSCRIPT

### Jack

Hi there. It's Jack. Why aren't you picking up? Anyway, I've changed my mind about the science-fiction exhibition. Instead of watching DVDs like I do every Saturday, I want to come with you after all. I found out that there's a special room about Galaxy Bus - my favourite sci-fi book! If we go early, we may meet the writer too. Have you bought tickets for you and your sister yet? If not, I can do it online for all of us. Let me know soon, though.

### Janet

Janet here. I can't believe you just hung up on me! Where are you? Mum's also called you twice. She's worried. Could you give her a call? Anyway, I'm having difficulty with my science project. Will you help me when you get home? Please! Before I forget - I bought our tickets for the exhibition. I can't wait till tomorrow. I'm so excited! See you in a bit!

### Robbie

Hello, it's Robbie here. Listen, I'm not coming to the exhibition tomorrow. We're expecting my grandparents and I have to be here. So, why don't you take my ticket? I don't need it any longer. I hope you haven't already bought one. Let me know if you want it because one of my cousins might be interested too. Give me a call in about an hour. I'm going to lie down for a bit because I've got a headache.

## 5e (pp. 68-69)

## Listen

### KEY Track 10 & Track 11

- A** • at a tourist information office / in a newspaper / on the Internet  
• to inform and advertise  
• advertisements
- B** **A** Visit the Hamilton Factory  
**B** Avon Cruises  
**C** Old Trafford Tour
- C** 1. history  
2. design  
3. wildlife  
4. picnic  
5. through  
6. trophies

## LISTENING TRANSCRIPT

- A:** Dad said we could go on a trip soon. Any ideas?
- B:** No. Hey, why don't we look in the newspaper?
- A:** Good thinking! [pause] Yes, it's got some advertisements for trips right here.
- B:** See anything interesting?
- A:** There's a guided tour of a chocolate factory.
- B:** What do you get to do there?
- A:** It says you learn all about the fascinating history of chocolate.



- B:** What else?
- A:** Eh, you get to try some of their new creations, plus you design and make your own chocolate bars, too.
- B:** Sounds delicious! Any other options?
- A:** We could take a river cruise. You spend a day on a boat looking at nature. There's someone from TV, too, who tells you about all the wildlife there.
- B:** That sounds boring. Is that all you get to do?
- A:** Well, no. There's also a riverside picnic at lunchtime.
- B:** Hmmm... Wait a minute. There's another thing here.
- A:** What?
- B:** How about a trip to Old Trafford?
- A:** To do what?
- B:** See the stadium and museum. You walk through the players' tunnel onto the pitch. Imagine!
- A:** Well...
- B:** You see old trophies in the museum as well.
- A:** Look. You can even get a Manchester United shirt made with your name on it!
- B:** I've already got a Chelsea shirt with my name on it. Why would I want a Manchester one?
- A:** True.

## Speak

### KEY

- A b.** They are used to make a suggestion.
- B Asking for suggestions:** What's your opinion on...? / Have you got any suggestions?
- Making suggestions:** I think we should... / It would be nice/great if we could...
- Responding to suggestions:** I would really like that. / Why not? / I'm not sure that's a good idea. / Maybe another time.

## Write

### KEY

- A a**
- B 1.** Paragraph 4  
**2.** Paragraph 3  
**3.** Paragraph 2

## 5 Round-up (p. 70)

### Vocabulary

#### KEY

- A 1.** waving  
**2.** interview  
**3.** pick up  
**4.** achieve  
**5.** tradition  
**6.** busy
- B 1.** preparations  
**2.** advertisements  
**3.** discussion  
**4.** argument

### Grammar

#### KEY

- C 1.** the, the, -  
**2.** the, -, -, the  
**3.** -  
**4.** -, -, the
- D 1.** don't have to  
**2.** Would  
**3.** might  
**4.** May  
**5.** mustn't

### Communication

#### KEY

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



# 6 MAKING A DIFFERENCE

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Read A p. 72
R1.1	Creative and critical thinking	Read B p. 72
R2.1	Creative and critical thinking	Read C p. 72
S1.1	Cooperation and participation	Read - Over to you... p. 72
R4.1	Creative and critical thinking	Vocabulary p. 73
R4.2	Problem-solving	Vocabulary p. 73
R5.1	Inquiry and research	Research, Write & Present A p. 73
W1.1	Creative and critical thinking	Research, Write & Present B p. 73
S5.1	Inquiry and research	Research, Write & Present C p. 73
S1.1	Cooperation and participation	Read A p. 74
R1.1	Creative and critical thinking	Read B p. 74
R4.1	Creative and critical thinking	Read C p. 74
R4.2	Problem-solving	Read C p. 74
R2.1	Creative and critical thinking	Read D p. 75
S1.1	Cooperation and participation	Read - Over to you... p. 75
S2.3	Problem-solving	Speak p. 75
W1.1	Creative and critical thinking	Write A p. 75
S1.1	Cooperation and participation	Read A p. 76
R2.1	Creative and critical thinking	Read B p. 76
R4.1	Creative and critical thinking	Read C p. 76
R4.2	Problem-solving	Read C p. 76
R2.1	Creative and critical thinking	Read D p. 76
S1.1	Cooperation and participation	Read - Over to you... p. 76
S1.1	Cooperation and participation	Speak p. 77
S1.1	Cooperation and participation	Listen & Speak A p. 77
L1.1	Communication	Listen & Speak B p. 77
L2.1	Communication	Listen & Speak C p. 77
L2.4	Communication	Listen & Speak D p. 77
L2.1	Communication	Listen 1 p. 78
S3.1	Communication	Speak p. 78
R4.1	Creative and critical thinking	Vocabulary p. 79
S1.1	Cooperation and participation	Listen 2 A p. 79
L1.1	Communication	Listen 2 B p. 79
L2.1	Communication	Listen 2 C p. 79
L2.3	Communication	Listen 2 D p. 79
W1.6	Creative and critical thinking	Write & Speak A p. 79
S2.5	Inquiry and research	Write & Speak B p. 79
S1.1	Cooperation and participation	Listen A p. 80
L2.1	Communication	Listen B p. 80
R2.1	Creative and critical thinking	Speak & Write A p. 81
W1.4	Inquiry and research	Speak & Write D p. 81
W2.3	Communication	Speak & Write D p. 81
W3.2	Creative and critical thinking	Speak & Write D p. 81
R2.1	Creative and critical thinking	Activity B p. 83
R5.1	Inquiry and research	Project p. 83



## 6a (pp. 72-73)

### Read

#### KEY

- A** Pay someone/something back means to pay somebody the money that you owe / pay a favour back to somebody.

Pay something forward means to respond to somebody's kindness by not paying him/her back, but by being kind to somebody else.

- C**
1. 3/three- 2,400
  2. a (complete) stranger - a card
  3. (extra) umbrella
  4. the school website
  5. history/their history homework

### Vocabulary

#### KEY

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

### Grammar

#### KEY

- A** The sentences in the Active Voice have the same meaning as the ones in the Passive Voice. The sentences in the Active Voice focus on the person/people doing the action (*They, Catherine Ryan Hyde*). The sentences in the Passive Voice focus on the action (*are organised, was written*).

- B** Subject + Verb be + Past Participle of Main Verb (+ by...)

- C**
1. are read
  2. isn't celebrated
  3. is/was... directed
  4. was rescued
  5. aren't/weren't designed
  6. Is... spoken

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

### Pronunciation

#### KEY

#### Track 12

- A** The endings in these three words have the same pronunciation but different spelling.

- B**
1. possible
  2. cancel
  3. capital
  4. simple
  5. professional
  6. novel
  7. article
  8. channel

## 6b (pp. 74-75)

### Read

#### KEY

- C**
- a. get away
  - b. head back
  - c. count on
  - d. let sb down
- D**
1. They learnt about the fire.
  2. Because people lost their homes.
  3. Because she wanted to buy a tablet.
  4. She decides to give it to charity.
  5. They will make the donation.

### Grammar

#### KEY

- A** We use *should* and *shouldn't* to ask for and give advice, to express an opinion and to make a suggestion.

- B Affirmative:** should

**Negative:** not

**Question:** should

- C**
1. She shouldn't go to bed late / She should go to bed early.
  2. He should buy a new mobile phone.
  3. He shouldn't go bowling (with his friends).
  4. He shouldn't play tennis.

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

## 6c (pp. 76-77)

### Read

#### KEY

- B**
1. You can click on *apply here*.
  2. You click on *Meet our divers here*.
  3. your city and your address
  4. You should click on *Contact Us*.
  5. You click on *visit our shop*.

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

- D** 1. F 2. T 3. F 4. F 5. T 6. NM

### Grammar

#### KEY

- A**
1. It refers to a general truth/fact.
  2. Yes, it could.
- B** If or When + Present Simple → Present Simple
- C** 1. d 2. b 3. a 4. c 5. e

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



## Listen & Speak

### KEY Track 13 & Track 14

**B a**

- C**
1. main roads
  2. (new) cycle lanes
  3. ticket prices
  4. parking area
  5. old buildings

**D** 1. c 2. d 3. a 4. b

### LISTENING TRANSCRIPT

New tests of air quality across the city show that while pollution has dropped in the last few years, we still have improvements to make. Particularly in areas around main roads, air pollution is still a serious health risk.

As part of the 'clean air' project, new cycle lanes were built across the city. We also started the take-a-bike programme, which lets anyone use a bike for free anywhere in the city. Programmes to encourage school-children to cycle have also been a success. Bikes are now so popular that drivers are asked to help make our streets safe by keeping to slower speeds when driving.

Reducing traffic in the city has made a huge difference to air pollution levels. The city centre is now a car-free area, and there is also a small charge for drivers who want to enter the city. So that people could still travel around easily, ticket prices on public transport became cheaper, and the city plans to organise more buses in and out of the centre in the future.

In fact, we hope to clean up traffic pollution in the city almost entirely by removing all cars except 'green' electric ones. To encourage people to think carefully about what kind of car they buy, drivers of green cars can use any parking area in the city at no cost and, by 2025, no other type of car will be allowed in the city.

The next step is to build neighbourhoods where no one needs a car because everything is easy to walk to. To begin with, in areas with a lot of houses we want to turn old buildings into useful community centres. The project will also create more parks and green spaces.

## 6d (pp. 78-79)

### Vocabulary

#### KEY

- A** This restaurant gives 15% of its profits to local charities.
- B**
1. Starters
  2. Salads
  3. Main Courses
  4. Desserts
  5. Drinks

## Listen 1

### KEY Track 15

Table 9	Waiters name: Frank Winters
Quantity	Description
1	(Creamy) Mushroom soup
2	chicken wings
1	English Garden salad
1	Vegetarian lasagne without mushrooms
1	roast chicken with rice
2	cheesecake
1	strawberry lemonade
1	still mineral water

### LISTENING TRANSCRIPT

**Waiter:** Hello. Can I take your order?

**Man:** Yes, we're ready. Kelly?

**Woman:** I'd like the French onion soup to start.

**Waiter:** I'm afraid there isn't any French onion soup left. Would you like the creamy mushroom soup?

**Woman:** Sure, sounds good.

**Waiter:** Mushroom soup for you too?

**Man:** No, thank you. I'd like the chicken wings.

**Waiter:** Very well.

**Man:** Can you please make that two chicken wings? I'm kind of hungry.

**Waiter:** Certainly.

**Man:** And for the main course... oh before we go to that. Kelly, don't you think we should get a salad too? Caesar salad sounds good.

**Woman:** Why don't we get the other one? I don't like eggs or garlic.

**Waiter:** So, the English Garden then?

**Man:** Yes, please. Now, does the vegetarian lasagna have mushrooms in it?

**Waiter:** Yes, it does.

**Man:** Can I have it without mushrooms?

**Waiter:** Of course.

**Man:** Thank you.

**Woman:** I'd like the roast chicken, please. What does that come with?

**Waiter:** Our meat dishes come with a side dish, either rice or chips.

**Woman:** Some chips, please.

**Waiter:** Certainly. Anything else?

**Woman:** Actually, could I have the rice instead?

**Waiter:** No problem. Is that all? Would you like something for dessert?

**Man:** I would. What do you recommend?

**Waiter:** Well, if you're a fan of apples, I'd definitely say the apple pie.

**Man:** I see. It doesn't have any nuts in it, does it?

**Waiter:** I'm afraid it does. Our cheesecake doesn't have any nuts, though.

**Man:** Great, then I'll get that.



**Woman:** I want one too. It's my favourite dessert. I would also like a strawberry lemonade. I'm curious to see what it is.

**Waiter:** Very good choice. And for you?

**Man:** Some mineral water, please.

**Waiter:** Still or sparkling?

**Man:** Still.

**Waiter:** Would you like your drinks now, or would you...

## Listen 2

### KEY Track 16, Track 17 & Track 18

#### B a

**C** The following should be ticked: strawberries, biscuits, butter, cheese, eggs, sugar

**D** 2. e 3. b 4. a 5. d 6. h 7. f 8. g

**Idea for reinforcement** = Ask students to rewrite the sentences a-h in the passive form.

## LISTENING TRANSCRIPT

### Part A

**Chef:** Today on *Let's Cook*, we're going to make a strawberry cheesecake.

**Assistant:** OK, so what do we need apart from strawberries?

**Chef:** Let's see... first, we're going to need a packet of biscuits and a little bit of butter.

**Assistant:** Then some soft cheese for the main part?

**Chef:** That's right.

**Assistant:** What about milk?

**Chef:** No, we don't need that. Some people like milk or even yoghurt in their cheesecake, but I only use cheese. We will need some eggs, though.

**Assistant:** OK. Is that everything? What about flour? Or sugar?

**Chef:** No flour, but definitely sugar! We need some for this recipe.

**Announcer:** Let's Cook will be back after the break.

### Part B

**Assistant:** Welcome back. We're about to start our strawberry cheesecake.

**Chef:** First, the biscuits need to be broken into little pieces.

**Assistant:** Don't we have to melt the butter first?

**Chef:** That comes next. Go ahead and do it now. Then, when it's nice and soft, add the butter to the pieces of biscuit and stir.

**Assistant:** Yum. So that's the first part of the cheesecake?

**Chef:** Yes, it's that easy. Now press the biscuit mix into the cake tin. For the next part, mix the cheese and sugar together in a bowl. Stir them really well.

**Assistant:** What about the eggs?

**Chef:** Make sure that the cheese and sugar are smooth before you add them... OK, you can put them in now.

**Assistant:** It looks great. So, I'll pour the cheese, sugar and eggs into the cake tin too. What's next?

**Chef:** Now we're going to put the cake in the oven.

**Assistant:** But what about the strawberry topping?

**Chef:** We can make it while the cheesecake is baking. It needs about one hour, so put it in the oven now.

**Assistant:** All right, it's in. What do we need for the topping?

**Chef:** Put the strawberries in a pan. Now add the sugar and keep stirring until it boils.

**Assistant:** How will we know that the cake has finished baking?

**Chef:** You can check by sticking a knife in it. If it comes out clean, the cake is ready. When it's ready, we'll pour the topping on and put it in the fridge for a bit.

## 6e (pp. 80-81)

### Listen

#### KEY Track 19 & Track 20

#### B Dialogue 1 d

#### Dialogue 2 a

#### Dialogue 3 a

**C Dialogue 1:** Need any help? / I need some help here.

**Dialogue 2:** Can you give me a hand, please? / What can I do for you?

**Dialogue 3:** Do you need any help?

## LISTENING TRANSCRIPT

### 1.

**A:** Hey, Tania, are you playing a computer game? Need any help?

**B:** I'm not playing, Jessie. Actually, I need some help here. Can you have a look at these T-shirts?

**A:** T-shirts? Are you shopping online now?

**B:** No, I'm trying to design a T-shirt for the school walkathon. What do you think of this one?

**A:** I like the picture of the trainers on it, but I find its colour a bit dull. Why don't you change it?

**B:** Hmm, you're right, I will. Thanks.

### 2.

**A:** Hey, Eric. Can you give me a hand, please?

**B:** What can I do for you, Phil?

**A:** Can you have a look at my bike?

**B:** Did you get a flat tyre?

**A:** No, I just want you to check it before the bikeathon.

**B:** I'm afraid I don't know much about bikes.



- A:** That's OK. I'll get my brother to have a look when he comes home.
- B:** Since your brother knows about bikes, do you think that he would mind helping me choose a new bike?
- A:** I'll ask him, but I think he'd be happy to help.
- 3.**
- A:** Hi, Aisha. Still reading?
- B:** Yeah, I have to read 50 books by September.
- A:** Wow. Do you need any help choosing books? I don't think I could find 50 I'm interested in reading.
- B:** Tell me about it. Fortunately, the readathon gives you some to choose from. Sometimes, though, I start a book and realise that I know how it's going to end.
- A:** What? You mean you're reading the same books twice?
- B:** I'm not sure, but I think I read some of them when I was younger.
- A:** That's annoying.
- B:** I guess. Still, if I don't recognise a book in the beginning, it's probably a good idea to read it again!

## Speak & Write

### KEY

#### A Red Nose Day in the UK

Started in: Place UK year: 1988

How often/When: every two years / in spring

Lasts for: a day

#### ACTIVITIES

What to wear: a red plastic nose

What to do: tell jokes and do funny things  
and ask people to donate  
money

What to look out for: events near you

What to watch: a special programme on TV

**C** 1. M 2. M 3. C 4. I

## 6 Round-up (p. 82)

### Vocabulary

#### KEY

- A** 1. stir  
2. napkin  
3. Take  
4. measures  
5. solution  
6. ingredients  
7. raise

- B** 1. on  
2. from... to...  
3. up  
4. in  
5. in  
6. with

### Grammar

#### KEY

- C** 1. are designed  
2. were planted  
3. encouraged  
4. is painted  
5. painted  
6. celebrate
- D** 1. He should go to the gym. / He shouldn't eat chocolate.  
2. She should study more. / She shouldn't watch TV all the time.
- E** 1. f 2. e 3. a 4. b 5. d 6. c

### Communication

#### KEY

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

## 3 Culture Page

#### KEY

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

## Poem (Modules 5 & 6)

#### KEY

#### Track 21

1. busy  
2. hang  
3. share  
4. Leave  
5. hug  
6. hand  
7. plant  
8. Make



# 7 A MATERIAL WORLD

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	Read B p. 86
R4.1	Creative and critical thinking	Read C p. 86
R4.2	Problem-solving	Read C p. 86
R2.1	Creative and critical thinking	Read D p. 86
S1.1	Cooperation and participation	Read - Over to you... p. 86
S1.1	Cooperation and participation	Speak B p. 87
R1.1	Creative and critical thinking	Read C p. 88
R4.1	Creative and critical thinking	Read D p. 89
R4.2	Problem-solving	Read D p. 89
R2.1	Creative and critical thinking	Read E p. 89
S1.1	Cooperation and participation	Read - Over to you... p. 89
R5.1	Inquiry and research	Research, Write & Present A p. 89
W1.6	Creative and critical thinking	Research, Write & Present B p. 89
S2.5	Inquiry and research	Research, Write & Present C p. 89
S1.1	Cooperation and participation	Read A p. 90
R1.1	Creative and critical thinking	Read B p. 90
R2.1	Creative and critical thinking	Read C p. 90
R2.1	Creative and critical thinking	Read D p. 90
R2.1	Creative and critical thinking	Read E p. 90
R2.1	Creative and critical thinking	Read F p. 91
S1.1	Cooperation and participation	Read - Over to you... p. 91
S1.1	Cooperation and participation	Speak & Write A p. 91
W1.1	Creative and critical thinking	Speak & Write B p. 91
R4.1	Creative and critical thinking	Vocabulary p. 92
L2.1	Communication	Listen 1 p. 92
S3.1	Communication	Speak p. 92
L1.1	Communication	Listen 2B p. 93
L2.1	Communication	Listen 2C p. 93
S1.1	Cooperation and participation	Listen A p. 94
L1.1	Communication	Listen B p. 94
L2.1	Communication	Listen C p. 94
S1.1	Cooperation and participation	Speak B p. 94
S1.1	Cooperation and participation	Speak & Write A p. 95
S2.4	Cooperation and participation	Speak & Write B p. 95
R2.1	Creative and critical thinking	Speak & Write C p. 95
W3.2	Creative and critical thinking	Speak & Write D p. 95
W1.5	Creative and critical thinking	Speak & Write E p. 95
W2.3	Communication	Speak & Write E p. 95



## 7a (pp. 86-87)

### Read

#### KEY

- C**
- make up my mind
  - never said a word
  - Fine by me
  - a big deal
- D**
- He wants to become an artist/designer.
  - a famous fashion designer
  - Because he wants to use Alex's design for his clothes, bags and shoes.
  - Because he wants to buy a jacket.
  - Because they saw Alex's design on them.
  - Because there are lots of kids who are holding backpacks with Alex's design.

### Vocabulary

#### KEY

- B**
- a blue and white, spotted shirt
  - checked, baggy trousers
  - striped, woolen sweater
  - black, leather boots

### Grammar

#### KEY

- A** a. 3 b. 5 c. 1 d. 4 e. 2
- B**
- striped woollen
  - two black leather
  - awful red and yellow spotted
  - four lovely blue cotton
  - one nice blue and white spotted silk

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

## 7b (pp. 88-89)

### Read

#### KEY

- C** 1. e 2. d 3. a 4. c 5. b
- D**
- destroy
  - produce
  - survive
  - light
  - handle
- E** 1600s: a  
7<sup>th</sup>: e  
75: g  
25: b  
2016: f  
18: c  
94: h  
17: d

### Grammar

#### KEY

- A** The full infinitive (e.g. to do) is used:  
The bare infinitive (e.g. do) is used:
- B**
- to reach, get
  - to see
  - go, to stay
  - have
  - to understand
  - to use, to do

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

## 7c (pp. 90-91)

### Read

#### KEY

- D** The correct answer is a.
- E**
- The following should be underlined: *Nina Wye was shocked when she first realised how untidy her house was and how much junk she and her family had collected over the years.*
  - No - for example in the answer the word *messy* is used instead of the word *untidy* which is used in the text
  - b* is wrong because Nina Wye is already a blogger (*Stay-at-home mum and blogger*)
  - c* is wrong because the reason why she decided to organise a decluttering weekend was to reduce the amount of stuff they have.
- F** 1. b 2. a 3. a 4. a

### Grammar

#### KEY

- A** a. 4 b. 2 c. 1 d. 3
- B**
- to clean, helping, to help, (to) fix, doing
  - buying
  - to ask
  - to change, Living, to do

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

### Pronunciation

#### KEY

#### Track 22 & Track 23

- A** The **gh** in *tough* has a /t/ sound while in *through* it is silent.
- B** The following words should be circled: *enough*, *laugh*, *cough*.



## 7d (pp. 92-93)

### Vocabulary

#### KEY

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

### Listen 1

#### KEY

Track 24

Dialogue 1: c

Dialogue 2: c

### LISTENING TRANSCRIPT

#### Dialogue 1

**A:** So, what do you think of my bottle?

**B:** Hmmm...

**A:** What? Don't you like it?

**B:** It's nice... Don't you think colourful sand would look nicer?

**A:** Well, I wanted it to be a natural colour.

**B:** Aren't you going to paint it?

**A:** I was planning to, but I changed my mind.

#### Dialogue 2

**A:** How can I help you?

**B:** I'm looking for a present for my mum, but I don't know what it's called. It's made of wood, I think, and it's used for cutting vegetables or meat on.

**A:** Oh, you want a chopping board. Come this way. We've got wooden boards, plastic boards, round, square or...

**B:** I'd like that round one, please.

### Grammar

#### KEY

Track 25

**A** 1. Don't  
2. Don't

**B** 1. in the second case  
2. in the first case

**C** 1. Didn't you sleep well  
2. Aren't you interested in  
3. Haven't you seen  
4. Doesn't it start

### Listen 2

#### KEY

Track 26 & Track 27

**B** c

**C** 1. c 2. c 3. a 4. a

### LISTENING TRANSCRIPT

#### Part A

**A:** What's that you're carrying?

**B:** It's my design project. It's a lamp. I made it in the shape of a tree. Do you like it?

**A:** It looks fantastic. I love the way the bee is flying into the flower like that.

**B:** Thanks. At first, I wanted to have the flower growing out of the ground away from the tree... but, in the end, I was too worried about it breaking easily.

**A:** It looks great the way it is - just like it's climbing up the tree.

**B:** It also took me ages to decide whether to have lots of little lights at the end of the branches or one large light in the middle of the tree.

**A:** Well, I think you definitely made the right choice. I don't think just one light would look as nice as this.

**B:** Yeah, I think you're right.

#### Part B

**A:** It looks very impressive. Wasn't it difficult to cut that piece of wood at the bottom into the right shape?

**B:** That's not wood at the foot of the lamp. My teacher said the lamp would fall over without a good heavy base... so I actually used a piece of stone in the end.

**A:** I see. How did you make the leaves?

**B:** Well, first, I cut out pieces of green plastic. They didn't look very good though, so I did them again. Isn't it amazing what you can do with a bit of thin metal wire?

**A:** Yeah, they look great now. What did you use for the flower? It looks like you made it out of... coloured paper.

**B:** I thought about it, but paper doesn't last very long. Still, I think silk actually looks better anyway, don't you?

**A:** Definitely. I love the bee too. What is that? Fur?

**B:** Almost! I used part of an old woollen scarf to make it. I thought about using silk for the bee too, but I wanted something softer. I think it turned out pretty well.

**A:** It's really cute. What about the tree? It looks so real!

**B:** That's because it is! I made it out of a branch that fell off a tree in my garden.

**A:** Good thinking!



## 7e (pp. 94-95)

### Listen

#### KEY Track 28 & Track 29

**B** Cynthia d  
Herman c  
Jensen b  
Clara a

- C** 1. In my opinion  
2. I'm not so sure  
3. You're right  
4. It seems  
5. have a point  
6. That's what I think

### LISTENING TRANSCRIPT

#### Cynthia

I definitely think people should avoid shopping centres. What is there to like? Spending hours standing in queues or getting pushed around by large groups of people? Or going from shop to shop trying to see which one has cheaper prices? I just end up feeling exhausted and annoyed. Personally, I believe it's much more pleasant to stay home and buy everything I want online.

#### Herman

In my opinion, one of the biggest advantages of going to a shopping centre is that you can do your shopping even if the weather is bad. It doesn't matter if it's freezing cold, boiling hot or raining heavily outside - inside the shopping centre, you'll always be comfortable. It can get a bit crowded sometimes, but I don't mind that. I also feel that it's easier to find what you're looking for because there's usually a map showing you where each shop is.

#### Jensen

If you ask me, very few people actually go to shopping centres only to shop. People my age see them as a place to hang out. There are just so many activities to choose from there. You can go to the cinema and watch a film, grab a bite to eat with your friends... some shopping centres even put on amazing events or organise indoor sports like rock climbing or rollerblading.

#### Clara

It's certainly useful to have lots of shops close together in a shopping centre, but I don't think it's very good for our spending habits. You see, you might just want to quickly go to one shop, but end up spending a couple of hours walking around and buying things you don't need. In my view, shopping centres are just too huge and have too many options; it makes it difficult for people to focus.

## Speak & Write

### KEY

- C** 1. No, he/she doesn't.  
2. To express an opinion and support it.  
3. First, Second, What's more  
4. in the last paragraph  
5. I would like to express my opinion, I feel that, I think, I definitely think

## 7 Round-up (p. 96)

### Vocabulary

#### KEY

- A** 1. brands  
2. currency  
3. produces  
4. survive  
5. out  
6. mind  
7. afford  
8. tight  
9. get  
**B** 1. d 2. a 3. f 4. e 5. b 6. c

### Grammar

#### KEY

- C** 1. modern white  
2. three nice woollen  
3. cool yellow sparkly  
4. two lovely brown leather  
5. nice blue and white striped silk  
**D** 1. staying, to visit  
2. get, to see  
3. eating, having  
4. to camp, booking  
5. lending, use  
6. to mix, putting

### Communication

#### KEY

- E** 1. e 2. c 3. d 4. a



# 8 THE ELEMENTS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Read A p. 98
R1.1	Creative and critical thinking	Read B p. 98
R4.1	Creative and critical thinking	Read C p. 98
R4.2	Problem-solving	Read C p. 98
R4.1	Creative and critical thinking	Think! p. 98
R4.2	Problem-solving	Think! p. 98
R2.1	Creative and critical thinking	Read D p. 99
L1.1	Communication	Speak & Listen B p. 99
L2.1	Communication	Speak & Listen C p. 99
S1.1	Cooperation and participation	Speak & Listen D p. 99
S1.1	Cooperation and participation	Read A p. 100
R2.2	Communication	Read B p. 100
R4.1	Creative and critical thinking	Read C p. 101
R4.2	Problem-solving	Read C p. 101
R2.1	Creative and critical thinking	Read D p. 101
S1.1	Cooperation and participation	Read - Over to you... p. 101
S1.1	Cooperation and participation	Read A p. 102
R1.1	Creative and critical thinking	Read B p. 102
R2.1	Creative and critical thinking	Read C p. 102
S1.1	Cooperation and participation	Read - Over to you... p. 102
R4.1	Creative and critical thinking	Vocabulary A p. 103
R4.2	Problem-solving	Vocabulary B p. 103
R4.1	Creative and critical thinking	Vocabulary p. 104
L2.1	Communication	Listen 1 p. 104
S1.1	Cooperation and participation	Listen 2A p. 105
L2.1	Communication	Listen 2B p. 105
S1.1	Cooperation and participation	Speak & Write A p. 105
W1.1	Creative and critical thinking	Speak & Write B p. 105
S1.1	Cooperation and participation	Listen A p. 106
L1.1	Communication	Listen B p. 106
L2.1	Communication	Listen C p. 106
S1.1	Cooperation and participation	Listen D p. 106
S2.5	Inquiry and reasearch	Speak p. 106
R2.1	Creative and critical thinking	Write A p. 107
W3.2	Creative and critical thinking	Write B p. 107
W1.6	Creative and critical thinking	Write D p. 107
W2.3	Communication	Write D p. 107
R1.1	Creative and critical thinking	Activity A p. 109
R2.1	Creative and critical thinking	Activity B p. 109
R5.1	Inquiry and research	Project p. 109



## 8a (pp. 98-99)

### Read

#### KEY

**B** b

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

#### Think!

When used as a verb, the word blaze means to burn brightly and strongly.

When used as a noun, the word blaze means a large, strong and dangerous fire.

**D** 1. d 2. c 3. d 4. b

### Grammar

#### KEY

**A** 1. b 2. c 3. a

**B** 1. c 2. a 3. b

**C** 1. a few

2. some

3. any

4. much

5. some

6. lots of

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

### Speak & Listen

#### KEY

#### Track 30 & Track 31

- A** a. A fire spread through the neighbourhood and homes were damaged.  
b. There is a blackout in the town because of a fire. Also, the fire hasn't been put out yet.  
c. The fire has stopped burning but there is no electricity in the whole town.

**B** 1. c 2. a

**C** News bulletin 1: 1. T 2. F  
News bulletin 2: 1. F 2. T

### LISTENING TRANSCRIPT

#### News bulletin 1

Good evening. This is the news at eight o'clock. The town of Newport is still in darkness after a fire broke out in a nearby power plant yesterday. The blackout has turned off every light in the town, and authorities are advising people to stay indoors, as all street lights and traffic lights have also gone dark. The fire spread quickly and burnt for nearly seven hours. It destroyed the power plant and several kilometres of power lines before firefighters managed to put it out just five kilometres outside the town.

#### News bulletin 2

Good afternoon. The fire that broke out in the town of Aqual this morning has finally been put out. The fire was caused by damaged electrical wiring inside a street light, and it quickly spread to nearby houses. Firefighters arrived on the scene and immediately turned off electricity to the area before putting out the fire. The damage to the houses, however, means that it could be many weeks before residents can return home.

## 8b (pp. 100-101)

### Read

#### KEY

**B** Brenda and Stacey aren't interested.

I can tell from the look on their faces.

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

**D** 1. She liked it.

2. Her dad asked her to take a photo of the stalagmites.

3. Stalactites hang from the ceiling while stalagmites rise from the floor of the cave.

4. the lights on the ceiling

5. Because she knows a lot about caves and glow worms.

### Vocabulary

#### KEY

**A** A tour guide is a person who shows people around a place and tells them about it.

**B** rock formation

cave floor

glow worms

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

### Grammar

#### KEY

**A** say, tell

**B** The tenses and the personal pronouns have changed according to the meaning of the sentence in direct Speech.

Present → Past

Present Progressive → Past Progressive

will → would

**C** 1. hated watching the news.

2. couldn't make a campfire.

3. wouldn't come to school.

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



## 8C (pp. 102-103)

### Read

#### KEY

**B** at the airport

**C** 1. T 2. A 3. O 4. T 5. A 6. O

### Vocabulary

#### KEY

**A** possible ≠ impossible  
comfortable ≠ uncomfortable  
agree ≠ disagree

**B**

un + adjective	dis + verb or adjective	im + adjective
unpleasant	dissatisfied	impatient
unhappy	dislike	impolite
unhelpful	disorganised	
unsuccessful	disappear	

### Grammar

#### KEY

**A** The correct answers are a and c.

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

**C** 1. doesn't she  
2. shall we  
3. wasn't it  
4. will you

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

### Pronunciation

#### KEY

#### Track 32 & Track 33

**A** 1. The speaker isn't sure (rising intonation).  
2. The speaker is sure (falling intonation).

**B** 1. rising  
2. rising  
3. falling  
4. rising  
5. falling

## 8d (pp. 104-105)

### Vocabulary

#### KEY

- temperatures, wind
- skies, sunny
- sunshine
- snowy
- freezing
- rain

## Listen 1

#### KEY

#### Track 34

1. c 2. b 3. a

### LISTENING TRANSCRIPT

1.

**A:** Hi, do you have anything for rainy weather?

**B:** Of course. We have all our umbrellas over here. We also have full-length raincoats...

**A:** Oh no, they're too expensive. Hmm... I think I just need something to keep my feet warm and dry.

**B:** No problem. This way please.

2.

**A:** What will the weather be like at the weekend?

**B:** Well, there will be sunshine on Saturday, but things will change during the night.

**A:** So, is Sunday going to be rainy?

**B:** It's going to be worse than that, I'm afraid. They're talking about a thunderstorm.

3.

**A:** What happened to you, Rose? Is it raining outside?

**B:** You won't believe it. I passed by Mrs Smith's garden when she was watering her plants. She didn't see me and... well, she watered me too!

**A:** Who gave you the towel?

**B:** Mrs Smith gave it to me. She also gave me a glass of lemonade. She felt really bad about it!

### Grammar

#### KEY

#### Track 35

**A** Who gave you the towel?

**B** a. 1 b. 2 c. 2

**C** 1. broke the glass  
2. did you use to climb the tree  
3. did you invite to dinner  
4. makes you laugh / kind of films  
5. did you call earlier

## Listen 2

#### KEY

#### Track 36

**B** 1. d 2. b 3. d 4. d 5. c

### LISTENING TRANSCRIPT

**A:** How was your day, Tom?

**B:** Well, I can't say it was very good. It all started as I was going to the dentist's this morning...

**A:** Oh, I hate it when I have toothache.

**B:** Well, fortunately I wasn't seeing Dr Winters for a toothache. My dad's a friend of his, and he asked me to return some headphones to him. It was very windy, though, and I got something in my eye.



- A:** And what did you do?
- B:** There wasn't a chemist's near there, so I went into the first shop I saw to ask for help. It was a florist's. I rinsed my eye with some water, felt a little better and left. Then, as I was walking to the dentist's, it started raining heavily.
- A:** Didn't you have an umbrella?
- B:** It was so windy I couldn't keep it open, so you can imagine how wet I got. Anyway, when I finally arrived, I realised I didn't have the headphones.
- A:** Don't tell me you left them at the florist's.
- B:** Exactly. I was so angry at myself. Fortunately, I had my tablet with me, and found the florist's number online and made a call.
- A:** Did they have the headphones?
- B:** They did, so I had to go and get them and take them back to the dentist's. And, of course, it was still raining!
- A:** So you had to walk back home after that?
- B:** Of course I did. My parents were both at work, so nobody could come and get me. I walked in the rain for another thirty minutes. By the time I got home it was two o'clock. It took me an hour and a half just to return the headphones.
- A:** Poor you! How's your eye now?
- B:** It still hurts a little, so my dad's taking me to the doctor's. I'd prefer to stay in, though, and lie down. I think I've caught a cold, so I don't think I'll go bowling with you tonight. Sorry...

- B:** Great. Where in the highlands does the course take place?
- A:** Well, it's up in the mountains... but it's not too far from the town of Aviemore.
- B:** Aviemore? Would you tell me how you spell that?
- A:** A-V-I-E-M-O-R-E.
- B:** Thanks. One last question: could you tell me how much the course costs, please?
- A:** It's £800. Oh, but as your son is 12, he gets our under 13s' price. So, it's £650.
- B:** Thanks for your help.

## Speak

### KEY

- A:** What do you do first?
- B:** First, you put the burn under cool water and you keep it there for 5-15 minutes. What do you do next?
- A:** You wash the burn with soap. What do you do after that?
- B:** After that you place a cool, clean cloth on the burn. And then?
- A:** Then you change the cloth every 5-15 minutes. What's the next step?
- B:** Next, you put antiseptic cream on the burn. And what is the last step?
- A:** You wrap the burn with a clean bandage.

## 8e (pp. 106-107)

### Listen

#### KEY

#### Track 37 & Track 38

- B** a
- C**
1. Highland Survival
  2. 5/five
  3. 11/eleven (years old)
  4. 1/one week
  5. Aviemore
  6. 650

### LISTENING TRANSCRIPT

- A:** Hello, Wild Adventure courses. How can I help?
- B:** Hi, I'd like to ask a few questions about your Highland Survival course.
- A:** What would you like to know?
- B:** First of all, can you tell me how long the course lasts, please?
- A:** That's a five-day course, starting on a Monday.
- B:** Great. Could you tell me how old children have to be to attend? Your advertisement just says 'teens'. Do they have to be over 13?
- A:** No, we take children as young as 11.
- B:** That's good. My son is 12. Do we have to book by a specific date?
- A:** Well, we take bookings until one week before the course. Places fill up very quickly though, so I suggest booking at least a month before.

## Write

### KEY

- A**
1. the reader
  2. The writer mostly uses short sentences. This is because the description needs to be clear and simple for the reader to understand it more easily.
  3. firstly, then, next, when, after
  4. No, he doesn't. Because this kind of text is designed to be read by a person who is not familiar with the specific topic and may not understand the abbreviated forms associated with the topic. A description of a process is usually written in neutral language. The use of short forms is more informal, so they would be inappropriate.
- C**
1. Next, remove the plastic cover.
  2. Finally, grab the ball quickly.
  3. First, wash your hands.



## 8 Round-up (p. 108)

### Vocabulary

#### KEY

- A**
1. delay
  2. residents
  3. schedule
  4. clear
  5. spread
- B**
1. booking
  2. disorganised
  3. caught
  4. temperatures
  5. minimum

### Grammar

#### KEY

- C**
1. many
  2. Lots
  3. a few
  4. some
  5. a little
  6. much
  7. any
  8. a lot of
- D**
1. that his suitcase was still on the plane.
  2. that he was going for a walk.
  3. that they/we might stay at Sunview Hotel.
  4. that he couldn't ride a bike.
- E**
1. What did you find in the garden?
  2. Which boy is your brother?
  3. Who did Lamya call this morning?
  4. What fell on the floor?

### Communication

#### KEY

- F** 1. c 2. a 3. f 4. d

## 4 Culture Page

#### KEY

- B** 1. a 2. a 3. c 4. c

## Poem (Modules 7 & 8)

#### KEY

#### Track 39

1. feel
2. lose
3. blow
4. dropped
5. Imagine
6. clouds
7. way
8. say
9. lightning
10. Don't







# Photocopiable Material



**A Read the sentences below and tick (✓) the correct answer.**

1. **A:** I've arranged to meet Reema tomorrow.

**B:** So has Hasna. ☐

**B:** So did Hasna. ☐

2. **A:** We aren't leaving for the museum yet.

**B:** Neither are we. ☐

**B:** We are too. ☐

3. **A:** I'll never talk to Frank again.

**B:** So will I. ☐

**B:** I won't either. ☐

4. **A:** Jenny should exercise more often.

**B:** Neither should I. ☐

**B:** I should too. ☐

5. **A:** I want to have a word with Tom later.

**B:** So do I. ☐

**B:** So have I. ☐

**B Read the sentences and complete with the or - .**

1. This is ..... most beautiful park in our city.

2. What time are we having ..... lunch? I'm hungry.

3. Majed went for a walk in ..... Oxygen Park.

4. Have you ever been to ..... Netherlands?

5. Emily's favourite colour is ..... purple.

6. .... Chinese have got a very interesting history.

7. Mark has known ..... Smiths for ten years.

**C Choose a, b, c or d.**

1. **A:** I've been to Spain before.

**B:** .....

a. I have

c. Neither have I

b. So have I

d. I haven't either

2. **A:** I hate cold weather.

**B:** I .....

a. so do

c. neither do

b. do too

d. don't either

3. **A:** I'm not going to try mountain biking.

**B:** .....

a. So am I

c. Neither am I

b. I am too

d. I don't either

4. I'm tired. I'm going ..... home.

a. -

c. at

b. to

d. the

5. Shhh! You ..... to be quiet in a library.

a. can

c. must

b. have

d. could

6. I'll take a taxi. You ..... drive me to the airport.

a. needn't

c. don't need

b. could not

d. don't have

7. You ..... go to the supermarket if you don't have time. I'll go.

a. mustn't

c. don't need

b. don't have

d. don't have to

8. You ..... touch the paintings in the art gallery. It's not allowed.

a. mustn't

c. don't need to

b. needn't

d. don't have to

9. You've got all day tomorrow to work on the project. You ..... to finish it tonight.

a. mustn't

c. don't need

b. needn't

d. doesn't have

10. You look exhausted. .... I do something to help you?

a. May

c. Must

b. Will

d. Would

11. .... I go to the cinema with my friends, Dad? Please!

a. Will

c. Could

b. Must

d. Would

12. .... you get me a newspaper when you go out?

a. Can

c. Must

b. May

d. Might

13. Stuart didn't come to work today. He ..... be ill.

a. will

c. can not

b. could

d. might not

14. Eric's friends are going out tonight, but he's got a lot of homework. He ..... join them.

a. can

c. may not

b. might

d. could not










# 6 Extra Practice

## A Complete with should or shouldn't.

1. The traffic is bad today. You ..... take your car to the city centre.  
You ..... use public transport.
2. Paul looks tired. He ..... work so hard.
3. **A:** I need to lose weight. What ..... I do?  
**B:** Well, you ..... take up a sport.
4. Speak nicely to your sister. You ..... be rude.
5. The forest needs protection. People ..... cut down trees.  
They ..... plant more trees.
6. Omar has had earache for two weeks. He ..... see a doctor.
7. You ..... go to bed late on a school night.
8. You ..... eat more fruit. It's good for you.

## B Match the two halves of the sentences.

- |                                      |                                                                                     |                                                   |
|--------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------|
| 1. If you heat ice,                  |    | a. you need a passport.                           |
| 2. You protect the environment       |    | b. when it's hot.                                 |
| 3. If you want to travel to the USA, |    | c. I read a book.                                 |
| 4. When you mix red and white,       |   | d. you get pink.                                  |
| 5. I have a shower twice a day       |  | e. when you recycle old newspapers and magazines. |
| 6. If I've got some free time,       |  | f. the garden doesn't need watering.              |
| 7. When it rains,                    |  | g. it melts.                                      |

## C Choose a, b, c or d.

- |                                                                                                                                      |                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. My aunt ..... Janet. Her name is Lucy.<br>a. don't call<br>b. didn't call<br>c. is not called<br>d. was not called                | 5. This painting ..... by a Qatari artist.<br>a. made<br>b. makes<br>c. is made<br>d. was made                                                  |
| 2. My cat ..... by a car last week, but it's OK now.<br>a. hit<br>b. hits<br>c. is hit<br>d. was hit                                 | 6. The house ..... every three years.<br>a. paints<br>b. painted<br>c. painting<br>d. is painted                                                |
| 3. Most children ..... chocolate.<br>a. love<br>b. loved<br>c. is loved<br>d. was loved                                              | 7. Millions of emails ..... every week.<br>a. sent<br>b. send<br>c. are sent<br>d. was sent                                                     |
| 4. Fortunately, the lost climbers ..... alive three days after the accident.<br>a. find<br>b. found<br>c. are found<br>d. were found | 8. The builders ..... building the new shopping centre in our town last month.<br>a. finish<br>b. finished<br>c. is finished<br>d. are finished |



**A Put the adjectives in the correct order to complete the sentences.**

- gold beautiful two**  
Tom bought his mum ..... bracelets.
- tight blue denim**  
I don't like that ..... shirt.
- five silk modern striped**  
Brenda's got ..... scarves.
- pink lovely leather sparkly**  
Look at those ..... sandals.
- colorful woollen striped cool three**  
Robert's got ..... hats.
- cotton nice checked four black and blue**  
There are ..... dresses in the wardrobe.

**B Read the situations and make negative questions.**

- You're surprised that your friend didn't do his/her homework? What do you say to him/her?  
.....
- You're surprised that your friend can't ride a bike? What do you say to him?  
.....
- You see a jacket on a chair and you think it's Salim's. What do you say to a friend who is with you?  
.....
- You see someone and think that you have met him/her before. What do you say to him/her?  
.....
- You are surprised that your sister will not let you borrow her tablet. What do you say to her?  
.....
- You are in a restaurant and you think the waiter is rude. What do you say to a friend who is with you?  
.....

**C Choose a, b, c or d.**

- It's not worth ..... so much money on a pair of shoes.  
a. spend                      c. to spend  
b. spends                    d. spending
- I need ..... Mark about the meeting tomorrow morning.  
a. call                        c. to call  
b. calls                      d. calling
- Would you like ..... this board game with me?  
a. play                        c. to play  
b. plays                      d. playing
- Our French teacher makes us ..... one composition a week.  
a. write                        c. writing  
b. writes                      d. to write
- When Reema finally arrived, she apologised for ..... late.  
a. is                            c. to be  
b. be                            d. being
- Don't forget ..... the telephone bill tomorrow.  
a. pay                            c. to pay  
b. pays                        d. paying
- What about ..... spaghetti for dinner tonight?  
a. has                            c. having  
b. have                        d. to have
- Oh, no. This tomato soup is too salty .....
- My little brother doesn't know a lot about computers. It's difficult for him ..... one.  
a. use                            c. using  
b. uses                        d. to use
- Let me ..... you a question before you continue.  
a. ask                            c. to ask  
b. asks                        d. asking
- Larry and Frank ..... swimming at the weekend.  
a. go                            c. to go  
b. goes                        d. going



# 8

## Extra Practice

### A Read the questions and tick (✓) the correct answer.

- |                                                                  |                       |                             |                       |
|------------------------------------------------------------------|-----------------------|-----------------------------|-----------------------|
| 1. Who gave you those flowers?<br>My son gave them to me.        | <input type="radio"/> | I gave them to my son.      | <input type="radio"/> |
| 2. Who did Peter call last night?<br>Mark called Peter.          | <input type="radio"/> | Peter called Mark.          | <input type="radio"/> |
| 3. Who did Alex meet at the park?<br>Mike met Alex at the park.  | <input type="radio"/> | Alex met Mike at the park.  | <input type="radio"/> |
| 4. What did you see in the forest?<br>I saw a fox in the forest. | <input type="radio"/> | A fox saw me in the forest. | <input type="radio"/> |
| 5. What happened to your sunglasses?<br>They broke me.           | <input type="radio"/> | I broke them.               | <input type="radio"/> |
| 6. Who phoned Mark?<br>John phoned Mark.                         | <input type="radio"/> | Mark phoned John.           | <input type="radio"/> |

### B Complete the sentences using Reported Speech.

- 'You must clean your room once a week,' my mother told me.  
My mother told me that I .....
- 'I may go to the park after school, Dad,' Peter said.  
Peter told his Dad that he .....
- 'I will help you with your project, Afaf,' said Reema.  
Reema told Afaf that she .....
- 'Chicken soup is my favorite dish,' said Pat.  
Pat said that .....
- 'I can't come to the cinema because I'm ill,' said Ron to Frank.  
Ron told Frank that .....
- 'We're playing football in the park,' said Bob.  
Bob said that they .....

### C Choose a, b, c or d.

- |                                                                                                                                            |                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Khaled's coming to the park, .....?<br>a. is he                      c. isn't he<br>b. was he                    d. wasn't he           | 7. Are there ..... crisps in the kitchen?<br>a. no                          c. some<br>b. any                        d. much                      |
| 2. You won't tell anyone my secret, .....?<br>a. do you                    c. won't it<br>b. will you                  d. would you        | 8. There were ..... passengers on the plane.<br>a. no                          c. lot<br>b. any                        d. much                    |
| 3. Mark's broken his arm, .....?<br>a. is he                      c. hasn't he<br>b. has he                    d. hasn't Mark              | 9. Look! I've brought a ..... computer games to play!<br>a. lot                          c. lots<br>b. few                        d. little       |
| 4. I am an amazing painter, .....?<br>a. am I                      c. aren't I<br>b. am not                   d. are not I                 | 10. I need to borrow a hat. Has your sister got ..... hats?<br>a. a lot                      c. any<br>b. much                     d. a little    |
| 5. Take out the rubbish, .....?<br>a. do you                    c. can you<br>b. are you                   d. will you                     | 11. George has invited ..... of people to his barbecue.<br>a. lot                          c. many<br>b. lots                        d. a few     |
| 6. You watched the match last night too, .....?<br>a. did you                   c. didn't you<br>b. don't you                d. watched it | 12. Talk fast. I haven't got ..... time. I'm late for school.<br>a. a lot                      c. much<br>b. many                     d. a little |



# Key to Extra Practice

## Module 5

### A

1. So has Hasna.
2. Neither are we.
3. I won't either.
4. I should too.
5. So do I.

### B

1. the
2. -
3. -
4. the
5. -
6. The
7. the

### C

1. b   2. b   3. c   4. a   5. b   6. a   7. d  
8. a   9. c   10. a   11. c   12. a   13. b   14. c

## Module 6

### A

1. shouldn't, should
2. shouldn't
3. should, should
4. shouldn't
5. shouldn't, should
6. should
7. shouldn't
8. should

### B

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

### C

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

## Module 7

### A

1. two beautiful gold
2. tight blue denim
3. five modern striped silk
4. lovely pink sparkly leather
5. three cool colorful striped woollen
6. four nice black and blue checked cotton

### B

1. Didn't you do your homework?
2. Can't you ride a bike?
3. Isn't that Salim's jacket?
4. Haven't I met you before?
5. Won't you let me borrow your tablet?
6. Isn't he rude?

### C

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

## Module 8

### A

1. My son gave them to me.
2. Peter called Mark.
3. Alex met Mike at the park.
4. I saw a fox in the forest
5. I broke them.
6. John phoned Mark.

### B

1. had to clean my room once a week
2. might go to the park after school
3. would help her with her project
4. chicken soup was his favourite dish
5. he couldn't come to the cinema because he was ill
6. were playing football in the park

### C

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



# Notes

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## Notes



# Notes

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**Portal to English 8B**

**Teacher's Notes**

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



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