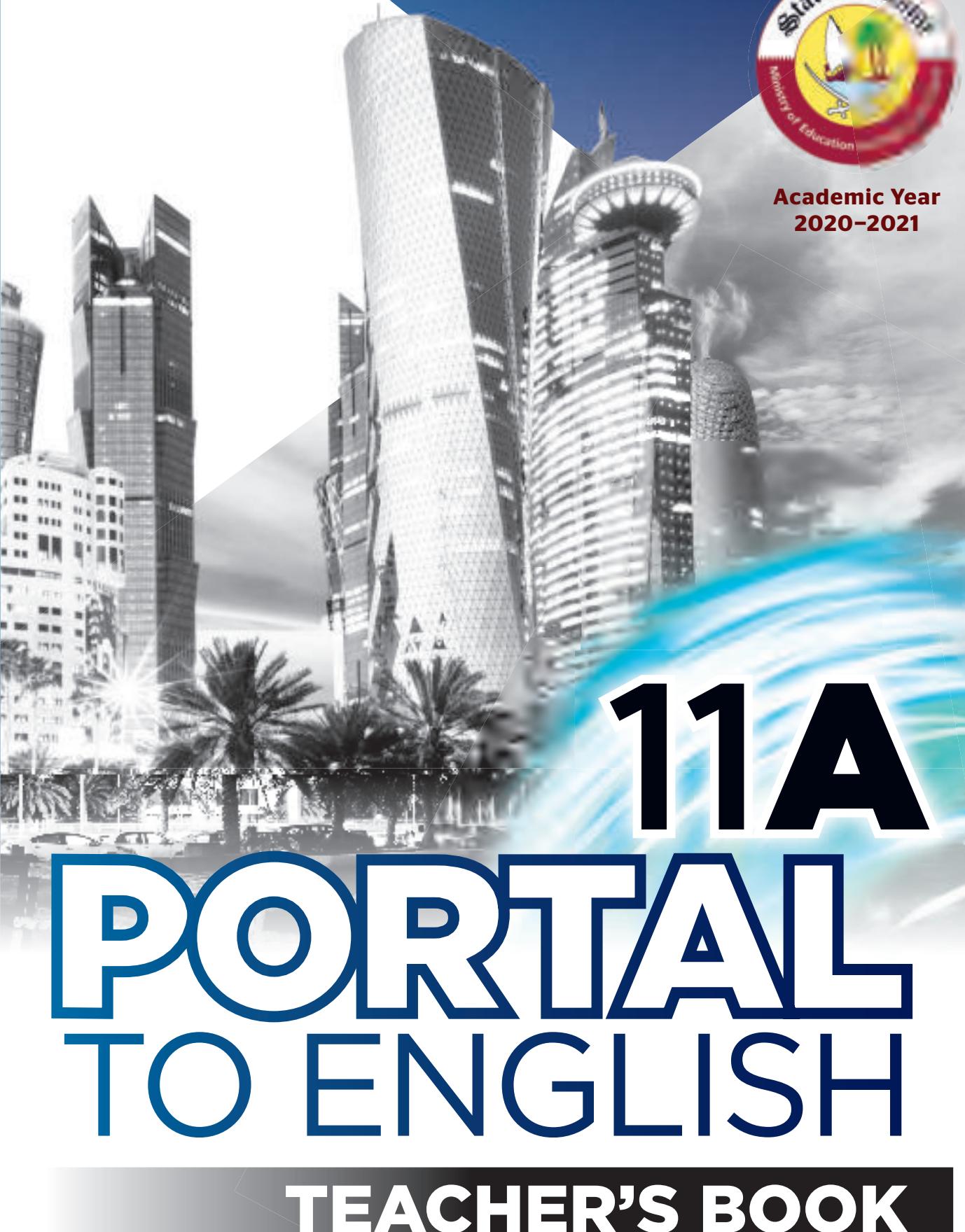




Academic Year
2020-2021



11A

PORTAL TO ENGLISH

TEACHER'S BOOK

H. Q. Mitchell
Marilena Malkogianni



GRADE **11**

SEMESTER 1



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حضره صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد المفدى

النشيد الوطني

قَسَمًا بِمِنْ رَفَعَ السَّمَاءَ
قَطَرُ سَتَبْقَى حُرَّةَ
سِرُّوا عَلَى نَهِيجِ الْأَلَى
قَطَرُ بِقَلْبِي سِيرَةَ
قَطَرُ الرِّجَالِ الْأَوَّلِينَ
وَحَمَائِمُ يَوْمَ السَّلَامِ
قَسَمًا بِمِنْ رَفَعَ الضِّيَاءَ
تَسْمُو بِرُوحِ الْأَوْفِيَاءَ
وَعَلَى ضِيَاءِ الْأَنْبِيَاءَ
عِزُّ وَأَمْجَادُ الْإِبَاءَ
حُمَّاً تَنَا يَوْمَ الْزَّيَادَاءَ
جَوَارِحُ يَوْمَ الْفَدَاءَ

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Student's Book with Teacher's Notes

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OUTLINE OF THE COURSE

Objectives

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

Goals

The course follows the requirements of the Common European Framework of Reference for Languages (CEFR) and focuses on the systematic development of key competencies. It aims at achieving the following goals:

- **Communicative** – to help Ss establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** – to help Ss grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Systematic development of the Qatar National Curriculum Framework (QNCF) competencies** – to promote creative and critical thinking, communication, cooperation and participation, problem-solving and inquiry and research.
- **Learning how to learn** – to help Ss plan their work over a time span and set themselves realistic objectives.

Syllabus

The course follows the modular approach, which enables Ss to deal with a variety of topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised, enabling Ss to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

Organisation and length of the course

Portal to English 11 brings Ss to B1 High level of the CEFR. The book is organised into ten topic-based modules. The modules are well organised within a steady framework. Each module is fourteen pages long and is divided into two parts, **a** and **b**.

Throughout the module, Ss are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and, by the end of the course, Ss will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete this course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

Certain key features of the book enhance the challenging and motivating material of the course:

- Motivating and contemporary topics with multi-cultural and cross-curricular information
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- A variety of communicative tasks

- A step-by-step approach to writing
- An integrated approach to the development of the four skills
- Activities designed to develop the QNCF competencies
- Personalisation activities
- Opportunities for promoting learner autonomy with learning tips, self-assessment (Now I can) sections, learning objectives on the cover pages, etc.
- The use of IT (Information Technology) (e.g. Student's CD, Interactive Whiteboard Material)

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- a table of contents presenting the topics, vocabulary, structures, functions as well as the language skills practised in each module. The main Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.
- ten modules, each fourteen pages long, divided into two parts **a** and **b** and including a cover page and a review page.
- a speaking activities section including pair and group work activities.
- a grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- a list of irregular verbs.
- a stream reading section consisting of eight texts with comprehension and extension activities.
- a wordlist containing the active vocabulary in alphabetical order per lesson.

THE STRUCTURE OF THE MODULES

Modules 1-10 (an overview)

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

The structure of each module is as follows:

- Cover page (one page)
- Part **a**: reading, vocabulary, grammar, listening, speaking, writing (six pages)
- Part **b**: reading, vocabulary, grammar, listening, speaking, writing (six pages)
- Review (one page)

Lastly, the Review page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been presented in the preceding lessons and offers a unique opportunity for self-evaluation.

Cover page

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



introduction to the topic of the module through brief discussion and/or activities

objectives of module clearly presented

Vocabulary

There are two or three vocabulary sections in each module. The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language, which have the same function as single words. Different lexical areas are covered such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc.

However, this section is not just a list of lexical items which are presented to be memorised. Ss are often asked to do a task and/or hold a discussion, which requires them to retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world, to think critically, and make educated guesses. Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of tips.

Reading

There are two reading sections in each module. Throughout the book, students are exposed to the written language through a variety of reading material: newspaper and magazine articles, blogs, advertisements, extracts from literature, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of students this course is intended for. The texts aim at the development of reading micro-skills with emphasis on skimming or reading for gist, scanning for specific information, understanding details and awareness of text cohesion. The reading section is divided into five subsections:

A. PRE-READING

Before students are asked to deal with the reading material, they are engaged in warm-up activities, which introduce the topic. These pre-reading questions are usually of a general nature, which students can relate to and express their opinion about or answer according to their personal experience.

B. READING FOR GIST

This task requires students to read the text quickly and understand the main idea(s), the topic(s) discussed, the writer's purpose, etc. It is advisable that students are given sufficient but not excessive time to carry out the task and that teachers point out to students that unknown words should not worry them at this stage.

C. READING FOR DETAIL

Students are required to read the text again, this time in detail, and do various types of activities, such as multiple matching, answering multiple choice questions or reconstructing a gapped text, all of which familiarise them with examination-type tasks. It is important that teachers set a time limit and stick to it. Unknown words in the text, apart from a few key ones, should not be explained, but teachers should make sure that students do not have any unknown words in the questions and options, as this could render the reading task impossible to complete. Teachers should vary the approach adopted and have students work individually at times and in groups at other times. Students should be encouraged to underline the parts in the text which led them to their answer choice and compare their answers in pairs or small groups before they discuss them in class. Teachers should always ask students to justify their answers and say why they have eliminated the other options.

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

D. GUESSING THE MEANING OF UNKNOWN WORDS

This activity requires students to guess the meaning of certain unknown words appearing in the text by looking for clues in the context. It is worth mentioning that some of the words appearing in this activity may be beyond the level of B1 students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter

in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

E. POST-READING

The reading section ends with one or two post-reading questions, which give students the opportunity to expand on the topic of the reading text using topic-related vocabulary and develop critical thinking skills. It is recommended that this activity is done systematically to round up the reading section.

Grammar

The aim is to present grammatical structures gradually (building-block strategy). Examples of these structures may appear in the preceding reading texts. The use of the grammatical structures is illustrated in context through example sentences. Ss are actively involved in their understanding through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, Ss develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

The grammar sections end with a simple activity which allows Ss to use the structures they have learnt in context, while teachers are able to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

Listening

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

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented. Ss are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role plays, guessing games, surveys, questionnaires, information-gap activities, etc.). They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve a communicative goal. By working in pairs or groups, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pairwork or group work helps to lessen students' communicative stress. Verbal and/or visual prompts are provided to facilitate the students' task. For most speaking activities, support is provided through boxes including phrases and expressions related to the topic/function of the speaking activity in order to help students carry out the task successfully.

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

Writing

Writing is perhaps one of the most difficult skills for Ss to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. The book helps Ss build up their writing skills through the integration of skills, as the writing activities are thematically linked to the lesson and the module.

Most importantly, Ss are provided with a model text, so they are exposed to a sample of what they have to produce later. There are different activities focusing on the content, layout, brainstorming, register, style, text organisation, linking words/phrases, planning, cohesion/coherence, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks.

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, Ss could work in pairs and correct each other's work before giving it to the teacher.

Student's Book

Lesson 4a

warm-up activities introducing the topic and encouraging personal response

activities focusing on reading for gist

Moreover, Ss should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

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

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation. Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of tips.

systematic development
of vocabulary skills

active involvement of students in the explanation of the grammatical structures

grammar
reference
section at
the back of
the book

speaking tasks involving the production of grammatical structures

Lesson 4a

pre-listening activities encouraging students to activate their background knowledge and generating expectations

4a

Listening 1)

A. Discuss in pairs/groups.

- What do you think volunteers do on a conservation holiday?
- What do you think volunteers do on a conservation holiday?

B. You will hear a radio interview with an expert talking about conservation work in Tanzania. Number the topics 1-6 in the order in which they are mentioned.

the work done at a lion sanctuary
 the results of the main source of inspiration
 Dr Dugdale's main source of inspiration
 the skills required for participation
 the main environmental problem in Tanzania
 what people gain from this experience







C. Listen to the interview again and answer the questions.

- According to Dr Dugdale, which of the following is a major problem in Tanzania?
 - forest destruction
 - environmental tourism
 - dangerous wild animals
 - air pollution caused by the burning of wood
- Which conservation activity does Dr Dugdale mention?
 - taking care of lion cubs
 - watering trees in the wild
 - collecting paper for recycling
 - hunting to feed the lions at the sanctuary
- What is true of volunteers who wish to participate in conservation work in Tanzania?
 - They need to be experienced.
 - They must be able to work independently.
 - They must have specialist knowledge about conservation.
 - They receive training before they start working on a project.
- What is true of the shark Dr Dugdale mentions?
 - They are very aggressive by nature.
 - They live off the coast of Mafia Island.
 - They are small compared to other fish.
 - They have increased in number over the last few years.
- What is true of this conservation programme?
 - It has an age requirement.
 - It is not limited to Tanzania.
 - It combines having fun with learning about the environment.
 - It aims to teach participants the language and customs of the local people.
- How many trees have volunteers planted in the last five years?
 - over 200
 - more than 300
 - just under 50,000
 - more than 600,000

B. Discuss in pairs/groups.

Would you be interested in going on a conservation holiday? Why? / Why not?

systematic development of speaking skills

HAVE YOUR SAY



Sheldon Town Hall
Saturday 18th April at 5 p.m.

Sheldon has received funding worth £6.5 million to spend on becoming eco-friendly. Mayor Stephen Townsend has invited representatives of two energy groups to present proposals on the installation of solar panels and the creation of a wind farm. Sheldon residents are invited to attend the meeting at the town hall to discuss and evaluate the proposals.

Population	9,268
Households	2,300
Climate	Hot and sunny summers, dry winters
Geography	A coastal and hilly region
Economy	Tourism and fishing

speaking activities
practising useful language functions

Speaking

A. Work in groups of five. Read the information on the right that appeared in the local paper of Sheldon, as well as the facts about this town.

Students A and B: You are the representatives of the energy groups. Student A turn to page 83 and Student B turn to page 84. Read the information and present your proposals to the residents (C, D, E).

Student A: I would like to propose that...

Students C, D and E: You are the residents of Sheldon attending the meeting at the town hall. Listen to the representatives of the energy groups (Students A and B) present their proposals. Ask them questions to find out about the advantages and disadvantages of their proposals. Then discuss the two proposals and decide which one you consider better. Use some of the words/phrases in the boxes.

Student C: How will this help us?

Student D: What are the possible advantages of...

Inquiring about preference
Expressing preference

What do you think of...?
 Which... do you prefer?
 How do you find...?

I prefer...
 I like... better than...
 I think... is preferable to...

renewable / alternative energy
 energy efficient
 carbon footprint
 cost-effective
 long-term investment
 inhabited area
 install
 installation
 unattractive
 economise
 maintenance

B. Report your group's decision to the class, explaining why you have chosen the specific proposal.

Writing

A. Write a newspaper announcement similar to the one in the speaking section above. Take into account the following:

- You need to write a paragraph mentioning two proposals for making the area more eco-friendly.
- Your announcement needs to have a title, topic, date and faxbox with information about population, households, etc.
- You can write about your local area, or anywhere else in world.
- Your announcement should use formal and polite language (e.g. do not use short forms and avoid direct commands).

systematic development of listening skills

a variety of short writing tasks

Lesson 4b

4b

Reading 1)

A. Discuss in pairs/groups.

- What is the underlying theme of these two texts?
- What message are they trying to get across?
- What other causes of ocean pollution can you think of?

B. Read the text on the right and choose from the options provided the **main** purpose of the text.

The text aims to:

- outline the writer's concerns on an issue of concern
- persuade the reader to adopt a specific view on an issue
- recommend a specific course of action to deal with a problem
- outline the main reasons for something and the results
- discuss the advantages and disadvantages of a specific course of action

OCEAN POLLUTION

Our oceans and seas are very valuable to us, and we rely heavily on them for food, air, natural resources, transport and recreation. They are, however, being damaged by ocean pollution and this is increasing worse in recent years. In fact, our oceans and seas have now reached a critical point. There are so many sources of ocean pollution and the damage is so great that it seems highly unlikely that we will be able to reverse the situation.

To begin with, one of the main causes of ocean and sea pollution is rubbish. Rubbish can be dumped by boats and ships at open waters, carried from land by strong winds and currents and washed out. Once the rubbish is there, it is very hard to clean up and becomes not simply unpleasant but also a threat to the environment, wildlife and even humans. The most immediate effect of this rubbish is that it presents a physical danger. Marine animals are frequently injured or killed when they become caught in plastic objects. Moreover, they often mistake pieces of rubbish for food and eat them. Plastic rubbish, in particular, contains toxic chemicals, which build up in the food chain and eventually end up on our plates in the fish we eat!

Oils spills are also a major cause of ocean and sea pollution. Although oil sometimes escapes from the ocean floor after earthquakes, oil spills are largely due to human error. Accidents often occur during the handling for oil as well as during the transport and pumping of it. Crude oil is extremely difficult to clean up, and because it is highly toxic, it has a **destructive** effect on marine life. It forms a thin layer on the surface of the water which prevents oxygen from getting through. This is especially harmful to shallow marine habitats and species living near the coast. In addition, marine animals, for instance seals, whales and dolphins, which are at the top of the food chain, are becoming increasingly rare. This has a negative impact on their health, behaviour and ability to reproduce.

Another, rather unexpected, source of ocean and sea pollution is noise pollution. Noise can be heard for miles in oceans and seas because it travels much faster and farther in water than it does in air. Noise pollution comes not only from ship and boat traffic but also from human activities, such as underwater drilling and mining for minerals and the use of underwater vehicles. There is very serious **danger** for marine life. **Indeed**, all small marine animals and **insects** cannot survive in a noisy environment. As a result, their numbers decrease **dramatically** when there is an increase in noise levels in their habitats. If noise levels are high, they cannot hear each other. This affects their ability to communicate, hunt, migrate and produce young and, thus, poses a significant threat to their survival.

Finally, the use of **chemicals** in agriculture and industry is another cause of ocean pollution. Chemicals such as fertilisers and insecticides are easily washed away by rain and end up in rivers and streams. These chemicals are then carried to the sea and eventually having a devastating effect on marine life. It is evident that if we do not take **measures** soon to improve the situation, our oceans and seas will, before long, become inhospitable to life. How much time do you think we have before one of our most valuable resources here on Earth is lost?

C. Now read the text carefully and answer the questions. Choose a, b, c or d.

- How does the writer feel about the issue?
 - furious
 - shocked
 - optimistic
 - discouraged
- What is **not** true of the rubbish found in oceans and seas?
 - It comes from different sources.
 - It is dangerous for humans.
 - It is easy to manage once it reaches open waters.
 - It often travels a long distance before it gets to open waters.
- According to the writer, what ends up on our plates?
 - the toxic chemicals that exist in rubbish
 - fish that died from plastic they consumed
 - pieces of rubbish that we mistake for food
 - small plastic objects
- According to the writer, what is true of oil spills?
 - They are extremely dangerous.
 - They eventually clean up on their own.
 - They are only caused by human activities in the oceans.
 - The oil that has been spilled eventually settles on the seabed.
- What does the writer say about noise pollution?
 - It leads to an increase in fish populations.
 - It is a surprising source of ocean pollution.
 - Larger marine animals are not affected by it.
 - Its effects are limited to areas where human activity takes place.

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

1. recreation	5. mining
2. dump	6. consequence
3. frequently	7. dramatically
4. destructive	8. measure

a. the activity of digging in the ground to remove valuable minerals
 b. leisure activities
 c. the effect or result of a situation, often negative
 d. very often
 e. an official action or step that you take to deal with a situation
 f. in a way that is sudden, obvious or surprising
 g. to throw sth away quickly and carelessly
 h. causing harm, injury or damage

E. Look at the underlined words/phrases in the text and place them in the correct category of linking words/phrases below.

Listing points
 Firstly, ... In the first place, ...
 Secondly, ... Thirdly, ... Finally, ...
 One / a second / a third aspect/point/activity,
 Last but not least, ...

Adding points
 Furthermore, ...

... Apart from this, ... Besides, Another point worth mentioning is ...
 Another aspect/point/activity is ...

Giving examples
 For example, ... particularly, ...

Contrasting
 On the other hand, ...

... While, whereas, Nevertheless, in spite of, despite

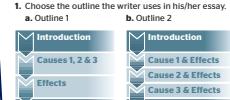
Expressing result/consequence
 For this reason, ... therefore, ...

... In this/that case, ...
 Consequently, As a consequence

Summing up
 To sum up, ... All in all, ... On the whole, ... Taking everything into account, ... In short/brief, ...

F. Read the essay again and do the activities that follow.

1. Choose the outline the writer uses in his/her essay.



2. Find the rhetorical question the writer uses in his/her essay. What purpose does this question serve?

G. Discuss in pairs/groups.

- What measures do you think we need to take to effectively deal with the problem of ocean pollution?

activities promoting critical thinking and personal response

systematic development of reading skills through various types of activities

activities requiring students to determine the meaning of unknown words from their context

Review

The Review section consists of activities revising the vocabulary, grammar and functions dealt with in the module. There are also self-assessment charts at the end of each Review page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

vocabulary, grammar and communication revision activities

4 REVIEW

A. Match the words below to make collocations.

1. carbon	<input type="checkbox"/>	a. hazard
2. solar	<input type="checkbox"/>	b. efficient
3. health	<input type="checkbox"/>	c. footprint
4. exhaust	<input type="checkbox"/>	d. panel
5. fossil	<input type="checkbox"/>	e. chain
6. food	<input type="checkbox"/>	f. fuels
7. energy	<input type="checkbox"/>	g. warming
8. global	<input type="checkbox"/>	h. fumes

B. Choose a, b, c or d.

1. A large number of plant and animal species are facing as a result of habitat loss.
 - a. ranching
 - b. extinction
 - c. logging
 - d. deforestation
2. Water pollution is a major threat to fish.
 - a. to
 - b. in
 - c. of
 - d. on
3. The tour guide attracted our attention to the monument.
 - a. pointed
 - b. took
 - c. gave
 - d. drew
4. You should take this medicine. It's very effective.
 - a. dramatic
 - b. artificial
 - c. intensive
 - d. effective
5. We use energy by turning off the air conditioner at night.
 - a. prevent
 - b. consult
 - c. conserve
 - d. invest
6. They overpaid us. These clothes aren't worth that much.
 - a. overpaid
 - b. underpaid
 - c. overcharged
 - d. undercharged
7. Lack of sleep can have a negative effect on your health.
 - a. on
 - b. to
 - c. for
 - d. in

C. The number of orangutans on the islands of Borneo and Sumatra has decreased dramatically as to few as 27 000 today.

D. Complete the paragraph using the Past Simple, the Past Progressive or the Past Perfect Simple of the verbs in brackets.

After I had finished (finish) my marine biology degree, I decided (decide) that I wanted to volunteer at an environmental institute somewhere. One of my classmates had visited (visit) Turkey at the time, and he advised me to check out the Mediterranean coast. When I finally found the time, I started (start) exploring the options. One morning, I looked (look) ...

E. Circle the correct options.

The Congo Basin is a very important area of land because of / because that the many forests, rivers and swamps that are found there. These natural environments are home to hundreds of species of endangered animals, such as elephants, chimpanzees and gorillas. The survival of these creatures is threatened daily 2 because / due to activities such as logging, mining and poaching. The problem is so / such a serious that many laws have been passed to protect the basin.

4 Despite / Even though these laws, many companies participate in illegal activities 5 in order to / so that they can make enormous profits. Many environmental organisations are taking action 6 because of / since there are alternative ways to use the natural resources without endangering the habitat of the many species that live there. **In spite of / So that** the difficulties, these organisations try to work with governments to save the Congo Basin.

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

Now I can...

- discuss issues relating to the earth, nature and the environment
- use nouns with prepositions, and words with the prefixes over and under
- use appropriate tenses to refer to past events and situations
- express reason, concession, result and purpose
- inquire about and express preference
- structure discourse and introduce a theme
- use persuasive language, and compare and contrast
- interpret graphs and line charts
- write a cause/effect essay

a self-evaluation section promoting learner autonomy

Culture Pages

The Culture pages consist of texts which are related to the topics of the modules and serve to familiarise Ss with certain aspects of Qatari culture through the use of the English language. These pages are accompanied by activities in order to facilitate Ss' understanding.

Note that the unknown vocabulary Ss encounter in the Culture pages is considered passive and Ss will not be tested on it.

CULTURE PAGE 4)

Q Discuss in pairs/groups.
Outside of the urban areas, what places in Qatar would you advise someone from abroad to visit? Why?

Q Read the text quickly and choose the most appropriate title.

A natural history of Qatar The Islands of Qatar Qatar's natural wonders

C. Jasirat Bain Ghantoot
Anyone who wants to get out of the busy city and enjoy nature has to go only 50 km north of Doha. This place is a natural wonder, a small island where you can go everywhere on the island, but from the sea that lies across its shores. For centuries, people used the island as a place to go for a walk, to fish, to swim, to play. Purple dye that once coloured the clothes of kings and noblemen in the 18th century was obtained from the purple dye that once coloured the clothes of kings and noblemen in the 18th century was obtained from the island. One thing that many people don't realise about this island is the valuable green resources that it has. The island is covered in green trees that not only live in the salty water of the Persian Gulf, but also in the sand. The island is a natural wonder, making them a useful tool in fighting global warming.

d. Khor Al Adaid
This is a small bay of clear blue water in the southeast of the country that creates a striking contrast to the golden sand of the desert environment. The bay is a natural wonder, a small inlet of water, including endangered marine animals such as the dugong. The dugong is a marine mammal that was born here in 1993, and since then marine life has made a remarkable comeback. Reckless development has led to the destruction of the coastline, changing sand dunes on the shores are perfect for rock climbing. The sand is very fine and surprising, that is why it is one of the most popular natural wonders in Qatar.

Q Read the text again and decide which place(s) the statements describe. Write the letter a, b, c or d in the boxes provided.

Which place

1. plays a role in protecting the environment?
2. is a place to go to relax?
3. seems as though it is not part of Earth?
4. has animals that could become extinct?
5. can find something that people use to produce a colour?
6. is a different colour to the rest of the day?
7. has rock formations that look similar to a type of food?
8. has lots of flowers?

texts giving cultural information about Ss' own culture

Tasks

This section focuses on the systematic development of key competencies, the promotion of critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration skills. First, the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and speaking), which are usually done in pairs or groups. These activities require Ss to negotiate, make a decision, etc.

At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active participation of the teacher.

The final stage of the task is a real-life meaningful task requiring Ss to produce a spoken or written text which serves as performance evidence and links the English language with real-life needs. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions.

competence-based tasks promoting critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration

Task modules 4)

B. Work in groups. Discuss some environmental issues that modern cities have faced with.

B. You will be a member of Auburn City Council making a proposal about an environmental issue. You will have to research the issue, propose and identify the problem, the people affected, the causes and possible solutions of the problem. Complete the table below.

PROBLEM	PEOPLE AFFECTED	CAUSES
Produce:	• Improve the service	• Lower temperatures
Reduce or ban cars in:	• Allow	• Create more bicycle lanes

C. Now, listen to the second part of the proposal in which the member of Auburn City Council states the possible solutions to the environment issue and complete the mind map with a word or short phrase.

SOLUTIONS

• Make city greener • more recycling bins

D. Work in groups. Choose one of the problems you thought of in activity A and brainstorm ideas using the table below. Choose a problem that affects your own locality.

PROBLEMS	PEOPLE AFFECTED
• Causes	• Possible Solutions

E. Work in groups. Imagine you are members of your town council. Think of how to present a proposal to the government about possible existing solutions to the problem you discussed in activity D.

F. Present your proposal to the class. The students that are not part of your group have to decide if they will accept your proposal, justifying their decision.

motivating project work

xi

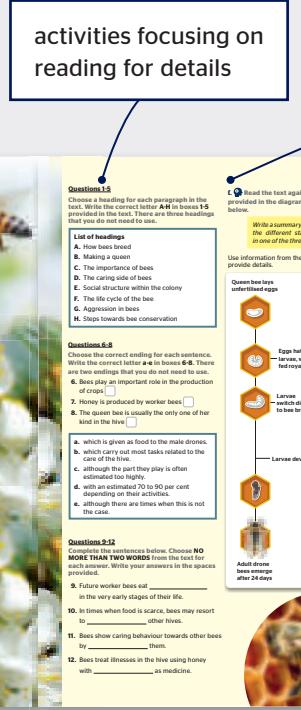
Stream Readings

The Stream Reading section consists of eight specialised reading texts. These texts address a range of topics and cover different fields of study. They serve to familiarise students with texts that have a more academic orientation.

activities focusing on reading for gist



activities focusing on reading for details

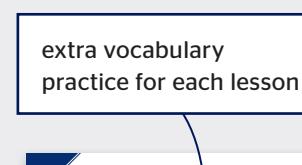


extension activities that give students the opportunity to expand on the topic of the texts and which promote critical thinking and personal response

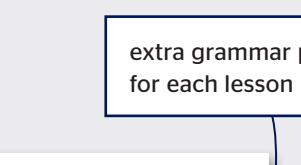
Workbook

The Workbook is in full colour and is closely linked to the Student's Book, comprising vocabulary, grammar, communication, listening, reading and writing development tasks. It provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class, but most of them should be assigned for homework.

extra vocabulary practice for each lesson



extra grammar practice for each lesson



various types of reading texts

4 READING

Read the text and answer questions 4A-4E.

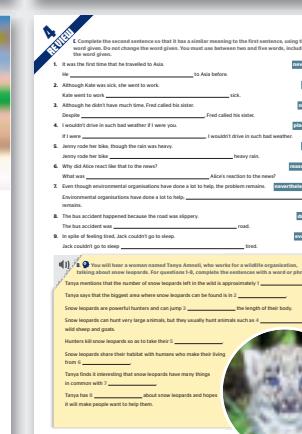
Green Cities of the Future



4 READING

Read the text and answer questions 4A-4E.

Green Cities of the Future



listening activities to consolidate the language of the module and build students' self-confidence

Teacher's Book

The Teacher's Book is a useful tool with a step-by-step guide to teaching each lesson. It incorporates clearly-staged teaching guidelines for each activity as well as listening transcripts for everything that is included in the Class Audio Material. In each lesson plan, the active vocabulary and the target structures and functions are clearly laid out. Each lesson plan includes a step-by-step guide on how to approach each activity. Additional comprehension questions along with motivating optional activities result in Ss' reinforcing and developing the language as a whole. Classroom strategies for **higher** and **lower-performing Ss** are a special feature of this series. These strategies enable teachers to tailor the activities to the needs of individual Ss.

Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual Ss.

This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.

For this reason, the *Portal to English* series provides strategies and additional activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but in a different way.

Strategies - Techniques for Differentiated instruction

To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated either in the Student's Book or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge **higher-performing Ss** (e.g. by modifying a reading / listening multiple choice activity to one with open-ended questions, by asking students to correct the false sentences, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, by encouraging students to do research on a topic before it is presented in class, in order to stimulate their interest, etc.).
- A range of activities, depending on the level of students, to help **lower-performing Ss** to consolidate the content taught (e.g. by eliminating one or two options in a reading / listening multiple choice activity, by providing them with prompts in order to help them to use what has been taught in context, by encouraging students to do research on a topic before it is presented in class, in order to build their confidence, as they will have already been exposed to what is going to be discussed, etc.).
- **Scaffolding instruction** - teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that

allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs, use of graphic organisers, such as Venn Diagrams and mind maps, etc.).

• **Flexible grouping** - students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests (mainly in the Speaking activities).

• **Ongoing or formative assessment** - it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs. There are various forms of formative assessment, such as student self-assessment (*Now I can...* checklist).

The Teacher's Book contains:

- an introduction including the module structure and a description of the QNCF Key Competencies, as well as some suggested ways on how teachers can integrate them in the classroom.
- a table of contents as it appears in the Student's Book.
- a table including the learning standards and the QNCF competencies that are linked with the activities in the Student's book and Workbook for each module, as well as a description of these learning standards.
- teacher's notes interleaved with the pages of the Student's Book. Each lesson includes tables of the learning standards, functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs. Answers to all exercises and the transcripts of the listening activities are also included.
- the learning standards for every activity in the Student's Book along with the symbols for the QNCF competencies.
- ideas for optional activities which help Ss get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- additional activities or adaptations of already-existing ones for mixed ability classes (higher-performing/ lower-performing Ss).
- background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes, which give more detailed information about the new linguistic items presented in each lesson.
- suggested answers to all activities where oral production is required.
- the pair-work activities, the Culture pages, the grammar reference section, the list of irregular verbs, and the wordlist as they appear in the Student's Book.
- the key to the Workbook exercises, and the transcripts of the listening activities included in the Workbook.
- a glossary of key words and abbreviations used in Teacher's Book.

Learning Standards, functions and structures presented along with a list of active vocabulary

4a

Reading

• A discussion in pairs/groups.

• What do you think are the most important environmental issues our planet is facing today? How can we help to protect the environment and avoid species that are in danger of dying out?

• **Success**

• **Failure**

• **Failure**

• **Success**

• **Failure**

• **Success**

AMERICAN BISON

Although there were once tens of millions of bison across North America, by the 1880s their numbers had fallen to as few as 750, due to hunting and habitat loss. In the 19th century, the American bison almost became extinct. However, thanks to strict protection and reintroduction, population management and the development of the North American bison industry, now, approximately 350,000 bison now survive.

AFRICAN PENGUIN

Success / Failure

African penguins are unique in that they are the only species of penguin that can survive in warm climates. They are found on the coast and islands off southern Africa. They have been around for millions of years since the early twentieth century. Back then there were close to 2,000,000 penguins. However, due to hunting and habitat loss, their numbers had dropped to less than 10,000 by the late 1950s, and to a little more than 10,000 by 2000. The dramatic decline resulted in a change of status on the IUCN's Red List of Threatened Species from 'least concern' to 'endangered'. Conservationists and researchers have worked hard to protect the species, but population numbers have not yet increased. The reasons for the continued decline have been observed, and it is believed that if the trend continues, the African penguin will become extinct. The reasons for the decline are pollution, habitat loss, intensive fishing and increases in human population. As a result, there are now intensive measures to protect the penguins.

TROPICAL RAINFORESTS

Success / Failure

Tropical rainforests are found in the Amazon Basin and the Congo Basin. They are the most biodiverse areas in the world. They have been around for millions of years. They are very important for the planet. In the past, tropical rainforests occupied 100,000,000 km² of land. However, due to human activity, they have been destroyed and deforested. Deforestation has reduced this to less than 8,000,000 km². Tropical rainforests are important for the planet because they produce oxygen. Deforestation reduces the amount of oxygen in the atmosphere, regulating global temperature and controlling rainfall. This destruction has a negative effect.

the Learning Standards covered in each activity, as well as the symbols corresponding to each QNCF competency

Learning Standards

• **Success**

• **Failure**

• **Failure**

• **Success**

• **Failure**

• **Success**

Functions

Interpreting graphs and line charts

Success

• **Failure**

• **Failure**

• **Success**

• **Failure**

• **Success**

Reading

• **Success**

Suggested answers

• I think that global warming is one of the biggest problems that we are facing today. The world is getting warmer, which is causing the ice at the poles to melt. This is causing sea levels to rise, which is a problem for many coastal areas.

• In the past years, man has caused the environment to change. This is due to the increase in population and industrialisation, since environmental problems are caused by the increase in population. This is causing the survival of the human species to decline. Many efforts have been made to protect the environment. Environmental problems are reducing the number of endangered species. We can help to protect the environment by recycling, reducing our use of plastic, and not littering. We can also help by not using single-use plastic bags and not using plastic straws every day.

Success

Failure

Failure

Success

step-by-step guide to teaching

suggested answers to activities where oral production is required

further comprehension questions to enhance Ss' understanding of the text

Components

Class Audio Material (Online)

This includes all the recorded material from the sections in the Student's Book where the symbol  appears. It also includes the recorded material corresponding to the listening activities in the Workbook.

Student's CD-ROM

This includes the recorded material from the Reading sections and Culture pages in the Student's book, and is meant to give Ss extra practice at home.

Resources for Teachers (Online)

This contains:

- **Tests**

- 10 tests corresponding to the modules of the book
- a test for Modules 1-5
- a test for Modules 6-10
- keys and transcripts

- **Audio**

This section contains the recorded material for the tests.

Interactive Whiteboard Material

The Interactive Whiteboard Material includes all the textual, visual and audio material in the Student's Book as well as in the Workbook. It also includes one game per module and a vocabulary list.

Points to remember

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires Ss to do by doing the first item together. This is especially recommended in all speaking activities.
- Whenever a task requires understanding *gist*, the teacher should not explain unknown words, thus encouraging Ss to focus on *gist* only. Whenever necessary, however, certain key words that block understanding could be explained.
- When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.
- Regarding the vocabulary lists that appear in the TB, they serve merely as a reference for teachers so that they are aware of the new lexical items that feature in each lesson. At this level, these words are not meant to be pre-taught. Exposing students to new words in context is essential in that it teaches students to develop not only a tolerance for unknown words, the meaning of which can often be inferred from the surrounding text, but also an understanding of which words affect comprehension and which do not. In addition, exposure in context is key in developing students' word consciousness, which is defined as their awareness of words and their meanings. Teachers may assist in building students' word consciousness by creating an interactive learning environment and instilling simple classroom rituals

that draw students' attention to key vocabulary items. Such rituals may involve underlining unknown words in a text and inferring the meaning of unknown words using contextual clues. Ss should also be encouraged to discuss/negotiate the possible meaning of unknown words, think of alternative words and phrases to replace unknown words and look up the definition of unknown words. Note that the vocabulary in this box is considered active and is recycled and also tested in the Workbook, which increases students' exposure and facilitates consolidation.

Using a language-learning notebook

A language-learning notebook is a valuable and necessary tool in the classroom. The use of a language-learning notebook enables students to keep a record of their work in an organised manner and also helps them to track their progress. Moreover, it allows students to develop a sense of responsibility for their learning and serves as good learner training.

As students, especially young students, may not be familiar with how to use a notebook and may also lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use it. The notebook should be used regularly in the classroom, and teachers should give students instructions on how to use it.

Organising a language-learning notebook

- Help Ss to separate their notebook into logical sections, depending on the level of the Ss and the material. For example, possible sections could be: *Grammar activities*, *Vocabulary activities*, *Writing activities*, etc. Or alternatively, each module could be a section of the notebook.
- Decide how many pages to devote to each section and help Ss to count out and separate the sections.
- Suggest ways for Ss to label the different sections in their notebook. For example, the sections could be colour-coded and they could be separated using index tabs.
- Help Ss to take pride in their notebooks by encouraging them to make them visually appealing. For example, Ss may want to decorate them, or illustrate them.

QNCF Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCF learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCF, five of which are integral to learners in Grade 11. Below we focus on each of these five competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

It is significant that in the *Portal to English* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

Although, the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.



Creative and critical thinking

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking - the ability to think creatively or 'outside the box', and on the other hand evaluating, interpreting and synthesising information, applying creative thought to form an argument, reach a conclusion or solve a problem.

There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

- Give emotional support to students: Ensure that the classroom environment is warm, positive and sharing. Encourage all students to feel free to express their feelings and ask questions.
- Help students to make the proper use of information, prioritise and recognise the facts that are most useful and important.
- Help students to realise that they can challenge assumptions and request evidence.
- Incorporate role-playing activities in the classroom. Playing a role requires students to use both analytical and creative skills.
- Use classic works of literature as an opportunity to have students predict the plot and discuss issues such as theme and character motivation.
- Ask students to express a feeling or an idea through a sketch, without using words.
- Encourage students to brainstorm when posed with a question and write responses on the board.



Communication

This refers to the ability to convey information and express oneself. It involves the effective use of listening and speaking skills as well as an openness to the thoughts and ideas of others.

Ways to integrate communication into the classroom

- Establish clear standards for acceptable norms of interaction among students: Stress the significance of listening to others, taking turns to speak, expressing agreement or disagreement appropriately, helping each other, etc. in order to accomplish a task. Point out the importance of respecting the opinions of others, even though we may not agree with them.
- Structure activities and provide guidance: organise students suitably in pairs/groups depending on the activity. Pair work and group work significantly increase student speaking time in comparison to whole class activities. Allow students to take responsibility for carrying out the activity, but indicate the right direction and be ready to intervene to facilitate students when necessary.
- Encourage all students to contribute to discussions initiated in pre-reading/warm-up and post-reading activities. Help shy students to participate by addressing questions to them even though they may not raise their hand to participate. Accept all students' responses/opinions as unique and valuable contributions.



Cooperation and participation

This refers to the ability and the desire to work on a cooperative basis with others, or participating in a group or in a team in order to achieve a common goal. It involves listening to the ideas of others and responding constructively, expressing disagreement constructively and offering support and assistance. It reinforces polite behaviour and respect towards others.

Ways to integrate cooperation and participation into the classroom

- Provide students with tasks and/or projects that enable them to work in pairs or groups to prepare and present their work. Encourage active participation of all students and explain that all members of the group have valuable insights to contribute.
- Point out the significance of working collaboratively to achieve a common goal. Explain to students that they should be confident and express their opinions freely, but they also have a responsibility to be respectful of other points of view.
- Help students to understand that in case of disagreements/conflict they need to be open to new ideas and negotiate to reach an agreement, or maybe they can agree to disagree.
- Monitor students as they work in pairs/groups to make sure they are carrying out the activity satisfactorily and that they are speaking in English. Intervene when students appear to be stuck by prompting them in the right direction.

Inquiry and research

This refers to the ability to conduct research and inquiry into a range of issues. It involves interrogative questioning (what, where, when, who, why, how), the collection and analysis of data/information, synthesising this information and reporting findings.

Ways to integrate inquiry and research into the classroom

- Structure activities and provide guidance: Explain the stages involved in this type of activity - formulating relevant questions to keep focus, collecting information from reliable sources, analysing the information to understand it, synthesising information from different sources and then reporting findings in an organised manner.
- Suggest reliable sources of information learners can refer to.
- Incorporate an element of choice: when possible allow students to decide on a topic for research. Ask them if they would like to present their work to the rest of the class. Ask for students to volunteer to present their work.

Problem-solving

This refers to the ability to identify and solve problems. It involves identifying the cause of a problem, analysing facts and situations, comparing data, asking relevant questions, drawing conclusions and applying creative thinking to develop a solution. Aspects of problem-solving can apply to various activities in different ways, depending on the level of the students.

Ways to integrate problem-solving into the classroom

- Introduce a structured approach: Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given. Direct them to ask relevant questions (see interrogative questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.

In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings. Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.
- Help students to become autonomous learners. One way of doing this would be, for example, to end the lesson by giving them further questions that expand on the topic of the lesson. These questions will be discussed in the next lesson. Explain that students need to think about the questions, if necessary, to find relevant information, and be prepared to discuss them in the next lesson.

Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.

The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.

In the *Portal to English* series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.

Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

Islamic values and Arabic and Qatari cultural heritage

Opportunity for learning experiences should be provided in the context of Islamic values and appreciation of Qatari culture and traditions.

Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.
- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.

- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

A positive attitude towards learning is essential to enable students to understand that success is achieved through hard work and perseverance. Students should feel confident that they can achieve their goals, but also that a certain commitment to the effort is required on their part.

Ways to instill these values in the classroom

- Ask students to visualise and express their long-term goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

Personal rights, responsibility and integrity

Key values in Qatari society are those of citizenship and the corresponding rights and responsibilities, as well as the recognition of the unifying value of human dignity, or in other words, the recognition of the fact that all individuals deserve to be respected and honoured irrespective of their differences. As such, these values must be promoted in the classroom through raising students' awareness of and actively demonstrating the Islamic principles of integrity, honour and truthfulness which are salient features of ethical behaviour.

Ways to instill these values in the classroom

- Familiarise students with the concept that rights and responsibilities go hand in hand by demonstrating that as students they have rights in the classroom (e.g. to express their opinion, to participate, the right to safety and well-being, the right to information and privacy) as well as responsibilities (e.g. to follow classroom rules, to participate and contribute, to show an interest in the well-being of others, to use information wisely and respect the privacy of others, to accept responsibility for their actions).
- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/ friends, families, communities, the environment).
- Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information. Sensitise students to the proper use of information found on online sources and how to search for information online safely.

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A job worth doing

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Reading	Listening	Speaking	Writing	QNCF Competencies
<ul style="list-style-type: none"> Five people describing their jobs An interview about apprenticeships: <i>Careers Corner</i> 	<ul style="list-style-type: none"> An interview about job satisfaction A career adviser giving a speech 	<ul style="list-style-type: none"> Pair work: Comparing and contrasting jobs and discussing employment Pair/Group work: Discussing and making a decision about values and competencies 	<ul style="list-style-type: none"> A descriptive paragraph An article <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on register, style and text organisation Thinking from another person's perspective 	
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<ul style="list-style-type: none"> An article: <i>The Grand Tour</i> An extract from a novel: <i>The Coral Island</i> 	<ul style="list-style-type: none"> A conversation between a brother and sister discussing a holiday experience An extract from a novel: continuation of <i>The Coral Island</i> 	<ul style="list-style-type: none"> Pair work: Role play situations – booking a hotel room, complaining to a hotel manager Pair work: Comparing adventure holidays 	<ul style="list-style-type: none"> An imagined diary entry A story <p>Developing skills:</p> <ul style="list-style-type: none"> Using time linkers to indicate the sequence of events Brainstorming and organising ideas with the help of an outline Using different ways to attract the reader's attention (e.g. emotive language) 	
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<ul style="list-style-type: none"> An extract from a novel: <i>The Sleeper Awakes</i> continued An article about technology: <i>The Future Today</i> 	<ul style="list-style-type: none"> A reading from a novel: <i>The Sleeper Awakes</i> continued Five people expressing their opinion on what life will be like in the future 	<ul style="list-style-type: none"> Pair/Group work: Discussing important inventions Pair/Group work: Speculating about the role of robots in the workplace 	<ul style="list-style-type: none"> A summary A discussion essay <p>Developing skills:</p> <ul style="list-style-type: none"> Organising a summary Focusing on the features of a discussion essay Exploring different views on the same subject 	

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

STUDENT'S BOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 8
R1.1	Creative and critical thinking	Reading B p. 8
R2.1	Inquiry and research	Reading C p. 9
R2.3	Creative and critical thinking	Reading D p. 9
R4.1	Problem-solving	Reading E p. 9
R4.2	Problem-solving	Reading E p. 9
S2.3	Creative and critical thinking	Reading F p. 9
R4.1	Problem-solving	Vocabulary A p. 10
R4.2	Problem-solving	Vocabulary A p. 10
S1.1	Communication	Listening A p. 12
L1.1	Creative and critical thinking	Listening B p. 12
L2.1	Creative and critical thinking	Listening C p. 12
S2.3	Creative and critical thinking	Listening D p. 13
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S1.1	Communication	Speaking p. 13
S2.3	Creative and critical thinking	Speaking p. 13
S2.4	Creative and critical thinking	Speaking p. 13
R2.3	Creative and critical thinking	Writing A p. 13
W1.3	Creative and critical thinking	Writing B p. 13
W4.1	Communication	Writing B p. 13
S1.1	Communication	Reading A p. 14
R1.1	Creative and critical thinking	Reading B p. 14
R2.1	Inquiry and research	Reading C p. 15
R2.2	Creative and critical thinking	Reading D p. 15
R4.1	Problem-solving	Reading E p. 15
R4.2	Problem-solving	Reading E p. 15
S1.1	Communication	Reading F p. 15
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R4.1	Problem-solving	Vocabulary A p. 15
R4.2	Problem-solving	Vocabulary A p. 15
S1.1	Communication	Listening A p. 17
L1.1	Creative and critical thinking	Listening B p. 17
L2.1	Creative and critical thinking	Listening B p. 17
S1.1	Communication	Listening C p. 17
S2.3	Creative and critical thinking	Speaking A p.17
S2.3	Creative and critical thinking	Speaking B p.17
S3.1	Communication	Speaking B p.17
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WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
W2.1	Creative and critical thinking	Activity C p. 11
L2.1	Creative and critical thinking	Activity D p. 17

When students complete this module, they will be able to:

1a (pp. 8-9)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

1a (pp. 10-11)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

1a (pp. 12-13)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- explain and justify plans and ambitions (S2.4)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- explain independently their attitude towards the character of a real or fictional person (W1.3)
- use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts (W4.1)

1b (pp. 14-15)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas

in longer, more complex texts (R1.1)

- understand and respond independently to detail in longer, more complex texts (R2.1)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

1b (pp. 16-17)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately (S3.1)

1b (pp. 18-19)

- communicate independently a personal response to real and fictional events (S1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- explain and justify plans and ambitions (S2.4)
- explain and justify plans and ambitions (W1.5)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- plan and draft an extended text with a little support and modify the draft in response to feedback (W3.2)

1 Review

- understand and respond independently to the detail in longer, more complex texts (L2.1) WB

Vocabulary

challenge (n.) creativity diversity focus (n.)
innovation inspiration motivation opportunity
qualifications teamwork

- Draw Ss' attention to the title of the module and ask them to tell you what it might mean (*it is part of the saying 'If a job's worth doing, it's worth doing well' which means that when we decide to do something, we should do it the best we can*).
- Draw Ss' attention to the three smaller pictures on the page and ask them to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss to read through the words on the signpost and help them deduce the meaning of the words.

Language plus

inspiration = somebody or something that gives you good ideas to do something
motivation = enthusiasm when doing something
teamwork = working (well) with a group of people
diversity = when many kinds of different things or people are included in something
opportunity = a situation that makes something you want to do possible
challenge = something that needs a great physical or mental effort to accomplish
focus = the act of paying special attention to something
creativity = the act of using skills and imagination to make something new
innovation = a new idea or way of doing something

- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- The job of a lawyer has been my dream job since I was a child.
- As far as I know, it is necessary to obtain a degree from Law school, and then complete a period of practical legal training.
- In order to be a successful lawyer, you have to be hard-working, committed and self-confident. You also need strong oral and written communication skills, a sharp eye for accuracy and good judgement.

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

A job worth doing



Discuss:

- What is your dream job?
- What skills and qualifications do you need to do this job?
- What qualities do you need to be successful in this job?



In this module you will...

- discuss issues relating to job satisfaction and career choices
- learn vocabulary, collocations and idioms relating to jobs and careers
- learn how to distinguish between permanent and temporary situations
- learn how to express degrees of probability
- learn to write an article expressing opinion

Reading **A. 🗣 Discuss in pairs/groups.**

- Why do people work?
- What factors contribute to job satisfaction?
- Do you think all people are satisfied with their jobs? Why? / Why not?

B. 📈 Read the text quickly and decide which of the following would make the best title. Why is it the best?

Make the Best of a Bad Job!
How to Get the Perfect Job!
Every Job Has its Ups and Downs!

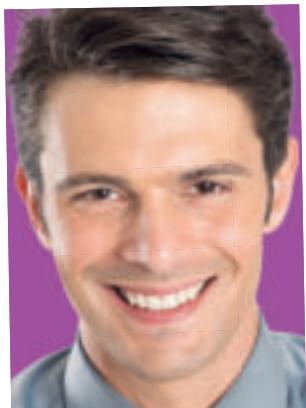
Some jobs require special knowledge, some involve taking risks, and others include long hours and hard work, but all bring their own particular rewards. Right now you may not be sure which career path you want to take so, to give you some ideas, we're going to let five people from five different places tell you all about their chosen careers, some of which are quite out of the ordinary.

**Glenn Tyler, 23, Australia**

'Most people don't know what golf ball diving is, but it's actually big business and I am making good money these days. Basically, I dive into lakes and ponds on golf courses to collect golf balls that have fallen in so that I can sell them and make a profit. I travel to different courses and, on average, I usually collect around 4,000 balls a day. Diving into muddy waters, especially when there are snakes and crocodiles to think about, can be risky, though! However, the biggest problem is created by people who break into golf courses at night and steal the golf balls that I've collected. I lose a lot of money because of them. All in all, I really enjoy my job; I earn good money and it certainly beats working in an office!'

**Hatem Elshammaa, 31, France**

'Being a chef on a submarine is a very important and demanding job. The quality of the food I serve affects the mood of everyone on board, especially when we are away at sea for months at a time. I always have to be very imaginative with my recipes because the fresh food runs out after a few weeks and then I have to use tinned or frozen ingredients. I've got used to it now, though, and I can make tasty meals out of almost anything. The kitchen space is very limited and it gets really hot in there when I am cooking, so **occasionally** I wish that I had a 'normal' job, but most of the time I enjoy it. The hardest part is being away from my family for such a long time. I think that's something you never get used to. Anyway, at least my salary is good and I get long breaks in between jobs.'

**Peter Edwards, 29, Canada**

'I help companies all over the world protect themselves from online criminals who steal private information from websites. I use similar methods to the criminals', only the hacking I do is **ethical** and even paid for. I attack companies' websites and look for weaknesses that criminals might use to gain access. This way companies can make their sites stronger and keep illegal hackers away. Of course, it's a desk job, but I don't mind that, because I find it exciting and I am always learning new technologies and techniques. At the moment, I am working on a bank's website which has a really **sophisticated** security system, so it's a real challenge for me to hack. I guess that's why I like what I do. In my opinion, life is boring when it's too easy.'

Learning Standards

SB: S1.1, R1.1, R2.1, R2.3, R4.1, R4.2, S2.3

Vocabulary

adviser affect all in all anxious attack (v.)
 basically beat (v.) break into challenging client
 combine communication skills confused contact (n.)
 contract (n.) corporation criminal demanding
 dive (v.) diver earn employment ethical
 financial reward gain access get used to sth/sb
 goal golf golf course hack (v.) hacker illegal
 imaginative job satisfaction keep sth/sb away limited
 make a profit make the best of sth method negotiate
 network occasionally on average on board option
 patience people person pond private require
 rewarding run out salary security sophisticated
 submarine tinned ups and downs weakness
 well-connected

Reading

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- People work because they have to meet basic needs, such as food, shelter and clothing. After they have covered those needs, they also work because working is a source of stability and satisfaction, a way to belong to society.
- being respected by your colleagues and boss, being calm and confident about what you do, being able to provide a comfortable life for yourself and your family and being appreciated
- I, personally, think very few people are satisfied with their jobs. That's because work environments have, over the years, become increasingly competitive and demanding. In addition, salaries are, on average, low, which means that a lot of people struggle to make ends meet.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*an article*) and where it can be found (*in a magazine*).
- Ask Ss to read the text quickly.
- Ask Ss to read through the titles and check their understanding.
- Allow Ss enough time to choose the best title for the text.
- Check the answers with the class.
- Ask Ss to provide justification for their answer.

KEY

Every Job Has its Ups and Downs! is the best title for the article because all the jobs mentioned are shown to have both advantages and disadvantages.

C. R2.1

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.

- Ask Ss some comprehension questions:

What does Glenn Tyler do? He dives into lakes and ponds on golf courses to collect the golf balls that have fallen in.

What does he do with the golf balls he recovers? He sells them to make a profit.

How many balls does he collect a day? around 4,000 balls

Why is it considered a risky job? Because he has to dive into muddy waters which may have snakes and crocodiles.

What is his biggest problem? the fact that people break into golf courses at night and steal the golf balls that he has collected, which means that he loses a lot of money

Why is being a chef on a submarine such an important and demanding job according to Hatem Elshammaa? Because the quality of the food he serves affects the mood of everyone on board, especially when they are away at sea for months at a time.

Why does the chef have to be imaginative? Because the fresh food runs out after a few weeks and he has to use tinned or frozen ingredients.

What does he say about the conditions in the kitchen? The kitchen space is very limited and it gets really hot.

What is the hardest thing about this job? the fact that he has to be away from his family for a long time

What does Peter Edwards do? He helps companies all over the world to protect themselves from online criminals.

How does he do that? He attacks companies' websites and looks for weaknesses that criminals might use to gain access.

What does he like about his job? the fact that he has the opportunity to learn new technologies and techniques

What is he working on at the moment? a bank's website which has a really sophisticated security system

Why does Kamal Abdulrahman think that being a sports agent is ideal for him? Because he loves both sports and making new contacts.

How can being a sports agent be tiring? He often has to be available 24 hours a day and stay in touch with a wide network of contacts.

What does he love about the job? the fact that his days are never the same

What type of things does he do? Some days he is negotiating contracts with lawyers and other days he is organising interviews on TV.

Why does the career adviser love her job? Because she feels like she makes a difference in people's lives.

What kind of people ask her for help? people who have lost their jobs or are looking for work for the first time

What does she try to do with them? She tries to help them understand the options available to them and give them the best advice.

Why does she consider her job rewarding? Because she sees people trying to achieve their goals.

What is the most important thing as far as her job is concerned? connecting with people

- Draw Ss' attention to activity C.
- Ask Ss to read through the questions 1-5 and the choices, and check their understanding.
- Alternatively, to challenge **higher-performing Ss**, you may modify the activity from multiple choice to open-ended questions. Write questions 1-5 on the board (without the options) and ask Ss to cover Activity C in their books and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.

- Allow Ss enough time to do the activity.

- Check the answers with the class.

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

KEY

D. R2.3

- Ask Ss the question.
- Have Ss write their answers.

Suggested answer

The word has been put in quotation marks to show that Hatem does not agree that there is such a thing as a *normal job*. The reader should make a short pause before saying the word *normal* and after it, to draw attention to it, as Hatem would have done when he originally said it. Quotation marks around one or more word like this are sometimes called *scare quotes* or *quibble marks* and are often similar in function to placing the word *so-called* or the word *supposedly* before a word or phrase.

KEY

E. R4.1, R4.2

- Ask Ss to read through the meanings a-h and make sure they do not have any unknown words.
- Ask Ss to look at the highlighted words/phrases in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words and choose some Ss to read out the text.

- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the text.

F. S2.3

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

I would love to work as a chef on a submarine, because I enjoy cooking for other people. I would also like the experience of working in an isolated place like a submarine, with no contact with other people apart from the crew. As a second choice, I would like to be a career adviser, because I am very good with people. In addition, I feel like I would be able to help them get through a very difficult period in their life.

I wouldn't like to work as a golf ball diver, because it is a job that requires being outdoors all the time and diving in muddy waters with snakes or crocodiles, which is really scary and dangerous. A sports agent isn't very appealing either, because I don't like jobs that don't have specific working hours. Also, having to achieve all those deals seems very stressful. Not to mention that I am not a big sports fan!

KEY



Kamal Abdulrahman, 27, Jordan

'Sometimes I wake up in the morning thinking 'Wow, I actually get paid to do what I love'. I have always been a huge sports fan, but I'm also a real people person and love making new contacts and being well-connected. That's why being a sports agent is the perfect job for me. It combines my love of basketball with my personal skills. It can be tiring, as I often have to be available 24 hours a day for my **clients** and stay in touch with a wide network of contacts. However, I love the fact that my days are never the same; some days I'm **negotiating** contracts with lawyers, and other days I'm organising interviews on TV.'



Katia Abyad, 29, Lebanon

'I love what I do because I feel that I make a difference in people's lives. People who have lost their jobs or who are looking for work for the first time come to our office and are often very confused and anxious. I help them understand the options available to them and give them the best advice for finding employment. It's a challenging role that requires patience and excellent communication skills, but I find it rewarding when I see people trying to achieve their goals. I don't get paid as much as some of my friends who work for big **corporations**, but they don't enjoy their jobs nearly as much as I do. For me, it's all about connecting with people, not the **financial reward**.'

So there you have it. Five very different careers, each with its own positive and negative sides. And while they might not be perfect for everyone, they are clearly the right jobs for these five people. I hope we've given you some interesting ideas!

C. Read the text again and answer the questions.

Choose a, b, c or d.

1. Why does the golf ball diver enjoy his job?
 - a. He likes taking risks.
 - b. He makes a lot of money.
 - c. He gets to play golf for free.
 - d. He likes going to golf courses when they are closed to the public.
2. What did the submarine chef get used to while he was at work?
 - a. being away from his family
 - b. the bad moods of some people on board
 - c. making good food with limited ingredients
 - d. using fresh food in more imaginative ways
3. What could be inferred about the ethical hacker?
 - a. He travels all over the world for his job.
 - b. He once used to be an illegal hacker himself.
 - c. Companies think his services are valuable.
 - d. The work he does isn't as challenging as it used to be.
4. According to the article, how are Kamal's job and Peter's job similar?
 - a. Kamal and Peter never do any work at home.
 - b. Both jobs require special university qualifications.
 - c. Kamal and Peter both work for lots of different people.
 - d. Both jobs involve working face to face with lots of people.
5. What does Katia say about her job as a career adviser?
 - a. It's a well-paid job.
 - b. She needs to be patient with people.
 - c. She enjoys working for a big corporation.
 - d. The job can sometimes make her anxious.

D. Write an answer to the following question in your own words.

In the paragraph quoting Hatem Elshammaa, the word *normal* is placed inside quotation marks. How does this affect the word's meaning and the way it is read within the sentence?

E. Look at the highlighted words/phrases in the text and match them with their meanings. There is one extra meaning which you do not need to use. Then check your answers using a dictionary.

1. occasionally	<input type="checkbox"/>	a. very advanced
2. ethical	<input type="checkbox"/>	b. payment
3. sophisticated	<input type="checkbox"/>	c. morally correct
4. client	<input type="checkbox"/>	d. a large company
5. negotiate	<input type="checkbox"/>	e. to arrange/discuss
6. corporation	<input type="checkbox"/>	f. not often
7. financial reward	<input type="checkbox"/>	g. to try very hard
		h. sb who pays for the services of a professional or a company

F. Talk in pairs. Discuss the following questions.

- Which of the jobs described in the article appeals to you most? Why?
- Which of these jobs would you not like to do? Why not?

Vocabulary

A.  Read the article below and match the words/phrases in bold with the meanings 1-11. Then check your answers using a dictionary.

JOB TO GO AT NEW DEPARTMENT STORE

Employees at Parkview Department Store are holding a meeting for the second time this month. This time, however, it is not about higher **salaries** or **wages**, but possible **job cuts**. Parkview, which **employs** around 200 **staff** members, says that because of the economic crisis, 50 jobs have to go. In a town that already has a high number of **unemployed** men and women living on **benefits**, this is the worst news this year. Paul Anderson, a **trainee** sales assistant, had this to say: 'I don't want to **get fired** and be **out of work**. My wife works as an **intern** at the local newspaper, but we can't live on just one salary. How are we going to **make ends meet**?' I attack companies' websites and look for weaknesses that criminals might use to **gain access**.

1. people who work for a company: a _____
b _____
2. money received for work done: a _____
b _____
3. having no job: a _____
b _____
4. to give work to: _____
5. receiving money from the state: _____
6. to lose one's job: _____
7. to have enough money to live: _____
8. arranging and participating in a group discussion: _____
9. advanced student/university graduate receiving practical training: _____
10. reduction in the number of workers: _____
11. somebody at a low level in a company learning the skills needed for a job: _____

B. Read the job advertisement below and complete the dialogue on the next page with suitable words/phrases from the text.

Web Graphic Designer Wanted for Advertising Agency

£24,000 - £32,000 depending on experience

The position:

You will be responsible for delivering creative and innovative graphic web designs based on our clients' needs. In order to deliver quality projects, we work in groups, so being a team player is important. You will also be working closely with clients and, therefore, good communication skills are essential, along with an enthusiastic and confident approach. The job will require you to be flexible in your working hours.

Contact: max@webhub.org

B. Read the extract from the article on pages 8 and 9 and look at the highlighted words. Match the verbs with the nouns to form similar collocations.

A **collocation** is a combination of two or more words (e.g. verb + article + noun, adjective + noun) which are often used together.

1. win a. weight / speed / access / experience
2. earn b. a race / a match / a game
3. gain c. money / a salary / one's living

C. Complete the sentences with the correct collocation.

1. A: How does Tim _____ his _____?
B: He's a mechanic.
2. I'm on a diet because I don't want to _____ any more _____.
3. I'm surprised he's losing. Jack usually _____ any _____ he plays in.
4. The car began to _____ as it went down the hill.
5. How much _____ do you _____ in your new job?
6. You need a password to _____ to this site.
7. Saleh often _____ the bike _____, but I think Hamad has a chance this year.
8. He's a lot happier now because he likes his new job and _____ a good _____ too.

• All replies must be accompanied by a CV.

Learning Standards

SB: R4.1, R4.2

Functions

Distinguishing between permanent and temporary situations

Structures

Present Simple vs Present Progressive

Vocabulary

advertising agency approach (n.) conference
 confident creative CV (Curriculum Vitae) deliver
 department store economic crisis employ employee
 enthusiastic essential flexible get fired graduate (n.)
 hold a meeting innovative intern job cut
 live on sth make ends meet on benefits
 out of work passionate position practical training
 sales assistant staff team player trainee
 unemployed wages

Collocations with win

win a game win a race

Collocations with earn

earn a salary earn money earn one's living

Collocations with gain

gain access gain experience gain speed gain weight

Vocabulary

A. R4.1, R4.2

- Have Ss read the text and draw Ss' attention to the words/phrases in bold.
- Ask Ss to tell you what the text is about (*a news article about a department store that is going to let 50 employees go because of the economic crisis*).
- Have Ss read through meanings 1-11 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. a. employees	6. get fired
b. staff (members)	7. make ends meet
2. a. salaries	8. holding a meeting
b. wages	9. intern
3. a. unemployed	10. job cuts
b. out of work	11. trainee
4. employ	
5. on benefits	

- Explain any unknown words/phrases.

B.

- Ask Ss to read the extract from the article on pages 8 and 9, and draw their attention to the collocation with the verb *gain* (*gain access*).
- Have Ss read the definition of a collocation in the note and explain if necessary, by providing examples.
- Ask Ss if they know of any other collocations with the verb *gain*.
- Elicit answers.
- Tell Ss to match verbs 1-3 with nouns a-c.
- Check the answers with the class.

1. b	2. c	3. a
------	------	------

C.

- Ask Ss to read through sentences 1-8 and check their understanding.
- Ask Ss to complete sentences 1-8 using the collocations presented in the previous activity.
- Check the answers with the class.

1. earn... living	KEY
2. gain... weight	
3. wins... game	
4. gain speed	
5. money... earn	
6. gain access	
7. wins... race	
8. earns... salary	

- For further practice, ask Ss to come up with their own examples using the collocations with the verbs *win*, *earn* and *gain*.

D.

- Have Ss read the job advertisement and the dialogue, and explain any words Ss are not familiar with.
- Have Ss do the activity.
- Check the answers with the class.

1. creative/innovative	KEY
2. team player	
3. good communication skills	
4. enthusiastic	
5. confident	
6. flexible	
7. contact	
8. CV	

Grammar

A.

- Ask Ss to read through the extracts and the questions, and check their understanding.
- Draw Ss' attention to the verbs in blue and have them identify the tenses used.
- Have Ss do the activity.
- Check the answers with the class.

a. 2 b. 1 c. 3

KEY

B.

- Draw Ss' attention to the examples and the words in blue.
- Have Ss read through the different uses of the Present Simple, and do the matching activity.
- Check the answers with the class.
- Ask Ss to underline examples of the Present Simple in the text on pages 8-9 (...*I dive into lakes...*, ...*I always have to be...*, *I use similar methods...*, etc.).
- For further practice, ask Ss to come up with their own examples of the different uses of the Present Simple.
- To help **lower-performing Ss**, you may give Ss some clues to help them come up with example sentences (e.g. permanent situations: grandparents / live).
- Refer Ss to the Grammar Reference (p. 87).

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

KEY

C.

- Draw Ss' attention to the examples and the words in blue.
- Have Ss read through the different uses of the Present Progressive, and do the matching activity.
- Check the answers with the class.
- Ask Ss to underline examples of the Present Progressive in the text on pages 8-9 (...*I am always learning...*, ...*I am working on a bank's website...*, ...*some days I'm negotiating...*, ...*I'm organising...*, etc.).
- For further practice, ask Ss to come up with their own examples of the different uses of the Present Progressive.
- To help **lower-performing Ss**, you may give Ss some clues to help them come up with example sentences (e.g. future arrangements: fly / Paris / tomorrow).
- Refer Ss to the Grammar Reference (p. 87).

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

KEY

D.

- Have Ss do the activity.
- Check the answers with the class.

1. 'm writing	8. often makes
2. 'm drinking	9. tells
3. 'm working	10. want
4. is teaching	11. looks
5. like	12. smells
6. seems	13. taste
7. often speak	

KEY

E.

- Ask Ss to go to the Speaking Activities section and do the Grammar Production task.
- Ask Ss to read through the rubric and the examples.
- In pairs, have Ss ask and answer questions using the time expression and the correct tense.
- Go around the class helping Ss when necessary. Have Ss swap roles twice.
- Choose some pairs to act out the dialogues.

A: Hey, Scott! An advertising agency is looking for a web graphic designer. They want someone who is 1 _____ and I know you're always coming up with new ideas.

B: Would I be working on my own?

A: No. It says you will have to be a 2 _____.

B: That's cool. I like working with other people.

A: And it says you have to have 3 _____. That's no problem for you - you can talk on the phone for hours!

B: Thanks! What else are they looking for?

A: They want someone who is 4 _____ and you are passionate about web design, after all. They want someone who is 5 _____ too.

B: Well, I know that I'm good at what I do, so that's no problem.

A: It does say, though, that you have to be 6 _____ in your working hours.

B: Well, I used to do gymnastics!

A: Umm, I don't think they mean that kind of flexibility.

B: I know... just kidding. Sounds great. How do I 7 _____ them?

A: I'll text you the details. Just make sure your 8 _____ is up-to-date.

Grammar Present Simple vs Present Progressive

A. Read these extracts from the article on pages 8 and 9 and notice the verbs in blue. Then answer the questions.

1. I am **making** good money these days.
2. I usually **collect** around 4,000 balls a day.
3. I **love** what I do because I **feel** like I make a difference in people's lives.

Which sentence uses:

- a. the Present Simple because it's a repeated/habitual action?
- b. the Present Progressive because it's a temporary situation?
- c. the Present Simple because it expresses a state, not an action?

B. Read the examples and notice the verbs in blue. Then match them with the uses of the Present Simple a-e.

1. Miranda usually **organises** work meetings in the morning.
2. My brother **works** at the post office.
3. The conference **starts** tomorrow at 8 a.m.
4. Water **freezes** at 0°C.
5. I just lost a very important client. There **goes** my job!

The Present Simple is used:

- a. for permanent situations.
- b. for repeated/habitual actions.
- c. for general truths.
- d. for future actions related to timetables and programmes.
- e. in exclamatory sentences with *Off.../Here.../There.../etc.*

C. Read the examples and notice the verbs in blue. Then match them with the uses of the Present Progressive a-d.

1. I'm **working** as a waiter until I leave university.
2. Unemployment **is increasing** day by day.
3. **Are you doing** anything right now? Can you type up this report?
4. Omar **is going** on a business trip on Monday, but he'll be back on Thursday.

The Present Progressive is used:

- a. for actions happening now.
- b. for temporary situations.
- c. for future arrangements.
- d. for situations which are changing or developing around the present time.



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

Hi Jack,

How are you? I 1 _____ (write) to you from a nice little café near my house while I 2 _____ (drink) my morning coffee! Life here is good. I 3 _____ (work) at a small French restaurant for the summer. The chef 4 _____ (teach) me how to make soufflés this week! I really 5 _____ (like) my new job. The boss 6 _____ (seem) very nice, too! He is very friendly and we 7 _____ (often / speak) French together. He 8 _____ (often / make) new dishes and every day he 9 _____ (tell) us, 'I 10 _____ (want) the customers to love the food from the way it 11 _____ (look) and 12 _____ (smell) before they even 13 _____ (taste) the first bite!'

Hope you visit me soon!

Take care,

Mahfoud



E. Work in pairs. Turn to page 81 in the Speaking Activities section and do the Grammar Production Task.

Listening

A. Discuss in pairs/groups.

- What do you think the following people do?

- Chief Executive Officer (CEO)**
- Chief Financial Officer (CFO)**
- Chief Technology Officer (CTO)**
- Chief Happiness Officer (CHO)**



Words you will hear

fringe benefits = extra things offered by an employer, e.g. a car, childcare

bonus = extra money given as a reward for work you do

go bankrupt = when a company does not have enough money to pay its debts and closes down

B.  Listen to the first part of an interview with Neil Fishbinder, an employee at Techola, a design company, and answer the following questions.

1. What is Neil's job? 2. What is his main responsibility?

c. Listen to the second part and complete the gaps with appropriate words or phrases. You should not write more than three words in each gap.

MERCER GLOBAL EMPLOYEE ENGAGEMENT SCALE

1. _____
2. _____
3. The type of work that you do
4. Relationships with colleagues
5. Character of the boss
6. _____



7. Providing good service to others
8. Long-term career prospects
9. Flexible working hours
10. _____
11. Learning and promotion opportunities
12. _____

Learning Standards

SB: S1.1, L1.1, L2.1, S2.3, S2.4, R2.3, W1.3, W4.1

Functions

Expressing degrees of probability

Vocabulary

amateur bankrupt (adj.) bonus career prospects
character debt employer highly improbable likely
motivated probable professional promotion provide
relationship satisfying talented totally unlikely

Listening

A. S1.1

- Have Ss read out the job titles in the box on the left and ask them the question.
- Divide Ss into pairs or groups, and have them discuss the question.
- Explain the different titles.

Background knowledge

A Chief Executive Officer (CEO) is the highest-ranking executive or director in charge of the total management of a company or an organisation.

A Chief Financial Officer (CFO) is the highest-ranking executive responsible for managing the finances of a company or an organisation. He/She is also responsible for the financial planning of the company.

A Chief Technology Officer (CTO) is the highest-ranking executive in a company or an organisation responsible for scientific or technological issues.

A Chief Happiness Officer (CHO) is the highest-ranking executive in a company or an organisation responsible for keeping the employees satisfied and happy.

Mercer Global Employee Engagement Scale is a list of things that make employees feel good about their jobs and want to work well, ranked in order of priority from one to twelve. It is based on a survey of thousands of workers in Asia, Europe and North America by Mercer, a large human resources consulting company.

B. L1.1

- Tell Ss to read through the words and their definitions in the pink box on the right.
- Then have Ss read through the questions and check their understanding.
- Play the first part of the interview and have Ss answer the questions.
- Alternatively, to help **lower-performing Ss**, you may give Ss two options to choose from (1. a. CEO b. CHO, 2. a. to inspire happiness amongst Techola's employees b. to keep clients happy).
- Check the answers with the class.

1. He is a CHO, Chief Happiness Officer.

2. His main responsibility is to inspire happiness amongst Techola's employees.

C. L2.1

- Ask Ss to read through the Mercer Global Employee Engagement Scale and check their understanding.
- Point out to Ss that they will need to complete each gap with a word or a short phrase, but they should not write more than 3 words in the gaps.
- Play the second part of the interview and have Ss do the activity.
- Check the answers with the class.
- If necessary, play the recording again in order to clarify any questions Ss may have.

1. Respect
2. Work-life balance
6. Salary
10. Fringe benefits
12. Bonus(es)

D. S1.1, S2.3

- Draw Ss attention to activity D.
- Explain to Ss that they will work on their own first and then in pairs/groups to share and discuss their opinions.
- Ask Ss to read through the activity and check their understanding.
- Have Ss work independently to do the first part of the activity.
- Then divide them in pairs/groups, and have them discuss and justify their choices.
- Go around the class helping Ss when necessary.
- Choose some Ss to present their ideas to the class.
- Keep in mind that there isn't a definitive answer. Ss may choose whichever factors they want but must justify their choice. The aim of the activity is to help Ss exchange ideas and develop an appreciation of different opinions and points of view.

Suggested answers

- The three factors that I consider most important are learning and promotion opportunities, salary and type of work.
- I consider learning and promotion opportunities to be important because I want to achieve personal growth and development. I also want the job that I will do to pay me well so that I can afford a comfortable standard of living. As for the type of work, I believe that it is important because if it is boring and repetitive, I will lose interest and become restless. In short, I want to work in an environment that is dynamic and do work that is interesting, creative and challenging.

Optional activity

- Ask Ss:

What do you think of the Mercer Global Employee Engagement Scale?

Do you agree with the scale? What do you think is important in making employees happy at work?

- Elicit answers and initiate a short discussion.

Speaking

S1.1, S2.3, S2.4

- Ask Ss to look at the pictures and identify the five different jobs (A. a *microbiologist*, B. a *pilot*, C. a *pastry chef*, D. a *teacher*, E. a *firefighter*).
- Ask Ss to read through the three questions and the words and phrases in the boxes and check their understanding.
- Explain any unknown words.
- Divide the class into pairs.
- Get Ss to do the activity and go around the class helping them when necessary.
- Choose some pairs to report their answers to the class.

Suggested answers

- Well, I think, I would enjoy working as a teacher. I think that teaching children must be very rewarding because what you do has a direct impact on their personal growth and development. As for which job I would not like to do, I certainly would not like to work as a firefighter. I just don't think that I have what it takes. I mean it's a very dangerous job and I don't see myself mustering up the courage to walk into a burning building.
- I would like to become a doctor. The reason is that doctors provide a real service to society. To my mind, there is nothing more rewarding than giving someone a new lease on life.
- I wouldn't have a problem doing a job that isn't well-paid if it was something that I enjoyed doing. In my opinion, the financial reward isn't the most important part of a job, but making a difference in other people's lives and being motivated to work is. / I believe that a job should be well-paid in order for somebody to do it, because you spend a great part of your life doing it. I wouldn't be willing to do a job if I didn't get paid a decent salary.

HEY

Suggested answer

I'm a nursery school teacher. In my line of work there is never a dull moment. Work is never routine. I just never know how things will turn out. Yes, it's exhausting working with a bunch of energetic preschoolers, but I love it. It keeps me on my toes. They are always getting up to mischief. Perhaps, Jerry is trying to reach a pot of paint on a shelf that he can't quite reach yet, or maybe Brandon is trying to cut his hair with a pair of scissors that he found in the drawer under my desk. You know, I mean any number of behaviours exhibited by children as a result of their curiosity and their need to experiment with new things. The truth is that if I were doing any other job, I think, I would miss all the drama and excitement that goes with the territory. My work involves doing all sorts of interesting and creative activities. In addition, the children I work with are usually from different backgrounds. This means that every day has the potential to teach me something new. I find my job incredibly rewarding. There's something about shaping children's behaviour and character, and perhaps even their future, that I find very compelling.

Writing

A. R2.3

- Ask Ss to look again at the paragraph about Kamal Abdulrahman on page 9, and answer the questions.
- Check answers with the class.

HEY

- The paragraph is written in the first person singular.
- The language is informal. We can tell because of the use of contractions such as *I'm* and *That's* and because of the use of everyday informal words and phrases such as *wow* and *a huge sports fan*.

B. W1.3, W4.1

- Explain the activity to Ss and allow them enough time to do the activity in class.
- Choose several Ss to read out their paragraphs.

Optional activity

- Write the word **apprenticeship** on the board, and ask Ss to note it down.
- Tell them that they are going to do some research at home, online or otherwise, to find out about apprenticeships. Ask them to take notes on the information they find and to bring their notes to the next lesson.
- This instructional strategy aims to stimulate Ss' interest and to build **lower-performing Ss'** confidence by exposing them to the topic in advance.
- If you decide to do this activity, remember to encourage Ss to use the information they came up with when discussing the topic in the next lesson.

Note: Encourage students to use digital resources to explore topics of interest. Setting specific pedagogical tasks for them will help them develop a healthy relationship with technology and build their sense of responsibility and learner autonomy.

D.  The following activities require you to think individually first, then pair and share.

1. Look again at the twelve factors in the Mercer scale and think about the following:
 - a. Which three factors do you think will be most important for you when you enter the world of work?
 - b. Why do you consider the factors you have chosen most important?
2. Now work in pairs/groups to share and discuss your personal choices. Remember to provide justification.

Speaking

 **Talk in pairs. Look at the following pictures and discuss the questions. The expressions in the boxes below may help you.**



Expressing degrees of probability

certainly
(most) probable/probably
possible/possibly
(highly) improbable
(totally) impossible
cannot possibly
(not) (very) likely / (very) unlikely
it is certain/probable/likely
I'm sure that...

I believe/think/suppose...
In my opinion...

motivated	satisfying
amateur	demanding
talented	professional

- Would you like to do any of these jobs? Why? / Why not?
- Which job would you like to do in the future? Why?
- Would you be willing to do a job even if it didn't pay well?

Writing

A.  Look again at the paragraph about Kamal Abdulrahman on page 9.

- Is the paragraph written in the first, second or third person singular?
- Is the language used in the paragraph formal, neutral or informal? How can you tell?

B.  Think about a person that you know, such as a relative, who has an interesting job. Imagine you are this person and write one paragraph describing the job you do and why you like it.

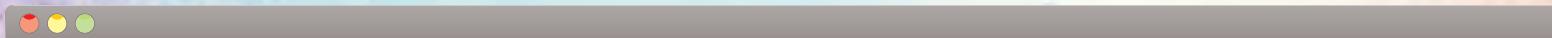
Reading

A. Discuss in pairs/groups.

- What options are there for young people who are not interested in going to university?
- Would any of them appeal to you? Why? / Why not?

B.  Read the text about apprenticeships and their benefits. What is Richard Martin's main point about doing an apprenticeship?

- a. It guarantees young people a job.
- b. It is a pathway that can lead to success.
- c. It is better than going to university.
- d. It is easier than most people think.



Careers Corner



About

Services

Partners

Support

Contact

There are many programmes today designed to help young people enter the job market. We talked with Richard Martin, the owner of a successful carpentry company, who shared his views on the value of doing an apprenticeship.

Interviewer Let's start by explaining what we mean by an apprenticeship.



Richard Yes, of course. Picture this: you've finished school and for one reason or another you don't want to go to university. What do you do? Well, becoming an apprentice means you work for a company, such as mine, and learn the skills needed for a job on the spot.

Interviewer So, you enter the workforce right away?

Richard An apprenticeship doesn't mean you work full time, though. Your time will often be split between the workplace and classes at a college of further education or training centre. Usually an apprentice will work for three days and study for two, but this isn't always the case. Of course, this depends on the job you're training for. In my business, there is only so much you can learn about carpentry from a textbook, so we have the apprentices in four days a week.

Interviewer What would you say is one of the main benefits of doing an apprenticeship?

Richard One of the big benefits of an apprenticeship is that you get first-hand experience and you get to learn the theory, too. For example, our apprentices get to see what a joint might look like in class and find out what it's used for, but then they get to come here and make that joint, and see how it looks and feels in real life. If they get it wrong, which they do sometimes, we have experienced staff at hand to advise them and set them straight.

Interviewer Would you say the employer and the apprentice benefit equally?

Richard Sure. In this company, we set the apprentices tasks, so that they can show us what they have learnt and so that we can see how well they are developing their skills. It's by no means a free ride and we need their work to be good enough to sell; we're not a charity, after all. But at the same time, they get to demonstrate what they can do; so if they move on and work somewhere else, they have a portfolio of work to show their new employer. It's a win-win situation and, of course, the apprentice gets a wage. It's by no means a large sum of money, but they get paid for the work they do.

Interviewer What qualities do you look for in an apprentice and how would you rate the chances of getting a job after doing an apprenticeship?

Richard From my own experience, the apprentices that have started with us and stayed with us have two things: firstly, excellent knowledge of what they do professionally and, secondly, a really clear idea of how the company works. That's as important as skill sometimes. If people know what you want and you know what they need to do their job, it leads to a better working environment for all. I would have to check, but I think that around 12 of my staff of 30 started as apprentices. So, the success rate of starting an apprenticeship and getting a full-time job at the end is pretty high.

Interviewer So, you're definitely a big supporter of young people doing an apprenticeship?

Richard Yes, and lots of places are offering apprenticeships now. It used to be trades, like carpentry, but my own daughter has started an internship with a public relations company. Many employers want young, enthusiastic people who could be with them for a long time. Not that university isn't just as valuable; apprenticeships are just a different way to start working.

Learning Standards

SB: S1.1, R1.1, R2.1, R2.2, R4.1, R4.2, S2.3

Vocabulary

after all apply (for a job) apprentice apprenticeship at hand be one's own boss beneficial business partner by no means carpentry case (n.) demonstrate entrepreneur envy equally first-hand (adj.) fringe benefit get sth wrong grant have a (good) head for figures have a head for business have what it takes internship interviewer job market know sth inside out line of work move on on the spot only so much owner picture (v.) portfolio PR (=Public Relations) private enterprise quality rate (v.) run (a business) self-employed set sb a task set sb straight set up (a business) skilled labour split (v.) sum (of money) supporter take off textbook theory trade (n.) value (n.) view (n.) win-win situation workforce workplace

Reading

A. S1.1

- Divide Ss into pairs or groups.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Well, young people who are not interested in going to university often train as apprentices in fields ranging from manufacturing to banking. They can also go to a technical school which prepares young people for work in a specific trade, such as the Qatar Banking Studies and Business Administration Independent Secondary School for Boys. Another option is online learning. Digital education platforms have improved to such an extent that they are becoming an attractive alternative to studying at a university. Young people can also opt to work in the service industry, such as in a restaurant, café or department store. They can also volunteer their services to a charity or to an environmental organisation.
- All of them appeal to me, some more than others. I think that doing an apprenticeship is a great way to learn, earn and build a career at the same time. I also think that enrolling in free online courses is a good way to explore your options and discover what truly interests you. Working in the service industry also appeals to me. It's a wonderful way to acquire transferrable skills, such as time management, people and organisational skills.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*an interview*) and where it can be found (*on a career website*).
- Ask Ss to read the interview and the points a-d.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answer.

b

KEY

C. R2.1

- Ask Ss to read the interview again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.

- Ask Ss some comprehension questions:

What does becoming an apprentice mean? It means you work for a company and learn the skills needed for a job on the spot.

How many days does an apprentice usually work for? three days

How many days do apprentices work at Richard Martin's company? four days a week

What is the main benefit of an apprenticeship? the fact that you get first-hand experience and you also learn the theory

What happens if an apprentice makes a mistake?

Experienced staff members advise them and set them straight.

What purpose do the tasks serve? They give apprentices the chance to show the company what they have learnt and enable the company to see how well the apprentices are developing their skills.

What happens if the apprentices decide to work somewhere else? They have a portfolio of work to show their new employer.

What are the two characteristics of an apprentice that has started and stayed with Richard's company? excellent knowledge of what they do professionally and a clear idea of how the company works

How many of his employees started as apprentices? 12 out of 30

What has Richard's daughter started? She has started an internship with a public relations company.

- Draw Ss' attention to activity C.
- Ask Ss to read through the statements 1-6 and check their understanding.
- Allow Ss enough time to do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

1. NM 2. T 3. F 4. T 5. T 6. NM

D. R2.2

- Ask Ss to read through the questions and check their understanding.
- Have Ss write the answers to the questions.
- Check answers.

Suggested answers

1. He thinks that more time should be spent on practical work than on theory.
2. He thinks they play an important role in the company's long-term success.

E. R4.1, R4.2

- Ask Ss to look at the highlighted words/phrases in the text. Encourage Ss to deduce the meaning of the words/phrases from the context.
- Ask Ss to read through the meanings a-f and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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



- Explain any unknown words and choose some Ss to read out the interview.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

F. S1.1, S2.3

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I would be interested in doing a management degree apprenticeship. This would enable me to obtain a degree while receiving on-the-job training for a managerial position.
- Yes, I do. I think that apprenticeships give you a head start on your career in a specific industry by helping you get your foot in the door. As for the challenges, as an apprentice you are quite literally thrown in at the deep end. You take on real roles and responsibilities, which can be intimidating and overwhelming.
- Well, to a certain extent I do, but I don't consider it a problem. I think that gaining hands-on, practical experience is very important and the fact that you are getting paid to learn is a bonus.

Vocabulary**A. R4.1, R4.2**

- Ask Ss to read the dialogue.
- Ask Ss to tell you what the people are talking about.
- Elicit answers (e.g. *two people talking about being self-employed*).
- Draw Ss' attention to the highlighted words and phrases, and ask them to work out their meaning.
- Have Ss read through the sentences and check their understanding.

self-employed (adj.) - being your own boss;

not working for a company that is owned by sb else

be one's own boss - to work for yourself

set up (a business) (phr. v.) - to start an organisation or company

run (a business) (v.) - to be the manager of a company

have a head for business - to have the ability to manage and deal with companies

line of work - career in a specific field

take off (phr. v.) - to suddenly start to be successful or popular

grant (n.) - money that you get from the government, an organisation, etc. in order to do sth important, e.g. study

private enterprise (n.) - a business that is not owned by the government

entrepreneur (n.) - a businessman or a businesswoman

have a good head for figures - to be good at financial calculations

- Have Ss complete the sentences using the highlighted words and phrases.

- Check the answers with the class.

- has a head for business /
has a good head for figures
- own boss
- line of work
- entrepreneurs
- self-employed/ my own boss
- take off
- set up
- private enterprises

**B.**

- Ask Ss to read through the sentences and the words in the boxes, and check their understanding.
- Have Ss do the activity.
- Check answers with the class.

- company, business
- corporation, business, company
- business
- divided
- split, divided
- staff
- staff, personnel
- number
- amount
- sum, amount
- number
- skills
- quality
- permanent
- full-time



C.  **Read the text again and decide if the statements are True, False or Not Mentioned. Write T, F or NM.**

1. Apprenticeships are only for those who cannot go to university.
2. Apprentices are usually expected to attend classes as well as work.
3. An apprentice's work doesn't need to be of a certain quality.
4. Both the apprentice and the employer benefit from an apprenticeship experience.
5. Apprentices are paid a small wage for what they do.
6. Richard pays his employees who started as apprentices more than his other staff.

D.  **Write answers to the following questions in your own words.**

1. What is Richard's viewpoint on the theoretical aspects of his profession?
2. What does Richard think of the apprentices in his company?

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

1. picture	<input type="checkbox"/>
2. only so much	<input type="checkbox"/>
3. set sb straight	<input type="checkbox"/>
4. win-win	<input type="checkbox"/>
5. sum	<input type="checkbox"/>
6. trade	<input type="checkbox"/>

- a. to tell sb the right way to do sth
- b. an occupation involving skilled labour
- c. to imagine
- d. beneficial for both sides
- e. a limited amount or quantity
- f. amount

F.  **Talk in pairs. Discuss the following questions.**

- If you were to take up an apprenticeship, what would you like to train in?
- Do you agree that apprenticeships are beneficial? What challenges could an apprentice face?
- Some believe that apprenticeships are nothing more than cheap labour for companies. Do you agree?

Vocabulary

A.  **Read the dialogue and try to work out the meaning of the highlighted words or phrases. Check your answers using a dictionary. Then use some of the highlighted words or phrases to complete the sentences 1-8.**

A: I really envy you, you know.

B: Envy me? Why?

A: Well, you're **self-employed**. You're **your own boss**.

B: True. I am my own boss, but I don't get the bonuses and fringe benefits that you do. Anyway, you **could** do it too. You know, go out on your own and **set up** a business.

A: I don't think I have what it takes to **run a business**. I don't **have a head for business** like you.

B: Of course you do. You know your **line of work** inside out. I'm sure that if you started your own company, it would **take off**.

A: Yeah, right. With what? I don't have a penny to my name.

B: Easy. Apply for a government **grant**. You know how they're trying to encourage **private enterprises** and **entrepreneurs**.

A: A grant? Maybe. I don't know.

B: And Harry could be your business partner. He **has a good head for figures**.

A: My little brother and my business partner? You have to be kidding. We'd go bankrupt in a week!

1. They make a great team. Andy has great ideas and his cousin, Ed, _____, which means the company can actually make some money.

2. He is starting his own business so that he can be his _____.

3. What _____ are you in?

4. Some _____ will be giving a talk to show young people how they can turn their dreams into reality.

5. I used to be _____ but now I work for a small, local company.

6. Now that they are open in the evenings, the business is really starting to _____.

7. Could you give me some advice about how to _____ a health food shop? Where do you think would be a good location?

8. There are more and more _____ starting up in this area.

B. Complete the sentences using the correct form of the words in the boxes. Some of the words can be used more than once.

company business corporation

1. He runs a small _____ that employs three people.
2. The _____ I work for has offices in fifty-two countries and employs over 100,000 people.
3. We now do _____ with exporters in three continents.

split divide

4. Four _____ by two is two.
5. The town will be _____ in two by the new motorway.

staff personnel

6. Two new members of _____ started in our office this month.
7. All _____ will receive a pay rise this year.

sum amount number

8. The _____ of people who attended the sales was up on last year.
9. Do they always give you such a large _____ of work to do each day?
10. We spent a huge _____ of money on advertising our new products this year.
11. There are a(n) _____ of things you still need to do before the project is finished.

quality skill

12. I learnt all the _____ for making this type of cake from my mother.
13. Patience is a necessary _____ for working with young children.

full-time permanent

14. This position is _____, but it is only for 21 hours per week.
15. This position is _____, but it is only for six months.

Grammar Stative verbs

A. Read the examples from the text on page 14. Notice the verbs in blue.
Which tense is used and why? Now underline at least three more examples of this type of verb in the text on page 14.

...becoming an apprentice **means** you work for a company...
...see how it **looks** and **feels** in real life.
Many employers **want** young, enthusiastic people...

B. Read the examples and the note below, and answer the questions.

Ella **thinks** her flat is too expensive.
She **is thinking** of finding a new one.

1. Does the verb *think* have the same meaning in both sentences?
2. In which sentence does the verb *think* express a state and in which does it express an action?

Stative verbs (e.g. *see, like, remember, believe*) are not normally used in progressive tenses because they express states. However, certain stative verbs can be used in progressive tenses to express actions rather than states, but with a difference in meaning.

C. Read the sentences and circle the correct option.

1. **A:** Where's Chef Henri?
B: Inside. He **tastes / is tasting** the soup to make sure that it **tastes / is tasting** just right.
2. Tom and I **see / are seeing** Bob on Saturday afternoon. **Do you think / Are you thinking** we should buy him a gift?
3. Kevin **loves / is loving** his new job as an environmental photographer. He **prefers / is preferring** working outdoors to an office job.

4. I **think / 'm thinking** of finding a new job because I **want / 'm wanting** more money.
5. What **do you mean / are you meaning** you lost the car keys?
6. We **have / 're having** spaghetti for dinner tonight.
7. **Are you minding / Do you mind** turning off the computer before you leave the office?
8. Jane **appears / is appearing** to be tired. She **needs / is needing** a break.

Learning Standards

SB: S1.1, L1.1, L2.1, S2.3, S3.1

Structures

Stative verbs

Vocabulary

compassion competency critical thinking deadline
integrity joke around persistence positivity
reputation solidarity time management

Grammar

A.

- Ask Ss to read the sentences and draw their attention to the verbs in blue.
- Help Ss deduce that these are stative verbs.
- Ask Ss the question in the rubric and elicit answers.

The Present Simple is used in all sentences, because all the verbs used (*mean, look, feel and want*) are stative verbs: they express states, and they are not usually used in progressive tenses.

KEY

- Then have Ss underline at least three more examples of stative verbs in the text on page 14 (...you don't want to go..., An apprenticeship doesn't mean you work..., ...this depends on the job..., ...we have experienced staff..., If people know what you want and you know what they need...).

B.

- Ask Ss to read the two sentences and identify the tenses used.
- Draw Ss' attention to the note and explain the rule. Point out that we usually use the Present Simple with stative verbs, although the situations they describe are true at the moment of speaking.
- Have Ss answer the questions and elicit answers.
- Explain to Ss that some stative verbs can be used in the Present Progressive, but with a change in meaning.
- Give Ss stative verbs (e.g. *see, feel, think, etc.*) and ask them to give you examples and explanations of how they are used in sentences.
- Refer Ss to the Grammar Reference (p. 87).

1. No, it doesn't.

KEY

2. *Ella thinks her flat is too expensive*: state
She is thinking of finding a new one: action

C.

- Have Ss do the activity.
- Check the answers with the class.

1. is tasting, tastes
2. are seeing,
Do you think
3. loves, prefers
4. 'm thinking , want

5. do you mean
6. 're having
7. Do you mind
8. appears, needs

KEY

- To challenge **higher-performing Ss**, you may ask them to come up with their own examples of stative verbs used in the Present Progressive with a change in meaning.

Listening

A. S1.1 

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- Behaviour that I consider irresponsible in the workplace includes the following: avoiding responsibility, not working up to standard, blaming a colleague for something that you did wrong, taking credit for someone else's work, being overly competitive, treating subordinates/employees/colleagues with disrespect, not responding to constructive feedback, conducting personal business on company time, violating company Internet policies, being verbally or physically abusive and arriving late persistently.
- Employees should do the following: treat each other with respect, pull their weight, contribute to the best of their abilities, arrive on time, take responsibility for their actions, recognise/appreciate the work done by others, respond to feedback, provide positive/constructive feedback and use company time constructively.

B. L1.1, L2.1 

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the questions 1-5 and the choices, and make sure they do not have any unknown words.
- Play the recording and have Ss listen.
- Play the recording a second time and have Ss answer the questions.
- Alternatively, to challenge **higher-performing Ss**, you may modify the activity from multiple choice to open-ended questions. Write questions 1-5 on the board (without the options) and ask Ss to cover Activity C in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

KEY

C. S1.1 

- Divide Ss into pairs and have them do the activity.
- Go around the class helping Ss when necessary.
- Have some pairs present their views to the class.

Suggested answers

KEY

- We can avoid making mistakes by not rushing and by paying more attention to what we are doing.
- We can avoid missing deadlines by managing our time carefully and by keeping a record of what we have done and what still needs to be done each day.
- We can avoid being late by planning how long it will take to get somewhere and setting off earlier to ensure that we get there on time. We can set an alarm to remind us what time we need to leave.

Speaking

A. S2.3

- Divide Ss into pairs.
- Ask Ss to read the question and check their understanding.
- Have them work together to come up with a list of values and competencies that they consider important for people to have in a modern work or educational environment.
- Have them do the activity.
- Go around the class helping Ss when necessary.
- Choose some pairs to report their lists to the class.

Background knowledge

Difference between values and competencies

Broadly speaking, values are ideals that influence how we behave and competencies are observable behaviours. In practice, the two often overlap.

Here is a suggested categorisation:

Values

respect, compassion, solidarity, persistence, responsibility, integrity, positivity

Competencies

communication, teamwork, problem solving, critical thinking, using technology, time management, creativity, research

B. S2.3, S3.1

- Ask Ss to go to the Speaking Activities section and draw their attention to the activity.
- Have Ss work with the same partner as in activity A.
- Ask Ss to read through the list of values and competencies in the box, and check their understanding.
- If Ss have unknown words, have them check these words in a dictionary.
- Alternatively, you may ask **higher-performing Ss** to help you provide a definition or explanation of the words in the box.
- Have Ss write **v** next to values and **c** next to competencies.
- Then ask them to select two values and two competencies that they think are the most important and to note down the reasons for their choices.
- When the first part of the activity is complete, have two pairs work together to compare and discuss their lists. The aim is for each group to reach a consensus as to which two competencies and values are most important.
- Go around the class helping Ss when necessary.
- Choose some pairs to report their answers to the class.

Suggested answer

We consider most of these values and competencies important. Nevertheless, if we were to choose two from each category, we would choose respect and integrity as the two most important values and critical thinking and communication as the two most important competencies. We consider having respect for oneself and for others to be the cornerstone of a healthy society. It involves being polite and treating others the way you would have them treat you. As for integrity, it involves having strong moral principles. When a person has a strong moral code he/she behaves in an ethical manner and inspires trust, confidence and loyalty in others.

HEY

Regarding critical thinking, we consider this competency important because it enables you to think clearly, rationally and independently. As a critical thinker, you do not take things at face value, instead you question ideas and assumptions. This helps you make decisions which are better because they are based on rational thought rather than emotion. Concerning communication, we cannot survive without it. It forms the cornerstone of all our interactions. Communication refers to our ability to effectively relay our ideas, thoughts and emotions, our capacity to understand what someone has said or is trying to say and our ability to interpret non-verbal communication, such as body language and facial expressions. Combined the values and competencies that we have chosen go a long way towards building solidarity and accountability in society.

Listening (1)

A. Discuss in pairs/groups.

- In your opinion, what would you consider to be *irresponsible* behaviour in the workplace?
- What should employees do, or what should they avoid doing, to be considered *responsible*?

B. Listen to a career adviser giving a speech at a job fair and answer questions 1-5.

1. What does the career adviser say his talk will be about?
 - a. meeting deadlines
 - b. problematic colleagues
 - c. how to impress the boss
 - d. taking responsibility in the workplace
2. What is the first piece of advice the adviser gives?
 - a. to avoid difficult situations
 - b. to accept responsibility for your work
 - c. to avoid bothering colleagues with annoying questions
 - d. to avoid working with colleagues who don't take responsibility for their mistakes
3. What should you do if you are unable to cope with a situation?
 - a. try harder
 - b. find a good excuse
 - c. ask your colleagues for help
 - d. work overtime to find a solution
4. What happens to employees who aren't on time?
 - a. They miss deadlines.
 - b. They can lose their job.
 - c. They aren't respected at work.
 - d. They can't prepare for important projects.
5. How can business meetings help an employee?
 - a. to become confident
 - b. to show his/her abilities
 - c. to discuss his/her ideas
 - d. to prepare for opportunities

C. In pairs, discuss how we can avoid the following:

- making mistakes
- missing deadlines
- being late

Speaking

A. Work in pairs. Make a list of the values and competencies that you consider important for people to have in a modern work or educational environment.

B. Turn to page 81 in the Speaking Activities section and do activity 1b.

- Before you listen, read the rubric carefully to familiarise yourself with the topic and the situation. Try to guess what the speakers are going to say.
- Read through the questions and options beforehand to get a better idea of what you are going to hear. This will help you focus on the relevant parts of the recording.
- Listen for key words/phrases which will help you choose the correct option.



TIP

Writing An article

A. Discuss in pairs/groups.

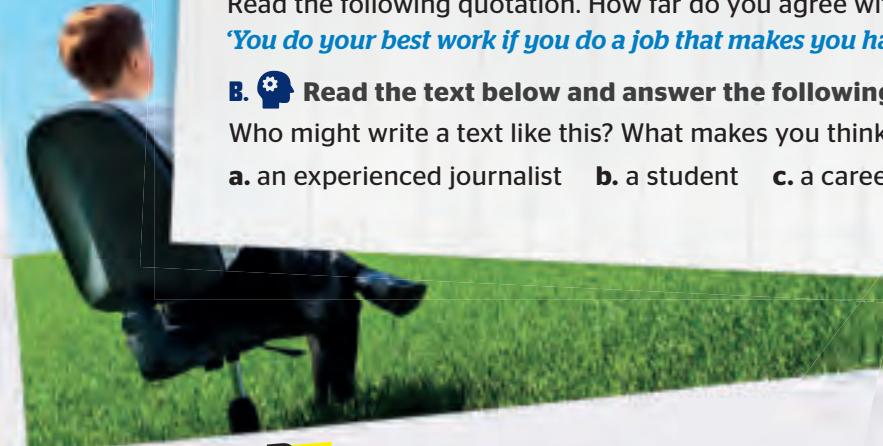
Read the following quotation. How far do you agree with it?

'You do your best work if you do a job that makes you happy.' Bob Ross, painter

B. Read the text below and answer the following questions.

Who might write a text like this? What makes you think so?

a. an experienced journalist b. a student c. a careers adviser



DREAM JOB

In which job can you travel to new countries, have unusual experiences, meet new people and get paid for it? Having a dream job is not only possible, it also makes complete sense. We only live once, so why not live a dream life?

Travelling is not everyone's cup of tea, but there's nothing I like doing more. So when a family friend suggested I try to become a travel writer, I decided I'd look into it.

Travel writers, of course, should have good writing skills to be able to create pictures for their readers.

A good knowledge of foreign languages and history is useful,

too. Travel writers also have to be sociable and have the ability to adapt to different environments.

I think this job would suit me because I'm imaginative and I enjoy writing. In fact, I've been writing a travel blog for the last three years. I'd say that I have good communication skills; actually, I find it easy to talk to just about anyone I meet. Last but not least, I pick up languages easily.

In a nutshell, it's the perfect job for me! My next step is to get in touch with some newspapers, magazines and travel websites and see if I can make my dream come true!

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C. Read the following statements. Tick those that apply to the text.

The writer:

1. uses formal language
2. includes questions and exclamations
3. avoids referring to himself/herself personally
4. deals with different aspects of the topic in separate paragraphs
5. states his/her opinion and develops it by explaining or giving examples
6. gives arguments for and against the topic discussed
7. wants to interest and entertain the reader

D. Answer the questions below.

1. Look at paragraphs 2 and 3 again. What is the general topic of each paragraph?

Paragraph 2: _____

Paragraph 3: _____

2. In paragraph 3, the writer emphasises two points that he/she makes. Underline the expressions he/she uses to do so.

Learning Standards

SB: S1.1, R2.3, R1.1, R4.1, S2.4, W1.5, W2.1, W3.2

Functions

Describing your ideal job

Vocabulary

adapt appeal (v.) come true degree dream job
 experience (n.) ideal in a nutshell issue
 last but not least look into not sb's cup of tea
 pick sth up requirement sense of humour sociable
 suit (v.)

Writing

A. S1.1

- Ask Ss to read through the quotation and check their understanding.
- Have Ss answer the question in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

I agree to a certain extent. I think that doing a job that makes you happy is a good place to start, but it is not enough. If you do something that you enjoy, but it does not help you afford an acceptable standard of living, you are bound to become unhappy.

KEY

B. R2.3

- Ask Ss to read quickly through the text, the questions and the three answer choices. Check understanding.
- Have Ss answer the questions.
- Check the answers with the class.

b (The writer doesn't mention that he/she already has a career and wants to change to another one. A careers adviser would be giving advice to a person about what job to do, not taking that advice from someone else.)

KEY

Optional activity

An optional activity may involve getting **higher-performing Ss** to create their own quote about work and happiness. **Lower-performing Ss** may, on the other hand, be requested to find a quote that best reflects their opinion on the issue. These quotes can then be used to further stimulate discussion on the topic of work and fulfilment.

C. R2.3

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

Why does the writer of the article think that having a dream job makes complete sense? Because we only live once, so we should live a dream life.

When did he/she decide that travel writing is the ideal job for him/her? when a family friend suggested it

What should a travel writer have? good writing skills to be able to create pictures for their readers

What other knowledge is useful? a good knowledge of foreign languages and history

What kind of personal characteristics are necessary for a travel writer? He/She should be sociable and have the ability to adapt to different environments.

Why does the writer feel he/she is perfect for the job? Because he/she is imaginative and he/she enjoys writing. He/She even has a travel blog.

Does he/she have the necessary communication skills? Yes, he/she does. He/She finds it easy to talk to just about anyone he/she meets.

What is his/her next step? He/She plans to get in touch with some newspapers, magazines and travel websites to see if he/she can make his/her dream come true.

- Ask Ss to read statements 1-7 and have them do the activity.
- Check the answers with the class.
- Have Ss provide justification for their answers.

The following statements should be ticked:

2, 4, 5, 7

KEY

- Explain any unknown words and choose some Ss to read out the text.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

D. R1.1

- Ask Ss to read paragraphs 2 and 3 of the text again and identify their topic.
- Have Ss do the activity.
- Check the answers with the class.
- Have Ss read paragraph 3 again and do the activity.
- Check the answers with the class.

1.

Paragraph 2: Description of the qualities/qualifications a travel writer should have.

Paragraph 3: Reasons for which the writer thinks he/she is ideal for this job.

2.

The following expressions should be underlined:
 in fact, actually

KEY

E. R4.1

- Have Ss do the activity.
- Check the answers with the class.

1. makes complete sense
2. is not everyone's cup of tea
3. look into
4. pick up easily
5. in a nutshell

KEY

F.

- Have Ss read the writing task and underline the key words.
- Elicit answers and explain any unknown words.

The following words should be underlined:

announcement, international magazine, consider, ideal job for you, what attracts, what the job involves, why you are suitable, articles

KEY

- Have Ss answer the questions.
- Check the answers with the class.

- I am writing for the readers of an international magazine.
- I am going to write about my ideal job.

KEY

G. S1.1, S2.4

- Divide Ss into pairs.
- Ask Ss to read through the questions and make sure they don't have any unknown words.
- Have Ss do the activity and go around the class, helping them when necessary.
- Tell Ss that they can refer to the words provided in the box in the Speaking Activities section.

Suggested answers

1. I think I would like to become an English teacher. The job is quite demanding, because it involves teaching English to all levels, from complete beginners to nearly proficient users of the language, so you have to have a good knowledge of the English language.
2. First of all, I love working with people, especially young children. In addition, I find teaching to be a very rewarding job because you get to experience your students' progress and see how they finally manage to speak a language previously unknown to them. The salary is not great, but I wouldn't change being a teacher for a boring office job that pays more.
3. The first requirement for this job is to have a university degree in English Literature or generally in languages. Then, depending on which country you are thinking of working in, there might be some extra qualifications required, such as a teaching permit. A degree, along with a couple of years of teaching experience, can guarantee you a job practically anywhere.
4. I believe that I am perfect for the job because I have a lot of patience, which is necessary to deal with children or adult learners! Also, I think that you need to have a good sense of humour in order to be able to cope with this job and I believe I do. It also requires excellent communication skills and I've realised that good computer skills are also relevant, if you want to use technology in the classroom.

H. W1.5, W2.1, W3.2

- Read out the announcement in activity F again.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 12-15, read through the plan, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Refer Ss to the article on page 18.
- Ask Ss to go to the Workbook page 13 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their articles, following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on the Workbook page 15 to make sure they have carried out the task correctly.
- Have some Ss read out their articles.

Suggested answer**A Childhood Dream**

KEY

When I was young, my family and I often went on holiday by plane, and my parents always let me have the window seat. I used to love looking down at the world below, to see the lights of a city appearing in the distance at night or to see a river flashing in the midday sun. From that time, I have always wanted to be behind the controls of an aeroplane myself.

The job of an airline pilot is a highly challenging one. In addition to being able to fly and land a plane in all weather conditions, you have a huge list of responsibilities, including making sure all safety systems are working properly, dealing quickly and calmly with emergencies and maintaining regular contact with cabin crew.

To start training as a pilot, you must have good results in all your school subjects, especially in maths and physics. Courses are very expensive, and to become a pilot with a commercial airline you need to have at least 1500 hours of flight time. I am already top in my class in both maths and physics, and as soon as I am old enough to get a licence, I will start having flying lessons at a flight school close to where I live.

I will do everything I can to become a pilot, and I will work at the same time as I am studying, so that I can help my family cover the cost of the training. One day, I'm going to be a professional pilot, and who knows, maybe you'll be one of my passengers!

E. 🔎 Read the article again and find the more descriptive/vivid equivalents of the phrases below.

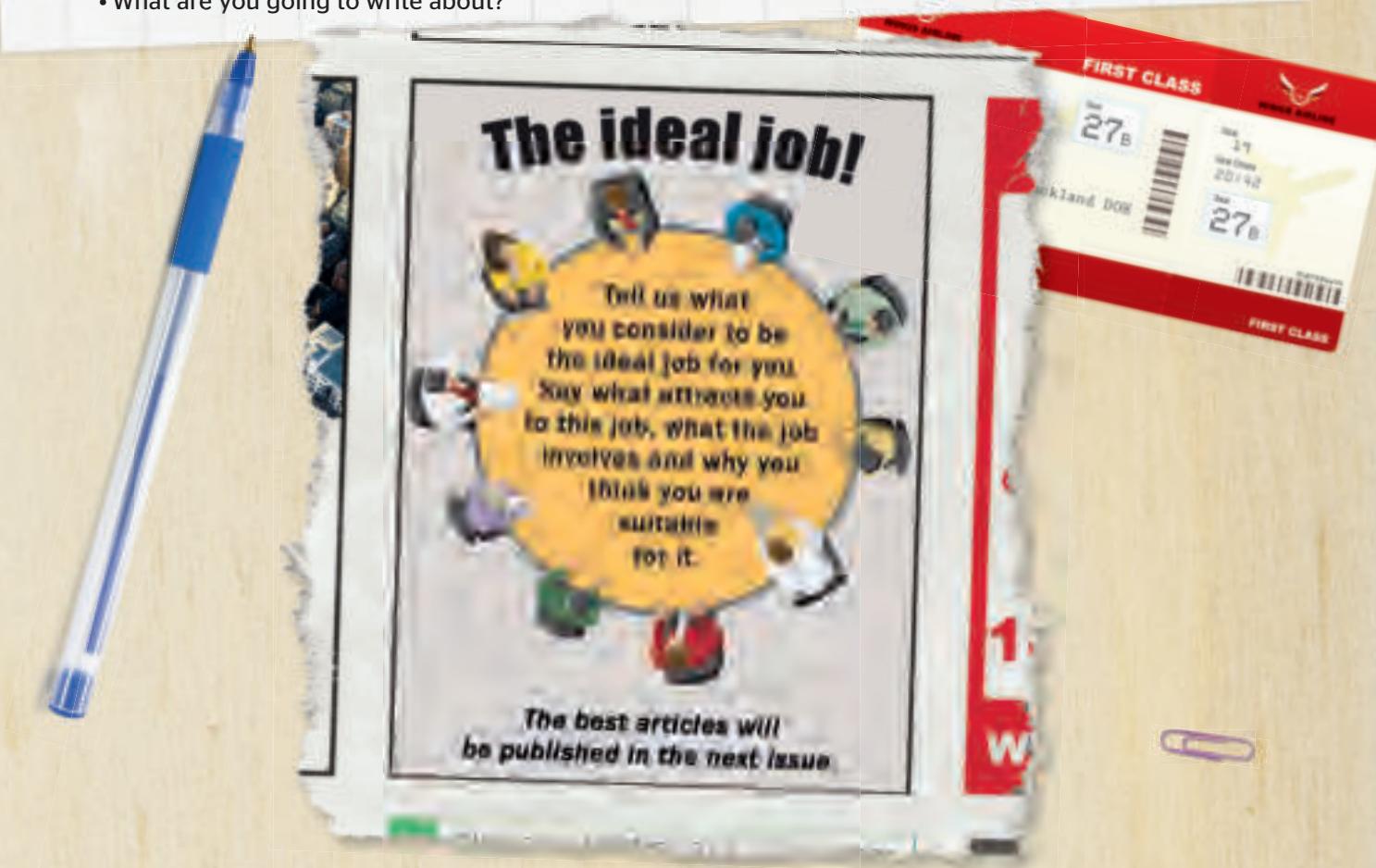
1. is quite logical (para. 1): _____
2. doesn't appeal to everyone (para. 2): _____
3. do some research (para. 2): _____
4. learn without effort (para. 3): _____
5. to sum up (para. 4): _____



F. Read the writing task below, underline the key words and answer the questions.

You have seen this announcement in an international magazine.

- Who are you writing an article for?
- What are you going to write about?



G. 🗣️💡 In pairs, discuss the following questions:

1. What job would you most like to do? What does it involve?
2. What is special about the job that makes you consider it ideal for you?

Think about:

- job satisfaction
- salary / wages
- fringe benefits
- working environment, etc.

3. What are the requirements or qualifications you need for this job? (e.g. university degree, experience, knowledge of foreign languages, etc.)
4. What personal qualities and skills do you have that make you suitable for the job? (e.g. patience, sense of humour, communication skills, etc.)

H. 🧠💡 Read the announcement in activity F again and the TIP below. Then go to the Workbook pp. 12-15 to plan and write your article.

When writing an article:

- give your article a catchy title.
- introduce the topic in a way that will attract the reader's attention.
- develop your ideas about different aspects of the topic in separate paragraphs.
- expand on, describe or give examples of each aspect to develop the idea in the paragraph.
- use a variety of techniques (e.g. ask questions, address the reader directly, use exclamations, include expressions) to make your article more interesting.

TIP

A. Choose a, b, c or d.

- He a lot of experience during his apprenticeship.
 a. won c. made
 b. earned d. gained
- Andrew is a waiter and meets many people in his of work.
 a. line c. circle
 b. end d. career
- I was successful in a better salary with my boss.
 a. combining c. contacting
 b. negotiating d. requiring
- Mark doesn't want to go to university; he wants to do a(n) instead.
 a. employment c. apprenticeship
 b. work d. labour
- The company bankrupt and the manager left the country.
 a. did c. went
 b. got d. made
- Learning a skilled trade like carpentry is no means easy.
 a. on c. of
 b. by d. at
- Twenty people were fired from my office because of cuts.
 a. career c. paper
 b. job d. work
- His writing career after his second book.
 a. moved on c. set up
 b. set straight d. took off

B. Complete the sentences with the words in the box.

corporation contract flexible entrepreneur
 qualified promotion grant demanding

- He signed a five-year with a starting salary of £33,000.
- Businesses that offer working hours are getting much better results from their employees.
- Tina got a student and was able to continue her studies.
- Latifa has always worked hard for this company; it's not a surprise that she got a(n) .
- To be a successful , you have to do something you love and not be afraid to lose money.
- They are looking for a(n) engineer to work on the ship.
- He works for a large American .
- Michael wants to quit his job because he finds it's too .

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

A: Hey, Dean! What's going on?

B: Not much, Ted! Right now I 1 (pack) because I 2 (leave) for Edinburgh tomorrow morning!

A: Really? 3 (you / have) a short holiday?

B: Actually, I have a job interview. I sent my CV to a large computer company in Scotland and they 4 (pay) for my ticket to fly to Edinburgh for an interview. My flight 5 (leave) at 8.00 tomorrow morning.

A: Amazing! You know that my brother 6 (live) and 7 (work) as a car salesperson there, don't you? He absolutely 8 (love) that city. So, I 9 (suppose) you 10 (think) of moving there.

B: Well, I hadn't thought of it up until now, but this position could be my dream job. So, of course, now I 11 (not mind) moving!

A: I 12 (usually / not get) excited at the idea of a friend of mine moving away, but since you really 13 (want) this job, I really 14 (hope) you get it!

B: Thanks!

D. Circle the correct words.

- I see / 'm seeing a career adviser today. I believe / 'm believing some professional advice will help me choose the right career.
- Jenny isn't liking / doesn't like her office job. She prefers / is preferring working outdoors.
- Mark usually is playing / plays tennis in his spare time but he is doing / does a cookery course this month.
- Do you have / Are you having some time? I work / 'm working on a project and I need / 'm needing some help.
- The problem of air pollution in the city gets / is getting worse and worse every year.
- Are you understanding / Do you understand what he means / 's meaning? I don't.

Self-assessment

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

now I can...

- ▶ discuss issues relating to job satisfaction and career choices
- ▶ use vocabulary, collocations and idioms relating to jobs and careers
- ▶ distinguish between permanent and temporary situations
- ▶ express degrees of probability
- ▶ write an article expressing opinion

To be more effective, the exercises in the Review section should be completed and checked in class.

A.

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

KEY

B.

1. contract
2. flexible
3. grant
4. promotion
5. entrepreneur
6. qualified
7. corporation
8. demanding

KEY

C.

1. 'm packing
2. 'm leaving
3. Are you having
4. are paying
5. leaves
6. lives
7. works
8. loves
9. suppose
10. are thinking
11. don't mind
12. don't usually get
13. want
14. hope

KEY

D.

1. 'm seeing, believe
2. doesn't like, prefers
3. plays, is doing
4. Do you have, 'm working, need
5. is getting
6. Do you understand, means

KEY

Self-assessment

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

STUDENT'S BOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 22
R1.1	Creative and critical thinking	Reading B p. 22
R2.1	Inquiry and research	Reading C p. 23
R2.2	Creative and critical thinking	Reading D p. 23
R4.1	Problem-solving	Reading E p. 23
R4.2	Problem-solving	Reading E p. 23
S1.1	Communication	Reading F p. 23
R4.1	Problem-solving	Vocabulary B p. 24
R4.2	Problem-solving	Vocabulary B p. 24
R4.1	Problem-solving	Vocabulary C p. 25
S1.1	Communication	Grammar E p. 25
S1.1	Communication	Listening A p. 26
L2.1	Creative and critical thinking	Listening B p. 26
L2.2	Communication	Listening B p. 26
L2.5	Creative and critical thinking	Listening B p. 26
L2.1	Creative and critical thinking	Listening C p. 26
S1.1	Communication	Listening D p. 26
S1.1	Communication	Speaking p. 27
S2.3	Creative and critical thinking	Speaking p. 27
W2.2	Communication	Writing p. 27
W2.3	Communication	Writing p. 27
S1.1	Communication	Reading A p. 28
R1.1	Creative and critical thinking	Reading B p. 28
R2.1	Inquiry and research	Reading C p. 29
R2.2	Creative and critical thinking	Reading C p. 29
R4.1	Problem-solving	Reading D p. 29
R4.2	Problem-solving	Reading D p. 29
S1.1	Communication	Reading E p. 29
S2.3	Creative and critical thinking	Reading E p. 29
S1.1	Communication	Listening A p. 31
L2.1	Creative and critical thinking	Listening B p. 31
S1.1	Communication	Listening C p. 31
S1.1	Communication	Speaking p. 31
S2.3	Creative and critical thinking	Speaking p. 31
S1.1	Communication	Writing A p. 32
R2.3	Creative and critical thinking	Writing B p. 32
R2.2	Creative and critical thinking	Writing C p. 32
R2.3	Creative and critical thinking	Writing C p. 32
R2.3	Creative and critical thinking	Writing D p. 33
W2.2	Communication	Writing E p. 33
W2.3	Communication	Writing E p. 33
W2.2	Communication	Writing F p. 33
W2.3	Communication	Writing F p. 33
W2.1	Creative and critical thinking	Writing G p. 33
W1.1	Creative and critical thinking	Writing H p. 33
W2.1	Creative and critical thinking	Writing H p. 33
W3.2	Creative and critical thinking	Writing H p. 33
S1.1	Communication	Culture page A p. 35
R2.1	Inquiry and research	Culture page B p. 35
S1.1	Communication	Task A p. 36
L2.1	Creative and critical thinking	Task B p. 36
S1.1	Communication	Task C p. 36
S2.3	Creative and critical thinking	Task D p. 36
S2.4	Creative and critical thinking	Task D p. 36

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Creative and critical thinking	Activity D p. 30
R2.1	Inquiry and research	Activity E p. 31

When students complete this module, they will be able to:

2a (pp. 22-23)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

2a (pp. 24-25)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events (S1.1)

2a (pp. 26-27)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- understand and respond independently to attitudes and opinions in longer, more complex texts (L2.2)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (L2.5)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- spell independently written work on a wide range of text types with moderate accuracy (W2.2)
- punctuate independently written work on a wide range of text types with moderate accuracy (W2.3)

2b (pp. 28-29)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

2b (pp. 30-31)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

2b (pp. 32-33)

- communicate independently a personal response to real and fictional events (S1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- spell independently written work on a wide range of text types with moderate accuracy (W2.2)
- punctuate independently written work on a wide range of text types with moderate accuracy (W2.3)
- communicate independently a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)

Culture page (p. 35)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)

Task modules 1 & 2 (p. 36)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- explain and justify plans and ambitions (S2.4)

2 Review

- understand and respond independently to the detail in longer, more complex texts (L2.1) WB
- understand and respond to detail in longer, more complex texts (R2.1) WB

Vocabulary

hobby

- Ask Ss to look at the picture and identify the activity (*falconry*).
- Ask Ss if they would like to take part in such an activity.
- Elicit answers.

Background knowledge

Falconry is the hunting of wild animals in their natural state and habitat by means of a trained bird of prey. It is believed that the sport originated in the Middle East about 5,000 years ago. Falconry is an integral part of the heritage and culture of Qatar, with falconers forming a very special bond with their falcons. The art of falconry was recently recognised by UNESCO as a living human heritage element.

- Draw Ss' attention to the title of the module.
- Help Ss deduce the meaning of the word *chillax*.

Language plus

The origin of the word *chillax* is disputed, but dates back to around the turn of the century.

The term is considered informal or slang and is used primarily in the spoken word in an informal social context, i.e. when you are very familiar with the person you are speaking to.

It functions as a verb and is a combination of 'chill' and 'relax', with 'chill' being defined as loosening/easing up or taking it easy. The term 'chillax' is often used when someone is perceived as being tense, angry or anxious and when he/she is overreacting to a situation, and needs to de-stress and take some time off. It is also used to refer to unwinding, getting some rest and recreation or taking a break from work or a taxing situation.

- Ask Ss to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

- The most popular sports in Qatar include football, cricket, powerboat racing, falconry and camel racing. As for hobbies, attending sports events, hunting, painting, photography and crocheting.
- I play football and basketball.
- I enjoy these sports activities because they are fast-paced, fun and exciting.
- Well, doing sports is good for various reasons. Firstly, it is good for your physical and mental health because it helps to reduce stress and keeps you fit. Doing sports is also good for you because it helps you develop transferable skills, such as leadership, team work, time management and stress management skills. Hobbies, on the other hand, help you discover and explore aspects of yourself which do not find expression in your everyday life. They help to relieve stress and provide new challenges and experiences too.

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

Discuss:

- What are the most popular hobbies/sports in Qatar?
- What sports/hobbies do you do?
- Why do you enjoy these particular sports/hobbies?
- What can a person gain from taking up a sport or a hobby?

In this module you will...

- discuss issues relating to leisure time, sports and hobbies
- learn vocabulary relating to time, collocations relating to sports and hobbies, and how to distinguish between words easily confused
- learn how to link appropriately the past with the present
- learn how to make comparisons
- learn how to ask for and express opinion, signal non-understanding, and ask for repetition, definition or clarification
- learn how to write an announcement

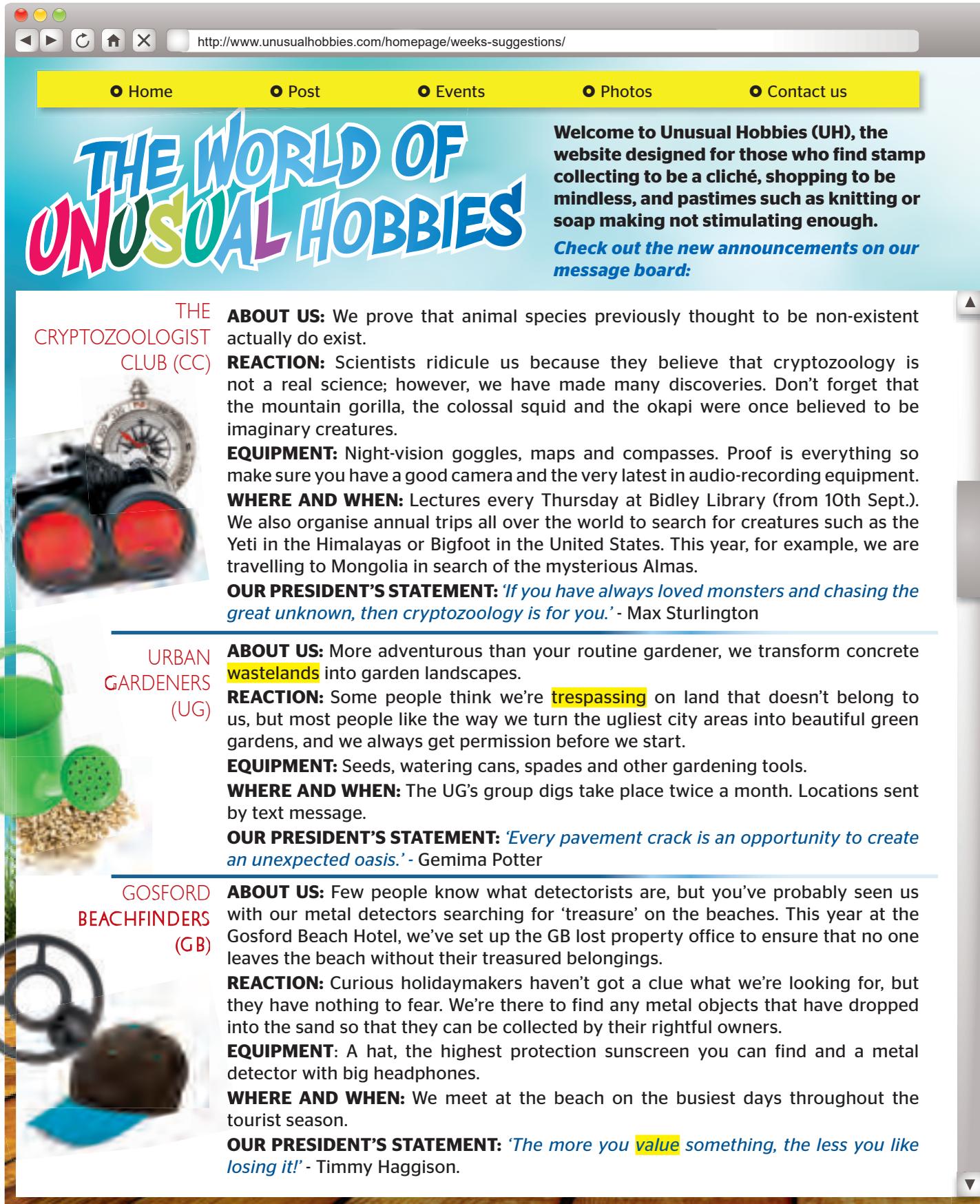


Reading

A.  Discuss in pairs/groups.

- Do you know of any unusual hobbies? What are they?
- Why do you think people do them?

B.  Read the announcements below and say what strikes you as unusual about each of the four hobbies.



THE CRYPTOZOOLOGIST CLUB (CC)

ABOUT US: We prove that animal species previously thought to be non-existent actually do exist.

REACTION: Scientists ridicule us because they believe that cryptozoology is not a real science; however, we have made many discoveries. Don't forget that the mountain gorilla, the colossal squid and the okapi were once believed to be imaginary creatures.

EQUIPMENT: Night-vision goggles, maps and compasses. Proof is everything so make sure you have a good camera and the very latest in audio-recording equipment.

WHERE AND WHEN: Lectures every Thursday at Bidley Library (from 10th Sept.). We also organise annual trips all over the world to search for creatures such as the Yeti in the Himalayas or Bigfoot in the United States. This year, for example, we are travelling to Mongolia in search of the mysterious Almas.

OUR PRESIDENT'S STATEMENT: *'If you have always loved monsters and chasing the great unknown, then cryptozoology is for you.'* - Max Sturlington

URBAN GARDENERS (UG)

ABOUT US: More adventurous than your routine gardener, we transform concrete **wastelands** into garden landscapes.

REACTION: Some people think we're **trespassing** on land that doesn't belong to us, but most people like the way we turn the ugliest city areas into beautiful green gardens, and we always get permission before we start.

EQUIPMENT: Seeds, watering cans, spades and other gardening tools.

WHERE AND WHEN: The UG's group digs take place twice a month. Locations sent by text message.

OUR PRESIDENT'S STATEMENT: *'Every pavement crack is an opportunity to create an unexpected oasis.'* - Gemima Potter

GOSFORD BEACHFINDERS (GB)

ABOUT US: Few people know what detectorists are, but you've probably seen us with our metal detectors searching for 'treasure' on the beaches. This year at the Gosford Beach Hotel, we've set up the GB lost property office to ensure that no one leaves the beach without their treasured belongings.

REACTION: Curious holidaymakers haven't got a clue what we're looking for, but they have nothing to fear. We're there to find any metal objects that have dropped into the sand so that they can be collected by their rightful owners.

EQUIPMENT: A hat, the highest protection sunscreen you can find and a metal detector with big headphones.

WHERE AND WHEN: We meet at the beach on the busiest days throughout the tourist season.

OUR PRESIDENT'S STATEMENT: *'The more you **value** something, the less you like losing it!'* - Timmy Haggison.

Learning Standards

SB: S1.1, R1.1, R2.1, R2.2, R4.1, R4.2

Vocabulary

announcement annual (adj.) belong branch cliché
 colossal compass concrete container ensure
 focus on gardener hide-and-seek holidaymaker
 jot down landscape lecture membership
 metal detector mindless nerd non-existent
 not have a clue oasis pastime prize (n.) proof
 prove reaction rightful rose bush roundabout
 spade stamp collecting statement stimulating tool
 transform treasure (n.) treasured trespass trinket
 unexpected value (v.) wasteland watering can
 waterproof

Background knowledge

The **okapi** is a giraffid artiodactyl mammal native to the Ituri Rainforest, located in the northeast of the Democratic Republic of the Congo, in Central Africa. Although the okapi has stripes like the zebras, it is most closely related to the giraffe.

Hikaru Dorodango is a Japanese art form in which earth and water are moulded to create a delicate shiny sphere, which looks like a billiard ball. The art started off as a traditional pastime for kids.

Reading

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- The most unusual hobby I have heard of is plane spotting, which means that people go to airports in order to observe and log the registration numbers of aeroplanes landing and taking off.
- I suppose that different people have different tastes/preferences and despite the fact that I find plane spotting weird, I guess that some people find this activity satisfying because it proves that certain things in the world function perfectly.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (*a website with announcements about unusual hobbies*).
- Ask Ss to read the announcements quickly.
- Have Ss do the activity.
- Check the answers with the class.

Suggested answers

KEY

CC: What strikes me as unusual is that they fly around the world to spot new species.

UG: To me, it seems unusual that there are people willing to transform wastelands into garden landscapes.

GB: I think it's unusual that instead of spending time on the beach relaxing, they spend time trying to find what others have lost.

GI: It seems unusual because this is a kind of treasure hunt, but there is no treasure!

C. R2.1 

- Ask Ss to read the announcements again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

Cryptozoologist Club

What do the CCs do? They prove that animal species previously thought to be non-existent actually do exist.

What are some species that were previously believed not to exist? the mountain gorilla, the colossal squid and the okapi
What kind of equipment do they need? night-vision goggles, maps and compasses, a good camera and the latest audio-recording equipment

How do they discover the new species? They organise annual trips all over the world to search for creatures such as the Yeti in the Himalayas or Bigfoot in the United States.
What is their president's motto? 'If you have always loved monsters and chasing the great unknown, then cryptozoology is for you.'

Urban Gardeners

What do the UGs do? They secretly transform concrete wastelands into garden landscapes.

What do some people think of UGs? They think they're trespassing on land that doesn't belong to them.

What kind of equipment do they use? seeds, watering cans, spades and other gardening tools

When do they meet? twice a month

What is their president's motto? 'Every pavement crack is an opportunity to create an unexpected oasis.'

Gosford Beachfinders

What do they do? They use metal detectors to search for 'treasure' on the beaches.

What kind of equipment do they use? a hat, the highest protection sunscreen they can find and a metal detector with big headphones

When do they meet? on the busiest days throughout the tourist season

What is their president's motto? 'The more you value something, the less you like losing it!'

Geocachers International

How popular is the game? It has grown more and more popular with hundreds of thousands of fans worldwide.

What kind of equipment do members of Geocachers International use? just a GPS device

What exactly do members of Geocachers International do? Members receive details about the hundreds of thousands of geocaches hidden in over 200 countries by visiting the website. Then they use their GPS to find one.

What do they do when they find their geocache? They take a small souvenir and replace it with another.

What is their president's motto? 'The prizes are just plastic trinkets. It's the journey itself that's the greatest reward.'

- Draw Ss' attention to activity C.
- Have Ss read through the questions and the options.
- Check their understanding.
- Alternatively, to help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Allow Ss enough time to do the activity.
- Check the answers with the class.
- To challenge **higher-performing Ss**, you may ask them to justify why the other three options are incorrect.

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

D. R2.2 

- Ask Ss the question.
- Have Ss write their answers.

Suggested answer

- They would like them because they are unusual.

KEY**E. R4.1, R4.2** 

- Read out the TIP and explain it.
- Refer Ss to the announcements and ask them to identify the words 1-5.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the options and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words and choose some Ss to read out the announcements.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the announcements.

F. S1.1 

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

- I think I would join the urban gardeners, because I love gardening and I enjoy spending time watering and taking care of my own plants in my back garden. Also, I have seen examples of their work where I live and it's so rewarding enjoying the shade of a tree in a park which 3 years ago was just a dump site in the centre of town!

KEY

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

1. According to the text, what is true about the mountain gorilla?
 - a. It is an imaginary creature.
 - b. It was discovered by cryptozoologists.
 - c. Scientists don't believe they really exist.
 - d. Some people didn't use to believe such a creature was real.
2. In which of the following places do you think the Urban Gardeners would not plant young trees?
 - a. around a car park
 - b. next to an abandoned factory
 - c. on a roundabout close to a school
 - d. in a beautiful old garden with rose bushes
3. What do Gosford Beachfinders search for?
 - a. missing tourists
 - b. small metal objects
 - c. the lost beach of Gosford
 - d. metal detectors
4. Why was the game played by Geocachers International created?
 - a. to test a satellite system
 - b. to sell souvenirs to over 200 countries
 - c. to help computer nerds get some exercise
 - d. to help people improve their hide-and-seek skills
5. Which club is not taken seriously by some people?
 - a. Urban Gardeners
 - b. Gosford Beachfinders
 - c. the Cryptozoologist Club
 - d. Geocachers International

D.  **Write an answer to the following question in your own words.**

What attitude do you think the organisers of the website would have to hobbies like egg shell carving and underwater cycling?

E.  **Look at the highlighted words/phrases in the announcements and choose the correct meaning. Then check your answers using a dictionary.**

1. **wasteland**
 - a. land that shouldn't be wasted
 - b. land that is polluted
 - c. land that nothing grows on
2. **trespassing**
 - a. entering without permission
 - b. not using
 - c. getting permission to use
3. **value**
 - a. worry about
 - b. pay for
 - c. appreciate
4. **jot down**
 - a. make a note of
 - b. search for
 - c. ask about
5. **trinket**
 - a. an inexpensive item
 - b. expensive jewellery
 - c. a useful gadget

TIP
When trying to guess the meaning of an unknown word, always look for clues in the context (the words before and after it, as well as the previous and following sentences). Also look for clues in the word itself. See if it is similar to any other words that you know and try to analyse it into its parts - root, ending, prefix, suffix. Then try to determine:

- what part of speech it is (verb, noun, adjective, etc.).
- if it has a positive, negative or neutral meaning.
- what general topic it is related to.
- what it means approximately.

F.  **Talk in pairs. Discuss the following question.**

- Which of the hobby groups mentioned in the announcements would you be interested in joining? Why?

GEOCACHERS INTERNATIONAL (GI)



ABOUT US: We aren't just the players of a global hide-and-seek game! We are the makers of a fascinating trend!

REACTION: The game first began in 2000 to test GPS (Global Positioning System), a multi-million pound navigational satellite system. Since then, it has grown more and more popular with hundreds of thousands of fans worldwide.

EQUIPMENT: Upon membership to our site, you'll get a free user ID. Then, find the nearest geocache (a waterproof container containing a logbook) to your home, **jot down** its location and use a GPS device to find it.

WHAT WE DO: Members receive details about the hundreds of thousands of geocaches hidden in over 200 countries by visiting our website. The easiest geocache searches are as near as one's local park, while the more challenging ones may require group work. Those who find their geocache take a small souvenir but have to replace it with another for future visitors to find. They can also share their stories with other geocachers online.

OUR PRESIDENT'S STATEMENT: '*The prizes are just plastic trinkets. It's the journey itself that's the greatest reward.*' - Ranger Moon (from GI's Scream Team_3)

Next week:

UH focuses on unusual hobbies that require patience and creativity, like Hikaru Dorodango (the Japanese hobby of making shiny mud balls) and Pooktre (shaping tree branches).



Vocabulary

A. Complete the sentences with the correct form of the words in the boxes.

criticise blame accuse

1. He accused her of stealing the ring.
2. Stop blaming me. Don't you have anything good to say?
3. She criticised her brother for missing the ferry because he had left their tickets at home.

share divide distribute

4. Do you want to distribute a pizza?
5. Can you share these flyers outside the station?
6. The school year is divided into two terms.

reward prize medal

7. He won a silver medal at the last Olympics.
8. There is a £1,000 reward for anyone who gives information that will help the police catch the criminal.
9. Karim won first prize in the race.

competition game race

10. Do you want to play a computer game after school?
11. They are holding a competition to find the best young scientist.
12. Who came in second place in the bike race?

leisure occupation pastime

13. His favourite leisure is playing volleyball.
14. He doesn't have much time for leisure now that he has started a new job.
15. Now that he's not working, Grandpa's main occupation is fixing things for friends.

fan spectator audience

16. The spectator was great at last night's play.
17. Martin's an Arsenal fan, like his brother.
18. There were 30,000 audience at the game.

B.  Read the dialogue and match the words in bold with their definitions. Then check your answers using a dictionary.



A: What are you doing next weekend?

B: I don't know. What's the date on Saturday?

A: I'll check my **calendar**. Saturday is the 15th.

B: The 15th? That's the weekend of the **annual** fair in my home town. Do you want to come? It's great. There are sports, competitions, food and beverages and jugglers.

A: Sounds good.

B: It should be this year as it's a **decade** since the fair first started. I was at the first one, too!

A: What? I can't believe it started ten years ago and I've never been there.

B: Then you should definitely come. Autumn is the most beautiful **season** there. All the trees are red and golden.

A: Emma was telling me they have other fairs there, too.

B: Yes, every four years they have a **leap year** festival at the end of February with local arts and crafts and, of course, more food, fun and festivities. You should come to the one next year! The organiser died a year ago, but she would have been one **century** old next year, so it's going to be a special festival to honour her. Her death marks the end of an **era** and the beginning of a new one.

A: You mean she died when she was 98 and she could still organise a festival?

B: Well, she was very healthy until the end. She used to have **weekly** meetings with the other volunteers and always insisted on everyone being **punctual**. If someone was late, she would jokingly remind them of the **time zone** we are in. Ah, she will be missed!

1. a year with an extra day in February that happens every four years: _____

2. when sth happens every week: _____

3. one of 24 areas of the world which has its own time: _____

4. on time: _____

5. when sth happens once a year: _____

6. one hundred years: _____

7. a chart showing days of the week and months of the year: _____

8. ten years: _____

9. a period of time that is remembered for a particular reason: _____

10. one of four periods in the year that marks a change in weather: _____

Learning Standards

SB: R4.1, R4.2, S1.1

Functions

Distinguishing between words easily confused
Distinguishing vocabulary relating to time
Using appropriate tenses to link the past with the present

Structures

Present Tenses - Present Perfect Simple

Vocabulary

accuse arts and crafts audience beverage
blame (v.) calendar chart cigarette criticise
decade distribute divide era essay expected
fair (n.) golden honour (v.) (in)complete
(in)decisive (in)experienced (in)formal insist juggler
leap year leisure mark (v.) medal (non-)refundable
(non-)smoking non-stop occupation punctual
ring (n.) spectator time zone (un)clear (un)fair
weekly

Vocabulary

A.

- Ask Ss to read through each set of sentences and the given words.
- To help **lower-performing Ss**, you may choose a few sentences and give Ss clues to help them complete them (*sentence 1: of: the missing verb must be followed by the preposition 'of', sentence 6: into: the missing verb must be followed by the preposition 'into', sentence 10: computer: the missing word must collocate with 'computer'*). You may also provide **lower-performing Ss** with additional help by giving them the correct form of the words. This will help make the task a little less demanding.
- Have Ss do the activity.
- Check the answers with the class.
- To challenge **higher-performing Ss**, you may ask them to make their own sentences using the words in the boxes.

1. accused	10. game
2. criticising	11. competition
3. blamed	12. race
4. share	13. pastime
5. distribute	14. leisure
6. divided	15. occupation
7. medal	16. audience
8. reward	17. fan
9. prize	18. spectators

KEY

game = an entertaining activity with specific rules

race = a competition where the aim is to be the fastest and the one to finish first

leisure = the time spent doing an activity that one enjoys

occupation = an activity you regularly spend time doing

pastime = an activity done for fun, a hobby

fan = somebody who admires another person for the abilities they have

spectator = somebody who watches an activity, especially sports, but doesn't participate

audience = people who watch something (a person speaking, a play, a concert, etc.)

B. R4.1, R4.2

- Have Ss read the dialogue and draw their attention to the words in bold.
- Have Ss read the definitions 1-10 and check their understanding.
- Ask Ss to match the words in bold with their definitions.
- Check the answers with the class.

1. leap year	HEY
2. weekly	
3. time zone	
4. punctual	
5. annual	
6. century	
7. calendar	
8. decade	
9. era	
10. season	

Language plus

criticise = to disapprove of somebody or something; to express an opinion or judgement

blame = to say or think that somebody is responsible for something that went wrong

accuse = to say that somebody has done something bad or wrong

share = to use something with somebody at the same time

divide = to make something separate into parts

distribute = to give something to many people

reward = something that is given for hard work or good behaviour

prize = an award that is given to somebody who wins at a competition or a contest, like an amount of money

medal = a round piece of metal given to a person who has been brave or has won in a competition

competition = a situation in which people compete for something that not everybody can have

C. R4.1 

- Ask Ss to read the sentences and the words in bold, and guess their meaning.
- Have Ss answer the question in the rubric.
- Explain to Ss that the prefixes *in-*, *un-* are used before adjectives and adverbs to give them the opposite meaning. The prefix *non-* can be used in front of a noun, adjective or adverb.
- Have Ss read the words in the box and the sentences 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

All words acquire the opposite meaning because of the prefixes. 

1. non-smoking
2. unfair
3. indecisive
4. informal
5. inexperienced
6. non-refundable
7. non-stop
8. unexpected

Grammar

A.

- Ask Ss to read the sentences and draw their attention to the words in blue.
- Have Ss match the sentences with the uses of the Present Perfect Simple.
- Check the answers with the class.

1. c 2. b 3. a 

- Now ask Ss to underline more examples of the Present Perfect Simple in the announcements on pages 22-23 (...we have made many discoveries, ...if you have always loved..., ...you've probably seen us..., holidaymakers haven't got a clue...).

B.

- Have Ss do the activity.
- Check the answers with the class.
- Refer Ss to the Grammar Reference (pp. 87-88).

have / has 

C.

- Ask Ss to read the sentences from the announcements on pages 22-23, and draw their attention to the words in blue.
- Have Ss do the activity.
- Check the answers with the class.

1. c 2. b 3. a 

- To challenge **higher-performing Ss**, you may ask them to provide extra examples for the uses of the Present Perfect Simple. To help **lower-performing Ss** make their examples, you may provide them with prompts (e.g. I / always / want, I / know / best friend since).

D.

- Have Ss do the activity.
- Check the answers with the class.

1. My brother has won five maths competitions since 2017.
2. We haven't been abroad so far this year.
3. I don't have any hobbies at the moment.
4. Are you visiting your grandmother this weekend?
5. How long do we need to wait until the bus arrives?

E. S1.1 

- Ask Ss to go to the Speaking Activities section and do the Grammar Production Task.
- Divide Ss into pairs, ask them to read through the rubric and check their understanding.
- Have Ss ask and answer questions using the Past Simple for the questions and the Present Perfect Simple for the answers.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.



Suggested answers

- When was the last time you visited a museum? I haven't visited a museum for more than a year.
- When was the last time you ate chips? I haven't eaten chips since last week. / When was the last time you ate out with your family? I haven't eaten out with my family since last month.
- When was the last time you flew a plane? I have never flown a plane.
- When was the last time you travelled abroad? I have never travelled abroad. / I haven't travelled abroad since 2017.
- When was the last time you went to the cinema? I haven't been to the cinema for over a year.
- When was the last time you read a book? I haven't read a book for more than two weeks.

 **Look at the sentences below. How do the prefixes *non-*, *in-*, *un-* change the meaning of a word?**

*We prove that animal species previously thought to be **non-existent** actually do exist.*

*The book is **incomplete**; there's one more chapter that needs to be written.*

*We got lost because the directions were **unclear**.*

Now complete the sentences using the words in the box. The prefixes have already been written for you.

smoking refundable stop expected decisive fair formal experienced

1. This is a non-_____ room, so please put out your cigarette.
2. She spent hours working on her essay so she thought it was un_____ that she got such a low mark for it.
3. She's usually so in_____, so it was quite a surprise when she bought two tickets without a second thought.
4. There's no need for you to wear a suit; it will be an in_____ meeting.
5. When John started working here, he was young and in_____. Now he knows more than I do.
6. If you change your mind about going to the football match, you won't be able to get your money back as the tickets are non-_____.
7. After two days of almost non-_____ rain, we had a sunny day yesterday.
8. We hadn't spoken in years so his phone call was totally un_____.

Grammar Present Tenses - Present Perfect Simple

A. Match the extracts from the announcements on pages 22-23 with the uses of the Present Perfect Simple a-c. Then underline more examples of the Present Perfect Simple in the article.

1. Since then, it **has grown** more and more popular with hundreds of thousands of fans worldwide.
2. This year at the Gosford Beach Hotel, we've **set up** the GB lost property office...
3. We're there to find any metal objects that **have dropped** into the sand and to return them to their rightful owners.

The Present Perfect Simple is used:

- a. to talk about an action or actions which happened in the past, but the time it/they happened is not mentioned.
- b. to talk about an action/state that started and finished in the past, and the results are obvious in the present.
- c. to talk about an action/state that started in the past and continues up to the present; the emphasis is on the outcome.

B. Look at the examples from activity A again and complete the rule.

Present Perfect Simple

subject + _____ / _____ + past participle

C. Read the extracts from the announcements on pages 22-23. Identify the tenses of the verbs in blue and answer the questions.

- a. This year, for example, we **are travelling** to Mongolia in search of the mysterious Almas.
- b. The UG's group digs **take place** twice a month.
- c. If you **have** always **loved** monsters and chasing the great unknown, then cryptozoology is for you.

1. Which of the verbs in blue refers to an action or state that started in the past and is the case now?
2. Which of the verbs in blue refers to something that happens repeatedly?
3. Which of the verbs in blue refers to something that is arranged to happen / take place in the future?

D. Use the prompts to make sentences, using either the Present Simple, Present Progressive or Present Perfect Simple.

1. my brother / win / five maths competitions / 2017

2. we / not be / abroad / so far / this year

3. I / not have / hobbies / at the moment

4. you / visit / your grandmother / this weekend?

5. How long / we / need to wait / the bus arrives ?

 **E. Turn to page 82 in the Speaking Activities section and do the Grammar Production Task.**

Listening

A. Discuss in pairs/groups.

- What types of leisure activities can you think of?
- What do you like doing in your free time and why have you chosen this particular type of activity?

B. Listen to people talking in six different situations and answer the questions. Choose a, b, c or d.

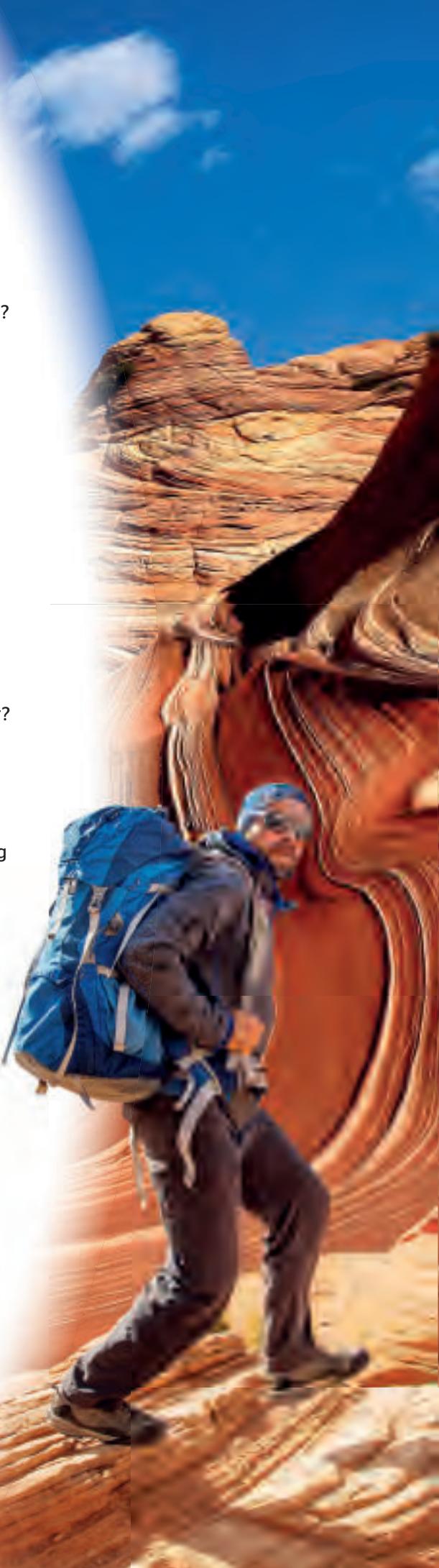
1. You hear a sports journalist speaking on a radio programme. Where is the speaker now?
 a. in the news studio
 b. on the football pitch
 c. in the changing room
 d. in a press conference
2. You hear a man talking on the phone about his athletic career. How does the man feel about being selected for the national team?
 a. He is upset.
 b. He is unsure.
 c. He is delighted.
 d. He is optimistic.
3. You hear a husband and wife talking about hiking and swimming. What is the man's opinion?
 a. Hiking is as boring as swimming.
 b. Swimming is the best way to exercise.
 c. Hiking is more demanding than swimming.
 d. Hiking is not suitable for people who want to exercise regularly.
4. You hear a man talking on the telephone. Why is the speaker making the call?
 a. to give directions
 b. to make a complaint
 c. to request information
 d. to apologise for going somewhere
5. You hear the following on the radio. What is it?
 a. a news bulletin
 b. an advertisement
 c. a history documentary
 d. a travel announcement
6. You hear a man telling his wife about his great-grandfather's stamp collection. What does the stamp collection reveal about his great-grandfather?
 a. He wrote a lot of letters.
 b. He worked at the post office.
 c. He was interested in making money.
 d. He was good at collecting and organising.

C. Listen again and fill in the gaps in the sentences below with an appropriate word or phrase. You should write no more than two words in each gap.

1. The players and manager are very disappointed because they expected to have a(n) _____.
2. The man feels that representing his country in the National Championships is a(n) _____.
3. The man says that hiking is good for you because you get a lot of _____.
4. The man is familiar with the fact that their next _____ is taking place at a new venue.
5. Scouting programmes today try to teach children the importance of helping other members of their _____.
6. The man's great-grandfather often bought new stamp collections from the _____.

D. Discuss in pairs/groups.

- Besides stamps, what other kinds of things do people collect?
- Do you or would you like to collect something? If yes, what and why? If no, why not?



Learning Standards**SB:** S1.1, S2.3, L2.1, L2.2, L2.5, W2.2, W2.3**Functions**

Asking for and expressing opinion

Vocabulary

a hunger (for knowledge) a thirst (for knowledge)
 astronomy baking besides changing room
 competitive spirit consider diary writing extroverted
 free time fulfilment horse riding individual indoor
 introverted outdoor physically press conference
 pursue regularly represent routine sewing
 soap making take risks

Listening**A. S1.1**

- Divide Ss into pairs/groups.
- Ask Ss the questions, elicit answers and initiate a short discussion.

Suggested answers

- There are different kinds of leisure activities. Examples of leisure activities that keep you active include, fishing, hunting, gardening, bird watching, skiing, snowboarding, backpacking, scuba diving and snorkelling. Other leisure activities are creative and involve making something. These include painting, sewing, knitting, jewellery making, baking, carpentry and doing puzzles.
- When I have a bit of free time on my hands, I enjoy writing in my diary. I enjoy this activity because it gives me an opportunity to reflect on my thoughts and feelings.

KEY**B. L2.1, L2.2, L2.5**

- Ask Ss to read through situations 1-6 as well as the respective answer choices and check their understanding.
- Alternatively, to challenge **higher-performing Ss**, you may modify this activity from multiple choice to open-ended questions. Write questions 1-6 on the board (without the options) and ask Ss to close their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class.

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

KEY**C. L2.1**

- Ask Ss to read through the sentences and check their understanding. To help **lower-performing Ss**, you may provide them with the first letter of each word that completes the sentence.
- Play the recording again and have Ss do the activity.
- Check the answers with the class.

1. easy victory 4. training session
 2. huge responsibility 5. community
 3. fresh air 6. post office

D. S1.1

- Divide Ss into pairs/groups.
- Ask Ss the questions and initiate a short discussion.

Suggested answers

- Other kinds of things that people collect include dolls, antique furniture, works of art, cutting boards, glassware, licence plates, kitchen tins, cake plates, photographs, autographs, maps, comic books, postcards, jewellery, bottles and more.
- No, I don't, and I wouldn't be interested in collecting anything either. The reason is that I don't like the clutter and dust that goes with collecting things. I am practical by nature and prefer to have things that serve a specific purpose and are of use to me. Nevertheless, If I had money that I didn't mind spending, I would collect valuable pieces of jewellery which I could pass down to my children.

KEY

Speaking

S1.1, S2.3

- Divide Ss into pairs.
- Have them read the questions and look at the pictures.
- Then ask them to go through the phrases/expressions in the boxes and enlist the help of **higher-performing Ss** to explain any unknown words.
- Have them discuss the questions.
- Remind them to use some of the phrases/expressions in the boxes and to justify their opinions.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Note: This activity contributes to Ss' personal and social development by raising their awareness of key aspects of interaction.

Suggested answers

- What is your name?
- What leisure activity do you do in your free time?
- When did you start this (leisure) activity? / When did you start doing this (leisure) activity?
- How much time do you spend on this (leisure) activity?
- Where do you do this (leisure) activity?
- What are the features of this (leisure) activity?
- What are your reasons for liking this (leisure) activity?
- What are your achievements in this activity?

KEY

Suggested answers

KEY

- I, personally, enjoy being physically active, so leisure activities, such as horse riding appeal to me much more than soap making, sewing and diary writing. Horse riding is both exciting and challenging and there is also an element of danger, which keeps you on your toes. On the other hand, soap making, sewing and diary writing are all boring and repetitive.
- Well, it seems to me that people who like horse riding are very athletic and fit and enjoy testing their limits and taking risks. Their choice of leisure activity also shows that they love being outdoors and enjoy the feeling of freedom it gives them. On the other hand, I think people who like baking are creative. They obviously enjoy experimenting with different ingredients and flavours, and experience a sense of satisfaction and fulfilment from producing something others will enjoy. The same is true of people who love soap making. Those who like sewing are artistic. They clearly value aesthetics and enjoy creating something that is uniquely theirs. As for people who do amateur astronomy, I consider them adventurous at heart and curious by nature. They are clearly drawn to the unknown and have a thirst for knowledge and learning. Concerning people who keep a diary, they are, no doubt, contemplative by nature. They enjoy thinking about and understanding various aspects of their lives and use the written word as a way of working through their thoughts and feelings. I think that these people are most probably introverted and find expression in writing.

Writing

W2.2, W2.3

- Ask Ss to go through the steps and do the activities.

1.

- Explain to Ss that in this activity they have to create a questionnaire and conduct a survey to find out about some of their classmates' leisure activities.
- Instruct Ss to copy the template in their notebooks.
- Inform Ss that when they draw the template, they should not copy the information written in brackets in the first column. Instead, they must use these words/phrases to write the questions that they will be asking their classmates.
- Once Ss have finished drawing their templates, check that they have written the questions correctly.

2.

- Ss must then choose three Ss that they do not know much about to carry out their survey.
- While they are carrying out their survey Ss must write the answers they receive (in note form) on their questionnaires.

3.

- Once Ss have completed their survey, they must write a paragraph in which they report on their findings.
- Allow Ss enough time to write their paragraphs in class.
- Choose several Ss to read out their paragraphs.

Suggested answer

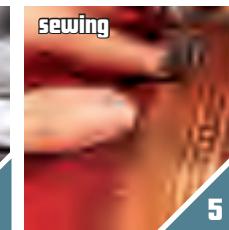
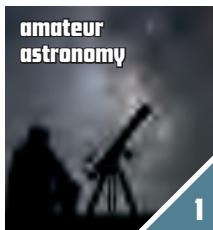
Khaled and Jamal both play football at school. They have football practice three times a week, usually on Sundays, Mondays and Wednesdays. They also often have a football match on Thursdays after school. Khaled started playing football six years ago whereas Jamal only started two years ago. The characteristic features of football outlined by both Khaled and Jamal are that it is a team sport that is played in countries all over the world. Both of them said that they enjoy football because it is fast-paced, fun and exciting. Khaled also said that he loves the sense of achievement he feels when he scores a goal. Jamal pointed out that his team won the local tournament both last year and the year before. Khaled said that his greatest achievement was winning the Best Goal Scorer of the Year Award two years ago.

As for Ahmed, his favourite leisure activity is falconry. He does not own a falcon, but his uncle does. Ahmed started attending events with his uncle about two years ago. These events take place mainly during the hunting season, which runs from September to March. The characteristic features of the sport are time, commitment, patience, courage and self-discipline. Ahmed says that he likes this sport because falcons are very strong, beautiful birds of prey, and holding one is a unique experience. He has not achieved much yet but plans to. This year he started an apprenticeship with his uncle and hopes to become a master falconer in about seven years' time.

Speaking

Work in pairs. Look at the following pictures and discuss the questions. The phrases/expressions in the boxes below may help you.

- Which of these activities do you prefer? Why?
- What do you think someone's choice of leisure activity says about their character?



Expressing preference

I prefer ... to ... because...
I prefer activities that are...
I like ... so I would prefer...
I am ... by nature, so...
I would rather ... than...
The leisure activity I would choose is ... because...

Expressing an opinion

I, personally, think/believe/consider/find/feel that...
It seems to me that...
I guess that...

boring/challenging/creative/exciting/individual/interesting/popular **hobby/activity/pastime**

enjoy/follow/start/pursue/take up a **hobby**
adventurous/artistic/athletic/curious/energetic/extroverted/introverted/organised/outgoing/patient/reserved **by nature**
be physically active
spend (sb's free) time doing...
take risks
experience a sense of satisfaction/fulfilment/achievement
a thirst/hunger for knowledge and learning
competitive spirit
indoor/outdoor **activity**
escape/break **from routine**
in the comfort of sb's home

Writing

Follow the steps below to find out about the leisure activities of some of your classmates and to write about your findings.

1. Create a questionnaire by copying the template on the right in your notebook and using the words/phrases in brackets to write questions in the first column.
2. Using the questionnaire you created, carry out a survey on three members of your class and write their responses in the corresponding boxes. The tip and the sentences/phrases in the language box below may help you.

SURVEY OF LEISURE ACTIVITIES			
QUESTIONS	STUDENT A	STUDENT B	STUDENT C
(name)			
(leisure activity)			
(date started)			
(time spent on activity)			
(location)			
(features)			
(reasons for liking)			
(achievements)			

Signalling non-understanding

Sorry, I don't quite understand what you said.
I'm afraid I didn't understand that.

Asking for repetition

Could you repeat that for me, please?
Could you say that again, please?

Asking for definition or clarification

Sorry, what does ... mean?
What do you mean by...?
Could you explain that to me, please?
Sorry, did you say...?

- Before you speak, think about what you want to say.
- Speak slowly and clearly.
- If you are unable to remember a word, find another way to say it.
- If the person you are talking to doesn't seem to understand what you are saying, repeat it using different words.
- If you don't understand what someone is saying / has said, ask for clarification or repetition.
- Show an active interest in the conversation by maintaining eye contact with the person you are talking to and listening to what they are saying.
- Be polite and don't interrupt someone when they are talking.

3. Write a paragraph based on your findings.

TIP

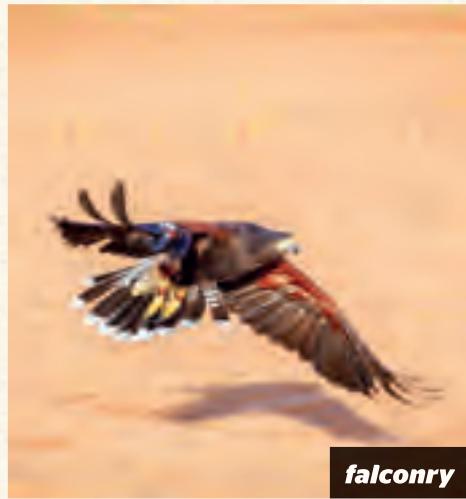
Reading

A. Discuss in pairs/groups.

- Have you ever watched sports in which animals are competing? Mention some.
- Why do you think people like to watch animals compete?

B. Read the text and decide why it was written.

- to entertain the reader by providing interesting reading material
- to convince the reader about an opinion
- to advertise an event and convince the reader to take part
- to provide the reader with necessary information



falconry

ON THE HOOF, ON THE WING, ON THE GO!

For most spectators, nothing is as exciting as watching athletes display their remarkable sports skills, whether these athletes are humans or animals. Many animals are naturally **gifted** with the physical ability of champions able to defeat even the most trained human athlete.

5 Jamaican Usain Bolt, the fastest sprinter in the world, can run at an impressive 27.44 miles per hour but he would be too slow to beat thoroughbred *Winning Brew*, the horse that ran at 43.97 miles per hour in its heyday. With horses able to run so fast, it isn't surprising that equestrianism has a long history. Anyone who has ever sat in a 10 saddle and felt all that horse power under them can tell you what a thrilling and unique experience it is.

For a long time, horses were the closest people got to high speed. That's why ancient Roman charioteers were the Formula 1 drivers of their time. Fans would rush to the Roman hippodromes wearing 15 their favourite chariot team's colours, just as modern-day football fans **show up** in their team's colours on a Saturday.

At the *Palio di Siena* in Italy, to this day, winning the horse race is a matter of honour. Participants ride bareback around the Piazza del Campo. It is a fast and furious race where riders have no saddles, and it is not 20 uncommon for horses to finish the race without their **jockeys**. The *Palio*, however, is safer than the *Running of the Bulls* festival in Pamplona, Spain, where people get injured and even die each year while trying to outrun the bulls.

Despite the **odds**, people have always enjoyed testing their strength and endurance against bulls. Ancient paintings show bull-leaping, known as *tavrokathapsia*, a sport once practised in Minoan Crete. Agile Minoans would grab 25 bulls by the horns and cartwheel across their backs, making today's rodeo events seem like child's play.

Another sport using animals is camel racing. Camels run at an average speed of 25 miles per hour, with short **bursts** of speed as high as 40 miles per hour, and can run faster than horses, especially on sandy ground. The first camel-horse race was a 109.4-mile race recorded in 1892. The horse won, but died of exhaustion as soon as it crossed the finish line. The camel, however, was just fine. Camel racing is an ancient sport that has been 30 around for centuries. It is considered an important part of Middle East culture and tradition and is still enjoyed today in countries such as Qatar and Oman. It is also gaining supporters in Australia, where events are becoming more and more popular. For instance, The Boulia Desert Sands attracts thousands of tourists every year. It is the biggest prize money camel race in Australia.

Another popular sport in the Middle East, especially in Qatar, is falcon racing. Falcons can reach speeds of up 35 to 200 miles per hour. Though falcon training requires time and patience, an actual falcon race can be over **in the blink of an eye**.

All around the world animals can be found in any number of sports. All around us, there are animals with skills most humans would **envy**. The more you look into the subject, the more fascinated you are likely to become with the amazing skills and abilities animals exhibit.



equestrianism

Running of the Bulls,
Pamplona, Spain

Learning Standards

SB: S1.1, R1.1, R4.1, R4.2, R2.1, R2.2, S2.3

Functions

Expressing preference, expressing an opinion, signalling non-understanding, asking for repetition, definition or clarification

Vocabulary

actual advertise agile bull compete convince
 cross the finish line defeat (v.) display (v.) endurance
 entertain equestrianism evidence exhaustion
 falcon gifted honour (n.) horn in the blink of an eye
 jockey leap (v.) long distance odds outrun
 participant remarkable rodeo saddle sandy
 show up sprinter to this day uncommon unique

Reading

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I watched a horse race a long time ago and I was stunned by their beauty and, of course, by their speed. The race lasted a couple of minutes at the most!
- People have enjoyed watching competitions since the beginning of mankind. I think it's in our nature to admire animals' achievements, as far as their speed, strength and endurance is concerned.

KEY

B. R1.1

- Draw Ss' attention to the pictures and ask them to tell you what they can see (*a falcon in flight, a horse in a competition, a picture of people and bulls in Pamplona, Spain and a picture of a camel race with robotic jockeys in Qatar*).
- Draw Ss' attention to the title of the text.
- Check Ss understanding of the phrases in the title and ask them what they have in common. (*They all refer to movement. In addition, the first and second phrase refer to different parts of an animal's body*.)
- Ask Ss to tell you what they think the text will be about, but don't reveal the answer.
- Have Ss read through the text and do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answer.

Language plus

hoof = the bottom part of a bull's, horse's, cow's, deer's, etc. leg

on the hoof = done while in movement (and without proper thought or attention)

on the wing = in flight (of a bird)

on the go = in constant motion, active, energetic or very busy

Background knowledge

Usain Bolt, who is widely regarded as the fastest sprinter of all time, was born in a small town in Jamaica in 1986. His talent became apparent at a very young age and by high school he was being coached by Pablo McNeil, a former Olympic sprint athlete. In 2002 Bolt became the youngest world-junior gold medallist after winning the 200 m race in the World Junior Championships. Bolt's accomplishments are impressive and include becoming a nine-time Olympic gold medalist and an eleven-time World Champion. His impressive feats earned him the nickname 'Lightning Bolt'. Bolt retired in 2017 after the World Championships at the age of thirty-one.

Siena, located in Tuscany, which is a region in central Italy. The city developed through the Middle-Ages, which is when the most important buildings of the town were built. The Palio, which is the most important event in Siena, takes place twice a year, on the 2nd of July and on the 16th of August. It is a horse race, which reportedly has its origins in the 6th century, that takes place in the beautiful Piazza del Campo, a huge medieval square found in the heart of Siena. Every year ten 'contrade' or city districts, each with its own emblem and colours, participate in the historical race. Winning the race is a matter of honour, privilege and pride and the residents of each 'contrada' put in a lot of effort in preparation for this event.

Pamplona is the capital city of Navarre, which is a province in southern Spain. The Running of the Bulls festival is held in the narrow streets of Pamplona. It takes place at eight o'clock every morning between the 7th and the 14th of July. Participants cover a distance of 875 metres while being chased by bulls. The race finishes inside the bullring, an arena in which bullfights take place. Although the distance participants cover is not so great, more often than not, they do not manage to complete the race because of the enormous speed of the bulls. The festival dates back to the 14th century and is said to have arisen from the need to transport bulls from the fields where they were bred to the bullring where they would be slaughtered for their meat.

The purpose of the text is a. 

C. R2.1, R2.2 

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

Why do people enjoy watching animals compete? Because they have remarkable physical abilities.

Can Usain Bolt beat a horse? Why? No, he can't. He can run at an impressive 27.44 miles per hour but he would be too slow to beat thoroughbred Winning Brew, the horse that ran at 43.97 miles per hour in its heyday.

Why were the Roman charioteers considered the Formula 1 drivers of their time? Because for a long time, horses were the closest people got to high speed.

Where does the Running of the Bulls festival take place? in Pamplona, Spain

Is it safer than the Palio? No, it isn't. People get injured and even die while trying to outrun the bulls.

Where did tavrokathapsia take place? in Minoan Crete

What did it involve? It involved grabbing bulls by the horns and cartwheeling across their backs.

What's the average speed at which camels run? 25 miles per hour

When did the first camel-horse race take place and what was the distance covered? It took place in 1892 and covered 109.4 miles.

Which animal won the race? The horse won but died of exhaustion.

In which regions is camel racing popular? in the Middle East and in Australia

Which sport is also popular in the Middle East, especially in Qatar? falcon racing

What's the maximum speed at which a falcon can fly? 200 miles per hour

- Ask Ss to read through the statements and check their understanding.
- Allow Ss enough time to do the activity.
- Check the answers with the class.

- Anyone who has ever sat in a saddle and felt all that horse power under them can tell you what a thrilling and unique experience it is.
- Fans would rush to the Roman hippodromes wearing their favourite chariot team's colours, just as modern-day football fans show up in their team's colours on a Saturday.
- It is a fast and furious race where riders have no saddles, and it is not uncommon for horses to finish the race without their jockeys.
- Agile Minoans would grab bulls by the horns and cartwheel across their backs, making today's rodeo events seem like child's play.
- The first camel-horse race was a 109.4-mile race recorded in 1892. The horse won, but died of exhaustion as soon as it crossed the finish line. The camel, however, was just fine.
- Though falcon training requires time and patience, an actual falcon race can be over in the blink of an eye.

- Explain any unknown words and choose some Ss to read out the text.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

D. R4.1, R4.2 

- Refer Ss to the text and ask them to find the words 1-7.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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

E. S1.1, S2.3 

- Have Ss answer the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I think I would be interested in watching horse and camel races. I would enjoy watching these animals run because they are graceful and powerful at the same time.
- Yes, I think that in sports such as horse or camel racing, animals are treated well, so that they give their best performance. In many cases, it would also be illegal to treat them badly. / No, I think that most of the time animals are treated badly. The owners of animals involved in sports profit from them and, therefore, need them to perform at their best. For this reason, they put them through intensive training and often make them do things that they would most probably not naturally do.



Read the text again and find evidence to support the following statements.

STATEMENT	EVIDENCE
1. A person must try horse riding to understand what the experience is like.	
2. Football fans today display similar behaviour to fans of another sport thousands of years ago.	
3. During the <i>Palio</i> , riders sometimes fall off their horses.	
4. What the Minoans did would make a sport practised today seem very easy.	
5. The camel is better suited than the horse for long-distance racing.	
6. A falcon race can finish very quickly.	



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

1. gifted	<input type="checkbox"/>
2. show up	<input type="checkbox"/>
3. jockey	<input type="checkbox"/>
4. odds	<input type="checkbox"/>
5. burst	<input type="checkbox"/>
6. in the blink of an eye	<input type="checkbox"/>
7. envy	<input type="checkbox"/>

a. to wish that you had what someone/something else has
b. a person who rides a horse, camel, etc. in a race
c. happening very quickly
d. to have a natural ability to do something
e. a sudden increase
f. to appear
g. sth that makes it seem difficult/impossible to do sth

E. 💬 Discuss in pairs/groups.

- Which of the sports mentioned would you be interested in watching?
- Do you think the animals involved in the various sports are treated well? Why? / Why not?

Vocabulary

A. Read the examples below and notice the phrases in bold. Can you think of any other words that collocate with *play*, *go*, *do*, *go to*, *collect*, *join* and *belong to*?

- My cousin **plays basketball** in the school team.
- My friends and I are **going skiing** next weekend.
- Fatima **goes to the gym** twice a week. She **does aerobics** there.
- A:** Do you **belong to the drama club**?
- B:** No I don't, but I plan to **join the club** soon.
- Did you know that my sister has a big stamp collection? She has been **collecting stamps** for three years.

B. Match the verbs with the sports/hobbies to form collocations.

1. play
2. go
3. do
4. go to
5. belong to / join
6. collect

- a running track, the beach, a leisure centre, the gym
- martial arts (karate, tae kwon do, etc.), Pilates
- swimming, ice skating, camping, bowling, hiking, cycling
- a club, an organisation, a gym
- coins, postcards, model cars/aeroplanes, comics
- football, hockey, pool, tennis, golf, board games

C. Complete the sentences with the appropriate form of the verbs in activity B above.

1. Bradley loves to _____ table tennis and he _____ the local table tennis club.
2. Jassim _____ postcards from the places he goes to on holiday.
3. My friends and I _____ the leisure centre to _____ pool every Saturday afternoon.
4. Peter has a black belt in karate. He _____ karate for many years.
5. I want to lose some weight so I think I will _____ a gym and _____ some weightlifting and aerobics.

Grammar Comparisons

A. Read the extracts from the text on page 28 and match the different uses of the comparative and superlative form with the extracts. Then underline more examples of comparisons in the same text.

1. **The more you look** into the subject, **the more fascinated** you are likely to become...
2. ...in Australia, where events are becoming **more and more popular**.
3. The **Palio**, however, **is safer than** the Running of the Bulls festival...
4. ...nothing **is as exciting as** watching athletes display their remarkable sports skills.
5. ...Bolt, **the fastest sprinter in the world**, can run at an impressive 27.44 miles per hour

- a. The comparative form is used to compare two people, animals, things or situations.
- b. The superlative form is used to compare one person, animal, thing or situation with several of the same kind.
- c. The structure *comparative form + and + comparative form* is used to indicate continual increase or decrease.
- d. The structure *the + comparative form + the + comparative form* is used to describe two actions or situations, one of which comes as a result of the other.
- e. The structure *(not) as + adjective/adverb + as* is used to show similarity or dissimilarity.

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use no more than five words, including the word given. The first one has been done for you.

1. You become increasingly fit the more you work out. **AND**
You become fitter and fitter the more you work out.
2. Riding a bike is not as challenging as horse riding. **LESS**
Riding a bike is less challenging than horse riding.
3. Sewing is not as easy as diary writing. **DIFFICULT**
Sewing is not as easy as diary writing.
4. Camel racing and horse racing are both exciting to watch. **AS**
Camel racing is as exciting as horse racing.
5. I prefer baking to sewing. **MORE**
I like baking more than sewing.
6. Harun plays chess better than anyone else. **BEST**
Harun plays chess better than anyone else at playing chess.
7. I have never had such a bad time. **WORST**
That was the worst time I have ever had.
8. Falcon racing is more popular than amateur astronomy in Qatar. **NOT**
Amateur astronomy is not as popular as falcon racing in Qatar.

Learning Standards

SB: S1.1, L2.1, S2.3

Structures

Comparisons

Vocabulary

appealing board game capture caving club dull
educational express (oneself) indoors inexpensive
leisure centre martial arts mini model car
monotonous outdoors Pilates remote control(led)
repetitive running track weightlifting

Vocabulary

A.

- Have Ss read the examples and draw their attention to the phrases in bold.
- Have Ss think of other words that collocate with these verbs. Elicit answers.
- Point out to Ss that generally, *go* is used with sports or activities ending in *-ing*, *do* with recreational activities and non-team sports or sports played on an individual level and *play* is usually used with team sports or sports in which a ball is required.

Suggested answers

play volleyball, go windsurfing, go to the football club, do Pilates, belong to a book club, join a capoeira class, collect fridge magnets

KEY

B.

- Have Ss do the activity.
- Check the answers with the class.

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

KEY

C.

- Ask Ss to read through the sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. play, belongs to / has joined
2. collects
3. go to, play
4. has done
5. join, do

KEY

- To challenge **higher-performing Ss**, you may have them write sentences using the collocations they have learnt on a piece of paper. You may then collect these pieces of paper and write some of these sentences on the board omitting the verb. Have **lower-performing Ss** complete the sentences for extra practice.

Grammar

A.

- Ask Ss to read the extracts from the text on page 28 and draw their attention to the words in bold. Have Ss say how they function in the sentences (*to indicate some form of comparison*).
- Ask Ss to read the different uses and match them with sentences.
- Have Ss do the activity.
- Check the answers with the class.
- Refer Ss to the Grammar Reference (p. 88).

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

KEY

B.

- Have Ss read the rubric and make sure they understand what they need to do.
- Remind Ss that the two sentences must have the same meaning.
- To help **lower-performing Ss** determine which part of the sentence they need to change, have them underline in the first sentence the words that appear in the second sentence. You may also provide **lower-performing Ss** with the first word needed to complete the sentence (e.g. sentence 1: fitter).
- Have Ss do the activity.
- Check the answers with the class.

1. (answer given)
2. is less challenging than
3. is more difficult than
4. as exciting to watch as
5. more than (I like)
6. is the best
7. is the worst time
8. is not as popular as

KEY

Listening

A. S1.1

- Ask Ss the questions, elicit answers and initiate a short discussion.

Suggested answers

- Yes, more so than in the past. Adults and teenagers today enjoy similar interests because technology has helped to bridge the generation gap. For instance, both adults and teenagers may engage in social networking, play online games and take part in discussions concerning topics of interest on Internet forums.
- Yes, they do. For instance, if a person does a desk job that requires them to sit in front of a computer all day, they may be inclined to do something more energetic and physically demanding during their free time to compensate. Alternatively, a person may love their job so much that they spend their free time doing things that help them become better at it. For example, a teacher may spend his/her free time doing arts and crafts projects at home to find interesting ways to engage his/her students.

B. L2.1

- Tell Ss that they are going to listen to an interview with a scientist.
- Ask Ss to read through the sentences and the options and check their understanding.
- Alternatively, to challenge **higher-performing Ss**, you may modify the activity from multiple choice to open-ended questions. Write questions 1-7 on the board (without the options), ask Ss to close their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Point out to Ss that it can sometimes be helpful to make brief notes in the form of a word, date, number, etc. to help them remember.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

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

KEY

C. S1.1

- Divide Ss into pairs/groups and ask them the questions.
- Initiate a short discussion.

Suggested answer

- I personally think that the hectic pace of modern life is making it increasingly difficult for young people to find time to do the things they enjoy.

Speaking

S1.1, S2.3



- Divide Ss into pairs consisting of a **higher-performing student** and a **lower-performing student**.
- Have them read the rubric and tip and look at the pictures.
- Then ask them to go through the words and expressions in the boxes and have the **higher-performing Ss** explain any unknown words to the **lower-performing Ss**.
- Have Ss discuss the different hobbies and how appealing each of these would be for the students at their school. Then have them decide which two would be most popular.
- Remind Ss to provide justification for their answers.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Note: By pairing **higher-performing Ss** and **lower-performing Ss** you are creating an inclusive and supportive learning environment.

Suggested answers

A: I think flying a remote-controlled mini aircraft can be fun for students who spend a lot of time indoors. It's a hobby that they can enjoy outside in the fresh air.

B: True. Also, it's a hobby that someone can do on their own or with friends.

A: You're right. I suppose the only expense is buying the aircraft, but I guess it's worth it, since you are going to fly it for a long time!

B: As far as I'm concerned, I don't think they are expensive, or at least the prices start very low. What about jewellery making? It would be a good hobby for someone who is good with their hands.

A: They'd have to be patient too, because they would be working with small beads and other things.

B: I think it's a good hobby because if someone makes some nice pieces of jewellery, they can give them to friends or family as presents.

A: Maybe, if they are good at it. It looks simple, but I don't think it's for everyone.

B: Well, if someone likes making things and has an artistic eye, they'd like it.

A: Well, it's just that I think jewellery making would be a little dull for some people as a hobby. How do you feel about photography?

B: I think photography is a great hobby. Most students have their own cameras and would love to learn new techniques. They can take photos wherever they are and if they like travelling, then it can be a nice way to capture images from a trip.

A: It's certainly a very creative hobby. I'd like to point out, though, that it would need some expensive equipment.

B: I know. In the beginning, you'll have to buy a camera, but I think many students may already have one or at least a phone which has a good camera. Now, caving. What do you think of it?

A: Caving is the most adventurous of the hobbies. It must be very exciting.

B: For sure, but it wouldn't be for everyone.

A: You're right. It's a hobby that is a bit out of the ordinary. If you ask me, exploring a cave is more interesting than any of the other hobbies. It's also great for active and adventurous people.

B: You have a point, but if someone doesn't like small, tight spaces, being inside a cave could be a nightmare. Plus, you would need to be with an instructor or it could be dangerous.

A: I see what you mean. The school would have to get an experienced instructor to organise the trips to the caves. But it's more exciting than collecting old postcards, for example. What do you think?

B: Well, sure, I agree. Collecting old postcards may be a hobby for someone who likes memories and pictures, but I don't think collecting old postcards is a very exciting hobby for a student.

A: That's right. And to be honest, I don't think you need to be in a club if you want to collect something. You can do it on your own.

B: That's true.

A: So, which options do you think are the most suitable for the students at our school?

B: Well, I think photography is creative and also could be challenging, so a photography club would be appealing to most students.

A: I agree. I also think caving would be a good choice. It is very active, exciting and challenging. It would be a completely different way for students to stay active and learn about nature at the same time.

B: You're right. It sounds like fun and it's also educational! So I guess it's photography and caving then!

KEY

Listening

A. Discuss in pairs/groups.

- Do teenagers and adults have similar hobbies these days? Why? / Why not?
- Does a person's professional interests influence their choice of leisure activities? How?

B. Listen to an interview with a scientist and answer the questions. Choose a, b, c or d.

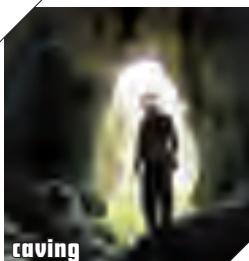
1. Bilgin prefers beaches
 - a. with lots of people and entertainment.
 - b. that are easy to access.
 - c. that are close by.
 - d. with trees for shade.
2. Bilgin intends to
 - a. study sea creatures for work purposes.
 - b. take up a new water sport.
 - c. spend more time at the sea from now on.
 - d. train harder.
3. The swimming pool is
 - a. a short distance from Bilgin's house.
 - b. usually very busy.
 - c. situated inside a building.
 - d. not big enough to train in.
4. Bilgin and his friends meet at an art studio
 - a. that is spacious and has many rooms.
 - b. on a weekday.
 - c. that is situated out of town.
 - d. on different days of the week.
5. Bilgin and his friends
 - a. all know each other from school.
 - b. live close to each other.
 - c. have very little in common.
 - d. share a strong passion for art.
6. Bilgin enjoys writing
 - a. but only as a leisure-time activity.
 - b. but not as much as he enjoys reading.
 - c. in his diary every day.
 - d. because it helps him get rid of stress.
7. Bilgin likes
 - a. cooking for friends and family.
 - b. eating out regularly.
 - c. going out for lunch.
 - d. going to the same restaurant every week.

C. Discuss in pairs/groups.

- Do you think young people today have enough free time to do leisure activities? Why? / Why not?

Speaking

 Imagine that your school is organising after-school clubs for its students. Below are some choices they are thinking about. First, talk in pairs about the different hobbies and how appealing each of these would be for students at your school. Then decide which two hobbies would be the most popular.



Asking someone's opinion

What do you think?

How do you see it?

How do you feel about...?

Don't you think that...?

Expressing an opinion

The way I see it...

If you ask me...

In my opinion,...

Expressing comparison

... is more interesting than...

... isn't as exciting/fun as...

... is the most suitable for them because...

One of the best/worst things about ... is that...

... would appeal more to ... than to...

... is sure to interest students more than...

active

appealing

capture

creativity

dangerous

dull

educational

express oneself

indoors

(in)expensive

instructor

monotonous/

repetitive

outdoors

patience

technique

 **The way I see it, caving is more exciting than... What do you think?**

• There are no right or wrong answers but you must make sure to justify your answer.

• Remember this is not a monologue, so both speakers must have equal opportunity to speak.

• Generate conversation by asking your partner questions and responding to his/her opinion.

• Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

Writing An announcement

A. Discuss in pairs/groups.

- Do you have noticeboards in your school? What type of announcements can you find on them?
- What other types of announcements might you expect to find on a school noticeboard?

B. Read the four announcements below. What things are mentioned in all of them?

YEAR ELEVEN

NOTICEBOARD

1 

4th Annual Sponsored Bicycle Ride

Want to help children in need?

Well, here's the opportunity you've been looking for! This year we're raising money to buy toys and books for children in refugee camps.

We leave from the school gates at 9.00 a.m. on Monday 9th February, and should all be back by around 1.00 p.m.

Last year we made £3,000.

This year, let's try to raise even more!

For more information, speak to any member of the PE staff.

3

To: All Year 11 students
 From: Mr Keets, Head of Year
 Date: 2 February 2019
 Subject: Exam entry forms

This is to remind all Year 11 students that your exam registration forms must be sent to the Central Examination Board no later than the twentieth of this month.

If you need any help filling in the forms or need advice about your choices, contact me or Mr Yates as soon as possible.

Exams will be held at Colridge Sports Centre in Quincy Road. Free transport to and from the centre is provided.

2 

HAMLET AUDITIONS

Yes, it's that time of the year again, folks! We are delighted to announce that this year the school play committee has decided on **William Shakespeare's Hamlet**.

Auditions will be taking place in the school theatre all next week (9-13 Feb).

For more information, see Miss Ophelia or Mr Horatio in the English Department. We also need: set designers, costume designers, etc. Get involved and have a great experience!

4 

THINK YOU'VE GOT WHAT IT TAKES?

Are you tough enough for the new boot camp workout with Mr Norris?

When: Tues/Thurs lunchtimes
Where: the gym

remember – no pain, no gain

Speak to the PE staff to find out more.

C. Read the announcements again. Then read the statements below and match them to the corresponding announcement(s). Write the correct number, 1-4, in the boxes.

This announcement:

- refers to something that can be done on more than one day?
- mentions something that is not obligatory?
- discusses something that won't happen on the school premises?
- makes an emotional appeal to encourage people to get involved?
- uses a rhetorical question to grab the reader's attention?
- makes use of exclamations to express enthusiasm?

Learning Standards

SB: S1.1, R2.3, R2.2, W2.2, W2.3, W1.1, W2.1, W3.2

Functions

Writing announcements

Vocabulary

accompany audition board (examination) boot camp
committee delighted department extracurricular
noticeboard proposal raise money refugee camp
regards registration (for exams) sponsored

Writing

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- Yes, we do. Announcements include information about a new club that is starting, lost property, a school trip, exam dates, an event that is being organised, etc.
- Other types of announcements may include information about the retirement of a member of staff or a new teacher joining the school staff.

B. R2.3

- Ask Ss to read the four announcements and ask them the question in the rubric.
- Elicit answers.
- Check the answers with the class.

the topic of the announcement, dates, location,
a person or people to contact

KEY

C. R2.2, R2.3

- Ask Ss to read the announcements again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss to read through the statements and check their understanding.
- Get Ss to identify the key words/phrases in each statement.
- Have Ss do the activity.
- Check the answers with the class.

a. 2, 3, 4 b. 1, 2, 4 c. 1, 3 d. 1 e. 1, 4 f. 1, 2

KEY

- Explain any unknown words and choose some Ss to read out the announcements.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the announcements.

D. R2.3

- Ask Ss the question and elicit answers.
- Check the answers with the class.

Announcements 1, 2 and 4 are more personal, casual and spontaneous and are written in a manner that mimics the spoken word. In contrast, announcement 3 is written in an impersonal, unemotional and practical manner. The factors that contribute to its formality include its topic, content and tone. All the announcements aim to inform, and the target audience is in all four instances the Year 11 student body, but announcement 3 informs about an important issue which concerns all members of the student body, not as a matter of preference but as a matter of necessity. Students need only respond to announcements 1, 2 and 4 if they wish to whereas all students need to pay close attention to the information provided in announcement 3. In addition, stylistic features, such as contractions, rhetorical questions and exclamations, that feature widely in informal texts are not included in announcement 3 and the language is more down-to-earth and matter-of-fact.

E. W2.2, W2.3

- Explain to Ss that teachers use a correction code to help Ss edit their writing themselves.
- Have Ss read the newspaper announcement and check their understanding.
- Draw Ss' attention to the underlined mistakes in the announcement.
- Ask Ss if they can tell you what the letters and characters accompanying each underlined mistake refer to.
- Elicit answers and refer Ss to the correction code. Provide Ss with any necessary explanations.
- Have Ss do the activity.
- Check answers.

▲ is, **S**p receives, **A** the, **WW** awarded, **T** are, **Pr** of/in/ around, **WO** transport to, **P** full stop (.)

F. W2.2, W2.3

- Have Ss read the email announcement and mark the five mistakes in it using the correction code mentioned in activity E.
- Have Ss correct these mistakes and check answers with class.

up → in (Pr), attatch → attach (Sp),
that so → so that (WO), was available → is available (T),
considerable → considered (WW)

G. W2.1

- Have Ss read the writing task and underline the key words.
- Elicit answers and explain any unknown words.

The following words should be underlined:

after-school club, create an announcement, what activities are involved, what equipment is needed, when and where meetings take place

- Have Ss answer the questions.
- Check the answers with the class.

- The purpose of the announcement is to attract Ss' attention and to inform them about an after-school club that they may join.
- Members of the student body will be reading it.
- The language is informal and should include stylistic features, such as contractions, rhetorical questions and exclamations.

H. W1.1, W2.1, W3.2

- Ask Ss to read the rubric in activity G again and the TIP, and check their understanding.
- Ask Ss to go to the Workbook pages 26-28, read through the plan, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what kind of information their announcement should contain.
- Refer Ss to the announcements on page 32.
- Ask Ss to go to the Workbook page 26 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their announcements, following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on the Workbook page 28 to make sure they have carried out the task correctly.
- Have several Ss read out their announcements.

*Suggested answer***DIGITAL ARTISTS CLUB**

If you are thinking of pursuing photography as a hobby or as a career, the best place to start is...

HERE

We'll help you **ZOOM IN** on

The Basics of Photography

When: Mon/Wed 3 - 4 p.m.

Where: the gym

Field trips to places of natural beauty will be arranged every alternate week so we can practice what we learn.

So, grab your camera and let's go!

D. 🧑 What features make announcement 3 more formal than announcements 1, 2 and 4?

E. 📺 The following newspaper announcement has a number of mistakes, which have been marked using the correction code below. Read the announcement and correct the mistakes.

CORRECTION CODE

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

Visitor Centre Volunteers

Penning Forest Council seeking Volunteers for weekend work at our new visitor centre in the beautiful village of Wheydon.

The centre recieves over 100,000 visitors a year and it is funded by the Department of Agriculture, Environment and Rural Affairs. It is responsible for educating a public about the forest and its preservation. Recently it has been rewarded the Carl Palmer Prize for public service.

We are seeking energetic and reliable sixteen- to eighteen-year-olds who were willing to spend one day a week for two months working alongside our dedicated team of forest rangers.

Duties: You will be accompanying and assisting rangers on guided tours for the forest, showing younger visitors around the centre, and providing support to people with special needs.

Benefits: Free lunch and to transport the centre, on-the-job training from our team

Duration: 3 June - 4 August, 2020

Please send a letter of interest and CV to Keith Emerson at K.emer@penforcor.uk as soon as possible. PPlaces are limited.

F. 📺 Mark five mistakes in the email announcement using the correction code. Then correct them.

To: All committee members
From: Gregory Lake, Senior Project Officer
Date: 3 June 2020
Subject: Proposals for the Make our Town Cleaner Initiative event

All committee members are kindly requested to hand up their proposals for the Make our Town Cleaner Initiative event by 12 noon, Wednesday 14 June.

Members are also reminded to attach any relevant documents to their proposal that so all the information that is required was available when the proposals are examined.

Proposals handed in after the due date and time will not be considerable.

Regards,
Greg

G. 🧑 Read the writing task below and underline the key words/phrases. Then answer the questions that follow.

You are on the organising committee for extracurricular activities at your school. Think of an after-school club you would like to attend, then create an announcement for this club. Make sure to mention what activities are involved, what equipment is needed (if any), and when and where meetings take place.

1. What is the purpose of this announcement?
2. Who will read this announcement?
3. What kind of language should you use?

H. 🧑 Read the rubric in activity G again and the TIP below. Then go to the Workbook pp. 26-28 to plan and write your announcement.

When you are writing an announcement, do the following:

- think about the occasion and determine the level of formality before you start writing.
- put the most important information first and the least important information last.
- break up the information into small sections that are easy to read.
- use subheadings if it helps readers to find information quickly.
- include all the necessary information.
- write in a direct and concise manner.
- make sure there are no mistakes.
- use stylistic devices, such as rhetorical questions, exclamations and emotional appeals, when appropriate.

TIP

A. Choose a, b, c or d.

1. We gather food and then we ____ it to the poor.
a. distribute c. divide
b. cook d. share
2. I'm the only one the boss asked to stay and work overtime again. It's so ____!
a. inexperienced c. unfair
b. indecisive d. unclear
3. Ian and Janine are good climbers. They've been rock climbing for almost a(n) ____.
a. leap year c. era
b. century d. decade
4. Your appointment is at 6 p.m. Please try to be ____.
a. annual c. punctual
b. formal d. actual
5. She performed well in the ____ and got a main role in the play.
a. proposal c. audition
b. committee d. department
6. I can't believe Jack ____ me of stealing his smartphone.
a. accused c. blamed
b. criticised d. told
7. ____ of the author waited patiently in line for an autograph.
a. Spectators c. Fans
b. Participants d. Audience
8. My mother ____ aerobics three times a week.
a. plays c. goes
b. does d. joins

B. Complete the sentences with the words/phrases in the box. There are three extra words/phrases which you do not need to use.

stimulating trinket prize trespassing
non-stop statement advertising dull
in the blink of an eye show up regularly

1. Let's get out of here before we get accused of _____ on private land.
2. I know this watch is just a _____ but I love it because my grandfather gave it to me when I was a child.
3. To get to your destination you can take the _____ train which goes there directly.
4. I couldn't do anything to prevent the accident. It all happened _____.
5. I really enjoy talking with Sahar because we always have very _____ conversations.
6. They gave me a leaflet outside the school _____ a charity event next month.
7. I don't think many people will _____ for the race on Sunday.
8. How can you enjoy knitting? It's so _____.

C. Complete the dialogues with the correct form of the Present Simple, Present Progressive or Present Perfect Simple of the verbs in brackets.

1. **A:** Ryan _____ (travel) to Barcelona every year, but he _____ (not watch) Barça play at Camp Nou.
B: Really? I have. And I _____ (go) there again next month.
2. **A:** So, how's your son's hockey team doing?
B: Not very well, I'm afraid. They _____ (not play) very well at the moment.
A: That's too bad.
B: Yeah, they _____ (have) ten games so far and they _____ (lose) eight. However, my son _____ (score) in all of them.

D. Complete the text below with the correct form of the adjectives or adverbs in brackets. Add the and as where necessary.

Kevin wanted to find a sport or hobby that was 1 _____ (adventurous) than the usual ones people do. One day, he bumped into an old friend who was into extreme mountain climbing. His friend told him that he travels the world looking for 2 _____ (challenging) mountains on every continent. The 3 _____ (high) the mountain, the 4 _____ (great) the challenge! Kevin found it interesting and decided to take it up, too.

He thought that it would be 5 _____ (simple) as hiking up a hill, but he soon realised that it was 6 _____ (difficult) than anything he had ever tried. He didn't want to give up, so he joined a club and started training and climbing 'easy' mountains, which are good for beginners and for getting into shape. Kevin hopes that one day his new hobby will take him to 7 _____ (high) peaks in the world.

Self-assessment

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

now I can...

- discuss issues relating to leisure time, sports and hobbies
- use vocabulary relating to time and collocations relating to sports and hobbies
- link the past with the present appropriately
- make comparisons
- ask for and express opinion, signal non-understanding, ask for repetition, definition or clarification
- write an announcement

To be more effective, the exercises in the Review section should be completed and checked in class.

A.

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

HEY

B.

1. trespassing
2. trinket
3. non-stop
4. in the blink of an eye
5. stimulating
6. advertising
7. show up
8. dull

HEY

C.

1. travels, hasn't watched, 'm going
2. aren't playing, 've had, 've lost, 's scored

HEY

D.

1. more adventurous
2. the most challenging
3. higher
4. greater
5. as simple
6. more difficult
7. the highest

HEY

Self-assessment

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Learning Standards

SB: S1.1, R2.1

A. S1.1

- Have Ss read the title and look at the pictures.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- It is in Doha and it is the main bazaar of the city.
- People can buy a variety of products (clothes, jewellery, spices, rugs, etc.), see and learn about falcons, relax and socialise in cafés, have a meal at a restaurant, visit exhibitions, see artists at work and in general experience the atmosphere of a unique place.

KEY

B. R2.1

- Ask Ss to read through the text.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What do police officers wear? 1940s police uniforms

What do they do? They watch over the shops and market stalls.

Why do customers discuss prices with shop owners?

Because they are hoping to get the best price possible.

What are you most likely not to find at the Souq Waqif? the latest fashions

Which section is recommended for those who enjoy cooking? the spice section

Where can you buy a handmade rug? in the household area

What kind of clothes can you buy at Souq Waqif? traditional Qatari clothes

How much do falcons often cost? thousands of riyals

What do people do at cafés? They chat, enjoy a cup of coffee or tea and some of them play traditional Qatari games.

What kind of food can you have at Souq Waqif? local or regional dishes

What is an advantage of many of the souq's hotels? They offer a great view of the souq.

When are most shops in the souq open? in the morning and from 4 p.m. until 10 or 11 p.m.

Why does the writer recommend visiting Souq Waqif in the last paragraph? Because there is something for everyone, and no matter how many times you visit, you are sure to find something new and interesting to see or do there.

- Ask Ss to read through the questions 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answer.

KEY

1. over a century ago
2. You get the impression you have stepped back in time.
3. old men who carry customers' items for them in wagons
4. the gold section
5. the role of the falcon in Qatari history
6. at weekends in the winter
7. the Souq Waqif Art Centre
8. in the evening

A. Discuss in pairs/groups.

- Where is Souq Waqif and what is it?
- What sorts of things can people do there?

B. Read the text and answer the questions that follow.

Souq Waqif

Set against the background of Qatar's huge, modern skyscrapers is the capital city Doha's main bazaar, Souq Waqif. The bazaar was first built over a century ago and has been the place where people go to buy and sell things for years. Souq Waqif offers a unique experience quite unlike 5 that offered by the many modern shopping centres in the city.

Walking into this market, you get the impression you have stepped back in time. Police officers dressed in 1940s police uniforms on beautiful Arabian horses watch over the shops and market stalls. Customers excitedly discuss prices with shop owners, each hoping to get the best 10 price possible. Elderly men called *alhmalah*, wearing dark red jackets, rush around pushing small wagons full of items customers have bought.

With its old-world atmosphere, Souq Waqif is a great place to shop. You may not find the latest fashions, but you are sure to find something interesting. The market is divided into sections each selling a different 15 selection of things. Just off the main entrance is the gold section where there are more than 40 shops selling all kinds of jewellery. You can even have a necklace made especially for you there. Moving on, you will come to the spice section with a large variety of spices from all over the world – perfect for anyone who loves cooking. You can buy beautiful 20 handmade rugs or anything else you might need for your home in the household area. If you are looking for traditional Qatari clothes, too, Souq Waqif is the place to go. Entering the huge falcon section, you will come across men of all ages buying the birds, often for thousands of riyals. Some shop owners, if they are not busy with a customer, will 25 gladly tell you about these birds and their role in Qatari history. They might even let one sit on your arm.

The souq is also a great place to go to relax and socialise. Cafés are often full of people chatting while enjoying a cup of coffee or tea. You will even see some playing traditional Qatari games. Those who are 30 hungry can try delicious local or regional dishes at one of the several restaurants located throughout the souq. In winter, entertainment such as sword dancing is provided at weekends. At the Souq Waqif Art Centre, you will find exhibitions featuring different aspects of Qatari life, or you can watch local and international artists at work. If you wish, 35 you can stay at one of the souq's small, stylish hotels, many of which offer a great view of the souq.

Souq Waqif is open throughout the year. Some shops are open 24 hours, but most close from noon to 4 p.m. and then stay open until ten or eleven. The souq really comes alive in the evening, so it's the best time 40 to go to experience the true atmosphere of the place.

There is something for everyone, both locals and foreigners, at Souq Waqif. No matter how many times you visit, you are sure to find something new and interesting to see or do there. So, if you haven't been there yet, maybe it's time you went!



1. When was Souq Waqif originally built?
2. Why is Souq Waqif different from other shopping centres in Doha?
3. Who are the *alhmalah*?
4. Which part of the market is close to the main entrance?
5. What can you learn about in the falcon section?
6. When can you see performances?
7. If you want to find out more about life in Qatar, which part of the souq would you go to?
8. When is the souq the busiest?



A. 🗣 In groups, try to think of as many possible questions an interviewer would ask at a job interview.

During an interview, a candidate is usually asked the following two types of questions:

- Questions about personal information, the candidate's goals, personal qualities, hobbies and interests.
- Questions that will prove that the candidate has the necessary skills and experience for the position.

B. 🎧 You will hear a man being interviewed for a job. Which of the following points does he refer to? 

1. the reason he left his last job	<input type="checkbox"/>	7. his weaknesses	<input type="checkbox"/>
2. previous work experience	<input type="checkbox"/>	8. whether he is prepared to travel	<input type="checkbox"/>
3. whether he works well in a team	<input type="checkbox"/>	9. whether he has ever worked with difficult colleagues	<input type="checkbox"/>
4. the last seminar he attended	<input type="checkbox"/>	10. the reason he wants to work for this company	<input type="checkbox"/>
5. how he heard about this job opening	<input type="checkbox"/>	11. the languages he speaks	<input type="checkbox"/>
6. where he sees himself five years from now	<input type="checkbox"/>	12. what he likes doing in his spare time	<input type="checkbox"/>

C. 🗣 Corbyn Smith College student employment office has two jobs available. In groups, discuss the possible requirements for each job.

Exchange Student Tour Guide

Students who know the university well are needed by the College Admissions Department to give group and personal tours of the university to exchange students. This job is not only convenient and enjoyable, it will also look good on your CV. So, if you are outgoing, friendly and have a knowledge of two or more foreign languages, contact the Student Employment Office or the Admissions Department about openings.

Computer Lab Assistant

Are you computer literate? Are you good at helping others understand things? Then this job is for you! We are looking for responsible students to monitor our computer labs. You will be required to help other students in the lab, assisting them with computer-related issues. You will also

be responsible for allocating computers to students, maintaining a clean, quiet area, as well as making sure that all equipment is kept in good condition.



D. 🏃 Work in groups of four. Within each group, two students are the interviewers and the other two are the interviewees. The interviewers should ask the candidates appropriate questions in order to decide which of the two jobs available at the student employment office each candidate would be more suitable for. After the interview has been completed, the interviewers need to decide on a job for each candidate and provide justification for their choice.

Task Modules 1 & 2

Learning Standards

SB: S1.1, L2.1, S2.3, S2.4

A. S1.1

- Ask Ss to read through the questions and check their understanding.
- Allow Ss enough time to discuss the topic in groups and come up with questions an interviewer might ask.
- Elicit answers and initiate a short discussion.

Suggested answers

- Can you describe your strengths and weaknesses? Why did you choose your college/university and what influenced your decision?
- Why did you leave your previous job?
- How do you cope with stress and pressure?
- What do you do in your spare time?
- Where do you see yourself in five years' time?
- Why do you think you are qualified for this job?
- Why do you want this job?
- What were your responsibilities at your previous job?
- What kind of challenges did you face there?
- Are you computer literate?
- How many foreign languages can you speak?

HEY

B. L2.1

- Ask Ss to read through the points and check their understanding.
- Ask Ss to guess which points they think will be mentioned in the listening activity.
- Point out to Ss that they should pay attention to how an interview is conducted. Instruct Ss to take notes while doing the activity.
- Play the recording twice and have Ss do the activity and check their predictions.
- Check the answers with the class.

The following should be ticked:

2, 3, 4, 7, 10

HEY

C. S1.1

- Have Ss read through the ads and make sure they do not have any unknown words.
- Monitor Ss from a distance at this stage. Do not interrupt.
- Choose some groups to act out their dialogues in class.

Suggested answer,

Exchange Student Tour Guide

A: Well, the first job, working as an Exchange Student Tour Guide obviously requires a good knowledge of the university. The main responsibility is helping exchange students become familiar with the university and the college.

B: You're right, but the candidate for this job should also be outgoing and have good communication skills. Don't forget that he or she will be interacting with people all day!

HEY

C: That's right. Another quality that the candidate should have is knowledge of a few foreign languages. The exchange students are going to be from foreign countries and might not know English that well, so the person who will do this job should be able to communicate with them.

A: Now, let's see the second ad. The person for this job should definitely be computer literate. After all, he or she is going to be a computer lab assistant.

C: Yes, but the candidate should also be someone who is good at explaining things to others. The biggest part of their job is to help other students deal with computer-related issues.

B: Let's not forget that the candidate should be a responsible individual because he or she will be in charge of the computer lab and will have to make sure that everything is kept in good condition.

D. S2.3, S2.4

- Have Ss read through the activity and check their understanding.
- Divide Ss into groups of four and have them do the activity.
- Monitor Ss from a distance. Do not interrupt Ss at this stage.
- Choose some groups to act out the dialogues.

For a suggested answer, see the listening transcript to Task 1 & 2 on page 127.

HEY

Recap:

- Ask Ss the following questions:

1) What have you learnt to do in this specific task?
(*to give personal information when being interviewed, to read through job advertisements, to conduct an interview, to assess information and make a decision based on it*)

2) What language did you need to use?
(*various tenses such as Present Simple, Past Simple, Present Perfect Simple, Past Perfect Simple as well as discourse markers such as 'well, now, exactly,' etc. and topic-related vocabulary*)

3) Where will this task help you in life?
(*It can help me when I need to read a job advertisement and when I need to be able to assess my qualifications, work experience, etc. in order to apply for a job. It can also help me become familiar with job interview situations and talk about my qualifications, my work experience, and answer an interviewer's questions.*)

STUDENT'S BOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 38
R1.1	Creative and critical thinking	Reading B p. 38
R2.1	Inquiry and research	Reading C p. 39
R4.1	Problem-solving	Reading D p. 39
R4.2	Problem-solving	Reading D p. 39
R2.2	Creative and critical thinking	Reading E p. 39
S1.1	Communication	Reading F p. 39
R4.1	Problem-solving	Vocabulary A p. 40
R4.1	Problem-solving	Vocabulary D p. 40
R4.2	Problem-solving	Vocabulary E p. 40
R4.1	Problem-solving	Vocabulary F p. 41
R4.2	Problem-solving	Vocabulary F p. 41
S1.1	Communication	Grammar D p. 41
S1.1	Communication	Listening A p. 42
L1.1	Creative and critical thinking	Listening B p. 42
L2.1	Creative and critical thinking	Listening C p. 42
S1.1	Communication	Listening D p. 42
S1.2	Communication	Speaking p. 42
S3.1	Communication	Speaking p. 42
S4.1	Communication	Speaking p. 42
W1.1	Creative and critical thinking	Writing p. 43
S1.1	Communication	Reading A p. 44
R1.1	Creative and critical thinking	Reading B p. 44
R2.1	Inquiry and research	Reading C p. 44
R2.3	Creative and critical thinking	Reading D p. 45
R4.2	Problem-solving	Reading G p. 45
S1.1	Communication	Reading H p. 45
L2.1	Creative and critical thinking	Listening A p. 45
L2.5	Creative and critical thinking	Listening B p. 45
L2.2	Communication	Listening C p. 45
S1.1	Communication	Listening D p. 45
S1.2	Communication	Speaking p. 47
S1.1	Communication	Writing A p. 48
R1.1	Creative and critical thinking	Writing B p. 48
R2.3	Creative and critical thinking	Writing C p. 48
R2.3	Creative and critical thinking	Writing D p. 48
R2.3	Creative and critical thinking	Writing E p. 49
W2.1	Creative and critical thinking	Writing F p. 49
W3.2	Creative and critical thinking	Writing G p. 49
W3.2	Creative and critical thinking	Writing H p. 49
W1.1	Creative and critical thinking	Writing H p. 49
W2.1	Creative and critical thinking	Writing H p. 49

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L1.1	Creative and critical thinking	Activity D p. 44

When students complete this module, they will be able to:

3a (pp. 38-39)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

3a (pp. 40-41)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events (S1.1)

3a (pp. 42-43)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- express and respond independently to common feelings such as surprise, interest and regret (S1.2)
- keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately (S3.1)
- use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts (S4.1)
- communicate independently a personal response to real and fictional events (W1.1)

3b (pp. 44-45)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (L2.5)
- understand and respond independently to attitudes and opinions in longer, more complex texts (L2.2)

3b (pp. 46-47)

- express and respond independently to common feelings such as surprise, interest and regret (S1.2)

3b (pp. 48-49)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)
- communicate independently a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

3 Review

- understand and respond independently to the main ideas in longer, more complex texts (L1.1) WB

Vocabulary

acquire alternative holiday hunt (v.) relaxation
thrill travel (n.) volunteer (v.)

- Draw Ss' attention to the content of the picture on the page and ask them to tell you what they see (*colourful fish, coral and tube sponges on the seabed*).
- Draw Ss' attention to the title of the module and ask them to tell you what they think the module is going to be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section. Make sure they don't have any unknown words.
- Elicit answers and initiate a short discussion.

Suggested answers

- My favourite holiday destination is Salalah, Oman. I love going there because it is breathtakingly beautiful. It has amazing beaches with crystal clear water, lush vegetation and magnificent springs and waterfalls.
- I personally think that a holiday is all about rest and relaxation and acquiring new experiences.
- I suppose it means a holiday that is unconventional or somehow different from the ones that people usually go on.
- Well, a rock and gem hunting holiday involves going to a place, such as Arizona's Sonoran desert, that is rich in mineral deposits and spending most of your time looking for geological specimens that may be of interest to you or to other rock enthusiasts. As for a zip lining holiday, I'm not sure what zip lining is, so I cannot say what it involves. Concerning a house sitting holiday, it involves looking after somebody else's home while he/she is away. A coral diving holiday obviously involves spending most of your time scuba diving with a view to exploring and discovering the coral gardens and the diverse plant and animal species that live in them.
- I would love to go on a coral diving holiday in Fiji because coral gardens are very rich ecosystems, so it would be amazing to experience swimming in such a colourful and vibrant underwater environment.
- A holiday experience that might be considered alternative by people visiting Qatar is a camel trekking safari. People living in the Middle East might consider it a run-of-the-mill experience, but it would be pretty unique for people who come from other regions of the world.

REV

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

Background knowledge

Rock and gem hunting holiday in the eastern Arizona desert

desert: Also known as rockhounding, rock and gem hunting is a very popular activity for people who enjoy exploring the natural environment and looking for rock or mineral specimens. Arizona is a popular destination for people who enjoy this activity. This is because it consists of large expanses of public land that are rich in rocks, gemstones and minerals. Although some areas strictly prohibit the collection of specimens, there are many areas in Arizona where it is considered legal to collect several kilograms of rock specimens per day from public lands. One of the most popular destinations lies 20 miles east of the California border. This area is famous for its mineral-rich deposits. The town, Quartzsite, which gets its name from the quartz rock found in great abundance in the region, is visited by over a million rock enthusiasts during the first two months of the year. This town hosts eight major gem and mineral shows and serves as the venue for one of the largest flea markets.

A zip line consists of a long thick cable secured firmly to two points of different elevations and a pulley (a wheel and straps used to hold something in place) that is attached to the cable, but can move freely along it. A zip line uses the force of gravity to transport a person (or goods) down a slope/incline. Zip lines were first used in Costa Rica by environmental scientists in 1970 in an effort to study and explore densely forested areas without negatively impacting the delicate ecosystems. This is where the idea of providing canopy tours to tourists arose. The goal was to raise people's awareness of environmental issues, such as deforestation, which seriously threaten the survival of indigenous plant and animal species. Zip lining holidays have become increasingly popular over the years and are on offer in countries all over the world, such as in South Africa, Australia, Jamaica, Mexico and Mauritius, to name but a few. They have become increasingly popular as they offer tourists the unique opportunity to view remote areas which would be extremely difficult and even dangerous to access otherwise.

House sitting is the term used to describe a mutual agreement made between a homeowner and a house sitter, in which the former makes his/her home available free of charge to the latter while he/she is on holiday. In exchange, the home sitter, who is often also on holiday, takes care of the homeowner's property and undertakes certain responsibilities, which may often include taking care of the homeowner's pet(s). House sitting holidays are a worldwide trend that is growing because it benefits both the homeowner and the house sitter.

Coral diving in Fiji: Coral reefs are located in the tropical oceans near the equator. They are known as the rainforests of the sea because they are the most diverse of all marine ecosystems. Fiji is a coral island surrounded by the largest coral reef system in the Southwest Pacific. Fiji's Great Sea Reef is the third largest barrier reef on Earth after Australia's Great Barrier Reef and the Meso-American Reef off Central America. The Fijian coral reefs cover an area of about 10,000 square kilometres and are home to forty-two per cent of the world's coral species. Small wonder then that the Fiji islands constitute a popular holiday destination for people interested in snorkelling or diving in what is often referred to as the soft-coral capital of the world.

Discuss:

- What is your favourite holiday destination? Why do you enjoy going there?
- Which of the following do you think a holiday should include?
travel relaxation adventure fun thrills
acquiring experiences learning about other cultures
learning a foreign language volunteering
- What do you think the term *alternative holiday* means?
- What do you think the following alternative holidays involve?
 - Rock and gem hunting holiday in the eastern Arizona desert
 - Zip lining holiday in Florida
 - House sitting holiday in Paris
 - A coral diving holiday in Fiji
- Which of the above-mentioned alternative holidays would you be interested in going on? Why?
 - What alternative holidays can people visiting Qatar go on?

In this module you will...

- discuss issues relating to travel, holidays and adventure
- learn phrasal verbs, prepositional phrases, and how to distinguish between easily confused words
- learn how to use appropriate tenses to talk about past events and situations
- learn to ask for / provide information, state what you want, discuss terms, make a reservation, express dissatisfaction, complain, express regret and apologise
- learn how to write a story

Reading A.  Discuss in pairs/groups.

- What different reasons do people have for travelling to foreign countries?
- In what other ways can we learn about another country and its culture without travelling there?

B.  Read the text quickly without paying attention to the missing sentences. What is the purpose of this article?

- a. to describe a popular trip of the past
- b. to encourage people to go on the Grand Tour
- c. to show how travel trends have changed over the years
- d. to give examples of the advantages and disadvantages of travelling



The Grand Tour

Nowadays, organised tours are a common choice for travellers, and the tourist industry is full of options to cater for every taste. From budget tours for the **thrifty** traveller to expensive luxury trips around exotic islands, there really is something out there for everyone. However, most of these modern tours are **a far cry from** the *Grand Tour* that Richard Lassels described in his 1670 book *Voyage to Italy*. **1**

The Grand Tour was usually taken by young, wealthy and well-educated men from England who were hoping to broaden their horizons and complete their education in culture and the arts by travelling to Europe, taking in the sights and gaining first-hand experience. The Tour lasted anything from a few months up to several years. London was a frequent starting point and Paris a compulsory destination; a trip from Dover across the Channel to Calais and on to Paris normally took three days. The crossing of the Channel was not an easy one. **2**

A typical Grand Tourist arrived in Paris and rented rooms, or 'apartments', for several weeks or months. From there they would organise trips to places such as the Palace of Versailles. After staying in Paris, many then travelled to the Netherlands, some to Switzerland and Germany, and a few adventurers to Spain, Greece, or Turkey. **3** Rome, Venice and Florence were absolutely not to be missed, with their wealth of cultural **delights** that could exhaust even the most demanding of travellers.



Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2, R2.2, S1.1

Vocabulary

a far cry from apartment architecture
 broaden one's horizons cater for claim (v.)
 compulsory concerned (with) delight (n.) educate
 educated exhaust (v.) frequent improvement
 in other words invaluable joy luxury monument
 political questionable railway refer to reproduce
 sculpture seasickness shipwreck stage
 take sth in the arts thrifty tourism tourist industry
 tutor view (v.) voyage wealth wealthy
 well-educated

Reading

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- People travel to foreign countries for a variety of reasons. Some do so for business opportunities or business meetings. Others do it because they like visiting new countries and learning about new cultures and languages. Also, there are people who travel because they want to visit certain important monuments and famous museums. In addition, a lot of people living in colder climates prefer to visit warmer countries to enjoy the sun and the beaches.
- The easiest ways are to watch a documentary on a specific country and culture or browse a website about the country. Also, we can read travel diaries or specialised guides about the foreign country.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*an article*) and where it can be found (*in a magazine, on the Internet*).
- Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they can see.
- Elicit answers (*the Eiffel Tower in Paris, the Tower of Pisa in Italy, some gondolas in Venice, part of the Colosseum in Rome, a ruler at the top part of the page and a compass at the bottom of the page*).
- Draw Ss' attention to the title of the text and have them relate it to the content of the pictures. Ask Ss to tell you what they think the text will be about. Elicit answers.
- Ask Ss to read the options carefully. Make sure they do not have any unknown words.
- Ask Ss to read the text quickly and choose the most appropriate answer.
- Point out that they should not worry about the missing sentences at this point.
- Check the answer with the class.
- Ask Ss to provide justification for their answer.

a

KEY

C. R2.1

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What do organised tours include nowadays? practically everything, from budget tours for the thrifty traveller to expensive luxury trips around exotic islands

When was 'Voyage to Italy' written? In 1670.

Who wrote it? Richard Lassels

Who took The Grand Tour? young, wealthy and well-educated men from England

What was their purpose? to broaden their horizons and complete their education in culture and the arts by travelling to Europe, taking in the sights and gaining first-hand experience

How long did The Grand Tour last? from a few months up to several years

Where was the starting point? London

How long did it take to get from Dover to Paris? three days

What did the Grand Tourists do in Paris? They rented rooms, or 'apartments', for several weeks or months and they would organise trips to places such as the Palace of Versailles.

Which countries did they also visit? the Netherlands, Switzerland, Germany, Spain, Italy, Greece and Turkey

Why was it essential to visit Italy? Because of its wealth of cultural delights.

Why did Grand Tourists visit private collections? Because there were very few museums and this was the only way to view paintings, sculptures and other treasures.

Who helped Grand Tourists learn the language of the country they visited? a guide or tutor who accompanied them called a bear-leader

What else did a Grand Tourist learn? about the political, social and economic realities of the world

How did they keep themselves active? by taking lessons in dancing, fencing and riding

For whom was The Grand Tour the final stage of their education? for architects

Why? Because they had to study the ancient monuments so that they could reproduce them at country homes back in England.

Why did The Grand Tour stop? Because of the French Revolution in 1789 and the railways that changed the face of tourism and travel across the continent.

- Draw Ss' attention to activity C and have them read through the sentences and check their understanding.
- Read out the TIP at the bottom right of the page and explain it.
- Tell Ss that they should read through the article again and match the sentences to the gaps. Point out to Ss that, in order to determine which option best fits each gap, they should also read the sentences before and after the gap, and look for helpful clues.
- Have **low-performing Ss** underline all the sentence linkers and reference items in the sentences a-g.
- Tell Ss that there is one extra sentence which they do not need to use.
- Have Ss do the activity.
- Check the answers with the class.

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

D. R4.1, R4.2

- Draw Ss' attention to the highlighted words in the text.
- Explain to Ss that they should deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

1. invaluable	4. delight
2. thrifty	5. a far cry from
3. questionable	

KEY

- Explain any unknown words and choose some Ss to read out the text.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they had underlined in the text.

E. R2.2

- Ask Ss the questions and have Ss write down their answers.
- Tell Ss to use information from the text to support their answers.
- Check the answers with the class.

Suggested answers

1. Modern tours differ greatly from the Grand Tours of the past. The Grand Tour was undertaken by young English men from privileged backgrounds, whereas modern tours cater for people from different backgrounds with different needs, interests and budgets. In addition, the Grand Tour had a singular purpose. It served to provide Grand Tourists with the unique opportunity to further their education and gain crucial insight not only into culture and the arts, but also into the 'political, social and economic realities of the world'. Furthermore, the Grand Tour lasted for an extended period of time ranging from a couple of months to several years. In contrast, most modern tours are short in duration.

2. Souvenirs today are usually cheap trinkets that are of no real value. In contrast, the souvenirs of the Grand Tourists were items such as books, paintings and sculptures, which were of significant or lasting value.

3. It is clearly evident that the writer views the Grand Tour favourably. His/Her attitude is expressed through the words and details he/she has selected to talk about this subject. He/She talks about the important role it played in educating and cultivating the young men who embarked on it. He/She uses terms, such as *broaden their horizons, education, culture, first-hand experience and dramatic improvement*, which add a positive undertone to his/her description. He/She also clearly states that the Grand Tour contributed significantly to the development of British architecture and culture.

F. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

I would love to be able to afford long trips that would include living in different countries for some years of my life. Also, I would enjoy visiting galleries and museums in some of the most beautiful countries in Europe and learning about the people, culture, traditions and history. / I don't think that I would enjoy The Grand Tour because the idea of being seasick or finding myself shipwrecked is definitely not my idea of fun. Also, I believe that at some point I would miss my home, my family and friends.

Well, people visiting Qatar should definitely visit Al Wajba fort. It was built in the late 18th or early 19th century. It is of great historical importance for the Qataris because it was where they defeated the Ottomans in 1893.

C.  **Read the text again. Fill in the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use.**

- a. There were risks of seasickness, illness and even shipwreck.
- b. They often bought examples of artwork for their own collections at home.
- c. In other words, it was an experience that educated travellers on many levels.
- d. However, the essential place to visit for Grand Tourists was Italy.
- e. Travellers often kept a diary of their experiences.
- f. He was referring to a cultural journey of education that first became popular in the seventeenth century.
- g. It must be said that there are some people today who still follow the idea of the Grand Tours of the past, visiting the cultural treasures of France, Italy and beyond.

There were very few museums until the 18th century, so the early travellers viewed paintings, sculptures and other treasures in private collections. **4**  Unlike many modern-day tourists who are most likely to leave with souvenirs of **questionable** taste – a mini Eiffel Tower, maybe, or an ‘I love Rome’ T-shirt – Grand Tourists returned home with crates of books, paintings, sculptures and items of cultural interest.

While on the Tour, the travellers practised or learnt the local language with the help of a guide or tutor who accompanied them. These tutors were known as ‘bear-leaders’. Richard Lassels wrote that, on the Grand Tour, participants used to learn about the political, social and economic realities of the world. **5**  They were physically active too, some taking lessons in fencing and riding. The Tour was also usually the final stage of an architect’s education, during which ancient monuments were studied in order to be reproduced at country homes back in England.

The Grand Tour was considered an **invaluable** experience that led to a dramatic improvement in British architecture and culture. However, the French Revolution in 1789 marked the end of the tours, and in the early nineteenth century, railways totally changed the face of tourism and travel across the continent.

6  However, they usually stay for much shorter periods of time and few claim to feel the way the early travellers felt on the Grand Tour.



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

1. extremely useful:

2. concerned with saving money:

3. uncertain:

4. something giving great pleasure and joy:

5. very different from:

E.  **Provide a written response to the following questions in your own words. Use information from the text to support your answers.**

1. In what way are modern tours ‘a far cry from The Grand Tour’?

2. According to the writer, how do the souvenirs of modern-day tourists compare to the souvenirs of the Grand Tourists?

3. What is the writer’s attitude towards the Grand Tours of the past?

F.  **Discuss in pairs/groups.**

• Does the idea of the Grand Tour appeal to you? Why? / Why not?

• What sights or monuments would you recommend to visitors to your country and why?

TIP

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get the overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer’s meaning and grammatically fit the gap.
- pay attention to sentence linkers (*moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.

Vocabulary

A.  Read the following extract from *The Grand Tour*. What do you think the prepositional phrase in bold means?

In other words, it was an experience that educated travellers on many levels.

a. that is to say b. to use somebody else's words

A prepositional phrase consists of a preposition and its object.

B. Complete the table with the words/phrases in the box to form prepositional phrases.

holiday tour trouble the future the mood for purpose a hurry the run a mess
good terms cash fire charge of display sale debt second thoughts particular
the phone public one's interest tears behalf of the long run the meantime the verge of

in	on
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C. Complete the sentences using prepositional phrases from activity B.

- On _____, I'll come with you. I'd like to see Yousef.
- You're in _____ the kids while we are away this weekend.
- I'm not really in _____ pizza tonight. Let's have something else.
- What did you say to her? She was on _____ crying.
- I'm sorry. I didn't do it on _____. It was an accident.
- If we do it this way, I think it'll be better in _____.
- Call 999! The house is on _____!
- I'd love to stay and chat but I'm in _____. I have a train to catch.

D.  Look at the example taken from *The Grand Tour*. What does the phrasal verb in bold mean?

...by travelling to Europe, **taking in** the sights and gaining first-hand experience.

E.  Now read the text and match the phrasal verbs 1-5 with the definitions a-e. Then check your answers using a dictionary.

Sandra **1 takes after** her father. She is punctual. That's why I was surprised when she turned up twenty minutes before the plane **2 took off**. She ran up to me at the check-in desk, talking really fast.

'Slow down!' I said. 'I can't understand what you're saying. Why are you late?'

'I had to go back home because I left my passport behind.'

This was really unlike her. I suppose she was anxious about **3 taking over** her father's business, even though she had been running the company anyway.

Sandra had an odd-looking case with her.

'What's in there?' I asked her.

'I've decided to start playing the violin again,' she said.

'Aren't you **4 taking on** too much?' I asked her.

'When I was packing, I saw it on the shelf and **5 took it down**. I decided that if I was going to become a CEO, at least I should have a hobby to keep me balanced!'

a. to leave the ground	<input type="checkbox"/>
b. to be like sb else	<input type="checkbox"/>
c. to lower sth from a higher position	<input type="checkbox"/>
d. to accept (an activity, responsibility, work)	<input type="checkbox"/>
e. to gain control of sth	<input type="checkbox"/>



Learning Standards

SB: R4.1, R4.2, S1.1

Functions

Distinguishing between the Past Simple and Past Progressive tenses for reference to past events and situations

Structures

Past Simple vs Past Progressive

Vocabulary

attention dream (v.) violin

Prepositional phrases with **in**

in a hurry in a mess in cash in charge of in debt
in one's interest in particular in public in tears
in the future in the long run in the meantime
in the mood for in trouble

Prepositional phrases with **on**

on behalf of on display on fire on good terms
on holiday on purpose on sale on second thoughts
on the phone on the run on the verge of on tour

Phrasal verbs with **take**

take after take down take off take on take over

Phrasal verbs with **get**

get along with get around to get away (from)
get by get through to

D. R4.1

- Have Ss read the sentence from the text and draw their attention to the phrasal verb in bold.
- Have Ss answer the question in the rubric. Check the answers with the class.
- Remind Ss that phrasal verbs acquire a different meaning depending on the preposition that follows the verb.

to spend time looking at / to look at thoroughly

KEY

E. R4.2

- Ask Ss to read through the text and the definitions a-e, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

Vocabulary

A. R4.1

- Have Ss read the extract from the text and draw their attention to the phrase in bold. Have Ss answer the question in the rubric.
- Have Ss read the definition of the prepositional phrase and provide further explanations if needed.

a

KEY

B.

- Have Ss read the words/phrases in the box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

in: trouble, the future, the mood for, a hurry, a mess, cash, charge of, debt, particular, public, one's interest, tears, the long run, the meantime
on: holiday, tour, purpose, the run, good terms, fire, display, sale, second thoughts, the phone, behalf of, the verge of

KEY

C.

- Have Ss do the activity.
- Ask **higher-performing Ss** to come up with their own examples, and ask **lower-performing Ss** to complete them with the correct prepositional phrases.
- Check the answers with the class.

- second thoughts
- charge of
- the mood for
- the verge of
- purpose
- the long run
- fire
- a hurry

KEY

F. R4.1, R4.2 

- Ask Ss to read through the sentences 1-5 and the definitions a-e, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

Grammar**A.**

- Have Ss read the text and draw their attention to the verbs in red.
- Ask Ss to identify the tense of the verbs in red (*Past Simple*). Have Ss do the activity.
- Check the answers with the class.

- smiled, sat
- said, placed, got up, found, handed
- went, looked for
- realised

KEY

- Refer Ss to the Grammar Reference (p. 89).
- Ask Ss to come up with their own examples.

B.

- Have Ss read the text in activity A again and look at the verbs in blue.
- Ask Ss to identify the tense of the verbs in blue (*Past Progressive*). Have Ss do the activity.
- Ask Ss to provide extra examples for the uses of the Past Simple and Past Progressive. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to help them come up with their examples (e.g. *I / last year / visit India*).
- Check the answers with the class.

- were just relaxing, were exploring
- was looking
- was searching, was thinking

KEY

- Refer Ss to the Grammar Reference (p. 89).
- Ask Ss to come up with their own examples.

C.

- Have Ss read through the text and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- didn't find
- changed
- travelled
- Did I have
- stayed / were staying
- was sitting
- were resting
- decided
- knew
- found
- walked

KEY

D. S1.1 

- Ask Ss to go to the Speaking Activities section (p. 82) and do the Grammar Production task.
- Ask Ss to read through the rubric and the sentence in the box, and check their understanding.
- Explain to Ss that the whole class is creating a story together and that each student will contribute at least one sentence to the story.
- Explain that when you call out the name of a student, that student should come up with the next sentence to the story.
- Alternatively, students can work in groups, and take it in turns to add sentences. When groups have finished, they can retell their story to another group.

Suggested answer

When Ahmed got up that morning, it was very hot and the wind was blowing.

Student 1: He opened the door of the tent and looked out.

Student 2: A sandstorm was coming.

Student 3: A worried look came over his face.

Student 4: With such bad weather, how would he ever reach the small town near them to get help for Khalid?

Student 5: He went over to Khalid and put his hand on his forehead.

Student 6: His fever had still not subsided and he looked pale and weak.

Student 7: 'At least,' thought Ahmed 'the bleeding has stopped.'

Student 8: His mind drifted back to the events of the previous day.

Student 9: The recollection sent a shiver down his spine.

Student 10: He had never felt so frightened and helpless in his life.

Student 11: Khalid stirred restlessly in his sleep as a groan of pain escaped his pale, chapped lips.
Etc.

F.  **Read the sentences and match the phrasal verbs 1-5 with the definitions a-e. Then check your answers using a dictionary.**

1. She was tired of stressful city life and dreamt of **getting away** from it all and going to live in the countryside.
2. Try to **get along with** each other; you're going to be sharing the same flat for a week.
3. We can **get by** if we are careful with our money.
4. Sorry I didn't **get around to** calling you until today. I've been really busy.
5. Do you know where Boshra is? I've been trying to **get through to** her all morning.

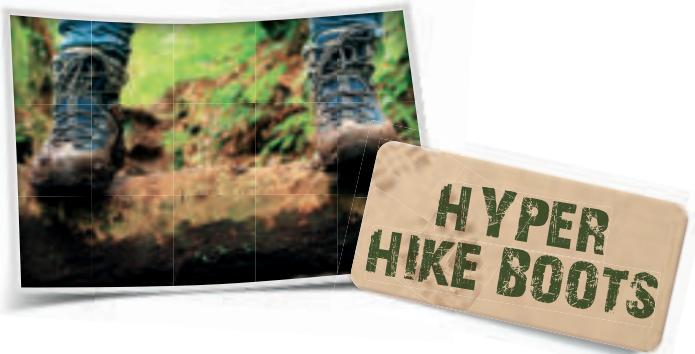
a. to manage to live
b. to manage to leave a place
c. to have a good relationship
d. to find time to do
e. to contact sb by phone

Grammar Past Simple vs Past Progressive → p. 89

A. Read the text below, paying attention to the verbs in red. Then match the verbs with the different uses of the Past Simple.

I used to be the average holidaymaker who does not like surprises. Whenever I **went** on holiday, I always **looked for** quiet beach resorts where I could find other people like me who **were just relaxing** and enjoying the beach. So, naturally, the travel agent's suggestion didn't appeal to me. 'A treasure hunt in Venice? At my age?' I **said** to the travel agent, **placed** the brochure on her desk and **got up** to leave. She **smiled** politely. 'Just give me a minute,' she said, so I **sat** down again. While she **was searching** for something on her desk, I **was thinking** about going to another travel agency. She **found** a booklet and **handed** it to me. As I **was looking** through it, I **realised** that maybe I should think twice before deciding. The thrill of solving a real-life puzzle began to appeal to me. I started to like the idea of following clues to discover fascinating parts of the city, away from the city centre which was full of tourists who **were exploring** the popular sights.

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



Before I became a member of Hyper Hike Boots, a holiday hiking group, I 1 _____ (not / find) the idea of going on a hiking trip very exciting. However, I 2 _____ (change) my mind after joining. Last year, the group 3 _____ (travel) to various fascinating destinations, from deep valleys to green jungles and dry deserts. 4 _____ (I / have) any unpleasant experiences during my trips? Well, yes. I remember one experience in Brazil, for which I blame only myself. I remember we 5 _____ (stay) at a central hotel in São Paulo for a few days because we wanted to explore the huge city on foot. Anyway, one afternoon, after our usual hike, I 6 _____ (sit) on the balcony of my room while the others 7 _____ (rest) in their rooms before dinner. I 8 _____ (decide) that I could use the time before dinner to do some shopping, but it was a big mistake. Before I 9 _____ (know) it, I was lost. Eventually, after wandering around for two hours, I 10 _____ (find) my way back. When I finally 11 _____ (walk) into the hotel, everyone else was enjoying their meal in the dining room.

The Past Simple is used for:

1. completed actions in the past
2. completed actions that happened one after the other in the past
3. past habits or repeated actions in the past (often used with adverbs of frequency)
4. an action in the past that interrupted a 'longer' action in progress

B. Read the text in activity A again and match the verbs in blue with the different uses of the Past Progressive.

The Past Progressive is used for:

1. temporary past states or actions
2. an action in progress in the past that was interrupted by another action
3. simultaneous actions in progress in the past

D.  **Turn to page 82 in the Speaking Activities section and do the Grammar Production Task.**

Listening

A. Discuss in pairs/groups.

- What can go wrong on a holiday?
- Have you ever experienced a holiday where something went wrong? If yes, what happened?

B. Listen to a dialogue between a brother and sister discussing a holiday experience. Which of the problems below did Steve encounter?

a delayed flight

an argument with travel companions

lost luggage bad hotel facilities getting lost

an emergency back home bad weather

food poisoning running out of money

C. Listen again and answer questions 1-5.

1. What happened the day before Steve left for Bora Bora?
 - a. He ended up working past midnight.
 - b. He left work early to prepare for his trip.
 - c. He had to go to the office to pick something up.
 - d. He had to give colleagues instructions over the phone.
2. What happened to Steve on the flight to Bora Bora?
 - a. He couldn't sleep.
 - b. He drank too much coffee.
 - c. He slept throughout the flight.
 - d. He remembered that he had forgotten one of his suitcases.
3. What did the twins do when they got to the island?
 - a. They went to sleep.
 - b. They played all day.
 - c. They went snorkelling straight away.
 - d. They annoyed Steve and Emma by being difficult.
4. What is true of Steve during the first few days of his holiday?
 - a. He kept very busy.
 - b. He missed his family and friends.
 - c. He spent more money than he had initially intended to.
 - d. He felt bored because there was nothing to do on the island.
5. What did Steve do when it was raining?
 - a. He went to the spa.
 - b. He took French lessons.
 - c. He explored the local culture.
 - d. He spent time with his children at the Kids' Club.

D. Discuss in pairs/groups.

- What would you do if the airline you travelled with lost your suitcase?
- What item do you think you would not be able to do without if you found yourself in this kind of situation?

Speaking

 Talk in pairs. First, read the extracts on your own. Then work together to answer the questions that follow.

- What are the highlights of these adventure holidays?
- How do these holidays differ?
- Which one do you think would be more challenging? Why?
- Which adventure holiday would you choose?
- What features of this holiday make it more appealing to you?



Learning Standards

SB: S1.1, L1.1, L2.1, S1.2, S3.1, S4.1, W1.1

Functions

Sequencing past events

Vocabulary

argument authentic breathtaking bridge campfire
dune effortlessly emergency facilities
field photography first-class food poisoning glide
heritage luggage magnificent nomad rich
satisfy settlement ski touring southernmost
starlit towering trek trekking

Listening

A. S1.1

- Have Ss read the questions and check their understanding.
- Elicit answers and initiate a short discussion.

Suggested answers

- A lot of things can go wrong on a holiday, e.g. you might misplace your passport and have difficulties coming back, you might get sick because of something you ate or drank, a thief might steal your wallet or your hotel might be a disaster.
- Well, the worst problem I've ever faced on a holiday is when I lost my passport after I had checked in at the airport on my way back. That meant that my suitcase was already on the plane, but I could not board the plane because I had lost my passport while I was shopping at the airport. Thankfully, the embassy was really helpful. They sent a temporary travel permit and I managed to fly back home!

B. L1.1

- Ask Ss to read through the list of problems and check their understanding.
- Play the recording and have Ss circle the problems mentioned in the dialogue.
- Check the answers with the class.

lost luggage, bad weather

C. L2.1

- Ask Ss to read through the questions 1-5 and the options, and check their understanding.
- You may modify the activity from multiple choice to open-ended questions. Write questions 1-5 on the board (without the options) and ask Ss to close their books, listen and answer the questions. This will challenge **higher-performing Ss**. Eliminate one or two incorrect options. This will help **lower-performing Ss**.
- Have Ss listen to the recording again and do the activity.
- Check the answers with the class.
- If necessary, play the recording once more in order to clarify any questions Ss may have.

1. a 2. a 3. d 4. a 5. c

D. S1.1

- Divide Ss into pairs/groups.
- Ask Ss the questions and initiate a short discussion.

Suggested answers

- The first thing I would do if the airline I travelled with had lost my suitcase would be to report it missing. If the airline managed to track my suitcase, I would request that it be delivered free of charge. I would also keep the receipts for the clothes and toiletries, which I would need to buy to tide me over until my suitcase was delivered, and request that I be reimbursed for the amount spent. If my suitcase was lost and couldn't be located, I would file a written claim for damages at the airport, and if I had receipts that proved the value of the items I had in my lost luggage, I would provide copies of them.

- I would not be able to do without my toiletries and clean clothes.

Items found in a suitcase include clothes, shoes, toiletries (toothbrush, toothpaste, floss, hairbrush, deodorant, shampoo, conditioner, sunscreen, make-up, etc.) and a first aid kit (thermometer, pain and fever relievers, allergy medicines, etc.).

Speaking

S1.2, S3.1, S4.1

- Have Ss read through the extracts and the questions.
- Divide Ss into pairs, with one **lower-performing student** and one **higher-performing student** per pair. Have the **higher-performing Ss** help the **lower-performing Ss** with the comprehension of the texts.
- Ask Ss to work together to answer the questions.
- Go around the class helping Ss when necessary.

Suggested answers

- The highlight of the holiday in Costa Rica is the unique system of trails, bridges and zip lines that enable you to experience and discover the Monteverde Cloud Forest from up close. The highlight of the expedition to Antarctica is, in my opinion, the actual landscape itself, which is extremely dramatic and awe-inspiring. As for the camel trekking safari, the highlight is witnessing the golden sand dunes and exploring the seventeenth century settlement.
- The landscapes differ dramatically and so do the activities that one can engage in.
- Well, I think that both the expedition to Antarctica and the camel trekking safari in Morocco would be challenging because of the extreme weather conditions.
- All three seem interesting, but I think if I were to choose one, I would choose the adventure holiday in Costa Rica, mainly because I have always wanted to try zip lining.
- I like forests, so the idea of spending my holiday in one that has such a rich diversity of local birds, plants and animals appeals to me.

Writing

W1.1

- Draw Ss' attention to the TIP and explain it.
- Explain the activity to Ss and allow them enough time to do the activity in class.
- Choose several Ss to read out their diary entries.

Suggested answer

Saturday, 2 March 2019, 7.00 a.m.

Dear Diary,

Let me start by saying that I am so glad I let Nasser talk me into going on this adventure holiday in Costa Rica. Yesterday was our first day here and we had an amazing time. We woke up really early to the sounds of nature. The birds were singing, the insects were buzzing, the frogs were croaking and a nearby brook was babbling. I have never felt so rested, happy and at peace with the world around me. We got dressed, had breakfast on the porch and after spending an hour enjoying the spectacular view, we made our way to the canopy tour headquarters to begin our zip line tour. I was both apprehensive and excited because I had never done anything remotely similar in my life. Twenty minutes later, I was soaring through the canopy of the Monteverde cloud forest. It was a huge adrenaline rush! The route took us along fifteen zip line cables, eighteen platforms and a Tarzan swing at the end. As I whizzed high among the treetops, I saw creatures of every kind. There were butterflies, hummingbirds, capuchin monkeys, deer, sloths and pumas, to name but a few. After our adventure came to an end, Nasser and I could not stop talking about our experience. In fact, we both agreed that we have to do it again before we leave! Today, we are going on a hike through the Children's Eternal Rain Forest, and we are also visiting the Monteverde Frog Pond and spending time in the Butterfly Gardens.

Go on an adventure holiday in Costa Rica

Are you looking for adventure and excitement? Well, look no further. Our zipline tour will have you gliding effortlessly through the Monteverde Cloud Forest Reserve of Costa Rica at speeds of up to 80 kilometres per hour. Besides satisfying your sense of adventure, our six-day eco tour will also satisfy your need for variety and your thirst for knowledge about the rich diversity of local birds, plants and animals. Our unique system of trails, bridges and zip lines will enable you to explore and discover one of the Seven Natural Wonders of Costa Rica in a variety of interesting ways. All this with the help of our experienced guides.



Go on an expedition to Antarctica

Discover the Earth's southernmost continent in comfort, style and safety and experience from up close its breathtaking beauty. Our cruises to the White Continent range from six to fifteen days and can satisfy a variety of interests, schedules and budgets. You get to choose how you wish to experience Antarctica. You can stay on board our first-class luxury cruise ship and simply observe the spectacular sights and magnificent wildlife, which includes penguins, seals and whales. Or, you may take part in a number of activities, such as kayaking, camping, trekking, ski touring and field photography.



Go on a camel trekking safari in Morocco

Set off on a camel adventure and cross the towering sand dunes of Erg Chigaga, Zagora and Erg Chebbi while taking in the beauty of the magnificent Saharan landscape. Learn how to play tam tam drums with local nomads next to a campfire and sleep under the starlit night sky. Discover the Draa Valley with its green oases and exotic palm trees and visit the Valley of the Roses where locals grow Damascus roses. Explore the world heritage site of Kasbah Ait Ben Haddou, a seventeenth century settlement, on foot and learn about the history, lifestyle and cuisine of the locals. If you are looking for adventure and new experiences, this authentic seven-day African adventure is definitely for you.



Writing

 Imagine that you are on one of the adventure holidays above. Write a diary entry of no more than 120 words describing the events of the previous day. Include the following:

- a salutation (Dear Diary,) and the day, date and time of the entry
- how your day began
- what the weather was like
- what you did
- what the highlight of your day was
- the emotions you experienced
- how your day ended

Remember to:

- write in the first person (I, we).
- use contractions.
- refer to events in chronological order.
- focus on important events/details that can make your entry interesting.
- use emotive language (to express your emotions and arouse a response).



Reading A.  Discuss in pairs/groups.

- Have you read any stories/novels about a sea adventure? If yes, what was the story about? If no, what would you expect to read about in a sea adventure story/novel?

B.  Below is an extract from chapter one of an adapted version of the novel *The Coral Island*. Read the extract quickly. What is this story mainly about?

THE CORAL ISLAND

Written by R.M Ballantyne

Adapted by H.Q. Mitchell

My name is Ralph. I was born into a family of adventurers – my father, grandfather and great-grandfather were all sea captains who devoted their lives to exploring distant places. I used to love listening to stories about their adventures and would spend hours dreaming about exotic destinations and thrilling adventures on the open sea.

When I turned fifteen, I decided that the time had come to travel to the Pacific. My father, who was a very strict and stubborn man, said I was too young for such a long trip, but I eventually managed to convince him to let me join the crew of a merchant ship called the *Arrow*. Within a few short weeks, I was on my way to the Coral Islands. I was sad and anxious to leave my parents and the safety of my home, but I was also very excited about the adventures that lay ahead and proud of my new-found independence.

I made two friends on board the *Arrow*: their names were Jack and Peterkin. Jack was a strong, young man of eighteen, who was well-educated and fearless. Peterkin, on the other hand, was an optimistic, amusing and fun-loving fourteen-year-old boy. He always made jokes and had a story to tell.

For the most part, our journey was peaceful; we experienced some rough weather when we reached Cape Horn, the southern tip of America, but we managed to move on without much difficulty. A few weeks later, we were sailing on the deep waters of the Pacific Ocean. After a long voyage, the Coral Islands finally came into view, and I'll never forget the moment when I first laid eyes on one of those beautiful islands.

C.  Now read the extract carefully and answer the questions. Choose a, b, c or d.

1. What is true of the narrator of the story?
 - He was the first in his family to travel by ship.
 - He travelled to the Pacific at the age of fifteen.
 - His father prevented him from travelling on board the *Arrow*.
 - On board the merchant ship he made two friends who were both older than him.
2. Which statement is true of the tropical storm?
 - It broke out at night.
 - It lasted for nearly five days.
 - It began when the ship reached Cape Horn.
 - It broke out as soon as the ship entered the lagoon.

The stunning, white beaches and emerald green palm trees took my breath away – my friends and I were filled with wonder. We were certain we'd found the most beautiful place on Earth.

One night, soon after we'd entered the tropics, a tropical storm started. Huge, violent waves beat our ship for almost a week and during that time nearly everything was swept off the deck and into the sea, except for one small boat. On the sixth day of the storm, we noticed an island ahead of us. The island was surrounded by a coral reef which protected it from the violent waves. The lagoon – the stretch of water inside the reef – was surprisingly calm. We were going to steer the ship through a narrow gap in the reef, but a powerful wave destroyed our rudder, leaving us helpless against the storm.

Our only hope was to lower the boat into the water and row to the shore, but the boat was too small to carry us all to safety, so my friends and I came up with another plan. 'The ship is going to hit the reef!' shouted Jack above the roar of the storm. 'When it does, the three of us will hold on to an oar and jump into the lagoon. Hopefully we'll end up on the shore.'

Just then, an enormous wave came crashing onto the deck. The ship struck the coral reef, and some of the members of the crew were thrown into the ocean. Jack, Peterkin and I grabbed hold of an oar and dived into the water. I must have passed out, because the last thing I remember was the desperate cries of the sailors as the ship was being swallowed up by the sea.

3. When the ship hit the reef the boys
 - passed out.
 - jumped into the water.
 - rowed to safety on a small boat.
 - tried to help the crew members that had fallen into the sea.
4. What is **not** mentioned in the text?
 - The key character traits of Ralph's friends.
 - The destination of the merchant ship *Arrow*.
 - How Ralph and his friends felt when they saw the first island.
 - The number of crew members on board the merchant *Arrow*.



Learning Standards

SB: S1.1, R1.1, R2.1, R2.3, R4.2, L2.1, L2.5, L2.2

Vocabulary

adventurer amusing come into view crew
devote distant end up fearless fun-loving gap
great-grandfather narrow oar optimistic
pass out rough row (v.) safety steer strict
strike (v.) stubborn stunning take sb's breath away
violent

Reading

A. S1.1

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

- No, I haven't. I would expect to read about a violent storm, freak weather conditions, dangerous marine creatures, a shipwreck, a remote tropical island, exotic wild animals, hidden/sunken treasure and pirates.

NEW

Optional activity

- Ask Ss:

Why do you think sea adventures feature so strongly in Qatari literature?

- Elicit answers and initiate a short discussion.

B. R1.1

- Draw Ss' attention to the title of the novel (*The Coral Island*) and ask them if they have read it or heard of it.
- Elicit answers.
- Ask Ss to read the extract quickly.
- Ask Ss the question in the rubric.
- To challenge **higher-performing Ss**, ask them to write a gist statement to state who and what the story is mainly about, using the following prompt: *This story is mainly about...* To help **lower-performing Ss**, you can give them some key words to use to write a statement: boy, travel, ship, storm, sink.
- Check the answers with the class.

This story is mainly about a young boy named Ralph who travels to the Pacific / Coral Islands on board a ship which encounters a violent storm and sinks.

NEW

C. R2.1

- Ask Ss to read the extract carefully.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What was the merchant ship called that the narrator became a crew member of? the Arrow

What were the names of the narrator's friends? Jack and Peterkin

How old were they? Jack was eighteen years old and Peterkin was fourteen years old.

What took the narrator's breath away? the stunning, white beaches and emerald green palm trees

How long did the storm last? for about a week

What does the narrator think happened to him after he and his friends dived into the water? He thinks that he passed out.

What is the last thing he remembers? the desperate cries of the sailors as the ship was being swallowed up by the sea

- Draw Ss' attention to activity C.
- Ask Ss to read through the questions and the options, and check their understanding.
- You may modify the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options), ask Ss to cover Activity C in their books and answer the questions. This will challenge **higher-performing Ss**. Eliminate one or two incorrect options. This will help **lower-performing Ss**.
- Have Ss do the activity.
- Ask Ss to provide justification for their answers.
- Check the answers with the class.

1. b 2. a 3. b 4. d

NEW

- Explain any unknown words and choose some Ss to read out the text.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the text.

D. R2.3

- Ask Ss to read the extract again and do the activities.
- Ask Ss to read through the first activity and check their understanding.
- Have Ss do the activity.
- Ask Ss to proceed with the second activity in the same manner.
- Check the answers with the class.

1. d 2. b, c, f

KEY

E.

- Ask Ss to read the sentences 1-4 and the points a-d. Check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

F.

- Have Ss do the activity.
- Check the answers with the class.

- strict, stubborn
- sad, anxious
- excited
- proud
- strong, young, well-educated, fearless
- optimistic, fun-loving, amusing, fourteen-year-old
- stunning, white
- huge, violent

G. R4.2

- Ask Ss to look at the adjectives mentioned in activity F again, and decide which of these adjectives refer to a person's character.
- Explain to Ss that they have to use a thesaurus to find synonyms for these adjectives.
- Have Ss do activity.
- Check the answers with the class.

strict (stern, firm, inflexible)

KEY

stubborn (headstrong, obstinate, hard-headed)**well-educated** (cultivated, refined, knowledgeable)**fearless** (brave, bold, courageous)**optimistic** (positive, hopeful, idealistic)**fun-loving** (playful, high-spirited, light-hearted)**amusing** (funny, humorous, entertaining)**H. S1.1**

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

- The ship is close to an island when it sinks, so perhaps the boys will be washed up on the island, along with debris from the shipwreck, when the storm subsides. When the narrator regains consciousness, he might find that he and his friends have been taken prisoner by pirates, who are looking for hidden treasure.

Listening**A. L2.1**

- Have Ss read through the statements 1-7, and check their understanding.
- Play the recording and have Ss do the activity.
- Ask Ss to correct the False statements. This will challenge **higher-performing Ss**.
- Check the answers with the class.

1. T 2. T 3. F 4. F 5. F 6. F 7. T

KEY

B. L2.5

- Explain the activity to Ss and check their understanding.
- Play the recording again and have Ss do the activity.
- Check the answers with the class.

1, 4, 5

KEY

C. L2.2

- Play the recording again.
- Ask Ss the question in the rubric.
- Draw Ss' attention to the fact that *positivity* and *endeavour* are considered important QNCF values.
- Check the answers with the class.

Peterkin comes across as being more optimistic than both the narrator and Jack. He seems to be looking on the bright side of the situation and appears to be confident that things will work out for the best. He sees opportunity where the others do not.

KEY

D. S1.1

- Divide Ss into pairs/groups and ask them the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Well, for one, they will need to find food and fresh water. This in itself will present quite a challenge because they are in unfamiliar territory and don't know what is safe to eat or drink. In addition, in exploring the island in search of food and water, they might encounter many dangers, such as wild animals or hostile natives. Furthermore, although fruit might be found in great abundance on the island, they will not be able to survive on a diet that consists only of fruit. They will, thus, have to learn how to hunt and create weapons that can improve their chances of success when they are hunting. They also need to find shelter to protect themselves from the elements.

- My father has an attitude similar to Peterkin's. He always looks on the bright side of things and expects things to turn out well no matter how bad a situation might seem. He is the kind of person who believes that every cloud has a silver lining. In other words, you can always benefit from an unpleasant situation.

- Well, a positive individual makes it easier to deal with a difficult situation because he/she sheds a different light on it. People who are pessimistic tend to blow things out of proportion and lose all sense of perspective. When something goes wrong, they think that it is the end of the world. It affects their general outlook and they end up feeling depressed, defeated and overwhelmed. On the other hand, people with a positive outlook tend to judge a situation more accurately. Having an optimist around can, thus, help you develop a more realistic understanding of a situation.



D. Read the extract again and do the activities that follow.

- Choose the option that **best** indicates the purpose of the text.
 - to inform the reader about coral reefs
 - to express the writer's opinion on sailing
 - to persuade the reader to visit the coral island
 - to entertain the reader with an account of a sea adventure

- Read the following statements and tick the ones that apply to the text. The writer:

- uses mainly present tenses.
- makes use of Direct Speech.
- refers to events in the order in which they occurred.
- tells the story using the third person (he, she, it, they).
- presents the information in an impersonal, factual way.
- uses descriptive language in the form of adjectives and adverbs.

E. Read the sentences taken from the extract on the previous page. Choose the point (a-d) that best describes how the tense in each sentence is being used.

- I was born into a family of adventurers - my father, grandfather and great-grandfather were all sea captains who devoted their lives to exploring distant places.

- He always made jokes and had a story to tell.

- A few weeks later, we were sailing on the deep waters of the Pacific Ocean.

- Jack, Peterkin and I grabbed hold of an oar and dived into the water.

- temporary past state or actions

- completed actions that happened one after the other in the past

- past habits or repeated actions in the past

- completed actions in the past

F. Find the adjectives the writer uses in the text to describe the nouns or situations below.

1. Ralph's father (para. 2): _____, _____

2. Leaving his parents and home (para. 2): _____, _____

3. The adventures that lay ahead (para. 2): _____

4. His newfound independence (para. 2): _____

5. Jack (para. 3): _____, _____, _____

6. Peterkin (para. 3): _____, _____, _____

7. The beaches (para. 4): _____, _____

8. The waves (para. 5): _____, _____

G. Now decide which of these adjectives refer to a person's character and use a thesaurus to find synonyms for them.

H. Discuss in pairs/groups.

- What do you think happens next in the story?

Listening

A. Listen to the next part of the story and write T for True and F for False.

- When the narrator woke up, his forehead was bleeding.
- The narrator injured himself on the oar.
- The captain and the rest of the crew all drowned when they fell into the sea.
- The ship was carried away by the wind.
- The narrator was confident that help was on its way.
- Jack had a penknife in his pocket.
- Peterkin was the first to spot the oar on the beach.

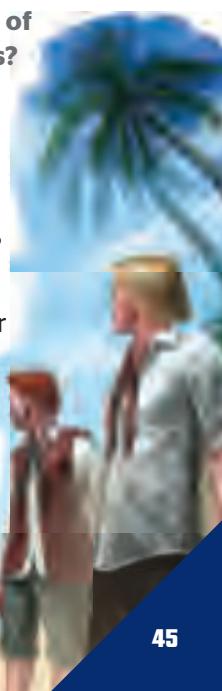
B. Now listen to part of the extract again. Why does the writer use Direct Speech? Tick the options that apply.

- to make the story more realistic
- to change the subject he is talking about
- to make the language more formal
- to provide variety and keep the reader interested
- to provide insight into the thoughts and feelings of the main characters

C. Listen to the same extract again. How does Peterkin's attitude differ from that of the narrator's and Jack's?

D. Discuss in pairs/groups.

- What difficulties do you think the boys will face?
- Who in your family has an attitude to life similar to Peterkin's?
- How can having a person like this around make getting through difficulties easier?



Vocabulary

Complete the sentences with the correct form of the words in the boxes.

tour trip journey

- The package deal included flights, accommodation and a _____ of the island.
- After a five-hour _____, the hikers were exhausted.
- Are you still planning to go on a _____ to Barcelona?

stranger foreigner immigrant

- Parents often warn their children not to talk to _____.
- You can tell from his accent that he's a(n) _____.
- He was born in New York and has lived there all his life, but his parents were Italian _____.

depart disembark set off

- All the passengers prepared to _____ from the ship.
- Flights for Europe _____ from Terminal 1.
- We parked our car at the entrance to the National Park and _____ for the lake on foot.

ticket fare price

- How much did your _____ to London cost?
- The boat trip is included in the _____ of your holiday.
- Could you lend me some money for the bus _____?

delay postpone cancel

- I had to _____ my hotel reservation when I realised I couldn't go to Rome.
- We will have to _____ the meeting until next week as the boss has come down with the flu.
- The passengers got angry when air traffic problems _____ their flight for over two hours.

arrive get reach come

- Are you _____ to the railway station with me to pick up Dad?
- What's the best way to _____ to the stadium?
- It took the men three days to _____ the top of the mountain.
- Majed _____ at the hotel at midnight.

Grammar used to, would, was/were going to → p. 89

A. Read the sentences from the text on page 44 and answer the questions that follow.

- We **were going to** steer the ship through a narrow gap in the reef, but a powerful wave destroyed our rudder...
- I **used to love** listening to stories about their adventures and **would spend** hours dreaming about exotic destinations...

- Which structure refers to actions somebody intended to do in the past (but probably didn't)?
- Which structures refer to repeated actions or situations in the past?

B. Rewrite the sentences below using the words in brackets.

- When I was young, I regularly spent my afternoons on the beach with a good book. (would)
- We were planning to take a tour of the island, but my wife got sick and we had to cancel it. (going)
- My family and I always travelled to Europe when we could afford it. (would)
- They wanted to get a visa on Monday, but they didn't have all the documents and had to go back the following day. (going)
- I always thought that trips to the countryside were boring until I went to visit my aunt in Oxfordshire by train. (used)

Learning Standards

SB: S1.2

Functions

Distinguishing between easily confused words
Expressing past habits and typical behaviour in the past
Asking for and providing information
Stating what you want and discussing terms
Making a reservation
Expressing dissatisfaction and complaining
Expressing regret and apologising

Structures

used to, would, was/were going to

Vocabulary

accent accommodation availability book cancel
checkout complain complaint delay depart
disembark dissatisfaction dissatisfied
Do you have any vacancies? document fare foreigner
have sth in mind I apologise for
I'm sorry for the inconvenience.
I'm sorry to have to say this. immigrant
make a reservation Please accept our apologies.
postpone rather regret satisfied set off stranger
terminal terribly There's been some sort of mistake.
top priority vacancy warn

Vocabulary

- Have Ss read the words in the boxes and the sentences below them, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. tour	11. price
2. journey	12. fare
3. trip	13. cancel
4. strangers	14. postpone
5. foreigner	15. delayed
6. immigrants	16. coming
7. disembark	17. get
8. depart	18. reach
9. set off	19. arrived
10. ticket	

NEW

- Provide Ss with any necessary explanations.

Language plus

tour (n.) = a journey made for pleasure, visiting several different places in an area
trip (n.) = a short journey to a place and back again, especially a short one for pleasure or a particular purpose
journey (n.) = a trip from one place to another
stranger (n.) = a person that you do not know
foreigner (n.) = a person who is from a different country
immigrant (n.) = a person who has gone to a different country in order to live and work there
depart (v.) = to leave or to go away, especially on a journey
disembark (v.) = to get off a ship or aircraft after a journey

set off (phr. v.) = to begin a journey

ticket (n.) = a piece of paper indicating that someone has paid for a journey

fare (n.) = the money that is paid for a journey on a bus/train or in a taxi

price (n.) = the amount of money that something costs

delay (v.) = to make something happen at a later time than was originally planned

postpone (v.) = to delay an event or plan and decide that it should happen at a later time or date

cancel (v.) = to decide that an event that had been organised beforehand will not happen

arrive (v.) (at/in) = to get to a place, especially at the end of a journey

get (v.) (to) = to arrive at or reach a place

reach (v.) = to arrive at the place that you have been travelling to

come (v.) = to move towards or travel with the person speaking

Grammar

A.

- Have Ss read the sentences and draw their attention to the phrases in blue.
- Have Ss answer the questions.
- Check the answers with the class.
- Explain that *used to* expresses past habits, *would* expresses typical behaviour in the past and *was/were going to* expresses past intentions.
- Encourage Ss to provide their own examples using these structures.
- Refer Ss to Grammar Reference (p. 89).
- Explain to Ss that *would* is not used to describe permanent past states.

For example: *I used to be a bit chubby when I was young.*

NOT: *I would be chubby when I was young.*

1. was/were going to + base form

2. used to + base form, would + base form

NEW

B.

- Have Ss read through the sentences and check their understanding.
- Ask Ss to rewrite the first sentence and explain what it expresses (*a repeated situation in the past*).
- Allow Ss enough time to complete the activity.
- Check the answers with the class.

1. When I was young, I would spend my afternoons on the beach with a good book.

2. We were going to take a tour of the island, but my wife got sick and we had to cancel it.

3. My family and I would (always) travel to Europe when we could afford it.

4. They were going to get a visa on Monday, but they didn't have all the documents and had to go back the following day.

5. I used to think that trips to the countryside were boring until I went to visit my aunt in Oxfordshire by train.

NEW

Speaking S1.2

- Divide Ss in pairs. Draw Ss' attention to the tasks and check their understanding.
- Have Ss read through the phrases in the boxes and explain any unknown words.
- Explain to Ss that they should follow the instructions in order to either ask or answer a question according to the given prompts using the vocabulary and the information provided.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.

Suggested answers

KEY

Booking a hotel room over the phone

A: Hello. Is that the Rocco Hotel?
B: Good morning, sir. Yes, this is the Hotel Rocco.
A: I'd like to book a room for a week in August. Could you tell me if there are any rooms available?
B: Certainly, sir. Which dates would you like to stay?
A: I want to arrive on August 11th and stay until the 18th.
B: That's no problem. What sort of room would you like?
A: I'd like a double room with air conditioning. Are there any rooms with an ocean view?
B: Let me check. Yes, we have a double room on the third floor with an ocean view.

A: Does the room have free Wi-Fi?
B: Yes, all rooms have a wireless Internet connection. We also offer breakfast which is included in the price of your stay. Lunch and dinner are also served at our hotel restaurant.

A: And how much is the room for a week?
B: The double rooms are \$70 a night.
A: Can you offer me a discount?
B: Well, since you're going to stay for 7 nights, we can offer a 10% discount.
A: That's great. OK, I'll take it.
B: Certainly. Can you give me your name and a contact number?
A: Sure. My name is...

Complaining to a hotel manager about a room

B: Good afternoon. How can I help you?
A: I'm sorry to have to say this, but I have a complaint to make. I'm not at all happy with my room.
B: I'm terribly sorry to hear that. What's the matter?
A: To begin with, I asked for a room with an ocean view and my room looks onto a parking lot. This is certainly not what I had in mind.
B: I'm sorry. I believe there's been some sort of mistake. Is everything else all right?
A: Well, no. I tried to take a shower but there's no hot water. The bed sheets are dirty and the TV doesn't work! Do you really expect me to stay in this room?
B: I do apologise for the inconvenience. Keeping our customers happy is our top priority, so can we offer you a bigger room with an ocean view and a free dinner at our restaurant tonight?
A: OK. Thank you.
B: Great, I'll arrange that immediately.

Speaking Role play

 Talk in pairs. Act out the following conversations.

Booking a hotel room over the phone

Student A: You want to book a room in a hotel. You call the hotel, ask for information and finally decide whether you are going to make the reservation. Use some of the phrases in the boxes.

Checking availability

Hello. I'd like to book a room. / I'd like to make a reservation at your hotel.

Could you tell me if there are any rooms available for the (date)?

Do you have any vacancies for the (date)?

Stating what you want / Asking about the facilities

I'd like a single/double room (with...)

Are there any rooms with a sea view?

Has the room got air conditioning?

Is there a swimming pool?

Discussing terms

What's the price per night?

Can you offer me a discount?

Do you have anything cheaper?

Is breakfast included in the price?

What time is checkout?

Making the reservation

OK. Can you please make the reservation?

OK, I'll take it.

Student B: You work at a hotel and are talking to a customer (Student A) on the phone who wants to book a room. Provide him/her with the necessary information and ask him/her for details. Use some of the phrases in the boxes.

Asking for information/details

Which dates would you like to stay?

How many nights do you need the room for?

What sort of room would you like?

Can you give me your name and a contact number?

Providing information

Let me check (availability). There's a... room available.

I'm afraid there's nothing available for those dates.

All rooms have... We also offer...

Breakfast is included in the price of your stay.

The room costs... per night.

Complaining to a hotel manager about a room

Student A: You are a hotel guest who is unhappy with his/her room. You decide to complain to the hotel manager (Student B). Use some of the phrases in the box.

Expressing dissatisfaction / Complaining

I'm sorry to have to say this, but I have a complaint (to make).

I don't want to complain, but...

Do you really expect me to stay in this room?

I'm not satisfied/happy with...

I am dissatisfied with...

I think there's been some sort of mistake. This is not what I asked for.

This is certainly not what I had in mind.

I'm afraid it's not good enough.

The room's very/too/so/rather...

It's not at all...

The... doesn't work.

Student B: You are a hotel manager.

A hotel guest (Student A) is complaining about the room. Be polite and offer him/her a discount. Use some of the phrases in the box.

Expressing regret / Apologising

I'm so/very/terribly sorry about that.

I'm so sorry for the inconvenience.

I believe there's been some sort of mistake.

I (do) apologise for...

Please accept our apologies.

Keeping our customers happy is our top priority, so can we offer you...?



Writing A story

A. Discuss in pairs/groups.

- Would you be interested in going on a safari? Why? / Why not?
- When on a safari, what dangers might you encounter?

B. Read the story and answer the questions that follow.

1. Who is the main character (protagonist) of the story?
2. How does the narrator engage the reader's attention from the very beginning?



1. I'll never forget the experience I had **two years ago**. My cousin James and I were visiting a Tanzanian nature reserve. **The day after** our arrival, we got up in the early hours of the morning, had breakfast and got into an open-topped safari truck with some fellow travellers. I chose to sit at the back of the truck on my own because I didn't want anyone blocking my view. I was, you see, determined to take an award-winning picture!
2. **After** we drove around for a while, we came across a group of sleeping lions. The driver parked the truck nearby so that we could take a closer look at these amazing creatures. 'This is the opportunity I've been waiting for,' I said to myself, 'and... I'm not going to miss it!' So, even though the tour guide had told us not to, I got out when no one was looking.
3. **As** I was getting ready to take the perfect shot, the safari truck suddenly drove off leaving me stuck in the middle of nowhere... with the lions just a short distance away! There are no words to describe how frightened I was. I wanted to scream in horror and run frantically after the truck. Instead, I sat motionless in the intense heat with my heart beating wildly and sweat pouring down my face.
4. After standing there for what seemed like hours, I realised that I would have to do something before the lions woke up. I had only taken a few steps **when** I heard the safari truck in the distance. It was heading in my direction. I was filled with both relief and horror. What would I do if the lions woke up before the truck reached me? Fortunately, they didn't and I was soon out of harm's way. 'What were you thinking?' scolded my cousin while everyone looked on disapprovingly.
5. Looking back now, I realise that what I did was incredibly foolish. I learnt that enjoying an experience in the wild outdoors requires one to exercise both caution and common sense.

C. Read the story again and do the activities that follow.

1. Each of the following statements corresponds to one of the paragraphs in the story. Write the numbers 1-5 in the boxes provided. In this paragraph the writer:

- a. describes the main event.
- b. tells us where the story took place.
- c. explains the outcome of the main event.
- d. presents the people accompanying him.
- e. tells us what he learnt from this experience.
- f. describes what took place before the main event.
- g. describes how he felt when the incident occurred.
- h. says how he felt when a solution to his problem presented itself.

2. The stages of plot development in the table below correspond to paragraphs 1-5 in the story. Complete the table with the function of each stage.

- a. shows the lesson that was learnt and how the character has changed as a result
- b. describes the most intense moment of the story
- c. shows how the problem is resolved
- d. provides extra detail and introduces the problem
- e. introduces the protagonist(s), creates the setting (time and place) and establishes the context of the story

PLOT DEVELOPMENT	
1. Introduction	
2. Rising action	
3. Climax	
4. Falling action	
5. Conclusion	

3. Find examples of the following features in the story: direct speech, questions, exclamations and powerful language. Why does the writer use these features?

D. Complete the rules about the use of time linkers with the highlighted words in the story.

1. Use _____, until, _____, before, till, as soon as, and **by the time** to link two past actions one of which happened earlier than the other.
2. Use _____ and **while** with the Past Progressive to link two past actions which were happening at the same time or to introduce the 'longer' of the two actions.
3. Use time words/phrases such as **yesterday, last night/month/year, _____, then, just then, after that, _____, at the time**, etc. to indicate when something happened.

Learning Standards

SB: S1.1, R1.1, R2.3, W3.2, W1.1, W2.1

Functions

Narrating a story
Sequencing past events

Vocabulary

arrival award-winning backwards block (v.) caution
come across common sense creature delightful
disapprovingly encounter (v.) figure sth out
foolish frantically head (v.) in the opposite direction
instead motionless nature reserve
nearly jump out of one's skin out of harm's way
path relief scold shot sweat (n.) wolf woods

Writing

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Yes, I would. I have always been interested in wild animals such as lions and elephants, and would enjoy seeing them from up close in their natural habitat.
- The fact that you are in the wild means that there is danger lurking around every corner. I don't think that you can predict with certainty how a wild animal will behave, so I believe that if you don't take the necessary precautions you may very easily be attacked by one.

B. R1.1

- Ask Ss to read the story and the questions, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. The narrator himself.

2. The narrator grabs the reader's attention by introducing the idea of an unforgettable experience from the onset. In doing so, he arouses the reader's curiosity and makes him/her interested in finding out about the narrator's experience and why it is so memorable to him.

C. R2.3

- Ask Ss to read the story again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What happened the day after their arrival? They got up in the early hours of the morning, had breakfast and got into an open-topped safari truck to go on safari.

Why did the writer sit at the back? Because he didn't want anyone blocking his view.

How did the writer react when he was left alone? He was frightened and he wanted to scream in horror and run frantically after the truck.

What did he do? He sat motionless in the intense heat with his heart beating wildly and sweat pouring down his face.

What does he think of his past actions now? He realises that what he did was incredibly foolish.

- Explain the first activity. Have Ss read through the statements and check their understanding.
- Have Ss do the activity and then check the answers with class.
- Then move on to activity 2. Ask Ss to look at the stages of plot development, read the functions a-e, and complete the table.
- Check the answers with the class.
- Finally, have Ss proceed to activity 3, and ask them the question in the rubric.
- Check answers.

1.

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

2.

Introduction - e
Rising action - d
Climax - b
Falling action - c
Conclusion - a

3.

Direct Speech: 'This is the opportunity I've been waiting for,' I said to myself, 'and... I'm not going to miss it!', 'What were you thinking?' scolded my cousin while everyone looked on disapprovingly.

Questions: What would I do if the lions woke up before the truck reached me?, 'What were you thinking?' scolded my cousin while everyone looked on disapprovingly.

Exclamations: I was, you see, determined to take an award-winning picture!

'This is the opportunity I've been waiting for,' I said to myself, 'and... I'm not going to miss it!', As I was getting ready to take the perfect shot, the safari truck suddenly drove off leaving me stuck in the middle of nowhere... with the lions just a short distance away!

Powerful language: determined, award-winning picture, amazing creatures, scream in horror, run frantically, intense heat, beating wildly, sweat pouring down my face, scolded, looked on disapprovingly, incredibly foolish

The writer uses these features to make the story interesting, add variety, engage the reader's interest and provide insight into the protagonist's feelings.

- Explain any unknown words and choose some Ss to read out the story.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they had underlined in the story.

D. R2.3

- Have Ss read through the rules and check their understanding.
- Explain to Ss that they should complete the rules with the highlighted words in the story.
- Have Ss do the activity.
- Check the answers with the class.

1. after, when

2. as

3. two years ago, the day after

E. R2.3

- Ask Ss to read through the story and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. last	6. until	HEY
2. when	7. By the time	
3. As	8. As	
4. As soon as	9. Just then	
5. while		

F. W2.1

- Have Ss read the writing task and underline the key words.
- Elicit answers and explain any unknown words.

The following words should be underlined:
stories, special holiday edition, describe a holiday experience, taught, valuable lesson

- Have Ss answer the questions.
- Check the answers with the class.

1. to entertain the readers of this magazine	HEY
2. the readers of this magazine	
3. direct speech, questions, exclamations, powerful language, elements of plot development	

G. W3.2

- Ask Ss to read through task 1 and check their understanding.
- Provide any necessary explanations, and have Ss come up with as many questions as possible, using the question words in the diagram.
- Then tell Ss to proceed to task 2.
- Have Ss choose the questions they consider most important and provide detailed answers for themselves. Explain to them that this will help them build a story in which they will be the protagonists.

1.*Suggested answers*

Who were you with? / Who did you go on holiday with?
Where were you?
What time of day was it?
When did this happen? / When did you have this experience?
What happened?
Where were you when this happened?
What were you doing when this happened?
What did you hear? / What did you see? / What did you say to the person who was with you?
How did you feel when this happened?
What did you do? / How did you deal with the situation?
Why did you decide to do deal with the situation in that way?
How was the situation resolved?
Who helped you?
How did you feel when the situation was resolved?
What did you do when the situation was resolved?
How do you feel about the situation now?
How did you change after this experience?

2. open answers**H. W3.2, W1.1, W2.1**

- Ask Ss to read the TIP and check their understanding.
- Ask Ss to go to the Workbook pages 40-42, read through the plan, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Refer Ss to the story on page 48.
- Ask Ss to go to the Workbook page 40 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their stories, following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on the Workbook page 42 to make sure they have carried out the task correctly.
- Have some Ss read out their stories.

*Suggested answer***Please do not leave your luggage...**

As I was getting off the plane, I had no idea what was in store for me. This was supposed to be the ideal holiday: two weeks of sun and fun in Cancun with my friends. I couldn't hide my excitement!

Things were just fine, until a stranger started talking to me in a language I didn't recognise while we were waiting for a taxi to take us to our hotel. I was about to tell him that I had no idea what he was saying, when someone bumped into me from behind. When I turned around to look, I saw someone walk away and disappear into the crowd of people waiting for buses.

When I turned back again, the person who had spoken to me before was gone, but so was my suitcase. I tried to stay calm, and asked my friends if they had seen anything, but none had because they had been looking out for taxis coming from the other direction. I couldn't believe it. My holiday was ruined!

I checked the backpack I was carrying. Thankfully, I had all my money and cards in there, so the only things I had lost were my clothes, which could be easily replaced in the town. Things could have been a lot worse: they might have taken my passport or all my money!

I soon found some great new clothes at a really cheap price and still managed to have a great holiday, so in the end everything was fine. Needless to say, though, after this experience I always make sure I know where my all my luggage is and never leave it unattended when I travel.

Optional activity**Peer Review Activity W3.2**

Assign the writing task for homework. Instruct your Ss to write their story on a clean piece of paper (not in their Workbooks). The day Ss are required to hand in their homework, you may engage them in a peer review activity. Pair Ss up and have them exchange drafts. Ss must go over their peer's work carefully with a view to providing constructive feedback and making helpful suggestions. Remind them to consider the key linguistic and organisational features of the specific genre as outlined in the Writing Section and TIP and to use the correction code in SB page 33. Walk around, listen to what Ss are saying and provide some feedback yourself. Ensure that the peer review activity is done in an orderly fashion so that Ss benefit from the process. The activity should not take more than ten to twelve minutes. After Ss have received feedback, they must be instructed to make any necessary improvements to their written piece of work and write the final version of their stories in their Workbook.

Note: This kind of activity teaches Ss to contribute constructively towards an inclusive and supportive learning environment.

E.  **Read the story and circle the correct words/phrases.**

It was a delightful, sunny day 1 **next / last** Saturday, so Tom decided to go for a walk in the woods. He usually went for walks alone and he had never had any problems; however, he had no idea how different it would be this time.

He had been in the woods for a few hours 2 **when / while** he realised that he was lost. It was the first time something like this had happened to him, because he had always been very careful. 3 **As / As soon as** he was walking back and forth, trying to find the path out of the woods, he heard a strange sound, like somebody was behind him.

4 **While / As soon as** he turned around, he saw that it was a wolf! He nearly jumped out of his skin! It was normal for him to come across wild animals 5 **while / before** he was walking in that area; however, he had never encountered a dangerous one 6 **after / until** that moment.

7 **Then / By the time** he figured out what to do, the wolf had started coming towards him. Although he wanted to run, he stayed still because he remembered that in order to escape from a wolf, he had to stand facing it and slowly back away.

Luckily, it worked! 8 **As / Until** Tom was walking backwards, the wolf turned around and left. He felt relieved and began running in the opposite direction.

9 **At the time / Just then**, he heard some voices. Fortunately, it was two hikers, who helped Tom find his way out of the woods.



F.  **Read the writing task below and underline the key words/phrases. Then answer the questions that follow.**

We are looking for stories for our special holiday edition. Your story must describe a holiday experience which taught you a valuable lesson.

1. What is the purpose of this story?
2. Who will read this story?
3. What features should you include to make your story interesting?

G.  **Now do the tasks that follow to help you generate ideas for your story.**

1. Imagine that a friend of yours has recently had an interesting holiday experience that taught him/her a valuable lesson. What kind of questions would you ask to find out about his/her experience? Using the question words in the diagram below, come up with as many questions as possible. The questions should cover various aspects of the experience that could be of interest.



2. After you have come up with the questions, choose those that you consider most important and answer them for yourself to come up with the details of a story in which you are the protagonist.

H.  **Read the TIP below. Then go to the Workbook pp. 40-42 and using the ideas you came up with, plan and write your story.**

When writing a story:

- try to keep the plot of the story fairly simple.
- use a different paragraph for each stage of the story.
- refer to the events in the order in which they occurred.
- refer to how people/places/experiences made you feel.
- use past (narrative) tenses.
- use linking words (to indicate the sequence of events, to express result, etc.)
- vary the language you use, e.g. use short sentences to create suspense, Direct Speech to add realism and provide insight into the main characters' thoughts and feelings, questions for dramatic effect and exclamations to express emotion, etc.
- use colourful, descriptive vocabulary (e.g. adjectives, adverbs, phrases and expressions) to excite your reader's imagination.
- use a dictionary/thesaurus to replace words that are too dull or common and to avoid repetition.

TIP

A. Complete the sentences with the prepositions *in* or *on*.

1. The scientist is _____ the verge of making an important discovery.
2. We can't afford to go on holiday because we are _____ debt.
3. My father is a busy man and is always _____ a hurry.
4. I'm not really _____ the mood for shopping, so I think I'll stay at home.
5. Ron spoke _____ behalf of all of us.
6. Natasha was _____ tears after she got fired.
7. I don't think you should invite both Sally and Brenda. They're not _____ good terms.
8. I'll buy it. No, _____ second thoughts, I'll wait for the sales.

B. Circle the correct options.

1. Could you please pay the taxi **price / fare**? I don't have enough cash on me.
2. When you **reach / arrive** the National Museum, turn left and park.
3. **A:** Excuse me, do you have any rooms available?
B: I'm sorry, we have no **vacancies / reservations**.
4. Louise is trying to get **by / over** the cold she caught while on holiday in Austria.
5. I think Khaled **takes after / gets along with** his father. They are both very adventurous and love exploring new places.
6. When travelling, take the necessary **relief / precautions** to ensure your personal safety.
7. We sat in our seats and waited for the plane to take **up / off**.
8. The climbers **headed / encountered** bad weather and had to find shelter for the night.
9. That man doesn't speak Arabic. He's a **stranger / foreigner**.
10. It was very **foolish / optimistic** of you to dive off the cliff into the sea. You nearly injured yourself.

C. Circle the correct options.

Last month, while I **1 looked / was looking** online for information about my summer holiday, my brother, Louie, **2 was calling / called** me up to see how I **3 did / was doing**. Before his phone call, I **4 would travel / was going to travel** to a destination in Europe, but I **5 used to end up / ended up** making a completely different decision. You see, Louie had just returned from a safari in Africa and told me about all the wonderful things he had seen. Needless to say, that's how I **6 would decide / decided** to do something similar.

I remember that as children we **7 used / would** to love exploring nature and observing animals. Back then, we **8 were playing / would play** in the forest or down by the lake with our friends for hours. So in the end, I **9 booked / was booking** an adventure safari in Kenya and Tanzania. The travel agency **10 informed / was informing** me that it would be a once-in-a-lifetime experience and that I would witness wild animals like lions and elephants first-hand. The big day is approaching and I can hardly wait to go on my trip!

D. Rewrite the sentences using the words in brackets.

1. When I was young, I always risked my life doing extreme sports. **(would)**
2. I was planning to go windsurfing, but the wind wasn't strong enough. **(going)**
3. Mubarak was watching TV when an earthquake occurred. **(while)**
4. I was afraid of flying until I read an article about the safety of planes. **(used)**
5. I wanted to travel around France, but then I got sick and cancelled my trip. **(going)**
6. As I was going down the stairs, I slipped and hurt my leg. **(when)**
7. I was driving to the shops when I realised that I had no money on me. **(as)**

Self-assessment

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

now I can...

- ▶ discuss issues relating to travel, holidays and adventure
- ▶ use phrasal verbs with *take* and *get* and prepositional phrases with *in* and *on*
- ▶ use appropriate tenses to talk about past events and situations
- ▶ ask for / provide information, state what I want, discuss terms, make a reservation, express dissatisfaction, complain, express regret and apologise
- ▶ write a story

To be more effective, the exercises in the Review section should be completed and checked in class.

A.

1. on	5. on
2. in	6. in
3. in	7. on
4. in	8. on

KEY

Self-assessment

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

B.

1. fare	6. precautions
2. reach	7. off
3. vacancies	8. encountered
4. over	9. foreigner
5. takes after	10. foolish

KEY

C.

1. was looking	6. decided
2. called	7. used
3. was doing	8. would play
4. was going to travel	9. booked
5. ended up	10. informed

KEY

D.

1. When I was young, I would (always) risk my life doing extreme sports.
2. I was going to go windsurfing, but the wind wasn't strong enough.
3. While Mubarak was watching TV, an earthquake occurred.
4. I used to be afraid of flying until I read an article about the safety of planes.
5. I was going to travel around France, but then I got sick and cancelled my trip.
6. I was going down the stairs when I slipped and hurt my leg.
7. As I was driving to the shops, I realised that I had no money on me.

KEY

STUDENT'S BOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 52
R1.1	Creative and critical thinking	Reading B p. 52
R2.1	Inquiry and research	Reading C p. 53
R4.1	Problem-solving	Reading D p. 53
R4.2	Problem-solving	Reading D p. 53
S1.1	Communication	Reading E p. 53
S2.3	Creative and critical thinking	Reading E p. 53
R4.1	Problem-solving	Vocabulary A p. 54
R4.2	Problem-solving	Vocabulary A p. 54
S1.1	Communication	Listening A p. 56
L1.1	Creative and critical thinking	Listening B p. 56
L2.1	Creative and critical thinking	Listening C p. 56
S1.1	Communication	Listening D p. 56
S1.1	Communication	Speaking A p. 57
S2.3	Creative and critical thinking	Speaking A p. 57
S3.1	Communication	Speaking B p. 57
W4.1	Communication	Writing p. 57
S1.1	Communication	Reading A p.58
R1.1	Creative and critical thinking	Reading B p. 58
R2.1	Inquiry and research	Reading C p. 59
R4.1	Problem-solving	Reading D p. 59
R4.2	Problem-solving	Reading D p. 59
R2.3	Creative and critical thinking	Reading E p. 59
R2.3	Creative and critical thinking	Reading F p. 59
S1.1	Communication	Reading G p. 59
S1.1	Communication	Listening A p. 61
L1.1	Creative and critical thinking	Listening B p. 61
L2.1	Creative and critical thinking	Listening C p. 61
S1.1	Communication	Listening D p. 61
S1.1	Communication	Speaking p. 61
S2.3	Creative and critical thinking	Speaking p. 61
S1.1	Communication	Writing A p. 62
R2.3	Creative and critical thinking	Writing B p. 62
R2.1	Inquiry and Research	Writing C p. 63
W2.1	Creative and critical thinking	Writing D p. 63
W2.1	Creative and critical thinking	Writing E p. 63
W2.1	Creative and critical thinking	Writing F p. 63
W3.2	Creative and critical thinking	Writing F p. 63
W1.6	Creative and critical thinking	Writing F p. 63
S1.1	Communication	Culture page A p. 65
R1.1	Creative and critical thinking	Culture page B p. 65
R2.1	Inquiry and research	Culture page C p. 65
S1.1	Communication	Task A p. 66
L2.1	Creative and critical thinking	Task B p. 66
L2.1	Creative and critical thinking	Task C p. 66
S2.5	Creative and critical thinking	Task D p. 66
S1.1	Communication	Task E p. 66
S2.3	Creative and critical thinking	Task F p. 66

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R2.1	Inquiry and research	Activity B pp. 56-57
L2.1	Creative and critical thinking	Activity D p. 58

When students complete this module, they will be able to:

4a (pp. 52-53)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

4a (pp. 54-55)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

4a (pp. 56-57)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately (S3.1)
- use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts (W4.1)

4b (pp. 58-59)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

4b (pp. 60-61)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

4b (pp. 62-63)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)

Culture page (p. 65)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)

Task modules 3 & 4 (p. 66)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

4 Review

- understand and respond independently to detail in longer, more complex texts (R2.1) WB
- understand and respond to the detail in longer, more complex texts (L2.1) WB

Vocabulary

ancestor greed inherit needs

- Draw Ss' attention to the title of the module (*Nature watch = the act of closely observing and / or guarding nature*) and in relation to the picture on the page (*a human eye and the earth painted around it*). Ask them to tell you what they think the module is going to be about.
- Elicit answers.
- Have Ss read the quotations and check their understanding.
- Ask the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

Key

- 'Do not waste water even if you were at a running stream.' - I think that this means that drinkable water is an extremely valuable resource that shouldn't be squandered under any circumstances. The Prophet Muhammad (PBUH) refers to 'a running stream' to draw attention to the fact that even when it is seemingly abundant, water should be used wisely because it is an essential life force, without which we cannot survive.
- 'The earth provides enough to satisfy every person's needs, but not every person's greed.' - I believe that this means that if the resources available on earth are used judiciously, our needs will be met, as there is an adequate supply of everything we require. On the other hand, if we use the earth's resources in excess of what ecosystems can support and replenish to satisfy our insatiable desire for material gain, we will deplete them and suffer the consequences of our avarice and lack of foresight.
- 'We do not inherit the world from our ancestors; we borrow it from our children.' - In my opinion, this means that our decisions and actions impact on the environment, and our children then inherit the problems we have created. The word 'borrow' adds emphasis to the fact that the world is not ours to do with as we wish. The world belongs to future generations and must be preserved for posterity. You must look after and respect the world you live in, just as you would look after something that has been lent to you and must be returned to its rightful owner in due time.
- I agree entirely with all three statements. The earth may be rich in natural resources, but that does not mean that we can waste these valuable resources. If we do, we will deplete them, and this will have catastrophic effects both on us and on future generations. In short, the survival of our species is closely connected to the survival of our planet. Treating our planet with respect and using the resources available wisely is, thus, not an issue of preference, but of urgent necessity and sound judgement.

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

4 Nature watch

Discuss:

Read the quotations and answer the questions that follow.

'Do not waste water even if you were at a running stream.'

'The earth provides enough to satisfy every person's needs, but not every person's greed.'

'We do not inherit the world from our ancestors; we borrow it from our children.'

- What point about the environment does each of them make?
- How far do you agree with these statements?

In this module you will...

- discuss issues relating to the earth, nature and the environment
- learn vocabulary relating to ecosystems, nouns with prepositions, and words with the prefixes *over* and *under*
- learn how to use appropriate tenses to refer to past events and situations
- learn how to express reason, concession, result and purpose
- learn how to inquire about and express preference
- learn how to structure discourse and introduce a theme
- learn how to use persuasive language, and to compare and contrast
- learn how to interpret graphs and line charts
- learn how to write a cause/effect essay



Reading A.  Discuss in pairs/groups.

- What do you think are the most important environmental issues our planet is facing today?
- Do you think enough is being done to save the environment and animal species that are in danger of dying out?

B.  Quickly read the texts about different environmental issues and circle the appropriate word, **SUCCESS** or **FAILURE**.

1

AMERICAN BISON
SUCCESS / FAILURE

Although there were once tens of millions of bison across North America, by the 1890s their numbers had fallen to as few as 750, due to an intense period of hunting for the fur industry. Despite the dramatic **impact** hunting had on the size of the population, the animals have made a remarkable comeback as a result of conservation **initiatives**, reintroduction, population management and the development of the bison meat industry. Now, approximately 500,000 bison live across North America.

2

AFRICAN PENGUIN**SUCCESS / FAILURE**

African penguins are unique in that they are the only species of penguin that can survive in warm climates. They are found on the coast and islands of southern Africa. Unfortunately, their numbers have **declined** considerably since the early twentieth century. Back then there were close to 2,000,000 African penguins, but this number had fallen to approximately 300,000 by the late 1950s, and to a little more than 50,000 by 2009. The dramatic decline resulted in a change of status on the IUCN Red List of Threatened Species in 2010 from 'vulnerable' to 'endangered'. Since then, governments and **conservationists** have worked hard to protect the species, but population numbers have shown no signs of improving. In fact, a two per cent annual decline has been observed, and it is believed that if this trend continues, the African penguin will no longer be around in ten years from now. Water pollution, habitat loss, intensive fishing and an increase in fur seal populations are considered the main reasons why this species is threatened with **extinction**.



3

TROPICAL RAINFORESTS**SUCCESS / FAILURE**

Tropical rainforests, such as the Amazon Rainforest and the Congo Rainforest, are found near the equator in some of the world's hottest as well as wettest areas. They currently cover six per cent of the earth's land surface, which is less than half of what they used to cover not so long ago. In the past, tropical rainforests occupied 18,000,000 km² of the earth's land surface, but human activities, such as **logging**, farming and cattle **ranching**, have reduced this to less than 8,000,000 km². Despite increased awareness and conservation efforts, deforestation rates continue to be on the rise. Satellite data shows that 80,290 km² of rainforest (an area the size of the Czech Republic) is destroyed every year, which amounts to roughly five billion trees. Given that tropical rainforests play an important role in producing oxygen, reducing CO₂ in the atmosphere, regulating global temperatures and controlling rainfall, this destruction has far-reaching effects.



Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2, S2.3

Functions

Interpreting graphs and line charts

Vocabulary

alarming awareness breed (v.) campaign captive captive breeding programme change of status climate coast comeback conservationist considerably contribute decline (n./v.) deforestation development dramatic endangered equator establish estimate (n.) extinct extinction far-reaching given that graceful habitat herd impact in captivity in the wild initiative intense intensive logging management officially on the rise overhunt oxygen per cent pollution population protected area ranching recent regulate roughly significant threatened tropical unfortunately vulnerable

Reading

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I think that global warming is one of the biggest problems that our planet is facing. The temperatures are constantly rising, which is causing the ice at the north and south poles to melt. This in turn creates various problems for plants and animals.
- In the past years, mankind has realised the importance of protecting both the environment and endangered species, since environmental problems and animal extinction have a serious impact on the survival of the human species itself. Many efforts have been made in order to deal with environmental problems and restore the number of endangered species. Nevertheless, there is a lot to be done; ecosystems are under threat all over the planet, while species go extinct every day.

KEY

B. R1.1

- Draw Ss' attention to the pictures accompanying the texts and see if they can identify the animals. Ask them to tell you what they think the texts are going to be about (*endangered species and environmental issues*).
- Ask Ss to read through the rubric and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answer by referring to the texts.

1. SUCCESS
2. FAILURE
3. FAILURE
4. SUCCESS

KEY

C. R2.1

- Ask Ss to read the texts again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.

- Ask Ss some comprehension questions:

American Bison

What was once the population of the American Bison in North America? tens of millions

What was the population of the American Bison in North America in the 1890s? 750

What caused the population to decrease so much? an intense period of hunting for the fur industry

What were some measures taken in order to help the animals make a remarkable comeback? conservation initiatives, reintroduction, population management and the development of the bison meat industry

What is the population of the American Bison now? approximately 500,000

African Penguin

Why are African penguins unique? Because they are the only species of penguin that can survive in warm climates.

Where are they found? They are found on the coast and islands of southern Africa.

How many African penguins were there in the early twentieth century? There were close to 2,000,000.

How many were there in the 1950s? There were approximately 300,000.

How many African penguins were there in 2009? There were a little more than 50,000.

When did the status of the African penguin change on the IUCN Red List of Threatened species? in 2010

What did the African penguin's status change to? It changed to 'endangered'.

What was its status before that? It was 'vulnerable'.

What has happened since the African penguin's status changed? Governments and conservationists have worked hard to protect this species.

What has happened to population numbers? They have shown no signs of improving.

What has been observed? A two per cent annual decline has been observed.

What will happen if this two per cent decline continues? The African penguin will no longer be around in ten years from now.

What are the main reasons why this species is threatened with extinction? water pollution, habitat loss, intensive fishing and increase in fur seal populations

Tropical Rainforests

What examples of tropical rainforests are provided? the Amazon Rainforest and the Congo Rainforest

Where are tropical rainforests found? They are found near the equator / in some of the world's hottest as well as wettest areas.

How much of the earth's land surface do tropical rainforests cover? They currently cover six per cent of the earth's land surface.

How many square kilometres did tropical forests use to occupy? In the past, tropical rainforests occupied 18,000,000 km².

How much of the earth's land surface do they occupy now? They occupy less than 8,000,000 km².

What has caused this reduction? human activities

What human activities have brought about this reduction? logging, farming and cattle ranching

What does satellite data show? that 80,290 km² of rainforest is destroyed every year

Roughly how many trees is this? It is roughly five billion trees.

Why else are tropical forests considered important? They play an important role in producing oxygen, reducing CO₂ in the atmosphere, regulating global temperatures and controlling rainfall.

Arabian Oryx

What is special about the Arabian oryx? It is Qatar's national animal.

Where was it once found? It was once found throughout the Arabian Peninsula.

When did populations go into dramatic decline? in the twentieth century

Why did they go into dramatic decline? They were overhunted both for sport and for their meat and skin.

When did the Arabian oryx become officially extinct in the wild? in 1972

Where could the few that remained be found? They could be found in zoos and private collections.

What was organised to establish a healthy population in captivity? a huge campaign

What captive breeding programme is referred to in the text?

the one developed by Al Shahaniya Oryx Centre near Doha

How did captive breeding programmes help the situation?

They helped the situation by bringing about a significant rise in population numbers.

What has happened to the Arabian oryx? It has since been successfully reintroduced to its native habitat.

How many oryx are estimated to be living in the wild throughout the Arabian Peninsula? 1,220

How many oryx are estimated to be living in reserves and other protected areas? more than 6,000

How is the Arabian oryx listed? It is listed as 'vulnerable'.

- Draw Ss' attention to the graphs.
- Explain to them that the graphs present the information provided in the texts in a more condensed way, and tell them that they should pay particular attention to the titles of the vertical and horizontal axes.
- Allow Ss enough time to do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answer by referring to the texts.

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



D. R4.1, R4.2

- Ask Ss to read through the meanings a-h and make sure they do not have any unknown words.
- Ask Ss to look at the highlighted words in the texts.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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



- Explain any unknown words Ss may have and choose some Ss to read out the texts.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the texts.

E. S1.1, S2.3

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- If I could contribute to one of these projects, I would choose to help stop the destruction of the tropical rainforests, because I think that it is a major problem that affects the whole planet. It is a major cause of global warming and the greenhouse effect. In addition, rainforests play an important role in the regulation of the water cycle, so deforestation has an adverse effect on rainfall. The climate becomes a lot drier when tree cover is reduced.
- I believe the most alarming situation is the number of trees that are cut down every year. The survival of humankind depends on trees, so it is shocking that we are mindlessly destroying our forests. In addition, tropical forests are home to a rich variety of plant and animal species, so when they are destroyed whole ecosystems are affected - ecosystems that consist of millions of unique species. This mass extinction has a catastrophic impact that affects not only selective biospheres, but also the whole of humanity and the planet itself.

KEY

4

ARABIAN ORYX

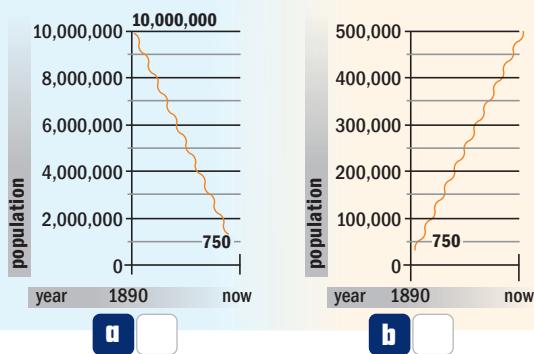
SUCCESS / FAILURE

The Arabian oryx, Qatar's national animal, was once found throughout the Arabian Peninsula. Populations went into dramatic decline in the twentieth century because these graceful creatures were overhunted by people both for sport and for their meat and skin. By 1972, the Arabian oryx became officially extinct in the wild. The few that remained could be found in zoos and private collections. A huge campaign was organised to establish a healthy population in captivity and then make an effort to gradually release the herd into the wild. **Captive breeding** programmes, such as the one developed by Al Shahaniya Oryx Centre near Doha, played an important role in bringing about a significant rise in population numbers. The Arabian oryx has since been successfully reintroduced to its native habitat. Recent estimates suggest there are now 1,220 oryx living in the wild throughout the Arabian Peninsula and more than 6,000 in reserves and other protected areas. The Arabian oryx is now listed as 'vulnerable' and efforts to improve its status continue.

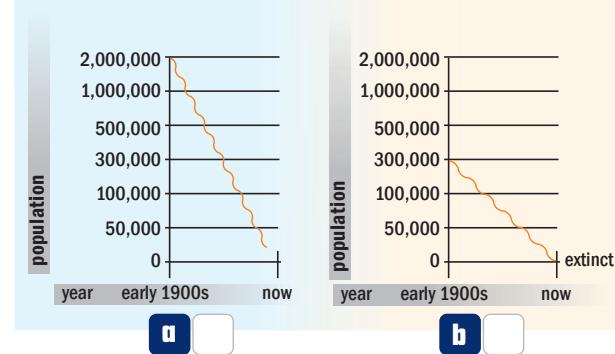


C. Read the texts again and decide which graph (a or b) accurately represents the information stated in each text.

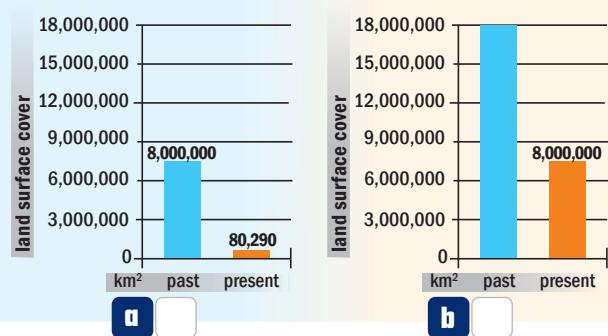
1. The American Bison



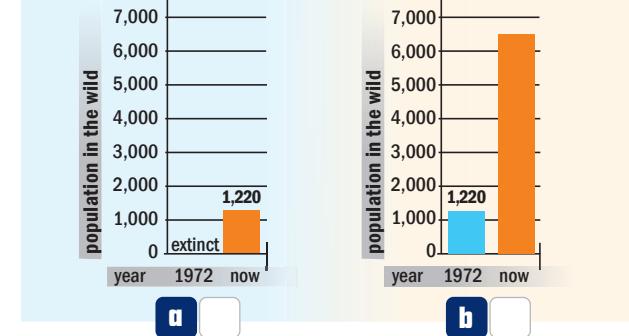
2. African Penguin



3. Tropical Rainforests



4. Arabian Oryx



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

1. impact	<input type="checkbox"/>	a. a powerful effect
2. initiative	<input type="checkbox"/>	b. to become less or fewer
3. decline	<input type="checkbox"/>	c. the state of no longer existing
4. conservationist	<input type="checkbox"/>	d. the business of cutting down trees
5. extinction	<input type="checkbox"/>	e. a plan/act/proposal put forward to solve a problem
6. logging	<input type="checkbox"/>	f. raising animals, such as cattle and sheep, on a big farm
7. ranching	<input type="checkbox"/>	g. getting animals to produce young in a controlled environment
8. captive breeding	<input type="checkbox"/>	h. a person interested in saving or protecting the environment

E. Discuss in groups/pairs.

- If you could contribute to one of these projects, which one would you choose? Why?
- Which of the situations mentioned do you think is the most alarming? Why?

Vocabulary

A.  Read the text below and then match the highlighted words with their meanings a-h. Then check your answers using a dictionary.

Oceans

and seas cover about three quarters of planet Earth, so it's easy to see why some people have difficulty believing that they are threatened by pollution and overfishing. The truth, however, is that human activity is seriously threatening the survival of a number of **marine** species. **Ecosystems**, such as coral reefs, which are home to a rich variety of sea creatures, are extremely **delicate**. This means that changes in the quality and temperature of the water gradually destroy them, which **poses** a serious threat to the wildlife that lives in them. Besides this, destructive fishing practices, such as overfishing, have a negative effect on marine **biodiversity**. Every single plant and animal has a role to play in a marine community. Losing one species is not a small matter, as it has an effect on the entire **food chain**. If a species dies out, then the **predators** that fed on them are affected too and will probably die out in turn unless they find other **prey** to feed on.

1. marine	<input type="checkbox"/>	a. easily damaged or harmed
2. ecosystems	<input type="checkbox"/>	b. related to the sea or ocean
3. delicate	<input type="checkbox"/>	c. an animal that hunts other animals for food
4. pose	<input type="checkbox"/>	d. an animal that is hunted as food by another animal
5. biodiversity	<input type="checkbox"/>	e. to create a problem or cause danger
6. food chain	<input type="checkbox"/>	f. all the plants and animals that exist together in an area and affect each other
7. predator	<input type="checkbox"/>	g. the existence of a large variety of plant and animal species living in a natural habitat
8. prey	<input type="checkbox"/>	h. the natural system where one species feeds on another species which in turn feeds on another species and so on

B. Complete the sentence on the right with the missing preposition. Look at the first text on page 52 to check your answer.

Despite the dramatic **impact** hunting had _____ the size of the population, the animals have made a remarkable comeback...

Now complete sentences 1-10 with the nouns in the box. Notice the prepositions that follow.

threat decrease effect reason advantage solution importance need damage increase

1. The lecture was about **the** _____ pollution has **on** our lives.
2. People keep telling me there's **a(n)** _____ **for** change, but I think everything is fine just the way it is.
3. There has been **a(n)** _____ **in** the number of people using their cars to get to work. More and more people are using public transport or their bikes.
4. My house has **the** _____ **of** being close to the station. It's very convenient.
5. My boss was so pleased with **the** _____ **in** sales that he decided to give me a pay rise.
6. **The** main _____ **for** inviting you all here today is to thank you for your support.
7. **The** biggest _____ **to** these birds' habitat is the destruction of the forest for farming.
8. I would like to point out **the** _____ **of** recycling.
9. Did the storm do much _____ **to** your roof?
10. Jassim believes he has found **a(n)** _____ **to** your problem.

Learning Standards**SB:** R4.1, R4.2**Functions**

Sequencing past situations and events

Structures

Past tenses – Past Perfect Simple

Vocabulary

advantage of affect attitude authorities biodiversity
 decrease in delicate destruction die out ecosystem
 effect on estimate (v.) feed on sth food chain
 impact on importance of in turn increase in
 marine need for overachieve overcharge overcook
 overestimate overfeed overpay overrate overuse
 pose predator prey reason for solution to
 survival threat to threaten underachieve
 undercharge undercook underestimate underfeed
 underpay underrate underuse

Vocabulary**A. R4.1, R4.2**

- Have Ss look at the picture and guess what the text is about (*the ocean and marine animals*). Elicit answers.
- Have Ss read the text and draw their attention to the highlighted words.
- Have Ss read the meanings a-h, and check their understanding. Explain to Ss that they should deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY**B.**

- Ask Ss to read the sentence on the right and find the missing preposition.
- Have Ss look at the first text on page 52 to check their answers.

missing preposition: on

KEY

- Then ask Ss to read the nouns in the box and check their understanding.
- Have Ss do the activity.
- Ask **higher-performing Ss** to come up with their own examples, and ask **lower-performing Ss** to complete them with the correct prepositional phrases.
- Check the answers with the class.

1. effect
 2. need
 3. decrease
 4. advantage
 5. increase
 6. reason
 7. threat
 8. importance
 9. damage
 10. solution

KEY

C.

- Ask Ss to look at the extract from the text on page 53 and draw their attention to the word in bold.
- Have Ss guess the meaning of the word.
- Check the answer with the class.

overhunt: to hunt an animal to the point where there aren't enough of these animals left KEY

D.

- Write on the board *The shop is understaffed. We should hire more employees.* Ask Ss the meaning of the word *understaffed*. Ask them which word is the opposite (*overstaffed*).
- Point out to Ss that the prefixes *over* and *under* mean *too* and *insufficiently* respectively. When added to a word they modify its meaning correspondingly.
- Have Ss do the activity.
- Check the answers with the class.

1. overcooked
2. overfed
3. overestimated
4. undercharged
5. overachieves
6. overused
7. overpaid
8. underrated

KEY

E.

- Have Ss read through the sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. overrated
2. overpaid
3. underestimate
4. overuse
5. overcooked
6. undercharge

KEY

Optional activity

- Ask Ss if they can think of any other words that begin with the prefixes *over* or *under*.

Grammar

A.

- Have Ss read the first extract and draw their attention to the verbs in blue.
- Ask Ss the questions.
- Elicit and check answers.

1. First intensive poaching had reduced.
Next the last surviving male died.

KEY

2. Past Perfect Simple for the action that happened first and Past Simple for the action that happened second.

- Have Ss read the second extract and draw their attention to the verb in blue.
- Ask Ss the questions.
- Elicit and check answers.

1. b 2. a

KEY

- Refer Ss to the Grammar Reference (p. 90).

- Ask Ss to think of their own examples using these tenses.

B.

- Have Ss look at the examples from activity A again.
- Have Ss do the activity.
- Check the answers with the class.

Subject + **had** + past participle KEY

C.

- Have Ss read through sentences 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. were thinking, climbed
2. decided, had destroyed
3. hadn't heard, was, visited
4. was/were camping, saw
5. was still trying, had already caught
6. didn't come, had planned
7. started, hadn't finished
8. organised / had organised, had never been, was

KEY

D.

- Ask Ss to go to the Speaking Activities section and do the Grammar Production task.
- Divide Ss into pairs, ask Ss to read through the rubric and the words/phrases in the box, and check their understanding.
- Have Ss ask and answer questions about what they had done by certain ages, stating the actual year that they did each thing. Ask Ss to use the words/phrases given or any others they can think of.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

C. Read the extract from the text on page 53 and notice the word in bold. What does it mean?

Populations went into dramatic decline in the twentieth century because these graceful creatures were **overhunted** by people both for sport and for their meat and skin.

D. Read the sentences and notice the words in bold. What are the opposites of these verbs?

1. She was in such a hurry to prepare the meal that the pasta was **undercooked**.
2. That cat looks **underfed**. Do you have any food with you we can give it?
3. They **underestimated** the amount of money they would need to finish the project.
4. This bill is too high. I think she has **overcharged** us for the meal.
5. He's very clever. It's a pity he **underachieves** at school because of his attitude.
6. Unfortunately, the new sports centre is **underused**. More students should sign up.
7. The employees work too many hours and are **underpaid**.
8. He's **overrated** as an actor. I think he's one of the worst ever.

E. Complete the sentences below with *under* or *over* to form compound words.

1. I think the book is _____ rated. To me, the story is nothing new.
2. I don't think that some football players should be earning so much money. They are _____ paid for the work they do.
3. Don't _____ estimate how much time you need to get there. You mustn't be late.
4. In Britain, many people tend to _____ use the words 'please' and 'thank you.'
5. The vegetables are _____ cooked. They are too soft.
6. You shouldn't _____ charge people. You offer a very good service that is worth paying for.

Grammar Past tenses – Past Perfect Simple → p. 90

A. Read the sentences below and answer the questions that follow.

After intensive poaching **had reduced** them to just three animals in the wild, the last surviving male sadly **died** in 2018.

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

- a. Pinta tortoises once thrived on the Galapagos Islands, but **by** the 19th century their numbers **had declined** considerably.
- b. Pinta tortoises once thrived on the Galapagos Islands, but **in** the 19th century their numbers **declined** considerably.

1. Which sentence tells us that population numbers decreased during the 19th century?
2. Which sentence tells us that population numbers decreased before the 19th century?

B. Look at the examples from activity A again and complete the rule.

Past Perfect Simple

Subject + _____ + past participle

C. Complete the sentences using the Past Simple, the Past Progressive or the Past Perfect Simple of the verbs in brackets.

1. We _____ (think) about how to get the horse free from the sand when suddenly it _____ (climb) out by itself.
2. By the time the authorities _____ (decide) to protect local forests, logging companies _____ (destroy) a big part of the green zone.
3. I _____ (not hear) about artificial reefs until last month. I _____ (be) so interested in finding out what they're like that I _____ (visit) one in the Caribbean two weeks ago.
4. The group _____ (camp) in the forest when they _____ (see) a bear approaching their tents.
5. While he _____ (try, still) to catch his first fish, I _____ (catch, already) five.
6. Renée _____ (not come) to the event we _____ (plan) for her.
7. The professor _____ (start) his talk about water pollution at 7.00 p.m. However, by 9.30 p.m. he still _____ (not finish).
8. Until last year, the Encanto travel agency in San Juan _____ (organise) tours to El Yunque rainforest. For those who _____ (never / be) to a rainforest before, it _____ (be) a once-in-a-lifetime opportunity.

D. Work in pairs. Turn to page 83 in the Speaking Activities section and do the Grammar Production Task.

Listening (1)

A. Discuss in pairs/groups.

- What is a conservation holiday?
- What do you think volunteers do on a conservation holiday?

B. You will hear a radio interview with an expert talking about conservation work in Tanzania. Number the topics 1-6 in the order in which they are mentioned.

- the work done at a lion sanctuary
- the results of the conservation work
- Dr Dugdale's main source of inspiration
- the skills required for participation
- the main environmental problem in Tanzania
- what people gain from this experience



C. Listen to the interview again and answer the questions.

1. According to Dr Dugdale, which of the following is a major problem in Tanzania?
 - a. forest destruction
 - b. environmental tourism
 - c. dangerous wild animals
 - d. air pollution caused by the burning of wood
2. Which conservation activity does Dr Dugdale mention?
 - a. taking care of lion cubs
 - b. watering trees in the wild
 - c. collecting paper for recycling
 - d. hunting to feed the lions at the sanctuary
3. What is true of volunteers who wish to participate in conservation work in Tanzania?
 - a. They need to be experienced.
 - b. They must be able to work independently.
 - c. They must have specialist knowledge about conservation.
 - d. They receive training before they start working on a project.
4. What is true of the sharks Dr Dugdale mentions?
 - a. They are very aggressive by nature.
 - b. They live off the coast of Mafia Island.
 - c. They are small compared to other fish.
 - d. They have increased in number over the last few years.
5. What is true of this conservation programme?
 - a. It has an age requirement.
 - b. It is not limited to Tanzania.
 - c. It combines having fun with learning about the environment.
 - d. It aims to teach participants the language and customs of the local people.
6. How many trees have volunteers planted in the last five years?
 - a. over 200
 - b. more than 300
 - c. just under 50,000
 - d. more than 600,000

D. Discuss in pairs/groups.

- Would you be interested in going on a conservation holiday? Why? / Why not?

Learning Standards

SB: S1.1, L1.1, L2.1, S2.3, S3.1, W4.1

Functions

Inquiring about and expressing preference
Introducing a theme

Vocabulary

alternative energy carbon footprint
conservation (holiday/work) eco-friendly economise
effective energy efficient funding inhabit (v.)
install installation investment long-term
maintenance preferable present (v.)
renewable energy representative shark solar panel
town hall unattractive wind farm

Listening

A. S1.1

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answers

- I am not quite sure, but I would suppose that a conservation holiday is a holiday on which you combine doing conservation work while exploring the place you are visiting and having fun.
- Well, volunteers might plant and water trees, feed and take care of injured animals, do research, repair fences and irrigation systems, etc.

B. L1.1

- Have Ss read the rubric and the topics and check their understanding.
- Tell Ss that they have to number the topics 1-6 according to the order in which they are mentioned.
- Play the recording and have them do the activity.
- Check the answers with the class.

- 3 the work done at a lion sanctuary
- 6 the results of the conservation work
- 1 Dr Dugdale's main source of inspiration
- 4 the skills required for participation
- 2 the main environmental problem in Tanzania
- 5 what people gain from this experience

C. L2.1

- Ask Ss to read through the questions and the options, and check their understanding.
- Play the recording again, and have Ss listen and do the activity.
- You may modify the activity from multiple choice to open-ended questions. Write questions 1-6 on the board (without the options) and ask Ss to cover Activity C in their books and answer the questions. This will challenge **higher-performing Ss**. Eliminate one or two incorrect options. This will help **lower-performing Ss**.

- Point out to Ss that it can sometimes be helpful to make brief notes in the form of a word, date, number, etc. to help them remember.
- Check the answers with the class. Have Ss provide justification for their answers.
- If necessary, play the recording once more in order to clarify any questions Ss may have.

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

NEW

D. S1.1

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

- I think I would enjoy going on a conservation holiday because it would give me the unique opportunity to contribute towards the conservation of the natural environment while having fun at the same time.

NEW

Speaking

A. S1.1, S2.3

- Divide Ss into groups of five.
- Draw Ss' attention to the announcement and explain the task.
- Ask Ss A and B to turn to the appropriate pages, read through the information and the words and phrases in the boxes and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.

Suggested answer

A: I would like to talk to you about the installation of solar panels on the rooftop of every Sheldon home. I believe that installing solar panels is the ideal choice, especially with this kind of climate. Just think about the amount of money each household will save on energy requirements: money you can either save for a better future or spend on other needs.

C: How will we save money?

A: Installing solar panels can help you deal with the issue of energy consumption in a cost-effective way at £1,300 per home. Something else I would like to point out is that each household will save money on electricity bills and the maintenance costs are very low.

D: How much of the funds will be spent?

A: The total cost of the project is £3 million, allowing you to invest in a second environmental project if you like.

E: What are the disadvantages of the project?

A: Well, unfortunately solar panels can only be installed on the rooftops of houses, not on public buildings. Also, there isn't any energy produced at night or when the weather is cloudy, but this isn't much of a problem in Sheldon.

B: First of all, let me begin by proposing the creation of a wind farm to produce energy for the entire town. Let's start by talking about the fact that this will provide an alternative source of energy for the whole region, because the wind farm will cover your energy needs by almost 100%.

C: So what does this mean for our town?

B: Something of great importance is the fact that Sheldon will save a lot of money for households and public buildings! Your income will instantly increase while the local government will finally have enough money to invest in other facilities.

D: But if we pick this option, we will use up the whole funding amount.

B: That's true, but it will save a great deal of money for the whole town in the long run.

E: Are there any other disadvantages?

B: Unfortunately, a wind farm creates a constant noise that chases away animals from their natural habitat and it might also disturb tourists.

C: So we have heard both proposals. What do you think of the solar panels?

D: I prefer the solar panels because they are less expensive and will leave extra funds for a different project.

C: Yes, but the solar panels will only be beneficial for households, not for other types of buildings. How do you find the idea of creating a wind farm?

E: Well, I like that idea more than the solar panels because it will make the whole Sheldon region more energy efficient. It might use up all the funds, but it's a long-term investment that can save a lot of money for us.

C: You're right but I think installing solar panels on rooftops is preferable because, as D mentioned, we will only spend half of our funding and it has absolutely no environmental impact.

D: Despite the fact that the wind farm will reduce the region's energy needs to almost zero, its negative impact on the quality of life for both the residents and the natural ecosystem around Sheldon is too big to be ignored, not to mention the high cost. Therefore, I prefer the installation of solar panels on household roofs.

E: You're right. It is better to have some more money aside for other projects as well.

C: So, I guess we have all reached the conclusion that our town will benefit more from the solar panels!

B. S3.1

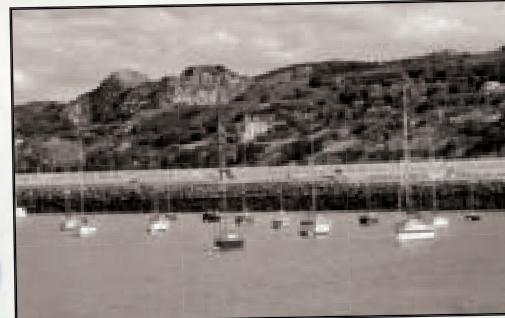
- When the groups have reached a decision, one member of each should present the chosen proposal to the rest of the class, giving reasons.

Suggested answer

D: After discussing the advantages and disadvantages of each of the proposals, we decided that the best choice for our town is the installation of solar panels on the rooftops of houses. It is the best environmentally friendly solution for our town, as well as being inexpensive. We will greatly benefit from them because solar panels have a low maintenance cost and all households will economise on electricity bills.

Writing**W4.1**

- Explain to Ss that they have to write a newspaper announcement similar to the one in the speaking section.
- Have Ss read through the bullet points and check their understanding. Point out to them that they have to take these bullet points into account when writing their announcements.
- Allow Ss enough time to write their announcements.
- Have some Ss read out their announcements.

*Suggested answer***KEY****SPEAK YOUR MIND****Bluebridge Town Hall**
Friday 15th April at 7 p.m.

Bluebridge has received funding worth £15 million to become eco-friendly. Mayor Brian Briggs has invited representatives of two environmental groups to present proposals on the building of a recycling plant or a new eco-friendly sewage treatment facility. Bluebridge residents are invited to attend the meeting at the town hall to discuss and evaluate proposals.

Population	10,565
Households	4,500
Climate	Sunny summers, wet winters
Geography	A coastal and hilly region
Economy	Tourism and fishing

Optional activity

- Write the phrase *ocean pollution* on the board, and ask Ss to note it down.
- Tell them that they are going to do some research at home, online or otherwise, to find out about ocean pollution. Ask them to take notes on the information they find and to bring their notes to the next lesson.
- This instructional strategy aims to stimulate Ss' interest and to build **lower-performing Ss'** confidence by exposing them to the topic in advance.
- If you decide to do this activity, remember to encourage Ss to use the information they came up with when discussing the topic in the next lesson.

Speaking

A.  Work in groups of five. Read the announcement on the right that appeared in the local paper of Sheldon, as well as the facts about this town.

Students A and B:

You are the representatives of the energy groups. Student A turn to page 83 and Student B turn to page 84. Read the information and present your proposals to the residents (C, D, E).

Student A: I would like to propose that...

Students C, D and E:

You are the residents of Sheldon attending the meeting at the town hall. Listen to the representatives of the energy groups (Students A and B) present their proposals. Ask them questions to find out about the advantages and disadvantages of their proposals. Then discuss the two options and decide which one you consider better. Use some of the words/phrases in the boxes.

Student C: How will this help us...

Student D: What are the possible advantages of...

HAVE YOUR SAY



Sheldon Town Hall

Saturday 18th April at 5 p.m.

Sheldon has received funding worth £6.5 million to spend on becoming eco-friendly. Mayor Stephen Townsend has invited representatives of two energy groups to present proposals on the installation of solar panels and the creation of a wind farm. Sheldon residents are invited to attend the meeting at the town hall to discuss and evaluate the proposals.

Population	9,268
Households	2,300
Climate	Hot and sunny summers, dry winters
Geography	A coastal and hilly region
Economy	Tourism and fishing

Inquiring about preference

What do you think of...?
Which... do you prefer?
How do you find...?

Expressing preference

I prefer...
I like... better than...
I think... is preferable to...

renewable/ alternative energy
energy efficient
carbon footprint
cost-effective
long-term investment
inhabited area

install
installation
unattractive
economise
maintenance

B.  Report your group's decision to the class, explaining why you have chosen the specific proposal.

Writing

 Write a newspaper announcement similar to the one in the speaking section above. Take into account the following:

- You need to write a paragraph mentioning two proposals for making the area more eco-friendly.
- Your announcement needs to have a title, topic, date and factbox with information about population, households, etc.
- You can write about your local area, or anywhere else in world.
- Your announcement should use formal and polite language (e.g. do not use short forms and avoid direct commands).



OCEAN POLLUTION

Our oceans and seas are very valuable to us, and we rely heavily on them for food, air, natural resources, transport and **recreation**. They are, however, being threatened by ocean pollution, which has become increasingly worse in recent years. In fact, our oceans and seas have now reached a critical point. There are so many sources of ocean pollution and the damage is so great that it seems highly unlikely that we will be able to reverse the situation.

Reading

A. Discuss in pairs/groups.

- What is the underlying theme of these cartoons?
- What message are they trying to get across?
- What other causes of ocean pollution can you think of?

B. Read the text on the right and choose from the options provided the **main** purpose of the text.

The text aims to:

1. outline the writer's opinion on an issue of concern.
2. persuade the reader to adopt a specific view on an issue.
3. recommend a specific course of action to deal with a problem.
4. outline the main reasons for something and the resulting effects.
5. discuss the advantages and disadvantages of a specific course of action.

To begin with, one of the main causes of ocean and sea pollution is rubbish. Rubbish can be **dumped** by boats and ships in open waters, carried from land by strong winds or carried down rivers and waterways. Once in the ocean, it is very hard to clean up and becomes not simply unpleasant but also a threat to the environment, wildlife and even humankind. The most immediate effect of this rubbish is that it presents a physical danger. Marine animals are **frequently** injured or killed when they become caught in plastic objects. **Moreover**, they often mistake pieces of rubbish for food and eat them. Plastic rubbish, **in particular**, contains toxic chemicals, which build up in the food chain and eventually end up on our plates in the fish we eat.

Oil spills are **also** a major cause of ocean and sea pollution. **Although** oil sometimes escapes from the ocean floor after earthquakes, oil spills are largely due to human activity. Accidents often occur during the drilling for oil as well as during the transport and processing of it. Crude oil is extremely difficult to clean up, and because it is highly toxic, it has a **destructive** effect on marine life. It forms a thin layer on the surface of the water which prevents oxygen from getting through. This is especially harmful to shallow marine habitats and species living near the coast. **In addition**, marine animals, **for instance** seals, whales and dolphins, which need to come to the surface to breathe, become covered in oil. This has a negative impact on their health, behaviour and ability to reproduce.

Another, rather unexpected, source of ocean and sea pollution is noise pollution. Noise can be heard for miles in oceans and seas because it travels much faster and farther in water than it does in air. Noise pollution comes not only from ship and boat traffic but also from human activities, **such as** underwater drilling and **mining** for natural resources and the building of bridges. It has very serious **consequences** for marine life. **First of all**, small fish and crustaceans cannot survive in a noisy environment. **As a result**, their numbers decrease **dramatically** when there is an increase in noise levels in their habitats. **What is more**, a lot of larger marine animals communicate through sound. If noise levels are high, they cannot hear each other. This affects their ability to communicate, hunt, migrate and produce young and, **thus**, poses a significant threat to their survival.

In conclusion, there are many causes of ocean pollution and they are clearly having a devastating effect on marine life. It is evident that if we do not take **measures** soon to improve the situation, our oceans and seas will, before long, become inhospitable to life. How much time do you think we have before one of our most valuable resources here on Earth is lost?

Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2, R2.3

Vocabulary

affected by cause (n.) consequence critical crude oil
 crustacean destructive devastating dramatically
 drilling dump (v.) frequently get across heavily
 humankind increasingly inhospitable mining
 mistake (v.) oil spill processing recreation reverse
 seabed settle shallow take measures underlying
 waterway whale whereas while

Reading

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

HEY

- The underlying theme of these cartoons is obviously water pollution and its effect on marine life.
- The message is that our oceans are overflowing with tonnes of rubbish. This poses a serious threat not only to delicately balanced marine ecosystems but also to human health. Fish and other marine animals often mistake plastic waste, which is extremely toxic, for food. Given that fish serve as a source of food for us, these toxins, which have the capacity to cause serious life-threatening diseases, return to us on our dinner plates.
- Well, besides rubbish, other sources of water pollution include sewage, industrial wastewater and agricultural run-off.

B. R1.1

- Draw Ss' attention to the title as well as to the pictures accompanying the text.
- Ask Ss to read through the options provided and check their understanding.
- Have Ss read the text and do the activity.
- Check the answer with the class.

4

HEY

C. R2.1 

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.

Ask Ss some comprehension questions:

What do we rely on our oceans and seas for? for food, air, natural resources, transport and recreation

What are our oceans and seas being threatened by? ocean pollution

Why does it seem highly unlikely that we will be able to reverse the situation? Because there are so many sources of ocean pollution and the damage is so great.

What is one of the main causes of ocean and sea pollution? rubbish

How does rubbish end up in our oceans and seas? Rubbish can be dumped by boats and ships in open waters, carried from land by strong winds or carried down rivers and waterways.

How are marine animals frequently injured or killed? They become caught in plastic objects and they often mistake pieces of rubbish for food and eat them.

When do oil spills occur? They often occur during the drilling for oil as well as during the transport and processing of it.

How are marine animals that need to come to the surface to breathe affected by oil spills? They become covered in oil which has a negative impact on their health, behaviour and ability to reproduce.

Where does noise pollution come from? It comes from ship and boat traffic and from human activities, such as underwater drilling and mining for natural resources and the building of bridges.

What is evident? It is evident that if we do not take measures soon to improve the situation, our oceans and seas will, before long, become inhospitable to life.

- Draw Ss' attention to activity C.
- Have Ss read through questions 1-5 and the options, and check their understanding.
- You may modify the activity from multiple choice to open-ended questions. Write questions 1-5 on the board (without the options), ask Ss to cover Activity C in their books and answer the questions. This will challenge **higher-performing Ss**. Eliminate one or two incorrect options. This will help **lower-performing Ss**.
- Have Ss do the activity.
- Ask Ss to provide justification for their answers.
- Check the answers with the class.

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

D. R4.1, R4.2 

- Draw Ss' attention to the highlighted words in the text.
- Explain to Ss that they should deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

- Explain any unknown words Ss may have and choose some Ss to read out the text.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. R2.3 

- Ask Ss to look at the underlined words/phrases in the text and have them do the activity.
- Check the answers with the class.

Listing points

To begin with, First of all,

Adding points

Moreover, also, In addition, What is more

Giving examples

In particular, for instance, such as

Contrasting

however, Although

Expressing result/consequence

As a result, thus

Summing up

In conclusion

F. R2.3 

- Have Ss read the essay again and do the activities.
- Check the answers with the class.

1. b. Outline 2

2. *How much time do you think we have before one of our most valuable resources here on Earth is lost?* - Rhetorical questions are used to make a point, draw the reader's attention to something important and make him/her think.

G. S1.1 

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

There are various measures that can be taken both by governments and consumers to deal with the problem of ocean pollution. Regarding the measures that governments need to take, they must initiate projects and implement new policies that will help clean up the ocean. They should also ban the use of single-use plastic, for example straws, shopping bags and plastic cups and utensils. Furthermore, they must launch a campaign to inform consumers of the importance of recycling and using eco-friendly products. Governments must also invest in the construction of new eco-friendly sewage treatment plants. In addition, stricter laws should be passed regarding the treatment and dumping of industrial waste. As for what consumers can do, they must become informed about recycling options in their neighbourhoods. They must also actively embrace recycling and refuse to use single-use plastic. In addition, consumers should avoid using products containing tiny plastic particles, called microbeads, which are found in a wide range of products as these are a growing source of ocean plastic pollution. Furthermore, they must actively support non-profit organisations working to reduce and eliminate sources of ocean pollution.



C. Now read the text carefully and answer the questions. Choose a, b, c or d.

1. How does the writer feel about the issue?
 - a. furious
 - b. shocked
 - c. optimistic
 - d. discouraged
2. What is not true of the rubbish found in oceans and seas?
 - a. It comes from different sources.
 - b. It is dangerous for humans.
 - c. It is easy to manage once it reaches open waters.
 - d. It often travels a long distance before it gets to open waters.
3. According to the writer, what ends up on our plates?
 - a. the toxic chemicals that exist in rubbish
 - b. fish that died from plastic they consumed
 - c. pieces of rubbish that we mistake for food
 - d. small plastic objects
4. According to the writer, what is true of oil spills?
 - a. They can occur naturally.
 - b. They eventually clear up on their own.
 - c. They are only caused by human activities in the oceans.
 - d. The oil that has been spilt eventually settles on the seabed.
5. What does the writer say about noise pollution?
 - a. It leads to an increase in fish populations.
 - b. It is a surprising source of ocean pollution.
 - c. Larger marine animals are not affected by it.
 - d. Its effects are limited to areas where human activity takes place.

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

1. recreation	<input type="checkbox"/>	5. mining	<input type="checkbox"/>
2. dump	<input type="checkbox"/>	6. consequence	<input type="checkbox"/>
3. frequently	<input type="checkbox"/>	7. dramatically	<input type="checkbox"/>
4. destructive	<input type="checkbox"/>	8. measure	<input type="checkbox"/>

- a. the activity of digging in the ground to remove valuable minerals
- b. leisure activities
- c. the effect or result of a situation, often negative
- d. very often
- e. an official action or step that you take to deal with a situation
- f. in a way that is sudden, obvious or surprising
- g. to throw sth away quickly and carelessly
- h. causing harm, injury or damage

E. Look at the underlined words/phrases in the text and place them in the correct category of linking words/phrases below.

Listing points

Firstly, ... In the first place, ... _____, _____, Secondly, ... Thirdly, ... Finally, ...
One / a second / a third aspect/point/activity,
Last but not least, ...

Adding points

Furthermore, _____, _____, _____, Apart from this, ... Besides, Another point worth mentioning is ..., Another aspect/point/activity is ...

Giving examples

For example, ... _____, _____, _____, particularly, ... especially, ...

Contrasting

On the other hand, ... _____, _____, While, whereas, Nevertheless, in spite of, despite

Expressing result/consequence

For this reason, ... therefore, _____, In this/that case, ...
Consequently, As a consequence

Summing up

To sum up, ... _____, All in all, ... On the whole, ... Taking everything into account, ... In short/brief, ...

F. Read the essay again and do the activities that follow.

1. Choose the outline the writer uses in his/her essay.

a. Outline 1

b. Outline 2



2. Find the rhetorical question the writer uses in his/her essay. What purpose does this question serve?

G. Discuss in pairs/groups.

- What measures do you think we need to take to effectively deal with the problem of ocean pollution?

Vocabulary

Complete the paragraphs with the words in the boxes.

atmosphere energy smog electricity
carpooling exhaust hazard pollution fossil

Air 1 _____ happens when dust particles, gases, fumes or chemicals enter the 2 _____ in a way that can harm the environment. It is caused by smoke and fumes coming from factories and 3 _____ fumes from vehicles. This can also lead to 4 _____: a mixture of smoke and fog, which can prove to be a serious health 5 _____ for humans. By investing in alternative sources of 6 _____ like the wind and the sun, we can reduce the burning of 7 _____ fuels and, as a result, reduce air pollution and help protect the environment. People should also conserve energy by using 8 _____ wisely, for example. Also, 9 _____ and using public transport instead of driving a car can help.

recycle cut landfills
disposed societies leaking

Everybody buys and uses a variety of products every day without giving it a lot of thought. These products affect the environment somehow: through the way they are made, used or 10 _____ of. One of the main problems modern-day 11 _____ are facing is the amount of rubbish they produce - and it's way too much! We all need to 12 _____ down on the rubbish we create, otherwise we will soon run out of space for it. 13 _____ are filling up and are 14 _____ dangerous chemicals and gases into the environment. The solution to this problem is the 3 Rs: Reduce - Reuse - 15 _____!



Grammar

Clauses of reason and concession → p. 90

A. Read the sentences in the boxes and answer the question that follows.

Soil erosion was slowed down greatly because thousands of trees were planted and maintained in the region.

Flood damage in the area is often due to construction projects that have blocked drainage channels.

Are the phrases in bold used to explain why something happens or to express result?

Use *because*, *as*, *since*, *because of* and *due to* to express the reason why something happens.

because / as / since + subject + verb
because of / due to + noun / -ing form

B. Read the sentence in the box and answer the question that follows.

Despite repeated attempts to protect the world's mangrove forests, over half of them have been destroyed in recent times.

Does the phrase in bold express an idea which is in agreement or in contrast with the rest of the sentence?

Use *although*, *even though*, *though*, *in spite of* and *despite* to express an idea which is in contrast with the idea expressed in the main clause.

although / even though / though + subject + verb
despite / in spite of + noun / -ing form

C. Read the text below and circle the correct words.

1 **Although / In spite of** most people know that we need to protect the environment, few people actually do something about it. 2 **Since / Despite** the problem is pretty big, many people think that there's nothing they can do to help. The Green World Organisation (GWO) is an environmental organisation which helps inform people all over the world of how they can take action to help the environment. The members of the organisation say that many people don't take action 3 **because of / because** they don't know how. The GWO organises events like planting trees in parks, or seminars on how to reduce your carbon footprint and save energy. 'Lately, the GWO has become even more popular 4 **as / because of** the use of social media, which helps advertise our causes and events even more,' says Cindy Hayworth, a member of GWO.

5 **'In spite of / Even though** not having much spare time, many Internet users jump at the chance to learn about ways to help the environment.

6 **As / Because of** GWO has become more popular, we have been able to reach more places and people around the world that need our help.'



Learning Standards

SB: S1.1, L1.1, L2.1, S2.3

Structures

Clauses of reason and concession

Clauses of result and purpose

Vocabulary

At the same time, though carpool channel chemical conserve cut down on dispose drainage dust energy-saving erosion exhaust fumes fossil fuel gas health hazard hectic in contrast invest lack of landfill leak (v.) mangrove tree on the one hand particle smog society take action

Vocabulary

- Have Ss read through the paragraphs and make sure that they do not have any unknown words.
- Ask Ss to read through the words in the boxes.
- Have Ss do the activity.
- Check the answers with the class.

1. pollution	9. carpooling
2. atmosphere	10. disposed
3. exhaust	11. societies
4. smog	12. cut
5. hazard	13. Landfills
6. energy	14. leaking
7. fossil	15. Recycle
8. electricity	

HEY

C.

- Have Ss read through the text and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. Although

2. Since

3. because

4. because of

5. In spite of

6. As

HEY

D.

- Ask Ss to read through the sentences in the boxes and draw their attention to the words in blue.
- Ask Ss to answer the questions, and check the answers.

1. The support.

2. That the work for the conservation project was finished earlier than expected.

3. Yes, it does.

4. So is followed by an adjective whereas *such* is followed by an adjective + noun.

HEY

- Refer Ss to the Grammar Reference (p. 90).

- Ask Ss to come up with their own examples.

E.

- Ask Ss to look at the sentences in the previous activity again.
- Have Ss do the activity.
- Check the answers with the class.

so + adjective / adverb + that clause

such (+a/an) (+adjective) + noun + that clause

HEY

F.

- Ask Ss to read the two sentences in the boxes and check their understanding.
- Ask them to underline the phrases which are used to express purpose.
- Check answers with the class.

Ss should underline the following:

in order to, so that

HEY

G.

- Ask Ss to look at the sentences in the previous activity again.
- Have Ss do the activity.
- Check the answers with the class.

in order

HEY

Optional activity

- Have Ss use the words in the boxes to make sentences.

Grammar

A.

- Ask Ss to read through the sentences and draw their attention to the phrases in bold.
- Have Ss do the activity and check the answers.

The phrases in bold are used to explain why something happens.

HEY

- Ask Ss to read the use and formation of the clauses in the box. If necessary, provide Ss with any further explanations.
- Point out to Ss that when a clause of reason or concession begins a sentence, it is followed by a comma.
- Refer Ss to the Grammar Reference (p.90).
- Ask Ss to come up with their own examples.

B.

- Ask Ss to read through the sentence in the box and draw their attention to the phrase in bold.
- Have Ss do the activity and check the answers.

The phrase in bold expresses an idea which is in contrast with the rest of the sentence.

HEY

- Ask Ss to read the use and formation of the clauses in the box. If necessary, provide Ss with any further explanations.
- Refer Ss to the Grammar Reference (p. 90).
- Ask Ss to come up with their own examples.

H.

- Ask Ss to read through the sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- It was such an isolated village that it took us two days on foot to reach it.
- In order to become a vet, you must study for many years.
- He was very careful so as not to fall when he was climbing the tree.
- The view was so impressive that everybody stopped to admire it.
- I brought extra clothes so that I wouldn't get cold at night.

Listening**A. S1.1**

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

Well, I can't say that I like all modern buildings, but some are truly remarkable structures. For instance, some skyscrapers, such as the Burj Qatar, the Chrysler Building in New York and The Shard in London are both functional and aesthetically pleasing. Each is unique in its own way. Other modern buildings, for instance the Museum of Islamic Art in Qatar, the National Museum of Qatar, the Guggenheim Museum Bilbao in Spain and the Sydney Opera House in Australia are true masterpieces. They are iconic buildings that give the city its unique character.

Modern buildings often combine various features that make them more environmentally friendly. For instance, they often make use of building materials that are locally and sustainably sourced or recycled. They may also have green roofs or walls as plants provide natural insulation. In addition, if they are located in a country with lots of sunshine, they almost always have solar roofs or solar panels on their roofs because this helps to reduce energy costs.

Environmentally friendly buildings in Qatar include The Museum of Islamic Art, Qatar National Convention Centre and Msheireb Downtown.

B. L1.1

- Tell Ss that they are going to listen to someone describing a building with eco-friendly features.
- Have Ss look at the photo, read through the features and check their understanding.
- Ask Ss to listen and number the features 1-6 according to the order in which they are mentioned.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

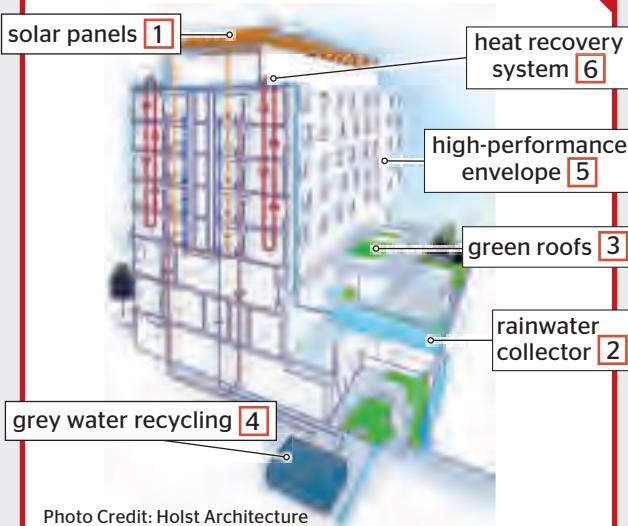
Energy efficiency at Bud Clark Commons

Photo Credit: Holst Architecture

Note: Grey water is waste water that is generated from baths, sinks, washing machines, etc. Given that this water is relatively clean it can be used for watering houseplants and flushing the toilet.

C. L2.1

- Ask Ss to read through the sentences and check their understanding.
- Play the recording again and ask Ss to listen to the description and complete the sentences.
- Point out to Ss that they must use no more than three words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. 2011	4. temperatures
2. \$60,000	5. filtered and treated
3. 80% / 80 per cent	6. fresh air

D. S1.1

- Divide Ss into pairs/groups.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answer

- Most of the energy-saving systems described would be suitable where I live. We have plenty of sun, so solar panels could go a long way towards making the homes in my area more energy efficient. On the other hand, there is not a lot of rain, so harvesting the rain to water the plants is not really feasible.

Speaking**S1.1, S2.3**

- Divide Ss into pairs and have them turn to the relevant page in the Speaking Activities section.
- Have Ss read through the guidelines and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Listening

A. Discuss in pairs/groups.

- Do you like modern buildings? Why? / Why not?
- What features do modern buildings have that make them more environmentally friendly than older buildings?
- Which modern buildings in Qatar are environmentally friendly?

B. You will hear someone describing a building with eco-friendly features.

Number the features 1-6 in the order in which they are mentioned.

Energy efficiency at Bud Clark Commons

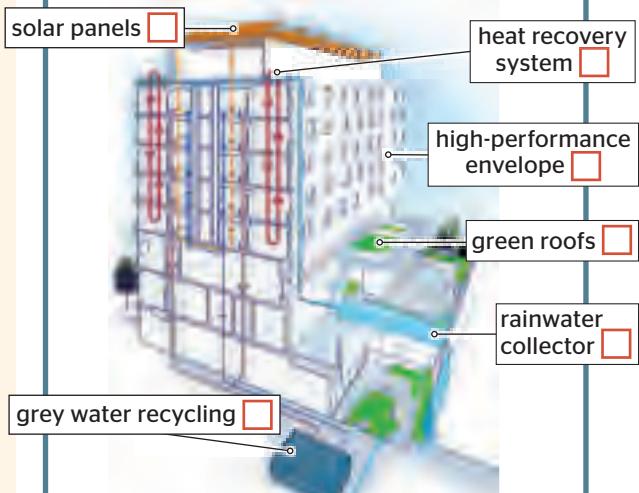


Photo Credit: Holst Architecture

C. Listen to the description again and complete the sentences using no more than three words.

1. The developers finished the construction of this building in _____.
2. About _____ is saved every year on energy costs.
3. More than _____ of the building's hot water requirements are met through the use of solar panels.
4. The green roofs help to control _____ during summer and winter.
5. The water from baths, showers and washing machines must first be _____ before it can be reused.
6. According to the speaker, keeping the cost of heating down while allowing _____ into the building is always difficult.

D. Discuss in pairs/groups.

- Would the type of energy-saving system described be suitable for homes where you live? Why? / Why not?

Speaking

 Work in pairs. Turn to page 84 in the Speaking Activities section and do activity 4b.

Clauses of result and purpose → p. 90

D. Read the sentences in the boxes and answer the questions that follow.

*Your support was **so valuable** to the conservation project **that** we were able to finish the work earlier than expected.*

1. Who or what is so valuable?
2. What is the result of this?

*You gave the conservation project **such valuable support that** we were able to finish the work earlier than expected.*

3. Does the sentence mean the same as the one above it?
4. What is the difference between **so** and **such**?

E. Look at the sentences above again and complete the rules about clauses of result.

Clauses of result

so + _____ / adverb + that clause

such (+a/an) (+adjective) + _____ + that clause

F. Read the two sentences and underline the phrases which are used to express purpose.

In order to make your family's visit to the conservation centre as safe as possible, there is always at least one staff member trained in first aid available 24 hours a day.

Please complete the safety equipment order form and leave it on the desk by 5.00 p.m. the day before, so that a member of staff can deal with your request.

G. Look at the sentences above again and complete the rules about clauses of purpose below.

Clauses of purpose

to / so as (not) to / _____ (not) to + base form

so that + subject + can/could/will/would/may/might/ (not) + base form

H. Rewrite each sentence so that it has a similar meaning to the given sentence, using the word(s) given.

1. The village was so isolated that it took us two days on foot to reach it. **such**

2. You must study for many years if you want to become a vet. **order**

3. He was very careful not to fall when he was climbing the tree. **so as**

4. It was such an impressive view that everybody stopped to admire it. **so**

5. I brought extra clothes because I didn't want to get cold at night. **so that**

Writing A cause/effect essay

A. Discuss in pairs/groups.

- What do you know about global warming?
- What effects are temperature changes having on the world we live in?

B. Read the writing task and the essay below. Then, do the activities that follow.

In your English class you have been talking about global warming. Now your English teacher has asked you to write an essay in which you discuss the possible causes and effects of this phenomenon.

- 1 In recent years, global warming has become a cause for great concern. The reason is that the average global temperature has increased faster over the past fifty years than at any time in recorded history. To make matters worse, there is growing evidence that this increase is speeding up. To better understand this phenomenon and the impact that it is having, we need to examine the underlying causes and consequences.
- 2 The main cause of global warming is the increase in greenhouse gases in the atmosphere. Greenhouse gases, for instance, carbon dioxide (CO_2) and methane (CH_4), are actually produced naturally, and they play a crucial role in making the Earth's climate liveable by trapping heat. However, human activities are significantly increasing the amount of these gases in our atmosphere. One such activity is the burning of fossil fuels to create electricity and power our cars. Other activities include farming, mining, the production of goods and services and the burning or clearing of forests.
- 3 The consequences of global warming are devastating. Firstly, it is leading to extreme weather conditions such as severe storms, floods, droughts and wildfires. These cause not only a loss of human life but also damage to the environment and man-made structures. Secondly, global warming is causing habitat destruction by changing the conditions in different ecosystems. This is leading to higher wildlife extinction rates because local species are finding it hard to adjust to the new conditions. Apart from this, higher temperatures are beginning to melt arctic sea ice, glaciers and ice sheets. As a consequence, sea levels are beginning to rise, which is leading to the flooding and destruction of coastal regions and low-lying areas.
- 4 To sum up, global warming clearly poses a significant threat both to humankind and the natural environment. It is evident that we need to take effective measures to reduce the greenhouse gases we produce. If we do not, the extreme conditions we are experiencing now will become even worse in the future. The question is, how much worse do things need to get before we decide to take action?

1. Each of the following statements corresponds to a paragraph in the essay. Write the numbers 1-4 in the boxes provided.

In this paragraph / these paragraphs the writer:

- a. examines the negative effects that this phenomenon is having.
- b. states the specific purpose of the essay.
- c. uses a rhetorical question to make a point and make the reader think.
- d. outlines the main reason/reasons behind this phenomenon.
- e. briefly summarises the main ideas raised in the essay.
- f. makes a general statement to introduce the topic and set the scene.
- g. uses examples to explain a point.

2. How is the outline of this essay different from the one on page 58?

3. Why does the writer end his/her essay with a rhetorical question?

4. What style is this text? What are the characteristics of this writing style?

5. Find and underline the linking words the writer uses in his/her essay. Then use the list on page 59 to determine which category they belong in.

Learning Standards

SB: S1.1, R2.3, W3.2, W2.1, W1.6

Functions

Expressing opinion

Vocabulary

carbon dioxide clearing concern crop (n.) crucial damage to drought farming flood For instance glacier global warming greenhouse gases household ice sheet liveable loss man-made phenomenon plant-eating recorded region severe speed up spray (v.) structure wildfire

Writing

A. S1.1

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Well, I know that it has been a topic of much debate over the last two decades. There is a lot of concern that human activities such as the burning of fossil fuels are causing the observed increase in global temperatures.
- These temperatures are having a huge impact on the natural environment, for instance glaciers are melting, sea levels are rising, natural habitats are being destroyed at an unprecedented rate and plant and animal species are becoming extinct.

KEY

B. R2.3

- Have Ss read the writing task and the essay, and check their understanding.
- Have Ss do the activities.
- Check the answers with the class.

1. a. 3 b. 1 c. 4 d. 2 e. 4 f. 1 g. 2, 3

KEY

2. In this essay, the writer focuses on one primary cause of this phenomenon and discusses it in greater detail in a paragraph on its own. He/She then outlines the effects of the phenomenon in a separate paragraph. In contrast, the writer of the essay on page 58 outlines three different causes and the corresponding effects of each in three different paragraphs. There is, thus, a clear connection between the cause and the effects described in each paragraph.

Note: Draw Ss' attention to the fact that how they choose to organise/present information depends on the topic they are dealing with.

An outline such as the one being used here is suitable when discussing a phenomenon for which different causes have the same or a similar effect or for which one primary cause has different effects. For instance, the phenomenon of deforestation (which is the writing task for Ss) has several underlying causes, such as urban expansion, the timber industry, animal breeding and farming, but the effects are the same. Regardless of the cause, the raising of forests leads to habitat loss, increased greenhouse gases, climate change, the disruption of water cycles and the extinction of unique plant and animal species.

It is, thus, more appropriate to organise/present the information into two paragraphs, one for the causes and one for the effects. Not doing so would result in a lot of repetition because one would be referring to the same effect(s) for different causes.

On the other hand, an outline such as the one being used on page 58 is suitable when discussing a phenomenon for which various causes produce different effects. Here it is more appropriate to organise/present the information in separate paragraphs for each cause and its consequent effect(s). This is because there is a direct connection between the cause and the effect(s) outlined in each paragraph.

3. The writer uses a rhetorical question at the end of his/her essay to make a point, draw the reader's attention to the severity of the situation and make the reader think.

4. Style:

The writing style of the text is expository. Expository writing is informative.

Characteristics/Register:

The text is subject-oriented and neutral. It aims to explain and present the facts in a logical order or sequence. It does not usually include the writer's opinion, but may sometimes make reference to it in the conclusion.

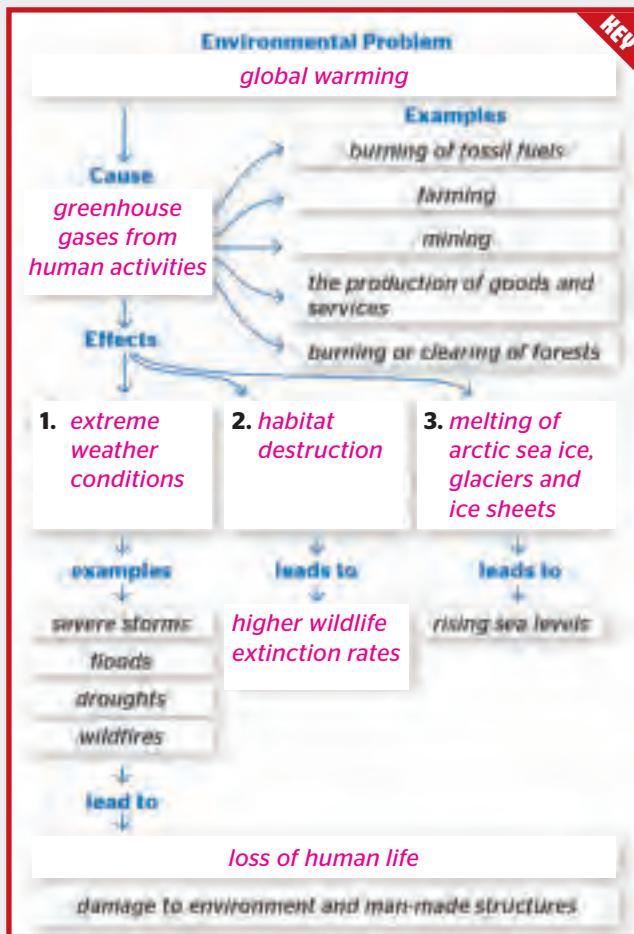
Note: There are four main types of writing styles: Expository, Descriptive, Persuasive and Narrative.

5. for instance - giving examples

- However - contrasting
- One such activity - listing points
- Other activities - adding points
- Firstly - listing points
- such as - giving examples
- Secondly - listing points
- Apart from this - adding points
- As a consequence - expressing result/consequence
- To sum up - summing up

C. W3.2 

- Ask Ss to read through the essay again and complete the mind map using the information in the text.
- Check the answers with the class.

D. W2.1 

- Ask Ss to read through sentences 1-6 and check their understanding.
- Explain that they have to complete the sentences in such a way that they show a consequence or effect of the situations described.
- Have Ss do the activity.
- Check the answers with the class.

- As a result, rivers and lakes become heavily polluted and aquatic animals die.
- As a consequence, the soil gradually becomes poorer in quality and eventually plants cannot grow in it.
- For this reason, their population numbers in the wild are steadily decreasing and if we do not do something about it, these species will soon become extinct.
- Consequently, rubbish builds up in landfill sites across the city, which poses a significant risk to the environment and to human health.
- Therefore, natural resources, such as land, water, food and fossil fuels, are being used up faster than ever before.
- As a result, farmers around the world are losing their crops.

E. W2.1 

- Have Ss read the writing task and underline the key words.
- Elicit answers and explain any unknown words.

The following words should be underlined:
deforestation, write an essay, discuss, causes and effects

- Have Ss answer the questions.
- Check the answers with the class.

- deforestation
- to write an essay discussing the causes and effects of deforestation
- expository - informative, subject-oriented, neutral, formal, objective

KEY

F. W2.1, W3.2, W1.6 

- Read out and explain the writing task.
- Draw Ss' attention to the TIP and inform them on how to go about doing the writing. Tell them to:
 - read a variety of print and digital resources to find out about the phenomenon of deforestation, its causes and effects.
 - determine the cause(s) of this phenomenon by asking the following question: *Why has deforestation occurred?* and to determine the effects by asking: *What happened / has happened as a result?*
 - take brief notes when they are doing their research on the information they find interesting and would like to include in their essay.
 - to fill in the mind map in their Workbook to organise their information and establish connections.
- Allow Ss enough time to write their essays.
- Have some Ss read out their essays.

KEY

Suggested answer

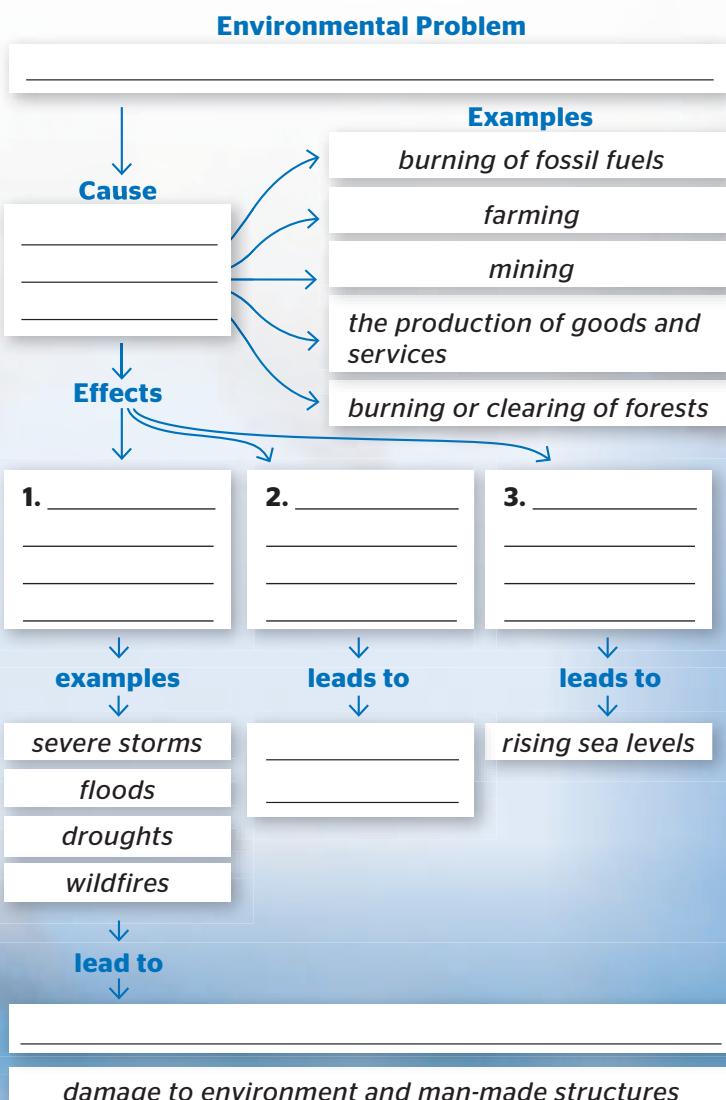
Deforestation is undeniably one of the most serious environmental problems the world faces today. The destruction of forests to make land available for other purposes is not something new. However, today, the consequences of deforestation are becoming more and more serious for the environment. In order to face an environmental problem such as deforestation effectively, it is necessary that we first understand what is causing it and what consequences it has on the world we live in.

Deforestation can be caused by natural factors, such as forest fires, but it is mainly caused by human activity. There is a wide range of human activities that contribute to the cutting down of forests worldwide. For example, many trees are removed from forests for use as fuel, or to create paper, furniture or build houses. Trees are also cut down to make more land available for farming or mining. Growing cities are also a threat to forests, which are cleared to make space for the larger and larger populations in many cities around the world.

All of these factors have very harmful consequences for the environment. Today, deforestation is the second leading cause of global warming. Trees absorb and store carbon dioxide, but, when they are cut down, this carbon dioxide is released back into the atmosphere contributing significantly to the greenhouse effect. Deforestation is also a major threat to biodiversity, as the loss of animal and plant habitats leads to the extinction of these species. Native people living in forests are also affected, losing their homes and their way of life.

On account of deforestation, huge areas of forests are lost every year. If we want to protect our planet and our way of life, it is evident that something needs to be done to stop deforestation. We must all make an effort to raise people's awareness of how serious the problem is and to support replanting efforts.

C.  Read the essay again and complete the mind map below using the information in the text.



E.  Read the writing task below and underline the key words/phrases. Then answer the questions.

In your English class you have been talking about deforestation. Now your English teacher has asked you to write an essay in which you discuss the possible causes and effects of this environmental problem.

F.  Read the rubric in activity E again and the TIP below. Then go to the Workbook pp. 52-54 to plan and write your essay.

When writing a cause/effect essay:

- underline the key words in the writing task to get a clear idea of what your essay should focus on.
- use a variety of print and digital resources to find information on the topic.
- create a mind map to establish connections and organise the information.
- divide your essay into paragraphs that serve a specific function or deal with a specific aspect of the issue.
- use one of the two outlines featured in this module depending on how you want to present your information.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- use linking words (to list points, give examples and express result/consequence, etc.).
- write in a formal style and do not use abbreviations or short forms.
- begin or end your essay using a rhetorical question or thought-provoking idea to give your reader something to think about and/or emphasise a point.

TIP



A. Match the words below to make collocations.

1. carbon	<input type="checkbox"/>	a. hazard
2. solar	<input type="checkbox"/>	b. efficient
3. health	<input type="checkbox"/>	c. footprint
4. exhaust	<input type="checkbox"/>	d. panel
5. fossil	<input type="checkbox"/>	e. chain
6. food	<input type="checkbox"/>	f. fuels
7. energy	<input type="checkbox"/>	g. warming
8. global	<input type="checkbox"/>	h. fumes

B. Choose a, b, c or d.

4. Complete the paragraph using the Past Simple, the Past Progressive or the Past Perfect Simple of the verbs in brackets.

After I 1 _____ (finish) my marine biology degree, I 2 _____ (decide) that I wanted to volunteer at an environmental institute somewhere. One of my classmates 3 _____ (visit) Turkey at the time, and he advised me to check out the Mediterranean coast. When I finally found the time, I 4 _____ (start) exploring the options. One morning, I 5 _____ (look)

online for a place where I could work with people from all over the world when I 6 _____ (come across) the Sessiz Sular organisation on a blog, and six weeks later I 7 _____ (dive) off the coast of Turkey. It was a great experience! I 8 _____ (have) the opportunity to observe creatures that I 9 _____ (never / see) before, like the striped dolphin and the humpback whale. The only disappointment was that when I left, I still 10 _____ (not spot) any seahorses. Maybe I'll go again next summer and see some then!

D. Circle the correct options.

The Congo Basin is a very important area of land **1 because of / because** the many forests, rivers and swamps that are found there. These natural environments are home to hundreds of species of endangered animals, such as elephants, chimpanzees and gorillas. The survival of these creatures is threatened daily **2 because / due to** activities such as logging, mining and poaching. The problem is **3 so / such a** serious that many laws have been passed to protect the basin.

4 Despite / Even though these laws, many companies participate in illegal activities **5 in order to / so that** they can make enormous profits. Many environmental organisations are taking action **6 because of / since** there are alternative ways to use the natural resources without endangering the habitat of the many species that live there.

7 In spite of / So that the difficulties, these organisations try to work with governments to save the Congo Basin.

Self-assessment

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

now I can...

- ▶ discuss issues relating to the earth, nature and the environment
- ▶ use nouns with prepositions, and words with the prefixes *over* and *under*
- ▶ use appropriate tenses to refer to past events and situations
- ▶ express reason, concession, result and purpose
- ▶ inquire about and express preference
- ▶ structure discourse and introduce a theme
- ▶ use persuasive language, and compare and contrast
- ▶ interpret graphs and line charts
- ▶ write a cause/effect essay

To be more effective, the exercises in the Review section should be completed and checked in class.

A.

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

KEY

B.

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

KEY

C.

1. had finished / finished	6. came across
2. decided	7. was diving
3. was visiting	8. had
4. started	9. had never seen
5. was looking	10. hadn't spotted

KEY

D.

1. because of
2. due to
3. so
4. Despite
5. so that
6. since
7. In spite of

Self-assessment

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Learning Standards

SB: S1.1, R1.1, R2.1

A. S1.1

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

There are many places of natural beauty that someone from abroad could visit, including the Ras Abrouq Rock Formations, Al Thakira mangroves, the Doha desert with its stunning sand dunes, the Khor Al Udeid Beach and the Khor Al Adaid or 'inland sea'.



B. R1.1

- Have Ss read the text quickly and decide which title is the most appropriate.
- Check the answers with the class.

Qatar's natural wonders



C. R2.1

- Ask Ss to read through the statements 1-8 and check their understanding.
- Have Ss read the text again and decide which places the statements describe.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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



- Explain any unknown words and choose some Ss to read out the text.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the text.

A. Discuss in pairs/groups.

- Outside of the urban areas, what places in Qatar would you advise someone from abroad to visit? Why?

B. Read the text quickly and choose the most appropriate title.

A natural history of Qatar

The islands of Qatar

Qatar's natural wonders

When an image of Qatar comes to mind, you probably think of the very modern city of Doha. You might be surprised to discover, though, that it is also a land of beautiful natural attractions. Take a look at these four examples.

a. Dahl Al Misfir

People enjoy exploring this isolated cave, which at first sight looks like nothing more than a small hole in the ground. Here you can spot one of the little owls that make the place their home and you can also find desert roses. Desert roses aren't really roses but in fact thin layers of rock that have joined together and look like flowers. At certain times of day, the sunlight hits the rocks causing them to have a moon-like glow. At 40 metres deep, it is one of Qatar's most well-known caves, and is located just an hour's drive west of Doha.

b. Ras Abrouq Rock Formations

Travelling by land to the northwest coast, you may well come across an area of rock formations that gives you the impression you've just landed on another planet. These strange formations look like huge rock mushrooms growing out of the desert and provide some of the few sites in Qatar for those who want to go rock climbing outdoors. If you want to just relax, though, the spectacular sandy beach nearby is perfect for a picnic or for camping.

c. Jazirat bin Ghanim

Anyone who wants to get out of the busy city and enjoy nature has to go only 50 km north of Doha. This place didn't get its name from the purple flowers that grow everywhere on the island, but from the sea snail that lives around its shores. For centuries, people used the shells of these creatures to make a highly valuable purple dye that once coloured the clothes of kings and emperors and is the same colour as that now used in the Qatari flag. One thing that many people don't realise about this island is the valuable green treasure that exists here: the mangroves. These amazing trees not only live in the salty water of the Persian Gulf, but also store carbon as efficiently as tropical rainforests, making them a useful tool in fighting global warming.

d. Khor Al Adaid

This beautiful stretch of clear blue water in the southeast of the country creates a striking contrast to the golden sand of the desert that almost completely surrounds it and is home to a wide variety of wildlife, including endangered marine animals such as the dugong and two types of turtle. Commercial fishing was banned here in 1993, and since then marine life has made a remarkable comeback. Recreational fishing is still allowed, and what's more, the constantly changing sand dunes on its shores are perfect for sand skiing, quad biking and dune bashing. It's not surprising, then, that this is one of the most popular natural attractions in Qatar.

c. Read the text again and decide which place(s) the statements describe. Write the letters a, b, c or d in the boxes provided.

Which place:

1. plays a role in protecting the environment?
2. do people go to do extreme sports?
3. seems as though it is not part of Earth?
4. has animals that could become extinct?
5. can you find something that people use to produce a colour?
6. looks different depending on the time of the day?
7. has rock formations that look similar to a type of food?
8. has lots of flowers?

<input type="checkbox"/>



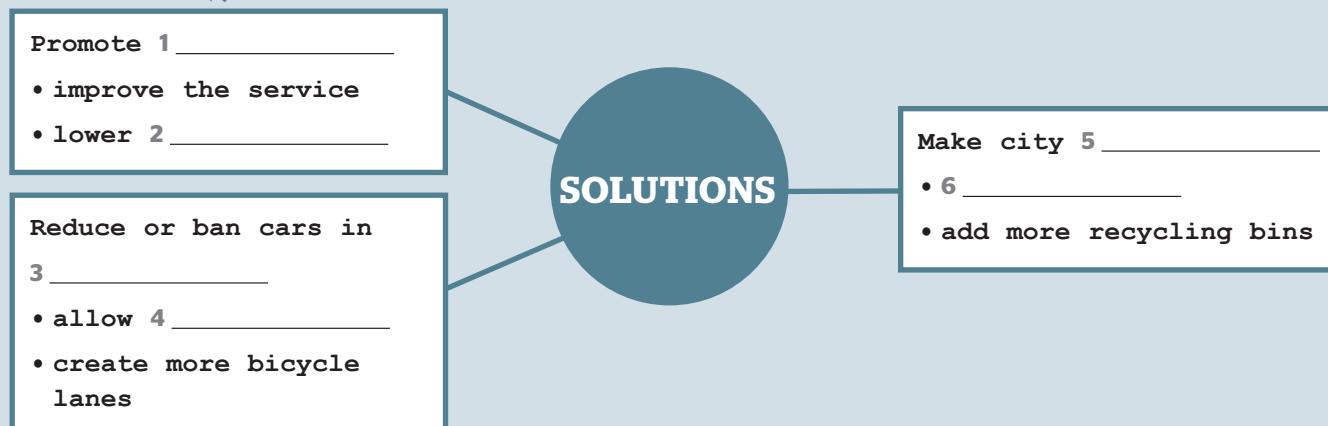


A. Work in groups. Discuss some environmental issues that modern cities are faced with.

B. You will hear a member of Auburn City Council making a proposal about an environmental issue in their city. Listen to the first part of the proposal and identify the problem, the people affected and the possible causes of the problem. Complete the table below.

PROBLEM	PEOPLE AFFECTED	CAUSES

C. Now, listen to the second part of the proposal in which the member of Auburn City Council states the possible solutions to the environmental issue and complete the mind map with a word or short phrase.



D. Work in groups. Choose one of the problems you thought of in activity A and brainstorm ideas using the table below. Choose a problem that affects your own town/city.

PROBLEM	PEOPLE AFFECTED
CAUSES	POSSIBLE SOLUTIONS

E. Work in groups. Imagine you are members of your town/city council. Think of how to present a proposal to the other members (groups), suggesting solutions to the problem you discussed in activity D.

F. Present your proposal to the class. The students that are not part of your group have to decide if they will accept your proposal, justifying their decision.



Task Modules 3&4

Learning Standards

SB: S1.1, L2.1, S2.5, S2.3

A. S1.1

- Ask Ss to read through the rubric and check their understanding.
- Explain to Ss that they should draw a mind map to help them brainstorm ideas.
- Have Ss work in groups and do the activity.
- Elicit answers and initiate a short discussion.

Suggested answers

water → acid rain, marine pollution, oil spills
 energy → renewable energy, energy conservation
 climate change → global warming, fossil fuels
 animals → endangered species, poaching

KEY

B. L2.1

- Draw Ss' attention to the table and explain the activity.
- Ask Ss how they think a proposal is formed (*by stating the problem, the causes and the consequences of the problem and then possible solutions and examples for this problem in a formal context*) and what type of information they might hear. Do not correct Ss at this stage.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class.

Problem: air pollution levels are constantly on the rise

KEY

People Affected: the elderly, the sick, the young and people between the ages of 18-45 that are normally healthy and strong

Causes: the number of cars, more concrete, fewer green areas, warm weather

C. L2.1

- Draw Ss' attention to the mind map and make sure they do not have any unknown words.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class.

1. public transport
2. the cost of all transport fares
3. the city centre
4. only electric cars
5. 'greener'
6. plant more trees (all over the city)

KEY

D. S2.5

- Draw Ss' attention to the table and explain the activity to them.
- In small groups, have Ss discuss one of the problems they thought of in activity A and brainstorm ideas to fill in the table.
- Monitor Ss from a distance. Do not interrupt or correct them.
- Choose some Ss to present their answers to the class.

Suggested answers

PROBLEM: land pollution

PEOPLE AFFECTED: all local residents

CAUSES: residents litter, dump rubbish in fields, factories dump waste on land

POSSIBLE SOLUTIONS: close down factories, give people fines, encourage recycling and proper disposal of rubbish

KEY

E. S1.1

- Have each group use the information they discussed in the previous activity to come up with a proposal to be presented at the local city council.
- Point out that they should keep in mind the proposal they heard from activities B and C.
- Monitor Ss from a distance. Do not interrupt or correct them.

F. S2.3

- Allow each group some time to present their proposal to the class.
- After each group presents their proposal, the other groups decide if they will accept the proposal or not.
- Ask Ss to provide justification for their decisions.

For suggested answers, see the listening transcript to Task 3 & 4 on page 129.

KEY

Recap:

- Ask Ss the following questions:

1) What have you learnt to do in this specific task?
(to collaborate and discuss an environmental issue, to create and present a proposal)

2) What language did you need to use?
(various tenses such as Present Simple, Present Progressive, modals, imperative, as well as topic-related vocabulary)

3) Where will this task help you in life?
(When I have to work together with a group to discuss a problem. When I need to propose possible solutions to a problem. It will also help me with my presentation skills.)

STUDENT'S BOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 68
S2.5	Creative and critical thinking	Reading A p. 68
R1.1	Creative and critical thinking	Reading B p. 68
R2.1	Inquiry and research	Reading C p. 69
R4.1	Problem-solving	Reading D p. 69
R4.2	Problem-solving	Reading D p. 69
S1.1	Communication	Reading E p. 69
S2.3	Creative and critical thinking	Reading E p. 69
S1.1	Communication	Reading F p. 69
S2.5	Creative and critical thinking	Reading F p. 69
L1.1	Creative and critical thinking	Listening A p. 69
L2.1	Creative and critical thinking	Listening B p. 69
L1.1	Creative and critical thinking	Listening C p. 69
S2.3	Creative and critical thinking	Listening C p. 69
R4.2	Problem-solving	Vocabulary A p. 70
R4.2	Problem-solving	Vocabulary E p. 70
S1.1	Communication	Grammar G p. 71
S2.5	Creative and critical thinking	Grammar G p. 71
S1.1	Communication	Speaking p. 72
S2.3	Creative and critical thinking	Speaking p. 72
R2.3	Creative and critical thinking	Writing A p. 73
R4.1	Problem-solving	Writing A p. 73
W1.4	Creative and critical thinking	Writing B p. 73
W2.1	Creative and critical thinking	Writing B p. 73
S1.1	Communication	Reading A p. 74
S2.3	Creative and critical thinking	Reading A p. 74
R1.1	Creative and critical thinking	Reading B p. 74
R2.1	Inquiry and research	Reading C p. 75
R4.1	Problem-solving	Reading D p. 75
R4.2	Problem-solving	Reading D p. 75
R2.2	Creative and critical thinking	Reading E p. 75
S1.1	Communication	Reading F p. 75
S2.3	Creative and Critical thinking	Reading F p. 75
R4.2	Problem-solving	Vocabulary C p. 76
S1.1	Communication	Listening A p. 77
S2.3	Creative and critical thinking	Listening A p. 77
L1.1	Creative and critical thinking	Listening B p. 77
L2.1	Creative and critical thinking	Listening B p. 77
S2.3	Creative and critical thinking	Listening C p. 77
S1.1	Communication	Speaking p. 77
S2.5	Creative and critical thinking	Speaking p. 77
S1.1	Communication	Writing A p. 78
S2.3	Creative and critical thinking	Writing A p. 78
R2.3	Creative and critical thinking	Writing B p. 78
R4.1	Problem-solving	Writing C p. 79
R4.2	Problem-solving	Writing C p. 79
W2.1	Creative and critical thinking	Writing D p. 79
W1.1	Creative and critical thinking	Writing E p. 79
W2.1	Creative and critical thinking	Writing E p. 79
W3.2	Creative and critical thinking	Writing E p. 79

WORKBOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
W2.1	Creative and critical thinking	Activity B p. 62
L1.1	Creative and critical thinking	Activity E p. 70

When students complete this module, they will be able to:

5a (pp. 68-69)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to attitudes and opinions in longer more complex texts (L2.2)

5a (pp. 70-71)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events (S1.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

5a (pp. 72-73)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text (W1.4)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

5b (pp. 74-75)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more

complex texts, including some texts on unfamiliar topics (R4.1)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- communicate independently a personal response to real and fictional events (S1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)

5b (pp. 76-77)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex process and ideas (S2.5)

5b (pp. 78-79)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)

5 Review

- understand and respond independently to the main ideas in longer, more complex texts (L1.1) WB

Vocabulary

3D printing android aspect colony look ahead
monorail suspended

- Draw Ss' attention to the title of the module (*Looking ahead = thinking about the future*) in relation to the pictures on the page, and ask them to tell you what they think the module is going to be about.
- Have Ss read the questions in the *Discuss* section and check their understanding.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- In twenty years' time I imagine that I will be a successful architect. I also imagine that I will be married and have three children.
- By the time I turn forty, I hope to have my own architectural firm. I also hope to have contributed greatly towards the development of sustainable building materials and technologies and to have helped transform Qatar's cityscape. In addition, I hope to have travelled extensively, to have developed the ability to understand and communicate effectively with people from different cultural backgrounds and to have built an international career.
- To achieve my goals, I will need to have various qualifications, skills and personal characteristics. Qualifications include an undergraduate and a postgraduate degree in architecture and interior design and a master's in business administration. I will also need various interpersonal skills, such as leadership and motivation skills, communication skills, listening skills and negotiation skills. As for personal characteristics, I will need optimism, initiative, drive and persistence, resilience, a strong sense of integrity, a tolerance for risk and a vision.
- I think that, in the years to come, there will be a lot of progress and economic growth, so the citizens of Qatar will, by 2030, be experiencing a higher standard of living and a greater sense of financial stability. I also think that, over the next few years, women will gradually become more active members of society and that they will occupy more important roles in decision-making positions.
- I think I would travel back in time. You see, I lost both my grandparents from my mother's side when I was very young, so I would love to be given the opportunity to get to know them better.

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

5

Looking ahead

3D organ printing

flying cars

Discuss:

- How do you imagine yourself in twenty years from now?
- What personal goals and ambitions do you hope to achieve by the time you turn forty?
- What means do you think you may need to achieve these goals?
- What do you imagine Qatar will be like after 2030?
- If you could make a choice to either travel back in time or forward in time, which would you choose to do and why?

suspended/underground super-fast monorails

androids

space elevator

space colony

In this module you will...

- discuss issues relating to technological developments and various aspects of the future
- learn adjectives ending in *-ed* and *-ing*, nouns deriving from verbs, adjectives deriving from verbs and nouns, and also learn to differentiate between easily confused words
- learn how to express ability, ask for permission and make requests
- learn how to express possibility, obligation, prohibition, absence of obligation, and opinion
- learn to ask for and give advice
- learn to make predictions
- learn how to refer to the future using appropriate tenses
- learn how to write a discussion essay

Reading A.  Discuss in pairs/groups.

- Have you watched any films or read any books about the future? If yes, how is the future depicted? If no, what do you think life in the future will be like?
- Look at the background picture and the title of a novel. What do you think the story is about?

B.  Read the extract below from an adapted version of the novel *The Sleeper Awakes*. How does Graham feel?

a. depressed c. excited
b. puzzled d. joyful

The Sleeper Awakes

Written by H.G. Wells

Adapted by H.Q. Mitchell

When Graham woke up, he was lying on a bed in an unfamiliar room and a blond man dressed in purple robes was staring at him intently. Two other men – a red-haired man and a

5 very young man – stood in the shadows behind him.

Graham stirred. 'Where am I?' he said slowly.

The man in purple answered in a soft voice, speaking English with a slightly foreign accent, or so it seemed to the Sleeper's ears. 'You are quite safe.

10 You were brought here from where you fell asleep. You have been here for some time – sleeping.'

The man picked up a small bottle and sprayed Graham's face with a cooling mist. He felt instantly refreshed and he closed his eyes in satisfaction.

15 'Better?' asked the man in purple as Graham opened his eyes again.

'Yes,' answered Graham.

'You have been asleep for some time,' said the man. 'You were in a trance. This may sound strange

20 to you, but I can assure you everything is well.'

Graham did not answer. His gaze fell on the two men standing behind the man in purple. They were looking at him in fascination.

Then, suddenly, Graham was hit by the realisation

25 of what had happened to him. He knew that his **trance** had lasted for a very long time; he knew because of the way the men were staring at him. Graham began to **tremble** and the man in purple gave him a pink fluid to drink that tasted like meat.

30 'I – I feel much better now,' said Graham.

The man in purple smiled.

Graham cleared his throat. 'How long have I been asleep?' he asked.

'For a very long time,' said the man in purple.

35 'Yes, I know,' said Graham, 'but how long has it been? I – I feel so confused... Please, tell me, how long?'

The men spoke softly to each other and Graham waited for an answer. 'A few months?' he asked quietly.

40 'Very much more than that,' said the man in purple. 'More?'

'You've been asleep for a couple of centuries,'

said the red-haired man looking at Graham **anxiously** in expectation of his reaction.

45 'What?' cried Graham. 'A couple of centuries?'

'Yes. Two hundred years.'

'Two hundred years?' shouted Graham in disbelief.

'But it can't be! Trances don't last that long! This isn't right! You're playing a joke on me!'

50 The men did not respond.

Graham sat in silence for a few minutes, unable to **comprehend** his situation. The men watched him with concern, but said nothing. A short while later, a man dressed in green entered the room.

55 'This is the tailor,' said the man in purple. 'He has been instructed to make some new clothes for you.'

The tailor greeted Graham and sat down on the bed next to him. 'You will find that the fashions have changed since your time,' said the tailor.

60 He removed a small device from his pocket that **resembled** a watch and turned the knob. Immediately, a little three-dimensional figure appeared on the face of the watch. The figure was dressed in purple trousers, a purple vest and purple robes. 'This is the outfit I've

65 designed for you,' said the tailor.

Once the tailor had taken Graham's measurements, another man arrived.

'This is your capillotomist,' said the man in purple.

'Capillotomist?' repeated Graham.

70 'He's going to cut your hair,' explained the man in purple.

The capillotomist examined Graham's head, then he shaved the Sleeper's beard and cut his hair.

Graham looked at his **reflection** in a mirror and sighed.

75 Suddenly, a loud voice echoed through the room. It seemed to be coming from a machine in the corner: 'I have an important announcement to make. The people all over the city know! They know that the Sleeper has finally woken up! Stop working and come

80 see the Sleeper! The Sleeper has woken up! I repeat: the leader of the world has woken up!'

Graham turned towards the machine and gasped at what he had heard.

Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2, S2.3, S2.5, L1.1, L2.1

Vocabulary

anxiously assure beard clear one's throat
comprehend disbelief echo fascination figure fluid
gaze instantly instruct knob lock measurement
outfit play a joke on sb pocket recognise reflection
refreshed remove resemble respond robe
shadow shave sigh silence slightly stare stir
tailor three-dimensional trance tremble vest

Reading

A. S1.1, S2.5



- Ask Ss the first set of questions and elicit answers.
- Draw Ss' attention to the title of the novel (*The Sleeper Awakes*) and the background picture.
- Ask Ss the second question.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- No, I haven't. As for what I think the future will be like, I don't personally think that the future holds much promise. I suppose that, in the not too distant future, people will be living in very bleak, dirty cities full of glass, metal and concrete structures. These structures will be so tall and so many in number that the streets below will be dark and dreary. A permanent feature of cities will be a thick cloud of smog, which will make the skyline barely visible. The atmosphere will be very polluted, perhaps even toxic, and people will suffer from respiratory problems and have to wear special masks to protect themselves when outdoors. Acid rain will also be a huge problem and people will have to stay indoors when it rains. The harsh environmental conditions will result in people spending most of their time indoors. For this reason, buildings will be connected by underground tunnels and elevated walkways. There will be hardly any green, most of our forests will have been cleared and the land in most places will be infertile. As a result there will be a shortage of food.
- Well, the picture depicts what seems to be a futuristic city. The picture combined with the title '*The Sleeper Awakes*' gives me the impression that the story might be about someone who is put in a state of deep sleep for a very long time. This person then wakes up to a completely different reality, in which everything as he/she knew it has changed.

B. R1.1



- Ask Ss to read the extract and tell you what the novel is about.
- Ask Ss the question in the rubric.
- Check the answer with the class.
- Ask Ss to provide justification for their answer.

b



Background knowledge

Herbert George 'H. G.' Wells (21 September 1866 -

13 August 1946) was an English writer, who is famous for his work in the science fiction genre. He is often called 'The Father of Science Fiction', just like Jules Verne and Hugo Gernsback. Some important science fiction works of his are *The War of the Worlds*, *The Time Machine*, *The Invisible Man* and *The Island of Doctor Moreau*.

The Sleeper Awakes by H. G. Wells

Set in a futuristic London, *The Sleeper Awakes* (1899) by H.G. Wells tells the story of an Englishman named Graham who falls into a trance (a deep sleep) and wakes up 203 years later. He discovers that his money was put into a trust (an organisation that has the authority to manage a person's property and/or money) and that he has become the wealthiest man in the world. While Graham slept, the White Council - the trustees who were responsible for controlling Graham's finances - used his money to buy businesses and political parties and to establish a new world order, consequently, Graham has become the leader of the world.

- Draw Ss' attention to the fact that this story bears some similarities to the story mentioned in the Holy Quran about the People of the Cave, who slept for 309 years.

C. R2.1



- Ask Ss to read the extract again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:
 - What did the man who was staring at Graham look like? He was blond and was dressed in purple robes.*
 - How did the man speak? in a soft voice with a slightly foreign accent*
 - What did the man spray Graham's face with? a cooling mist*
 - How did that make Graham feel? He felt instantly refreshed.*
 - How did the other two men look at Graham? in fascination*
 - What did Graham realise? that he had been asleep (in a trance) for a very long time*
 - How long had Graham's trance lasted for? a couple of centuries / 200 years*
 - What was Graham's reaction when he heard that he had been asleep for such a long time? He thought that the three men were playing a joke on him.*
 - Who entered the room a short while later? the tailor*
 - What did the tailor take out of his pocket? a small device that resembled a watch*
 - What happened when he turned the knob? a little three-dimensional figure appeared on the face of the watch*
 - What was the figure wearing? purple trousers, a purple vest and purple robes*
 - What did the capillotomist do? He examined Graham's head, then he shaved Graham's beard and cut his hair.*
 - What did Graham suddenly hear? a loud voice echo through the room*
 - What did the voice call Graham? the leader of the world*
 - How did Graham react to this announcement? He turned towards the machine and gasped.*
- Ask Ss to read through the questions and the options, and check their understanding.
- You may modify the activity from multiple choice to open-ended questions. Write questions 1-6 on the board (without the options) and ask Ss to cover Activity C and answer the questions. This will challenge **higher-performing Ss**. Eliminate one or two incorrect options. This will help **lower-performing Ss**.
- Allow Ss enough time to do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

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

KEY

D. R4.1, R4.2 

- Ask Ss to look at the highlighted words in the text.
- Ask Ss to read through the meanings and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1. g 2. e 3. b 4. h 5. f 6. d

KEY

- Explain any unknown words and choose Ss to read out the extract.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. S1.1, S2.3 

- Draw Ss' attention to activity E.
- Explain to Ss that they will work on their own first and then in pairs/groups to share their opinions.
- Ask Ss to read through the activity and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Choose some Ss to present their ideas and justify their choices.
- Keep in mind that there isn't a definitive answer. Ss may choose whatever sentences, phrases and words they want, as long as they can justify their choice. The aim of the activity is to help Ss exchange ideas and develop an appreciation of different opinions.

Suggested answers

KEY

Sentence: *He knew that his trance had lasted for a very long time; he knew because of the way the men were staring at him.* (I chose this sentence because I feel that it summarises the main event and helps to put the text in a nutshell.)

Phrase: *asleep for a couple of centuries* (I chose this phrase because it provides crucial insight into how long the protagonist has been asleep for. This piece of information provides a meaningful context that enables us to make assumptions about various aspects of the reality the protagonist is faced with, such as social, political, environmental and technological, etc.)

Word: *Sleeper* (I chose this word because it is what the main protagonist is called and it provides insight into what the story is about.)

F. S1.1, S2.5 

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

KEY

- I think that upon hearing the announcement Graham might feel overwhelmed and pass out. When he is brought round he might insist on being told the truth.

Listening**A. L1.1** 

- Ask Ss to listen to the next part of the story.
- Play the recording and have Ss do the activity.
- Check the answers with the class.
- If necessary, play the recording again in order to clarify any questions Ss may have.

1 - Graham sees a crowd of people gathering next to a road.

KEY

2 - Graham takes a lift.

3 - Graham crosses a glass bridge.

4 - Graham enters a room with a huge statue.

5 - Graham learns that his money has increased in value.

6 - Graham is left alone.

B. L2.1 

- Have Ss read the questions and the options, and check their understanding.
- Play the recording again and have Ss do the activity.
- You may modify the activity from multiple choice to open-ended questions. Write questions 1-6 on the board (without the options) and ask Ss to cover Activity B, listen and answer the questions. This will challenge **higher-performing Ss**. Eliminate one or two incorrect options. This will help **lower-performing Ss**.
- Check the answers with the class. Have Ss provide justification for their answers.
- If necessary, play the recording once more in order to clarify any questions Ss may have.

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

KEY

C. L1.1, S2.3 

- Ask Ss to read through the activity and check their understanding.
- Have Ss do the activity.
- Then tell Ss to compare their list with someone else's and justify their choices.

Suggested answer

KEY

The two most important people: The two most important people are Graham and the man in purple. (I chose Graham because he is the main protagonist of the story. As for the man in purple, I chose him because he seems important and is the only character in the story who has had any real contact with Graham.)

The two most important events: The two most important events are Graham finding himself on the balcony and the man in purple locking him in the small room. (Regarding my first choice, I think that this event is important because it serves as an awakening for Graham. Not only does he get his first glimpse of the city but he also sees the crowd which is demanding to see him. This is where he begins to realise that he is important. As for the man in purple locking him in the small room, I consider this event important because Graham is left alone for the first time since he woke up and he is confronted by powerful emotions.)

The two most important places: The two most important places are the balcony from which Graham sees the crowd and the small room in which he is locked. (I consider these two places important because they are related to the events I mentioned earlier.)

C.  Now read the extract carefully and answer the questions. Choose a, b, c or d.

1. What is true of Graham when he wakes up?

- a. He is wearing purple robes.
- b. He finds himself in familiar surroundings.
- c. He is in the company of three strangers.
- d. He is being examined by a very young man.

2. The man who speaks to Graham first

- a. is called the 'Sleeper'.
- b. tries to reduce his anxiety.
- c. is very rude and unfriendly.
- d. speaks to him in a foreign language.

3. Why does Graham begin to tremble?

- a. He is tired.
- b. He is angry.
- c. He is feeling cold.
- d. He is in a state of shock.

4. The men in the room

- a. lie to Graham about how long he has been asleep for.
- b. are uncertain as to how long Graham has been asleep for.
- c. feel no concern when Graham appears confused and upset.
- d. privately discuss telling Graham how long he has been asleep for.

5. What is the purpose of the tailor's device?

- a. to show the time
- b. to display an image
- c. to take measurements
- d. to inform about changing fashions

6. Which statement about Graham is false?

- a. He has a beard.
- b. Everyone living in the city knows about him.
- c. He does not recognise his reflection in the mirror.
- d. He is not familiar with all the words the men are using.

D.  Look at the highlighted words in the text and match them with their meanings. There are two extra meanings which you do not need to use. Then check your answers using a dictionary.

1. trance	<input type="checkbox"/>	a. to complain
2. tremble	<input type="checkbox"/>	b. in a manner that shows concern, worry or nervousness
3. anxiously	<input type="checkbox"/>	c. to get over a difficult situation
4. comprehend	<input type="checkbox"/>	d. an image in a mirror, glass or water
5. resemble	<input type="checkbox"/>	e. to shake because you are afraid or cold
6. reflection	<input type="checkbox"/>	f. to look like
		g. a state similar to sleep
		h. to understand

E.  The following activities require you to think individually first, then pair and share.

1. Read the text on your own and underline the following:

- a. the sentence that you consider most important for understanding what the text is about.
- b. a phrase that provides insight and best captures the central idea of the events being described in the extract.
- c. a word of great significance that effectively sums up the text.

2. Now work in pairs/groups to justify your choices.

F.  Discuss in pairs/groups.

- What do you think happens next in the story?

Listening

A.  Listen to the next part of the story and number the events below 1-6 depending on the order in which they are mentioned.

- Graham learns that his money has increased in value.
- Graham crosses a glass bridge.
- Graham is left alone.
- Graham takes a lift.
- Graham enters a room with a huge statue.
- Graham sees a crowd of people gathering next to a road.

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

- 1. What does Graham see from the balcony?**
 - a. empty roads
 - b. lots of bridges
 - c. very large buildings
 - d. buildings with colourful windows
- 2. When the man in purple sees the crowd, he**
 - a. starts running
 - b. starts shouting
 - c. becomes anxious
 - d. becomes angry and aggressive
- 3. What is true of the men at the end of the bridge?**
 - a. They were surrounded by bees.
 - b. They were guarding an entrance.
 - c. Their uniforms were dark in colour.
 - d. They refused to let Graham and the man in purple pass.
- 4. The statue was**
 - a. of a woman.
 - b. dressed in white.
 - c. standing on an image of the world.
 - d. situated in the centre of the room.
- 5. What does the man in purple say about Graham?**
 - a. He will soon be in charge of everything.
 - b. He has become a very significant person.
 - c. The men in white are interested in speaking to him.
 - d. He is responsible for the problems experienced by society.
- 6. How does Graham feel after being locked in the room?**
 - a. lonely
 - b. relieved
 - c. helpless
 - d. very angry

C.  Based on the part of the story you just listened to, make a list of the following:

- the two most important people
- two most important events
- two most important places

Then compare your list with someone else's and justify your choices.

Vocabulary

A.  Complete the sentences using the correct form of the words in the boxes. Then check the definition of the words using a dictionary.

exactly literally actually

- I can't believe he _____ came to the festival.
- I know _____ how you feel.
- John was only kidding, but Maria took his comments _____.

scenario situation case event

- In _____ of emergency, please leave calmly through the nearest exit.
- In the _____ of rain, the show will take place in the town hall.
- He is in a very difficult _____.
- One possible _____ is that you will have to stay an extra week to finish the work.

memorise remember remind

- Can you _____ me of your name?
- _____ your PIN number; don't write it down.
- She _____ him from school. He hadn't changed much.

unique single rare

- Their team lost the game by a _____ point.
- He suffers from a _____ disease.
- These dresses are expensive because each one is _____.

combine connect match

- I don't think that shirt _____ your skirt.
- Mary is trying to _____ a career with being a mother.
- They built a new railroad to _____ the two cities.

B. Read the following sentence. What's the difference between **fascinating** and **fascinated**?

He is such a **fascinating** speaker that the **fascinated** audience didn't want him to stop.

C. Read the sentences below and circle the correct words.

- Jennifer was **appalling** / **appalled** that the children behaved so badly.
- I woke up to the **pleasing** / **pleased** sound of singing birds.
- What is that **disgusted** / **disgusting** smell?
- Alarmed** / **Alarming** residents left their houses when they saw the flood waters rising.
- Don't be **disappointing** / **disappointed** that you didn't pass. A lot of people fail their first driving test.
- That was very **embarrassed** / **embarrassing**. I'm not going back in there again!
- I'm even more **confusing** / **confused** now. Can you repeat that?
- Sue is feeling a little **depressed** / **depressing**. Let's call her.

D. Find nouns in the reading text on page 68 which derive from the verbs below. Which suffixes are added to the verbs?

fascinate	_____	measure	_____
realise	_____	reflect	_____
expect	_____	announce	_____

Many nouns are formed by adding a suffix such as **-ion**, **-ation** and **-ment** to a verb. Pay attention to irregularities:

decide - decision	explain - explanation
introduce - introduction	apply - application
describe - description	satisfy - satisfaction

E.  Complete with the correct form of the words in capitals. Then check your answers using a dictionary.

- Losing the last match of his long career came as a huge _____ to him. **DISAPPOINT**
- I'm sorry sir, but we have no record of the _____ of your booking. **CANCEL**
- Is it my _____, or does it feel colder inside than outside today? **IMAGINE**
- The artist's _____ for this painting was a little cottage he stayed in last summer. **INSPIRE**
- It's not surprising that the workers at the factory have no _____ when their wages are so low. **MOTIVATE**
- I consider building up a successful business as my greatest _____. **ACHIEVE**
- The Internet _____ at the hotel was really slow. **CONNECT**
- Exercising and a healthy diet play an important role in the _____ of heart disease. **PREVENT**

Learning Standards

SB: R4.2, S1.1, S2.5

Functions

Distinguishing between easily confused words
Expressing possibility, obligation, prohibition, absence of obligation, ability, permission, request and opinion
Making predictions

Structures

Modal Verbs

Vocabulary

achievement alarmed appalled appalling
application cancellation comment confusing
connection decision depressed depressing
description disappoint disappointed disappointing
disappointment disgusted disgusting embarrassed
embarrassing exit explanation fascinated
fascinating imagination in (the) case of
in the event of inspire introduce introduction
literally memorise motivate pleased pleasing
prevention rare scenario single

Vocabulary

A. R4.2

- Ask Ss to read through the sentences and the words in the boxes and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. actually	9. Memorise
2. exactly	10. remembered
3. literally	11. single
4. case	12. rare
5. event	13. unique
6. situation	14. matches
7. scenario	15. combine
8. remind	16. connect

- Provide Ss with any necessary explanations.

Language plus

exactly (adv.) = in the same way

literally (adv.) = having the real meaning of a word or phrase, word for word

actually (adv.) = really

scenario (n.) = a (possible) sequence of events

situation (n.) = the set of things that happen and the circumstances that exist at a specific place and time

in case of (id.) = if there is; if sth (bad) happens

in the event of (id.) = if something occurs

memorise (v.) = to learn by heart

remember (v.) = to bring to one's mind a piece of information from the past

remind (v.) = to make someone remember something

unique (adj.) = being the only one of its type; special

single (adj.) = only one

rare (adj.) = that doesn't occur often or isn't common

combine (v.) = to join; to make things exist together

connect (v.) = to join together

match (v.) = to look alike or look attractive together (for colours or designs)

B.

- Have Ss read the sentence and answer the question in the rubric.
- Elicit answers. Explain to Ss that, generally, adjectives ending in *-ed* describe how a person feels, whereas adjectives ending in *-ing* describe the effect that something has on a person's feelings. However, remind them that not all adjectives follow the same rule (e.g. *scared* but *scary*).

fascinating: describes what causes a feeling

fascinated: describes how somebody feels

KEY

C.

- Have Ss read through the sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. appalled	5. disappointed
2. pleasing	6. embarrassing
3. disgusting	7. confused
4. Alarmed	8. depressed

KEY

D.

- Draw Ss' attention to the given verbs and ask them if they can work out the nouns which derive from them.
- Refer Ss to the reading text on page 68 and ask them to find the nouns which derive from the given verbs.
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers (*-ion, -ation, -ment*).
- Draw Ss' attention to the note in the red box and explain it.
- Check the answers with the class.

fascinate - fascination
realise - realisation
expect - expectation
measure - measurement
reflect - reflection
announce - announcement

KEY

E. R4.2

- Ask Ss to read through the sentences 1-8.
- Draw Ss' attention to the words in bold capitals at the end of each sentence and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1. disappointment	5. motivation
2. cancellation	6. achievement
3. imagination	7. connection
4. inspiration	8. prevention

KEY

Grammar

A.

- Have Ss read the sentence and draw their attention to the modal verbs in bold.
- Ask Ss the question.
- Elicit and check answers.

may - expresses possibility (It is possible that this sounds strange to you.)

can - expresses ability (I am able to / I am in a position to assure you that everything is well.)

B.

- Ask Ss to read through the sentences and check their understanding.
- Have Ss read through the table with the modal verbs and their uses.
- Have Ss find the uses of the sentences (1-request, 2-prohibition, 3-advice/opinion, 4-ability (past), 5-obligation/necessity, 6-absence of obligation, 7-permission, 8-possibility).
- Have Ss complete the table with the missing modal verbs.
- Check the answers with the class.
- Refer Ss to the Grammar Reference (pp. 90-91).
- Encourage Ss to come up with their own example sentences with the different uses of modal verbs.

Ability: could

Obligation/Necessity: have to

Permission: may

Request: will

Advice/Opinion: ought to

Prohibition: can't

Absence of Obligation: don't have to

Possibility: might

C.

- Have Ss look at the sentences and have them do the activity.
- Check the answers with the class.

1. a 2. b

D.

- Have Ss do the activity.
- Check the answers with the class.

- Use **must** + base form to express certainty that something is true.
- Use **can't** + base form to express belief that something is impossible.

E.

- Ask Ss to read through the sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. May	7. mustn't
2. should	8. had to
3. should, might	9. couldn't
4. must	10. had better not
5. ought	11. don't have to
6. Could	12. can't

HEY

F.

- Ask Ss to read through the sentences and the words in capital, and check their understanding.
- Point out to Ss that the first sentence has already been done for them, as an example.
- Have Ss do the activity.
- Check the answers with the class.

2. You had better tell your parents what happened.
3. You must not chew chewing gum in the classroom.
4. Do I need to come to the lecture?
5. Tom and I might go to the mall tomorrow.
6. I can type very quickly.
7. Rashid gets home at seven, so he must still be at work.

HEY

G. S1.1, S2.5

- Ask Ss to go to the Speaking Activities section and do the Grammar Production Task.
- Divide Ss into pairs, ask Ss to read through the instructions and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Solution to brain teaser

1. The shepherd takes the wolf across, leaves it there and returns.
2. The shepherd takes one of the black baby goats across, leaves it on the bank of the river, picks up the wolf and returns.
3. The black mother goat and her other baby goat cross the river, she leaves her young on the bank of the river and returns.
4. The black mother goat and the white mother goat cross the river in the raft and the black mother goat stays with her young while the white mother goat returns.
5. The shepherd takes the wolf across and both he and the wolf get off the raft when they reach the other side. The black mother goat returns.
6. The black mother goat and the white mother goat cross the river and the black mother goat gets off the raft while the white mother goat returns.
7. The white mother goat and one of her babies cross the river and they both get off when on the other side. The shepherd returns with the wolf.
8. The wolf gets off the raft and the shepherd picks up the white baby goat, crosses the river, leaves the baby goat with its mother and returns.
9. The shepherd picks up the wolf and they cross the river. (If I were him, I would contemplate leaving the wolf on the other side. That way I would keep my livestock safe!)

HEY

Grammar Modal Verbs → pp. 90-91

A. Read the sentence below from the text on page 68 and notice the words in bold. What do they express?

This **may** sound strange to you, but I **can** assure you everything is well.

B. Read the sentences below and complete the table with the missing modal verbs.

1. **Will** you help me plant these flowers?
2. You **can't** use your mobile phone during the exam.
3. I think you **ought to** visit your grandparents more often.
4. I **could** play tennis very well when I was young.
5. I really **have to** finish this project by Friday.
6. You **don't have to** pick me up from the airport; I can take a cab.
7. **May** I borrow your laptop for a couple of days?
8. I **might** leave work early today if I am not needed.

Ability	can (present)	_____ (past)
Obligation / Necessity	must / _____ / need to (present)	had to (past)
Permission	can / could / _____ / might	
Request	may / can / could / _____ / would	
Advice / Opinion	should / _____ / had better	
Prohibition	mustn't / _____	
Absence of Obligation	needn't / _____ / don't need to	
Possibility	can / could / may / _____	

C. Look at the sentences and choose which of the statements a or b is closer in meaning.

1. Mark **can't be** responsible for this mess, he always cleans up after himself.
 - a. I am certain that Mark isn't responsible for this mess.
 - b. Mark isn't able to take responsibility for this mess.
2. Majed **must work** nearby because he never takes his car.
 - a. It is necessary for Majed to work nearby.
 - b. I am almost sure that Majed works nearby.

D. Read the examples above again and complete the rules.

- Use _____ + base form to express certainty that something is true.
- Use _____ + base form to express belief that something is impossible.

E. Read the sentences and circle the correct words.

1. **Must / May** I use your pen for a minute?
2. You **might / should** tell your parents the truth; that way they will be able to help you.
3. You **should / need** get someone to look at that cut; you **can / might** need stitches.
4. She **must / can't** be out; she isn't answering her phone.
5. You really **ought / had better** to help your mother clean up.
6. **Could / Should** you turn down the TV? I'm trying to study.
7. You **mustn't / needn't** interrupt him when he is talking or he'll lose his temper.
8. Omar **ought to / had to** take his car to the mechanic yesterday because it was making a strange noise.
9. I **wouldn't / couldn't** hear what the speaker was saying because the microphone wasn't working.
10. You **had better not / don't have to** skip lessons again or your parents will be informed.
11. You **mustn't / don't have to** call to say you're going; they are expecting you.
12. That **must / can't** be Alan; he left for Spain yesterday.

F. Rewrite the sentences using the words given. The first one has been done for you.

1. There's a possibility that Mike will meet the manager after his meeting. **MAY**
Mike may meet the manager after his meeting.
2. It's a good idea to tell your parents what happened. **BETTER**

3. You are not allowed to chew chewing gum in the classroom. **MUST**

4. Is it necessary for me to come to the lecture? **NEED**

5. There's a chance that Tom and I will go to the mall tomorrow. **MIGHT**

6. I am able to type very quickly. **CAN**

7. Rashid gets home at seven, so I'm sure that he is still at work. **MUST**



Work in pairs. Turn to page 85 in the Speaking Activities section and do the Grammar Production Task.

Speaking

 Work in pairs/groups. Look at the pictures and discuss the questions that follow. The phrases/expressions in the boxes below may help you.

- How has humankind benefitted from these inventions?
- What aspect(s) of our lives have they had an impact on?
- Which invention do you consider most important? Why?
- What other inventions can you think of that have had a huge impact on our lives? Discuss.



the spaceship / space shuttle



the Internet



the smartphone



the credit/debit card



the GPS



medical imaging
(X-rays, MRI scans, etc.)

One of the benefits/advantages of ... is that it has enabled us to...

The smartphone / Internet / GPS / space shuttle has enabled us to...

Spaceships / Smartphones / Credit cards have made it possible for us to...

This (technological) invention has given us the opportunity/means to...

As a result of (the) ... we can...

(The) ... has affected / influenced / had an impact on the way we...

Our daily / day-to-day / everyday life has changed completely/considerably/significantly as a result of...

The way we communicate / do business / interact / socialise has changed as a result of...

I think / believe / am of the opinion that (the) ... is the most important invention because...

The ... is by far the most important invention because...

I consider (the) ... to be more/less important/ significant/valuable than (the) ... because...

space mission/exploration **programme**

enjoy/have/gain/get/obtain/bring/offer/provide **benefits**

achieve/make technological/scientific **progress**

look for/find/obtain/collect/access/download/exchange/provide (sb with) **information**

useful/valuable/latest/up-to-date **information**

find/produce/provide **solutions**

effective/possible/practical **solutions**

information at our fingertips / at the touch of a button

connectivity

online services/banking/shopping/entertainment

easy access to email / social media networks / information

stay connected / keep in touch

pay in cash / by credit card

make online purchases

traffic and weather **warnings/updates**

provide/get/receive real-time updates

faster / more efficient / safer **route**

discover/diagnose /monitor **disease**

improve disease diagnosis and treatment

follow patient's progress

Learning Standards

SB: S1.1, S2.3, R2.3, R4.1, W1.4, W2.1

Vocabulary

at one's fingertips at the touch of a button benefit
connectivity employ enable exchange investigate
mission obtain occur progress technological

Speaking

S1.1, S2.3 

- Divide Ss into pairs/groups.
- Have Ss read the questions and check their understanding.
- Ask Ss to look at the pictures and initiate a discussion.
- Point out to Ss that they should use the phrases in the boxes provided.
- Go around the class helping Ss when necessary.

Optional activity

An interesting way to go about discussing these inventions is to do a role play activity in which Ss act as hosts/guests of a talk show. This would involve dividing your class into groups of four/five. One student will take on the role of the host of the talk show, while the rest of the Ss will take on the role of the guests. The host of the talk show asks his/her guests questions about the inventions depicted in the pictures and the impact that these inventions have had on our lives. He/She must ensure that all his/her guests get an equal opportunity to contribute towards the discussion and must facilitate the process so that it runs smoothly. Groups can be given the opportunity to act out part of their dialogues in front of the class.

Note: Besides being fun, role-play activities provide Ss with real-life contexts in which to practice their language skills, which include both listening and communicating effectively.

Suggested answers

Key

Host: How do you think humankind has benefitted from the invention of spaceships?

Guest 1: Well, spaceships have given us the ability to engage in space exploration and, in doing so, to discover things about our planet, solar system and universe that were previously unknown to us.

Guest 2: In addition, space programmes have contributed significantly towards technological developments that have had a huge impact on our lives. For instance, solar energy is the outcome of space research and so is the GPS.

Guest 3: Besides this, space exploration programmes are helping us find solutions to problems, such as how to better predict the weather and natural disasters.

Host: What about the Internet?

Guest 4: Our everyday life has changed considerably as a result of the Internet. We now have information at the touch of a button.

Host: So, what aspect of our lives do you think it has had the most impact on?

Guest 2: It has, without a doubt, had a huge impact on the way we communicate. We now use the Internet to order food, hold a video conference, text a friend, download apps and stay up to date with current affairs. We use it for just about everything.

Host: And what about the smartphone? How have we benefitted from this invention?

Guest 1: The smartphone has quite literally liberated us from the constraints of a desk-bound computer.

Guest 2: Besides this, it combines several devices in one. It serves as a phone, a processor, a camera, a GPS, an MP3 player and even an e-book reader.

Host: So, what aspect of our lives do you think it has had the most impact on?

Guest 3: Actually, it has affected all areas of life. The way we communicate, do business, work, socialise, learn and even entertain ourselves.

Host: What about credit and debit cards? How are our lives better as a result of them?

Guest 4: Well, I think that credit and debit cards are a safer as well as more convenient payment option. It is not safe to walk around with a wallet full of cash. If it is stolen or lost, it cannot be retrieved. In contrast, it is fairly easy to cancel your credit or debit card if you need to.

Guest 3: That's right. Furthermore, most credit and debit card service providers offer multiple layers of security and fraud protection for your everyday transactions. This means that there is little risk of losing your money when making purchases.

Host: What other benefits can you think of?

Guest 2: Well, another huge advantage of credit and debit cards is that they make online shopping possible.

Host: Right, let's look at the benefits of the GPS. How has this invention benefitted us?

Guest 1: Well, the GPS is great because it helps us find a faster and safer route to where we want to go.

Guest 4: Yes, and it also provides us with weather and traffic updates.

Host: And what about the benefits of medical imaging?

Guest 3: Medical imaging has had a huge impact on how we discover and monitor diseases.

Guest 2: This invention has contributed significantly towards our ability to diagnose and treat life-threatening diseases.

Host: So which invention do you consider most important?

Guest 1: To my mind medical imaging is the most important. Many people are alive today because of this invention.

Guest 2: Although I agree that medical imaging is an important invention, I think I would choose the Internet. The impact that it has had on our lives is enormous. We would not be where we are today without it.

Guest 3: I agree with you. The Internet is by far the most important invention. It has given us instant access to a vast resource of information, knowledge and ideas. It has also boosted connectivity and communication.

Guest 4: I personally think that spaceships are by far the greatest invention. They have made it possible for us to venture into space and set our sights on other planets that may, one day, serve as the location of a space colony.

Writing

A. R2.3, R4.1

- Ask Ss to read the summary of the reading text on page 68.
- For the first activity, ask Ss to read through the statements a-i, and check their understanding.
- Tell Ss to tick the ones that apply to the summary.
- For the second activity, have Ss read through the words and find their synonyms in the summary.
- Check the answers with the class.

KEY

1. b, c, e, g, h
2. a. extract
b. features
c. appears
d. employs
e. investigate
f. For the whole duration
g. depicted
h. occurs

B. W1.4, W2.1

- Once Ss have done listening activities A, B and C on page 69, they should have acquired an adequate understanding of the extract to be able to write a summary of it. If, however, they do not feel confident enough to do so, you may do one of two things. You may either play the recording of the listening again and request Ss to take notes or you may provide them with the transcript (on screen or a printed version). They may then use their notes, the sequence of events outlined in activity A and the correct options of the listening comprehension activities to come up with the information they need to include in their summaries.
- Remind Ss that they are allowed to use key words that feature in the original text and in the listening comprehension activities, but they are not allowed use whole phrases or sentences from them. They need to use their own words as far as possible rather than copying or merely rearranging the information available.
- Draw Ss' attention to the TIP and provide any necessary explanations.
- Allow Ss enough time to do the activity in class.
- Choose several Ss to read out their summaries.

Suggested answer

This passage from *The Sleeper Awakes* by H. G. Wells features a man, Graham, who has woken up after being asleep for many years. This part of the story begins just after an announcement has been made. The man wearing purple robes rushes out of the room and Graham follows him. They end up on a balcony. Graham is amazed by the view and sees a crowd forming below. The man hurries Graham into a lift, over a bridge and past guards into a room containing a statue and some important-looking men. The man in purple explains that these men are interested in Graham, then locks him in a nearby room and leaves to speak with them. All through the text Graham is shocked and confused by all that takes place, and the other characters are presented as excited by the fact he is now awake.

Writing

 Read the following summary of the reading text on page 68 and do the activities that follow.

The Sleeper Awakes by H.G. Wells

The Sleeper Awakes by H. G. Wells features a man called Graham who wakes up in the future. He encounters various people, but speaks mainly with a man wearing purple robes, who appears to be in charge of looking after him. Wells employs this passage to investigate how it might feel for someone to suddenly find themselves in the distant future and what the world might be like then. The extract begins with Graham waking up surrounded by men he does not know in a room he does not recognise. He then learns that he has been asleep for two hundred years. After being measured for new clothes and receiving a haircut, he discovers that in the time he has been asleep, he has become a very important person, in fact the 'leader of the world'. For the whole duration of the extract Graham is presented as being shocked and confused by everything that occurs, and the other characters are depicted as being fascinated by him.

1. Read the following statements and tick (✓) the ones that apply to the summary:

The summary includes:

- a. the reader's personal opinion on the story and the way it is written.
- b. information about the most important characters.
- c. the main events.
- d. information about the author's life.
- e. the message that the author is trying to put across.
- f. every detail mentioned in the original piece.
- g. information about when and where the story takes place.
- h. the name of the author and the title of the work.
- i. the reader's recommendation.

2. Find synonyms in the summary of the following words.

- a. passage _____
- b. presents _____
- c. seems _____
- d. uses _____
- e. explore _____
- f. all through _____
- g. shown _____
- h. takes place _____

 First, go through the listening comprehension activities on page 69. Then write a summary of about 150 words outlining the main events of the part of the story that you listened to. Remember to read the TIP and to include the key features that you identified in activity A1.

When writing a summary:

- start by identifying the who, what, when, where and why of the story you are summarising. Then, turn your notes into a paragraph.
- use mostly present tenses.
- refer to the author by their surname, not their full name.
- do not include your own ideas or opinions about the characters or events mentioned.
- do not mention minor characters unless they influence the outcome of events.
- do not copy sentences or parts of sentences – you must summarise the writer's ideas in your own words.
- you do not need to quote parts of the extract or give evidence or examples to support what you are saying.

TIP

Reading (1)

A. 🧠🗣 Discuss in pairs/groups.

- Read the following paragraph and say what device you think fits this description. Then decide what problem(s) faced by humanity today this technology might help us solve.

In 1964 Arthur C. Clarke, a British science-fiction writer, made various predictions about the future that did not fall far from the truth. Among his predictions was the invention of a device, which he called the 'replicator machine'. He believed that this invention would 'end all invention' because it would enable anyone who owned it to create or produce anything he or she desired. So, what, you may ask, exists today that fits this description?

B. 🧠 Now quickly read the rest of the text and see if your predictions were correct.

THE FUTURE TODAY

a A 3D printer of course! Although the 3D printers available today have not quite met Clarke's expectations, they have come a long way since **manufacturers** first started using them in the 1980s in the production of plastic and metal objects. Experimentation has since spread to fields of study, such as medicine, education, architecture and food production, and the developments that are occurring look extremely promising. The materials that are currently being used in place of ink range from substances that are **edible** to human cells. These developments are **proof** that, in the near future, we will be using 3D printing to solve some of the serious problems we face today.

b One of the biggest problems that humankind faces today is the growing number of hungry people in the world. From a world population of 7.7 billion, approximately one billion do not have enough to eat. To make matters worse, the UN predicts that this number will grow as the world population rises to an estimated 9.8 billion by 2050. To feed this growing population, we will have to double our food production between now and 2050. This is difficult, if not impossible, given the rate at which the environment is being destroyed. The solution to world hunger and our growing food needs may, however, lie in using 3D printing technology.

c In 2013, NASA, America's space agency, provided **financial** resources to the Systems and Materials Research Corporation to develop a 3D printer that prints food. NASA hopes that this technology will help them solve the problem of transporting, storing and **preserving** large quantities of food during long distance space missions, such as the one to Mars, which is **scheduled** for the early 2030s. A device has since been built that can 3D-print all types of food, such as pizza, pasta, sushi, cheese, peanut butter and even broccoli.

d The researchers behind the 3D printer claim that this technology is clean and time-efficient and reduces food waste. Firstly, ingredients stay fresh for a long time. This is because they are stored in small cartridges in powder form. This helps to preserve the vitamins and nutrients in them and keep them fresh for up to thirty years. Another advantage is that the nutritional **content** of the powder can be changed to meet each person's **dietary** requirements. In addition, the powdered form of the ingredients permits the use of alternative sources of food, such as algae and beet leaves, which are rich in protein and minerals, as they can be dried and mixed with other ingredients to create tasty products.

e So, how can this technology help the world's starving? The biggest challenges faced by charities trying to feed the hungry include the cost of transporting large quantities of food, the serious risk of the food **spoiling** during transportation, and the increased nutritional needs of a hungry person. 3D food printing solves all three. The food cartridges, which are small in size and nutrient stable, are much easier and cheaper to transport than conventional food items. Besides this, their content can be made not only more nutritious but also **therapeutic** to fight illness and restore health.

Learning Standards

SB: S1.1, S2.3, R1.1, R2.1, R4.1, R4.2, R2.2

Vocabulary

agency cartridge cell content conventional
 desire device dietary edible expectation
 experimentation financial ink invention
 manufacturer mineral nutritional nutritious
 permit predict prediction preserve printer
 protein resource response restore schedule
 science-fiction spoil starve substance therapeutic
 time-efficient

Reading

A. S1.1, S2.3

- Ask Ss to read through the rubric and the paragraph that follows, and check their understanding.
- Have Ss discuss in pairs/groups, and check the answers with the class.

Suggested answers

- I think the device that best fits this description is a 3D printer. 3D printing technology has developed to such an extent that in a couple of years' time it will be possible for anyone who has one to create any number of objects, such as ornaments of different shapes and sizes, clothes, shoes and spare parts for electrical devices and appliances.

HEY

In countries where natural disasters, such as tsunamis or earthquakes, have struck, there is usually a serious housing problem. 3D printing technology can be used in places such as these to provide quick economical housing solutions.

B. R1.1

- Draw Ss' attention to title of the text and ask them to tell you what they think the continuation of the text is about.
- Ask Ss to quickly read the text and see if their predictions from the previous activity were correct.

C. R2.1 

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What were 3D printers used for in the 1980s? the production of plastic and metal objects

What serves as proof that we will be using 3D printers in the near future to solve some of the serious problems we face today? the fact that experimentation has spread to fields of study, such as medicine, education, architecture and food production and that the materials that are used in place of ink range from substances that are edible to human cells

How many people do not have enough to eat? approximately one billion

When is the space mission to Mars scheduled? for the early 2030s

What do the researchers behind the 3D printer claim? that it is clean and time-efficient

Why do ingredients stay fresh for a long time? Because they are stored in small cartridges in powder form.

What does the powdered form of the ingredients permit us to do? to use alternative sources of food, such as algae and beet leaves

What are these alternative sources of food rich in? protein and minerals

What can be done with alternative sources of food? They can be dried and mixed with other ingredients to create tasty products.

What are the biggest challenges faced by charities trying to feed the hungry? They include the cost of transporting large quantities of food, the serious risk of the food spoiling during transportation, and the increased nutritional needs of a hungry person.

What advantages do food cartridges have over conventional food items? They are small in size and nutrient stable. / They are much easier and cheaper to transport.

- Ask Ss to read through the questions and check their understanding.

- Have Ss do the activity.

- Check the answers with the class.

- A - c** (NASA hopes that this technology will help them solve the problem of transporting, storing and preserving large quantities of food during long distance space missions, such as the one to Mars, which is scheduled for the early 2030s.)
- A - b** (From a world population of 7.7 billion, approximately one billion do not have enough to eat. To make matters worse, the UN predicts that this number will grow as the world population rises to an estimated 9.8 billion by 2050.)
- B - a** (Experimentation has since spread to fields of study, such as medicine, education, architecture and food production, and the developments that are occurring look extremely promising.)
- B - c** (...can 3D-print all types of food, such as pizza, pasta, sushi, cheese, peanut butter and even broccoli.)
- A - e** (...and the increased nutritional needs of a hungry person.)
- B - d** (The researchers behind the 3D printer claim that this technology is clean and time-efficient and reduces food waste.)
- B - b** (To feed this growing population, we will have to double our food production between now and 2050.)
- A - a** (...manufacturers first started using them in the 1980s in the production of plastic and metal objects.)
- A - e** (Besides this, their content can be made not only more nutritious but also therapeutic to fight illness and restore health.)
- B - d** (...keep them fresh for **up to** thirty years.)

D. R4.1, R4.2 

- Ask Ss to look at the highlighted words in the text.
- Ask Ss to read through the meanings and make sure they do not have any unknown words.
- Have Ss do the activity.

- Check the answers with the class.

1. d 2. e 3. f 4. a 5. h
6. j 7. b 8. i 9. g 10. c

KEY

- Explain any unknown words and choose Ss to read out the text.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. R2.2 

- Ask Ss the questions and have them write down their answers.
- Tell Ss to use information from the text to support their answers.
- Check the answers with the class.

KEY

- The writer says this because the invention that Clarke envisioned was a lot more advanced than the technology that exists today. He predicted that this device would enable the person who was in possession of it to 'create or produce anything he or she desired'. Although we have made a lot of progress in the development of this technology and many fields are experimenting with 3D printing, we have not, as yet, reached the point where printing whatever we desire is possible.
- Firstly, the ingredients used in 3D food printing are stored in a powdered form in cartridges. Unlike fresh produce, which goes bad very quickly, the powdered substance lasts for a very long time. The writer mentions that it can stay 'fresh for up to thirty years'. In addition, printing the food when, where and in the exact quantity in which it is needed, can significantly reduce wastage.
- It is clearly evident that the writer views 3D printing favourably. His/Her attitude is expressed through the words and details that he/she has selected to talk about the subject. He/She states that 3D printing will go a long way towards helping us 'solve some of the serious problems we face today'. He/She then discusses the problem of food shortages and builds an argument in which he/she proves that 3D printing will help us solve this problem. He/She clearly states that food printing is 'clean' and 'time-efficient' and that it 'reduces food waste'. In addition, he/she mentions that the powdered substance in the cartridges is 'nutrient stable' and that it can be made to have a higher nutrient content and can be used to administer medication.

F. S1.1, S2.3 

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

KEY

Suggested answers

- Eating food that has been printed does not sound very appetising to me. For this reason, I would be very reluctant to try it.
- Well, self-driving or autonomous cars are currently being developed. They promise to save hundreds of thousands of lives as car accidents are among the top causes of accident-related deaths.
- I think if I could solve one problem that humanity faces today, it would be the clean water problem. The availability of clean drinking water is increasingly threatened and a future water crisis might very well be on the horizon.

1.  Read the text again. For questions 1-10, decide whether the statements are true (A) or false (B) and then indicate which paragraph a-e justifies your choice. There is always only one correct answer.

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

1. manufacturer	
2. edible	
3. proof	
4. financial	
5. preserve	
6. scheduled	
7. content	
8. dietary	
9. spoil	
10. therapeutic	

- a. relating to money
- b. the quantity of a particular substance found in sth
- c. designed to heal/treat a disease
- d. a company that produces things in large numbers
- e. that is safe to eat
- f. information that shows that something is true
- g. to go off/bad
- h. to keep sth from going off/bad
- i. relating to the food and drink that you usually consume
- j. arranged/planned

E.  Provide a written response to the following questions in your own words. Use information from the text to support your answers.

1. Why does the writer say that the 3D printers that exist today 'have not met Clarke's expectations'?
2. 3D printing food is claimed to reduce food waste. How can this be so?
3. What is the writer's attitude towards 3D printing?

F. Discuss in pairs/groups.

- Would you eat food that has been 3D printed? Why? / Why not?
- Do you know of any developing technologies? If yes, what problems do you think they will help solve?
- If you could solve one problem that humanity faces today, what would it be and why?

Vocabulary

A. Read the sentence below. What does the suffix **-able** in *affordable* mean?

Vaccines will also become *affordable* and readily available in developing countries.

A lot of adjectives are formed by adding a suffix to a verb or noun.

B. Look at the adjectives below and write how they are formed, as in the example.

environmental = noun (environment) + al

wearable = _____

wealthy = _____

famous = _____

sensible = _____

active = _____

mysterious = _____

C. Form adjectives to complete the table. Use the verbs/nouns in the box and a suitable suffix. Make any necessary changes. Then check your answers using a dictionary.

intense	health	space	decide	adventure	benefit	access	cooperate	predict	dirt
finance	risk	reuse	education	advise	humour	globe	fury	dust	protect
-al			-ive			-ous / -ious			

Grammar Future tenses, Other future forms, Time clauses → p. 92

A. Match the sentences 1-5 with the uses a-e.

- I'm attending a lecture on social networking this afternoon.
- Fahad's going to work for his father's company when he finishes his degree.
- In a few years' time, we will be driving around in solar-powered vehicles.
- Your plane leaves at 5 in the afternoon, so make sure you're there by 3.
- I doubt that Erin will enjoy this science fiction film.

- to refer to official timetables
- to make a prediction
- to refer to intentions or decisions that have already been made
- to refer to an action that will be in progress at a specific time in the future
- to refer to plans and arrangements

B. Match the uses 1-5 with the tenses a-e.

- to refer to an action that will be in progress at a specific time in the future
- to refer to plans and arrangements
- to refer to intentions or decisions that have already been made
- to make a prediction
- to refer to official timetables

- Present Progressive
- Future Progressive
- Future will
- Present Simple
- Future be going to

C. Look at the example and answer the questions.

When I complete my project, I will know a lot more about alternative sources of energy.

- Which tense is used to refer to the future in the time clause (i.e. after *when*, *as soon as*, *until*, *before*, etc.)?
- Which tense is used in the main clause?

Functions

Referring to the future using appropriate tenses

Structures

Future tenses, Other future forms, Time clauses

Vocabulary

accessible advance advisable cooperate
cooperative give sb your word humorous
predictable reusable translate wearable

Vocabulary

A.

- Have Ss read the extract and ask Ss the question in the rubric.
- Draw Ss' attention to the note and explain it.
- Check the answers with the class.

The suffix **-able** expresses ability, e.g. **affordable**=
can be afforded, **available**=**can be obtained**.

HEY

B.

- Have Ss read the adjectives and the example given, and check their understanding.
- Explain to Ss that many adjectives are formed by adding the suffixes **-al**, **-ive**, **-y**, **-ous** / **-ious**, **-able** / **-ible** to a noun or a verb.
- Have Ss do the activity.
- Check the answers with the class.

wearable = verb (wear) + able
wealthy = noun (wealth) + y
famous = noun (fame) + ous
sensible = noun/verb (sense) + ible
active = noun/verb (act) + ive
mysterious = noun (mystery) + ious

HEY

- For further practice, provide Ss with some more adjectives and ask them to analyse how they are formed (e.g. **creative**: **create** (verb) + **-ive**, **luxurious**: **luxury** (noun) + **-ious**).

C. R4.2



- Ask Ss to read through the words in the box and check their understanding.
- Refer Ss to the suffixes in the table and have them do the activity.
- Check the answers with the class.
- Ask Ss to write five sentences using adjectives from activity C. This will challenge **higher-performing Ss**.
- Write some of these sentences on the board without writing the adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.
- Alternatively, **higher-performing Ss** can be paired with **lower-performing Ss** and they can be given the task of testing **lower-performing Ss**.

-al: beneficial, financial, educational, global
-ive: intensive, decisive, cooperative, protective
-y: healthy, dirty, risky, dusty
-ous / -ious: spacious, adventurous, humorous, furious
-able / -ible: accessible, predictable, reusable, advisable

HEY

Grammar

A.

- Write on the board: *I will be preparing for the meeting all afternoon tomorrow.*
- Ask Ss what the use of this future form stresses (*the duration of a future action*).
- Explain that this is the Future Progressive tense and ask them to tell you what they notice about how it is formed (*it is formed with will be and the -ing form of the main verb*).

- Ask Ss: *What will you be doing this time tomorrow?* and answer the question as an example (*I will be...*).
- Elicit answers.
- Write on the board: *Tom will have been learning Spanish for two years by May.*
- Ask Ss what the use of this future form stresses (*the duration of an action up to a certain point in time*).
- Explain that this is the Future Perfect Progressive and ask them to tell you what they notice about how it is formed (*it is formed with will have been and the -ing form of the main verb*).
- Draw Ss' attention to the examples and the verbs in blue.
- Have Ss read through the uses and do the matching activity.
- Check the answers with the class.

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

HEY

- For further practice, ask Ss to come up with their own examples.

• Refer Ss to the Grammar Reference (p. 92).

B.

- Have Ss read through the uses and do the matching activity.
- Check the answers with the class.

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

HEY

- Ask Ss to come up with their own examples.

• Refer Ss to the Grammar Reference (p. 92).

C.

- Ask Ss to read the example and identify the tenses of the verbs in blue (*complete* = *Present Simple* / *will know* = *Future will*).
- Ask Ss the questions and elicit answers.
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 92).

• The Present Simple. • The Future will.

HEY

D.

- Ask Ss to read the beginnings 1-5 and the endings a-e, and check their understanding.
- Have Ss do the matching activity.
- Check the answers with the class.

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

HEY

- Ask Ss to read the different functions (*promise*, *offer*, *request*, *warning*, *spontaneous decision*) and match them with the previous sentences.
- Check the answers with the class.
- Encourage Ss to come up with their own examples using the Future *will*.
- Refer Ss to the Grammar Reference (p. 92).

a promise - 5 an offer - 4
a request - 1 a warning - 3
a spontaneous decision - 2

HEY

E.

- Ask Ss to read through the sentences 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. will ask	5. will finish
2. will be lying	6. Are you doing / Will you be doing
3. am not playing / will not be playing	7. will give
4. will lose	8. am going to buy

HEY

Listening

A. S1.1, S2.3

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- The world is, in many ways, a better place than it was twenty years ago because a lot more people can afford a better standard of living and have access to a large variety of goods, services and public amenities. On the other hand, human activities have had a huge impact on the environment and environmental degradation has become a crucial issue that poses a serious threat to humankind.
- I think that if we manage to deal with the environmental problems that we are currently facing, the world will be a better place in twenty years' time. The reason is that technological advancements are taking place at an unprecedented rate and they promise to help us live longer, healthier and more comfortable lives.

KEY

B. L1.1, L2.1

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through sentences a-f and check their understanding.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class.
- Have Ss provide justification for their answers.
- If necessary, play the recording again in order to clarify any questions Ss may have.

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

KEY

C. S2.3

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

Suggested answer

I think there is measure of truth in all the opinions expressed. Nevertheless, if I were to choose one, I think I would choose speaker three's opinion. I am more than confident that a lot of progress will be made in the area of space travel and that it will have a huge impact on our lives. Space tourism will, no doubt, become a reality and people will be travelling to space for recreation. It is also reasonable to assume that space flight technology will affect other means of transport, so distances will become increasingly smaller and we will be able to cover them in a fraction of the time it takes to cover them now.

KEY

Speaking

S1.1, S2.5

- Divide Ss into pairs and have them turn to the relevant page in the Speaking Activities section.
- Have Ss read through the guidelines and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Optional activity

An interesting way to go about discussing this issue is to hold a debate. This would involve dividing your class into two different groups (those that will argue in favour of having intelligent robots do all the work for us and those that will argue against this particular course of action). If you have a small class, you will have only one group of each. If, on the other hand, you are working

with a big class you can have more than one group arguing in favour of or against the issue. Either way, try to maintain a balance so that there are, more or less, an equal number of Ss in each group. Before Ss begin discussing the issue, they must choose one student who will act as a supervisor. He/She has to ensure that Ss don't get out of hand and that they do not stray from the topic. They must also choose a member of their group, maybe even two or three (depending on the size of the group), to take notes and ensure that a record is kept of all the ideas that come up. Once these roles have been delegated, the groups may begin discussing the issue. Ss must be given a reasonable amount of time to discuss the arguments they wish to raise in defence of their position. The initial process should involve brainstorming the topic and recording the ideas that come up. When Ss are brainstorming, they should defer judgement. They should, thus, not be evaluating the strength of the arguments raised. They should instead be trying to come up with as many points as they can. You may give Ss about five to seven minutes to brainstorm. When the time is up, an additional five to seven minutes can be given so that each group can choose the arguments they wish to raise and develop them. Once they have done this, they must choose a representative / representatives (depending on the size of the group) who will be responsible for presenting the arguments the group has chosen. Then each group has a member argue a point. The idea is that each group will try to counter the point raised by the other group. You may also, if you wish, choose a committee (consisting of 5 to 6 Ss) whose members will observe the debate and be given the task of choosing the team that they feel presented a more persuasive argument. Debates are fun, break the routine of the class, encourage communication in the target language, foster a sense of camaraderie and engage Ss' creative and critical thinking skills. Have fun!

KEY

ADVANTAGES

Robots can

- be used to do jobs that are very dangerous, such as to put out fires and fight crime, etc.
- perform tasks faster, stronger and more accurately than humans.
- be used to do boring/mundane/repetitive/time-consuming tasks that humans do not enjoy doing, such as ironing and mopping.
- function without interference once programmed to do a task.
- be used to conduct deep sea/space exploration expeditions as they can endure hostile environments.
- work non-stop (24/7) as they do not require sleep.
- perform up to standard even when environmental conditions are not ideal, i.e. they are not affected by heat, humidity, cold, etc.

DISADVANTAGES

- Robots are expensive to build/buy/maintain.
- If a robot's software is damaged/corrupted by a virus, it can lead to important information being lost or to serious malfunctions.
- A robot's software needs to be constantly updated.
- Robots do not have the capacity to think for themselves or learn from experience. They merely execute a task that they have been programmed to do.
- Overdependence on robots can lead to human beings becoming mentally and physically lazy.
- Robots cannot express emotions, such as compassion and empathy, and for this reason they cannot replace humans in jobs that require interaction with humans.
- Robots require a power source to function.

D. Match the sentence beginnings 1-5 with the endings a-e.

1. Will you please
2. This mobile phone is cheaper than the other ones on display;
3. Be careful when crossing the street or
4. If you want,
5. I give you my word

- a. I'll help you prepare the meal for your dinner party.
- b. that next week I'll return the money I borrowed from you.
- c. call your father and tell him I'm going to be late?
- d. you'll get hit by a car.
- e. I think I'll buy it.

Now decide which of them expresses:

a promise a request a spontaneous decision an offer a warning

E. Complete the sentences using the correct form of the word in brackets.

1. I'm feeling really bored. I think I _____ (ask) Jack to come over so we can watch a film.
2. This time next week Khalid _____ (lie) on a beach in Greece.
3. I _____ (not/play) football tomorrow. I have an injury.
4. You _____ (lose) your job if you keep coming in late.
5. Hopefully I _____ (finish) my homework before the end of today.
6. _____ (you/do) anything nice this weekend?
7. If you lend me the book today, I promise that I _____ (give) it back to you at the weekend.
8. I _____ (buy) a new app for my phone that translates different languages, like Spanish and Chinese, into English.

Listening

A. Discuss.

- Do you think the world is a better place today than 20 years ago? Why? / Why not?
- Do you think the world will be a better place in 20 years' time? What will be different?

B.  You will hear five people expressing their opinion on what life will be like in twenty years' time. Match the speakers with the statements a-f. There is one extra statement which you do not need to use.

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3

C. Which speaker's opinion do you agree with most? Why?

When doing a multiple matching listening task, remember to:

- read through the questions carefully to get a clear idea of what you are listening for.
- wait to hear the recording a second time before you make your final decision.

TIP

- a. I think technology will make people healthier.
- b. I think travelling will be quicker and more environmentally friendly.
- c. I think private personal data will be harder to protect.
- d. I think people will only travel short distances.
- e. I think technology and humans will come closer together than ever before.
- f. I think life will be worse due to a lack of resources.

Speaking

 Turn to page 85 in the Speaking Activities section and do activity 5b.



Writing A discussion essay

A. 🧠💬 Discuss. Read the quote and answer the questions that follow.

'That's one small step for a man, one giant leap for mankind.'

- Are you familiar with this quote? If yes, who uttered these words and when? If no, what do you think the person who said these words meant?
- Space is considered the final frontier. In other words, the last place for man to explore. Do you think that we should spend money, time, effort and natural resources on space research? If yes, why? If no, why not?
- How else can these resources be used?

B. 🧠 Read the writing task and the essay below.

Then do the activities that follow.

Some people believe that spending a large amount of time, effort and money on space programmes is a tremendous waste of limited resources, while others believe that humankind benefits considerably from space research and exploration. Write an essay in which you discuss both views and give your opinion.

- 1 Neil Armstrong's walk on the moon in 1969 brought space research and exploration to the general public's attention. It also **sparked off** a fierce debate, one which continues to this day, between those who are in favour of investing in space programmes and those who question whether they should be a priority for us. In this essay, I will examine both points of view and provide my personal opinion on the issue.
- 2 Supporters of space programmes put forward two main arguments. The first is that the research that is **conducted** for space programmes leads to developments in other fields of study, such as medicine, engineering and technology. To illustrate, medical imaging, satellites and wireless devices, which have had a huge impact on our lives, all exist as a result of space research. The second argument is based on the belief that the discovery of new planets will ensure the survival of our species. Supporters are convinced that Earth will not be able to support life for very much longer. There is just too much pollution and too few natural resources.
- 3 Opponents, on the other hand, use one main argument. Their primary concern is the scarce resources, financial and otherwise, that are being used up in our efforts to explore space. They argue that these resources should be better used to **find** solutions to problems, like global warming and environmental pollution, which pose a serious threat to our planet and to us. To them, it is simply a matter of **setting**, and investing in, realistic goals that can make a difference both to us and to future generations.
- 4 To sum up, space programmes are the topic of ongoing debate. Those who view them favourably believe that they are an investment in humanity's progress and future, while those who view them negatively see them as pointless and wasteful. I personally feel that the truth lies somewhere in the middle. We cannot doubt that we gain considerable advantages from space programmes, but **solving** the problems that threaten the survival of our planet and our species should take priority.

Learning Standards

SB: S1.1, S2.3, R1.1, R2.3, R.2.2, R4.1, R4.2, W1.1, W2.1

Vocabulary

conduct debate fierce frontier give rise to
handle illustrate leap medical imaging ongoing
perform pointless promote realistic replace
robot satellite scarce set a goal spark off
strive for tremendous utter work towards

Writing

A. S1.1, S2.3

- Ask Ss to read the quote and answer the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

• No, I am not. I think that the person who uttered these words said them because he/she had just discovered or invented something that he/she knew would have a huge impact on humanity. His/Her words most probably mark a historic moment of great significance.

• Yes, I do. Firstly, I think that it is in our nature to explore the unknown. We are driven by an insatiable curiosity and a thirst for knowledge. We are conquerors at heart.

• These resources could be used to find solutions to the problems we face on Earth.

KEY

Background knowledge

These words were uttered by American Neil Alden Armstrong (August 5, 1930 – August 25, 2012) who was the first person to walk on the moon. Besides being an astronaut, he was also an aeronautical engineer, a test pilot and a university professor. He and Edwin Eugene Aldrin Jr (more commonly known as Buzz Aldrin) landed the Apollo Lunar Module Eagle on the moon on 20 July 1969. Buzz Aldrin, an American astronaut, engineer and fighter pilot, was born on 20 January 1930 and was still alive when this text was written.

B. R2.3

- Have Ss read the writing task and the essay that follows, and check their understanding.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What did Neil Armstrong's walk on the moon do? It brought space research and exploration to the general public's attention.

What else did it do? It sparked off a fierce debate (between those who are in favour of investing in space programmes and those who question whether they should be a priority for us).

How many arguments do supporters of space programmes put forward? two

According to supporters, what does the research that is conducted for space programmes lead to? It leads to developments in other fields of study, such as medicine, engineering and technology.

What exists as a result of space research? medical imaging, satellites and wireless devices

What do supporters of space programmes believe the discovery of new planets will ensure? They believe it will ensure the survival of our species.

Why are supporters of space programmes convinced that Earth will not be able to support life for very much longer? Because there is just too much pollution and too few natural resources.

What is the primary concern of opponents? Their primary concern is the scarce resources that are being used up in our efforts to explore space.

How do opponents think these resources should be used? They think they should be used to find solutions for problems, like global warming and environmental pollution, which pose a serious threat to our planet and to us.

What is the writer's point of view? He/She feels that the truth lies somewhere in the middle. / He/She feels that we cannot doubt that we gain considerable advantages from space programmes, but solving the problems that threaten the survival of our planet and our species should take priority.

- Ask Ss to read the questions and check their understanding.
- Have Ss do the activities that follow.
- Check the answers with the class.

1. a. 2 b. 4 c. 4 d. 2, 3 e. 1 f. 3 g. 1
h. 2, 3, 4 i. 1

2. Yes, the writer has discussed both points of view on the issue and he/she has included his/her opinion on the topic.

3. The writer is of the opinion that the truth lies 'somewhere in the middle'. In other words, there is a measure of truth to both points of view. He/She feels that we benefit enormously from space programmes, but considers finding solutions to the problems that plague our planet and humankind a priority. The writer is objective, neutral and unbiased.

4. **Style:** The writing style of the text is expository. Expository writing is informative.

Characteristics/register: subject-oriented and neutral. It aims to explain and present the facts in a logical order or sequence. It does not always include the writer's opinion, but may sometimes make reference to it in the conclusion.

5. (Technological) innovations that have occurred as a result of space research include digital printing (referred to in the text on page 74), weather satellite storm prediction, solar power electricity generation, international TV broadcasts, water purification systems, mobile phone cameras, energy-saving air conditioning, on-board GPS system and satellite navigation and advanced materials for planes.

Optional activity

Your Ss might not be able to come up with any ideas. If this is the case, provide them with some of the innovations mentioned above and ask them how these innovations have changed our lives.

C. R4.1, R4.2

- Ask Ss to read through the set of words/phrases a-e and make sure they do not have any unknown words.
- Ask Ss to look at the highlighted words/phrases in the text and encourage them to deduce the meaning of the words/phrases from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words and choose Ss to read out the text.
- To challenge **higher-performing Ss** you may ask them to think of alternative words to replace some of the words they have underlined in the essay.

D. W2.1

- Have Ss read the writing task and underline the key words.
- Elicit answers and explain any unknown words.

The following words should be underlined:
future where robots do everything, considered, some, negative development, others, positive development, write an essay discussing both sides of the argument, give your own opinion

KEY

- Have Ss answer the questions.
- Check the answers with the class.

1. robots
2. to write an essay discussing two different opinions about a future where robots do everything for us and to briefly express my opinion on this issue
3. expository – informative, subject-oriented, neutral, formal, objective

KEY

E. W1.1, W2.1, W3.2

- Have Ss read the rubric in activity D again and provide any necessary explanations.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 66-68, read through the plan, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Refer Ss to the essay on page 78.
- Ask Ss to go to the Workbook page 66 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their essays, following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on the Workbook page 68 to make sure they have followed the right steps.
- Have some Ss read out their essays.

Suggested answer

KEY

People often wonder about the future and express their curiosity about what life will be like at some future time. The development of robots and how much they will affect our lives in the future is a common theme and a controversial one, too. Some see robots as a possible threat to our way of life, whereas others consider them to be technological progress that is beneficial in many ways.

On the one hand, those who consider robots to be a threat are often worried that the use of robots may cause people to lose their jobs. They also claim that although robots are very efficient, they are not always the best solution because they are not intelligent and cannot think on their own, so they cannot solve a problem or deal with a crisis. Another disadvantage they point to is that robots could possibly be dangerous if they are not under proper control.

On the other hand, there are many who believe that robots are a significant technological development, and that they have a lot to offer humanity. They point out that robots are already an important part of our lives and have been for some time, so there is really no need for alarm. They claim that robots are more efficient than humans in many ways and point to their use in the health sector as well as in space exploration, for example. Moreover, they remind us that the use of robots in computer technology greatly facilitates many aspects of our daily lives, such as in telecommunications and other areas.

To sum up, there are obviously valid arguments against the rapidly increasing use of robots which must be taken into consideration. However, the use of robots undoubtedly has many advantages to offer us in all aspects of our lives. Consequently, I believe that robots will definitely play even more significant roles in the future, but that we must develop this technology with careful consideration and keeping the best interests of humanity in mind.

1. Each of the following statements corresponds to a paragraph in the essay. Write the numbers 1-4 in the boxes provided.

In this paragraph / these paragraphs the writer:

a. discusses the arguments put forward by those who approve of space programmes.

b. expresses his/her opinion on the topic.

c. briefly summarises the two viewpoints.

d. makes use of an example to explain a point.

e. uses an interesting piece of information to introduce the topic of discussion.

f. discusses the arguments put forward by those who are against space programmes.

g. outlines the specific purpose of the text.

h. justifies an opinion.

i. briefly introduces the two viewpoints.

2. Has the writer done what he/she was requested to do? What makes you say so?

3. What is the writer's point of view? How does he/she justify his/her opinion?

4. What style is the text? What are the characteristics of this writing style?

5. In the second paragraph, the writer mentions technological innovations that are the result of space research. Do you know of any other developments that exist because of space research? Name them.

c. 🔎 Look at the highlighted words/phrases in the text and match them with the set of words/phrases a-e that have a similar meaning and can replace them.

1. spark off	<input type="checkbox"/>
2. conduct	<input type="checkbox"/>
3. find	<input type="checkbox"/>
4. set	<input type="checkbox"/>
5. solve	<input type="checkbox"/>

a. do / carry out / perform
b. deal with / handle / overcome / address
c. give rise to / contribute to / promote
d. work towards / pursue / strive for
e. look for / seek / come up with / produce

D. 🧠 Read the writing task below and underline the key words/phrases. Then answer the questions that follow.

A future where robots do everything for us is considered by some to be a negative development in humankind's progress. Others, however, view this to be a positive development that will benefit us greatly. Write an essay discussing both sides of the argument and then give your own opinion on the issue.

1. What is the topic of discussion?
2. What are you required to do?
3. What writing style should you use?

E. 🧠 Read the rubric in activity D again and the TIP below. Then go to the Workbook pp. 66-68 to plan and write your essay.

When writing a discussion essay:

• underline the key words in the writing task to get a clear idea of what your essay should focus on.

• use a variety of print and digital resources to find information on the topic.

• create a mind map to establish connections and organise the information.

• divide your essay into paragraphs that serve a specific function or deal with a different viewpoint of the topic you are discussing.

• make a general statement about the topic in the introduction in the form of an interesting piece of information or a rhetorical question to draw the reader's attention.

• include a purpose statement in your introduction that outlines the aim/goal of your written piece of work. It is usually the last sentence in your introduction.

• use the first sentence of each paragraph in the main body to indicate which viewpoint will be addressed.

• provide evidence/examples and additional information to expand and develop the arguments you put forward.

• conclude your essay by briefly summing up the two viewpoints and expressing your opinion if you have been requested to do so.

• try to maintain a balanced argument.

• write in a formal style and do not use abbreviations or short forms.

• write your essay in an impersonal way. Use 'I' only in the conclusion and if you have been requested to express your opinion.

TIP

A. Circle the correct options.

- The science fiction film we saw yesterday was pretty **disappointed / disappointing**.
- Space **tailors / agencies** around the world are doing research into long-distance space travel in the hope of one day sending a manned mission to Mars.
- I am trying to lose weight so I always check the fat **content / comment** of packaged foods before I buy them.
- Winning a Nobel Prize is one of the greatest **requirements / achievements** a scientist can hope to accomplish.
- I found the instructions on how to use this application very **confusing / confused**.
- When I heard the noise, I started **removing / trembling**.
- You should buy this car; I can **establish / assure** you that it won't let you down.
- I'm not sure what kind of plane it was but it **resembled / inspired** a spaceship.
- The boss was very angry when Jack **interrupted / permitted** the meeting we were having.
- We require **financial / proof** resources to develop this product.

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

A team of four South Korean scientists have come up with an idea to clean up the seas and oceans. The design is still in

1 _____, but if it ever became **DEVELOP**
a reality, it would be extremely
2 _____ for the environment. **BENEFIT**
The Korean team have designed a
3 _____ funderwater **FASCINATE**
structure, the Plastic Fish Tower, that
would float on the surface of the sea, collect
rubbish and recycle it. The Great Pacific
Garbage Patch (GPGP) was the
4 _____ for the Plastic **INSPIRE**
Fish Tower. The GPGP is a huge area in the
Pacific Ocean that is covered in waste and
poses a 5 _____ threat. The
team also hopes to turn their invention
into an eco-tourism 6 _____. **GLOBE**
The Plastic Fish Tower would be fully
7 _____ to tourists and, ideally,
visitors will be transported to and from
the area by ships using fuel created from
the recycled waste. Of course, all of this is
very costly and requires huge
8 _____ from governments or **ATTRACT**
private companies, but the
9 _____ of the environment is **ACCESS**
really worth the effort. **INVEST**
PROTECT

C. Circle the correct options.

A: I **1 go / am going to go** to the new shopping centre tomorrow. **2 Do / Will** you come with me?

B: Well, I don't know. I'm **3 planning / going to plan** on studying for a test I have next Monday. Why **4 are you going / will you go?** Do you want to buy something in particular?

A: No. Actually, one of my favourite authors, Burt Lonnegut, **5 signs / will be signing** copies of his new novel for his fans.

B: Really? That sounds interesting. You know what? **I 6 'll come / 'll be coming!**

A: Great. Did you read his last book?

B: I'm halfway through it. Hopefully **I 7 am finishing / will finish** reading it next week. What time should we be there?

A: He **8 talks / is going to talk** about the book first, and that **9 starts / is starting** at 6 p.m. We'll go as soon as **I 10 return / will return** from work.

D. Read the dialogues and circle the correct options.

1. A: I'm sorry, but you **can't / don't need to** park here.
B: OK. **Can / Would** I park over there, next to the red car?

2. A: You **didn't need to / mustn't** do the washing-up.
I would have done it.
B: Don't worry. It wasn't any trouble.

3. A: **Should / Could** you drive me to the doctor's?
I **may / have to** be there in half an hour for an appointment.
B: Sure, no problem. We **might / had better** be a little late though, because I **had better / need to** stop at a petrol station first.

4. A: You **could / ought to** apologise to your friend.
B: You're right. I **should / would** call her now and talk to her.

Self-assessment

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

now I can...

- ▶ discuss issues relating to technological developments and various aspects of the future
- ▶ use adjectives ending in *-ed* and *-ing*, nouns deriving from verbs, adjectives deriving from verbs and nouns
- ▶ refer to the future using appropriate tenses
- ▶ express ability, ask for permission and make requests
- ▶ express possibility, obligation/necessity, prohibition, absence of obligation and advice/opinion
- ▶ ask for and give advice
- ▶ make predictions
- ▶ write a discussion essay

To be more effective, the exercises in the Review section should be completed and checked in class.

A.

1. disappointing
2. agencies
3. content
4. achievements
5. confusing
6. trembling
7. assure
8. resembled
9. interrupted
10. financial

KEY

B.

1. development
2. beneficial
3. fascinating
4. inspiration
5. global
6. attraction
7. accessible
8. investment(s)
9. protection

KEY

C.

1. am going to go
2. Will
3. planning
4. are you going
5. will be signing
6. 'll come
7. will finish
8. is going to talk
9. starts
10. return

KEY

D.

1. can't, Can
2. didn't need to
3. Could, have to, might, need to
4. ought to, should

KEY

Self-assessment

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

1a Grammar Production Task

Work in pairs. Student A asks questions using the time expressions in the boxes. Student B answers each question, repeating the time expression and making sure to use the correct tense. Then Student B asks and Student A answers. Change roles twice.

Example

A: Does your uncle **ever** work **at weekends**?
B: No, he **never** works **at weekends**.
A: Where is he working **at the moment**?
B: **At the moment** he is working in England.
A: Is he coming back **this month**?
B: No, not **this month**. He's coming back next month.

Examples of question types

Where does your brother **work**... ?
Where is your brother **working**... ?
Does he **meet** interesting people... ?
Is he **meeting** any interesting people... ?
Does your aunt **organise** events... ?
Is your aunt **organising** an event... ?
What types of clothes **does** she **design**... ?
What types of clothes **is** she **designing**... ?

Time expressions: Present Simple

always
usually
sometimes
never / ever
every day
every week
at weekends
once a week
three times a day
on Saturdays

Time expressions: Present Progressive

now
at the moment
today
these days
this week
this month
next week
next year
tonight
tomorrow

1b Pair/Group Work

In the same pair, read through the list of values and competencies in the box and do the following:

- Check the meaning of any unknown words in a dictionary.
- Write **v** next to values and **c** next to competencies.
- Select two values and two competencies that you think are the most important and note down the reasons for your choices.

communication	compassion	creativity	critical thinking	integrity
persistence	positivity	problem solving	respect	responsibility
teamwork	time management	using technology	research	solidarity

Now, form a group of four with another pair. Compare and justify your choices, then select two values and two competencies the whole group can agree on as being the most important. Then, select one person from your group to present and justify your choices to the whole class.

2d Grammar Production Task

Work in pairs. Take it in turns to ask and answer questions. Use the Past Simple for the questions and the Present Perfect Simple for the answers (has/have + past participle). Start with the questions in the boxes, then make your own questions. Remember that we use *for* to say how long e.g. one hour, two days, a month, and we use *since* to say when, e.g. nine o'clock, yesterday, Monday, February.

When was the last time you
visited your grandparents ?



I haven't visited my grandparents
for two weeks

When was the last time you
? _____



I haven't _____
for

When was the last time you
? _____



I haven't _____
since

When was the last time you
? _____



I have **never** _____

When was the last time you _____? I haven't _____ for _____.
or I have never _____.

When was the last time you _____? I haven't _____ **since** _____.
or I have never _____.

3d Grammar Production Task

You and the other members of your class will take part in a storytelling activity. You will all be given an opportunity to contribute towards the creation of the story. Your teacher will indicate whose turn it is. Using the Past Simple and the Past Progressive tell a story about travel and adventure titled 'An unforgettable experience'. The story begins as follows:

When Ahmed got up that morning, it was very hot and the wind was blowing.

4a Grammar Production Task

Work in pairs. Ask and answer what you had done by certain ages. Also state the actual year that you did each thing. Use the words/phrases in the box or any others you can think of.

visit a cave learn to swim see an Oryx
visit another country climb a mountain
have a tooth taken out be struck by lightning

Example

A: Had you learnt to ride a bicycle **by** the age of nine?

B: Yes, I **had**. I **learnt** to ride a bicycle **when** I was eight years old. How about you?

A: No, I **hadn't**. I **didn't learn** to ride a bicycle **until** I was ten years old.

B: Had you travelled in an aeroplane **by** the age of twelve?

A: Yes, I **had**. I first **travelled** in an aeroplane **when** I was six. How about you?

B: No, I **hadn't**, and I still **haven't**.

4a Student A

Read the information about solar panels below and present it to the residents (Students C, D, E).

Try to persuade them that your proposal is better.

Use some of the phrases in the boxes.



Solar panels to be installed on the rooftop of every Smallville home.

COST: £1,300 per home

Advantages:

- Ideal solution for climatic conditions in the Smallville area
- Inexpensive solution in the long run - helps economise on electricity bills
- Low maintenance cost
- Some money from funding left

Disadvantages:

- Only useful for households / not public buildings
- Panels require large space - might look ugly
- No energy is produced at night or when the weather is cloudy

Structuring discourse - Introducing a theme

To begin with, ...

First of all, let me begin by...

The main thing we need to discuss is...

The issue here is...

Let's start by talking about...

Now, I'd like to say something about...

Something else I would like to point out is...

Something of great importance is the fact that...

Another advantage is...

Persuasive language

We can definitely say that...

It's obvious that...

Certainly...

Just think about...

Everybody knows that...

It's a well-known fact that...

The best solution would be...

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

4b Pair Work

Look at the photographs below which show people living in different environments.

Compare the photographs and say what you think the people's lifestyles are like and how they feel. Use some of the words/phrases in the boxes.



Comparing and contrasting two pictures

- In the first/second picture we can see...
- In the first picture we can see... whereas in the second picture...
- ... is... while... is...
- Both pictures show...
- Neither of them...
- In the background of the first picture, there are...
- The main similarity/difference is that...
- The person in the first picture... In contrast, the person in the other picture...
- On the one hand,... At the same time, though,...

(not) affected by development
breathe fresh air
unspoilt area
grow organic food
cause disease

urban
rural
mask
lack of
smog

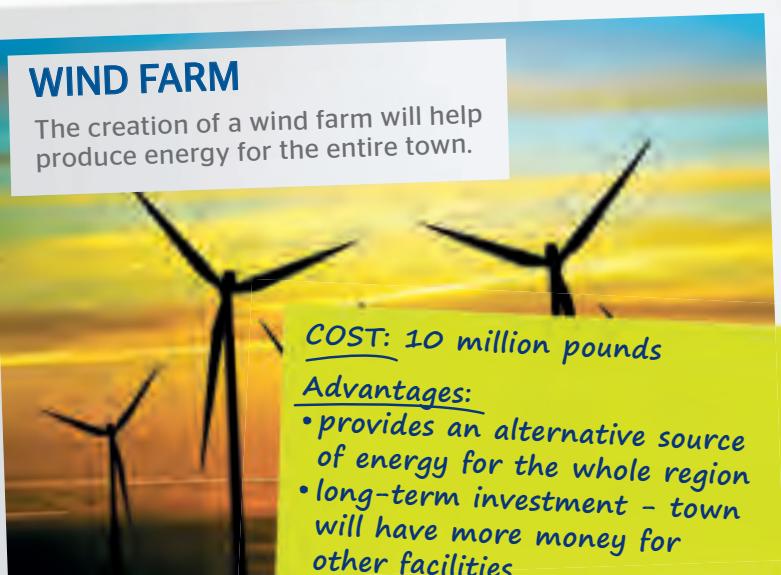
carefree
hectic
poisonous chemicals
health hazard

4d Student B

Read the information about a wind farm below and present it to the residents (Students C, D, E). Try to persuade them that your proposal is better. Use some of the phrases in the boxes.

WIND FARM

The creation of a wind farm will help produce energy for the entire town.



Disadvantages:

- creates a constant noise that chases animals away from their natural habitat / can kill birds
- the whole amount of funding will be spent
- an ugly addition which isn't good for tourism

Structuring discourse - Introducing a theme

To begin with, ...
First of all, let me begin by...
The main thing we need to discuss is...
The issue here is...
Let's start by talking about...
Now, I'd like to say something about...
Something else I would like to point out is...
Something of great importance is the fact that...
Another advantage is...

Persuasive language

We can definitely say that...
It's obvious that...
Certainly...
Just think about...
Everybody knows that...
It's a well-known fact that...
The best solution would be...
I think... would be the most appropriate/suitable option... as...

5a Grammar Production Task

First, read the instructions carefully. Then work in pairs to solve the problem. Try to use as many modal verbs as possible.

You need to get the goats, wolf and shepherd across the river.

1. The shepherd knows how to sail the raft.
2. Only the mother goats can use the raft unassisted (without the shepherd's help).
3. The raft can only carry two. Either the shepherd and one animal or two animals.
4. Each mother goat must protect her young from the other mother goat.
5. The wolf is a danger to the goats unless the shepherd is present.

Example: Student A: I think the shepherd should take the black mother goat across first.

Student B: I don't think that's a good idea. The wolf is a threat to the other animals so the shepherd mustn't leave the wolf with the goats.



5b Pair/Group Work

 Work in pairs/groups to do the activity below.

It is believed that in the not too distant future, intelligent robots will do all the work for us. Talk about

- which activities computers/robots/machines are better at than humans,
- which activities humans are better at than robots,
- the benefits of having intelligent robots do all the work for us,
- how we will spend our time if working is not part of our daily routine,
- the possible disadvantages/dangers of having robots do everything for us.



<ul style="list-style-type: none">• In my opinion/view ... are much/way better at ... than...• I (strongly) believe that ... are(not) as good at ... as...• Well, If you ask me...• (Take) for example/instance,... / To illustrate my point... / Let me give you an example,...• One of the benefits/advantages/disadvantages/ drawbacks of ... is...• Another point/argument against / in favour of ... is...• I also wish to mention that...• You also have to consider...• Most importantly,...• It is true/obvious/evident that...	<ul style="list-style-type: none">• Although it is true that... I believe that...• While you might say that ..., it's important to keep in mind / remember that...• For this reason,... / Owing to this,... / This/That is (the reason) why... / As a result... / Consequently,... / Therefore,...• There is a (strong) possibility/likelihood that...• There is little chance that...• I (seriously) doubt that...• Chances are that...• Robots/Humans may/might/could...
--	---

Example:

Representative of Group A: We strongly believe that robots can replace humans in many industries because they are faster, stronger and more accurate than humans.

Representative of Group B: That may be true, but you must keep in mind that they lack the ability to express emotions, such as compassion and sympathy, and for this reason they cannot replace humans in jobs that require emotional intelligence.

Module 1

Present Simple

I walk.	He swims.
Do you walk?	Does she swim?
They don't walk.	It doesn't swim.

The **Present Simple** is used:

- to describe permanent situations.
Tina lives with her parents in Sheffield.
- to describe repeated/habitual actions.
He wakes up at 7.30 every morning.
- to talk about general truths.
Water boils at 100°C.
- to talk about future actions related to timetables and programmes.
Our plane leaves at 10.00 a.m. tomorrow.
- in exclamatory sentences with
Off ... / Here ... / There ... / etc.
Here she comes!

TIME EXPRESSIONS

always, often, usually, never, etc.
every day / week, etc.
in the morning / spring, etc.
at the weekend / weekends
once / twice / three times, etc. a week / day, etc.
on Mondays / Monday morning, etc.

Present Progressive

I'm walking.	He is swimming.
Are you walking?	Is she swimming?
They aren't walking.	It isn't swimming.

The **Present Progressive** is used:

- to describe actions happening now.
Robert is talking to his boss right now.
- to describe temporary situations.
I'm staying with my aunt at the moment.
- to describe situations which are changing or developing around the present time.
The traffic is moving more quickly now.
- to talk about future arrangements.
I'm visiting some friends at the weekend.

TIME EXPRESSIONS

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

Stative verbs

The following verbs are not normally used in progressive tenses:

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

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- **think** (= consider)
I'm thinking of taking up a new hobby.
- **see** (= meet, visit)
She's seeing her sister tonight.
- **have** (= drink, eat, taste)
The children are still having breakfast at the moment.
- **taste** (= try food)
I'm just tasting the food to see if it's ready.
- **feel** (= touch)
John is feeling the packet to find out what's inside.

The verbs *see*, *hear*, *smell*, *taste* and *feel* are commonly used with **can** to indicate an action happening now.

I can see a strange vehicle moving towards us.

Module 2

Present Perfect Simple

I have walked.	He has swum.
Have you walked?	Has she swum?
They haven't walked.	It hasn't swum.

The **Present Perfect Simple** is used:

- to talk about an action which happened in the past, but the exact time is not mentioned.
I've already done that.
- to talk about a state which started in the past and continues up to the present.
Myriam has had toothache since yesterday.
- to talk about an action that happened in the past and finished, but the results are obvious in the present.
I've just finished my project.
Tim has washed his car. (it's clean)

TIME EXPRESSIONS

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

For a list of irregular verbs go to page 93.

- We use **for** and **since** for actions/states that started in the past and continue up to the present.

for + a period of time

I've had this bicycle for two years.

since + a point in time

I've had this car since 2010.

Present Perfect Simple + since +

Past Simple

Ahmed has changed jobs twice since he moved here.

- **have been to** = have visited and come back

have gone to = have not returned yet

I've been to the cinema twice this month.

Siraj isn't here; he's gone to the post office.

Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (Adjectives ending in *-y* change to *-i*, while those ending in *-e* take only *-r*.)

tall-taller, near-nearer happy-happier, late-later

- of most adjectives and adverbs with two or more syllables is formed with *more*.

beautiful - more beautiful slowly - more slowly

- of adjectives or adverbs is followed by *than* when we compare two people, animals, things, ideas or situations.

Tehreem is taller than Takreem.

Driving a car is safer than riding a motorbike.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-est*. (Adjectives ending in *-y* change to *-i*, while those ending in *-e* take only *-st*.)

tall-tallest near-nearest

happy-happiest late-latest

- of most adjectives and adverbs with two or more syllables is formed with *most*.

beautiful - most beautiful

slowly - most slowly

- of adjectives or adverbs is used with *the... (of/in)* when we compare one person, animal, thing, idea or situation with several of the same kind.

That's the most ridiculous idea I've ever heard.

Peter is the tallest boy in his class.

Irregular forms

Positive Form	Comparative form	Superlative form
good/well	better	best
bad/badly	worse	worst
much/many	more	most
little	less	least
far	farther/further	farthest/furthest

- Some two-syllable adjectives form comparative and superlative forms in both ways.

clever - cleverer / more clever - cleverest / most clever

common - commoner / more common - commonest / most common

narrow - narrower / more narrow - narrowest / most narrow

simple - simpler / more simple - simplest / most simple

- Comparatives can be graded by using the words **far, much, rather, a lot, a little, a bit, slightly, even**.

This car is much more expensive than the one I bought.

The house we live in now is slightly bigger than the one we lived in before.

Other forms of comparison

- **as + adjective/adverb + as** (to show similarity)

She's as tall as her sister.

- **not so/as + adjective/adverb + as** (to show difference)

It isn't so/as far as we thought.

- **less + adjective/adverb + than** (to show inferiority)

The film I saw yesterday was less interesting than the one I saw last week.

- **the least + adjective/adverb + of/in** (to show inferiority)

That was the least amusing joke I've ever heard!

- **the + comparative, the + comparative** (to describe two actions or situations, one of which comes as a result of the other)

The more you study, the better you'll do on the test.

- **comparative + and + comparative** (to indicate continual increase or decrease)

The horse was running faster and faster.

Module 3

► Past Simple

I walked.	He swam.
Did you walk?	Did she swim?
They didn't walk.	It didn't swim.

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).

I bought a CD player yesterday.

- to describe completed actions that happened one after the other in the past.

I walked up to the cashier, paid and then left the shop.

- to describe past habits or repeated actions in the past (often used with adverbs of frequency).

When I was younger, I often went jogging in the park.

TIME EXPRESSIONS

ago, yesterday, in 1998,
last week/month/night, etc.

For a list of irregular verbs go to page 93.

► Past Progressive

I was walking.	He was swimming.
Were you walking?	Was she swimming?
They weren't walking.	It wasn't swimming.

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.

'What were you doing at ten o'clock last night?' 'I was having a shower'.

- to describe actions that were happening at the same time in the past (usually with *while* or *as*).

While John was cooking, Lynn was sleeping.

- to set the scene in a story.

There were a lot of people at the station. Some were talking on their mobile phones, others were sleeping and a few were walking up and down.

- to describe temporary past states or actions.

My grandfather was writing a play in those days.

► Past Simple - 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**, **when** or **as**.

As/While/When they were walking in the forest, they saw a bear.

I was having a bath when the lights went out.

We commonly use **as soon as** with the **Past Simple**.

As soon as we arrived on the island, we ran to the beach.

► used to + base form

I used to walk.	He used to swim.
Did you use to walk?	Did she use to swim?
They didn't use to walk.	It didn't use to swim.

used to + base form is used:

- to describe permanent past states.

I used to have curly hair when I was younger.

- to describe past habits.

He used to play football, but now he plays tennis.

- to describe repeated actions in the past.

We used to eat out every Thursday, but we don't anymore.

► would + base form

I would walk.	He would swim.
Would you walk?	Would she swim?
They wouldn't walk.	It wouldn't swim.

would + base form is used:

- to describe past habits.

My grandmother would always wake up at six o'clock in the morning.

- to describe typical behaviour in the past.

Every night, Linda would turn on the radio, sit down on the sofa and drink a hot cup of coffee after dinner.

► Past intentions

was/were going to + base form

I was going to walk.	He was going to swim.
Were you going to walk?	Was she going to swim?
They weren't going to walk.	It wasn't going to swim.

- **was/were going to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).

I was going to visit my cousins over the weekend, but they came to visit me instead.

Module 4

► Past Perfect Simple

I had walked.	He had swum.
Had you walked?	Had she swum?
They hadn't walked.	It hadn't swum.

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
I had finished my homework by eight o'clock.
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.
The film had already started when we got to the cinema.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

For a list of irregular verbs go to page 93.

► **Clauses of Reason**

Clauses of Reason express the reason for something.

- **because / as / since + subject + verb**
As/Since it was raining, we decided not to go for a swim.
- **because of / due to + noun/-ing form**
The pollution in this city is because of / due to the heavy traffic.
- **due to + the fact + that -clause**
Jack didn't get the job due to the fact that he had no previous experience.

► **Clauses of Concession**

We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.

- **although / even though + subject + verb**
Although/Even though he was hungry, he didn't take the last piece of cake.
- **in spite of / despite + noun / -ing form / what...**
*Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.
Despite what you may think, that's not the case.*
- **in spite of / despite + the fact + that -clause**
He went running in spite of/despite the fact that he had a terrible headache.

► **Clauses of Result**

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

- **so + adjective/adverb + (that)**
He was so bored (that) he left before the end of the film.
- **such + (a/an +) (adjective +) noun + (that)**
It was such a hot day that we all went swimming.
- We say **so + much / many**, but **such + a lot of**.
- *That* can be omitted, especially in spoken English.

► **Clauses of Purpose**

We use **Clauses of Purpose** to show the purpose of an action.

- **to / so as (not) to / in order (not) to + base form**
The burglar wore gloves so as not to leave any fingerprints.
- **so that + can / may / will (not)** (present / future time reference)
You should work hard now so that you can take some time off in the summer.
- **so that + could / might / would (not)** (past time reference)
Henry took his car to the garage so that the mechanic could take a look at it.

Module 5**Modal Verbs**► **can / could****Expressing ability**

- We use **can** to express ability in the present.
The baby can speak.
- We use **could** to express ability in the past.
I could climb trees when I was young.

Be able to expresses ability and forms all tenses. It is mainly used in tenses where we cannot use **can**.

*Jack will be able to play football on Saturday.
He's feeling better.*

Could expresses general ability in the past.

Was/were able to expresses ability in a particular situation in the past.

I could draw well at the age of five.

I was able to draw well at the age of five.

The firefighters were able to put out the fire after two hours.

The firefighters could put out the fire after two hours.

► can / could / may / will / would

Making requests

- We use **Can I..?, Could I..?, May I..?** to offer help and make requests.

Can/Could/May I help you?

Can/Could/May I have some more cake?

- 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 lend me your laptop?

► can / could / may / might

Asking for permission

- We use **Can I..?, Could I..?, May I..?, Might I..?** to ask for permission.

Can/Could/May I go out tonight?

Yes, you can/may.

No, you can't.

► can / may / might / could

Expressing possibility

- We use **can / could / may / might + base form** to express possibility in the present or future.

He could/may/might be at home now.

She can be very rude sometimes.

- We use **may not / might not + base form** to express the possibility that something will not happen in the present or future.

We may not / might not go to the meeting tonight.

► must - have to - need - mustn't - can't don't have to - don't need to / needn't

Expressing obligation and prohibition

- We use **must + base form** to express personal obligation in the present or future.

I must hand in my essay tomorrow. (= I say so.)

- We use **have to + base form** to express external obligation in the present or future.

*You have to be at least 18 to get a driving licence.
(= It's the law.)*

- We use **mustn't/can't + base form** to express prohibition in the present or future.

You mustn't/can't use that entrance because it's only for members of staff. (= You aren't allowed to.)

- We use **had to + base form** to express obligation in the past.

When I was working for that company, I had to travel abroad very often.

Expressing necessity and absence of necessity / obligation

- We use **need to + base form** to express necessity in the present or future.

I need to know how many people will be at the party.

- We use **don't have to / don't need to / needn't + base form** to express absence of necessity in the present or future.

You don't have to inform her that you aren't attending the lecture. (= It isn't necessary.)

She doesn't need to send her CV again.

The test has been postponed, so you needn't study for it.

- We use **needed to + base form** to express necessity in the past.

We needed to buy some more vegetables, so we went to the supermarket.

- We use **didn't have to / didn't need to + base form** to express absence of necessity in the past.

I didn't have to / didn't need to pick up my brother from the airport after all.

(Something wasn't necessary and may or may not have been done.)

Need can be a main or a modal verb. When it is a main verb, it is followed by to + base form. As a modal verb, it is commonly used in the question and negative form.

I need to go out.

Do you need to go out? Need you go out?
She doesn't need to go out. She needn't go out.

► should / shouldn't

We use **should/shouldn't + base form**:

- to ask for and give advice.

Should I ask Linda to help me with this?

- to express an opinion.

She should be more respectful when talking to her teacher.

- to make a suggestion.

You should really visit that museum because it has an amazing art collection.

- to express mild obligation.

Students should hand in their homework on time.

The verb **ought to** can be used instead of **should** in all the above cases.

► had better

We use **had better + base form** to give strong advice. It often expresses a **threat** or **warning** and it's stronger than **should / ought to**. 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 had better tell your parents the truth.

You had better get some rest; you look really tired.

► Making Deductions

- We use **must + base form** to express certainty that something is true.
You must be tired; you've been working all day.
- We use **can't + base form** to express belief that something is impossible.
You can't be hungry; you just ate lunch less than an hour ago.

- We use the **Present Simple** for future actions related to official timetables and programmes.

The plane arrives at seven.

- We use the **Present Progressive** for planned future actions related to personal arrangements.

I'm travelling to Brussels tomorrow.

► Future **will**

I'll walk.	He'll swim.
Will you walk?	Will she swim?
They won't walk.	It won't swim.

The **Future *will*** is used:

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

► Future **be going to**

I'm going to walk.	He's going to swim.
Are you going to walk?	Is she going to swim?
They aren't going to walk.	It isn't going to swim

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

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

TIME EXPRESSIONS

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

► Future **Progressive**

I'll be walking.	He'll be swimming.
Will you be walking?	Will she be swimming?
They won't be walking.	It won't be swimming.

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.
At nine o'clock tomorrow, she'll be flying to Scotland.

► Time Clauses

Time clauses are introduced with **as soon as, when, after, before, until, as and while**. We never use future forms in time clauses.

When I see George, I'll tell him that you've been looking for him.

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

A.  Look at the picture on this page and read the text quickly. What is the connection between the picture and the text?

B.  Read the text again and answer the questions that follow.



AN ERA OF FULLY AUTONOMOUS VEHICLES

Could a driverless society become a reality?

New developments in technology mean that the car industry could be rushing towards a future where human beings are removed from the driving equation. The principle of autonomous cars, often called 'driverless cars', is simple: rather than being operated by a human driver when travelling between destinations, the car is run by an advanced AI system that makes all the driving decisions. At the moment, it is estimated that around 90% of traffic accidents are caused by human mistakes, so it is easy to see how replacing human drivers with a more reliable computer alternative could result in safer roads. **There are three stages involved in the technological process found in autonomous cars.**

1. SENSORS Most self-driving cars use a combination of radar and laser sensors to build up a picture of the car's surroundings. Each sensor collects different data such as movement, images, sound, etc., and the data from all sources is then combined to create an image of the 'virtual world' outside the car. The sensors constantly monitor the outside world and update this image.

2. AI SOFTWARE Autonomous cars use AI software that is able to determine what action the car should take based on the data it receives from the sensors. Sensors can pick up changes in the environment, but these need to be interpreted correctly; the software should, for example, be able to tell the difference between a child running out into the road and a plastic bag blowing into the street and know how to act in each individual case.

3. ACTUATORS This refers to devices that control the actual movement of the car. They respond to electrical signals from the AI software and carry out the necessary action - such as applying the brakes.

 Computer control has many advantages. AI can respond more quickly than humans, it does not feel tired or get distracted, and its output is, in theory, constant and free of mistakes. On the other hand, there are potential issues. To begin with, the software needs to be sufficiently advanced to deal with ethical problems. For example, in an unavoidable situation when failing to act would hit a pedestrian but acting would probably kill the person inside the car, how should the car decide to act? The key to this will likely be a feature called 'deep learning', where the AI is exposed to data from repeated behaviours and effectively trained to learn through this process. In any case, there is still progress to be made in this area.

Other more practical issues also need attention. Current attempts to make autonomous cars rely not only on sensors but also on a detailed map of the driving area created beforehand. This, of course, poses problems if the area changes significantly or, for example, if traffic is redirected. While keeping such maps updated is not an issue for smaller test areas it does, however, raise questions about the viability of the model on a global scale.

GLOSSARY

actuator - a device that creates an action of some sort

laser - a system that uses light waves to collect information about objects

output - a product or action created by something

radar - a system that uses radio waves to collect information about objects

Questions 1-4

Complete the summary below. Choose **ONE WORD ONLY** from the text for each answer. Write your answers in the spaces provided.

A future of autonomous cars is quickly approaching, mainly because of progress made in creating the necessary 1 _____ . Experts say that cars could soon be able to think for themselves. When this happens, there will be no need for a 2 _____ driver; people will simply sit back during car journeys and allow the car to make its own 3 _____ about how it drives. Experts believe that this will lead to fewer 4 _____ overall.

Questions 5-8

Complete the flow-chart below. Write **NO MORE THAN ONE WORD** for each answer. Write your answers in the spaces provided.

THE PROCESS OF AUTONOMOUS DRIVING

Sensors collect 5 _____ from outside the car.

Information from different sensors is combined.

A 6 _____ model of the car's surroundings is created.

AI software uses the information it receives to choose a course of 7 _____.

Devices within the car 8 _____ to the AI's commands and carry them out.

Questions 9-13

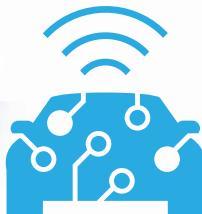
Do the following statements agree with the information given in the text?

In boxes 9-13, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this



9. One main benefit of computers is the speed with which they react to situations.
10. Fully autonomous cars would completely remove the risk of road accidents occurring.
11. Humans are better at dealing with ethical problems than AI software.
12. The concept of deep learning still needs some advancement.
13. Current driverless cars do not rely entirely on their sensors to build a map of their surroundings.

 **C.** Read the text again and do the writing task below.

Write a paragraph in which you argue in favour of or against the use of autonomous vehicles.

Give reasons for your answer and include any relevant examples from your own knowledge and experience.



A.  Before you read the text, write a sentence in which you briefly say what kind of information you expect to find in a text about bees. Then read the text quickly and check your predictions.

B.  Read the text again and answer the questions that follow.



The life of bees: colony and behaviour

1 

The honeybee is vital for a large percentage of the world's agriculture. Their best-known role - that of producing honey - is actually of secondary importance to their part in pollinating plants to help them produce crops. Figures for what percentage of the world's food crops depend on bees for pollination vary greatly, but are often estimated at anywhere between 70-90 per cent; this clearly shows that the conservation of the honeybee is very much in the interest of the human race.

2 

Inside the beehive, bees have an extremely well-organised social order, with each type of bee responsible for carrying out certain tasks. There are three different kinds of bee: the queen bee, drones, and worker bees. Drones are male bees whose only purpose is to travel away from the hive to breed with queen bees from other colonies. Most bees in a hive are worker bees. These bees are all female, and they are responsible for the majority of jobs in the hive such as building, feeding other bees, caring for the queen, gathering pollen from plants, and producing honey.

3 

When female bees are born, their diet determines whether they become worker bees or, if the time is right, a new queen bee. In all but a few rare situations, there is only one queen bee in a hive. Workers will usually only decide to create a new queen in one of two situations: their old queen has died or grown weak, or the population of the hive has grown so large that it is ready to split into two separate colonies, each with their own queen. From the moment the chosen future queen is born, she will eat only royal jelly, which is a mix of proteins and sugars with a very high nutritional value. This allows her to grow much larger than other bees. The other young females - those that will become worker bees - consume the same substance in the early days but, as they grow, they switch to 'bee bread', a food made from pollen and honey, which stops them developing into queens. The queen is the only bee that lays eggs.

4 

Bees are often seen as 'cute' or 'friendly' insects, but while they are unlikely to ever hurt a person unless they're threatened in some way, they aren't always very nice to other bees. In one study, researchers found that, when times are difficult - for example, during a food shortage - bees go 'robbing': they steal honey from other hives. This can sometimes be very violent, and may even result in the defending bee population being overcome and losing their home to the attackers.

5 

While bees are capable of surprising aggression, researchers have also noticed that they display caring behaviour towards other bees in the colony. Worker bees are often seen feeding younger bees, and they seem to do the same for other bees in the hive when they're ill. There is even evidence that bees use a sort of medical care system - worker bees treat sick bees with specific types of honey that have antibiotic properties. Bees have even been seen choosing different varieties of honey to feed depending on what type of illness the sick bee has.

GLOSSARY

- antibiotic** - capable of fighting disease
- beehive/hive** - the place where a colony of bees lives
- colony** - a group of insects of the same type living together
- drone** - a male honeybee
- fertilised** - an egg in which the male and female cells have been combined
- pollen** - a very fine, yellow dust that is produced by plants
- queen bee** - the one egg-producing bee in a colony
- royal jelly** - a rich food substance created by bees
- to pollinate** - to move pollen from plant to plant

Questions 1-5

Choose a heading for each paragraph in the text. Write the correct letter A-H in boxes 1-5 provided in the text. There are three headings that you do not need to use.

List of headings

- A. How bees breed
- B. Making a queen
- C. The importance of bees
- D. The caring side of bees
- E. Social structure within the colony
- F. The life cycle of the bee
- G. Aggression in bees
- H. Steps towards bee conservation

Questions 6-8

Choose the correct ending for each sentence. Write the correct letter a-e in boxes 6-8. There are two endings that you do not need to use.

- 6. Bees play an important role in the production of crops
- 7. Honey is produced by worker bees
- 8. The queen bee is usually the only one of her kind in the hive

- a. which is given as food to the male drones.
- b. which carry out most tasks related to the care of the hive.
- c. although the part they play is often estimated too highly.
- d. with an estimated 70 to 90 per cent depending on their activities.
- e. although there are times when this is not the case.

Questions 9-12

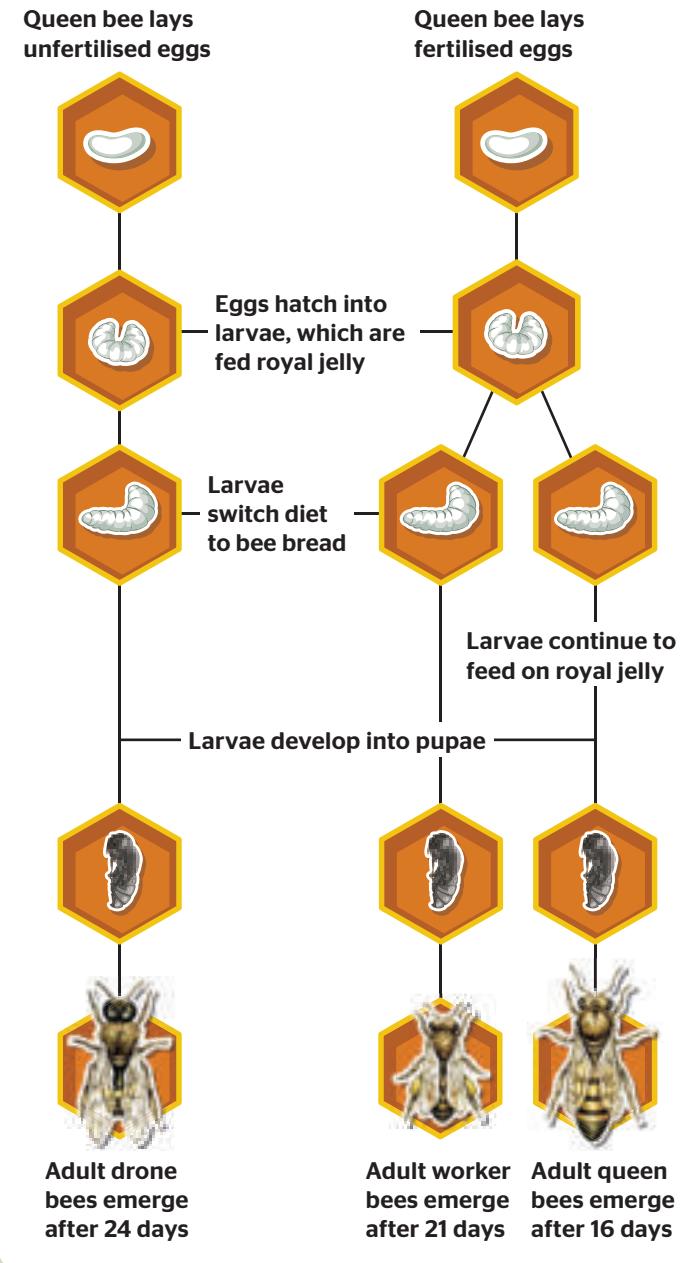
Complete the sentences below. Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

- 9. Future worker bees eat _____ in the very early stages of their life.
- 10. In times when food is scarce, bees may resort to _____ other hives.
- 11. Bees show caring behaviour towards other bees by _____ them.
- 12. Bees treat illnesses in the hive using honey with _____ as medicine.

C.  Read the text again as well as the information provided in the diagram and do the writing task below.

Write a summary in which you describe the different stages of development in one of the three types of honeybee.

Use information from the text and the diagram to provide details.



A.  Read the text quickly. Then choose the best title for the text a, b, c or d.

- a.** Western Influences in Islamic Architecture
- b.** Islamic Influences in Western Architecture
- c.** Differences Between Islamic and Western Architecture
- d.** How Islamic and Western Architecture Influenced Each Other

B.  Read the text again and answer the questions that follow.

A

Islamic architecture refers to an architectural tradition which follows the guiding principles of Islam and can be seen across the Muslim world. Dating back to around the seventh century, it evolved in the East – but its influence eventually spread as far as the West and modern-day European countries.

B

The term 'Islamic architecture' refers to the building styles of a great many lands and covers designs produced by a range of different cultures. As such, there are many variations according to region. However, as an architectural style, it does have several principles and features that can be considered universal, linking the various forms together. The popularity of decorative patterns, for example, is clear in buildings from across the Islamic world, and the style is also known for its ornate tiles, rich colours and flowing shapes. Structures such as minarets, domes and styled arches are also common features.

C

For a certain style of architecture to transfer to other cultures and influence different styles, it must show itself to have clear advantages and be, above all, functional. There must also be contact between the respective cultures. In the case of Islamic architecture, trade links between the Muslim world and the West led to a flow of objects from the East: cloth, metal, glasswork and ceramic art, as well as knowledge and skills. It is suggested that features of this traded art gradually began to appear in Western art and architecture as well. The Silk Road, the key trade route between the two worlds, allowed for an exchange of ideas and cultures and the impact of this can be clearly seen in the types of architecture that started to appear in the West in the early Middle Ages.

D

This impact continued for centuries. Islamic influences are evidently clear in key features of Gothic architecture – a form of architecture that flourished in the West during the late Middle Ages – and are particularly seen in the domes, arches and towers that are characteristics of the style. While it is, of course, possible that similar architectural features evolved independently for reasons of style and function, the growing ties between the two regions at that time make it unlikely in this case.

E

Naturally, some areas of the western world exhibit the influence of Islamic culture more strongly than others. Spain is perhaps the most well-known example of this; as a country whose history is strongly linked with that of the Arab world, many cities boast buildings featuring Islamic elements. In many cases, rebuilding over the years has led to buildings that are a mixture of both Islamic and Renaissance architecture. The Giralda, a minaret in the city of Seville, was repaired after an earthquake and is perhaps the perfect example of how these two different architectural styles can complement one another.

GLOSSARY

arch – a structure that is curved at the top and forms an opening
ceramic – made from clay
complement – to go well with something else
dome – the rounded roof of a building

minaret – a type of tower seen in Islamic architecture
ornate – highly decorated
variation – different version

Questions 1-6

Complete the sentences below. Choose **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers in the spaces provided.

1. Different cultures have contributed towards the building styles that are characteristic of _____.
2. Though the style differs from country to country, many of its features are _____.
3. It is suggested that architectural features must prove to be _____ in order to be adopted elsewhere.
4. The major trade route that enabled the flow of ideas from the East to the West was _____.
5. Islamic design features, such as _____, _____ and _____, are characteristic of Gothic architecture.
6. The new features of the Giralda were added after it was damaged by a(n) _____.

Questions 7-13

In which paragraph/s is the following information contained?

Write the correct letter **A-E** in boxes 7-13.

7. a list of some typical features of Islamic architecture
8. a reference to the kind of architecture that is characteristic of the Middle Ages
9. a reference to what contributes to the transfer of an architectural style
10. an example of a building that shows more than one architectural style
11. the importance of trade as a means of transmitting ideas
12. the approximate period of time Islamic architectural styles began to appear in the West
13. the types of items that were traded in the past

 **Read the text again and do the writing task below.**

In architecture, function is more important than style and beauty. Do you agree with this statement? Why / Why not?

Justify your opinion using your own knowledge and experience and/or information from the text.



A.  Read the text quickly. Then choose the sentence that best summarises it.

- This text is about bats and how they use echolocation to hunt.
- This text is about dolphins and how they developed the ability to echolocate.
- This text is about echolocation and its importance to animals that live in dark environments.
- This text is about echolocation and how two different animal species produce echolocation sounds.

B.  Read the text again and answer the questions that follow.

Echolocation

1 Echolocation is one of nature's most amazing developments. It refers to the ability that some animals have to understand their location and the location of objects around them without relying on eyesight. This is why it is often found in creatures which live in naturally dark conditions. It is an ability seen in very few species, while dolphins and bats are perhaps the most well-known users of echolocation; dolphins move in deep waters where there is very little light, and bats live in dark caves and are nocturnal, which means they are active and hunt at night.

2 Creatures that use echolocation produce sounds which they send out as waves into their surroundings. The sounds vary depending on the purpose and circumstances. The more complex the environment, the more sophisticated the echolocation sounds produced. Low-frequency sounds travel further while high-frequency sounds provide more detailed information and are used mostly when hunting or moving quickly. They allow echolocating animals to determine not only the size and shape of objects around them, but also how far away they are, if they are moving, how fast and in what direction. When the sound waves meet another object, they bounce off it and echo back to the creature, which receives them and is able to interpret the changes to their structure to build a mental image of the surroundings.

3 In dolphins, echolocation is achieved through a series of clicking sounds – up to around 2000 clicks per second. The sounds are produced by pushing air through membranes called the phonic lips, found a little below the blowhole. The dolphin first takes in air through the blowhole, then pushes it through the lips. The sound waves created then move through an area at the front of the head called the melon, which is filled with fatty tissue. This directs the sound out from the dolphin in a line, similar to a 'torch beam' of sound. This is why, when they are echolocating, dolphins search different areas by turning their heads from side to side. When the waves return, they are 'collected' by the dolphin's reception subsystem in its lower jaw. This subsystem consists of the dolphin's teeth, which are thought to collect and process data, and the fatty tissue in the lower jaw bone.

4 As for bats, of the approximately nine hundred species, more than half depend on echolocation. In bats, echolocation differs slightly depending on the species. Most produce echolocation sounds by clicking together two small bones in their throat. The others make the sound with their tongue. These sounds are in most cases emitted through the mouth, but some species, such as the horseshoe bat (Rhinolophidae) and the Old World leaf-nosed bat (Hipposideridae), emit these sounds through their nostrils. These species have fleshy structures in their nostrils, which look like a horseshoe or a leaf respectively. These act as loudspeakers and serve to make the sounds they create louder. The sound travels out to bounce off nearby objects and returns to the bat's ears, which are specially shaped to receive the returning sound waves and direct them for interpretation. A concentration of receptor cells in the inner ear makes bats extremely sensitive to even slight changes in frequency.

5 Recent studies have shown that bats and dolphins, despite their different environments, actually share a surprisingly large number of genes. This explains how these two different species, despite having no contact with each other, managed to develop an almost identical echolocation function.

GLOSSARY

antenna - a device used to receive information

beam - a line of light

clicking - a short sound

fleshy - consisting of skin that is thick and soft

frequency - the number of times a sound wave vibrates within a particular period of time

membrane - a thin piece of skin

mental - in the mind

nerve - a part of the body that carries information e.g. to the brain

identical - the same as something else

nocturnal - being active and awake during the night

nostril - one of two openings found at the tip of a nose used for breathing

tissue - an area of similar cells in a body

to vibrate - to make very small movements very quickly

vocal cords - a part of the throat used to produce sound



Questions 1-7

Do the following statements agree with the information given in the text?

In boxes 1-7, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

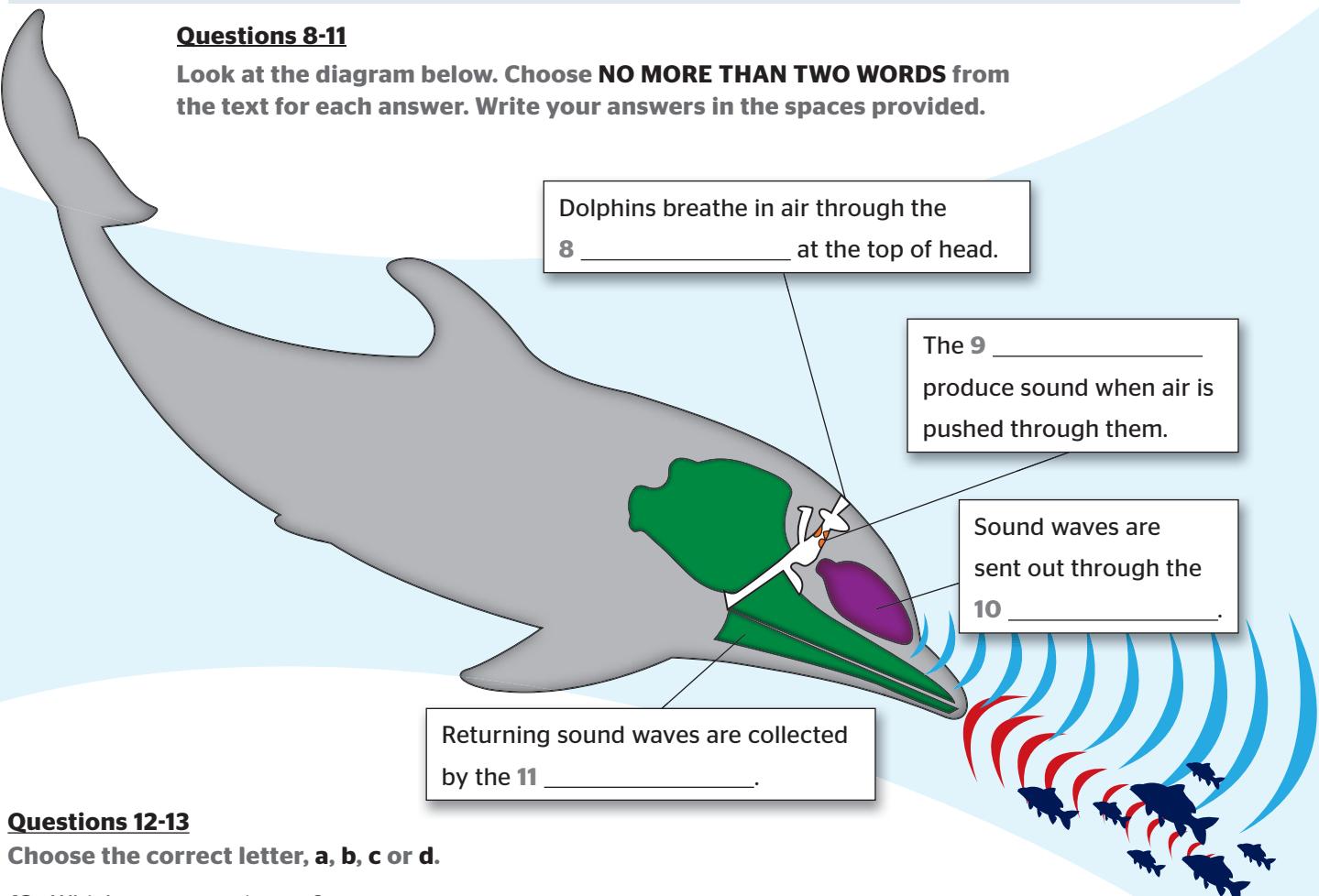
NG for **NOT GIVEN** if there is no information on this

1. Bats and dolphins are the only creatures that are able to echolocate.
2. Both creatures need echolocation because their vision is often extremely limited.
3. The type of echolocation sound produced is determined in part by the conditions in the environment.
4. Echolocation sounds are usually too high for human ears to hear.
5. Sound waves travel through air and water in a similar way.
6. High-frequency sounds travel further than low-frequency sounds.
7. When sound waves bounce off another object, their structure changes.



Questions 8-11

Look at the diagram below. Choose **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in the spaces provided.



Questions 12-13

Choose the correct letter, **a**, **b**, **c** or **d**.

12. Which statement is true?

- All species of bat use echolocation.
- More than nine hundred species of bat use echolocation.
- Echolocation works the same in the species of bats that use it.
- Most bats produce the echolocation sounds they make in their throats.

13. What is true of the fleshy structure referred to in paragraph 4?

- It is found in the mouth of certain bat species.
- Its purpose is to make echolocation sounds stronger.
- It has receptor cells that pick up slight changes in frequency.
- It has the same shape regardless of the bat species in which it is found.

 **Read the text again and do the writing task below.**

Write a short text in which you compare echolocation in bats and dolphins.

Use information from the text to provide details.

A.  You are going to read a text about a fearless explorer named Robert E Peary. Before you read the text, think of some questions that you would like answered about this individual and his accomplishments. Then read the text quickly and underline the information that answers the questions you came up with.

B.  Read the text again and answer the questions that follow.

Robert E Peary

In the late part of the nineteenth century, the North Pole had yet to be discovered. For explorers from across the globe, the race was on to be the first to reach this faraway destination – one of the last remaining unexplored places on earth. Robert E Peary, a US naval engineer, led one of the first expeditions to claim to have reached the pole. This claim is questioned in the modern world as the calculations in his records indicate that he may have misjudged the location of the pole – a point which lies on moving sea ice and so is not fixed, cannot be marked, and can only be determined using navigational instruments. Nonetheless, he remains one of the most significant Arctic explorers of his time.

Peary began his Arctic exploration when, at the age of thirty, he travelled to south Greenland. Five years later, in 1891, he led a two-year expedition to northern Greenland, where he found strong evidence that the area was in fact an island – not, as many believed, a part of the North Pole. The following year, he returned to Greenland on his 1893-95 expedition, aiming to travel even further north. Difficult weather conditions prevented this; he lost his food supplies and was unable to continue. However, he managed to return to the US with iron-rich meteorites.

Peary tried to reach the North Pole again on his next expedition from 1898-1902, but was prevented from achieving his goal when he lost a number of toes to frostbite. Nonetheless, this trip brought him a new record – in May 1902, he passed the furthest point north ever reached by any previous explorer. Peary believed that his failure to reach the pole was due to his ship lacking the power to take him further north. He wanted to progress closer to the North Pole by water rather than attempt extra miles of travel by land, and this is exactly what he managed to do on his next expedition in 1905-06.

For this mission, Peary built a new ship, designed to smash its way through thick Arctic sea ice. He called it the Roosevelt. The main body - the hull - of the Roosevelt was shaped like an egg, which meant it was able to ride above sea ice, and the front of the ship – the prow – was specially shaped to cut through the frozen ice sheets. Moreover, it was powered with a steam engine, but it had sails to take over in case of engine failure. It also carried a huge propeller at the back of the ship. This was crucial: without it, the ship would not be able to push its way through sea ice. Thanks to the Roosevelt, Peary arrived at the shores of the Arctic Ocean in 1905 – though exhaustion and a shortage of supplies yet again prevented him from reaching the pole, forcing him to stop only 100 miles short.

In 1908, Peary set out on the Roosevelt on his final expedition (1908-1909). This time, he returned to claim that, after two decades of exploration, he had finally planted the American flag at the North Pole on 6 April 1909.



GLOSSARY

frostbite - a condition where extreme cold damages parts of the body

instrument - a device used to measure something

meteorite - a piece of rock or other materials that fell to Earth from space

naval - relating to the branch of the military that operates at sea

steam engine - an engine that runs using heat from boiling water

Questions 1-3

Do the following statements agree with the information given in the text?

In boxes 1-3, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

1. Robert E Peary developed a passion for travelling during his time in the US navy.
2. The location of the North Pole is not found at a fixed point.
3. Peary's calculations prove that he was the first to reach the North Pole.

Questions 4-9

Match the statements about Peary's expeditions with the expedition dates. Write the correct letter a-e in boxes 4-9. One of the letters is used twice.

4. He transported finds from his travels home.
5. He tested out a new means of transport.
6. A medical issue put an end to exploration.
7. He claimed to have reached the pole.
8. He returned with new geographical information.
9. Essential supplies for his expedition were ruined.

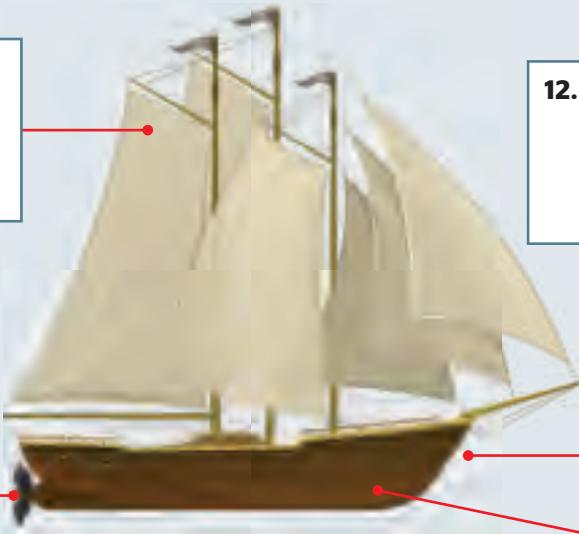
- a. 1891-1892
- b. 1893-1895
- c. 1898-1902
- d. 1905-1906
- e. 1908-1909

Questions 10-13

Complete the diagram using **NO MORE THAN ONE WORD** from the text for each answer. Write your answers in the spaces provided.

The Roosevelt

10. In case of a problem with the engine, the ship could still move using _____.



12. When the ship came upon sea ice, it used the _____ to cut through it.

11. A _____ helped prevent the ship becoming stuck in the ice.

13. The ship could ride on top of the ice because of its specially designed _____.

C. Read the text again and do the writing task below.

Write a paragraph in which you summarise Peary's attempts to reach the North Pole and the difficulties he faced.

Use information from the text and the diagram to provide details.



A. Read through the text quickly. Then choose a heading for each paragraph. Write the correct letter a-d in boxes 1-4 provided in the text.

- a. Volcanic eruption
- b. Types of volcanoes and their features
- c. Volcanoes and their status
- d. Tectonic plates and volcanic activity

B. Read the text again and answer the questions that follow.

Volcanoes

1

Volcanoes can be found in most parts of the world, with an estimated 1,900 that erupt on a regular basis. These eruptions can vary in strength, from smaller ones that cause little damage, to violent and highly dangerous explosions. There is evidence that volcanoes have been responsible for some of the greatest disasters throughout history, which is why they are closely monitored today in order to predict possible eruptions. Volcanoes that still erupt are classified as active volcanoes; those which are not active at the moment but are expected to erupt at some point in the future are known as dormant volcanoes; and volcanoes which scientists believe will never erupt again – or, at least, not for tens of thousands of years – classified as extinct.

2

Volcanoes are usually found in areas where two or more of the Earth's tectonic plates meet and are either moving apart or coming together – although there are cases where volcanoes occur at weak points in the crust far away from plate boundaries. For example, the Ring of Fire, an area around the Pacific Ocean, so called because it is the place where most of the Earth's volcanoes are found, runs along the boundaries of several tectonic plates. The volcanic activity in the area occurs as a result of different plates moving together and into one another. When this happens, one plate is pushed down beneath the other; the rock pushed beneath the crust is superheated and becomes liquid, causing an overflow of magma and resulting in volcanic activity.

3

In simple terms, volcanoes are points in the Earth's crust where an opening allows liquid rock (magma), gas and ash to erupt onto the surface. When pressure builds up below the crust, magma erupts upwards, finding weaknesses and cracks through which to flow. These points become volcanic vents and the magma that erupts becomes a lava flow. The lava flow from a volcanic vent can reach temperatures of up to 1,250°C and can move very fast, covering great distances and destroying everything in its path. The heat and pressure released by an eruption can also lead to other natural disasters such as earthquakes and floods. After an eruption, lava gradually cools and becomes hard rock. This and other volcanic debris are deposited around the volcanic vent, creating the geographical landscape formations that are typically found around volcanoes.

4

Volcanoes come in many different forms. Most are composite volcanoes. These take hundreds of thousands of years to form and are the result of multiple eruptions. Each eruption of lava cools and hardens to form a layer of rock. Over the years, the layers build up to form a steep-sided mountain. The second type, cinder cones, occur when lava and gas erupt particularly violently into the air. Debris from such eruptions falls down as small particles. These build up around the vent forming a circular cone with a bowl-shaped crater at the top. The third type are called shield volcanoes because they appear as wide, gently raised domes, similar in shape to a shield. They are created by fluid lava which travels in all directions away from the vent and cools in thin, gentle slopes. Another type, volcanic or lava domes, are created in less explosive eruptions. In these situations, lava is too thick to flow very far and ends up collecting over and around the vent. This results in a dome forming. This dome slowly increases in size as lava is forced up into its interior and spills off its sides.

GLOSSARY

boundary – the dividing line that shows where an area ends

classify – to label as sth

crater – a round, bowl-shaped hole found at the top of a volcano

crust – a layer of rock around the planet

debris – the broken pieces of something larger

dome – any natural feature that is shaped like half a ball

dormant – not currently active or likely to erupt

erupt – to explode and throw rock, ash and/or gas out violently

explosive – violent

magma – liquid rock found beneath the Earth's crust

overflow – an amount that is greater than the space it is in

particle – an extremely small piece of matter

tectonic plate – a section of the Earth's crust

Questions 1-4

Choose the correct ending for each sentence. Write the correct letter a-f in boxes 1-4. There are two endings that you do not need to use.

1. If a volcano is unlikely to erupt in the near future,
2. Volcanoes form
3. Volcanoes are observed closely as they
4. When one tectonic plate is pushed beneath the other,

- a. are the largest found on the planet.
- b. it melts and becomes magma.
- c. usually but not only at plate boundaries.
- d. are capable of great destruction.
- e. it can be classified as extinct.
- f. when layers of rock build up over time.

Questions 5-8

Do the following statements agree with the information given in the text?

In boxes 5-8, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

5. Volcanic eruptions happen at weak points in the Earth's crust.
6. Eruptions occur when pressure levels below the Earth's surface drop too quickly.
7. Lava flows can travel as fast as sixty kilometres per hour.
8. Rock formations around volcanic vents are caused by debris from the eruption.

Questions 9-13

Complete the table below. Choose **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers in the spaces provided.

Type of volcano	Formation
Composite volcano	Eruptions deposit layers of lava, which build up over time to create a 9 _____.
Cinder cone volcano	Violent eruptions create 10 _____ of debris which fall down around the vent creating a circular cone with a 11 _____ at the top shaped like a bowl.
Shield volcano	Thin layers of lava flow out of the vent in 12 _____, creating a wide, raised formation.
Lava dome volcano	When an eruption is not 13 _____ enough for lava to flow away from the vent, it collects and cools in a dome shape.

 **C.** Look at the diagrams below and read the text again to do the writing task.

Write a summary in which you describe different kinds of volcanoes, their features and how they are formed.

Use information from the text and the diagrams to provide details.

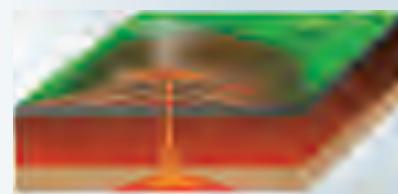
Different kinds of volcanoes



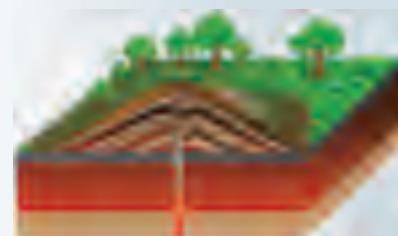
Composite volcano



Cinder cone volcano



Shield volcano



Lava dome volcano

A.  Read the text quickly. Then choose the best title for the text a, b, c or d.

- Fiction Writing as an Art Form**
- What Makes a Good Fiction Writer**
- An Introduction to World Building in Fiction Writing**
- The Importance of Reader Involvement in Story Telling**

B.  Read the text again and answer the questions that follow.

A When learning to write in any genre, world building can be a vital skill. Though it can refer to the creation of entire fictional universes, it also covers work set in different realities, historical or futuristic backgrounds and, in general, any setting that lies outside the writer's lived experiences and requires research and imagination. In terms of getting a reader to connect with a piece of writing, building a convincing setting is as important a skill as plotting or character writing.

B For this reason, world building is worth approaching as an exercise in its own right. Most writers produce very detailed background notes to outline the setting of their writing before they start work on what they actually intend to publish. World building can be approached in a broad, unstructured way, or it can be done through more focused methods. These include, for example, working through a list of specific questions and considering which a reader would need to be able to answer, or making a mind map of topics (history, art, language, etc.) and considering how each of these would function. There are many online tools that provide basic outlines of these and similar approaches, and which can store and categorise information and even generate relevant questions.

C When introducing a setting to a reading audience, there are two general guidelines. The first is not to let the world building overwhelm or drive the story. When this guideline is ignored, it results in 'information dumping'. This happens when the writer provides the reader with too many details or too much background information. This can be not only boring but also overwhelming for the reader, particularly if the information dump contains a large number of concepts and made-up names and places. To avoid information overload, the writer must carefully select the information he/she is providing and weave it elegantly into the story.

D The second is to show, not tell. To see why the second guideline holds true – why 'telling' fails as a way of skillfully introducing a setting – look no further than 'as you know...' dialogues, often seen in theatre. These involve characters stating information that all characters already know (e.g. 'As you know, your business is struggling these days'), as a way of quickly informing the audience of setting and situation. On stage, as on the page, this often sounds unnatural and highly artificial. Showing, on the other hand, is a way of involving the reader in the creation of the story. It involves using the written word in a way that stimulates the readers' imagination. The writer does not merely make statements of fact, rather he/she paints a picture that readers can see in their minds' eye.

E To effectively engage readers, a writer must create a setting that feels believable. The reader should be left with the sense that the world exists beyond what is revealed by the writer. This is sometimes referred to as the iceberg principle. What this means is that the majority of the background information created by world building exercises remains 'below the water' in the writing – it is not clearly presented to the reader, although some parts of it may be hinted at. The idea is that readers see only the information necessary for their understanding of the work, but are left aware – through the way characters speak and act, and through the concepts that appear – that there is much more to the world than the part they see. In other words, background information about a fictional world should inform the actions of fictional characters without needing to be explained in full. Following this as a general rule can greatly improve world building techniques.

GLOSSARY

dialogue – a spoken conversation between two or more people

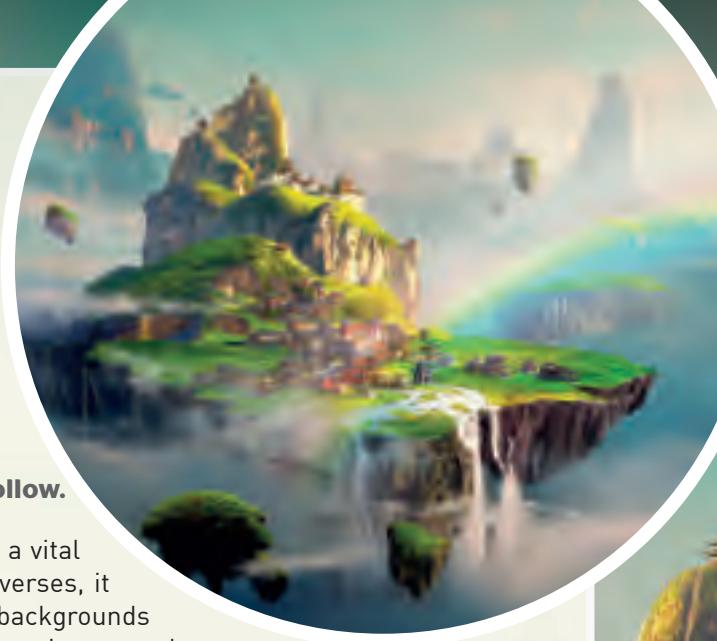
guideline – a suggestion or piece of advice

hint – to give a small suggestion of something without stating it directly

iceberg – a large piece of floating sea ice which is usually mostly below the water

outline – to show the basic features of something

wisdom – knowledge based on intelligent thinking



Questions 1-7

In which paragraph is the following information contained?

Write the correct letter A-E in boxes 1-7.

1. a key principle of building a believable setting
2. readers needing time to take in unfamiliar ideas
3. how a majority of writers approach world building
4. world building as a necessity across different genres
5. available online resources for world building
6. engaging the reader's imagination in the story-telling process
7. an example usually found in other arts

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Questions 8-11

Complete the summary below. Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

The iceberg principle is a world building theory in which most of the 8 _____ about the setting of a work remains invisible or is, at most, 9 _____ at. Following this, only details which are essential to the reader's 10 _____ of the plot are explained in full. However, skillful application of this principle will leave readers 11 _____ that the setting exists beyond what is directly explained.

Questions 12-13

Choose the correct letter, a, b, c or d.

12. According to the writer, what is true of world building?
 - a. There is only one way to approach it.
 - b. Few writers invest time and resources in the process.
 - c. It is not as important as plotting and character writing.
 - d. It plays an important role in creating a believable setting.
13. What do writers need to keep in mind when introducing a setting to a reading audience?
 - a. Background information needs to be clearly stated.
 - b. World building plays an important role in driving the story.
 - c. It needs to be done in a way that stimulates the reader's imagination.
 - d. Readers feel confused when they are not provided with all the information.

 **Read the text again and do the writing task below.**

Write a paragraph in which you describe the real or fictional setting of a book you recently read and discuss how well that setting was constructed.

You may use information from the text to justify your opinion.



A.  Before you read the text, write a sentence in which you briefly say what kind of information you expect to find in a text about conflict management in business. Then read the text quickly and check your predictions.

B.  Read the text again and answer the questions that follow.



CONFLICT MANAGEMENT IN BUSINESS

- 1 Work environments consist of people with different backgrounds, perceptions, experiences, skills, interests and needs. Although this diversity can have a positive impact on a company and can help it innovate and excel, it can also constitute a source of serious conflict. Conflict arises when two or more parties have different points of view that oppose each other and cannot be easily reconciled. As such, dealing with the situation effectively is crucial, as left unresolved, conflict can lead to reduced productivity, poor morale, a break down in trust and a stressful work environment.
- 2 The successful resolution of conflict requires the use of five essential skills: communication, teamwork, problem-solving, stress management and emotional agility or awareness. These skills take both time and effort to develop, but are ultimately crucial to a positive workplace culture. When conflict is resolved effectively, it not only deals with the issue at hand but builds trust and strengthens cooperation and communication between the parties involved. Every successful resolution of a conflict helps an organisation grow and establishes clear systems and strategies for future use.
- 3 The conflict management policies and procedures of companies may vary, but most have the same basic underlying structure. Conflict management starts by recognising that a conflict actually exists and locating its source. The more information you have about the source, the more effectively and efficiently you can go about resolving it.
- 4 Once the source has been established, each party must clearly identify their interests – that is, what they need and want out of the situation. They need to be able to express this and communicate it clearly. For conflict resolution to be effective, all parties must be able to present their point of view freely. It is important that everyone involved is open to the interests of the others and tries to approach the discussion with an open mind. Language and attitude can play an important role in this – for example, any discussion should not include fixed ideas but should allow everyone to consider different options.
- 5 Once the interests of both sides are clear to everyone involved, it is then possible to begin to brainstorm solutions – that is, changes in attitude, in behaviour, or even in how things are done. Often, during the discussion of the different interests, it becomes clear that everyone involved has many things in common – for example, they may all be looking for an easier way to carry out a certain task. Common interests can be the key to finding a solution. During the brainstorming session, both parties should try to think freely and out of the box. This will enable original and creative ideas to surface. At this point in the process, it is important that all people involved avoid commenting on or criticising the new ideas that come up.
- 6 When the brainstorming session ends, the ideas are analysed and used to craft a workable solution. Ideally, the discussion that follows will form a complete plan of action for resolving the conflict. If everyone is in agreement, they should be made aware of any changes they need to make. It is also important to arrange to meet again at a later date to discuss the plan's success and decide whether further change is needed. The aim of conflict resolution is to come to an understanding that satisfies the interests of everyone involved. This may require compromise from some people, and there is always a chance that no solution can be found – in which case it may be necessary to explore other ideas.

GLOSSARY

brainstorm – to begin thinking about different ideas
compromise – an agreement between two people or groups where both accept something less than they originally wanted
diversity – including a variety of people, things, opinions and ideas
morale – the amount of confidence, optimism and interest a person or group has

perception – the way you see, understand or make sense of something

productivity – the efficiency and speed at which something is produced

resolution – the act of finding a solution to a problem
resolve – to find a solution

Questions 1-6

Choose a heading for each paragraph in the text. Write the correct letter A-I in boxes 1-6 provided in the text. There are three headings that you do not need to use.

List of headings

- A. The importance of communication
- B. The first step to conflict management
- C. The process of reaching an agreement
- D. Planning for success
- E. Brainstorming solutions
- F. Coping with stressful situations
- G. Conflict in work environments
- H. The benefits of good conflict management
- I. Boosting worker morale

Questions 7-9

Complete the flow-chart below. Write **NO MORE THAN TWO WORDS** for each answer. Write your answers in the spaces provided.

THE PROCESS OF CONFLICT RESOLUTION

Acknowledge the existence of conflict and pinpoint its 7 _____.

Parties on each side of the conflict state interests .

8 _____ possible solutions that may help to resolve the conflict.

Begin a discussion of the ideas raised.

Agree on a plan of 9 _____.

Arrange to meet later to decide whether further action is necessary.

Questions 10-13

Do the following statements agree with the information given in the text?

In boxes 10-13, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

10. When presenting interests, it is important to stay open to different ideas.

11. Workplace diversity can have both a positive and a negative impact.

12. When brainstorming solutions, each new idea should be discussed as it arises.

13. If no solution can be reached, you may need someone neutral to negotiate an agreement between the two groups.



 10. Read the text again and do the writing task below.

Imagine a situation where two of your friends are in conflict with each other. Write a short text in which you say how they could go about resolving their conflict.

Justify your opinion using your own knowledge and experience and information from the text.

Module 1

cover (p.7)

challenge (n.)
creativity
diversity
focus (n.)
innovation
inspiration
motivation
opportunity
qualifications
teamwork

1a (pp. 8-9)

adviser
affect
all in all
anxious
attack (v.)
basically
beat (v.)
break into
challenging
client
combine
communication skills
confused
contact (n.)
contract (n.)
corporation
criminal
demanding
dive (v.)
diver
earn
employment
ethical
financial reward
gain access
get used to sth/sb
goal
golf
golf course
hack (v.)
hacker
illegal

imaginative
job satisfaction
keep sth/sb away
limited
make a profit
make the best of sth
method
negotiate
network (n.)
occasionally
on average
on board
option
patience
people person
pond
private
require
rewarding
run out
salary
security
sophisticated
submarine
tinned
ups and downs
weakness
well-connected

1a (pp. 10-11)

advertising agency
approach (n.)
conference
confident
creative
CV (Curriculum Vitae)
deliver
department store
earn a salary
earn money
earn one's living
economic crisis
employ
employee
enthusiastic
essential
flexible
gain access

gain experience
gain speed
gain weight
get fired
graduate (n.)
hold a meeting
innovative
intern
job cut
live on sth
make ends meet
on benefits
out of work
passionate
position (n.)
practical training
sales assistant
staff (n.)
team player
trainee
unemployed
wages
win a game
win a race

1b (pp. 14-15)

after all
apply for (a job)
apprentice
apprenticeship
at hand
be one's own boss
beneficial
business partner
by no means
carpentry
case
demonstrate
entrepreneur
envy (v.)
equally
first-hand
fringe benefit
get sth wrong
grant (n.)
have a (good) head for figures
have a head for business
have what it takes
internship
interviewer
job market
know sth inside out
line of work
move on
on the spot
only so much
owner
picture (v.)
portfolio
PR (Public Relations)
private enterprise
quality
rate (v.)
run (a business)
self-employed
set sb a task
set sb straight
set up (a business)
skilled labour
split (v.)
sum (of money)
supporter
take off
textbook
theory
trade (n.)

value (n.)
view (n.)
win-win situation
workforce
workplace

1b (pp. 16-17)

compassion
competency
critical thinking
deadline
integrity
joke around
persistence
positivity
reputation
solidarity
time management

gardener
hide-and-seek
holidaymaker
jot down
landscape
lecture (n.)
membership
metal detector
mindless
nerd
non-existent
not have a clue
oasis
pastime
prize (n.)
proof
prove
reaction
rightful
rose bush
roundabout
spade
stamp collecting
statement
stimulating
tool
transform
treasure (n.)
treasured
trespass
trinket
unexpected
value (v.)
wasteland
watering can
waterproof (adj.)

2a (pp. 24-25)

accuse
arts and crafts
audience
beverage
blame (v.)
calendar
chart (n.)
cigarette
criticise
decade
distribute
divide (v.)
era
essay
expected
fair (n.)
golden
honour (v.)

(in)complete
(in)decisive
(in)experienced
(in)formal
insist
juggler
leap year
leisure
mark (v.)
medal
(non-)refundable
(non-)smoking
non-stop
occupation
punctual
ring (n.)
spectator
time zone
(un)clear
(un)fair
weekly

2a (pp. 26-27)

a hunger (for knowledge)
a thirst (for knowledge)
astronomy
baking
besides
changing room
competitive spirit
consider
diary writing
extroverted
free time
fulfilment
horse riding
individual
indoor
introverted
outdoor
physically
press conference
pursue
regularly
represent
routine
sewing
soap making
take risks

convince
cross the finish line
defeat (v.)
display (v.)
endurance
entertain
equestrianism
evidence
exhaustion
falcon
gifted
honour (n.)
horn
in the blink of an eye
jockey
leap (v.)
long distance
odds
outrun
participant
remarkable
rodeo
saddle
sandy
show up
sprinter
to this day
uncommon
unique

2b (pp. 30-31)

appealing
board game
capture
caving
club (n.)
dull
educational
express (oneself)
indoors
inexpensive
leisure centre
martial arts
mini
model car
monotonous
outdoors
Pilates
remote control(led)
repetitive
running track
weightlifting

2b (pp. 32-33)

accompany
audition (n.)
board (examination)
boot camp

Module 2

cover (p.21)

hobby

2a (pp. 22-23)

announcement
annual (adj.)
belong
branch (n.)
cliché
colossal
compass
concrete (adj.)
container
ensure
focus on

committee
delighted
department
extracurricular
noticeboard
proposal
raise money
refugee camp
regards
registration (for exams)
sponsored

Module 3

cover (p. 37)

acquire
alternative holiday
hunt (v.)
relaxation
thrill (n.)
travel (n.)
volunteer (v.)

3a (pp. 38-39)

a far cry from
apartment
architecture
broaden one's horizons
cater for
claim (v.)
compulsory
concerned (with)
delight (n.)
educate
educated
exhaust (v.)
frequent
improvement
in other words
invaluable
joy
luxury
monument
political
questionable
railway
refer to
reproduce
sculpture
seasickness
shipwreck
stage (n.)

take sth in
the arts
thrifty
tourism
tourist industry
tutor (n.)
view (v.)
voyage
wealth
wealthy
well-educated

3a (pp. 40-41)

attention
dream (v.)
get along with
get around to
get away (from)
get by
get through to
in a hurry
in a mess
in cash
in charge of
in debt
in one's interest
in particular
in public
in tears
in the future
in the long run
in the meantime
in the mood for
in trouble
on behalf of
on display
on fire
on good terms
on holiday
on purpose
on sale
on second thoughts
on the phone
on the run
on the verge of
on tour
take after
take down
take off
take on
take over
violin

breathtaking
bridge
campfire
dune
effortlessly
emergency
facilities
field photography
first-class
food poisoning
glide
heritage
luggage
magnificent
nomad
rich
satisfy
settlement
ski touring
southernmost
starlit
towering
trek
trekking

3b (pp. 44-45)

adventurer
amusing
come into view
crew
devote
distant
end up
fearless
fun-loving
gap
great-grandfather
narrow
oar
optimistic
pass out
rough
row (v.)
safety
steer
strict
strike (v.)
stubborn
stunning
take sb's breath away
violent

3b (pp. 46-47)

argument
accent
authentic
accommodation

availability
book
cancel
checkout
complain
complaint
delay
depart
disembark
dissatisfaction
dissatisfied
Do you have any
vacancies?
document
fare
foreigner
have sth in mind
I apologise for
I'm sorry for the
inconvenience.
I'm sorry to have to say
this.
immigrant
make a reservation
Please accept our
apologies.

postpone
rather
regret
satisfied
set off
stranger
terminal
terribly
There's been some sort
of mistake.
top priority
vacancy
warn

3b (pp. 48-49)

arrival
award-winning
backwards
block (v.)
caution (n.)
come across
common sense
creature
delightful
disapprovingly
encounter (v.)
figure sth out
foolish
frantically

head (v.)
in the opposite direction
instead
motionless
nature reserve
nearly jump out of one's skin
out of harm's way
path
relief
scold
shot
sweat (n.)
wolf
woods

Module 4

cover (p.51)

ancestor
greed
inherit
needs

4a (pp. 52-53)

alarming
awareness
breed (v.)
campaign (n.)
captive (adj.)
captive breeding programme
change of status
climate
coast
comeback
conservationist
considerably
contribute
decline (n.)
decline (v.)
deforestation
development
dramatic
endangered
equator
establish
estimate (n.)
extinct
extinction
far-reaching
given that
graceful
habitat
herd
impact
in captivity

4a (pp. 54-55)

advantage of
affect
attitude
authorities
biodiversity
decrease in
delicate
destruction
die out
ecosystem
effect on
estimate (v.)
feed on sth
food chain
impact on
importance of
in turn
increase in
marine
need for
overachieve
overcharge
overcook
overestimate
overfeed
overpay
overrate
overuse (v.)
pose (v.)
predator
prey

in the wild
initiative
intense
intensive
logging
management
officially
on the rise
overhunt
oxygen
per cent
pollution
population
protected area
ranching
recent
regulate
roughly
significant
threatened
tropical
unfortunately
vulnerable

4a (pp. 56-57)

alternative energy
carbon footprint
conservation (holiday/ work)
eco-friendly
economise
effective
energy efficient
funding
inhabit
install
installation
investment
long-term
maintenance
preferable
present (v.)
renewable energy
representative
shark
solar panel
town hall
unattractive
wind farm

4b (pp. 58-59)

affected by
cause (n.)
consequence
critical
crude oil
crustacean
destructive
devastating
dramatically
drilling
dump (v.)
frequently
get across
heavily
humankind

increasingly
inhospitable
mining
mistake (v.)
oil spill
processing
recreation
reverse (v.)
seabed
settle
shallow
take measures
underlying
waterway
whale
whereas
while

4b (pp. 60-61)

At the same time,
though
carpool
channel
chemical
conserve
cut down on
dispose
drainage
dust
energy-saving
erosion
exhaust fumes
fossil fuel
gas
health hazard
hectic
in contrast
invest
lack of
landfill
leak (v.)
mangrove tree
on the one hand
particle
smog
society
take action

4b (pp. 62-63)

carbon dioxide
clearing (n.)
concern (n.)
crop (n.)
crucial
damage to
drought

farming
flood (n.)
For instance
glacier
global warming
greenhouse gases
household (n.)
ice sheet
liveable
loss
man-made
phenomenon
plant-eating
recorded
region
severe
speed up
spray (v.)
structure
wildfire

Module 5

cover (p. 67)

3D printing
android
aspect
colony
look ahead
monorail
suspended

5a (pp. 68-69)

anxiously
assure
beard
clear one's throat
comprehend
disbelief
echo
fascination
figure
fluid
gaze
instantly
instruct
knob
lock
measurement
outfit
play a joke on sb

pocket
recognise
reflection
refreshed
remove
resemble
respond
robe
shadow
shave
sigh
silence
slightly
stare
stir
tailor
three-dimensional
trance
tremble
vest

pleasing
prevention
rare
scenario
single

5a (pp. 72-73)

at one's fingertips
at the touch of a button
benefit
connectivity
employ
enable
exchange
investigate
mission
obtain
occur
progress
technological

5b (pp. 74-75)

agency
cartridge
cell
content
conventional
desire
device
dietary
edible
expectation
experimentation
financial
ink
invention
manufacturer
mineral
nutritional
nutritious
permit
predict
prediction
preserve
printer
protein
resource
response
restore
schedule
science-fiction
spoil
starve
substance

accessible
advance (n.)
advisable
cooperate
cooperative
give sb your word
humorous
predictable
reusable
translate
wearable

5b (pp. 78-79)

conduct
debate
fierce
frontier
give rise to
handle
illustrate
leap
medical imaging
ongoing
perform
pointless
promote
realistic
replace
robot
satellite
scarce
set a goal
spark off
strive for
tremendous
utter
work towards

STUDENT'S BOOK pp. 96-97

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W1.4	Creative and critical thinking	C

When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text (W1.4)

An era of fully autonomous vehicles

A. R1.1

The text discusses vehicles that will be run by an advanced AI system and be capable of driving themselves. The picture depicts a person who is sitting in the driver's seat of a car. He is doing something on his phone. The connection seems to be that because the car can drive itself, he can concern himself with other things.

B. R2.1

1. technology
2. human
3. decisions
4. accidents

5. data
6. virtual
7. action
8. respond

9. TRUE
10. FALSE
11. NOT GIVEN
12. TRUE
13. TRUE

C. W1.4

Suggested answer

A future of automated vehicles would bring many benefits to our roads. The most important of these would be an increase in road safety. At the moment, human mistakes are estimated to cause approximately 90% of all traffic accidents. This is because human drivers often feel tired and they are not always attentive or quick to act when a situation arises. Replacing them with AI drivers could, ideally, mean that there will be no possibility of mistakes. A future of only automated vehicles on our roads could, thus, greatly reduce the number of traffic accidents. Another key benefit of automated vehicles is that they could be programmed to follow the rules of the road at all times. It is not unusual for human drivers to often choose to break rules - for example, by driving too fast when they are running late. With automated vehicles, this possibility could be removed, making the roads a safer place for everyone. It would also free our minds from concerns about car maintenance, as an automated system could inform us if the car needed fuel or servicing, and even drive itself there.

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
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When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
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- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

The life of bees: colony and behaviour

A. R1.1

In a text about bees, I would expect to find information about a bee's physical characteristics, its behaviour and habitat. **KEY**

B. R2.1

- C** - The importance of bees
- E** - Social structure within the colony
- B** - Making a queen
- G** - Aggression in bees
- D** - The caring side of bees

- d**
- b**
- e**

- 9.** royal jelly
- 10.** robbing
- 11.** feeding
- 12.** antibiotic properties

C. W2.1*Suggested answer*

The diagram shows the different stages of development in the life of a honeybee. There are three types of honeybee, and this summary will focus on the life stages of the queen bee. As the diagram shows, all female bees originally start as fertilised eggs (as opposed to unfertilised eggs which become male bees or drones). These eggs eventually hatch into larvae, which are fed on a diet of royal jelly, a substance created from proteins and sugars which has a very high nutritional value. As is clear from the diagram, it is diet which determines whether a larvae develops into an adult worker bee or a queen bee. Most larvae consume royal jelly for only a few days before switching to bee bread, a food made from pollen and honey. However, a future queen bee will remain on a diet of royal jelly as she develops first into a pupae and eventually emerges after a period of sixteen days as a fully grown adult queen bee.

STUDENT'S BOOK pp. 100-101		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W1.4	Creative and critical thinking	C

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Islamic influences in western architecture

A. R1.1

A. b

KEY

B. R2.1



1. Islamic architecture
2. universal
3. functional
4. the Silk Road
5. arches, domes, towers
6. earthquake

KEY

7. B, D
8. D
9. C
10. E
11. C
12. A, C
13. C

KEY

C. W1.4



Suggested answer

KEY

It goes without saying that function is more important than either style or beauty. Different buildings have different purposes, and the most important consideration in their design should be whether or not they fulfil that purpose. Furthermore, the text states that, for an architectural style to survive over time, it must prove to be functional. This indicates that, throughout history, people have placed greater value on function than on style.

It is, however, worth pointing out that designing and constructing buildings is not only a science but also an art. Regional architecture often reflects the culture, values and aesthetics of the people who live there and, in doing so, plays an important role in helping to preserve their cultural identity. For this reason, I believe that style is also very important. Architects should try to make a building as beautiful as possible – as long as this does not compromise its function in any way.

STUDENT'S BOOK pp. 102-103

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W2.1	Creative and critical thinking	C

When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

Echolocation

A. R1.1

d

KEY

B. R2.1

1. F
2. T
3. T
4. NG
5. NG
6. F
7. T

KEY

8. blowhole
9. phonic lips
10. melon
11. lower jaw

KEY

12. d
13. b

KEY

C. W2.1*Suggested answer*

KEY

The principle of echolocation is the same for both bats and dolphins: sound waves are created and sent out, they bounce off objects and they return with information regarding, for example, the size, distance and location of nearby objects. The creature collects these sound waves and interprets them. There are, however, some key differences in how echolocation functions in bats and dolphins.

Dolphins produce sound waves using special membranes called phonic lips, which are situated just below the blowhole found at the top of the head. Bats, on the other hand, create sound waves by clicking together small bones in their throat or by making a clicking noise with their tongue.

Dolphins emit the sound waves they create through the fatty tissue found in an organ called the melon, which is situated in the forehead. In contrast, bats emit the sound waves through the mouth or nostrils, depending on the species. Species that emit the sound through the nostrils have special fleshy structures which serve to amplify the sound. These are shaped either like a horseshoe or a leaf.

When the waves return, they are collected by the dolphin's teeth and the fatty tissue in its lower jaw. Bats, however, use their ears to collect sound waves. Their inner ear has a large number of receptor cells. This makes it possible for them to process even slight changes in frequency.

STUDENT'S BOOK pp. 104-105

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
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Robert E Peary

A. R1.1

What did Robert E Peary explore? (...the North Pole had yet to be explored. / ...led one of the first expeditions to claim to have reached the pole. / ...most influential Arctic explorer...)

KEY

Where was this explorer from? (Robert E Peary, a US naval engineer...)

When did he go on this/these expedition(s)? He made several attempts. (Peary began his Arctic exploration when, at the age of thirty, he travelled to south Greenland. / Five years later, in 1891, he led a two-year expedition to northern Greenland... / The following year, he returned to Greenland on his 1893-95 expedition, aiming to travel even further north... / Peary tried to reach the North Pole again on his next expedition from 1898- 1902... / He wanted to progress closer to the North Pole ... and this is exactly what he managed to do on his next expedition in 1905-06. / In 1908, Peary set out on the *Roosevelt* on his final expedition....).

What difficulties did he encounter on his expedition(s)? (Difficult weather conditions... / ...he lost his food supplies... / ...he lost a number of toes to frostbite. / ...exhaustion and a shortage of supplies...)

Was he successful? (This time, he returned to claim that, after two decades of exploration, he had finally planted the American flag at the North Pole on 6 April 1909.)

B. R2.1

1. NG
2. T
3. F

KEY

4. b
5. d
6. c
7. e
8. a
9. b

KEY

10. sails
11. propeller
12. prow
13. hull

KEY

C. W2.1**Suggested answer**

Robert E Peary made several attempts to reach the North Pole. He set off on his first expedition in 1886 at the age of thirty. Over the course of the next ten years, he led three expeditions which took him only as far as Greenland. These expeditions were, however, not fruitless as Peary made two very important discoveries. He discovered that Greenland was an island, and he also discovered mineral-rich meteorites, which he took back to the US. His next expedition, from 1898-1902, failed when he lost several toes to frostbite - although he still managed to make it further north than any previous explorer. For his last two expeditions, Peary built a special ship, the *Roosevelt*, to help him travel through Arctic waters. The *Roosevelt* helped Peary reach the shores of the Arctic Ocean in 1905, but a shortage of supplies prevented him from making further progress. Peary's final expedition took place between 1908 and 1909, which is when he claimed to have reached the North Pole.

KEY

STUDENT'S BOOK pp. 106-107

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W2.1	Creative and critical thinking	C

When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

Volcanoes**A. R1.1**

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

KEY**B. R2.1**

1. e
2. c
3. d
4. b

KEY

5. T
6. F
7. NG
8. T

KEY

9. steep-sided mountain
10. small particles
11. crater
12. all directions
13. explosive

KEY**C. W2.1***Suggested answer*

The text and the diagram show four different kinds of volcano. In all cases, lava and other volcanic debris are deposited around the volcanic vent by eruptions, and these create different formations such as mountains. The first and most common kind of volcanoes are composite volcanoes, which have steep sides and are created by layers of lava that cool around the vent after each eruption. The second type are cinder cones. These are created by violent eruptions which create small particles that collect around the vent and form a mountain. Shield volcanoes are wide, almost flat formations, and they get their name because they look similar to a shield. They form when lava flows out of the vent in all directions and cools there. The last kind of volcanoes are volcanic domes. These are created by smaller explosions, and occur when lava is unable to flow out of the vent and collects and solidifies there.

KEY

STUDENT'S BOOK pp. 108-109

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W2.1	Creative and critical thinking	C

When students complete this component, they will be able to:

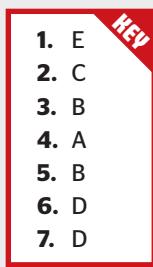
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

An introduction to world building in fiction writing

A. R1.1

HEY

C

B. R2.1

HEY

8. background information

9. hinted

10. understanding

11. aware

HEY

12. d

13. c

C. W2.1*Suggested answer*

I recently read *Ready Player One*, by Ernest Cline. It is set in a futuristic version of our own world, where climate change has led to many problems and people escape from their difficult lives by playing a video game. Overall, I believe the setting was well constructed. It is easy to see that many things described in the futuristic world could become reality if we don't try harder to save our environment. The way the world is written makes the reader believe that it could be an actual place and, for this reason, it is definitely believable as a setting.

STUDENT'S BOOK pp. 110-111		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W1.4	Creative and critical thinking	C

When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- explain independently their own opinion on the main ideas or arguments in a longer factual and fictional text (W1.4)

Conflict management in business

A. R1.1

In a text about conflict management in business, I would expect to find information about what conflict management is, what causes conflict in organisations, the consequences of not dealing with it and what strategies organisations use to deal with it.

B. R2.1

1. G
2. H
3. B
4. A
5. E
6. C

7. source
8. Brainstorm
9. action

10. TRUE
11. TRUE
12. FALSE
13. NOT GIVEN

C. W1.4

Suggested answer

To begin with, the two people involved in the conflict should recognise that the conflict exists and try to locate its source. Then, before resolving it, each of them should decide what exactly they need and want from the situation and consider the best way to express their interests to the other. They should remain open to the possibility of other options. Once they have communicated their interests, they should brainstorm solutions that would help resolve the conflict. This way, they can see what they have in common and decide upon a solution together. They should also make plans to meet after some time and discuss whether the solution helped to resolve the conflict or whether they should make further changes.

Module 1

1a Part 1

A: Welcome back to *Money Matters* with Ross Coleman. We've all heard of the Chief Executive Officer (CEO), the Chief Financial Officer (CFO), and even the Chief Technology Officer (CTO). Well, now there's also the Chief Happiness Officer, or the CHO. We have Techola's CHO, Neil Fishbinder, with us today. Welcome to the show, Neil.

B: Thanks, Ross. It's good to be here.

A: It seems that more and more businesses are hiring CHOs. Is this the latest business trend?

B: Actually, the job title was first mentioned in 2003, when Ronald McDonald was made Chief Happiness Officer for that well-known fast food chain. His duties included travelling the world to bring fun and happiness to people.

A: That's some job description! So, is that what you do?

B: Are you asking me if I'm a clown? Actually, my job has a lot to do with fun, but it's also very serious. My main duty involves inspiring happiness amongst employees at work. The reason the job exists at all is because Techola is interested in applying happiness as its business model.

A: Happiness? As a business model? That sounds absurd! Isn't a business relationship always about profits?

B: That's where you're wrong, Ross. Happiness as a business model is a win-win situation. When people are happy at work, they're also more creative. When we feel good, then so do our customers and clients, who just keep coming back. And, at the end of the day, this means greater profits!

Part 2

A: OK. Let's say you're right. How can you make employees happy at work apart from paying them a fortune and, as a result, losing money or even going bankrupt?

B: Let's not kid ourselves. People work to earn a living so, yeah, people need to get paid a decent salary. That's basic. But that's not the only factor. Employees expect more than that. If you look at the Mercer Global Engagement Scale for what makes people happy at work, you'll see that

salary is only number 6 on the list. Fringe benefits, like giving workers a company car, are even lower, at number 10, whereas a bonus for work well done is at the bottom of the 12-point list. Do you think that money is worth more than a person's dignity? Thankfully, not yet. Right at the top of the Mercer Scale of what people want at work is getting respect. Also, more important than the money are the relationships we have with the people we work with, followed by the character of the boss.

A: Doesn't a boss need to run a tight ship?

B: A captain, maybe. But a boss... no. If a boss is too strict, sure, the employees will do the basics, but they'll be afraid to show independence and come up with fresh ideas. But if you take care of your employees, then they will take care of you and your company.

A: Well, somebody has been taking care of Techola's CEO, Colin Pex...

B: When Colin Pex founded Techola, his vision was to work with people he also wanted to spend time with. And still, to this day, he chooses to have an open office rather than lock himself in an ivory tower. We have social team outings, where employees bring their families along, and other fun facilities and programmes to keep staff bonded. At Techola, we feel sad on days when we can't come to work. We've moved beyond the work-life balance, which is second in importance on the Mercer Scale.

A: What exactly is this work-life balance? (fade out)

1b

Good morning to all. Help yourselves to some coffee or tea and make yourselves comfortable. Everybody OK? Yes, well, the topic of today's talk is responsibility in the workplace. More specifically, we are going to discuss certain things you should avoid doing in the workplace if you want to earn a good reputation and gain the respect of your colleagues and your employer.

First and foremost, it's important to avoid making excuses and blaming other colleagues. That kind of behaviour shows that you are unable to take responsibility for your mistakes and that you can't

cope with certain situations. It's always better to ask questions when you don't know what to do, instead of wasting time and effort trying to figure things out by yourself.

Arriving late and missing deadlines are, of course, two more points on our what-to-avoid list. An employee who is always late and never remembers deadlines for important projects, can easily lose his colleagues' or boss's respect.

Naturally, attending a meeting unprepared is something to be avoided at all costs. Business meetings are an opportunity to show the rest of your colleagues, other than your immediate team, your true abilities. So it is always better to over-prepare in order to feel more comfortable and confident about your ideas.

One more tip: avoid joking around all the time. It's one thing to use humour to create a pleasant working environment, and a totally different thing to be considered the office clown. You need to show others that you are a serious person, who can use humour within limits. Last but not least, don't have a negative attitude.

Module 2

2a

1.

There are some very disappointed-looking faces around me here, John, and it's no wonder why. What happened out there today on the pitch came as a shock to just about everyone. We'd expected there to be wild scenes of celebration back here after the match. Now, as the players are changing out of their kits and getting ready to leave, there's nothing but stunned silence; players and manager solemnly reflecting on a lost opportunity. To think that in the press conference there'd been talk of an easy victory for the local side! It just goes to show how dangerous it is to make predictions when it comes to football.

2.

Don't get me wrong, I'm not saying I never wanted to do this. On the contrary. When I got the call to say I'd been chosen to represent my county

in the National Championships, I was over the moon, absolutely thrilled. Who wouldn't have been? The initial enthusiasm soon disappeared, though. It's a huge responsibility. I mean, there's no way you can take something like this lightly or be casual about it; you have to give it your all. So, yeah, I'm wondering whether I really have what it takes, you know?

3.

A: Which do you think is better exercise, swimming or hiking?

B: Good question. They're both good in different ways. I mean, you use more muscles when you're swimming, but when you're hiking you get all that fresh air. Also, you can't really swim all day.

A: Yeah, but you can't go hiking all day, either.

B: I suppose not, but you can do it for a lot longer.

A: I think swimming can get pretty boring. I mean all you do is go back and forth in a pool.

B: Hiking isn't much better. I suppose you get to see a bit of nature, but I find it hard to get excited about climbing a hill.

A: So, if you had to choose?

B: I'd stay at home and watch TV.

A: Nice.

4.

Hi, Brian. It's Steve here... Yeah, it couldn't be helped, I'm afraid. Angie's away visiting her parents in Dover, so I had my hands full looking after the kids, unfortunately... Anyway, Tom told me there's been a change of venue for our next training session... Yeah, he mentioned the name of the place, but I still have no idea how to get there. Do you think you could fill me in?... Yeah, you're right about that. They're a real handful sometimes. You can't leave them alone for a minute - they're always complaining that they're bored! What a nightmare! You know how it is...

5.

Today there are millions of scouts around the world enjoying the fun and excitement of scouting. In fact, the Scout Movement has come a long way since Robert Baden Powell first created it in 1906. These days, it's no longer just about a bunch of children tying knots and putting up tents. Besides teaching children the importance of staying healthy and physically fit, scouting programmes work towards developing a child's appreciation of service to

others in their community. They aim to build a child's self-confidence, ethics and sense of personal responsibility. So, if you are looking for an interesting out-of-school activity for your children that does more than merely keep them active, sign them up for scouting. There's bound to be a group near you!

6.

A: There must be hundreds of stamps in these albums here!

B: Yes, they were my great-grandfather's. He was a devoted collector. All the stamps are arranged according to the year they were sent and the country they are from. It's a lifetime's work!

A: He must have been a great letter writer, too.

B: Strangely enough, he barely finished primary school and couldn't write well. He got most of these stamps from family members and friends. He also bought some from dealers and would often get new collections from the post office.

A: Wow! What a great investment.

B: Not really, but they mean a great deal to my family.

2b

A: Today I'm talking to Bilgin Kaplanoğlu, the world-famous scientist of animal behaviour, well-known for his books, which are as popular with non-scientists as they are with specialists in his field. What do you do when you're not studying or writing about animals, Bilgin? How do you like to relax?

B: Well, there are quite a few things I like doing in my free time. One is going for a swim in the sea during the summer months with my friends. That is... the few who don't mind me being difficult about where we go! You see, the beaches that are close to the city are crowded and there is a lot of noise and activity. That's definitely not my kind of scene. I like beaches that are further out and usually difficult to reach. You know... the kind you see in travel brochures, with sandy beaches and crystal clear waters. What's more, I need trees for shelter because I don't like sitting in the sun.

A: When you're swimming in the sea, do you find yourself watching marine wildlife even though you're not on the job?

B: Actually, yes! I rarely stop. Observing wildlife comes naturally to me. That's why I like going to places

which are not too crowded. I love putting on a mask, diving into the sea and watching the fish - I find it very relaxing. There's a whole magical world down there! I actually plan to learn how to scuba dive so I can dive deeper and spend more time under the water. Of course, I don't swim only because I like observing marine life. I do it because it helps me relax and keeps me fit.

A: So, what do you do when you don't have time to go to the beach?

B: Well, I go to the local swimming pool. You see, there's a fantastic outdoor swimming pool not far from where I live. It's actually extremely peaceful, even more so than going to some of the busier beaches. The pool is ideal for training because it's really big and it's divided into lanes. It's also surrounded by beautiful gardens so, the design is pleasing to the eye.

A: So, apart from swimming, how else do you relax?

B: Well, every Wednesday night I meet with friends at a small art studio which we rent in the centre of town. The studio consists of two rooms, one where we draw and paint, and the other where we sit, have a cup of coffee, tell jokes and catch up on each other's news.

A: What made you decide to rent an art studio?

B: Well, some of us live quite far from each other, so it's great having a central location where we can meet and spend time together. We share a strong bond. I guess it's because we've known each other for such a long time. Some of us even went to the same high school! We share many interests, but I think what brought us together and keeps us together is our love of creating works of art.

A: What about writing? Is it something you enjoy doing during your free time or is it just part of your job?

B: No, it's definitely not just part of my job. I write both for work and for leisure and enjoy both. I started keeping a diary at the age of six and I still do today. The difference is, I don't write in it as often as I used to. I love putting my thoughts on paper. It helps me clear my head and relax. It's a real stress reliever. I actually love reading for the same reason.

A: Hmmm! Do you enjoy cooking?

B: No, I don't particularly like it. I'm not very good in the kitchen... but I do like good food and going out for a

meal with friends or family. I usually go out for dinner at least twice a week. In fact, tonight I'm having dinner at a Korean restaurant. I love trying out new places!

Task: Modules 1 & 2

A: Come in. Please have a seat.

B: Thank you.

A: So, you are...

B: Harrington, John Harrington.

A: Oh, yes, that's right. OK, Mr Harrington, I'm Andy Jameson and this is my colleague, Norma Devon. We'll both be conducting this interview. I see you're here today for the position of art director in our advertising department. Please begin by telling us a few things about yourself.

B: Well, as you can see from my CV, I have managed to work myself up ever since graduating. I have worked for a number of small advertising companies; you will find examples of the work I have done in my portfolio. I'm good at keeping up with new developments and in our business, as you well know, that's basically all the time. The last seminar I attended was a couple of weeks ago about some new software. Umm, what else? I work well alone, but at the same time I appreciate other colleagues' opinions and welcome suggestions. So, working in a team wouldn't be a problem.

C: What would you say is your biggest weakness, Mr Harrington?

B: Umm, well, I've had difficulties explaining my ideas in the past. I used to think that if something was good in my mind, then that was enough, but I soon realised you also need to convince others why your idea works. You have to be able to sell an idea, not only design it, and I'm working on improving that now.

A: Why do you want to work for us, Mr Harrington?

B: I'm very ambitious. I like to progress and challenge myself. I've always been interested in working for a company like this one. You're serious, professional and have a great team. I wanted to work myself up through smaller companies and smaller projects to give me space to grow professionally, and I believe that I am now in a position to bring all this experience and skill to your company. I believe I have creative ideas, and I'm ready to put all my energy into this job.

C: Right, I think what we've heard is enough. Anything else you would like to ask, Andy?

A: No, that's fine.

C: Great. Well, thank you for coming in, Mr Harrington. We will need some more time to go over your portfolio and we will notify you within the next week to let you know what we've decided. Goodbye.

Module 3

3a

A: Seven days on Bora Bora! It was supposed to be the best holiday ever!

B: Wasn't it, Steve?

A: Well, things started going wrong on my last day at work. There were so many loose ends to tie up. In fact, I was at the office frantically leaving instructions for my colleagues until two in the morning.

B: My goodness! Did you at least get some sleep on the flight?

A: Not really! You see, I had drunk so much coffee the night before that I was wide awake. I kept asking Emma if she'd packed everything. Not that it really mattered as it turned out!

B: Why? What happened?

A: Well... the airline lost one of our suitcases and, of course, it was the one with MY stuff in it.

B: That's awful! I hope you didn't let the lost luggage ruin your holiday. I mean, all you really need in a place like Bora Bora is your swimsuit and a towel.

A: Yeah, more or less. I had to buy a few necessities, which were extremely overpriced, by the way. But seeing the island itself cheered me up immediately. It's fantastic! What we hadn't taken into consideration, though, was the effect travelling would have on the twins. They were irritable and couldn't sleep, and generally made life difficult for everyone.

B: The poor kids were probably jet-lagged. The truth is that it's not easy to have a peaceful holiday when you have young kids.

A: Anyway, the kids recovered after the first twenty-four hours and enjoyed playing and snorkelling all day. The kids were really the least of our problems.

B: Oh, come on Steve. How many problems can you possibly have on such a perfect island?

A: Well, the island was costing us a fortune and I really wanted to get my money's worth, so I tried to

make full use of all the facilities from tennis, fishing and shark feeding to kitesurfing lessons, all the way to the Polynesian night shows. All this while posting photos on Facebook and checking my email to make sure nobody back home had missed me.

B: It sounds exhausting!

A: Exactly. Within two days I was exhausted! Emma seemed to be having a good time, though. All she was doing was relaxing on the beach. Nothing else. So I decided to follow her example and chill out on the beach.

B: That seems like a wise decision!

A: Unfortunately, as soon as I made that wise decision, it started to rain. I should have known. February is the rainy season, after all! It rained for the next two days!

B: That's unfortunate. So, what did you all do?

A: The twins spent their time at the Kids' Club, Emma went to the spa, and I decided to find out more about the local culture. We also discovered the local cuisine, which was delicious. I actually ate so much that by the end of my holiday, I had gained four kilos.

B: Did you get to practise your French? They do speak French there, don't they?

A: They do, but whenever I tried to strike up a conversation in French, all I'd get was blank stares. Nobody seemed to understand me. Anyway, on day 5 my luggage had finally arrived, the rain had stopped and I decided to enjoy my last two days on the island.

B: Well, at least you got two good days. That's better than nothing, I guess.

3b

A:

When I woke up, I was lying on the sand with Peterkin and Jack beside me. I had a deep cut on my forehead and Peterkin was trying to stop the bleeding with a handkerchief.

'Are you all right, Ralph?' asked Jack as he looked on anxiously.

'Yes,' I murmured. I touched the cut on my forehead. It hurt.

'What happened?' I asked.

'You hit your head on the oar when we jumped into the water. You passed out. Luckily, we managed to pull you to shore,' said Jack.

'What about the captain and the

crew?' I asked as I tried to sit up. 'Are they all right?'

Jack shrugged. 'I don't know. When the ship hit the reef, the men were thrown into the water. They managed to climb into the boat, but the winds carried them away from the island. The storm passed a short while ago. I really do hope the crew managed to save themselves.'

'Those poor souls,' I said with a sigh. 'And what happened to the ship?'

'The ship sank, unfortunately,' said Jack.

Jack stopped speaking and we all fell silent. It was at that moment that I realised our situation: we'd been shipwrecked on a remote island in the Pacific with no food and very little chance of rescue. How would we ever survive?

'This is terrible!' I exclaimed. 'This is the end!'

'Perhaps not,' said Peterkin with a voice full of hope. 'Think about it: we have a beautiful island all to ourselves. We can start a brand new life here.... We can be kings!'

Jack sighed. 'How can we possibly live on this island, Peterkin? We don't even have any tools, not even a knife.'

'We do have a knife,' said Peterkin as he pulled a small penknife from his pocket. It had only one blade, which was broken.

'I suppose that's better than nothing,' said Jack. 'What else do we have?'

We searched our pockets for other items of value and found the following: a silver tin, a piece of rope, a sailmaker's needle and a broken telescope. Jack also had a brass ring which he wore on his little finger.

While we were examining our belongings, Jack remembered the oar we'd used to get to shore, and we quickly made our way to the beach to find it. Peterkin, who had run ahead of Jack and me, was the first to spot it. And he made another useful discovery too: an axe from the ship had also been washed up on shore.

'Fantastic!' said Jack as he picked up the axe. 'This will be more valuable to us than a hundred knives!'

B.

Jack stopped speaking and we all fell silent. It was at that moment that I realised our situation: we'd been shipwrecked on a remote island in

the Pacific with no food and very little chance of rescue. How would we ever survive?

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Module 4

4a

A: And now I'd like to welcome Dr Caspian Dugdale, a conservationist who has set up a company that offers conservation trips for volunteers in Tanzania.

B: Good morning.

A: First of all, can you tell us what inspired you to set up this company?

B: Of course. Basically, I have always had an interest in educating people about conservation work. And after a trip to Tanzania, I fell in love with the place and knew it was where I wanted to work.

A: Can you tell us a little about the main environmental problems in Tanzania?

B: Well, one of the main problems is the destruction of forests. The majority of Tanzanians rely on wood for their energy needs. This means dangerous levels of deforestation, which greatly affects the area's unique wildlife and landscape.

A: What kind of activities do you organise for volunteers?

B: Well, we arrange for people to take part in conservation projects in different parts of the country. For example, you could spend two weeks planting trees in the Njoro Juu Spring. Volunteers can work in a nursery planting seeds and looking after the young trees and plants or they can go out and plant them in the surrounding areas. Volunteers will also learn to make paper in an environmentally friendly way using maize leaves and recycled paper.

Another activity you could do is spend a month at a lion sanctuary.

A: Lions?

B: Yes. In 1975 over 200,000 lions used to roam the African continent. A report published at the end of 2012 estimated this number to be as low as 32,000. Volunteers help raise lion cubs. They are trained until they reach an age when they aren't safe to walk with. Volunteers go on lion walks, where the lions are encouraged to interact with their natural environment, and learn to hunt small animals and build their confidence. It's very popular with volunteers, because they get involved in the lions' day-to-day life.

A: I can imagine. Do you need any specialist skills or knowledge to take part in these projects?

B: Just common sense and lots of enthusiasm. All training is given beforehand. We need people who work well in a team and have an interest in saving the environment.

A: And what about leisure activities?

B: Obviously, it's not all work.

Volunteers have plenty of time to enjoy all the amazing sights Tanzania has to offer. We try to combine leisure activities with environmental education. For example, some of our volunteers have been snorkelling and scuba diving near Mafia Island. There is a whole team of marine biologists out there researching the whale shark population.

A: Whale sharks?

B: Don't worry, they are the largest fish in the world, but they are harmless. They are gentle giants and can even be quite playful. They certainly make good swimming companions. But, sadly, these animals are threatened because of a variety of natural and human causes.

A: In your opinion, what can people gain from this experience?

B: Well, by taking part in these projects, they are making a positive contribution to conservation, but they also have the opportunity to see the fascinating beauty of Tanzania. We combine travel, fun and hard work. It's a rewarding experience which can lead to personal growth as it gives ordinary people a chance to learn about the environment and to take part in saving the planet.

A: Who do these projects appeal to most?

B: We've had people from all walks of life taking part: students taking a gap year before going to university,

people taking a career break, and we've also had a few retired people. Basically, if you want a chance to get out in the fresh air, meet new people and do something exciting, then this is for you.

A: So far, what are the results of the conservation work?

B: We've put up 50 miles of protective fencing where wildlife is under threat, we have also successfully raised around 200 lion cubs, carried out over 300 wildlife surveys and planted over 600,000 trees in the last five years. On the whole, the effect on wildlife in Tanzania is very positive.

A: Dr Caspian Dugdale, thank you for being with us in the studio this morning and I hope that your...

4b

Ladies and gentlemen, allow me to present the latest in affordable public housing: Bud Clark Commons, in Portland, Oregon, designed by Holst Architecture. It was completed in 2011, which means that by now we have a very clear picture of just how sustainable the project is and what kind of energy savings we are looking at each year. We're actually seeing annual savings of around \$60,000, just to give you an idea. Energy efficiency was a priority in the building design, and this diagram highlights just a few features.

On top of the main building here, you can see the solar panels. These panels generate over 80 per cent of the building's hot water; in fact, this is actually one of the largest solar hot water systems in the region.

On the roof, just below the solar panels, you can see a blue dashed line. If you follow this line, you will see how the system for rainwater collection works. When it rains, the water runs off the roof and is directed down here into the rainwater collector. This water is then used to water the gardens.

The green roofs over here, here and here also help to absorb and filter the rain. They also play a very important role in retaining the heat in winter and keeping temperatures cool in summer. I think that we can all agree that besides being functional, the green roofs add a certain something to the aesthetics of the building.

This building also has a grey water recycling system - a means of recycling waste water from inside the building. This is quite unusual for a building of this type. Simply put, water from baths, showers and washing machines is

collected in this tank over here, at the very bottom of the diagram, where it is filtered and treated. It is then pumped back up into the building and reused - for example, in toilets (obviously it cannot be used for things like drinking and bathing). Recycling water in this way saves the building around \$2,000 a month in extra costs.

Now, the exterior of the building is covered in a high-performance envelope, which prevents both heat and cold from entering or escaping the building. This envelope plays an important role in maintaining the inside temperature of the building. The cost of heating the building is also greatly reduced by another feature of the building. Just below the solar panels, you can see the heat recovery system. Air coming into the building is heated using this system. It's always difficult to find a way to allow fresh air into a building while still keeping the cost of heating down. Here, the cold air from outside is heated as it comes in, by hot air recovered from bathrooms. Another interesting feature worth pointing out is... (fade)

Task: Modules 3 & 4

B.

No one would describe Auburn as a big, crowded city, nor can our city be compared with the industrial cities of the north. Yet, when it comes to air pollution, we can compete with both. The main thing we need to discuss is that air pollution levels are constantly on the rise and scientists have been warning us about this annual increase, which will soon see us fighting to breathe.

Let's start by talking about health issues. Unfortunately, experts say, it is not only the elderly, sick or young that are affected. Doctors from all major hospitals have reported a growing number of patients in the 18-45 age group suffering from asthma, difficulty in breathing, frequent headaches, and heart problems. This is no small matter, since it seems to be affecting the healthiest and strongest people, the basis of our city's workforce. As more and more residents are becoming concerned, what can be done? Auburn City Council has been aware of the need for action, but there are many factors involved and no simple solutions to the problem.

With families now owning and using approximately one car for each member, the number of cars on the

streets has doubled in the last five years alone. At the same time, as more open space is being developed each year without careful planning, more concrete is added with even fewer green areas to balance it off. On top of that, although we are fortunate enough to have all-year-round warm weather, the constant heat, especially during the summer months, only contributes to the problem. It is obvious that we need to find a solution to this problem.

C.

That is why I am here today, to propose some solutions in order to help reduce air pollution in our city and make the quality of life better for all residents.

I think the most appropriate solution is to promote public transport. Today, people avoid taking buses because they are never on time and can be quite crowded, not to mention the fact that many consider them expensive. Certainly we can change this by improving the public transport service and lowering the cost of all transport fares. That way, more residents will be willing to leave their car at home. It's a well-known fact that the city centre has been most affected. Just think about the exhaust fumes coming from every vehicle. So, we can definitely say that if we reduce or even ban cars in this part of the city, we will help solve the problem. Of course, we wouldn't have to ban all cars. We could allow only electric cars, which do not produce any harmful pollutants for the environment.

In addition, we can create more bicycle lanes, so that people can use their bicycles easily and safely. In addition to these measures, we could try to make our city 'greener'. We can do this by planting more trees all over the city, as well as by putting recycling bins on every corner. This way we will contribute to keeping the air cleaner and fresher and raise the residents' awareness of the need to protect the environment.

If we go forward with these suggestions, we will be able to efficiently reduce the air pollution in our city, which will benefit us all. Thank you for your time.

Module 5

5a

On hearing the voice from the machine, the man in purple hurried out of the room. Graham followed as quickly as he could, and suddenly found himself on a large balcony. As he looked out,

he could scarcely believe his eyes. There were enormous buildings, thousands of windows flashing in the light, and higher up a long floating bridge made of what appeared to be glass.

He looked down, and saw countless rapidly moving vehicles on a wide road, beside which a crowd of people was forming. 'The Sleeper, we want to see the Sleeper!' they shouted. 'What has happened to the Sleeper?'

'You must come away from here now,' said the man in purple in a worried voice.

The shouting from below grew louder, and angry voices could be heard from somewhere inside the building. The man in purple pulled Graham into a corridor and then into a lift, which sped upwards. 'This is a difficult time,' he said, 'and your waking just now has a connection...'

'I don't understand,' said Graham. The doors opened and soon they were moving along a narrow walkway, and then out onto the glass bridge he had seen before from the balcony. At the end of the bridge there was an entrance guarded by men dressed, almost like bees, in striped yellow and black uniforms. The men allowed them to pass, and Graham saw that he was inside what must be a very important room. In the centre there was a statue of a large man holding an image of the whole world on his shoulders, and beside the statue was a group of powerful-looking men dressed in white, who were looking at Graham and whispering to one another. 'Who are those people?' Graham asked the man in purple, 'And why are they looking at me?'

'They are in charge of everything that happens here,' he replied. 'They are interested in you because the money you had before you went to sleep for all those years has increased in value massively, and in ways that you can't yet understand, you have become a person of great significance. You have to realise,' he continued, avoiding Graham's eyes, 'that our society is very complicated and has many problems.'

The man took Graham into a hallway and then into a smaller room. 'Now I must leave you and go to speak with those men,' he said, 'and you must stay here on your own.'

'Like a prisoner?' Graham responded. 'We won't hurt you,' he said.

'You say I'm an important person. What was everybody saying about me before? What do those men in white want from me?' asked Graham.

'You will learn everything in time, but

not now,' replied the man.

'This is wrong,' Graham complained.

'I must go now,' said the man in purple, then he quickly shut the door and left.

Graham tried to open the door, but it had somehow locked automatically. He felt very small and powerless. The memory of the moving vehicles and huge buildings and all the shouting people came back clearly into his mind, along with the memory of those unpleasant men dressed in white. The world was so incredibly strange.

5b

Speaker 1

Estimates show that the human population will rise to over 9 billion by the year 2040. So, the demand for food, water and energy is going to increase. We currently use about 40% of the planet's energy sources and this consumption rate, too, will dramatically increase, with terrible consequences. We will have used up almost all the Earth's oil and there will be a global war for remaining energy resources. Heavy food shortages will lead to an undernourished population. Many plant and animal species will become endangered or extinct. Clean water will become extremely scarce and most food will be from genetically modified plants and animals, so diseases and other health issues are going to be big problems.

Speaker 2

Twenty years from now the Internet, as we know it, will be different. Instead of there just being one Internet for everybody, there will be many different internets. Some will be very expensive and only accessed by a small number of people, and others will be just for business, or just for people in one country. This means many people won't have as much access to all the most recent and most interesting things as they do now. More of the objects we use in everyday life will be connected to these internets, so privacy and data protection will be even bigger issues than they are today. For security reasons, we may even have to identify ourselves by our DNA to get access to our online data, because identity theft by other means will be easy to carry out.

Speaker 3

I think people will travel a lot more, but without polluting the atmosphere with toxic gases. We'll be cycling and walking a lot more and in cities we'll see moving walkways - like the ones already in airports. But I think personal jet packs will be the preferred means of transport. Also, thousands, even millions, of people will travel to space. But space travel won't

be limited to space tourists. Space flight technology will allow people to fly to far-away places on Earth in record time. By travelling outside the Earth's atmosphere for a small amount of time, a trip from New York to Sydney will take about three hours instead of the 20-hour trip required today. As for airlines ferrying passengers on regional routes, they will run small conventional planes on battery cells.

Speaker 4

Most people I talk to have a really negative outlook. Me? Well, I think that in twenty years the world is going to be a much better place for everyone. There will be no more life-threatening diseases, as stem-cell research and other advances in the medical field will have greatly improved. New technologies will make medical procedures that used to be unaffordable to the average person less expensive. Vaccines that prevent serious diseases, currently available in wealthier countries, will also become affordable and readily available in developing countries. Therefore, people will live longer and healthier lives.

Speaker 5

In twenty years, almost everyone will have access to the best educational materials, as most subjects will be available for free online. Therefore, I think people will be more educated overall. And through the Internet, people will be constantly connected to both work and home life using devices that are wearable, such as web-integrated eyeglasses and wrist watches. Communicating and working with others around the world will be as natural as speaking, and offices will be optional. I also believe that technological devices will be directly implanted into our bodies. I mean, we already see this today with bionic ears and pacemakers, and our smartphones are practically glued to our hands! In our future society, it will become impossible for humans to imagine their lives without technology.

Module 1

1a (Student's Book pp.7-9)

A. 1. motivation 5. demanding
2. rewarding 6. weaknesses
3. creativity 7. Basically
4. challenging
B. 1. b 2. a 3. d 4. b 5. c
6. a 7. b 8. d 9. d
C. 1. of 2. in 3. out
4. on 5. On 6. to

1b (Student's Book pp.10-11)

A. 1. work 7. staff
2. department 8. creative
3. crisis 9. deliver
4. cuts 10. CV
5. fired 11. intern
6. ends
B. 1. gain... experience
2. wins... match
3. gained... weight
4. earn... money
5. earn... living
6. won... race
7. gain... speed
8. earn... salary

C. 1. goes
2. don't understand
3. know
4. never come
5. does... leave
6. 're paying
7. are... going
8. 'm going
9. meet
10. Do... want
11. 's waiting
12. 'm helping
13. haven't got/don't have
14. sounds

1a (Student's Book pp.12-13)

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

B. 1. character
2. highly
3. likely
4. prospects
5. knows
6. promotion
7. unlikely

1b (Student's Book pp.14-15)

A. Across: 3. workplace 1. internship
4. sum 2. apprentice
5. deadline 3. workforce
6. view
B. 1. c 2. d 3. c
4. b 5. a 6. b

C. 1. trade 5. textbook
2. pictured 6. wrong
3. demonstrate 7. win-win
4. first-hand
D. 1. c 2. b 3. b 4. a
5. a 6. b 7. c 8. c

7. share
8. criticising
9. distribute
10. medal
B. 1. punctual 5. insists / insisted
2. essays 6. era
3. decade 7. indecisive
4. calendar 8. annual
C. 1. incomplete 5. weekly
2. unexpected 6. spectators
3. inexperienced 7. unfair
4. informal 8. golden
D. 1. c 2. d 3. d 4. a
5. a 6. b 7. b 8. a

E. 1. Have... been, have visited, ask
2. Have... seen, are trying,
have already seen,
shows, haven't found
3. Have... finished, is waiting,
haven't painted

F. 1. (answer given)
2. have had this house since
3. long has Steve had
4. haven't visited Mary for
5. has already had
6. have known Mr Hopkins since
7. have gone to Turkey
8. been to a museum for

1b (Student's Book pp.16-17)

A. 1. 'm thinking 8. don't like
2. remember 9. 'm feeling
3. don't mind 10. 're looking
4. think 11. don't look
5. 'm seeing 12. have (got)
6. 're having 13. haven't got/
7. Do... want don't have

1b (Student's Book pp.18-19)

A. 1. d 2. a 3. b
4. a 5. d 6. d

B. b. An unusual job

C. Suggested answer

How many jobs do you imagine exist in the world? Surely, the ones you can think of are the most well-known. However, you would be surprised to learn that there are many jobs which a lot of us do not know exist. Have you ever heard of odour testers? I hadn't!

D. b

1 Review

A. 1. run out of
2. are/were thinking of/about visiting
3. out of work
4. are meeting/are going to meet
5. are looking into
6. doesn't often make mistakes
7. got used to
8. usually goes to work
B. 1. financial 5. weaknesses
2. inspiration 6. demanding
3. motivation 7. Enthusiastic
4. internship 8. imaginative
C. 1. d 2. c 3. c 4. c
5. a 6. c 7. c 8. b
D. 1. c 2. b 3. b
4. b 5. a 6. a

2a (Student's Book pp.26-27)

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

2b (Student's Book pp.28-29)

A. 1. participants 5. endurance
2. competitors 6. uncommon
3. sandy 7. exhaustion
4. gifted
B. 1. odds 5. participants
2. evidence 6. convince
3. honour 7. entertain
4. falcon 8. endurance
C. 1. b 2. d 3. b 4. c
5. d 6. b 7. d

2b (Student's Book pp.30-31)

A. 1. doing 7. does
2. collects 8. collects
3. joined 9. do
4. playing 10. go
5. going 11. play
6. join
B. 1. as 5. more
2. the 6. the
3. play 7. than
4. and 8. most
C. 1. the most adventurous
2. more dangerous
3. as good
4. as exciting
5. the higher
6. the greater
7. more carefully

Module 2

2a (Student's Book pp.21-23)

A. 1. c 2. a 3. c 4. a 5. a
B. 1. spade 5. tools
2. trinkets 6. lecture
3. focus 7. clue
4. hobby 8. membership
C. 1. proof 4. stimulating/
2. reaction stimulation
3. mindless 5. holidaymakers

2a (Student's Book pp.24-25)

A. 1. accused 4. fan
2. pastime 5. game
3. reward 6. leisure

D.

1. is better at basketball than
2. the funniest film
3. is getting taller and
4. more you exercise, the thinner
5. less boring than / more interesting than
6. more we recycle, the less
7. wasn't/isn't as tasty as
8. the least interesting article

2b (Student's Book pp.32-33)

A.

REMINDING

- This email serves as a reminder that... (F)
- I hope you haven't forgotten to... (I)
- Kindly remember to... (F)

INFORMING

- Just thought I'd let you know that... (I)
- Just wanted to tell you that... (I)
- We wish to inform you that... (F)

INVITING

- I'm writing to invite you to... (I)
- I'd love it if you could come... (I)
- We would be delighted if you could attend... (F)

THANKING

- I would like to sincerely thank you for... (F)
- Thanks a lot for... (I)
- Allow me to express my sincerest gratitude for... (F)

CONGRATULATING

- Please accept my sincere congratulations on... (F)
- I offer/extend my warmest congratulations on... (F)
- Congratulations to you for... (I)

SAYING GOODBYE

- It is with great sadness that we say goodbye. (F)
- Wishing you all the very best for your future ahead. (F)
- We are really sad you're leaving. (I)

B.

1. We wish to inform you that... / This email serves as a reminder that...
2. It is with great sadness that we say goodbye. / Wishing you all the very best for your future ahead.
3. Kindly remember to...
4. Thanks a lot for...
5. I'm writing to invite you to... / I'd love it if you could come to...
6. just thought I'd let you know that... / just wanted to tell you that...

C.

1. would → I would (^)
2. with → without (Pr)
3. have hoped → hope (T)
4. a following → the following (A)
5. listening → hearing (WW)

2 Review

A. 1. for	5. most
2. than	6. has
3. more	7. more
4. have	8. the
B. 1. c 2. d 3. d 4. a 5. b	
6. a	7. a 8. c 9. d 10. a
C. 1. c 2. c 3. b 4. d 5. c	
6. b	7. d 8. c 9. b 10. a
D. 1. a 2. b 3. c	
4. a	5. c 6. a
E. 1. g 2. f 3. a	
4. b	5. c 6. e

Module 3

3a (Student's Book pp.37-39)

A. 1. a 2. d 3. a 4. d	5. c 6. b 7. c 8. d
B. 1. d 2. a 3. f 4. b 5. e 6. c	
C. 1. relaxation 5. architecture	
2. accompanied	6. broadens
3. excitement	7. political
4. questionable	

3b (Student's Book pp.40-41)

A. 1. up	5. on
2. from	6. in
3. off	7. on
4. in	
B. 1. on 6. in	
2. on	7. down
3. on	8. on
4. along	9. by
5. after	10. in, on
C. 1. didn't wear, didn't make	
2. was driving, got	
3. was thinking, saw	
4. sold, bought	
5. was doing, rang	
6. were playing, was watering	
7. did... arrive, arrived, was leaving	
8. were... yelling, wasn't yelling, was listening, heard	

D. 1. wanted	
2. was working	
3. offered	
4. came	
5. went	
6. didn't hear	
7. woke	
8. didn't get	
9. was getting	
10. was thinking	
11. called	
12. told	
13. ran	
14. took	
15. was approaching	
16. saw	

3a (Student's Book pp.42-43)

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

3b (Student's Book pp.44-45)

A. 9 3 4 7 5 2 6 1 8
B. 1. d 2. a 3. c 4. b

3b (Student's Book pp.46-47)

A. 1. postpone	7. tour
2. departs	8. jet
3. reach	9. apologise
4. immigrants	10. disembarked
5. fare	11. mind
6. coming	12. strangers
B. 1. c 2. c 3. c 4. a 5. b 6. b	
C. 1. foreigners 5. reservations	
2. inconvenience(s)	6. checkout
3. disembarked	7. dissatisfied
4. availability	8. complaint

D. 1. was going to
2. used to
3. used to / would
4. used to / would
5. were going to
6. used to / would
7. used to / would

E. 1. When I was young, I used to go jogging every morning.
2. I was going to visit my friend Wendy this afternoon, but she had to work overtime.
3. My mother would always make chicken soup for me when I was sick.
4. They were going to go to the Italian restaurant but it was closed, so they went to a Chinese one.
5. My brother and I used to go swimming in the lake near our house when we were young.
6. Ted used to go everywhere on his bicycle, but now he drives.

3b (Student's Book pp.48-49)

A. 1. As soon as we realised our mistake, we started laughing.
2. Tom knew he was in trouble when he saw the police.
3. As the hikers were climbing the mountain, they saw a wolf.
4. After Jake (had) finished studying, he went out with his friends.
5. While Amanda was doing the washing-up, the children were playing.
B. 1. Last 2. until 3. while 4. By
5. as soon as 6. as 7. Till
8. after that

C. The following sentences should be underlined:
Right from... different.
Unfortunately,... get dark.
The next morning,... spider.

3 Review

A. 1. d 2. b 3. a 4. c
5. a 6. c 7. b 8. a
B. 1. when he slipped
2. in the mood for (having)
3. used to ride
4. on purpose
5. was going to cook dinner
6. takes after her mother
7. would always bake
8. don't get along with
C. 1. used 5. on
2. on 6. going / about
3. would 7. soon
4. as / while 8. away
D. 1. a 2. g 3. f 4. e 5. c

Module 4

4a (Student's Book pp. 51-53)

A. 1. b 2. a 3. c 4. c
5. a 6. b 7. c
B. 1. conservationists
2. recently
3. captivity
4. development
5. dramatically
6. alarming
7. endangered
8. awareness

4a (Student's Book pp. 54-55)

A. 1. survival 4. extinct
2. habitat 5. loss
3. threatened
B. 1. underestimate
2. underfed
3. is underachieving
4. overuse
5. overcharged
6. underused
7. overcook
8. overestimated
9. underpaid
10. undercook
11. overpaid

C. 1. of 6. for
2. in 7. on
3. to 8. for
4. on 9. to
5. of 10. to

D. 1. had attended, moved
2. called, had cleaned
3. had... travelled, went
4. left, realised, had forgotten
5. hadn't been, got
6. discovered, brought / had brought
7. Had... already cooked, arrived
8. had been, went
9. was, had borrowed
10. hadn't finished

E. 1. volunteered

2. had always been
3. wanted
4. was reading
5. found
6. shocked
7. decided
8. was feeding
9. informed
10. had trained / trained
11. had never seen
12. was walking / walked
13. held
14. watched / were watching
15. disappeared

7. Even though
B. 1. not studying much
2. because of the
3. in spite of having
4. although it was
5. since it was
6. my flight was due to
7. even though he had had

4b (Student's Book pp. 62-63)

A. 1. limit 4. energy-saving
2. consumption 5. measures
3. carbon dioxide 6. cool
B. Paragraph order: 3, 5, 2, 1, 4
1. While
2. Apart from that
3. To sum up
4. Nevertheless
5. To begin with
6. For example
7. also
8. particularly
9. However
10. Finally
11. For instance
12. Furthermore

4 Review

A. 1. b 2. b 3. c 4. a
5. c 6. d 7. b 8. c
B. 1. b 2. d 3. d 4. b 5. a 6. d
C. 1. had never travelled
2. in spite of being
3. not having much time
4. in your place
5. in spite of the
6. the reason for
7. nevertheless the problem
8. due to the slippery
9. even though he felt
D. 1. 6,000
2. China
3. over 6 times
4. rabbits
5. (beautiful soft) fur
6. sheep farming
7. small cats / pet cats
8. published a book

Module 5

5a (Student's Book pp. 67-69)

A. 1. on 5. tremble
2. knob 6. figure
3. shadows 7. reflection
4. stared 8. clear
B. 1. jacket 4. disbelief
2. silence 5. echoed
3. stir 6. responded
C. Across: 1. refreshed
Down: 2. establish
3. measurement 4. assure
5. slightly

4b (Student's Book pp. 60-61)

A. 1. As 4. due to
2. Despite 5. Even though
3. because of 6. Because of

5a (Student's Book pp.70-71)

A. 1. appalling, appalled
2. pleased, pleasing
3. disgusted, disgusting
4. disappointing, disappointed
5. confused, confusing
6. depressed, depressing

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

C. 1. introduction 5. relaxation
2. information 6. tiring
3. adjustments 7. development
4. invention 8. achievements

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

E. 1. must not park
2. don't need to take
3. can't bring your cat
4. I have to go
5. might go out
6. must wear a uniform
7. should go on a dhow

B. 1. C 2. D 3. A 4. B

5 Review

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

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

C. 1. location
2. imagination
3. accommodation
4. recreational
5. luxurious
6. announcements
7. expensive
8. risky

D. 1. will/may/might/could
2. be
3. to
4. need
5. have
6. is
7. to
8. or

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

5a (Student's Book pp.72-73)

A. 1. updates 2. provide
3. a button 4. does
5. up-to-date 6. diagnose
7. purchases 8. access
9. daily 10. impact

B. 4 2 9 3 5 6 8 1 7

5b (Student's Book pp.74-75)

1. B 2. D 3. C 4. F 5. G 6. E 7. H

5b (Student's Book pp.76-77)

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

B. 1. 'll be
2. 'll be walking
3. 'll send, reaches
4. is seeing
5. 'll buy
6. are going to hit, 'll hit

C. 1. global 4. furious
2. unaffordable 5. environmental
3. hungry 6. sensible

D. 1. cooperative 4. predictable
2. lost 5. encounter
3. tell 6. aliens

5b (Student's Book pp.78-79)

A. 1. we can deal with it
2. carried out research
3. are working towards
4. gave rise to a craze
5. come up with new ways

1 review

A: This evening our guest is Mr Robert Neilson, a well-known travel photographer. Robert, welcome to the show.

B: Thank you, Sam.

A: So, tell us Robert. How did you become such a talented photographer? Did you study photography?

B: No, actually, I didn't. You see, I had always wanted to become an accountant when I was young. Like my father, I enjoyed working with numbers and thought that I would make good money. I was right about the money because I enjoyed many financial rewards as an accountant for a large company.

A: So, why the sudden career change?

B: Well, after a few years of working as an accountant I started hating getting out of bed in the morning because my work wasn't as satisfying as I wanted it to be. You see, I worked long hours and found having a desk job boring. Still, I tried to make the most of it because of the economic crisis. I was afraid of the unknown and really didn't want to be out of work. Even though I knew that I could do many things apart from accounting, it was easier to stay in a job I didn't like when leaving it seemed too risky at the time.

A: I understand. So, how did you get into photography?

B: Well, my boss saw that I was unhappy in my job. He thought that all I needed was some relaxation so he told me to take a break from work and travel for a while. The idea appealed to me so I took my camera on a trip to Antarctica and took photographs of everything I saw. Though I tried to take photos similar to the ones you see in travel magazines, my technique wasn't the best and the results could have been better. Anyway, I really enjoyed what I was doing and was confident that I would improve. When I returned from my holiday, I went back to my job but spent all my spare time improving my technique. I read books about photography and learnt as much as I could about the subject. I even uploaded my photos to a blog and took part in photo competitions just to get my work noticed.

A: So, that's how you got started.

B: Yeah. Well, I was still an amateur then. I started winning a few competitions and eventually I even began to see more and more of my photos published in magazines and books. So, when I lost my job two years later, I didn't mind so much. In fact, it was just the right push I needed to leave accounting and become a professional travel photographer.

A: So, do you have any regrets?

B: Of course not. It was a risky decision to enter this line of work but when I made it, I had already collected a large portfolio that I sent to magazines.

Lucky for me, people were interested and I soon signed a contract to take photographs for a series of travel books. My career has really taken off now. I get to travel and the hours are flexible. I don't miss my desk job because my job as a travel photographer is really a dream come true.

2 review

1.

Over the past few years, my job has become really difficult. It seems like the more work I do, the more work comes my way. I was starting to get really stressed out and it was affecting my health. I started a new project last week and halfway through it, I had to give it to someone else to do because it was too much. I made a decision and took a few days off, just to relax in front of the TV. I didn't think about meetings or projects, it was just what I needed. I felt great afterwards and, although I haven't really prepared for an important meeting I have next week, I'm sure it will go OK, because I'm feeling more relaxed and confident.

2.

A: Hi, Clara. How's it going?

B: Fine. I was at *Eddie's Place* earlier.

A: Nice. Were you there alone?

B: No, I was with someone from work. Julie. She's new to the company, so you've probably never met her.

A: No, I haven't. Is she an interesting person?

B: Well, we were talking about art a lot, because she said she was a fan, but I didn't have a clue about the artists she was talking about. And she went on and on...

A: So, you guys didn't really hit it off.

B: Let's just say I won't be going back to *Eddie's Place* with her again.

3.

A: Would you like to go bowling tomorrow afternoon?

B: Sure. Why not? Who else is going?

A: Nat and Thomas want to come, and maybe Greg.

B: Sounds good. Where are you thinking of going? *Eastgate* or *Redhill*?

A: I prefer *Eastgate*. The activities there are more entertaining. Of course, *Redhill* does have good snacks. What do you think?

B: Let's go to *Eastgate*. It's also easier for everyone to get to and, if you like, we can go back to my place afterwards, order some pizza and watch a DVD.

A: Great. Let's call the others and see what they say.

4.

A: There's a new mystery paper sculpture.

B: Really? Where is it?

A: This one's been left in the Children's Library.

B: What is it of?

A: It's a tiny sculpture of three children in a boat with a moon above them.

B: Is there a message?

A: Yes, there's always a message. This

one, says, 'For the love of books and travelling through one's imagination'.

B: Have they found out who's been leaving all these sculptures around town?

A: No, it's still a mystery, but some people say they know. The sculptures are very similar in style to the work of a local female artist. She's saying nothing, however.

5.

My hobby is collecting stories. I don't mean collecting books. I have a few books, but not that many. I prefer to give them away when I finish reading them. The stories I collect are from people. It started with my parents. When they started getting older, I started to think that they won't always be around and how I would have questions about their lives later on. My aunt died a few years ago and there are so many things that I wish I'd asked her about her life. So, that's how it started. I started by recording my parents telling stories about their lives. Then I moved on to recording other people. Yesterday one of my neighbours spent four hours telling me about her childhood in Scotland. You can't imagine how many interesting things I've recorded.

6.

When Tom asked me what I like doing in my spare time, I just looked at him and didn't know what to say. I just laughed. At that moment, I realised that the last time I truly felt like I had spare time was when I was a kid. Now when I have time off from work, I have a list of things to do. So, I have to put it in my calendar like it's a business meeting. *Coffee with Mark, Thursday 7 till 8*. That's why I decided that it's time to make a few changes to how I run my business.

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3 review

Speaker 1

I was travelling through Russia with some friends when we decided to take a trip to Moscow on the Trans-Siberian railway. We arrived at the railway station so late that we were afraid that we would miss the train. We were running down the platform when a train was about to leave. So, we quickly got on it without even asking anyone if it was the right one. It took us a long time to realise we had got on a train heading the wrong way. We ended up in Khabarovsk! However, we were lucky enough that our trip fell on the same week as the annual ice sculpture competition, and we saw some truly extraordinary work by artists from all over the world. Just think - the best trip I have ever had happened completely by accident.

Speaker 2

A friend of mine went to a luxury resort in India a few years ago and told me it was the best experience she had ever had. It wasn't very expensive and she told me it was worth it. To make a long story short, it wasn't. It didn't cost me a fortune but I

don't think I've ever had a worse time in my life! The location was nice, but I didn't go there to tour the country. I wanted to stay in the resort and relax, but the staff there was so rude that I just had to get away from them!

Speaker 3

We only went to New York because the tickets were so cheap. The airline made a reservation at a hotel for us too, at no extra charge. Needless to say, I will never trust them again. They told us that we were getting a great deal, but to be honest, I think we paid too much for the hotel! It was tiny and dirty, and there was some sort of conference going on, so it was also crowded. New York seems like a nice place to visit but, for me, it was ruined for good by this one bad experience.

Speaker 4

When I was younger, I used to go hiking with my family in Wales. We went every year, and I always looked forward to it. One year, though, on the very first day, I fell and hurt my ankle. I tried to ignore the pain, but by the end of the day my ankle was black and had swollen to a massive size. I spent the rest of the week with my leg in a cast - no more hiking for me! I didn't want to ruin it for my family too, so I ended up spending every day alone watching TV. Some holiday!

Speaker 5

Santorini is the most beautiful island I've ever been to. It has some delightful beaches and marine life, and I was very impressed. I got a little burnt from the sun there, but I can't complain about that. Overall, I enjoyed the trip enormously. But, I'm sorry to have to say this, I wouldn't recommend staying there. I was stunned by how expensive everything was; the food, the transport, everything! I heard that it was cheaper in other parts of the island, though. So maybe I just made a mistake staying in the main town. Next time I go there I'll be more careful where I stay.

4 review

Yes, snow leopards are a rare sight these days. We estimate there are about 6,000 left in the wild. Of course, it's hard to know what the exact number is since they travel huge distances every day. However, they are a recognised endangered species and many organisations, as well as local governments, are beginning to understand the need to protect them before it's too late.

So, let me tell you a bit about them. Snow leopards live high up in the cold, rocky mountains of Central Asia at between 8,000 and 22,000 feet. Their habitat is in twelve countries, but 60% of all snow leopards' habitat is in China.

Survival is extremely difficult where they live. Nevertheless, they have adapted perfectly to this life. They have wide paws that act as natural snow shoes, and they have enormous strength, especially in their back legs. They can leap up to 50 feet to catch prey. That's over six times the length of their entire body! They can kill

creatures nearly three times their size, but they usually eat animals such as rabbits, wild sheep and goats. Their brown-grey fur makes them hard to spot against the rocky mountain face, and this makes them particularly efficient hunters.

Unfortunately, these amazing animals are endangered for many reasons, all of which are connected to humans. First of all, hunters kill them for their beautiful soft fur. Furthermore, the locals are often forced to hunt snow leopards in order to protect their sheep and their own food supplies. You see, most of the people there survive by sheep farming - which, to a snow leopard, is the same as gathering up all the nearby food onto one plate. Another problem is the growing number of coal and gold mines in the area. The pollution from the mining has a terrible impact on snow leopards' habitat - even poisoning their natural wild prey and driving them more and more towards humans and their animals in search of food.

It's quite fascinating that despite their strength, snow leopards share many characteristics with the small cats we keep as pets. They often wrap their tails over their bodies like a blanket to keep out the cold and, interestingly enough, they are the only big cat that cannot roar. Instead, they meow and growl, just like a pet cat. Our organisation is trying to raise awareness about the snow leopard's situation. We've made a documentary to help people understand the dangers which these animals face. I spent a long time in China studying them and have also published a book about them. I hope everyone will read it and support our efforts to help these beautiful animals and save them from disappearing off the face of the earth.

5 review

1.

A: Look at that old computer! Can you believe how much stuff fits in a laptop nowadays?

B: I know. Just think, one day in the not-so-distant future people will be walking around places like this looking at all our things.

A: True. We will have invented flying cars by then, and computers will be small enough to fit in your eye. Your new tablet will be an exhibit!

2.

Although I went to the conference last year, I won't be going this time. They had respected scientists talking about flying cars and floating cities and other nonsense. I was hoping to learn about some realistic solutions to the challenges we face. What about the environment, for example? What happens when we run out of fossil fuels? But no one was interested in that.

3.

A: So, what's the future of water processing with your company?

B: Well, you can forget about drinking seawater for a while! We believe that one day the seas and oceans will be

able to provide water for entire cities but, at the moment, the process for treating salt water is too slow and costly. We're working on ways to improve it in the long run, but for now we're concentrating on cleaning the city's existing water supplies. If we don't sort that out soon, we will all be forced to boil rainwater for drinking!

4.

A: Can you believe it? We've finished university! Those three years really seem to have flown by! So, what's next for you, Mark?

B: Didn't I tell you? I applied for a job at a major software company and I actually got it!

A: That's great! Congratulations! When are you starting?

B: Well, I need to attend a two-month training course first. That starts next month, so if all goes well, I'll be giving you my business card in three months' time.

5.

A: Molly! I just got this great new app on my phone!

B: Really? What does it do?

A: It's called *Watersafe*.

B: Oh, is it that new health app that makes sure you're drinking enough water? Or the other one for checking water temperature?

A: No. This one makes your phone waterproof!

B: Uh... Helen, are you sure about that?

A: That's what it says. I'm off to fill the bath with hot water, and then we'll find out.

B: What? Helen, I really don't think that's a good idea!

6.

A: Hurry up. You'll be late for school!

B: One day I won't have to go to school.

A: Yes, but then you'll be showing up late for work instead.

B: I don't mean that. Someday we'll be able to sit at home and have all of our lessons put directly into our heads! Won't that be great?

A: Yes, but it's not happening any time soon. So, get up and get ready!

Glossary of key words used in Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

allocate: to give something to someone to be used for a specific purpose

brainstorming: an activity in which people work as a group and try to come up with ideas

context: the parts of a text before and after a specific word/phrase which enable the reader to understand the meaning of the word/phrase

deduce: to reach a conclusion by considering and analysing given information

definition: what a word, phrase or expression means

demonstrate: to show and explain how something should be done

draft: a piece of text including someone's original ideas, which has not been fully developed and taken its final form

edit: to improve a text by making corrections and adding or removing information and/or ideas

elicit: to do or say something to get a response from someone

extract: a part of a longer text

function: the communicative effect of a specific utterance

gist: the main idea in a text

higher-performing Ss: students whose level is above average

initiate: to start something

intonation: the rise and fall of the voice when speaking

layout: how a text and visual material accompanying it is arranged

lower-performing Ss: students whose level is below average

mind map: a diagram used to visually outline relevant information

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production

rubric: the instructions for a task or activity

scan: to read a text quickly in order to locate specific information

skim: to read a text quickly in order to understand its main idea(s), without paying attention to details

swap: to exchange

ABBREVIATIONS USED IN TEACHER'S BOOK

adj. – adjective

e.g. – for example

adv. – adverb

etc. – et cetera

prep. – preposition

sb – somebody

n. – noun

sth – something

v. – verb

Ss – students

p. – page

SB – Student's Book

pp. – pages

TB – Teacher's Book

Portal to English 11A

Teacher's Book

H. Q. Mitchell - Marilena Malkogianni

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

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- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material

CEFR	B1 Mid	B1 High	B2 Low-Mid
Portal to English	10	11	12

