

H. Q. Mitchell Marileni Malkogianni



GRADE SEMESTER 1



School	
Name	
Class	

H. Q. Mitchell - Marileni Malkogianni

Academic Year 2020-2021





النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ قَطَرٌ سَتَبْقَى حُرَّةً قَطَرٌ بقَلْبي سِيرَةٌ قَطَرُ الرِّجَالِ الأَوَّلين وَحَمَائِمٌ يَصِوْمَ السَّلامُ

قَسَمًا بِمَنْ نَشَرَ الضِّياءُ تَسْمُو بِرُوحِ الأَوْفِياءُ سيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ عِـــزٌّ وَأَمْـجَـادُ الإبَــــاءُ حُمَاتُنَا يَـوْمَ النِّـدَاءُ جَـوَارِحٌ يَـوْمَ الفِـدَاءُ

CONTE	N75			
Modules	S Vocabulary	Grammar	Functions	Reading
Trending p. 7	Greetings Conversational English Words easily confused Materials Phrases expressing like/dislike	Present Simple vs Present Progressive Stative verbs Past Simple Prepositions of time The verb used to	Greeting and saying goodbye Distinguishing between permanent and temporary situations Making plans and future arrangements Talking about the present and past Guessing the meaning of unknown words Talking about past habits and events Describing clothes and talking about fashion Expressing likes and dislikes Using a mind map to come up with and organise ideas	 A short quiz and a text comparing past and present A magazine article: All you need to know about sunglasses, trainers and jeans
Face-to-fa	Words/Phrases related to photography Words/Phrases describing relationships Conversational English Words/Phrases related to communication Personality adjectives	Present Perfect Simple Present Perfect Simple vs Past Simple for, since, yet, already	 Talking about experiences Using appropriate tenses to link the past with the present Guessing the meaning of unknown words using formal and informal language to start, maintain and end conversation Talking about communication Describing the positive and negative qualities in people Emphasising adjectives 	 A website: Top tips for better photos of people A magazine article: Direct communication is dying out
	e: Step Into The Aspire Zon les 1&2): Conducting an into		a Mini Bio <i>p. 28</i>	
Somethir new p. 29	Adjectives describing food Conversational English Phrasal verbs Word building: nouns ending in -ion, -ation Hobbies	Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little Relative pronouns: who, which, that, whose Relative adverb: where	Describing what food tastes and looks like Asking about dishes at a restaurant Making recommendations Persuading someone to do something Making a reservation at a restaurant Reading and understanding dictionary entries Guessing the meaning of unknown words Defining people, things and places Talking about different forms of art Giving news Responding to news by showing surprise and enthusiasm, and asking for details	An article: Neologisms! A magazine article: Be part of the art
What happened p. 39	Words/Phrases related to accidents and injuries Words/Phrases related to cars Conversational English Words/Phrases related to natural disasters Adjectives ending in -ed and -ing	Past Progressive Past Simple vs Past Progressive Time Clauses: when, while, as, as soon as	Narrating events and experiences Referring to time Sequencing events Responding to bad news and showing concern Expressing criticism Guessing the meaning of unknown words Understanding headlines Describing feelings	A comic strip: The power cut A newspaper article: Double Disaster in Japan
_	e: Getting Ready for the Kidles 3&4): Researching facts	•	article <i>p. 50</i>	
5	Words easily confused Words/Phrases related to air travel Conversational English Compound nouns	Past Perfect Simple can, could, may, will, would should, ought to, had better	Talking about events in history Sequencing past actions and events Guessing the meaning of unknown words Making offers and requests and asking for favours Asking for, giving and refusing permission Asking for and giving advice	 A historical journal: Robert O'Hara Burke A magazine article giving advice for travellers

• Asking for and giving advice

• Describing places

• Expressing opinion and making suggestions

• Agreeing and disagreeing with an opinion

• Compound nouns

Destinations • Adjectives describing

p. 51

places

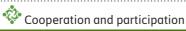
Listening (Pronunciation*)	Speaking	Writing	QNCF competencies	
 Three short dialogues A conversation about what gifts to buy for family members * The verb used to 	 Pair work: Greeting, making plans and saying goodbye Pair work: Interviewing each other and reporting answers Pair/Group work: talking about clothes Pair work: Talking about likes/dislikes A paragraph about one's clothes and accessories A post about an event Developing skills: Brainstorming and organising ideas with the help of a mind map 		و م ا	
Dovt of a vadia was avanome about	Dair work Discussion awayings		ૐ •ॄ%	
 Part of a radio programme about video calls Three monologues about instant messaging Four monologues describing people 	Pair work: Discussing experiences Pair work: Role play situations (meeting people)	 A description of a person Developing skills: Using intensifiers to emphasise adjectives Organising your description with the help of a plan 	٠ • •	
			ॐ •ॐ•	
		I		
 Part of a lecture about new trends in foreign language learning Three short dialogues about art A conversation between a brother and sister Word stress: nouns ending in -ion and -ation 	Pair work: Describing what food tastes and looks like Pair work: Role play situations (at restaurants) Class discussion about different forms of art Pair work: Giving news and responding to news	 An email giving news Developing skills: Organising an email with the help of a plan Set phrases for informal letters/emails 	ئ» <mark>ال</mark> ه ب	
 Four short conversations Three news bulletins A conversation between two friends about a missing person */tʃ/,/dʒ/ 	Class discussion about accidents and injuries Pair work: Narrating a bad experience and responding by showing concern and sympathy Group work: Narrating a story	 A summary Developing skills: Organising a summary 	\$ \$ \$ \$ \$ \$	
Five short announcements A radio programme about packing A documentary about tourism in Tunisia * Consonant clusters *	Group work: Role play situations (travelling) Pair work: Asking for and giving advice about a trip, and making suggestions Pair work: Discussing day trips and reaching a decision	 An article describing a place Developing skills: Using topic sentences and forming well-organised paragraphs Organising a description of a place with the help of a plan 	○ Q. (©) ★ ❖	
QNCF Competencies	Creative and critical thinking	Inquiru and research		

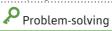














Look at the pictures.
 Have you ever tried or
perienced anything sim





In this module you will learn...

- to describe what bod tastes and looks like
to describe what bod tastes and looks like
to describe what bod tastes and looks like
to make recommendations
to make a reservation at a restaurant
to make a reservation at a restaurant
to use quantifiers
to define people, things and places by using relative pronoun and adverts
- what a phreasel verb is
- what a phreasel verb is
- what a phreasel verb is
- to talk about different forms of art
- to form nouns (ending in -ion and -altien)
from warbs
- to give news
- to give news
- to private for informal letters/emal

- to favor news
- to private for informal letters/emal

- Tuluru / Ayers Rock

- When you ever visited any of them?
- Which do you think is the most popular
- which do you think is the most popular
- which do you think is
- the most popular
- to talk about diffusion
- to favor which you will learn...
- to talk about diffusion
- to favor which you will learn...
- to talk about diffusion
- to favor which and the received when travelling by plane
- to talk about grobers people have when travelling by plane
- to describe places
- to form well-organised paragraphs
- to form well-organised paragraphs
- to form well-organised paragraphs



Discuss:

- Look at the topics shown in the pictures. What is trending at the moment?
- Which is the most popular topic for discussion with you and your friends?



6 social media





7 style



DOUBLE DISASTER IN JA.

2 gadgets



5 entertainment

In this module you will learn...

- to distinguish between permanent and temporary situations
- to make plans and future arrangements
- to talk about the present and past
- to distinguish between words easily confused
- to talk about past habits and events
- to talk and write about clothes and fashion
- to express likes/dislikes
- to make a mind map to come up with and organise ideas
- to write a post about an event



A Discuss.

- How often do you talk to your friends?
- What kind of topics do you talk about?

B (2) Read and match. Which of the following best summarises each dialogue?

Dialogue 1

a. arranging a meeting between two people

Dialogue 2

b. discussing life at university

Dialogue 3

c. cancelling plans

Dialogue 4

d. planning an evening out

1 Gi

Grace Hi, Sophie. How's it going?

Sophie Not too bad, thanks.

Grace So, what do you think of

university so far?

Sophie It's great. I'm enjoying it.

Grace Me too. Most of my classes are in

the mornings, so I've got lots of free time in the afternoons.

Sophie That's great! Anyway, see you later.

2 **Neal** Hey, do you want to go for a pizza later?

Toby Sorry, I usually go to the gym on Thursdays. What about tomorrow?

Neal No, I'm taking Spanish this term, and I have a class on Friday evening. I'm free at the weekend, though.

Toby OK, then. Let's say Saturday night.

Neal That would be great. How about going to the Pizza Palace?

Toby Sure, why not? You know I love pizza.

- Anne Hey, Lisa. What are you up to?
 - **Lisa** Nothing much. I'm waiting for my next class.

Anne Listen, my sister is coming to visit at the weekend.

Lisa Great! I really want to meet her.

Anne I know.

Lisa Does she often visit you?

Anne Not really, so this is a good chance for the two of you to meet.

4 **Tariq** So, what time are you coming over to study tonight?

Ali Sorry, but I can't make it. I'm going to the match tonight.

Tariq Wow! Those tickets are really hard to find.

Ali Yeah, well my sister won two tickets and she doesn't like rugby at all. So, I'm going with my dad. Maybe we can study together tomorrow night.

Tariq Sure, no problem.

C Read again and answer the questions.

- **1.** Why has Grace got lots of free time in the afternoons?
- 2. What does Toby usually do on Thursdays?
- **3.** When are Toby and Neal going to the Pizza Palace?
- 4. Who is visiting Anne at the weekend?
- 5. What is Ali doing tonight?

D Read Dialogue 4 again.

Which people like rugby?

E Match the phrases 1-5 from the dialogues with their synonyms a-e.

- 1. How's it going?
- 2. I'm free.
- 3. Sure, why not?
- **4.** What are you up to?
- **5.** No problem.
- **a.** What are you doing at the moment?
- **b.** That's a good idea.
- **c.** How are you?
- **d.** I haven't got any plans.
- e. Don't worry about it.

2. Grammar

Present Simple vs Present Progressive, Stative verbs

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

PRESENT SIMPLE

- **1.** I **study** in the evenings.
- 2. My sister doesn't live here. She lives in London.

PRESENT PROGRESSIVE

- **3.** Shayma **is waiting** for the bus at the moment.
- 4. I'm taking driving lessons this month.
- **5.** Tomorrow we're going to the new restaurant.
 - a. right now
 - **b.** in the future
 - **c.** usually or repeatedly
- **d.** permanent situation
- **e.** this period of time

3. Speak

A Talk in pairs. Greet your partner, make plans to go out tonight and say goodbye. Use some of the phrases in the boxes.

B Read the examples and answer the question.

Sally wants to go to the shopping centre tomorrow. She likes shopping.

B: Yes, please.

Want and like are stative verbs. Which tense do we usually use with stative verbs, the Present Simple or the Present Progressive?

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

A: What 1	(you / do) there, Rashid?
B: 2(ook) for my car keys.
13(r	need) them.
A: You 4	(sometimes / leave)
them in the kitchen.	
B: They aren't there, or i	n my bag. I
5(no	ot understand).
A: Calm down.	
B: Oh, I 6	(not want) to be late
for my meeting and I	(hate)
taking the bus to worl	Κ.
A: Listen, I 8	(leave) in ten
minutes. 9	(you / want) me to
take you to work?	

Greeting	Making plans	Saying goodbye
Hi, how are you?	Are you doing anything tonight?	Bye.
Hello, how's it going?	What are you doing tonight?	Goodbye.
What are you up to?	Have you got any plans for tonight?	See you later.
How are you doing?	Any plans for tonight?	See you tomorrow.
How's everything?	Do you want to?	Take care.
	Let's go	
	How about going?	
	Why don't we go?	

Not bad.
Not too bad, thanks.
So-so.
Not much.
Nothing much.
I'm fine / very well.
And you?

I'm free. I haven't got any plans.
Of course. I'd love to.
Sure, why not?
That would be great.
Sounds great!
How could I say no?
I'm afraid I'm busy.
I'm afraid I can't make it.
Sorry, I've got other plans.
I'd like to come, but...
Maybe some other time.

B Work in pairs. Do some research about what activities you can do in your city/town at the weekend. Make plans about what you two are doing this weekend and present your ideas to the class.



Internet environmental issues speed gadgets junk food social media

 Which of the words/phrases in the box do you associate with modern life? Why? What else would you add in the list?

B (a) Do the quiz and test your knowledge. Then read the text quickly (skim) and check your answers. Which of the following is the best title for the text? Choose a, b or c.



Then and now...



Famous 20th Century Inventions



Modern Life Features

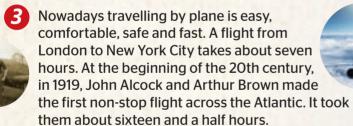


- 1. How many electric cars are made in the USA every year? a. 85,000 b. 100,000 c. 15,000
- 2. How much did Real Madrid spend on Cristiano Ronaldo in 2009?
 - a. €939,000 b. €9,300,000 c. €93,900,000
- 3. How long did the first transatlantic flight take? a. 27.5 hours b. 20.5 hours c. 16.5 hours
- 4. How much did the first mobile phone cost? a. \$39,000 b. \$3,995 c. \$995
- 5. When was the first computer game played? a. 1985 b. 1940 c. 1999



In the past not many people bought electric cars, but now, because of environmental issues, they are becoming more and more popular. However, long journeys are difficult because you have to charge these cars regularly. Nowadays, US car manufacturers produce over 85,000 electric cars every year.

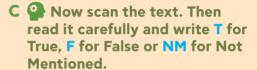
These days it is common for large sports organisations to buy and sell players for millions. Sports stars are some of the richest people in the world. In 2009, Real Madrid spent €93.9 million on Cristiano Ronaldo, and in 2017 he made more than €50 million. This is a huge amount compared to what players got in the late 1800s, about €3.5 per week.



Most people these days can't imagine their lives without a mobile phone. The first mobile phone was available in shops in 1983. It was huge, it weighed one kilogram, you couldn't talk for long and it cost the incredible amount of \$3,995!

Today, there are about 6 billion mobile phone users globally.

The first time people ever got the chance to try playing a computer game was in 1940 in New York. Tens of thousands of people played this simple game only to have the computer win 90% of the time. Fortunately, today players have a much better chance of winning.



- **1.** Electric cars are perfect for long journeys.
- **2.** The US produces more electric cars than any other country.
- **3.** Real Madrid is the richest football team in the world.
- **4.** Football players didn't make much money in the 1800s.
- **5.** Alcock and Brown flew across the Atlantic without stopping.
- **6.** The first people to fly across the Atlantic were Americans.
- **7.** Before 1983, you couldn't buy a mobile phone.
- **8.** Mobile phones were very expensive when they were first available.
- **9.** The first computer game was made in the USA.
- **10.** Players usually lost when they played the first computer game.

TIP!

Don't rely on your general knowledge to answer questions. Check your answers with the information given in the text.

D ② Does the writer think that the first mobile phones were convenient? Why? / Why not?



2. Vocabulary

Complete the sentences with the words in the boxes.

popular famous

- **1.** Social media websites are very with young people.
- **2.** Ahmad is a talented football player, but he isn't very ______.

common usual normal

- **3.** John and Ethan sat at their table next to the window.
- **4.** It is _____ for people travelling by plane to play games on their tablets.
- **5.** After a long holiday, it's difficult to get back to ______ life.

think imagine wonder

- **6.** I can't _____ my son driving a car.
- **7.** I what Sandra is making for dinner.
- **8.** Do you _____ I should visit my aunt in the hospital?

pay spend

- **9.** How much do you usually on clothes every month?
- **10.** Let me _____ for lunch today.

4. Listen

Listen to three short dialogues and answer the questions.

- 1. When did Jack last fly by plane?
 - **a.** last year
 - **b.** last month
 - c. last week
- 2. What is Laura taking on her trip?
 - a. a tablet
 - **b.** a mobile phone
 - **c.** a GPS device
- 3. What is true about traffic lights 100 years ago?
 - a. There were no traffic lights.
 - **b.** They had only two coloured lights.
 - **c.** The colours meant something different.

3. Grammar

Past Simple, Prepositions of time

A Read the examples and match them with the uses of the Past Simple.

- **1.** I walked to work yesterday.
- 2. In the past, I went to work by bike.
- **a.** a habitual or repeated action in the past
- **b.** an action that happened at a specific time in the past

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

- 1. Last week Mona (sell) her old computer and (buy) a laptop.

 She (want) to buy a digital camera too, but she (not can).

 She (not have) enough money.
- 2. Our first trip abroad (be) two years ago. We (go) to Canada. We (travel) around and (see) many beautiful places. We (not want) to leave.
- **3. A:** When _____(you / get) your first job?
 - **B:** Oh, that _____ (be) in 1999.
 - A: (you / like) that job?
 - **B:** Not very much. The job I have now is better.
- C Read the time expressions below. Which of them refer to the past only? What about the rest? Make sentences using the time expressions.

at the weekend in 2010 at 7 a.m. three weeks ago during the night after lunch on Thursday in May

- D Create a questionnaire for your partner. Use some of the ideas below and the Past Simple. Then interview your partner and note down his/her answers, which you will use to make a presentation in class. Finally, present the answers to the rest of the class.
 - Where / go / school?
 - When / graduate?
 - Where / live / when / be / young?
 - When / get / first bicycle?



1. Read A Discuss.

- Do you prefer wearing formal or casual clothes?
- What do you usually wear when you go out?
- Do you like to follow trends? Why? / Why not?

ALL YOU NEED ***** TO KNOW ABOUT...

Sunglasses

Shades, dark glasses or even sunnies.

Whatever you call them, when the sun comes out, they do too. But who were the first people to wear them? Well, in snowy places, the sun can be very bright, and from prehistoric times, ancient Inuits of the Arctic regions wore glasses made of bone with thin holes (slits) in them. They didn't let a lot of light in and protected their eyes. Today, sunglasses are usually plastic and come in all shapes and sizes. People wear them to protect their eyes from the sun's harmful rays while doing outdoor activities or sports, or just because they're in fashion. But many celebrities wear them indoors too,



because they want to hide their identity.

In 1830, the Liverpool Rubber Company developed the first athletic shoes with rubber soles. They called them 'plimsolls' and people used to buy them for a variety of activities. In the early 20th century, shoe makers started designing trainers, like the

Converse All Stars, for specific sports. Basketball players used to wear these trainers back then. In the 1950s, trainers became a fashion statement and more and more young people wore them. During the 1980s and 1990s it was common for sports stars to have their own brand of trainers, like Nike's Air Jordans. Today, there is a massive market for trainers, with new designs coming out all the time, and prices reaching £200 or more.

Jeans are trousers made of denim and they come in all shapes, colours and sizes. Most people have at least one pair, and in the USA the average person has seven pairs. The word jeans comes from the French *bleu de Genes*, which means the blue of Genoa.

This is because denim was made in Genoa and, in the 16th century, sailors used to wear baggy denim trousers. In the 1850s, Levi Strauss, a German merchant, started selling jeans to mine workers in California. They became popular because denim is a very strong material. However, some parts, like the pockets, often tore. So, copper rivets were added to make them stronger. Jeans have changed very little since then and Levi's jeans are still sold today. In the 1950s and 1960s jeans became a symbol of youth. Today, almost all fashion designers make their own jeans and they're very popular. They match everything and they can be casual or formal wear.

- B Read the text quickly (skim). Which aspects of sunglasses, trainers and jeans are discussed? Choose a, b or c.
 - **a.** Their advantages and disadvantages.
 - **b.** Their history and purpose.
 - **c.** How and why they have become fashion statements.
- C Now scan the text. Then read it carefully and answer the questions.
 - **1.** Who wore the first sunglasses?
 - 2. How did these sunglasses work?
 - **3.** What was different about the first trainers compared to older shoes?
 - **4.** What activity were Converse All Stars designed for?
 - **5.** How many pairs of jeans has the average person in the USA got?
 - **6.** What did Levi Strauss do in the 1850s?
- D P Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

1. bright	0	4. variety	0
2. ray	Ō	5. massive	Ō
3. hide		6. match	

- a. keep something secret
- **b.** very large
- c. a thin line of light from the sun
- **d.** a number of different kinds of things
- e. giving a strong light, shining
- f. look nice with
- According to the writer, which of the following are worn because they are practical but are also a choice that has to do with style?
 - **a.** sunglasses
- **c.** jeans
- **b.** trainers
- d. all of them

Over to you...

🍄 Discuss.

- Do you like wearing sunglasses/trainers/jeans? If yes, when and where do you wear them? If not, why not?
- What do you understand by the term 'fashion statement'?
- What can make an item a fashion statement?

2. Vocabulary





A Match the symbols 1-3 with their meanings a-c.

a. cotton

b. wool

c. leather

B (3) Look at the pictures and complete the phrases with the materials in the box. Then listen and check your answers.

rubber silk leather polyester denim plastic woollen shirt: 20% cotton 80% jacket bracelets a pair of scarf: 100% pure a boots iacket hat

3. Grammar

The verb used to

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

My parents used to read newspapers. Now they read the news online.

- a. My parents read newspapers in the past and still do so today.
- **b.** My parents read newspapers in the past, but they don't any more.

AFFIRMATIVE

I/You/He/She/It/We/You/They used to read **NEGATIVE**

I/You/He/She/It/We/You/They didn't use to read QUESTIONS

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

B Complete with the correct form of used to and the verbs in the box.

ride	have	not go	call	exercise	not ea
1. R	onald			for two ho	urs ever
d	ay, but	now he do	oesn't	•	
2.			ou		your
b	ike to s	chool whe	en you	ı were your	iger?
3. l			sushi,	but, after n	ny trip to
J	apan, I I	ove it.			
4. P	eople			me Budgie	at my
la	ast job, a	and I hate	d it.		
5. V	Ve		to t	he fast food	d place
а	lot, but	now we	go eve	ry weeken	d.
6. R	oger ar	nd Lee		a c	ar, but
tl	ney solo	l it.			

4. Pronunciation

A () Listen and repeat. In which sentence is the phrase in bold pronounced /juxsta/?

I used to wear trainers when I was young. I didn't use to wear glasses.

- B () Read the sentences below aloud. Then listen and check your pronunciation.
 - **1.** We used to play tennis every weekend.
 - 2. I didn't use to have a car.
 - 3. Julie didn't use to eat vegetables.
 - 4. Did you use to live in London?

5. Speak & Write

- A 🕸 Discuss in pairs or small groups.
 - What are your favourite clothes/ accessories at the moment?
 - Are they in fashion? Are they casual or formal?
 - Do you wear clothes that are out of fashion?
 - What kind of clothes did you use to wear when you were younger?
- Write a short paragraph about the ideas you discussed in the previous activity.



1. Vocabulary

- ■) Listen and read. Which of the phrases in bold are used when you *like* something, which when you *dislike* something and which when you think something is *just OK*?
- 1. I really like most kinds of modern art, but I think this painting is just **so-so**.
- 2. Haya is really into poetry, so I got her a book of poems for a gift.
- 3. A: Can we go to a different restaurant? I'm not a big fan of fast food.
 - **B:** Really? I think it's something else!
- **4.** My sister **finds** rainy weather **horrible**, but I **don't mind** it.
- 5. A: Why do you always go to that café? It's nothing special.
 - **B:** What are you talking about? I enjoy hanging out there. **There's nothing** I like more!

2. Listen

A Look at the pictures of the things below. Which of them would you like to receive as a gift? Why?



B 🍑 🜒 Listen to Roger talking to his sister. What are they talking about?

C
Listen again and match the people with the gifts. There are two extra gifts you will not need to use.

Uncle Dan

Aunt Tina

Ollie)

Maya

D Do you agree with the choices Roger and his sister made? Why? / Why not?

3. Speak

Talk in pairs about sports, films and video games. Say whether you like or don't like them and why. Use the ideas below and phrases from the vocabulary section.







Do you like sports/ films/video games? Yeah, I'm really into them because... What about you?

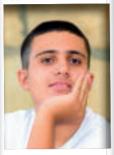
•••

My CRAZY Sports Blog

HOME

ABOUT ME CONTACT

ABOUT ME



Hi, I'm Saleh
Al-Mahmoud!
First of all, let
me say a few
things about
myself. I'm 15
years old, I'm
a student in a
preparatory
school, and,
if you haven't
already
guessed, I'm
really into every
kind of sport!

Hi everyone!

Yesterday was a big day – the beginning of the new football season! EVO Academy under sixteens were playing PSG in front of an excited home crowd: I couldn't wait! Kick-off was at ten o'clock, but PSG took control of the game straight away, scoring from a free kick in the seventh minute. EVO Academy were disorganised from the start, and played terrible football all the first half. I couldn't believe it. I was so disappointed!

After half-time was over, the teams came back onto the pitch, and I nearly started crying. The other side ran out smiling, and EVO Academy walked out slowly and with no energy at all. The second half started just like the first and PSG nearly scored three times! As a fan of EVO Academy, I found the whole experience just horrible!

And then, guess what? Just ten minutes before the final whistle, something amazing happened. All of a sudden, Yousef Saad, our star player, scored with an incredible shot from just outside the box. The ball hit the bar, bounced, and went in. Then, five minutes later, he did it again! I couldn't believe my eyes. What a fantastic start to the season!

Check out this <u>link</u> to watch the winning goal.

Click here to see all yesterday's results.



- > RECENT POSTS
- · Look, I caught a fish!
- · Top exercise tips
- · A new PE teacher?
- **ARCHIVES**
 - · October 2019
 - · September 2019
- · June 2019
- More...
- **LINKS**
 - · My brother's new blog
- · AHS Swimming Club
- Running competitions

- 1. Who wrote this post and why did he write it?
- 2. Who do you think is going to read it?
- 3. Which of the following does he include in the post?
 - a. what the crowd did during the match
 - b. highlights of the match
 - c. his opinion about the match
 - d. what he did after the match
 - e. how he felt
- B Look at the mind map below and try to complete it by brainstorming ideas about an event that you attended (e.g. a festival, a sports event, a performance, etc.).

expectations highlights

feelings event* thoughts/opinions

C Substitute Use the mind map to write a post for a website about the event you attended. Make notes and write a first draft. Then expand on these ideas and write your post. Use phrases from the Vocabulary exercise on page 14 to describe your feelings, thoughts and opinions. Go to the Workbook page 12.

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

Remember that drawing a mind map helps you come up with ideas (individually or in groups) as well as organise them. TIP!

Round-up

1. Vocabulary A Circle the correct options.

- 1. I'm going to a wedding at the weekend, so I need to find something **casual / formal** to wear.
- 2. Tina isn't at home. I wonder / imagine where she is.
- 3. Khaled always goes shopping at the shopping centre, because he can find his favourite brands / trends there.
- **4.** It's **usual / normal** for parents to worry about their children.
- **5.** Sahar works for a shoe company. She designs / develops shoes.
- 6. Mr Carson created / cancelled the meeting and went home because he felt sick.
- **7.** This shop has a **region / variety** of boots. Let's check it out.
- **8.** We're **planning / discussing** an evening out. Do you want to join us? Score: (

2. Grammar

В	Complete with the Present Simple or the
	Present Progressive of the verbs in brackets

1.	Mr Hamad	(not fly) to Edinburgh
		(drive). He
2.	A: Excuse me, I	(look for) a gift
	for my sister.	Can you help me?
	B: What	you
		se bracelets?
	A:They	(seem) nice. How much
		this bracelet
	(cost)?	
	B: Let me check	c.
3.	Asma	(not wear) wool. She
	(1	find) it uncomfortable.
4.	My brother	(work) at an office in
		However, this week he
	(be) on a business trip and he
	(1	ravel) around
	South America.	Score: ()/12)

C Complete with the Past Simple of the

so I _____ it back to the shop.

a new game console last

it very boring. (Score:

not work

buy

his

verbs in the box.

1. I don't think Mr Bennett

find let not like take

son walk to school alone.

week, but for some reason it

3. We the book at all.

D	Complete with the	correct form of used
	to and the verbs in	brackets.

1. Aisha	(not speak)
French, but now she	does.
2.	(read) comic books all
the time when I was	younger, but now I don't
3. A:	you
(live) in Newport?	
B: Yes, and I	(take) two
buses to come to	work. Score: 0/4

E Circle the correct options.

- 1. My dad started working at / in the age of 16.
- 2. The company started having problems a year ago / last.
- **3.** Ted finished studying **on / at** midnight.
- 4. We're going for coffee after / until work. Come with us.
- **5.** I heard a strange noise **at / during** the night. What was it? (Score: (

3. Communication

F Choose a or b.

1.	A: Hey, Omar. Are
	you doing anything
	tonight?
	B:
	a. Sure, why not?
	b . I haven't got any

- plans. 2. A: How about going bowling later?
- - **B:** I'm afraid
 - a. I can't make it
 - b. it's nothing special
- 3. A: Hi, Terry. What are vou un to?

you up to.
B:
a. Nothing much.

		Score:
_	_	

1	3001	e:		,
			$\overline{}$	_

b. I find it horrible.

4. A: Do you like water sports? **B.** Yes,

a. I'm really into

5. A: Are you a fan of Chinese food?

> **B:** No way. a. I don't mind it.

them.

b. I'm not interested in

b. Not too bad, thanks.

	$\overline{}$
Total score:	
101010101	

1	
1/40	
<i>)</i> , 40	

Now I can...

- distinguish between permanent and temporary situations
- make plans and future arrangements talk about the present and past
- talk about past habits and events
- talk and write about clothes and fashion
- express likes/dislikes
- make a mind map
- write a post about an event



best to communicate face-to-face with the other person? Why?

1 shopping

SORRY

4 apologising

5 giving bad news



2 learning a language



6 congratulating someone

In this module you will learn...

- to talk about experiences you have had
- to use appropriate tenses to link the past with the present
- to use formal and informal language to start, maintain and end a conversation
- to use time expressions related to the Present Perfect Simple
- to talk about different ways of communicating
- to describe the positive and negative qualities in people
- to emphasise adjectives
- to write a description of a person





A Discuss.

- What do you take photos of?
- How good are you at taking photos?

Have you ever wondered why other people's photos always seem more professional than yours? Well, here are some...

Top tips for better photos of people



Do you want your photos to stand out? Then change your angle. Shoot people from high above, below or from an unusual angle or even from a different room. You always get interesting results. Also, don't always place 5 your subject in the middle of the photo. Another common

5 your subject in the middle of the photo. Another common mistake is to stand too far from your subject. This can make the person look too small and not attract the attention of the viewer. So, don't be shy to photograph from close up – the results will be sure to impress!



Did you ask your subject to say 'cheese' before you took the photo? Well, people are expecting this. Have you ever tried to surprise them by saying something completely different, like 'chimpanzee'? They don't expect it, and you get a natural smile. It is also very important to make them feel comfortable and relaxed. Even family and friends can be a little shy in front of a camera, so it's a good idea to have a laugh and a joke with them before starting to shoot.



Give people something to do. Photos are more natural when people are doing something. Otherwise, they're just posing in front of the lens, feeling embarrassed. Ideally, you want your subjects to be so busy concentrating on the activity they are involved in that they forget you are there. When this happens, your photo will look much more professional and interesting.



Light is very important. Try not to use the flash because it makes a person's face look flat and ugly, like a passport photo. Natural light is the best, and the best part of the day is probably the early evening when the light is warm and soft.

30 light is warm and soft.



Lastly, don't be afraid to use photo editing software to edit your photos. There are some very useful programs out there, and they're pretty simple. Have you ever seen a photo of a person with red eyes? Well, you can easily fix that. Also, there are thousands of different artistic effects you could choose to improve your photos. For example, you could change the background of a portrait to look as if it was taken in a rainforest or in the snow.

Comments:

I have taken lots of bad photos of people over the years. But yesterday I went on a rooftop and took some photos of my friends, and they turned out really cool. I'm improving! Thanks for the advice! I've uploaded them for you to see. *Alan, Doncaster*

- B () Look at the photos on the website. Do you think they're good photos? Why? / Why not? Read and find out about them.
- C Now scan the text.

 Then read it carefully and answer the questions.
 - 1. Where does the writer advise you to place your subject in a photo?
 - 2. What does the writer advise you to say before taking a photo?
 - **3.** When do people feel embarrassed in front of a camera?
 - **4.** Why shouldn't you use the flash?
 - **5.** How can you fix red eyes in a photo?
 - 6. Which tip did Alan follow?
- D Prind words/phrases in the text that mean the same as the following.
 - 1. to take a photograph (tip 1)
 - **2.** to put something somewhere (tip 1)
 - **3.** to sit or stand in a particular position (tip 3)
 - **4.** feeling nervous and uncomfortable, shy (tip 3)
 - **5.** to become better (comments)
- E What can you infer about the person who wrote the tips?
 - **a.** He has taken the photos next to the tips himself.
 - **b.** He has a lot of experience in taking photos of people.
 - **c.** He is a professional photographer working for a wildlife magazine.



- Do you follow any of the advice mentioned in the text? Does it work?
- What other tips can you share?

2. Grammar

Present Perfect Simple, Present Perfect Simple vs Past Simple

A Read the examples. Note the verbs in blue which are in the Present Perfect Simple and answer the questions.

Jane has sent me a text message.

She's organising a get-together night.

We have met at her house many times before.

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

Or		+ nact	partici	nla
UI	·	T past	pai tici	pie

- 2. What kind of actions do we use the Present Perfect Simple for? Choose a or b.
 - a. for actions happening now
 - **b.** for actions that happened in the past and their results are obvious now and/or we don't mention when they happened
- B Read the examples.
 What's the difference between
 I have uploaded and I uploaded?

I have uploaded lots of photos on my website.
I uploaded a photo of me and my friends last night.



TIME EXPRESSIONS

always, ever, never, before, once, twice, many times, so far, just, recently, lately, etc.

C Read the examples. What's the difference between has been, went and has gone?

Mike has been to Rome twice. He went to Rome in 2008 and in 2012. Mike has gone to Milan this week. He's coming back tomorrow.

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

A:	1	you	(ever / try)
	Kelly's strawberry che	esecake?	
B:	No, I 2	(never / have) the ch	ance, but
	13	(have) some of her choc	olate cake
	a few weeks ago.		
A:	4	you	(like) it?
B:	No, I 5	(not like) it very muc	h. It
	6	(be) too sweet.	
A:	Well, Kelly 7	(make) a chees	secake
	last night and it 8	(be) lovel	y.
	19	(always / want) to learn	how to make
	cheesecake. Maybe sh	ie can show me.	

3. Listen

- A Answer the following questions.
 - What do you know about video calls?
 - Do you make video calls? Why? / Why not?
- B Listen to part of a radio programme and answer the questions.

 Choose a, b, c or d.
 - Which of the following information is NOT needed to create a PictureCall account?
 - a. your country
 - b. your date of birth
 - c. your home address
 - d. your email address
 - 2. What does the text say about phone calls through PictureCall?
 - **a.** They don't cost a lot.
 - **b.** You don't have to pay for them.
 - **c.** You must send text messages before making a call.
 - **d.** You can only make calls to someone who is in your own country.
 - **3.** According to the speaker, why are older people happy with PictureCall?
 - **a.** They enjoy using computers.
 - **b.** They can use it from their own home.
 - c. They are familiar with this kind of technology.
 - **d.** They can talk to their relatives who live abroad.

4. Speak

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



A
Read the dialogues and answer the questions.

- Where are the dialogues taking place?
- What is the relationship between the people?
- Which dialogue is the most formal and which is the most informal?

Gwen Excuse me. Haven't we met before?

Susan No, sorry. You don't look familiar.

Gwen Isn't your name Deborah?

Susan That's my sister. We look alike. I'm Susan.

Gwen I'm Gwen. Deborah and I used to work at Westhill Secondary School. By the way, how is she? I haven't seen her for ages.

Susan She's great. She hasn't changed much. She's still a maths teacher.

Gwen Tell her I said hi.

Susan Sure. I'm sorry, I didn't catch your name.

Gwen Gwen Fisher.

Susan OK, Gwen. This is my floor. It was nice

talking to you. Bye.

Ahmed Do you mind if I join you? There aren't

any tables available. Khalid No, go ahead.

Ahmed I'm Ahmed.

Khalid Khalid. Nice to meet you. Do you come

here often?

Ahmed I do, actually. I work at a travel agency

not far from here.

Khalid Really? How's business?

Ahmed It could be better. What about you?

Khalid I'm unemployed. I graduated last year,

but I haven't found a job yet.

Ahmed It's not easy these days.

Khalid Tell me about it. I've already been to three interviews this week - and nothing.

Dr Nelson Good afternoon. Are you Patrick Armstrong?

Patrick Yes, that's right.

Dr Nelson I'm Doctor Nelson. How can I help you?

Patrick Well. I don't think I've ever felt this ill before and I haven't been to work for over a week.

I'm sorry to hear that, Mr Armstrong. Please **Dr Nelson**

explain what's wrong.

Patrick Well. I have a terrible headache and I've also

got earache.

Dr Nelson How long have you had the earache?

Patrick I'm not exactly sure. I've felt some pain for

a while - but yesterday my wife complained that I wasn't listening to her, but I didn't even hear her. So that's when I realised something

was seriously wrong.

Dr Nelson You were right to come to see me.

Steve! Long time no see! Ken **Steve** Hello, Ken. Good to see you again. Ken How long has it been since we last saw each other?

Steve I think it was at your brother's

barbecue.

That was a year ago.

Steve Yeah. So, how have you been? Are you still working at that art gallery?

Ken No. I work at the National

Museum now. I've been there since March.

Steve Oh. here comes the A19. Got to go. Give me a call sometime.

OK?

B Pread the dialogues again and answer the questions.

- **1.** Which two people know a relative of the other person?
- 2. Who is looking for a job?
- **3.** Which two people haven't seen each other for a year?
- **4.** Who looks like someone else?
- **5.** Who needs help?
- **6.** Who thought the other person was someone else?



C PRead the dialogues again and find examples of formal or informal language in each of them.

2. Grammar

Present Perfect Simple with for, since, yet, already

A Read the dialogue. When did Ted move to this neighbourhood?

- A: How long have you had this flat, Ted?
- **B:** I've had it **for two years, since I moved** to this neighbourhood, actually.
- B Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets and circle for or since.

1. A: Have you seen Dana at all
--

- **B:** I (not see) her **for / since** yesterday morning.
- A: That's strange. She ______(not call) me for / since days. In fact, for / since the last time we ______(go) shopping together.
- 2. A: Hey, do you know Peter Dale?
 - **B:** Of course. I (know) him **for /** since ages. We met in secondary school.
 - A: So, you (know) him for / since you (be) a teenager.
 - **B:** That's right. We (be) friends **for / since** 1990.

3. Vocabulary

Read the following sentences.
Can you guess what the words/
phrases in bold mean?

- **1.** Jack's gone out with his **mates**. They go skateboarding every Thursday after school.
- **2.** This is Rashid, **a childhood friend**. We grew up in the same neighbourhood.
- **3.** We've invited only **close friends** and relatives to the wedding; no **distant relatives**.
- **4.** Jill is **a mutual friend** of ours. I know her from school, and Tina met her at college years ago.
- **5.** They don't know each other. They're **complete strangers**.
- **6.** Ali is **an old acquaintance**. I see him sometimes when I visit my home town.

for + a period of time

e.g. two years, a week, six months, an hour, five minutes, a long time

m

811

1311

111 111

since + a point in time

e.g. Sunday, yesterday, two o'clock, 2010, last week, I left school

- C Read the examples and complete the rules.
 - A: Have you called Tom yet?
 - **B:** No, but I've aiready told the others about the meeting.

Kelly has finished eating **already!** I haven't started **yet**.

- We usually use ______in affirmative sentences. We place it between have/has and the past participle or at the end of the sentence for emphasis.
- We use _____ in questions and negative sentences. We place it at the end of the sentence or question.
- D Say three things you've done so far in your life that you think are important and three things you haven't done yet, but want to.

I've already got a degree in Economics, but I haven't found a job yet.



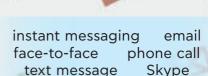
4. Speak

ROLE PLAY

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

A Look at the means of communicating in the box. Put them in order starting from the most direct means of communication to the most distant.

Then explain why you chose this order.



distant

direct -

B (3) Read the text quickly (skim). Which sentence best summarises the main idea of the text?

- a. Nowadays young people haven't got communication skills.
- **b.** Face-to-face communication has become less common today for a number of reasons.
- **c.** Distant communication has more advantages than direct communication.

Direct communication is dying out...

In the past, friends used to call or meet up to catch up on each other's news. Nowadays, with the rise of technological communication, personal contact is becoming less

frequent and more distant communication methods, like email, texts or instant messaging are taking its place.

Many people fear that the younger generation is losing the social skills they need to communicate. When communicating face-to-face, young people feel uncomfortable and keeping eye contact is difficult for them. They avoid making phone calls and prefer to send someone a text, even when they are in the next room.

Is this a problem? Or is this just the way that humans are evolving? A recent study has shown that two-thirds of teenagers are now more likely to text their friends than call them. Young people often prefer to text because they can hide aspects of their personality. For example, if they're shy, they can seem cooler. Also, texting is a way to stay in touch with more people as it's impossible to see lots of people face-to-face. So, many teenagers believe this distant way of communicating is actually improving communication.

There is no doubt that face-to-face communication is more than just words. When speaking to someone face-to-face, your tone of voice and body language play an important role too. Today, many people are going against the trend of distant communication. 'No email' days are becoming popular in the USA and companies are encouraging people to pick up the phone and talk to another human being, or even meet face-to-face.

Humans are social beings. Some years ago, a UCLA (University of California, Los Angeles) survey came up with the following statistics for spoken communication:

7% of meaning is in the spoken word
38% of meaning is paralinguistic (the way we say the words)
55% of meaning is in facial expression and body language

- C Now scan the text. Then read it carefully and answer the questions. Choose a, b or c.
 - **1.** According to the text, why is face-to-face communication becoming less frequent?
 - **a.** because people are busier than they used to be
 - **b.** because modern communication methods are faster
 - c. because technological communication is becoming more popular
 - 2. How do you know when a young person is losing his/her social skills?
 - **a.** when they avoid looking at you when talking
 - **b.** when they start making lots of phone calls
 - **c.** when they stop sending you texts and email
 - 3. According to the text, why do many young people prefer more distant communication methods?
 - **a.** because they think distant communication is cool
 - **b.** because they don't want others to know their identity
 - **c.** because it's easier to communicate when you don't show who you really are
 - **4.** What is true about 'no email' days?
 - **a.** They make people use more direct communication.
 - **b.** They are against face-to-face communication.
 - **c.** Companies feel that they are a waste of time.
 - **5.** According to the UCLA survey, what is the most important part of spoken communication?
 - a. the words you say
 - **b.** the way you say the words
 - **c.** the way you behave when you speak

- D Look at the highlighted words/phrase in the text and match them with their meanings. Then check your answers in a dictionary.
 - 1. catch up on
 - 2. frequent
 - 3. generation
 - 4. evolve
 - 5. impossible
 - 6. encourage

- a. cannot be done
- **b.** all the people of about the same age
- c. happening often
- d. to suggest that someone does something that would be good
- e. to find out about what has happened
- f. to develop slowly
- Now read part of a letter that someone wrote to the editor of the magazine which featured the article on page 22. Which of the following best summarises Tom Robinson's opinion? Why?
 - **a.** The negative features of distant communication are more than the positive ones.
 - **b.** Distant communication is better than face-to-face communication.
 - **c.** Distant communication causes problems when it is used too much.

Whether distant communication is a positive or negative feature of modern life depends on several things. When it affects people's ability to express themselves when talking with others, this is clearly a problem. Some people can become so used to using short forms such as 'CU L8R' when 'chatting' on electronic devices that they forget how to speak and write fluently. Their vocabulary becomes limited and their sentences very short, and they find it hard to hold a long conversation. Some people may even become stressed in social situations because they are out of the habit of actually being with people. However, I believe these situations are rare. As long as people are aware of the dangers of spending too much time on social media, and continue to hang out with friends and family, it is harmless. In fact, the Internet is a quick and easy way for people to stay in contact with people and make arrangements to meet up. And surely any communication is better than none!

Tom Robinson, Exeter





- Do you agree with Tom Robinson's opinion? Why? / Why not?
- Do you prefer sending text messages and email, or talking to others face-to-face? Why?
- Who do you usually talk to on the phone?
 How long do your phone calls last?
- What do you think the future of communication will be like?

2. Vocabulary

Read the sentences below. Match the phrases in bold with their meanings.

- **1.** I **lost touch** with Ahmad after university, and I haven't spoken to him for years.
- **2.** Have you **kept in contact** with any of your old schoolmates?
- 3. I left a message on Dean's voicemail, but he hasn't returned the call yet.
- **4. A:** Do you know how I can **get hold of** Julian?
 - **B:** You can reach him any time during the week at this number.
- **5.** Mr Hussain, can I have a word with you after the meeting?
- **6.** I sent an email to the company, but I haven't **received a reply** yet.
 - a. to contact somebody
 - b. to get an answer
 - c. to call somebody back
 - **d.** to talk to somebody about something
 - **e.** to no longer have any form of communication with somebody
 - **f.** to have some form of communication with somebody

3. Listen

A Discuss.

- Do you use instant messaging a lot? Why? / Why not?
- B Listen to three people talking about instant messaging and match the people with their attitudes.
 - Lucy
- Instant messaging has both positive and negative features.
- Jerry
- There are better methods of communication than instant messaging.
- Heather
- I don't know what I'd do without instant messaging.

C Discuss.

 Which of the three people's opinions do you agree with more? Why?



1. Vocabulary

Listen and read. Which of the words in blue are positive and which are negative qualities? Do you know anyone with these characteristics?



A **cheerful** person is happy and has positive feelings.

A **moody** person has frequent changes of mood.

A **generous** person helps and gives money, gifts, etc. to other people.

A **brave** person is not afraid of dangerous situations.

A **confident** person feels sure about what he/she can do.

A **responsible** person does his/her work and behaves well without pressure or control.

A **trustworthy** person is someone you can trust and rely on.

A **hard-working** person isn't lazy and always does a lot of work.

A **forgetful** person often forgets things.

An **optimistic** person is very positive and expects good things to happen.

A **humorous** person is funny and makes people laugh.

2. Listen

A Listen to four people describing people they like and match the people with the descriptions a-e. There is one description which you will not need to use.

Beth John Kathleen

- **a.** This person is outgoing and friendly.
- **b.** This person is hard-working and responsible.
- **c.** This person is optimistic and active.
- **d.** This person is humorous and forgetful.
- **e.** This person is quiet and clever.



B Listen to three extracts from the monologues. What do the following words mean?

- 1. dyeing
 - a. cutting

Peter

- **b.** wearing
- c. changing colour
- 2. socialising
 - **a.** spending time alone
 - **b.** going to quiet places
 - **c.** going out and meeting people
- 3. pessimist
 - a. not brave
 - **b.** not optimistic
 - **c.** not generous

C Discuss.

• Which of the four people described do you think you could get along with? Why?

3. Write

A A student has written about the person he admires most. Read the description and match the phrases below with the paragraphs in the description.

In this paragraph the writer:

- **a.** explains how the person has influenced him.
- **b.** makes a comment and says how he feels.
- **c.** describes the person's character.
- **d.** says who he admires and gives some general information.
- B Read the note below and find examples of intensifiers in the description on the right. Can you rephrase the sentences in the description using other intensifiers?

Use intensifiers to emphasise adjectives.

very really extremely so pretty

kind of

a little (bit)

moody.

The paragraph below has several mistakes, which have been underlined and marked using the correction code on the right. Read it and correct the mistakes.

CORRECTION CODE

WW: wrong word

Pr: preposition

T: tense

A: article

Sp: spelling

Bob Breen is a serious and quite man who likes reading and spending time with his family.

You would never expect him to do anything

www
extraordinary. However, past month Bob got a
spesial award for bravery and courage. You are

spesial award for bravery and courage. You are probably wondering what he did to get this award. Well, one morning while he was walking to work, he was hearing a loud explosion and a house near him suddenly burst into flames. He heard the man shouting for help from inside the house. Without thinking about his own safety, he ran at the house where he found the man trapped under a haevy bookcase. He managed to lift the bookcase and help him out of the house just in time, because minutes later another explosion destroy the house completely.

The person I admire most is my secondary school English teacher, Mr Nabil. He taught me in my final years and before him, I had no interest in English. However, when I finished school, it was my favourite subject.

Mr Nabil was very serious and quite strict, but he also had a wonderful sense of humour. The thing I can't forget about him is his enthusiasm for the subject. This rubbed off on nearly all his students because he motivated them to become interested too.

As for myself, Mr Nabil had a lasting effect on me. He was the main reason I chose to continue my studies in English. He helped me choose the best university for what I wanted to study. He also made me believe in myself and now I'm really confident that one day I'll fulfil my dream of becoming a teacher.

I'll never forget Mr Nabil. I'm glad that he still teaches at my old school, and I hope that the students he teaches now appreciate him as much as I did.

- D Think about a person you admire. Look at the questions below and talk in pairs.
 - Who is this person?
 - · What is he/she like?
 - What do you like about him/her?
 - How has he/she influenced you?
- Write a description of the person you admire most. Read the plan below. Go to the Workbook page 22.

Plan

A description of a person

INTRODUCTION

Give some general information about the person (name, how you know each other).

MAIN PART (2 PARAGRAPHS)

- Describe the person's character and try to give some examples.
- 2. Say what influence the person has had on you and/or other people.

CONCLUSION

Make a general comment about the person and say how you feel about him/her.

- Before you start writing, think of the ideas you are going to write about and plan your paragraphs.
- Use a variety of adjectives as well as intensifiers to describe the person's personality.
- Remember to give examples to show what you mean.

TIP!

2 Round-up 1. Vocabulary

	A Choose a, b or c.	B: Since / For ages. Since	/ For we were in
	My flatmate is a little	school, actually. 3. Have you talked to this p	orson hafara / navar ?
	cheerful and the next he is sad. a. confident b. annoyed c. moody	4. How many years before	
2.	Have you talked to Jerry lately? I emailed him	here?	, ago did you move
	yesterday but I never received a	5. A: Are the Simpsons here	e?
	a. result b. meaning c. reply	B: No. You've recently / j	
3.	In the end, it out to be a very beautiful day.	They've been / gone to	
4	a. stood b. turned c. took	6. I haven't met Miss Jones	already / yet. Where is
	Teachers should students to talk face-to-face with their friends more.	she?	Score /8
	a. encourage b. communicate c. recognise	3. Communica	tion
5.	Alex has been since May, but he hasn't	E Complete the dialogue	
	started looking for a job yet.	in the box. There is one	
6	a. uncomfortable b. unemployed c. unusual Mona is very nice. Everyone her.	you will not need to us	se.
U.	a. catches up on b. gets hold of c. gets along	1. A: Jack?	a. I didn't catch your
	with	B: Owen! 1	name.
В	Complete the sentences Score ()/6	A: Hi! Good to see you again.	b. Tell me about it.
	with the words in the box.	B: Yeah. 2	c. Long time no see!
	acquaintances mutual	A: Ten years, I think.	d. It was nice talking
	extremely social rely	Have you kept in	to you.
ı.	Steve spends too much time alone. He really has to try to improve his skills.	touch with any	e. How long has it been?
2	People say that it's better to have a few good	of the guys from school?	f. How's business?
	friends than lots of	B: Yes, with Jim and	g. We've lost touch.
	A real friend is someone you can trust and	Mike.	
	on.	A: What about Ben?	
	A: Do you know each other?	B: I haven't seen him for	
	B: Well, we've got some friends.	2. A: Hi, Moussa. Do you re Omar.	emember me? I'm
5.	It'shot today.	B: Sorry, I'm not Moussa	hut I've got a brother
	Why don't we stay home? Score /5	called Moussa.	i, but i ve got a brother
2	2. Grammar	A: Oh, wow. You look a l	
C	Complete with the Past Simple or the	B: 4 Everybody tell	-
	Present Perfect Simple of the verbs in	A: Oh, I'm sorry. Well, I h years and Anyway,	
	brackets.	B: 5	
A:	:Your photos are fantastic! 1 you	A: It's Omar Ahmed.	(Score: ()/12)
_	(ever / take) a photography class?	6 Bye!	Total score: ()/40
B:	No, but last year, my brother and I 2		
	(go) to the Annual Photography Festival. 3	Now I can	
	:No, I 4 (not hear) of it before.	• talk about experiences I ha	ave had
	Anyway, we 5 (see) the work of many	use tenses to link the past	with the present
	photographers and 6 (talk) to a few	 use formal and informal la maintain and end a conver 	
	of them. I 7 (learn) lots of useful	 use time expressions relat 	
	things. They also 8 (teach) us some	Present Perfect Simple describe the positive and i	negative gualities
	tricks on how to use the light.	in people	
A	: Wow! You 9	 emphasise adjectives 	

(Score (

D Circle the correct options. 1. Have you eaten just / already?

• write a description of a person

2. A: How long have you known each other?

(improve) a lot since then.

1 Culture Page Aspire Zone

A 🌣 Discuss.

- How much exercise do you think teenagers should get each day?
- · What can young people do to get more exercise?

One of the steps to realising the Qatar National Vision 2030 is to encourage all citizens to improve their levels of physical health and 5 fitness. This is especially true in the case of young people, who hold the country's future in their hands.

According to the World Health Organization, young people 10 should do at least one hour of physical activity every day. They should spend most of this time doing aerobic exercises like swimming, cycling, team sports 15 or fast walking. In addition, three times a week or more, they should carry out some kind of strength training, such as body-weight exercises. When teenagers exercise 20 regularly in this way, their physical condition improves greatly, and they also feel more confident and have less anxiety. What's more, regular exercise can help them to 25 concentrate and sharpens their memory, which can help with their performance in all school subjects.

Doha's Aspire Zone has everything young people need to get fit in a fun way, whatever the weather.
At the park, for example, you can cycle, walk or use the outdoor gym equipment. You can also participate in five-a-side football matches or

35 even take a boat out on the lake. At the Hamad Aquatic Centre and other indoor facilities in the Zone, there are also special programmes for teenagers, such as Aqua

40 Fitgames, Teens into Strength, and Boxing Fitness for boys, and Pilates, Zumba and Boot Camp for girls. Whether you're on your way to becoming a top athlete, or just

45 getting started on raising your fitness levels, there's something for teens of all abilities.

The Aspire Zone, though, is not only for teenagers: there 50 are healthy things to do for all members of the family. From Born2play classes for one-year-olds in the Baby Bliss Studio and scuba diving for people with

 55 special needs, to the Step into Health programme for adults who want to get more active, no one is left behind. And of course, on top of that, you can be a spectator at
 60 any of the various events which

are held in the Aspire Dome or Khalifa Stadium, or you can eat nutritious and delicious meals at any of the Zone's restaurants.

STEP INTO THE

ASPIRE

ZONE

- 65 There are now also three mobile applications available to help everyone make the most of their time at the Aspire Zone. The Life in Aspire app has got all you need
- 70 to know about classes, sporting events and other activities. The Namat app, which is run by staff at the Aspetar Orthopaedic and Sports Medicine Hospital, focuses on health
- 75 education and healthy living. The Step into Health app, which is also managed by Aspetar, is for the over sixteens and, in addition to providing exercise tips and advice, counts
- 80 the number of steps you make, the distance you walk and the amount of calories you burn each day. All three apps can be downloaded for free in both Arabic and English.
- 85 So next time you start thinking about what video game you are going to spend hours playing, why don't you check out the *Life in Aspire* app, call a few friends and get down
- 90 to the Aspire Zone instead? Come on, what are you waiting for?

B (2) Read the text and write T for True or F for False.

- The World Health Organization advises teenagers to do strength training at least three times a week.
- **2.** According to the text, exercising regularly can help young people do better at school.
- 3. You can only play five-a-side football indoors.
- There are Pilates classes for boys in one of the sports halls.
- **5.** You are not allowed to eat anywhere inside the Aspire Zone.
- **6.** Both the *Namat* app and the *Step into Health* app are managed by Aspetar Hospital staff.
- **7.** The *Step into Health* app is for children up to sixteen years old.



Choose a place which is popular with teenagers in your country. Do research to answer some of the following questions.

- When did it open?
- How big is it?
- What does it offer to visitors?
- What can you do there?
- What days and times is it open to the public?
- How can you find more information about it?

Make a flyer about this place. Use pictures and the information you found.

Task

(Modules 1 & 2)

A Below are some pictures of Robert Rogers. Look at the pictures and try to guess as many facts about his life as you can. Discuss information such as:



- B Read the magazine Mini Bio of Robert and compare your answers. What have you guessed correctly about him? What other information did you learn about him?
- C Work in pairs. Read the Mini Bio again and decide what questions the magazine interviewer asked Robert to get all the information.
- **D** ROLE PLAY

Work in pairs. Don't forget to swap roles.

Student A: Imagine you work for a magazine and want to interview Student B. Use the questions from activity C. You can also add your own questions (e.g. about art, TV, books, sports) to add more topics to your interview. Note down Student B's answers.

Student B: Imagine Student A works for a magazine and wants to interview you. Answer his/her questions.

- E Use the information you have gathered to create a Mini Bio of your partner like the one on the right.
- F Present your Mini Bio and tell the class two interesting facts that you have learnt about your partner.

> MINI BIO

Meet Robert Rogers

Up-and-coming but not famous yet!

Name: Robert John Rogers
Nickname: R.J.
Occupation: Writer
Nationality: American
Date of birth: 6 July 1980
Place of birth: Chicago, Illinois, USA
Family: two older sisters: Sally and Fay, father
and mother: Robert and Wendy (also writers)
Education: Northwestern University
Interests: crazy about photography, basketball,
poetry and comic books, enjoys cooking for friends
Dislikes: can't stand football and moody people (friends say) Positive qualities: easygoing, trustworthy
Negative qualities: extremely forgetful
Most interesting experience: He's swum with
dolphins in the Caribbean!
Worst experience: When he didn't have a
mobile phone for 3 days!
Greatest fear: snakes, planes and losing touch
with old friends
At the moment: He's writing his first children's book.

Done so far: written 2 science-fiction novels

Future dreams: wants to travel around the world

and write graphic novels

Message to others: Don't use your car or public

transport. Ride a bike!











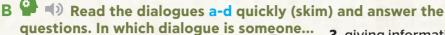
1 quad biking

In this module you will learn...

- to describe what food tastes and looks like
- to ask about dishes at a restaurant
- to make recommendations
- to persuade someone to do something
- to make a reservation at a restaurant
- to use quantifiers
- to define people, things and places by using relative pronouns and adverbs
- what a phrasal verb is
- to read dictionary entries
- to talk about different forms of art
- to form nouns (ending in -ion and -ation) from verbs
- to give news
- to respond to news by showing surprise and enthusiasm, and to ask for details
- to write an email giving news
- set phrases for informal letters/emails

A Discuss.

- Have you ever tried food from other countries?
- If yes, what have you tried? Did you like it?
- If not, would you like to? Why? / Why not?



Andy

Andy

- 1. making a reservation?
- 2. giving their opinion about a dish?
- 3. giving information about a dish?
- **4.** trying to persuade someone to try something new?

Andy I had a look at the menu, but I'm confused. I

Waiter Well, few people can resist our Peking Duck.

Does it contain any nuts? I'm allergic

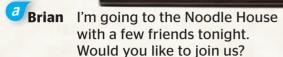
Waiter Don't worry. It has no nuts. It's crispy duck

What do you recommend?

have very little knowledge of Chinese food.

with tianmianjiang. That's a sweet bean sauce.

So, it isn't hot. I don't particularly like spicy



Andy The Noodle House?

Brian Yes, and don't worry about the money. It's my treat.

Andy It's not that. I'm just not sure about Chinese food.

Brian Oh, come on, Andy. You really should try it! What do you have to lose?

Andy But I don't like it.

Brian How do you know that? You've never tasted it. So, what do you say?

Andy Umm...

Brian I don't have much time, Andy. I need to book a table.

Andy OK, just this once.

Brian So, how was your duck?

Waiter Are you ready to order?

to them.

Waiter No, don't worry.

Waiter Certainly.

Andy I'll have that then.

food, you see.

Andy It was delicious! And it came with some pancakes, so it was similar to eating Mexican fajitas. And that sauce was nice and sweet. I liked it a lot.

Brian I see that you've finished it all. Was it worth coming?

Andy Yep, and the service was excellent. I'm definitely coming back to this restaurant to try other dishes.

Brian I'm glad to hear it.

b

Host Noodle House. How may I help you?

Brian I'd like to reserve a table for this evening.

Host For how many people?

Brian Five.

Host We don't have many tables available tonight. Could you be here at 7 p.m.?

Brian Sure, that's fine.

Host All right. May I have your name, sir?

Brian My name's Brian Hughes.

Host OK, Mr Hughes. Thank you.

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

- This is the first time Andy has had Chinese food.
- 2. Brian is paying for Andy's meal.
- 3. Brian booked a table for 7 p.m.
- **4.** Brian went to the restaurant with four friends.
- 5. Andy doesn't usually eat spicy food.
- 6. Andy didn't really enjoy his meal.
- **7.** Andy left some of his food on his plate.

- P Read the dialogues again. Which of the following summarises Andy's opinion about Chinese food?
 - a. He didn't change his mind about it.
 - **b.** He changed his mind about it in the end.
 - c. He prefers Mexican food.

Over to you...



- Have you ever had Peking Duck? If yes, what do you think of it? If not, would you like to try it?
- Have you ever ordered something at a restaurant that you didn't like? What did you do?





2. Vocabulary 3. Grammar & Speak

- A P Read the sentences below. Can you guess what the words in bold mean?
 - 1. Dark chocolate has a bitter taste. Milk chocolate contains sugar and milk and is sweet.
 - 2. The chips were disgusting. They were too greasy. I like my chips nice and crispy, without too much oil.
 - 3. For a starter, I ordered mushroom soup. It was nice and **creamy**. Then for the main course, I had a delicious, juicy steak with vegetables.
 - **4.** The sauce is **bland**, totally tasteless. I'd like it to be spicy.
 - **5.** At the end of our meal. they brought some mouth-watering cakes. Liust couldn't resist. Late three!
 - **6.** Add **fresh** vegetables to the soup. Oh, and make sure you don't make it too salty this time.
- B Talk in small groups. What do you think about the food in the pictures?



That cake looks delicious and the whipped cream looks very fresh.

I don't like whipped cream very much. It's usually too sweet for me.

meaning.

Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little

A Read the dialogue below and complete the rules.

A: Is there any apple pie left? **B:** Sorry, there's **no** ice cream left. **B:** Of course. Have **some**. **A:** How about whipped cream? **A:** Can I have **some** ice cream? **B:** Sorry, we haven't got any.

• Use	in affirmative sentences, and questions that
function a	s offers and requests.
• Use	in questions and negative sentences.
• Use	in affirmative sentences to give a negative

B Read the examples and complete the rules with much, many, a few and a little. Which of the words in blue can we replace with a lot of / lots of?

Have you got any milk? I'd like a little in my coffee. We haven't got many carrots for the soup. There wasn't much traffic on the roads so I got here early. Can you answer a few questions for me?

• Use	and	before plural countable nouns.
• Use	and	before uncountable nouns.
• Use a lot	of / lots of befo	ore uncountable or plural countable nouns.

C Read the examples and notice the words in blue. Which of them means enough and which means not enough?

> I have got a little money on me; perhaps I can buy a sandwich.

> I don't think I can go shopping; I have got very little money on me.

D Read and circle the correct words.

- 1. A: When does our flight leave?
 - B: In an hour. So, we have a little / little time before we leave.
 - **A:** Yes. Do you want to get **any / some** coffee?
 - **B:** Yeah, there are **a few / few** cafés over there, I think.
- 2. My mother makes **much / many** nice desserts. She has a lot / lots of recipes but a few / few people know that the recipes are actually my grandmother's. My mother doesn't like using any / no new recipes. She says the old ones are the best. I don't mind because I like her desserts much / a lot.

4. Speak



Talk in pairs. Go to the Speaking Activities section on page 62.

A P Look at the dictionary entry and discuss.

- What do you use a dictionary for?
- Do you find the information dictionaries give you useful?
- Apart from the information shown below, what other information do dictionaries give?

couch potato n.

part of speech

a person who is not active and spends a lot of time in front of a TV A lot of children nowadays are overweight couch potatoes. example definition

sentence B (a) Read the text below quickly (skim). What is a neologism?

> When you see a word you don't know, the easiest way to find out its meaning is to look it up in a dictionary. However, you might sometimes be surprised to find that the word isn't in fact in there!

This is because English is constantly changing and 5 new words and expressions enter the language all the time. These are called neologisms, and they can come from any new situation that becomes part of daily life. This is how, in the modern world, we constantly come across new words to describe various activities and habits, many of them 10 relating to the Internet and the online world. In many cases, new words are made up of other existing words - for example, vlog, the word for a blog which is shown through video, takes the v from video and adds it to blog.

To keep up with these new words, dictionaries are updated constantly. This sounds like a difficult task but, fortunately, the Internet has made this easier - most dictionaries now have online versions, which are much simpler to update. Of course, not all neologisms make it into the dictionary; some new words quickly fall out of fashion, and others simply aren't used by enough people or in enough places. Most dictionaries agree that they will only include words that have appeared in a variety of different places and that have been in use for a certain amount of time. Sometimes, it can be years before a new word is considered popular enough to include in a dictionary. 25

So, if you can't find the word you're looking up, go online and search for some examples of how it's used. See if you can work out what it means for yourself!

- C Now scan the text. Then read it carefully and answer the questions.
- 1. Where do new words in the English language come from?
- 2. What does vlog mean?
- 3. According to the text, why are online dictionaries useful?
- **4.** What happens to new words that fall out of fashion?
- 5. When do dictionaries decide to include a word?
- D Read the text again. What does the writer suggest?
- a. It might be easier to find a neologism in an online dictionary.
- **b.** Most dictionaries avoid using neologisms.
- c. Some dictionaries include neologisms that have fallen out of fashion.
- **E** PLook at the following dictionary entries. Can you work out which two words were used to make each one?

frenemy *n*.

a person who pretends to be a friend but is also an enemy hangry adj.

annoyed and angry because you are feeling hungry

nonversation n.

a conversation about nothing chillax v.

to calm down and relax

2. Vocabulary

A Read the sentence below. What's the meaning of the phrase in bold? When people want to find the meaning of unknown words, they

NOTE

usually **look** them **up** in a dictionary.

The phrase in bold is a phrasal verb. A phrasal verb consists of a verb (e.g. get, break) and an adverb (e.g. back) and/or one or more prepositions (e.g. for, on with). The meaning of the phrasal verb is different from the meaning of the verb it includes.

Over to you...

స్ట్ Discuss.

 Are there any neologisms in your language? How would you translate them into English?

В	P Find phrasal verbs in the text and match
	them with the meanings below.

1.	to start.	be born	or be made	somewhere:
	to Start.	DC DOLL	OI DE IIIGUE	SUITIE WITCHE.

2.	to continue to learn about a particular subject so
	that you always know about the most recent events
	facts, etc.:

3.	to me	eet oi	find	somet	hing	or	someone	by
	chan	ce.						

4. to understand:

3. Grammar

Relative pronouns (who, which, that, whose), Relative adverb (where)

A Read the examples below. What do the words in blue refer to?

It's a restaurant for people who/that love ethnic food.

I liked the pair of boots which/that were on the top shelf.

It's a word (which/that) you can't find in dictionaries yet.

That's the school where I taught English. That's the man whose house is next to my grandfather's.

B Read the examples again and complete the rules.

- and for people.
- and _____for things, animals and ideas.
- for places.
- ____ to refer to possession.

NOTE We can omit who, which and that when they refer to the object of the verb. The girl (who/that) we saw on the bus is my cousin.

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

- 1. A: Do you know a shop _____ I can get a good dictionary?
 - **B:** There's a shopping centre on Graham Avenue has three bookshops.
 - A: Great.
 - **B:** But there are lots of good online dictionaries you can use. The Internet is the place _____you should look first.
 - A: You think?
 - **B:** Yeah, I have a friend _____ father is a writer, and he uses them all the time.
- 2. A: Is that the camera _____ you had with you the other day?
 - **B:** No, this is Jeremy's camera.
 - A: Who's Jeremy?
 - **B:** He's the neighbour _____looks after my cat when I'm away.
 - **A:** It looks like a good camera.
 - **B:** It is. He also has got one you can use underwater.

4. Listen

A Discuss.

- · What different ways are there of learning a foreign language these days?
- B 🍏 🜓 Listen to part of a university lecture about new trends in foreign language learning. Tick (✓) the topics that are mentioned.

memory training	online gaming				
speaking with robots					
	learning platforms				

C 🍮 🖜 Listen again and answer the questions. Choose a. b or c.

- **1.** What is blended learning?
 - a. studying different school subjects in more than one language
 - **b.** the use of interactive whiteboards instead of books
 - c. a mixture of traditional education and learning through digital media
- 2. According to the speaker, how can digital technology help students do school projects?
 - a. It allows students to work on projects together outside of school hours.
 - **b.** It allows them to meet people from other countries.
 - c. It allows them to do impressive multimedia presentations.
- 3. According to the speaker, how does digital technology encourage young people to learn another language?
 - a. It allows them to speak more often with native speakers of the language.
 - **b.** It allows them to do things they are personally interested in using that language.
 - c. They can watch many films with subtitles in the language they are trying to learn.

D 🕸 Discuss.

- How do you use English outside the classroom?
- · What other things would you like to be able to do using English?



- Do you often visit museums or art galleries? Why? / Why not?
- What do you know about installation art?
- B (4) Read the text quickly (skim) and match the paragraphs 1-4 with the headings.
 - **a.** A break in the weather
- c. Soon none will be left
- **b.** An experience of senses **d.** Short-lived artwork

Installation art isn't just about making paintings or sculptures. It's a kind of art that uses the area it's in to help people enjoy it. It includes exhibits with sound, live performances, video and even the Internet. People who experience installation art often have to use different senses at the same time, not only sight, but also hearing, smell and touch. You can find installation art in galleries, but also in public places, and it can be permanent or last for just a few hours, days or weeks. The main point is not only to look at the art but to experience it and feel part of the art. too.

In 2009, Brazilian artist **Néle Azevedo** created an installation called *Melting Men*. She created a thousand tiny ice sculptures of men and placed them in a sitting position on steps in a square in Berlin. They quickly began to melt and were soon just a puddle of water; about thirty minutes later, there was nothing there! The Melting Men installation has appeared in various cities, like Paris, Florence, Havana and Sao Paulo. Azevedo's installation is more than just art. She wants people to become aware of the melting ice caps at the poles and how this can cause water levels to rise. Her art sends a warning to humanity.

In 2012, the contemporary art studio **Random International** turned one of the rooms at the Barbican Centre in London into a Rain Room. Rain fell from the ceiling of the room non-stop. Visitors could hear, see and even smell the rain, but when they walked through the room, they didn't get wet. Eight digital cameras followed each visitor and a computer stopped the rain above them. This made the people feel they were in control of the rain. Random International saw the installation as a social experiment and were interested in people's reactions.

In 2018, Australian artists, **Gillie and Marc** installed the tallest rhino statue ever made in the centre of New York City. This statue, called *The Last Three* shows three rhinos, one on top of the other and represents the last three northern white rhinos living in Kenya. The artists made it so large because they want people to realise that, if we don't do something, all rhinos will be in danger of dying out. They also encourage people to send goodbye messages to the rhinos, which they will use to try to get governments to stop people from using rhino horns.

C Now scan the text. Then read it carefully and match statements 1-5 with the installations. Write M for Melting Men. R for Rain Room. L for The Last Three or N for None.

This installation...

- **1.** appeared in more than one place.
- 2. needed special equipment to work.
- 3. asked people to write something.
- 4. meant to help others of the same kind.
- **5.** got people wet.
- D P Find words in the text and match them with their definitions below.
 - 1. objects or works of art put in a public place for people to see (para. 1)
 - 2. lasting for a long time or forever (para. 1)
 - 3. very small (para. 2)
 - 4. a small pool, especially of rainwater (para. 2)
 - **5.** people in general (para. 2)
 - **6.** modern (para. 3)
 - 7. the top surface of the inside part of a room (para. 3)
 - 8. what you feel or do because of something that has happened (para. 3)



Over to you...

ව් Discuss.

- Have you seen or heard of any other installation art works? Where were they and what were they about?
- What's your opinion about installation art?

2. Vocabulary & Intonation

A Read the note. Which verbs do the nouns below derive from?

NOTE

A lot of nouns are formed by adding a suffix (e.g. -ion, -ation) to a verb.

react → reaction create → creation install → installation prepare → preparation

exhibition invention cancellation invitation discussion imagination

B Circle the correct words.

The artists worked hard to create / creation the install / installation.

They were not **prepared / preparation** for such a react / reaction.

- C () Listen and repeat. Notice the syllable that is stressed in words a and b.
 - a, inform
- **b.** information
- D () Read the verbs and nouns in activity A and underline the stressed syllable. Then listen and check your answers. Where is the stress in nouns ending in -ion and -ation? What do you notice about the pronunciation of the last syllable?

3. Listen

A & Discuss.

• Would you like to take up any of the activities below as a hobby? Why? / Why not?











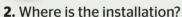




B 🚅 🕩 Listen to three short dialogues and answer the questions. Choose a, b or c.

1. Which exhibit are the people looking at?





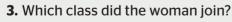




















• Which of the activities in A above do you consider forms of art? Why?

1. Listen

- A & Discuss.
 - Do you live in a house or flat? What is it like?
 - · Who do you live with?
- B 🍏 🜓 Listen to a man talking to his sister. Which of the following is he doing?

1. making plans

2. giving news

3. describing an event

4. giving details

5. apologising

C 🍮 🜓 Listen again and write the three questions the woman asks to get more information.

2.

3.

D 🍏 🌖 Listen again and complete the man's answers to the questions.

1. Because my old flat was _____.

2. Yes, there is, with a great view of ...

E 🔅 Discuss.

• Would you like to share a flat with a friend? Why? / Why not?

2. Speak

A Imagine a friend gave you the following news. What details would you like to know? Think of as many questions as you can.



Guess what! I'm getting married!





Did I tell you about my new car?



B F Talk in pairs.

You're kiddina!

Imagine you have some good news to tell Student B. Use the ideas from above or your own.

Student B

Listen to Student A's good news and respond with the phrases in the box to show surprise and enthusiasm. Show interest and keep the conversation going by asking for details.

Really? You are? / You did? / etc. That's great news. How interesting/exciting! I can't believe it! What a surprise! What wonderful news! Congratulations!

Are you serious? Unbelievable! Get out of here! That's the last thing I expected. I'm really happy for you! I'm glad to hear that! Good for you!

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

3. Write

A & Discuss.

- Do you write emails to friends?
- What do you usually write to them about?
- B Read the email below. Why is Salem writing to Hassan?

Hello Hassan.

How are things? Thanks for your last email. It's always great to hear from you. Sorry I didn't reply sooner, but I've been really busy lately. Anyway, I'm writing because I want to tell you about a new hobby I've taken up. I've started doing karate!

A friend started classes last month and I decided to try it out, too. It's absolutely amazing! There are many different techniques to learn, but the instructor is really helpful and I am progressing well. What I like about this martial art is that I'm learning to defend myself without hurting my opponent. We have classes twice a week and sometimes they take place in the park! It's really interesting and fun. I don't even realise we're exercising, but when I go home, I'm exhausted!

So what about you? Do you still go to the gym? Maybe you can check out a karate class. Well, that's all for now. I have to start studying. I'm looking forward to hearing from you.

Bye for now, Salem

C Read again and answer the questions. In which paragraph (1-3) does Salem:

- a. ask for Hassan's news?
- **b.** give a reason to end his email?
- c. give details about his news?
- d. refer to Hassan's email?
- e. say the reason for writing?
- **f.** apologise for not writing earlier?
- g. ask Hassan to write back?

D PRead the plan on the right and the phrases 1-5 below. In which part do they belong? Write the phrases in the plan.

- 1. Well, that's all for now. I have to go.
- 2. I'm looking forward to hearing from you.
- 3. It was nice to hear from you again.
- 4. Well, here's the latest.
- **5.** Sorry I haven't written for so long, but I've been busy.

E Write an informal email to Salem. Say how happy you are that he's taken up a new hobby and give him your news. Go to the Workbook page 33.

Plan

An informal email giving news

GREETING

Greet the person vou're writing to.

- Dear Kevin. Hi Omar!
- Hello Aisha, Dear Mum,

OPENING PARAGRAPH

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

- How have you been?
- I haven't heard from you for ages.
- Sorry I didn't reply sooner, but...
- I'm writing to tell you about...
- Guess what! I have some exciting news.

Give your news. Use phrases/expressions like:

- The good news is...
- I've recently... Can you believe it?

CLOSING PARAGRAPH

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

- What's happening in your life?
- What about you? Do you still...?
- Waiting for your email/reply.
- Make sure you write and tell me your news.
- Anyway, enough about me. What have you been up to?

SIGNING OFF

Use a signature ending and your first name below that.

Yours.

Take care.

Layla

Jill

Bye for now,

Keep in touch.

Frank

Khalid

When writing an email giving news:

- use the appropriate layout (see page 64).
- organise it into paragraphs and use set phrases/ expressions as shown in the plan.
- use informal language (see page 64).
- use standard grammar and spelling conventions. Don't use forms such as wanna, CU L8R, etc.

Round-up

1. Vocabulary

A Circle the correct options.

- 1. Khalifa is trying to persuade / refer us to go to the art gallery with him.
- 2. Just add some greasy / whipped cream to the chocolate cake and enjoy.
- 3. I don't eat fish. I'm allergic / permanent to it.
- 4. Many confused / contemporary artists sell their work online.
- **5.** I'm not sure which restaurant to choose. What do you reserve / recommend?
- **6.** I'm paying tonight. It's my task / treat.
- 7. I don't often eat chips because they are too salty / bitter.
- 8. Your painting is amazing. You have got a great knowledge / imagination

g	
	Score: /8
B Complete the sentences with	th the correct
prepositions.	
I. Which dictionary do you use unknown words?	to look
2. You should take	a sport. You
need exercise.	
3. The exhibition has beautiful v	works
art. Check it	
4. I don't think you are fully awa	are
the problem.	
5. That sofa turns	a bed.
2. Grammar	Score: 0/6

- C Complete the sentences with who, which, that, whose or where. If they can be omitted, put them in brackets.
- **1.** That's the waiter _____ helped me order. **2.** Soap making is a hobby my
- mother enjoys.
- **3.** Is this the office Hamad works? **4.** The teacher I like the most is
- Mr Nabeel. **5.** Where did you get the sculpture is on the table?
- **6.** The café is on Bell Street is very popular. It's the place
- my friends and I usually meet. **7.** Is that your neighbour son is a

D Circle the correct options.

doctor?

1. A: Would you like many / some / any sugar in your tea?

(Score: (

B: Yes, please, and **little / a little / a few** milk.

- 2. There are very little / few / no places where you can find good sushi in my neighbourhood. However, in the downtown area, there are **some / lots / few** of Japanese restaurants worth going to.
- 3. A: My sister likes making jewellery and has made many / much / a lot bracelets for her friends.
 - **B:** Really? She hasn't given me **some / no /** any jewellery.
- 4. A: Come on, we don't have little / no / much time left. I've booked the table for 8 p.m.
 - **B:** Give me **few / many / a few** more minutes. I'm almost ready. (Score: (

3. Communication

E Put the dialogue in the correct order. Write 1-6.

You're right. I'm calling (them tomorrow.	Nothing much. I'm looking for a
Hey, Ali! What have you been up to?	job, but nothing much happens.
Well, guess what! I got a job at the arts centre on campus. You should ask. What have you got to lose?	Get out of here! Congratulations! Do you think they have anything for me? (Score:)/6

F Match.

- 1. How was the chicken?
- 2. So, are you coming?
- 3. I'm aettina married!
- 4. Is there any soup left?

- **a.** Just a little.
- **b.** That's the last thing I expected.
- **c.** Just this once.
- d. A little bland.

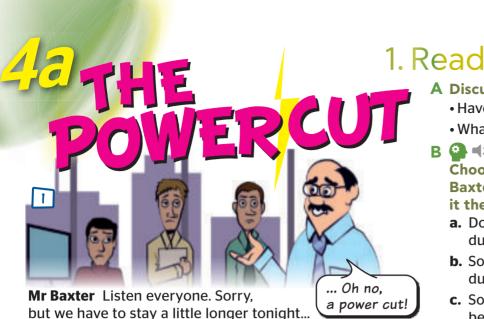
Score:)/4
Total score:	/40

Now I can...

write an email giving news

describe what food tastes and looks like	
 ask about dishes at a restaurant 	
 make recommendations 	
 persuade someone to do something 	
 make a reservation at a restaurant 	
use quantifiers	
 define people, things and places by 	
using relative pronouns and adverbs	
 read dictionary entries 	
 talk about different forms of art 	
form nouns (ending in -ion and -ation)	
from verbs	
• give news	
 respond to news by showing surprise 	
and enthusiasm, and ask for details	





A Discuss.

- Have you ever been in a power cut?
- What did you do?
- B Read the comic strip. Choose the best last line for Mr Baxter to say (picture 8). Why is it the best option?
 - a. Do you really think we can work during a power cut?
 - **b.** Somebody usually has an accident during a power cut.
 - c. Someone please fix the lights before we have any more accidents!





Jake I'm so sorry, Mr Baxter. Here you are. Are you injured?

Mr Baxter You knocked me over. Jake. Why were you running?



Jake I was trying to help. I heard someone scream.

Liam That was me.



Mr Baxter What happened to you, Liam?

Liam I was sitting at my desk. I wasn't doing anything. I was waiting for the lights to come back on. Suddenly, someone spilt boiling hot tea all over me. It burned my face. That's why I screamed.



Ken Sorry about that, Liam.

Mr Baxter Ken? You're bleeding. What happened to you?

Ken I was coming back from the cafeteria with some tea for my sore throat. I tripped over something and grazed my head on a desk.



Peter So, that was you?

Ken What do you mean, Peter? Where were you?

Peter Well, I was carrying some boxes to my desk over there. Suddenly, I stepped on something, lost my balance and fell, and I think I've sprained my ankle. Then, I heard someone trip over the boxes.



Mr Baxter I don't believe

C Read the second frame of the comic strip again. Who says each phrase?

D Read again. What happened when the lights went out? Put the sentences in order. Write 1-6.

Ken tripped.

Liam screamed.

Jake ran to help Liam.

Jake knocked over Mr Baxter. Peter fell down and sprained his ankle.

Ken spilt hot tea over Liam.

2. Grammar

Past Progressive

A Read the examples and complete the rule about the formation of the Past Progressive.

It was raining all evening.

My wife and I weren't working yesterday.

PAST	PR	0	GR	ES!	S۱۱	/Ε

or _____+ verb + ___

- B Read the examples and match them with the uses of the Past Progressive.
- **1.** I was watching TV at nine o' clock last night.
- 2. It was raining and Jill was walking in the forest
- 3. While I was watching TV, my mother was cooking.

We use the **Past Progressive**:

- to describe background scenes to a story
- for actions that were in progress at a specific point of time in the past
- for actions that were happening at the same time in the past
- C Complete with the Past Progressive of the verbs in brackets.
 - 1. They _____ (listen) to the news on the radio while the children _____ (play) in the garden.
 - 2. What you (do) yesterday evening at seven o'clock?
 - **3.** It (snow) and some boys (throw) snowballs at each other.
 - **4.** They (not/talk) while they (watch) the game.
 - **5.** It was hot. The sun (shine) and Ali (sit) in the shade reading a book.
 - 6. At ten o'clock yesterday morning,

 Fatima ______ still

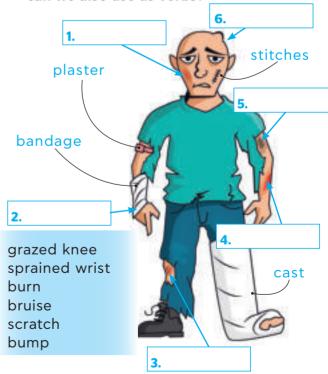
 (clean) the house.

3. Vocabulary & Speak

A Match the verbs related to accidents with the pictures. Write the correct number next to the words.



B Label the picture using the words in the box. Which of the nouns can we also use as verbs?



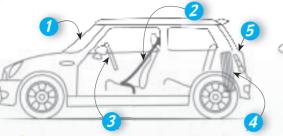
C & Discuss.

- Have you ever had any of the above injuries?
- How did you get them?
 What were you doing?

46

1. Vocabulary

▶ Listen, read and match the words on the right with the items in the picture. Write the correct number next to the words. Then check your answers in a dictionary.





seat belt
windscreen
headlights
boot
spare tyre
steering wheel
engine
passenger seat
number plate

2.Read

- Do you like travelling by car? Why? / Why not?
- A Discuss.
- Do you think it's dangerous? Why? / Why not?
- B Read the dialogues quickly (skim) and match them with the pictures a-d below. There is one extra picture you will not need to use.

WHAT'S WRONG?

Andy Where have you been?

Bob Don't ask. I got a flat tyre on Alder Street as I was coming home. When I realised it, I slammed on the brakes and almost lost control of the car.

Andy Are you all right?

Bob Yeah. Anyway, as soon as I opened the boot, I saw that I had no spare.

Andy Did you call the AA? You know, the breakdown assistance...

Bob I wanted to, but guess what! My phone was dead. I couldn't even call you to come and pick me up. So, I just took a cab.

Andy Oh, is there anything I can do to help?

Bob Well, I'm going to need someone to drive me to my car tomorrow.

Andy No problem.

Omar You look upset. What's up?

Saud The police pulled me over yesterday.

Omar Why? Were you speeding?

Saud No, I was talking on my mobile phone while I was driving.

Omar You should know better than that! What now? Are they going to take your licence away?

Saud No, but they gave me a ticket and I have to pay a fine. It's my own fault. I know it's illegal.

Omar Yes, and very dangerous. What were you thinking?

Ed Hey! Excuse me!

Frank What's the matter? Why are you beeping your horn?

Ed What do you think you're doing?

Frank I'm trying to get into this parking space. Is it illegal to park here?

Ed No, just watch where you're going.

Frank Why is that?

Ed You bumped into my motorbike and almost knocked me over while you were reversing.

Frank Did I? I'm really sorry. I didn't see you. Is everything all right?

Ed Yeah, I think so.









C P Now scan the dialogues. Then read them carefully and answer the questions.

- **1.** Who hit something with their car?
- 2. Who is annoyed with the other person?
- 3. Who needed help but couldn't get any?
- 4. Who broke the law?

- **5.** Who didn't realise what happened?
- 6. Who offers help?
- 7. Who regrets what they did?
- 8. Who feels sorry for the other person?



3. Grammar

- Past Simple vs Past Progressive
 Time Clauses (when, while, as,
 as soon as)
- A Read the examples and notice the words in blue. Then complete the rule about the use of the Past Simple and the Past Progressive.
 - **1.** I was going really fast when I lost control of the car.
 - **2.** While/As we were trying to find a parking space, it started raining.
 - We use the Past Progressive and the Past Simple in the same sentence when one action interrupted another in the past.
 - We use the ______ for the longer action and the ______ for the shorter action.
- B Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.
 - 1. As Saeed (drive)
 on the motorway, he
 (get) a flat tyre.
 - 2. Fortunately, my brother ______ (wear) a seat belt when he _____ (crash) into another car.
 - 3. While we (wait) at the traffic lights, a car (run) through a red light.
 - 4. Last summer, Brian _____ (travel) to the south of the country when his car _____ (break) down.
 - his father's car when it (start) raining.
 - (study) when your cousin (call) you?

4. Listen

short conversations and answer the questions. Choose a, b, c or d.

- 1. What should the driver do?
 - a. slow down
 - **b.** turn on the headlights
 - **c.** stop driving in the dark
 - d. stop flashing the headlights
- 2. What did Gary do?
 - **a.** He crashed into a bus.
 - **b.** He crashed into another car.
 - **c.** He went through a red light.
 - **d.** He stopped at a green light.
- 3. How fast was the man driving?
 - **a.** 30 mph
 - **b.** 35 mph
 - **c.** 45 mph
 - **d.** 50 mph
- **4.** How many cars are involved?
 - **a.** one
 - **b.** two
 - c. three
 - d. four



5. Speak

Talk in pairs.

Student A

Imagine you were involved in one of the situations below. Tell Student B about your experience, explaining what happened, what you did and how you felt.

You had an accident.

Your smartphone/tablet broke down.

You fell off your bike and got injured



Student B Go to the Speaking Activities section on page 62.

1. Vocabulary

A P () Listen, read and match the paragraphs with the pictures. Then try to guess the meaning of the words in bold. Check your answers in a dictionary.









a. The tsunami hit a town on the west coast. The huge wave caused serious damage to buildings and roads, and whole areas have flooded with water. b. Firefighters are still trying to put out the wildfire which broke out yesterday morning, and is still burning one of the most beautiful forests in the country. You can see the cloud of black smoke from miles away.

c. Many buildings
collapsed during the
earthquake last Friday.
The ground was shaking
for a whole minute and
there have been lots of
aftershocks since then.

d. The strong winds and heavy storms destroyed several houses. Many people are now trapped and the authorities are doing what they can to rescue them. This was a category two hurricane.

B 🕸 Discuss.

- Do you remember hearing about any major natural disasters?
- · What happened?
- · How did you find out about them?

2. Read

THE DAILY NEWS / Saturday, 12 March 2011

A ② • Look at the title of the text and the pictures. What do you think happened? Read the text quickly (skim) and check your answers.

DOUBLE DISASTER IN JAPAN

by Haruomi Sakamoto, East Asia correspondent

Yesterday, the fourth largest earthquake since records began hit the northeast coast of Japan. The 9.0 magnitude earthquake occurred at 2.46 p.m. local time, causing serious damage and huge loss of human life. Buildings were shaken violently as far away as Tokyo, almost four hundred kilometres away, and the quake was even felt in China's capital city, Beijing, over two thousand kilometres away.

In addition, soon after the quake, a powerful tsunami hit the coast, causing even more chaos and destruction. Eyewitnesses are saying that the waves from the tsunami were over nine metres high at Miyako City and that the water travelled ten kilometres inland in the Sendai area. The tsunami

Earthquake then tsunami bring death and destruction to northeast Japan



Buildings were turned into ruins in a matter of minutes.

destroyed entire towns and completely flooded Sendai Airport.

There have been tsunami warnings in countries all around the Pacific coast, and in California, USA people have reported two-metre-high waves. A wave even broke off enormous icebergs from the Sulzberger Ice Shelf in Antarctica, over 13,000 kilometres away.

Human Tragedy

The Japanese government says that thousands of people are missing, thousands are injured, and that many hundreds of people lost their lives. The number of people made homeless is expected to be in the hundreds of thousands.

Rescue teams are doing what they can to help the people who are trapped. However, rescue operations are extremely difficult, especially as there are continuous major aftershocks.

The people are terrified. 'I don't know how we survived. Many houses collapsed and then as we were trying to help others, the wave arrived. Let's just hope the aftershocks don't continue,' Ryuichi Hosono, a taxi driver and

Sendai resident, told us. 'The whole area is in ruins,' said Hiromi Nakajima, a school teacher in the town. 'There's no electricity, no phones. Buildings are on fire. I don't know what to do, where to go.'

After-effects

One of the main worries at the moment is the state of the Fukushima Nuclear Power Plant. There are reports that the earthquake damaged the plant, and experts are worried there could be a huge nuclear disaster. There are also fears that a fire which was caused by the quake at a gas storage facility in Chiba could spread out of control.



B Read the phrases/sentences 1-7 taken from the article and match them with the terms a-e used to describe different parts of a newspaper article. Use a dictionary to find out the meaning of any of the terms you do not know.

a. headline

b. subtitle

e. caption

d. subheading

c. byline

- **1.** Many cars were destroyed and carried kilometres away.
- 2. After-effects
- **3.** by Haruomi Sakamoto, East Asia correspondent
- **4.** Buildings were turned into ruins in a matter of minutes.
- 5. Human Tragedy
- 6. DOUBLE DISASTER IN JAPAN
- **7.** Earthquake then tsunami bring death and destruction to northeast Japan
- C Now scan the text. Then read it carefully and answer the questions.
 - 1. When did the earthquake occur?
 - a. on 12 March 2011
 - **b.** on 11 March 2010
 - c. on a Friday afternoon
 - d. on a Saturday afternoon
 - **2.** Based on the information in the article, where do you think Miyako City is?
 - a. on the west coast of Japan
 - **b.** on the northeast coast of Japan
 - c. less than 100 kilometres from Tokyo
 - d. high in the mountains of northeast Japan
 - **3.** According to the Japanese government, how many people were killed?
 - a. hundreds
 - b. thousands
 - c. one hundred
 - d. hundreds of thousands
 - 4. How does Hiromi Nakaiima feel?
 - a. scared but optimistic
 - **b.** worried and helpless
 - c. terrified but confident
 - d. surprised and confused
 - **5.** According to the text, which of the following definitely happened?
 - **a.** The fire in Chiba spread out of control.
 - **b.** There was a fire at a gas storage facility.
 - **c.** There was a disaster at the nuclear power plant.
 - **d.** The Fukushima Nuclear Power Plant was seriously damaged.

3. Pronunciation

A () Listen and repeat. Notice the difference in pronunciation.

	/tʃ/	reach	catch	sculpture
ı	/dʒ/	region	bri dg e	just

B (3) Say the words below. In which category would you add them?
Listen and check your answers.

injured	damage	chance					
actually	major	century					
manage	object	research					
knowledge							

knowledge

4. Listen

A Solution Listen to three news bulletins and match them with the headlines. Write 1-3. There are two extra headlines which you do not need to use.

QUAKE DESTROYS SMALL TOWN

RESCUE TEAM SAVES
SCHOOLCHILDREN FROM FLOOD



HEAVY SNOW CAUSES CHAOS ON ROADS

ISLAND RESIDENTS SURVIVE TSUNAMI

- B Listen again and answer the guestions for each news bulletin.
 - **1. a.** When did the disaster happen?
 - **b.** Where can the homeless go?
 - **2. a.** How many days have schools been closed?
 - **b.** When is the bad weather going to end?
 - **3. a.** What is Kingsley Secondary School close to?
 - **b.** Was anybody injured?

Over to you...



- What do you think the situation is like today in the area that was hit by the earthquake?
- Do some research to find out what was done to deal with the effects of the earthquake and what life is like in the area today. Make some notes, then work in groups to create a presentation about life after the earthquake and tsunami and present it to the class.

1. Vocabulary
A Read the speech B

A Read the speech bubbles. What's the difference between the adjectives bored and boring?



- B Circle the correct words.
 - **1.** Were you **surprised / surprising** to see Mohammed at the airport?
 - 2. The seven-hour trip back home was really exhausted / exhausting.
 - **3.** We were all **shocked / shocking** when we heard the news.
 - **4.** I travel a lot and visit lots of **amazed / amazing** places.
 - 5. The children were very disappointed / disappointing when we cancelled the trip to the beach.
 - **6.** The boys were **frightened / frightening** when they saw someone outside the window.
 - 7. One of the most **embarrassed / embarrassing** moments of my life was when I read a poem in front of the class and I forgot some verses.

C Make sentences using the adjectives below.

interested/interesting relaxed/relaxing tired/tiring excited/exciting annoyed/annoying

2. Listen

A Discuss.

- Have you ever been lost? If yes, how did you feel?
 What did you do?
- Have you ever heard a story about a missing person?
 What happened?
- B You will hear Neil telling a friend a story about a missing person. Before you listen, look at the picture and guess which of the words below will be mentioned.



Before you listen, try to imagine the situation and predict what the speakers are going to talk about.

rescuepolicehelicoptersearch partydisappearnews bulletindescriptionphotographrecognisehospitalalive



C	S	Now (listen	and	check	your	answers	to	В.	Who	was	the	missing	person	in	the	end	1?
---	----------	-------	--------	-----	-------	------	---------	----	----	-----	-----	-----	---------	--------	----	-----	-----	----

D 🏂 🜓 Listen again and put the events in the correct order. Write 1-6.

a.	The	driver	called	the	police.	
----	-----	--------	--------	-----	---------	--

b. Neil changed his T-shirt.

c. The driver realised a passenger wasn't missing.

e. Neil searched the area with the others.

f. The bus stopped.

	1		
/		79	
- (1	
1	_	1	





TELL A STORY

Talk in groups. Go to the Speaking Activities section on page 63.

4. Write

- A Read the summary of the newspaper article on page 44. Then compare the summary with the article and answer the following questions.
- **1.** What type of information from the article does the summary mention?
 - a. details
 - **b.** main ideas
 - c. additional information
- 2. In the summary, what part of the article does the writer describe in the first sentence of the paragraph and what part in the last sentence?
- **3.** Does the writer of the summary express his/her opinion of the article? Why do you think this is?
- **4.** Apart from the title of the article, does the writer repeat any sentences or long phrases from the article? Why do you think this is?
- **5.** What tense does the writer use when referring to the article?

Summary

Article: 'Double Disaster in Japan'
http://www.dailynews.co.uk/worldnews/ddjapan.html

This article talks about the effects of a devastating earthquake that hit northeast Japan in 2011, and also describes the enormous tsunami which followed it. The writer says where and when these two related natural disasters occurred and how widely and strongly the effects were felt, both in Japan and across the globe. In addition, he mentions the loss of human life and damage to property and how rescue workers are facing problems carrying out their work due to repeated aftershocks. He then quotes two survivors of these terrible events, who discuss their feelings of shock and fear. The article concludes by referring to reports concerning the nuclear power station in Fukushima and a gas storage facility in Chiba and what may happen at these sites in the near future as a result of the earthquake.

- B Decide whether the phrases below can be used in the first sentence, middle sentences or last sentence of a summary.
 - **1.** According to the article, ...
 - 2. The writer concludes by...
 - 3. It says that...
 - 4. The article ends with...
 - 5. The article also discusses...
 - **6.** The writer then mentions...
 - 7. It also describes...
 - 8. This article begins by...
 - **9.** The writer also reports findings from...

C Read the article on page 65.
Write a summary of the article.
Read the plan below.
Go to the Workbook page 45.

Plan

A summary paragraph of a newspaper article

In the first one or two sentences
Sum up the main idea of the whole article.

In the following sentences

Explain the first major idea in the article. Refer to other key ideas in the order they appear in the text.

In the final sentence

Explain how the writer ended the article.

- Read the article you are going to summarise once to get the main idea, then read it again and make notes on the main idea and major points discussed. Then, turn your notes into a paragraph.
- Do not include your own ideas or opinions about the topic(s) mentioned in the article.
- Do not copy sentences or parts of sentences from the article – you must summarise another person's ideas in your own words.
- You do not need to quote parts of the article or give evidence or examples to support what you are saying.
- Use the Present Simple when referring to the article.
- Use a variety of phrases to show the logical sequence of your sentences, e.g. 'The writer begins by...'.
- Remember to include above your summary the name of the article and where you found it.

TIP!

Round-up **B:** I know that now. Anyway, we 8 (talk) and 9 (laugh) about 1. Vocabulary something funny when suddenly, my mobile (ring). I got so phone 10 A Match. confused! I didn't know what to do, lost my 1. grazed a. tyre balance and fell. You can imagine the rest. 2. seat **b.** seat Score: I /10 c. space D Use the prompts and the 3. steering words given to write sentences. d. wheel 4. passenger 1. Rob / read / book / he / fall / asleep e. knee 5. parking **f.** belt g. bulletin 6. news 2. Jane and Tina / come over / they / hear / as soon as **7.** flat Score: B Choose a, b or c. 3. I / make dinner / I / cut / finger while 1. The police asked the eyewitness for information, but he was too to speak. **4.** We / drive / motorway / we / run out of / **b.** frightened **a.** shocking **c.** relaxed petrol **2.** Hamad _____ over a cable and hurt his knee. **a.** tripped **b.** knocked **c.** pulled 5. Khaled / wash / his / car / Rashid / watch / **3. A:** Why is he beeping his news while **B:** Because there's a boy in the middle of the street. (Score: (a. headlights **b.** horn **c.** engine 3. Communication **4.** A lot of houses ____ during the earthquake. E Match. **a.** collapsed **b.** injured c. occurred a. My car broke down **1.** How did the **5.** Mark broke his leg and now it's in _____. and I didn't have accident happen? **a.** a bruise **b.** stitches money for a taxi. c. a cast 2. Why did you walk b. Oh. no. Is there **6.** Don't you know that it's to run through all the way from anything I can do a red light? the city centre? to help? **a.** embarrassing **b.** enormous **c.** illegal **c.** Nothing. He just 3. Watch where **7.** Were you when you had the accident? gave me a ticket. you're going. **a.** searching **b.** speeding c. spilling **d.** I was driving in the 4. I had a car Score: (rain when I lost accident this control of the car. 2. Grammar morning. e. I was running C Complete the dialogue with the **5.** What did the around all morning. **Past Simple or the Past Progressive** police officer f. I'm sorry. I didn't of the verbs in brackets. tell you? see you coming. 6. Why are you A: What happened to you? Score: exhausted? **B:** I had an accident. Total score: (A: Again? 1 you ____ (ride) your bike in the rain? Now I can... **B:** No, I 2 (not ride) my bike and I 3 (not jog) in the use the Past Progressive talk about accidents and injuries rain either. It's funny, really. Last night, use language related to cars I 4 _____ (watch) TV while I respond to good and bad news (work out) on the treadmill. express criticism At around 11 p.m., Mahmood called. narrate past events/experiences A: And you 6 (answer) the talk about natural disasters describe my feelings phone while you 7 (run) on

write a summary

the treadmill. That's dangerous.

2 Culture Page Getting Ready for the Kick-off!

It is quite a busy period in Qatar as lots of preparations are being made for the 2022 World Cup. This is a very important historical event not only for Qatar, but for the whole area as it will be the first World Cup in the Middle East. Moreover, for the first time in the history of the World Cup, it is scheduled to start very late in the year. The opening ceremony will be on 21 November, and the final will be on 18 December, which is Oatar National Day.

The Supreme Committee for Delivery & Legacy and the
construction companies are working hard to make sure
that at least eight stadiums will be ready to welcome the
thirty-two teams. So far, the stadiums are still under
construction apart from Khalifa International Stadium,
which was renovated and reopened in May 2017. The largest
stadium, Lusail, is located fifteen kilometres from Doha. It will
seat about 80,000 spectators and it will be the venue for the
opening ceremony and the final. Al Bayt Stadium in Al Khor
City will seat around 60,000 people, while the rest of the
stadiums will seat about 40,000 people.

Some of the stadiums are designed to show some Qatari traditional features. For example, on the outside, Al Bayt Stadium will look like a traditional tent, and the roof of Al-Wakrah will be similar to the sails of a dhow fishing boat. Al Thumama Stadium has a design that is based on the
 gahfiya, a traditional hat which is worn by boys and men in the Arab world, and it is expected to be in use by 2020.

the Arab world, and it is expected to be in use by 2020.
Al Rayyan Stadium, which is in Al Rayyan, a city known as a 'getaway to the desert', will feature designs that are found in Qatari architecture and shapes of sand dunes, as its theme is the Desert. It should be ready by 2021, as should two other

stadiums, Qatar Foundation and Ras Abu Aboud. Qatar Foundation Stadium is in Doha in Education City. It will look like a diamond in shape when it is completed. Ras Abu Aboud Stadium is made of shipping containers and the seats are

removable. This means that the committee can move the stadium to any place it is needed.

Apart from their design, these new stadiums are quite impressive because they will all have a special cooling system that will keep temperatures at a comfortable level for both players and fans. Moreover, they are built with great respect for people with special needs and for the environment. Finally, they will all be easy to get to, thanks to the excellent Qatari public transport system, which is also under construction to cover the needs of the visitors. After the World Cup, some of



- A PRead the text quickly (skim). What is the main topic?
 - **a.** the schedule of the 2022 World Cup
 - **b.** the stadiums where the 2022 World Cup matches will be played
 - **c.** the reasons why the 2022 World Cup is an important event for Oatar
- B Now scan the text. Then read it carefully and answer the questions.
 - **1.** What will happen for the first time in 2022?
 - **a.** There will be a World Cup in Asia.
 - **b.** There will be 32 teams in a World Cup.
 - **c.** A World Cup will take place in winter.
 - **2.** By 2022, ____should be ready for the World Cup.
 - a. eight stadiums
 - **b.** a minimum of eight stadiums
 - **c.** no more than eight stadiums
 - **3.** Which stadium will seat the most people?
 - a. Lusail Stadium
 - b. Al Bayt Stadium
 - c. Khalifa International Stadium
 - 4. Several of the stadiums will
 - a. be easily moved.
 - b. be finished by 2020.
 - **c.** represent aspects of Qatari tradition.
 - **5.** According to the last paragraph, the new stadiums will be
 - a. far from the city.
 - **b.** bigger than necessary.
 - c. convenient and environmentally friendly.

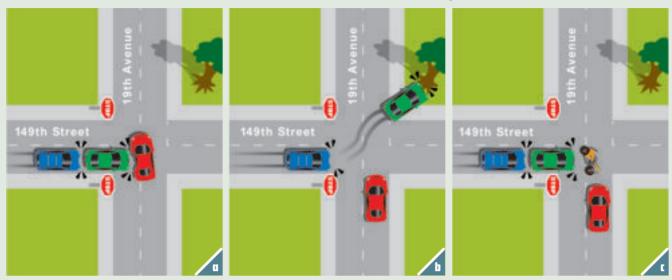
PROJECT

Choose one of the stadiums where the 2022 World Cup matches will be played. Do research to find more information about it and then present it to the class.

Task

(Modules 3 & 4)

A Listen to a conversation between a police officer and a driver involved in a car accident and choose the correct picture a, b or c.



B Look at the pictures above again. What did the green car crash into in each accident? Can you describe what happened in each accident? Use some of the words/phrases in the box.



Work in pairs. Discuss the information you have each collected.
 Work in pairs. Imagine you are reporters who want to write about the accident. Write your news article describing what

exactly happened. Then present it to the class.

DESTINATIONS

Discuss:

- Look at the pictures.
 Where are these famous landmarks?
- Have you ever visited any of them? Would you like to? Why?
 - Which do you think is the most popular destination? Why?



6 Niagara Falls



1 Uluru / Ayers Rock

2 Grand Canyon



4 Eiffel Tower



5 Tiananmen Square



7 Petra

In this module you will learn...

- to talk about events in history
- to sequence past actions and events
- to distinguish between words easily confused
- language required when travelling by plane
- to make offers and requests and ask for favours
- to ask for, give and refuse permission
- to talk about problems people have when travelling
- to ask for and give advice
- to express opinion and make suggestions
- to agree or disagree with an opinion
- to describe places
- to form well-organised paragraphs



1. Read

A Look at the reward announcement on the right, the map and the newspaper clipping. What do you think the explorers tried to do? Did they succeed?

B (Read and check your answers in the previous activity.

SFUL SOUTH NORT TRST SUCCE CROSSING OF THE CONTINENT

The journal of Robert O'Hara Burke

20th August, 1860

We set off early. A large <mark>crowd</mark> had gathered in Royal Park. The expedition consists of 19 men, 26 camels, 23 horses and 6 wagons. Around 20 tons of equipment and food for 2 years. We are all very excited.

24th September, 1860

Joaded the camels with supplies and ordered the men to walk.

2nd November, 1860

Have received word that John McDouall Stuart has taken up the challenge. I am worried about our slow progress. I had expected to travel faster. Stuart is a more experienced explorer than lam. My second-in-command, Wills, and I have decided to take the seven strongest men and horses, and continue quickly to Cooper's Creek. The others can catch up later.

15th December, 1860

Everyone is safe and settled here in Cooper's Creek. Tomorrow, Wills and I are going to take some men and camels and go north, so Brahe is in charge until we return.

Gulf of Carpentaria 9th Februar 1861

1861 21st April 1861 ooper's 15th December 1860

Menindee 1860

24th September 1860

Swann Hill

20th August Melbourne

9th February, 1861

Reached the swamps today. Good weather. Journey was easier than I had thought. Finally, the Gulf of Carpentaria is very near. But we are running out of supplies.

17th April, 1861

The return journey is getting harder. The heat is unbearable. We have lost a lot of camels and some good men. It's very sad.

21st April, 1861

We finally managed to get to Cooper's Creek. Very disappointed. Brahe and the others left this morning. I had told them to wait 13 weeks. It's been 18. They left a note and buried some supplies under a tree. It's late evening now. We are exhausted and very weak, so no hope of catching up with them.

> The Sydney Morning Herald 12th Aug, 1862

Tragic end for first explorers to cross the continent

An expedition returned yesterday with the bodies of Robert O'Hara Burke and William Wills. They died shortly after they had reached Cooper's Creek on their way home. They were the first Europeans



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

- **1.** Who is the leader of the expedition?
- 2. What supplies did they start their journey with?
- **3.** Why was Burke worried when he found out about Stuart?
- **4.** Who arrived at Cooper's Creek first?
- **5.** Why was the return journey difficult?
- **6.** Why did Burke tell Brahe to wait for 13 weeks?
- **7.** Why did Brahe bury some supplies under a tree?
- 8. Why couldn't Burke and Wills catch up with the others?
- D P Look at the highlighted words/phrase in the text and match them with their meanings. Then check your answers in a dictionary.

1.	set off	0	5.	challenge	0
2.	crowd	0	6.	unbearable	0
3.	wagon	0	7.	bury	0

a. a vehicle with four wheels, usually pulled by a horse

8. weak

- **b.** a difficult task that tests sb's ability
- **c.** to begin a journey
- d. to hide something in the ground
- **e.** a large group of people who have gathered together
- f. not strong

4. supplies

- **g.** so unpleasant or annoying that you can't accept it
- **h.** food, clothes, medicine, etc. that are necessary for a particular purpose

Over to you...

Research and present.

Find information about other famous explorers and the places they discovered/explored.

Prepare a brief summary and present it to the class.

2. Vocabulary

Complete the sentences with the words in the boxes.

	explored	disco	vered	invented	
1. Percy the 19	Spencer 940s.		the	first microwav	e oven in
2. My fr	iends and I		Ba	arcelona on fo	ot.
3. Willia	m Herschel		th	e planet Uran	us in 1781.
	arrived	go	t rea	ached	
	n we finally usted.		ou	r destination,	we were
	rain rday evening.	at	the sta	tion an hour la	ate
6. It was	s past midnight w	hen w	e	to	the hotel
	manag	ged	succe	eded	
	nately, the rescueng girl.	e team		to fi	nd the
	e end, the climber f the mountain.	'S		in reachi	ng the

3. Grammar

Past Perfect Simple

A Read the examples and find which actions happened first and which happened second. Then complete the rule.

They had gathered lots of supplies before they left Royal Park.
By the time Burke arrived at Cooper's Creek, the others had left.

PAST PERFECT SIMPLE

_ + past participle

- We use the Past Perfect Simple for an action which happened another action in the past.
- B Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

ast Perfect Simple of the verbs in brackets.					
By the time the climbers					
(reach) the top o	f the mountain, it				
(start) raining.				
2. When I (arrive) at the office,					
I (realise) that I					
(not take) my mobile phone with me.					
3. Mohammed	(be) annoyed				
when he	(come) home				

4. The men	(load) all the supplies
on the ship before they	(leave)
the port.	

because his car

(break down).

1. Read A Discuss.

- Have you ever travelled by plane? If not, would you like to?
- · Is there anything you like / don't like about flying?
- B 🎱 🕩 Read the dialogues quickly (skim). Where are they taking place? Match.

On a plane: **Dialogue**At a check-in desk: **Dialogue**At a car hire desk: **Dialogue**At a car hire desk: **Dialogue**

- **Liz** Good afternoon. Could I see your passport, please?
 - **Jill** Certainly. Could I take this hand luggage with me? I haven't got anything else.
 - **Liz** Sure, no problem.
 - **Jill** Umm, can I ask you something else? Is there a delay?
 - **Liz** No, the flight is running on time.
 - Jill Good.
 - **Liz** Here's your boarding pass. Check the TV monitors for your gate number. Enjoy your flight.
 - Jill Thank you very much.
- **Larry** Hello, I made a reservation for a medium-size car.
 - Jim Name, please?
 - Larry Larry Kramer.
 - Jim I'm sorry, but there's been a mix-up. There aren't any medium-size car vehicles available here at the airport. However...
 - **Larry** Excuse me? I made a reservation.
 - **Jim** You can rent a larger vehicle at the same price.
 - **Larry** OK, then, And I'd like insurance too.
 - **Jim** Of course. Can I see your driving licence?
 - **Larry** Here you go.

- Good morning, sir. How may I help you?
 - **Mr Lee** Hello, I'd like some information, please.
 - Where is the exhibition centre?
 - Ali Let me show you on this map. Here it is, on the other side of town.
 - **Mr Lee** Could you tell me how to get there from the airport?
 - Ali Well, there's no bus service, but you can take the underground to Green Park Station and walk from there. Or you can take a taxi.
 - Mr Lee OK. May I keep this map?
 - **Ali** Yes, of course.
 - **Aisha** Excuse me, will you please help me put my bag in the overhead compartment?
 - Noora Of course. There you go. Anything else?
 - **Aisha** Yes, I have an aisle seat, but there's nobody by the window. Can I sit there?
 - **Noora** I don't think there are any more passengers, so yes. Go ahead.
 - **Aisha** Thank you.
 - **Noora** Would you like me to put your coat up there,
 - too?
 - **Aisha** No, thanks. What time are we leaving?
 - **Noora** We're taking off very soon.
- C Now scan the dialogues. Then read them carefully and answer the questions. Some names may be used more than once.
 - 1. Who asks for permission to do something?
 - 2. Who asks to see some official documents?
- **3.** Who offers to help another person?
- **4.** Who requests some information?

2. Vocabulary complete the sentences with the words/phrase in the box.

boarded	arrival	luggage	flight attendant	landed
1. The		told	us to fasten our seat l	oelts.
			rminal 1 and went to c	
			and departure tim	
	on the TV r			
4. A: How m	nuch		are you checkin	ıg in?
	nis suitcase			
		ne conveyor		
5. Members	of the cab	in crew welco	omed us and gave us i	newspaper
we		the pl	ane.	



3. Pronunciation

A () Look at the words/phrases below containing consonant clusters. Listen, repeat and underline the consonant clusters.

probleminformation deskconveyor beltattendantgroundcompartment

NOTE

A consonant cluster is a group of two or three consonants that appear together in a word without any vowels between them. When reading, each letter within the cluster is pronounced individually.

B () Listen. Then practise saying these sentences.

The train went through the tunnel at twenty to three. On Friday Frank flew from Florence to Frankfurt. Professor Blake took a plane from Bristol to Brazil.

4. Grammar

Modal verbs (can, could, may, will, would)

A Read the examples below. What do the words in blue express? Complete the rules.

Can I
Could I
May I

Yes, of course. Go
Certainly.
Sure, no problem.
No. you can't.

Yes, you can/may.
Yes, of course. Go ahead.
Certainly.

No, you can't. I'm afraid not.

Can I Could I boarding pass? Can I help you?

No, sorry.

Can you Could you Will you Would you

bring me a magazine? lend me your mobile phone?

- **1.** We use ______ to make requests and ask for favours.
- **2.** We use ______ to ask for permission, make a request and offer help.
- B Think of four things you want from a classmate and four things you want from your teacher. Make requests or ask for permission.

Could I borrow a pen, please? May I go out, please?

5. Listen



Listen to five short announcements and answer the questions.

- **1.** Where do passengers on flight R217 to Calgary need to go?
- 2. What is happening soon?
- **3.** Who is speaking and to whom?
- 4. Why can't the plane land?
- 5. Has the plane landed or taken off?

6. Speak

FOLE PLAY

Talk in groups of three using the ideas in the boxes. Make sure you use appropriate language (formal or informal).

1. Student A: You are a check-in agent at the airport.

Students B + C: You are tourists checking in luggage.

see / passports?
have aisle or window seats?
put luggage / conveyor belt?
check in / this bag?
show me / hand luggage?
take / laptop / on plane?
go / gate...

2. Student A: You are a flight attendant.
Students B + C: You are passengers
on a plane sitting next to each other.

have / water?
borrow / newspaper?
turn off / mobile phone?
use / laptop / now?
get up?
fasten / seat belt?
put / hand luggage /
overhead compartment?
change / seats?

3. Student A: You are a clerk at a tourist information desk.Students B + C: You are tourists who have just landed at the airport.

help / you?
give us / information about...?
inform us / sights?
tell us / how / get there?
keep / brochure and map?
show us / bus stop?



I. Read

- Do you like travelling? Why? / Why not?
- What means of transport do you usually use?
- Have you ever had problems while travelling? What happened?
- B Read the text quickly (skim) and choose the best title. HOW TO TRAVEL SAFELY
- **2** TOP TIPS FOR A COMFORTABLE TRIP
- **3** WAYS TO MAKE YOUR HOLIDAY ENJOYABLE

When you've planned a holiday, you don't want anything to ruin it, especially problems like jet lag and motion sickness. Whether you are travelling by plane, going on a cruise or taking a road trip, there are things you can do to prevent these problems.

I go on many overseas business trips and used to suffer badly from jet lag. I had difficulty adjusting to the new time zone after a long flight. I felt tired, sleepy and sometimes just plain ill for days. I've

- 10 learnt to deal with it and have managed to reduce the symptoms. Here's what I do. When I get on an aeroplane, I always set the time on my watch to the new time zone. I sleep according to my new schedule and not when my body feels like it, which
- 15 means you should stay awake during the daytime.
 Food is important, too. Don't eat whatever they
 serve you. You should eat very little and lightly, and
 only when you're hungry, not because you're bored.
 I eat lots of fruit and drink plenty of water. Avoid
- 20 coffee, tea or soft drinks with caffeine. They mess up your wake/sleep patterns and cause dehydration. Also, during the flight you should get up and walk around often. It helps.

Motion sickness is another problem some travellers

25 have when travelling by car or boat, and can make
them feel nauseous or dizzy. I used to take motion
sickness medicine, but it wasn't a good solution
because it didn't really work and it had a lot of side
effects, including drowsiness. My advice? Well,

30 even before you start feeling sick, you should try to focus on a distant point on the horizon, and avoid reading. Sitting in the front seat of a car can help

and when on a boat, try to find a seat near the middle on the lower levels.

like drinking a lot of coffee, but I have noticed that it makes the symptoms worse, so you'd better avoid it. You shouldn't eat too much food, but the truth is that travelling on an empty

40 stomach doesn't help much either. There is one thing that seems to work for me: green apples. C Now scan the text. Then read it carefully and write T for True or F for False.

- **1.** The writer doesn't have a serious problem with jet lag anymore.
- **2.** The writer starts following a new sleeping pattern days before his flight.
- **3.** According to the writer, eating during the flight reduces the symptoms of jet lag quickly.
- **4.** The writer stopped taking motion sickness medicine because it caused other problems.
- **5.** According to the writer, your position and where you look affect motion sickness.
- According to the writer, coffee is bad for both jet lag and motion sickness.
- **7.** The writer recommends green apples for motion sickness.
- D Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

1.	The	from Doh	a to
	Los Angeles is	s boarding now	. FLY

2. I can't keep my eyes open.

I'm very ... SLEEP

finding a book to take
with me on my trip.

DIFFICULT

4. Harry enjoys chatting with other _____ on a long journey. TRAVEL

5. Have you found a to the problem yet?

6. I'm telling you the _____.

I'm not lying!

TRUE

Over to you...

ాస్తే Discuss.

- Have you ever experienced jet lag or motion sickness?
 What did you do?
- What sort of things can ruin a holiday?

2. Vocabulary

A Look at the nouns below from the text.

What other kinds of trips can you think of?

road trip business trip

B Read the note and find more compound nouns in the text on page 56.

NOTE

A compound noun is a combination of two nouns that function as one word. The first noun defines the second one (e.g. bus stop = a stop for buses).

C Match the nouns 1-5 with the nouns a-e to make compound nouns.

a. station

b. agency

c. shopping

d. destination

e. resort

1. tourist

3. ski

- 2. travel 4. train
 - **5.** souvenir

3. Grammar

Giving advice (should, ought to, had better)

A Read the examples. Are the statements 1-5 below true or false?

Should we book your holiday at the local travel agency?

You **ought to** see a doctor about your headaches. You **shouldn't** drink so much caffeine. It's bad for you. You can borrow my car but you'd better not crash it.

- **1.** Should, ought to and had better are followed by to + base form.
- **2.** Should, ought to and had better refer to the past.
- **3.** The negative form of *should*, *ought to* and *had better* is formed by adding *not*.
- **4.** We use *should*, *ought to* and *had better* to ask for / give advice, express an opinion or make a suggestion.
- **5.** Had better can sometimes imply a warning.

B Rewrite the sentences using the words given.

- Don't forget to set the alarm clock for tomorrow morning. (had better)
 You
- 2. It's a good idea to take sunscreen with you. (ought to)
- 3. We have to leave for the station right now because we're going to miss our train. (had better) We
- It's not a good idea to drive when you're feeling dizzy. (should)

You

4. Listen

A 🌣 Discuss.

- Do you find packing for a trip stressful? Why? / Why not?
- How do you decide what to take and what not to take with you?
- B Listen to a radio show about packing. Which of the following are mentioned?

iron chewing gum towels passport jewellery sunscreen mobile phone shoes

C Listen again and answer the questions.

- **1.** How many suitcases do airlines lose every year?
- 2. Where shouldn't you put valuable items?
- **3.** What can't you take with you to Singapore?
- **4.** What should you do before you leave?
- **5.** What should you wear while you're travelling?

D Answer the following questions.

- Are you familiar with any of the tips you heard?
- Which one(s) do you find useful / not useful? Why?

5. Speak

PAIR WORK

* Talk in pairs. Go to the Speaking Activities section on page 63.





1. Vocabulary 2. Listen

- A P Read the sentences 1-7 below and match the adjectives in bold with the definitions a-q.
- 1. Don't forget to visit the old town where there are lots of **historic** buildings.
- 2. Yesterday we explored a cave. It was an unforgettable experience.
- 3. The locals are very kind and **hospitable** to tourists.
- 4. Life in the village is so peaceful, nothing like the busy city.
- **5.** From my hotel window, I had a breathtaking view of the ancient ruins.
- 6. The well-known island of Santorini in Greece has unique beaches, with white, red or even black sand. You've never seen anything like it!
- 7. Take the ferry and go to the island. It's the ideal place for swimming.
- B Use some of the adjectives to describe the place where you live.

- a. quiet and calm
- **b.** that you cannot forget
- c. being the only one of its kind: verv unusual or special
- **d.** friendly and welcoming to visitors
- e. very beautiful, impressive or surprising
- f. perfect, most suitable
- **q.** important in history

A Stisten to part of a radio documentary about tourism in Tunisia. Tick (✓) the topics that are mentioned.

number of tourists number of hotels things to do in Tunis places to visit how to get around

B Listen again and answer the questions. Choose a, b, c or d.

- **1.** How many tourists are expected to visit Tunisia this year?
 - a. fewer than previous years
 - **b.**more than previous years
 - **c.** no more than previous years
 - d.the same number as last year
- 2. What does Ahmed Mourad do?
 - a. He owns a hotel.
 - **b.**He's a tour guide.
 - c. He owns a travel agency.
 - **d.**He organises day trips for young people.



- 3. What does Doora-fel-Houma offer?
 - a. traditional city tours
 - **b.** special guided tours
 - c. day trips to the seaside
 - **d.** projects for young people
- **4.** What can we infer about the company Mr Mellouli works for?
 - a. It organises bus tours near Tunis only.
 - **b.**It started organising bus tours a year ago.
 - c. It is the biggest bus company in Tunisia.
 - d.It will make more money than in the previous year.

3. Speak

Talk in pairs. Imagine you work for a travel agency. Look at the three groups of people on the right and read the information given about the day trips. Discuss the day trips and decide which one is the most suitable for each group. Give reasons for your choices. Use the phrases in the box.

A group of teenagers A group of elderly people A family with young children

Bibury Village

- Fishing in River Coln
- Hiking in the country
- 17th-century buildings



Mini London Tour

- Oxford Street Shopping
- Battersea Park Zoo
- British Museum

Exploring Wales

- · Birdwatching in Conwy
- Castle Mountain biking



I think Exploring Wales is more suitable for the family because...

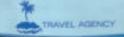
> I don't agree. I think the ideal day trip for them is... because...

Expressing opinion

- I think...
- Personally, I believe...
- In my opinion,...
- They should/shouldn't...

Agreeing/Disagreeing

- I (don't) agree with you.
- I think so, too. / I don't think so.
- You're right about that.
- You have a point.
- I'm not so sure about that.



4. Write

A PRead the description of Istanbul and find:

- 1. general information about the city.
- 2. five sights the writer recommends.
- **3.** examples of factual information describing one of the sights.
- 4. the place the writer recommends for shopping.
- **5.** some adjectives the writer uses to describe the place.
- 6. examples of the writer's opinion.

I Stanbut
A EUROASIAN CITY

stanbul is one of the most spectacular cities in the world.
Located on both sides of the Bosphorus, Istanbul is unique because it is a city that is shared between two continents, Europe and Asia. With a population of over 14 million and a rich history which dates back thousands of years, it is a chaotic but also a fascinating city.



Istanbul offers many interesting sights for visitors to the city. Because of its Ottoman architecture, Istanbul is well-known for its mosques. The most popular one is Sultanahmet, which is widely known as The Blue Mosque. The second largest is the Süleymaniye Mosque, which has several buildings around it, including a hospital, a school and a soup kitchen. Other attractions worth visiting are the Museum of Turkish and Islamic Arts, Topkapi Palace (*Topkapi Sarayı*) and Galata Tower, where you can get a breathtaking view of the whole city.

The Grand Bazaar is also one of the places that you shouldn't miss. It's an amazing and colourful market with over 60 streets where you can find practically everything. It is more than 500 years old and is one of the largest indoor markets in the world, with about 5,000 shops, sixty restaurants and twelve mosques, among other things.



At the crossroads of the East and the West, Istanbul is a truly impressive city. Indeed, it definitely deserves to be on your list of must-visit places.

B Read the note. Then find and underline the four topic sentences in the description.

NOTE

TOPIC SENTENCES

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

- C Think of an interesting place you have visited and know well. Look at the questions below and make some notes.
 - What's the name of this place?
 - Where is it?
 - What is special about it?
 - What are some of the most interesting sights?
 - Do you know anything about them?
 - Do they attract many tourists?
 - What can visitors do there?
 - What did you like the most about this place?
 - Is this place worth visiting? Why?
- Write a description of an interesting place you have visited and know well for a travel blog. Use your notes from activity C and follow the plan below. Go to the Workbook page 57.

Plan

An article describing a place

INTRODUCTION

Give some general information about the place (name, location, most interesting features).

MAIN PART (2 PARAGRAPHS)

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

CONCLUSION

Give your general opinion of this place.

When writing a description of a place:

- try to have well-organised paragraphs with topic sentences.
- use a variety of adjectives (e.g. impressive, breathtaking) to make your description lively.





1. Vocabulary

A Circle the correct options.

- The plane set off / took off at 8 a.m. so we're landing in about two and a half hours.
- **2.** This website explains how you can prevent motion **sickness / symptoms**.
- **3.** There's a two-hour **delay / departure**, so I guess we can take a look around the shops.
- **4.** During your stay in Qatar, don't forget to visit the **elderly / ancient** ruins of Al Zubarah.
- **5.** The cabin **crew / compartment** helped us with our hand luggage.
- **6.** How long did it take the explorers to reach their **expedition / destination**?
- **7.** What kind of food did they **solve / serve** on the plane?

 (Score:)/7

В	Complete	with	the	words	in	the	box
---	-----------------	------	-----	-------	----	-----	-----

difficulty weak official hospitable consists deal

- 1. Why do you have _____sleeping? Is there any particular reason?
- **2.** The palace _____ of three main buildings and an impressive garden.
- **3.** I don't know how to _____ with this problem. Any ideas?
- **4.** Do I need to have any documents with me?
- **5.** We were amazed by how the locals were. We really felt at home.
- **6.** I have been ill for four days and now I feel very ______.

2. Grammar

- C Rewrite the sentences using the words in brackets.
- **1.** Is it OK to take a bottle of water on the plane? (could)
- 2. Do you mind helping me carry these bags? (car
- **3.** Don't leave your luggage here. (had better)
- 4. Khalid, please give me Salem's number. (will)

Score:	\bigcirc	/8
		$\overline{}$

D	Complete with t	the Past Sim	ple or the	
	Past Perfect Sim	nple of the v	verbs in brackets	S.

1.	We	(check in) or	ur luggage	and
	then	(get) some	thing to e	at from
	a café. When we		(reach) th	e gate,
	we	(realise) we		
	(leave) our board	ding passes a	it the café.	
2.	By the time the f	light attenda	nts	
	(serve) the meal,	most of the	passengei	rs .
	(fal	l) asleep.		
3.	After everyone	(board) the	plane,
	the flight attenda	ant	(ask) th	ne
	passengers to fa			
			Score:	/9

3. Communication

E Complete the dialogue with the phrases in the box.

- **A:** Can I take a look at that brochure you have there?
- **B:** Sure. 1
- **A:** Thanks. Seattle, huh? My wife and I really want to go there.
- a. You should.
- **b.** You have a point.
- **c.** Here you go.
- **d.** Would you like me to show you?
- **e.** Personally, I believe that's the best one.
- **B: 2** But not in the winter, that's for sure. It doesn't stop raining.
- **A: 3** Anyway, which attractions would you recommend?
- **B:** There's Pioneer Square, Pike Place Market, Elliott Bay and of course the unbelievable Space Needle. **4**
- A: Really?
- **B:** Oh, yes. The view from up there is spectacular. You can check it out on the Net. The official website has a live camera and you can see the view from the top live!
- **B:** Unbelievable!

A:	5	. I have my	laptop
	with r	ne.	

(Total score:

Score: /10

B: Thanks.

Now I can...

- sequence past events and actions
- use language required when travelling by plane
- make offers, requests and ask for favours
- ask for, give and refuse permission
- ask for and give advice
- express opinion and make suggestions
- agree or disagree with an opinion
- describe places

Speaking Activities



Talk in pairs. Have you ever done the following? Discuss the details.

take a bad photo?

- Where / be / you?
- What time of day / be / it?
- · What / take photo / of?
- · use / camera or mobile phone?
- Why / not like / it?
- edit / it / at all?
- What / do / with it / in the end?

travel by plane?

- · How many times?
- Where / go?
- Who / go with?
- How old / be / you?
- be / scared?

win a competition?

- What kind?
- What / do?
- be / difficult?
- What / win?

meet anyone famous?

- Who?
- Where / be / you?
- What / say?
- take photo / together?

Have you ever taken a bad photo?

Yes I have. / No. I haven't.

Where were you?

••



PAIR WORK

Talk in pairs. Choose a situation from the ones below.

Don't forget to use appropriate formal or informal language and phrases/expressions you have learnt and to be friendly.



Student A:

You are in a dentist's waiting room. There is only one seat left, next to Student B. Ask if you can sit there, and start a conversation.

Student B:

You are in a dentist's waiting room and Student A asks to sit next to you. Reply 'yes' politely, and have a conversation with him/her.



Students A + B:

You are walking around a shopping centre when you suddenly see an old friend from primary school. You haven't seen each other for years and are very happy. Greet each other and ask questions to find out about each other's lives so far.





Student A:

You are walking down the street when you see Student B. He/She looks familiar so you decide to go and talk to him/her. You think you've met at an art class.

Student B:

You are walking down the street when Student A stops you and asks you if he/she knows you from the art class. However, Student A is a complete stranger to you. Try to explain politely that you don't take an art class and you don't recognise him/her.



Student A:

You are feeling ill and Student B is a doctor. Explain to him/her what is wrong with you.

Student B:

You are a doctor and Student A has come to see you. Offer to help him/her and ask him/her questions to find out what the problem is.



Speaking Activities

3a

PAIR WORK

Talk in pairs. Act out one or two of the conversations. Don't forget to use appropriate language (formal or informal).

want to go to a vegetarian restaurant and decide to invite Student B to come with you. He/She is a meat eater. Try to persuade him/her to come along.

Student B: Student A invites you to a vegetarian restaurant but you don't really want to go because you are a meat eater. Discuss with Student A.

2. Student A: You have invited Student B to your house and have cooked a meal for him/her. Ask him/her what he/she thought of the meal.

Student B: Student A has invited you to his/her house and has cooked for you. Give him/her your opinion about the meal.

Don't forget to be polite.

3. Student A:

You want to make a reservation at a Mexican restaurant. Call and give all the necessary information.

Student B: You are a host/hostess at a Mexican restaurant.
Student A wants to make a reservation. Answer the phone and help him/her.

at a restaurant and are looking at the menu. You don't like spicy food and don't know what the dishes contain. Ask the waiter/waitress

(Student B) to help you decide what to order.

student B: You are a waiter/waitress at a restaurant. Student A is a customer but is confused by the menu. Help him/her decide what to order by making recommendations.



Student B

You see your friend (Student A), and realise that something is troubling him/her. Ask what is wrong and respond to his/her bad news. Use some of the phrases in the table. Ask questions to find out more about his/her experience.

RESPONDING TO BAD NEWS / EXPRESSING SYMPATHY

- Oh dear!
- That's a shame/pity.
- Poor you!
- What a shame/pity!
- You poor thing!
- It's a great shame/ pity.
- That's so sad.
- Pit
- That's too bad.
- How awful/terrible!
- I'm sorry to hear that.



GROUP WORK

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













- Last Saturday morning, Steve...
- As soon as...
- While he was...
- However. ...
- When he arrived, ...
- So, he...
- Fortunately/Unfortunately, ...
- wake up / late
- business trip
- catch / flight
- get ready
- run / bus stop
- suitcase
- catch bus
- fall asleep

- countryside
- not panic
- get off / bus
- ask / farmer
- farmer / agree
- sit / back of / lorry
- arrive / airport
- forget / suitcase



B Tell your story to the class and listen to the other groups' stories. Decide on the most interesting story.



PAIR WORK

* Talk in pairs.

Student A: Imagine that this is the first time you are going to visit a friend (Student B) who lives in another city/country. Call him/her asking about the following:

- What / weather / like?
- What / pack?
- bring / warm clothes?
- What / do / while / there?
- visit / museums?
- anything else?

Student B: Imagine that your friend (Student A) who lives in another city/country is going to visit you for the first time. He/She calls you to ask for advice. Answer his/her questions, give advice and make suggestions.

I have great news! I'm coming next week!

Really? I can't wait!

Listen, I have some questions for you. What's the weather like at this time of year?

•••

So, what should I pack?
You should definitely bring...
and you'd better not forget...

Writing Reference



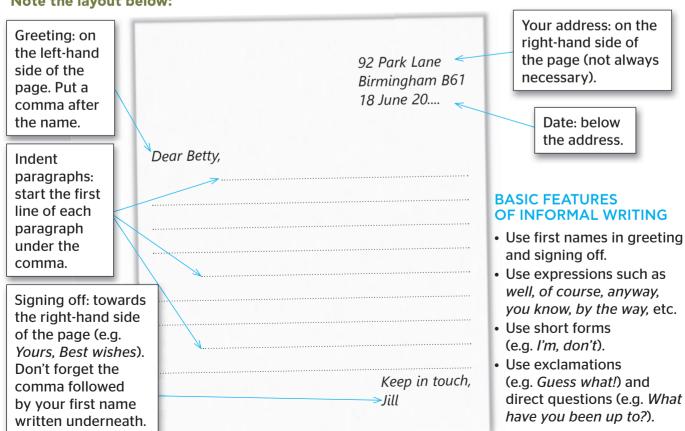
AN INFORMAL EMAIL

An informal email is usually sent to a friend, a relative or an acquaintance. Note the layout below:

Subject: a brief phrase that indicates CC BCC ТО eileen728@mymail.com what the content of FROM karen341@freenet.com the email is. SUBJECT Good news Greeting: on the Dear Eileen, left-hand side of the page. Put a comma after the name. Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs. Signing off: on the left-hand side of the page. Use Hope to see you soon, your first name. Karen

AN INFORMAL LETTER

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:





STATION TRAIN CRASH SHOCK

Brake failure blamed for yesterday's train crash at Winstanley North Station

by Derek Bailey, transport correspondent

An evening passenger train arriving at its final destination at Winstanley North crashed into the station yesterday, causing many injuries and serious damage to station property. The shocking event occurred just after six o'clock, as the train was completing the four-hour journey from Wigan Central Station.

Losing control

When the driver realised that there was a problem with the brakes, he tried to slow the train down as much as possible, but it was too late for him to stop the accident. The train continued towards the station, but instead of stopping at the platform, it

continued and crashed into a large wall next to the main building.

Anxious moments

According to eyewitness reports, the train jumped the tracks at the end of the platform then made an incredible noise as it crashed. The air was suddenly filled with dust, and a few minutes later a fire also broke out and the air was thick with smoke and dust.

The train's next scheduled departure was over an hour later, so there were fewer people waiting outside the platform than normal, and it didn't take long for firefighters and rescue teams to reach the site of the crash. They immediately put out the fire and searched for any passengers that could have got stuck inside.

Escaping the worst

'We are very fortunate to have got just a few bumps and bruises,' said one of the passengers. 'It was a very frightening experience,' one of the station cleaners added. 'Ten minutes before the accident. I was behind the wall that collapsed from the crash. I feel very thankful to have survived.' All the passengers escaped to safety, although two people with breathing difficulties were taken to Winstanley General Hospital.

The authorities are now trying to find out exactly what caused the problem with the train's brakes. Winstanley North station remains closed and a replacement bus service will be in operation until further notice.



Grammar Reference

Module 1

Present Simple vs Present Progressive

PRESENT SIMPLE						
AFFIRMAT	IVE	NEG	ATIVE			
1	work	I	don't	work		
He/She/It	works	He/She/It	doesn't	work		
We/You/They	work	We/You/They	don't	work		

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

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

QUESTIONS			
Am	1	working?	
ls	he/she/it	working?	
Are	we/you/they	working?	

We use the **Present Simple**:

- for permanent states.
 My uncle works for a shipping company.
- for habits or actions that happen regularly. We always get up late on Fridays.
- for general truths.
 Many trees lose their leaves in autumn.

We use the **Present Progressive**:

- for temporary states.
 I'm staying at my uncle's house until I finish my studies.
- for actions happening at the moment of speaking.
 Mr Morris is talking to a customer at the
- for future arrangements.
 We're visiting our grandparents this Saturday.

TIME EXPRESSIONS PRESENT SIMPLE

usually, always, often, etc.
every day/week, etc.
in the morning/spring, etc.
on Mondays/Monday morning, etc.
at the weekend, etc.
once/twice/three times, etc.
a week/day, etc.

PRESENT PROGRESSIVE

now, right now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

Stative verbs

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

- Verbs of the senses:
 see, feel, hear, smell, taste, seem, look
 (=seem), appear, etc.
- Verbs of emotion:
 like, dislike, love, hate, want, need, prefer, etc.
- Verbs of perception and opinions:
 know, mean, think, understand, remember, forget, imagine, hope, believe, etc.
- Other verbs:
 be, have, own, belong, cost, etc.

Past Simple

AFFIRMATIVE

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

NEGATIVE

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

QUESTIONS

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

moment.

NOTE

Look at the list of irregular verbs.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
 - We went to an exhibition yesterday.
- habitual or repeated actions in the past. My mother always read us some stories when we were young.
- completed actions that happened one after the other in the past. I ran to the door, opened it and found the house in a mess.

NOTE

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

TIME EXPRESSIONS

yesterday / yesterday morning, etc. in + years / centuries last night / month / Friday / summer, etc. two days / a week ago

Prepositions of Time

- at: at six o'clock / half past two at noon / at night / at midnight / at the weekend at breakfast/lunch/dinner at fifteen / at the age of twenty at the moment, etc.
- in: in the morning/afternoon, etc. in April / in spring, etc. in 2026 / in the 20th century in two hours in my spare time, etc.
- on: on Friday on Friday morning/afternoon, etc. on weekdays on 15th May, etc.
- till/until: 9 p.m. / midnight / Friday, etc.
- during: the week / the night / the winter / my trip, etc.
- before/after: lunch / school / work / midnight, etc.
- from... to/till/until: ...Monday... Friday / ...8... 4 / ...January... May, etc.
- last: Monday / week / month / year / night / summer, etc.
- ...ago: a week ago / two days ago, etc.

Used to

AFFIRMATIVE

I/He/She/It used to play We/You/Thev

NEGATIVE

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

QUESTIONS

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

We use **used to** to talk about something that happened regularly in the past, but no longer

My cousin used to go swimming in the lake every morning.

Module 2

Present Perfect Simple

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

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

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

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly. I've tasted Chinese food before.
- for actions which happened in the past and finished, but their results are obvious in the present.

I've lost my keys. I can't get into the house. Look! Jack has bought a new bicycle.

NOTE

Look at the list of irregular verbs.

TIME EXPRESSIONS

always, ever, never, before, once, twice, many times, so far, just, recently, lately, for, since, already, yet, etc.

Present Perfect Simple vs Past Simple

- We use the Present Perfect Simple for actions that happened at some time in the past, but the exact time is not mentioned.
 I have seen a tiger.
- We use the Past Simple for actions that happened at a definite time in the past and the time is mentioned.
 I saw a tiger at the zoo yesterday.

have/has gone, have/has been

- have/has gone means that someone has gone somewhere and is still there.
 My father has gone to England. (= He's still there.)
- have/has been means that someone has visited a place but has come back.
 lan has been to England before.
 (He visited England at some point in the past but he's not there anymore.)

since/for

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

It refers to the time when the action started. *I've known Michael since 2017.*

for + a period of time

It refers to the duration of the action. *I've known Michael for two years.*

Present Perfect Simple + since + Past Simple
 To indicate when an action which started in the
 past and continues up to the present started.
 Anna has worked here since she moved to
 this city.

yet/already

 yet is used only with the question and negative form of verbs. It is placed at the end of the sentence. It is used to talk about something that has not happened but will probably happen soon.

Have you had lunch yet? He hasn't had lunch yet.

 already is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis. It is used to emphasise that something has happened before now.

Mum has already cleaned the house. You've cooked the food already!

Module 3

Quantifiers some / any / no

• some + uncountable / plural countable nouns in affirmative sentences and in questions when we offer something or ask for something politely.

Sophie has gone to buy some books.

Do you want some help with that?

Can you bring me some water, please?

- any + uncountable / plural countable nouns in questions and negative sentences.
 Are there any children in the playground?
 There isn't any milk left for your tea.
- no (= not any) + uncountable / plural countable nouns in affirmative sentences to give a negative meaning.
 There are no trees in the desert. = There aren't any trees in the desert.

many / much / a lot (of) / lots (of)

 many + plural countable nouns
 How many people were at the meeting yesterday?

I didn't see many people from work there.

- much + uncountable nouns
 How much sugar do you need?
 I didn't manage to learn much information from him.
- a lot (of) / lots (of) + uncountable / plural countable nouns mainly in affirmative sentences.

There were a lot of people at the meeting. Have some more food. There's lots of pasta left.

(a) few / (a) little

 (a) few + plural countable nouns: a few has a positive meaning (not many, but enough) whereas few has a negative meaning (not enough).

I need a few more things from the supermarket.

Very few people agreed with him.

 (a) little + uncountable nouns: a little has a positive meaning (not much but enough) whereas little has a negative meaning (not enough).

There's still a little cake left. Have some. There's very little time left. Hurry!

- For emphasis we can use:
- very, so, too + little / few
 There's very little milk in my coffee.
- only + a little / a few He has only a few friends.
- some, any, much, many, a little, a few, a lot, lots can also be used without nouns, as pronouns.

Have you got any money? No, I haven't got any. We didn't buy any bread. We have a lot.

Relative pronouns (who, which, that, whose) Relative adverb (where)

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

PRONOUNS who/that The athlete who/that came first in the race is my brother's **PEOPLE** friend. The writer (who/that) I told you about has written a new book. which/that The bag which/that is on the **THINGS** table is mine. **ANIMALS** The bike (which/that) my **IDEAS** cousin bought was very expensive. whose **POSSESSION** That's the man whose son works at the bank. **ADVERB** where **PLACE** The park where the event was held is very big.

NOTE

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

We do not use prepositions after where.
 When we use which/that to refer to places, the verb is followed by a preposition.
 That's the factory where my father works.
 That's the factory (which/that) my father works at.

Module 4

Past Progressive

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

NEGATIVE

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

QUESTIONS

Was I/he/she/it running? Were we/you/they running?

We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.
 Was your dad painting your room at 3.00 yesterday afternoon?
- to describe background scenes to a story.
 It was snowing heavily and the cars were moving slowly.
- for actions that were happening at the same time in the past. In this case we usually use

Her mother wasn't hoovering the carpet while the baby was sleeping.

Past Simple vs Past Progressive Time Clauses (when, while, as, as soon as)

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

As/While I was talking on the phone, the baby started crying.

She was cooking dinner when they arrived.

NOTE

We use as soon as with the Past Simple. As soon as he got home, he had a shower and went to bed.

Module 5

Past Perfect Simple

AFFIRMATIVE

I/He/She/It We/You/They

had worked/written

NEGATIVE

I/He/She/It We/You/They

had not worked/written

QUESTIONS

l Had he/she/it we/you/they

worked/written?

NOTE

Look at the list of irregular verbs.

We use the **Past Perfect Simple** for an action which took place before a specific point of time or another action in the past. The second action is in the Past Simple.

She had finished her homework by eight o'clock.

The train had left by the time we arrived at the station.

She didn't start cleaning the house until the children had left for school.

TIME EXPRESSIONS

before + point in time by + point in time before, after, when, until, by the time

can / could / may / will / would

- We use Can I..?, Could I..?, May I..? to ask for permission.
 Can/Could/May I use the car, please?
 Yes, you can/may.
 No, you can't.
- We use Can I..?, Could I..?, May I..? to offer help and make requests.
 Can/Could/May I carry your bag for you?
 Can/Could/May I have a glass of orange juice, please?
- We use Can / Could / Will / Would you..? to make polite requests and ask for a favour.
 Could and Would are more polite.
 Can/Could/Will/Would you get me some milk, please when you go to the supermarket?

should / ought to

We use **should / ought to + base form of the verb** to:

- ask for and give advice.What should I do? Should I see a doctor?
- express an opinion.I think she ought to tell her mum about it.
- make a suggestion.

 We should go to the park. It's a beautiful day.

NOTE

should / ought to + base form of the verb refers to the present or future.

had better

We use had better + base form of the verb to give strong advice. It often expresses threat or warning and it's stronger than should. It refers to the present or future, not the past. Its negative form is had better not. In spoken English the short form is commonly used (I'd better, you'd better, etc.). You'd better ask a doctor about it. You'd better not lie to me again.

Irregular Verbs

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

Project Skills



BRAINSTORM

PI AN

RESEARCH

CREATE

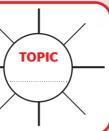
PROOFREAD

PRESENT

STEP 1

BRAINSTORM

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



STEP 2

PLAN

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

STEP 3

RESEARCH

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

STEP 4

CREATE

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

STEP 5

PROOFREAD

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

STEP 6

PRESENT

A presentation consists of 3 stages:

Stage 1: Before the presentation

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

Stage 2: During the presentation

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

Stage 3: After the presentation

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

TIP!

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

Project checklist

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

Learning Tips

In class

How to learn better in class

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

Outside the class

How to learn better outside the class

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

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook.
 Together with the English word:
 - write the translation in your language
 - write an example sentence.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Some words are very similar in meaning and can easily be confused. Try to remember the context where they are usually used.
- Pay attention to cognates and false friends.
 Cognates are English words which are similar in form and meaning to words in your language. False friends are English words which have a similar form to words in your language, but they have a different meaning.
- Refer to the Wordlist.
- Practice the spelling and pronunciation of new words.

- Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

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

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.
- When talking to another person, listen carefully to what he/she is saying so that you can respond appropriately. Also, remember that a good way to maintain the conversation is by asking Wh-questions to find out about certain details. Avoid asking Yes/No questions.
- When expressing your opinion, always try to give reasons. Don't worry if you disagree with someone else. Remember, no answer is right or wrong as long as it is justified.
- Keep in mind that your tone of voice can help enhance what you are saying. You can show concern, surprise, admiration, enthusiasm, anger, disappointment, etc.
- When discussing with someone, listen carefully. If you haven't understood something, ask them to repeat or clarify what they are saying (Could you please repeat that?, What do you mean?).
- When you need more time to think about what to say, use phrases like: Well, let's see now or Well, let me think.

 When talking in pairs or groups, help each other if one of you gets stuck, by asking a question, for instance.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
 - Read the words before and after the unknown word and think of the context.
 - Try to figure out what part of speech the unknown word is.
 - See if the unknown word is similar to other words in English or in your language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Read the whole text before you do an exercise. Sometimes the answers require overall understanding.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) and the adverbs (here, there, etc.) refer to in the text.
- Don't rely on your general knowledge to answer questions. Check your answers with the information given in the text.
- When answering multiple choice questions, read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found. Also, make sure you have chosen the correct answer by eliminating the wrong options.

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.

- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.
- When completing sentences, make sure that your answers make sense with the rest of the sentence
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision.
- Pay attention to the speakers' tone of voice to understand how they are feeling.

Write

How to do better when doing writing tasks

- Make sure you write what the rubric asks you to. Don't include irrelevant information.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to come up with ideas as well as organise them.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Use linking words/phrases (and, but, so, because, also, What's more, etc.) to join your ideas and make your writing flow.
- Use time linkers (*first*, *then*, *after that*, *when*, *while*, *as soon as*, etc.) to show the order in which events happen.
- Use a variety of adjectives (e.g. fantastic, wonderful, terrible, awful) and adverbs/ adverbial phrases (e.g. luckily, all of a sudden) in your writing to make it more interesting for the reader.
- Use words like *he, she, it, them, there*, etc. to avoid repeating the same words.
- When you are asked to write a letter or an email, try to understand why you are writing (to give news, to invite, etc.). Also, think carefully about your relationship with the person you are writing to (is he/she a friend, a stranger, etc.?) and write in an appropriate style (formal or informal). Remember to use set phrases in the opening and closing paragraph.
- Write neatly.
- Write your first draft and correct it. Then write your final draft.
- Edit your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

Wordlist

Module 1

Cover

celebrity entertainment

gadget

social media

style

1a

arrange

at all

at the moment

cancel chance

come over

discuss

hard

plan (v.)

term

though

Phrases and expressions

Anyway...

Are you doing anything tonight?

Don't worry about it.

Have you got any plans for...?

How are you doing?

How could I say no?

How's everything?

How's it going?

I can't make it.

I haven't got any

plans.

I'd love to.

I'm afraid I'm busy.

I'm free.

Maybe some other

time.

No problem.

Not too bad, thanks.

Nothing much.

So-so.

Sounds great!

Sure, why not?

Take care.

That would be great.

What are you up to?

1b

amount

at the beginning of

because of

century

charge (v.) (battery)

common

cost (v.)

environmental issue

fly (v.)

globally

GPS device

How long did it take?

huge

in the 50s...

in the past

incredible

iourney

non-stop

normal

perfect (adj.)

produce (v.)

regularly

rich

sell

speed

sports star

talented

user

usual

weigh

wonder (v.)

1c

a variety of

accessory

any more

athletic shoes

average

baggy

brand

bright

casual

come out (=appear)

develop

formal

harmful

identity

in fashion

indoors

market

out of fashion

pocket

reach

region

shape

shine

specific

tear (v.)

teal (v.

trend

whatever

Materials

cotton

denim

leather

plastic

polyester

rubber

silk

wool/woollen

1d

create

crowd

energy

fantastic

final

aift

half (n.)

like (prep.)

nearly

pitch

poem

poetry

straight away

whistle

whole

Phrases

and expressions expressing

like/dislike be a big fan of

be into

be so-so

find sth horrible

I don't mind it.

It's nothing special.

It's something else!

There's nothing I like

more!

Module 2

Cover

apologise congratulate

face-to-face

2a

above

advise

below

completely

dark (n.)

edit

expect

fix

flash

flat (adj.)

improve

in the middle of

lately

lens

natural

otherwise

place (v.)

pose (v.)

position

result (n.)

shoot (a photo)

smile (n.)

soft

stand out

subject

surprise (v.)

tip (n.)

turn out

uncomfortable

unusual

upload

2b

art gallery

for ages

interview (n.)

recognise

success

unemployed

wish (v.)

Words/Phrases and expressions describing relationships

acquaintance

childhood friend

close friend

complete stranger

distant relative

mate

mutual friend

Phrases and expressions

By the way,...

Do you mind if I (join you)?

Give me a call.

Go ahead.

Got to go.

How have you been?

How's business?

I didn't catch your

name.

It could be better.

It was nice talking to

you.

Long time no see!

Tell me about it.

We look alike.

You (don't) look

familiar.

2c

according to

be likely to

behave

catch up on

encourage

fear (v.)

frequent

generation

go against

go agairist

impossible

meaning method

social skills

statistics

study (=research)

take one's place

There's no doubt.

Words/Phrases related to communication

be/stay/keep/etc.
in contact (with)

be/stay/keep/etc. in touch (with)

communicate

get hold of

have a word with

instant messaging

lose touch/contact

pick up the phone

reach sb

receive a reply

return a call

Skype

voicemail

2d

admire

annoyed

appreciate

extremely

feelings

get along (with)

main

qualities

reason

rely on

secondary school

sense of humour

trust (v.)

Personality adjectives

brave

cheerful

confident

forgetful

generous

hard-working

humorous

moodv

optimistic

responsible

strict

trustworthy

Module 3

Cover

acupuncture

exhibition

ice

3a

allergic

be worth

confused

contain

have a look

knowledge

make a reservation

nuts

persuade

reserve (a table)

resist

service dictionary entry react Guess what! reaction suggest enemy How interesting/ exciting! taste rise (v.) enter (v.) I can't believe it! totally sculpture exist I'm looking forward whipped cream senses expression (=phrase) to hearing from sight (sense) keep up with **Adiectives** vou. describing food smell (n.) look up Sorry I didn't reply bitter sooner. surface pretend bland Sorry I haven't the poles refer written for so long. creamy task tinv Unbelievable! crispy touch (n.) unknown Well, here's the disgusting warning update (v.) latest. fresh various wet What a surprise! greasy work of art version What have you been iuicy up to? work out **Hobbies** mouth-watering What wonderful eggshell carving news! salty 3c jewellery making You're kidding! spicy aware of origami sweet cancellation pottery Module 4 tasteless cause (v.) soap making Cover **Phrases and** ceilina expressions get caught (in a contemporary 3d storm) Come on. creation absolutely get lost I'll have the... discussion details get stuck (in a lift) It's my treat. exhibit (n.) check out run out of (petrol) Just this once. experience (v.) exhausted 4a What have you got experiment (n.) instructor to lose? ankle hearing opponent What do you cafeteria humanity recommend? progress (v.) come on (lights) imagination What do you say? realise in general finger technique install go out (lights) 3b try sth out installation art knee activity Phrases and level Look out! by chance expressions live (adj.) power cut Anyway, enough come across melt about me. scream come from object (n.) sore throat Are you serious? constantly permanent

suddenly

wrist

Congratulations!

Get out of here!

Good for you!

couch potato

definition

preparation

public place

Verbs related to accidents

bump into drop (v.)

knock over

slip spill step on trip over

Words/Phrases related to injuries

bandage bleed bruise

bump

burn cast

araze

grazed (adj.)

injured

lose one's balance

plaster scratch sprain

sprained (adj.)

stitches

4b

beep a horn break the law dead (phone/ battery)

illegal

lose control

pay a fine

Words/Phrases related to cars

boot

break down

engine flat tyre

go/run through a red

light headlights

number plate

park (v.)

parking space passenger seat

pick sb up pull over reverse (v.) seat belt

slam on the brakes

spare tyre speed (v.)

steering wheel

take one's licence

away ticket

windscreen

Phrases and expressions

Is everything all right?

Is there anything I can do to help?

It's my (own) fault.

Oh you poor thing!

Watch where you're going.

What do you think you're doing?

What were you thinking?

What's the matter?

You should know better than that.

4c

authorities break out collapse damage (n.)

death destroy destruction

double electricity

enormous

entire

eyewitness homeless

loss major missina

news bulletin

occur

out of control

put out report rescue resident ruins

several shake smoke (n.) spread

survive terrified trapped

wave (n.)

Natural disasters

aftershock earthquake / quake

flood hurricane tsunami wildfire

4d

alive

catch (a flight/bus)

concerning

conclude

description

disappear

fall asleep

fortunately

helicopter

lorry mention

panic property repeat

search

search party

shock strongly

unfortunately

Adjectives: -ed / -ing

amazed / amazing

disappointed / disappointing

embarrassed / embarrassing

exhausted / exhausting frightened / frightening

shocked / shocking

surprised / surprising

Module 5

Cover

destination landmark

5a

bury

catch up (with sb) challenge (n.)

consist of

continent
discover
expedition
experienced
explore
explorer
gather
heat (n.)
in charge
leader
load (v.)
order (v.) (=give
instructions)

pull
purpose
reward (n.)
set off
shortly after
succeed

particular

progress (n.)

successful supplies vehicle wheel

5b

brochure
car hire
clerk
delay (n.)

Here / There you go. inform

official document on time

permission rent (v.)

insurance

request (v.)

Words/Phrases related to travelling by plane

aisle seat
arrival
board (v.)
boarding pass

cabin crew

check-in agent conveyor belt departure fasten

flight attendant

gate

hand luggage

land (v.)
luggage
monitor (n.)
overhead
compartment

take off terminal window seat

5c

airline
awake
caffeine
deal with
dizzy
enjoyable

focus
have difficulty
iron (n.)
jet lag
mess up

motion sickness

pack (v.)

plenty of point (n.)

prevent reduce

resort ruin (v.)

schedule (n.)

serve

set (the time)

side effects sleepy solution solve

suffer from symptom time zone tour guide

towel

travel agency

truth

5d

ancient ruins

attract
attraction
be located
birdwatching

deserve
elderly
ferry
local (n.)
location
mosque
port
sand
share (v.)

suitable

Adjectives describing places

breathtaking colourful fascinating historic hospitable ideal

impressive peaceful unforgettable

unique well-known

Phrases and expressions

Personally, I believe...

You have a point.

Portal to English 9A Student's Book

H. Q. Mitchell - Marileni Malkogianni

Published by: MM Publications

www.mmpublications.com info@mmpublications.com

Offices

UK China Cyprus Greece Korea Poland Turkey USA Associated companies and representatives throughout the world.

Copyright © 2020 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers, in accordance with the contract concluded with the Ministry of Education and Higher Education of the State of Qatar.

We would like to thank Shutterstock and 123RF for permission to reproduce copyright photographs.

The publishers gratefully thank *The Peninsula Qatar* for permission to reproduce the following photograph: p. 8, Georgetown University.

Produced in the EU

ISBN: 978-618-05-4621-7 N2004012719-17359

PORTAL TO ENGLISH



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

For students:

- Student's Book
- Full-colour Workbook
- Student's CD-ROM

For teachers:

- Interleaved Teacher's Book
- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material

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





