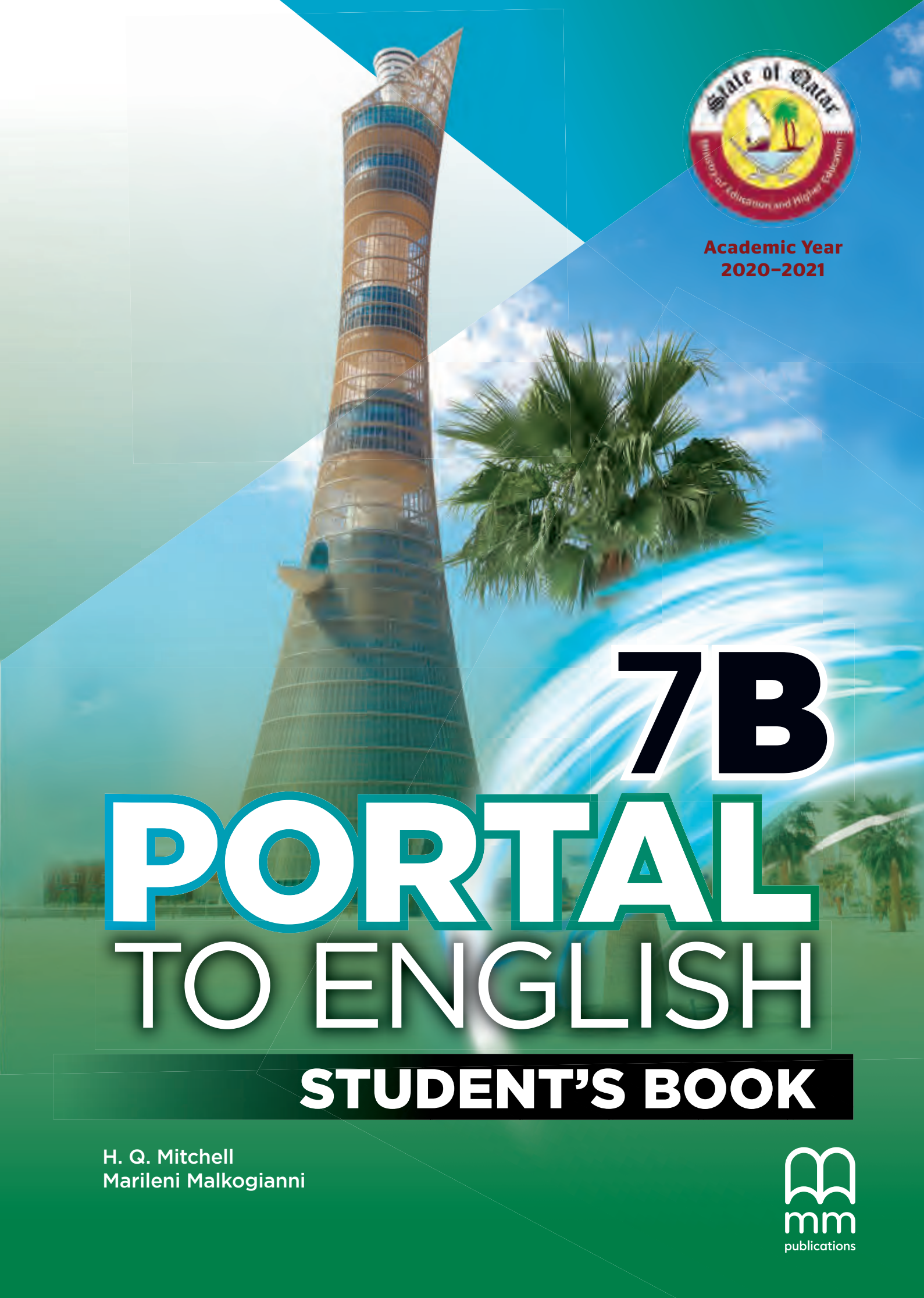




Academic Year
2020-2021

The background of the cover features a low-angle shot of the Burj Khalifa tower in Dubai, with palm trees in the foreground and a blue sky with light clouds. The tower is the central focus, extending from the bottom left towards the top center. The overall color palette is dominated by blues, greens, and oranges.

7B

PORTAL

TO ENGLISH

STUDENT'S BOOK

H. Q. Mitchell
Marileni Malkogianni

The logo for mm publications, consisting of a stylized 'm' and 'm' above the text 'mm publications'.

GRADE **7**

SEMESTER 2



7B

PORTAL TO ENGLISH

STUDENT'S BOOK

School

Name

Class

H. Q. Mitchell - Marileni Malkogianni

Academic Year
2020-2021





النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرَّجَالِ الأُولِينَ حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِدَاءِ

CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
<p>5</p> <p>A modern world</p> <p>p. 61</p>	<ul style="list-style-type: none"> • Materials • Words/Phrases related to technology • Words/Phrases related to the environment 	<ul style="list-style-type: none"> • Future <i>be going to</i> • Time expressions • Present Progressive (future meaning) • Future <i>will</i> • may - might - could • Conditional Sentences Type 1 	<ul style="list-style-type: none"> • Discussing future plans • Making predictions, promises, offers, requests and on-the-spot decisions • Expressing possibility in the present and future • Referring to conditions and their results • Making suggestions and arrangements • Inviting and accepting/ refusing an invitation 	<ul style="list-style-type: none"> • A comic strip • A magazine article: <i>Future Technology</i> • A dialogue: <i>In an escape room</i>
<p>6</p> <p>Summer</p> <p>p. 73</p>	<ul style="list-style-type: none"> • Animals • Jobs • Holiday activities • Water sports 	<ul style="list-style-type: none"> • Present Perfect Simple • Time expressions • Present Perfect Simple vs Past Simple • have been - have gone • How long?, for, since 	<ul style="list-style-type: none"> • Linking past and present time • Talking about past experiences • Making and answering phone calls 	<ul style="list-style-type: none"> • Three advertisements for summer camps • A comic strip • A website: <i>Summer Jobs for Teens</i>
<p>Culture Page 3: Qatar: A fantastic tourist destination p. 85</p>		<p>Poem (Modules 5 & 6): Safari animals p. 86</p>		
<p>7</p> <p>It's your choice</p> <p>p. 87</p>	<ul style="list-style-type: none"> • Ailments and illnesses • Adjectives ending in <i>-ful</i> and <i>-less</i> • Food and eating habits • Clothes and accessories • Sizes • Prices - Money • Words/Phrases related to shopping 	<ul style="list-style-type: none"> • The verb <i>should</i> • too/enough • How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little • one/ones • Possessive pronouns 	<ul style="list-style-type: none"> • Asking for and giving advice • Asking and answering about quantity and prices • Expressing like and dislike • Expressing possession • Encouraging • Expressing rules and obligations 	<ul style="list-style-type: none"> • A comic strip • A webpage: <i>Give a helping hand</i> • An article: <i>How well do you know your food facts?</i>
<p>8</p> <p>Action!</p> <p>p. 99</p>	<ul style="list-style-type: none"> • Adjectives describing feelings • Words used both as verbs and as nouns • Words related to sport and sporting events • Words related to fitness • Words related to films 	<ul style="list-style-type: none"> • Relative pronouns (who, which, that) • Relative adverb (where) • Full infinitive • Zero Conditional • So / Neither 	<ul style="list-style-type: none"> • Describing feelings • Defining people, things and places • Expressing purpose • Referring to general truths and making statements about the real world • Finding things in common • Agreeing and disagreeing • Asking for and giving information • Asking for and expressing opinion 	<ul style="list-style-type: none"> • A comic strip • A magazine article: <i>Active eight-legged creatures</i> • An article: <i>The Wimbledon Championships</i>
<p>Culture Page 4: Qatar National Sports Day p. 111</p>		<p>Poem (Modules 7 & 8): We're an all-star team! p. 112</p>		

Listening (Pronunciation*)	Speaking	Writing	QNCF competencies
<ul style="list-style-type: none"> • A conversation between two cousins about a recycling event • Three short conversations about helping to protect the environment • A podcast about an artist and his project • A conversation between a brother and a sister about the podcast • A conversation between two friends about going to an adventure park <p>*Silent letters</p>	<ul style="list-style-type: none"> • Pair work: Talking about weekend plans • Class discussion about technological devices of the future • Presentation: Presenting one's predictions about schools in fifty years' time • Pair work: Speculating in order to solve riddles • Class discussion about the environment and environmental problems • Group work: Discussing environmental problems and their consequences • Pair work (Role play): Inviting, responding to an invitation, and making suggestions and arrangements 	<ul style="list-style-type: none"> • Predictions about schools in fifty years' time • A note to one's parents about plans one has made • An email responding to an invitation <p>Developing skills:</p> <ul style="list-style-type: none"> • Guidance for writing notes • Checking one's writing 	
<ul style="list-style-type: none"> • An interview with a student about a working holiday • Three short conversations about holidays • A conversation between a brother and a sister at a holiday resort • A telephone conversation <p>*/ʌ/, /æ/, /eɪ/</p>	<ul style="list-style-type: none"> • Group work: Talking about experiences, and reporting answers • Class discussion about animals in one's country • Pair work: Exchanging information about experiences • Pair work (Role play): Simulating a conversation between a reporter and someone who is being interviewed about his/her job • Pair work (Game): Exchanging information about experiences • Pair work (Role play): Making and answering phone calls • Pair work: Exchanging information about a summer camp 	<ul style="list-style-type: none"> • A short paragraph about an experience • An email to a friend giving news <p>Developing skills:</p> <ul style="list-style-type: none"> • Using tenses appropriately 	
<ul style="list-style-type: none"> • A conversation between a brother and a sister about a health issue • A conversation between two girls at a clothes shop • Three short conversations in a department store • Two monologues (people giving advice to a friend) <p>*/ʊ/, /u:/</p>	<ul style="list-style-type: none"> • Pair work: Asking for and giving advice on a health issue • Class discussion about charity • Class discussion about eating habits • Presentation: Presenting information about a healthy snack • Pair work (Role play): Simulating a conversation in a department store • Pair work (Role play): Discussing a problem and offering advice 	<ul style="list-style-type: none"> • A paragraph about one's eating habits • Doing research and creating a picture poster about a healthy snack, including information • An email to a friend talking about rules and obligations and giving advice <p>Developing skills:</p> <p>Using intensifiers</p>	
<ul style="list-style-type: none"> • A man giving the answers to a sports facts quiz • Three short conversations related to sports • Three monologues (people talking about keeping fit) • A boy giving his opinion about a film <p>*/ɪ/, /i:/</p>	<ul style="list-style-type: none"> • Pair work (Guessing game): Identifying the job, sport, place, animal or thing • Presentation: Presenting information about an animal • Speculating in order to complete a sports quiz • Presentation: Presenting information about a sporting event • Class discussion about keeping fit • Group work: Talking about sports and fitness • Pair work: Asking for and giving information, and expressing opinion about a film 	<ul style="list-style-type: none"> • Doing research and creating a picture poster about an animal, including information • Doing research and creating a picture poster about a sporting event, including information • A description of a film <p>Developing skills:</p> <ul style="list-style-type: none"> • Using a variety of structures • Making a draft and correcting it 	

QNCF Competencies



Communication



Creative and critical thinking



Cooperation and participation



Inquiry and research



Problem-solving

5 A MODERN WORLD



Discuss:
 • Look at the pictures. Which of these exist now? Which do you think will exist in the future?

In this module you will learn...

- to talk about various aspects of modern life (environmental issues, technology and entertainment)
- to talk about your future plans
- to express your opinion and make predictions about the future
- to make promises, on-the-spot decisions, offers and requests
- to express possibility
- to make suggestions
- to invite someone to do something
- to accept and refuse an invitation
- to write an email accepting or refusing an invitation

6 SUMMER



Discuss:
 • Look at the pictures. Which of them do you associate with summer?
 • What do you like doing in summer?



In this module you will learn...

- to talk about various topics (holiday activities, animals, jobs, etc.)
- to locate information in advertisements
- to talk about experiences you have had
- language commonly used in telephone conversations
- to write an email giving news

7 IT'S YOUR CHOICE



Discuss:
 Read the questions and look at the pictures. Choose one question, answer it and say why.

In this module you will learn...

- to talk about health problems
- to form objectives from notes
- to talk about your eating habits
- to ask and answer about quantity
- to use a range of expressions/phrases related to shopping
- to express possession
- to ask for and give advice
- to write an email talking about rules and obligations and giving advice

8 ACTION!



Discuss:
 Look at the pictures. In your opinion, how much action is involved in these activities? Rate them starting from 1 (the least) to 6 (the most).
 • Have you ever tried any of these activities? If yes, what did you think of them? If no, which one would you like to try?

In this module you will learn...

- to talk about sports, fitness and sporting events
- to describe your feelings
- to define people, places and things by using relative pronouns and adverbs
- to talk about animals and their habits
- to express agreement/disagreement
- to give your opinion when discussing films
- to write a description of a film

5 A MODERN WORLD



virtual reality

Discuss:

- Look at the pictures. Which of these exist now? Which do you think will exist in the future?



domed city



a hotel on the moon



flying cars



robots doing housework



holographic touchscreen

In this module you will learn...

- to talk about various aspects of modern life (environmental issues, technology and entertainment)
- to talk about your future plans
- to express your opinion and make predictions about the future
- to make promises, on-the-spot decisions, offers and requests
- to express possibility
- to make suggestions
- to invite someone to do something
- to accept and refuse an invitation
- to write an email accepting or refusing an invitation

1. Read

- A** Do you recycle? How often? Look at the comic strip. Then read it out in groups.
- B** Read again and choose the best title (a, b or c) for the comic strip.

- a** THE METAL CAN
- b** THE RECYCLABLES
- c** IT'S CLEANING TIME



1 Mrs Spencer is in the kitchen.



Tom It's Thursday today! Yippee! Mrs Spencer is going to clean the house.

Carrie And why are you so happy?

Tom Because I'm empty and I'm sure she's going to recycle me. She always recycles. I can finally become something new, like a mountain bike or a sports car!

Carrie Nice!

2



Sophie! I'm going to visit a friend. Please, tidy the house.

Tom Oh no! Not Sophie! She isn't going to recycle any of us. She doesn't care about recycling. She's just going to throw us in the bin.

3



Aargh! Bye, Carrie!

4 In the bathroom...



Derek I hope the Spencers don't forget about us. People don't always recycle things in the bathroom.

Shirley I know. They threw my sister Sonia in the rubbish. It was horrible!

Derek So, what would you like to become?

Shirley Ummm, a bigger shampoo bottle maybe.

5



Derek I'd like to be a stadium seat so I can watch football all the time.

Shirley Is that possible?

Derek Of course, silly. People can use recycled plastic to make lots of things.

Shirley Cool. Somebody's coming.

Derek It's Sophie. Wait, what is she...

6



Kim What are you doing?

Sophie Urgh... I'm taking out the rubbish. Why? Are you going to check it again?

Kim Of course! You never recycle, Sophie! Plastic bottles... metal cans.... Come on. We're going to the recycling bins down the street.

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

- | | |
|--|--------------------------------------|
| 1. Who is going to visit a friend on Thursday? | 5. Who saves Tom, Derek and Shirley? |
| a. Kim | a. Carrie |
| b. Sophie | b. Kim |
| c. Shirley | c. Sophie |
| d. Mrs Spencer | d. Mrs Spencer |
2. Who doesn't care about recycling?
- | | |
|----------------|-----------|
| a. Carrie | b. Kim |
| c. Mrs Spencer | d. Sophie |
3. Who wants to become a big shampoo bottle?
- | | |
|------------|-----------|
| a. Derek | b. Tom |
| c. Shirley | d. Carrie |
4. Who wants to become a stadium seat?
- | | |
|-----------|------------|
| a. Tom | b. Derek |
| c. Carrie | d. Shirley |



Over to you...

Discuss.

- What do you think happened in the end with the recyclable material in the story?
- What things do you usually recycle?
- Why should we recycle?

2. Vocabulary

▶ Match the items 1-6 with the recycling bins below. Then listen and check your answers.



plastic

batteries

glass

metal cans

electronic devices

paper

3. Grammar

Future *be going to*

A Read the dialogue. How do we form the affirmative, the negative and the question form of the **Future *be going to***?

- A:** I'm going to take out the rubbish.
B: Thank you. Are you going to recycle those metal cans too, please?
A: Of course. But I'm not going to recycle the glass bottles today because they're heavy.

B Read the dialogue again and complete the rule.

verb to be (....., is,) +
 + base form of the verb

C Read the examples. When is the **Future *be going to*** used? Match the sentences 1-2 with the rules a-b.

- Karim **is going to buy** a new laptop next week.
- Be careful! You're **going to slip**.

- a. to make predictions based on evidence
 b. to talk about future plans

D Complete the sentences. Use the **Future *be going to*** of the verbs in the box.

rain visit not come throw ask

- A:** I my dad to drive me to the park. Do you want to come?
B: I don't think that's a good idea. Look at those clouds. It
- A:** you that in the rubbish bin?
B: Yes. Why?
A: It's plastic. You can recycle it!
- A:** Ahmed to the basketball game with us this Saturday.
B: Why not?
A: He his cousins.

4. Speak

▶ In pairs, discuss your plans for the weekend.

What are you going to do on Saturday afternoon?

I'm going to...

Sounds great. What about in the evening?

5. Listen

▶ Have you ever taken part in a Recycling Day event? If yes, what kind of event? If not, would you like to? Why? / Why not?

▶ Listen to two cousins talking about a recycling event and complete gaps 1-4 in the poster. Then check your answers with a partner.

RECYCLING DAY

1 15 April

GLADSTONE SCHOOL

You can bring:

PLASTIC
GLASS
METAL
PAPER

2

EVERYBODY IS WELCOME

from 3 - 6 p.m.

Mark Shimmers from the Gladstone Recycling Plant is going to answer questions about recycling 4 .

Over to you...

▶ Discuss.

Do you think recycling electronic devices and batteries is important? Why? / Why not?



5b

1. Read

A Discuss.

- Name a few technological inventions you know of.
- What is your opinion of technology? Look at the ideas and tick the ones you agree with.

It makes life easier.



It saves time.

It changes very fast and people can't keep up.

It's usually expensive.

It's changing the world for the better.

It makes people lazy.

B   Look at the pictures and the titles. What do you know about these topics? Now, read the text quickly. Which phrase or sentence best summarises the main idea of the text? Choose **a**, **b**, **c** or **d**.

a. The advantages of flying cars.

c. 3D printing will change the way people shop.

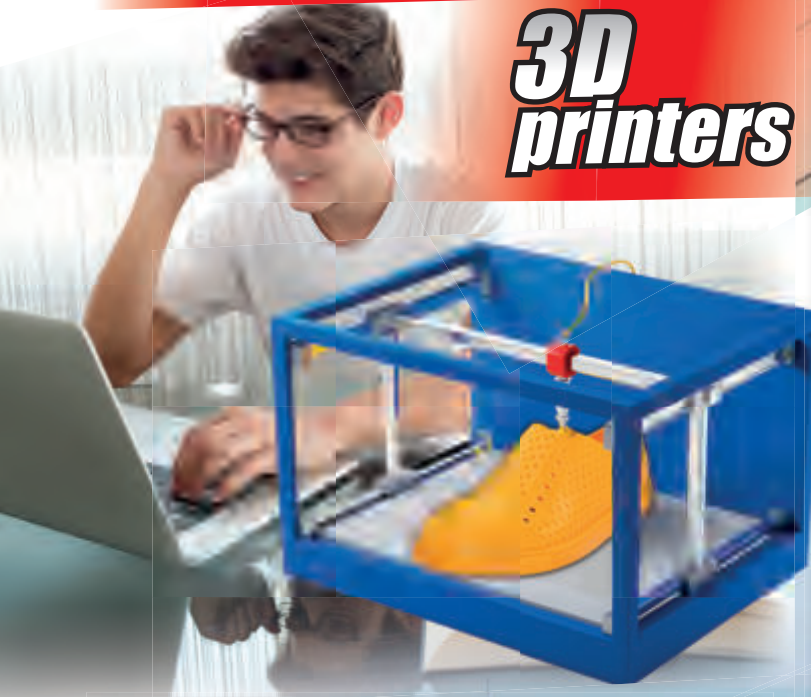
b. Technology has got many disadvantages.

d. Technology will change our daily life in the future.

FUTURE TECHNOLOGY

Can you imagine your life with a 3D printer and a flying car?

3D printers



In the past, they seemed like science fiction. Today they are a reality. It is now possible to print items in three dimensions. What kind of items? All kinds – toys, jewellery, furniture, plane parts. However, 3D printing won't stop there.

In the future, 3D printers will even build cities – here on earth and maybe in space, too! Some people already have one in their home, but in a few years from now, 3D printers won't be as expensive as they are today. So it will be possible for even more people to get one for home use. What if you need new trainers? Well, you'll need 3D software to make a 3D design on your computer, and you'll need the right 3D printing materials. Your 3D printer will do the rest... and your trainers will appear in front of you! Does this mean people won't go shopping as often as they do today? Let's wait and see.

A flying car! Now, that's something most people would like to have. Imagine: you're stuck in traffic, you press a button and up your car goes into the sky, like a helicopter. A dream? Well, scientists say that flying cars will be available sometime in the future. They will travel on roads like normal cars but will also take off easily and take you places in no time. Will they be a safe means of transport? Will they be environmentally friendly? Will they be cheap? Nobody knows. One thing is for sure, though. Flying cars will make city life easier and will solve traffic problems.

Flying cars



C  Read again and write **T** for True or **F** for False.

1. The writer thinks that it will soon be easy for most people to have a 3D printer.
2. The writer believes that people will stop going shopping.
3. The writer says that flying cars will take off like helicopters.
4. The writer thinks that flying cars will be very expensive.
5. The writer believes that flying cars will make traffic worse.

D Complete the phrases below with **for**, **in** or **from**. Then find them in the text and check your answers.

1. the past
2. in a few years now
3. the future
4. no time
5. sure



Over to you...

Discuss.

- Would you like to have a 3D printer? Why? / Why not?
- Would you like to have a flying bike? Why? / Why not?
- What technological device could you not live without? Why?

2. Grammar

Future will

A Read the examples. How do we form the affirmative, the negative and the question form of the **Future will**?

1. I think that people **will drive** flying cars in the future.
2. I'm tired. I **won't come** to the shopping centre with you.
3. I promise I **'ll tidy** my room at the weekend.
4. Don't worry. I **'ll help** you with your science project.
5. **Will** you **bring** me some water, please?

B Read the examples again. When is the **Future will** used? Match the sentences 1-5 with the rules a-e.

- | | |
|--|-----------------------|
| a. for promises | <input type="radio"/> |
| b. for offers | <input type="radio"/> |
| c. for predictions, usually with the verbs 'think' and 'believe' | <input type="radio"/> |
| d. for on-the-spot decisions | <input type="radio"/> |
| e. for requests | <input type="radio"/> |

C Complete the sentences with the **Future will** of the verbs in the box.

not use make help drive
not watch be

1. I'm hungry. I a sandwich.
2. **A:** I'm late!
B: Don't worry. I you to the airport.
3. I promise I your computer when you're not home.
4. Ali the horror film with us. He hates scary films.
5. **A:** Sahar takes amazing photos.
B: I know! I'm sure she a famous photographer one day.
6. These bags are heavy. you me carry them?

3. Write & Present

Make predictions about schools in fifty years' time. Write about some of the following:

- What will the buildings and classrooms be like?
- Will there be desks, books, etc.?
- Will teachers and students go to school like they do now?
- What different subjects will students learn?
- Will there be robots in schools?

Present your predictions to the class.

*I think classrooms will...
There won't be any...*

1. Read

A Discuss.

- Do you know what an escape room is?
- Have you ever been to an escape room? If yes, did you have fun? If no, would you like to experience one?

B Below is a dialogue in three parts. First, read **Part 1** and try to guess the answer to the riddle. Then read **Parts 2** and **3** and check your answer. Then read the whole dialogue out in groups.

IN AN ESCAPE ROOM

PART 1

Phil This riddle is so difficult.

Mike We won't manage to escape in four minutes.

Andy Don't give up! We can do this.

Mike It's got a face and hands... It may be that man in the painting.

Andy I don't think so. Paintings can't make a sound.

Phil Animals make sounds. It might be that bird in the cage.

Andy But it hasn't got any hands.

Mike I agree.

Phil *When you can't see, read between the lines!* What does it mean?

Mike I've got it! We can't see in the dark. Turn off the lights! We may find more clues in the dark.

PART 2

Mike That's incredible! There are more lines in the riddle now!

Phil It hasn't got eyes, fingers or a mouth.

Andy But it's got a face and hands. I don't get it.

Phil Maybe it's a clock!

Andy You're right! Let's check out the grandfather clock for clues.

*When you can't see,
read between the lines!
I've got a face
But I haven't got eyes
I've got hands
But I haven't got fingers
And I can make a sound
But I haven't got a mouth*

*When you can't see,
read between the lines!
I've got a face*

I've got hands

And I can make a sound

PART 3

Phil There are no clues here.

Mike Hang on! This clock isn't working, but the hands show five past four. These numbers could help us unlock the door.

Phil There's a keypad next to the door. Key in 5-4. Hurry up!


Mike The door isn't opening. I give up!

Phil Thirty seconds!

Andy What about 4-0-5, the way it is on digital clocks?

Mike That's it! We made it! Good job!



C  Read again and complete the sentences.

PART 1


- There are left before the game finishes.
-'s guess is the man in the painting.
- Andy doesn't think the answer is the, because it hasn't got hands.
- The three friends decide to

PART 2

- In the dark, three more appear in the riddle.
- Phil thinks the answer to the riddle is a(n)

PART 3

- The time on the grandfather clock is
- The door unlocks when they key in on the keypad.

D  Find phrases in the dialogue that mean the following. Then check your answers in a dictionary.

PART 1

- Don't stop trying. =
- I have the same opinion. =
- I know the answer. =

PART 2

- I can't believe it. =
- I don't understand. =

PART 3

- Wait. =
- Be quick. =
- Well done. =



Over to you...

Discuss.

- Do you like riddles? Why? / Why not?
- Tell a common riddle from your own country.

2. Grammar **may - might - could**

A Read the dialogues. What do the modal verbs in blue express in dialogues 1 and 2? Match the dialogues with the phrases a and b.

- A:** Are you doing anything special this weekend?
B: We **may/might/could** go to the beach on Saturday.
- A:** Is everyone coming with us to the park?
B: Mark **may not/might not** come with us. He isn't feeling well.

- a. lack of possibility in the present or future
- b. possibility in the present or future

B Rewrite the sentences using the words in brackets.

- Maybe I'll make some lemonade. (may)
I
- I'm thinking of buying a new backpack. (might)
I
- It is possible that you will find the book in the library. (could)
You
- I think Karim will like this T-shirt. (might)
Karim
- Perhaps they'll visit us tomorrow. (may)
They
- I don't think Bill will help you. (may not)
Bill

3. Pronunciation

A  Listen and repeat. Which letters are silent? **might**

B  Read the words and underline the silent letters. Then listen and check your answers.

lights island wrist half listen
hour climb could answer sign

4. Speak

Talk in pairs. Try to solve the riddles below.

- What kind of room has got no doors or windows?
- What is always coming but never arrives?
- What can you find once in every minute, twice in every moment, but never in a thousand years?
- What do you have to break before you use it?
- Which letter of the alphabet has got the most water?

What kind of room has got no doors or windows?
*It may / might / could be a...
 I don't think so. It may be a...
 I don't know. I give up.*

For the answers, go to the Speaking Activities section on page 113.

1. Vocabulary

▶▶ Complete the webpage with the words in the box. Then listen and check your answers.

animals lights public supermarket streets
clean recycle TV save showers

GOOD IDEAS TO HELP PROTECT THE ENVIRONMENT

1
Keep the environment clean.
• Pick up your rubbish. Don't throw rubbish in _____, parks, etc.

2
Say no to plastic. Remember the three Rs:
Reduce - Reuse - _____.
• Take re-usable shopping bags to the _____. Don't use plastic bags.

3
Help reduce air pollution.
• Walk, cycle or use _____ transport. Tell your parents not to go everywhere by car.

4
Save energy.
• Turn off the _____ when you leave a room.
• Unplug devices, like the _____ or laptop, when you are not using them.

5
_____ **water.**
• Turn off the tap when you are brushing your teeth.
• Don't have baths all the time. Have short _____ more often.

6
Become a volunteer.
• Take part in tree-planting events. Trees help keep the air cool and _____. People cut down trees for land, wood, paper, etc. We must plant more trees.
• Take part in beach or forest clean-up projects. Rubbish pollutes the environment and can kill _____ and fish.

Over to you...

Discuss.

- What do you do to protect the environment?
- What is the most important environmental problem in the area where you live?

2. Listen (1)

▶▶ Listen to three dialogues and choose **a**, **b**, **c** or **d**. Then check your answers with a partner.

- What won't Brian do in the future?
 - have baths
 - drink less water
 - have long showers
 - leave the tap on when he's brushing his teeth
- What will Mary do?
 - plant trees
 - help Kelly to make the poster
 - put up posters in her neighbourhood
 - put up posters around the whole town
- How does Vicky's brother get to work?
 - He walks.
 - He drives.
 - He cycles.
 - He uses public transport.

3. Grammar

Conditional Sentences Type 1

A Read the examples. When do we use **Conditional Sentences Type 1**? Match the sentences 1-2 with the rules a-b.

- If we don't plant trees, there will be no oxygen in fifty years.
- If you need anything, I can help you now.

- for something that is likely to happen in the present
- for something that is likely to happen in the future

B Read the examples and complete the rule about the formation of Conditional Sentences Type 1.

1. If I'm free, I **will go** to the Recycling Day event.
2. If Saleh **wants** to help, he **can take part** in the beach clean-up.
3. If you **don't need** this box, **recycle** it.
4. If you **finish** your homework early, **will** you **come** to the park with me?

..... + Present Simple { Future
 Modal Verbs
 (.....,
 may, might, must)
 Imperative

C Read the sentences and choose the correct options. Then listen again to the parts of the dialogues in 2. Listen (1) including these sentences, and check your answers.

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

D Match the two halves of the sentences.

1. My friends will go hiking in the mountains
2. If you unplug devices when you are not using them,
3. Don't take the car
4. There will be rubbish everywhere
5. If you need anything,
6. If we get home early,

- a. you will save energy.
- b. call me, OK?
- c. if you don't need to go far.
- d. if we don't all start recycling.
- e. if the weather is nice tomorrow.
- f. we may watch a documentary about water pollution.

4. Listen (2)

- A** How much do you know about modern art? Have you ever visited a museum of modern art? If yes, what did you like about it? If no, would you like to visit one? Why? / Why not?
- Listen to a podcast about a famous artist called Brandon Jones and his new project. Which picture shows his project? Choose **a**, **b** or **c**. Then check your answers with a partner.



- B** Listen to a brother and his sister talking about the podcast and write **T** for True or **F** for False. Then check your answers with a partner.

1. The boy learnt something new from the podcast.
2. The girl knows how to make a lamp from a metal can.
3. The boy is sure that he is going to take part in the beach clean-up.
4. The girl is going to use only plastic bottles from the beach to make art.
5. The boy and the girl are going to make a piece of art together.



Over to you...

Discuss.

Have you ever made anything from recycled material? What was it?

5. Speak

Talk in small groups. Look at the pictures and the ideas given and talk about what will happen if we don't do something about these problems.



PROBLEMS	CONSEQUENCES
• cut down more trees	• forests / disappear
• don't plant new trees	• air pollution / get worse
• continue to use our cars a lot	• not have / clean air
• continue to pollute rivers, lakes and seas	• humans and animals / die
• don't save water	• not have / water to drink
• don't recycle	• there / be / rubbish everywhere

What will happen if we cut down more trees?

If we cut down more trees, forests will disappear.

We won't have any clean air.

1. Listen

A Listen to a dialogue between two friends, Jerry and Roger, and answer the questions below. Then check your answers with a partner.

1. Why is Jerry calling Roger?
2. What is Roger's reply?



B Listen again and complete Roger's notes. Then check your answers with a partner.

Dillford Adventure Park!
day:
time:
meeting place:

C Listen again. Circle the correct answer a, b or c. Then check your answers with a partner.

1. Who suggests visiting Dillford Adventure Park?
a. Roger b. Jerry c. Paul
2. Who thinks Dillford Adventure Park is fantastic?
a. Roger b. Jerry c. Paul
3. Who can't make it on Friday afternoon?
a. Roger b. Jerry c. Paul
4. Who suggests going to Dillford Adventure Park on Saturday morning?
a. Roger b. Jerry c. Paul

2. Speak & Write

A Listen to the phrases in the tables and repeat them.

Inviting	Responding to an invitation	
<ul style="list-style-type: none"> • Are you free next Saturday? I'd like to invite you to a barbecue. • I'm planning/organising a barbecue and I'd really like you to come. • Would you like to come to a barbecue? I hope you can make it. • Do you want to go bowling? Please, don't say no. • I'm going bowling. Do you fancy coming along? • Why don't we go bowling together? • How/What about going bowling? 	Accepting	Refusing
	<ul style="list-style-type: none"> • Sounds great/brilliant/perfect! Thanks for inviting me. • Sure, why not? Give me the details. • I'd love to come. • How could I say no? • Of course. I'm really looking forward to it. <p style="text-align: center;">Making suggestions and arrangements</p> <ul style="list-style-type: none"> • We can/could meet at 6 p.m. • Let's meet at 6 p.m. • Why don't we meet at 6 p.m.? • How/What about meeting at 6 p.m.? • Is 6 p.m. OK for you? • Where/When shall we meet? • Where/What time would you like to meet? • Shall we meet outside your house? 	<ul style="list-style-type: none"> • I'd love to come but I can't. • I'm sorry but I have to go to the dentist. • I'm afraid I can't make it because I have to go to the dentist. • It was nice of you to invite me but I can't come. • Sorry, I have other plans. • Maybe some other time. • Unfortunately, I'm not free.

B ROLE PLAY

Go to the Speaking Activities section on page 113.

C Imagine it's the day you have arranged to do something with your friend in activity B. Write a note telling your parents your plans.

TIP!

When writing a note:

- greet and sign off by just writing names.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences.



3. Write

A Read the invitation and the two emails below and answer the questions.

Omar invites you to *Gondolania Theme Park!*

Date: *Friday, 14 June*

Time: *10 a.m.*

Meeting place: *my house*

Activities: *roller coaster, bumper cars, Ferris wheel*

Other: *my father will drive us there and back*

Dear Omar,
 Thanks for inviting me. I'd love to come! My brother went there last month and had a fantastic time.
 I also went online and checked out the amusement park website – the activities and the rides look so exciting!
 I can't wait to try the roller coaster! Anyway, I'll see you on Friday. I'm really looking forward to it.
 Thanks again,
 Ahmed

Dear Omar,
 It was really nice of you to invite me but, unfortunately, I'm not free. I'm going to play in a tennis tournament on 14 June. I'm so jealous! Sniff! 😞
 I'm sure it'll be a lot of fun. How about meeting up on Saturday afternoon? You can tell me all about it and show me some pictures. If you can make it, let me know.
 Thanks again for the invitation.
 Bye for now,
 Karim

1. Where is Omar inviting his friends to go?
2. On which date does he want to go?
3. How are they going to get to the amusement park?
4. What kind of things can they do there?
5. Who accepts Omar's invitation? Which phrases show this?
6. Who refuses Omar's invitation? Which phrases show this? Why does he refuse?
7. What does Karim suggest they do together?

B Match the messages 1-4 with their replies a-d.

1 Are you free on Saturday? I'd like to invite you to the beach. We're leaving at 9 a.m.

2 Why don't we go to the cinema tonight?

3 Do you fancy going to the amusement park on Friday afternoon?

4 I'm organising a DVD night – 8 p.m. tonight. I hope you can make it.

a Sounds great! What's on?

b I'm sorry, but I'm visiting my cousins this weekend. Maybe some other time.

c I can't be there before 9 p.m. Is that OK? What's your address again?

d How could I say no? Maybe we can try the new roller coaster!

C Imagine a friend has sent you the invitation below. Write an email accepting the invitation or refusing it and suggesting other plans. **Go to the Workbook page 75.**

..... invites you to *a barbecue*

Date: *Saturday, 10 July*

Time: *12 p.m.*

Place: *my back garden*

Activities: *games, competitions*

TIP!

Make a first draft of your email and check:

- punctuation
- word order
- capital letters
- grammar
- spelling
- vocabulary / set phrases

Then write your final draft.

5 Round-up

1. Vocabulary

A Complete with the words in the box.

save volunteer available devices
empty plant public pollution

1. Somebody ate all the chocolates. The box is
2. My brother uses transport to go to work.
3. If you turn off the lights when you leave a room, you energy.
4. I took my old mobile phone and some other electronic to the computer shop to recycle them.
5. The new computer game will be in shops next month.
6. The problem of is getting worse in my city.
7. We must trees, not cut them down.
8. I want to become a(n) to help protect the environment.

Score: / 8

2. Grammar

B Circle the correct options.

1. We **visit** / **'re going to visit** the planetarium next week.
2. Dad, **will** / **do** you drive me to Maggie's house?
3. I think that in the future everyone **is going to** / **will** have a flying car.
4. Be careful! You **'re crashing** / **'re going to crash** into that tree.
5. This video is very funny. I **'ll watch** / **watch** it again.
6. Can I borrow your headphones? I promise I **'m giving** / **'ll give** them back tomorrow.
7. Omar **will** / **may** be at the park, but I'm not sure.

Score: / 7

C Rewrite the sentences using the words in brackets.

1. Abdullah is thinking of becoming a doctor, but he's not sure. (may)
.....
2. It is possible that scientists will discover new planets in the future. (could)
.....
3. I don't think Kate knows the answer. (might not)
.....
4. Maybe I'll cook this afternoon. (may)
.....

Score: / 4

D Complete the sentences with the correct form of the verbs in brackets to form **Conditional Sentences Type 1**.

1. Salim will become a great football player if he (practise) hard.
2. If you get stuck in a lift, (call) for help.
3. If Reema (not be) busy tonight, she will help me with my homework.
4. If we go to the amusement park, we (have) fun.
5. If you (not know) how to download an app, ask Sophie to show you.
6. Lisa (not go) to the beach if it (rain) tomorrow.

Score: / 7

3. Communication

E Complete the dialogues with the sentences/phrases a-g.

1.
 - a. Where shall we meet?
 - b. Why don't we go bowling on Saturday?
 - c. How could I say no?
 - d. Do you fancy coming along?
 1.

A: Hey, Mike. Jeff and I are going to an escape room today. 1

B: Thanks for the invitation, but I have other plans. 2

A: Sure. 3

B: Great! 4

A: I'll meet you at the bus stop on River Street at 6 p.m.

B: Sounds good. See you there.
2.

A: Hey, Tom. 5 We're late!

B: 6 I want to take these shampoo bottles to the recycling bin down the street.

A: You have to rinse them out first.

B: Why? 7 They're empty.

A: There's some shampoo left in them. You have to recycle them clean.

B: OK, I'll do it later then.

e. I don't get it.
f. Hang on!
g. Hurry up!

Score: / 14

Total score: / 40

Now I can...

- talk about various aspects of modern life
- talk about my future plans
- express my opinion and make predictions about the future
- make promises, on-the-spot decisions, offers and requests
- express possibility
- make suggestions
- invite someone to do something
- accept and refuse an invitation
- write an email accepting or refusing an invitation

6 SUMMER



1 going on a trip



2 camping



3 outdoor activities

Discuss:

- Look at the pictures. Which of them do you associate with summer?
- What do you like doing in summer?



4 beach accessories



5 heat



6 free time



7 suitcase

SCHOOL
HOLIDAYS

In this module you will learn...

- to talk about various topics (holiday activities, animals, jobs, etc.)
- to locate information in advertisements
- to talk about experiences you have had
- language commonly used in telephone conversations
- to write an email giving news

6a

1. Read

- A** Would you like to go to a summer camp? Why? / Why not?
- B** Below are three advertisements for summer camps. Read them and match students 1-3 with the summer camps A-C.

- 1. Emily:** 'My favourite subject is history.'
- 2. Paul:** 'I write stories and use my mobile phone to make videos.'
- 3. Tommy:** 'I'm crazy about IT and science.'

LET'S GO TO SUMMER CAMP

A **FILMMAKING CAMP**

Have you always wanted to make a film but never tried? **NOW'S THE TIME!**

During this seven-day course, you'll:

- learn to write, produce and direct your own short film.
- visit a real production studio.
- get a free DVD copy of your film.

GUEST FILM STARS EVERY WEEK!

How old? over 11
When? courses start 1 July, 8 July, 15 July, 22 July
How much? £1,250 (Price includes meals.)

B **HI-TECH CAMP**

Are you interested in technology? Then Hi-Tech Camp is the place for you!

Learn to design:

- > A WEBSITE
- > A MOBILE PHONE APP
- > A VIDEO GAME!

Don't worry if you've never done anything like this before. Our job is to teach you how to do it!

From 7 a.m. to 6 p.m. every day!

- Students 10-18 years old are welcome.
- Available all summer long.
- Students have to bring a packed lunch.
- Price: £600 per week £1,800 per month

C **ARCHAEOLOGY CAMP**

Have you ever thought about becoming an archaeologist? **HERE'S YOUR CHANCE!**

- Learn about ancient civilisations.
- Dig at a real archaeological site.
- Go on a field trip to see cave paintings.

• Ages: 12-18
• 1-week course (17-23 June or 1-7 July)
• Price: £900
• Meals available at an extra cost (£150)

Get ready for the most interesting journey you have ever made: **a journey back in time!**

- C** Read the advertisements again and the statements below. Which advertisement do they refer to? Choose the correct answer a, b or c.

- They don't offer meals at this camp.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- This camp is the most expensive per week.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- You will learn to make something at these camps.
 - Filmmaking Camp and Hi-tech Camp
 - Archaeology Camp and Hi-tech Camp
 - Archaeology Camp and Filmmaking Camp
- You can choose between two dates to go to this camp.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- You will take something home when the camp finishes.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp
- You will visit a place during your stay at these camps.
 - Filmmaking Camp and Hi-tech Camp
 - Archaeology Camp and Hi-tech Camp
 - Archaeology Camp and Filmmaking Camp
- You will have the chance to meet a famous person at this camp.
 - Hi-tech Camp
 - Filmmaking Camp
 - Archaeology Camp

Over to you...

Discuss.

- Which of the three camps would you like to go to? Why?
- Is there any other camp you would like to go to? Tell your classmates about it.

2. Grammar

Present Perfect Simple

A Read the dialogue. How do we form the Present Perfect Simple of regular and irregular verbs? Then complete the table.

- A:** Have you ever met a famous person?
B: Yes, I have. I've met my favourite writer, Oscar Jones.
A: Really? I haven't met anyone famous so far. My brother has met his favourite football player, Ned Collins.
B: Wow! He's my favourite football player too! I have travelled to Spain to watch him play!

AFFIRMATIVE

..... / + past participle

NEGATIVE

have / has + + past participle

QUESTIONS

Have / Has + subject +

B Read the examples. When is the Present Perfect Simple used? Match the sentences 1-2 with the rules a-b.

1. Oh, no! Karim has left his keys on the table.
 2. I have travelled to many countries in Europe.

- a.** for actions which happened in the past, but we don't mention when exactly
b. for actions that happened in the past and their results are obvious in the present

C Complete the table below. Some of the answers are in the advertisements in the reading section on the previous page. For the rest, you can look at the Irregular Verbs list on page 119.

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

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

1. My family and I (visit) many capital cities, but we never (travel) to Paris.
 2. **A:** you ever (win) a competition?
B: No, I haven't. I (take) part in three skateboarding competitions, but I never (win).
 3. This film is great. I (see) it twice.
 4. My brother (decide) to go to a summer camp in July, but he (not choose) a camp yet. He likes all of them.

3. Pronunciation

A Listen and repeat. What's the difference between a, b and c?

a. come b. camp c. cave

B Listen and tick (✓) the sound you hear.

	come /Λ/	camp /æ/	cave /eɪ/
actor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ancient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
painting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
summer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
famous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
app	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Speak & Present

A Talk in groups of three. Use the Present Perfect Simple to ask each other questions and complete the table.

Have you ever...?	YOU	Student 1	Student 2
meet a famous person			
ride a camel			
travel to the UK			
make a video			
explore a cave			

Have you ever met a famous person?
 Yes, I have. I've met... / No, I haven't.

B Report your group's answers to the class.

Two students in my group have met a famous person. ... has met...

1. Read

- A** What is your favourite type of holiday? Have you ever travelled to another country? Which country would you like to visit and why?
- B** Look at the comic strip and read it out in groups. What kind of holiday is the Smith family on? Read again and choose the best title (a, b, c or d) for the comic strip.



- a** A SAFARI TRIP **b** A TRIP TO THE ZOO! **c** THE GIRAFFE FAMILY **d** HOW TO MAKE A NECKLACE



1

Guide Hello, everyone! Ready to start?

Mr Smith Come on, everyone. Get in. Our guide is here.

Mrs Smith In a minute! I've left something in the tent.

Jake I'm ready for my first safari. Have you all taken your things?

Ann I took my camera, my hat...

Jake Hey, where's Mum?

Ann She's gone back to the tent. She wants to wear her new necklace.



2

Jake Nice beads, Mum.

Mrs Smith Thanks. I got them from that Maasai village yesterday. The Maasai women make and wear necklaces. It's a tradition.

Ann I think they use animal bones to make them.

Mrs Smith Yes, they did in the past. They also used grass and sticks to make them. Now they use beads.

Jake I thought blue was your favourite colour.

Mrs Smith It is, but I chose orange because it represents friendship. And I like the people here in Tanzania.



3 Later...

Ann This national park is great. Wow! I've never seen a real live zebra before!

Jake I saw some last year when we went on a school trip to the zoo.



4 At a lake...

Mrs Smith Those giraffes are drinking water! How cute! Can we go closer?

Guide No. Remember they might be cute, but they're wild animals. Don't stand up in the canoe!

Mrs Smith Oh, no! My necklace!

Jake It's in the lake.

Mrs Smith I've lost it forever.

Ann Don't cry, Mum.



5 Later...

Ann Mum! That baby giraffe has got your necklace!

Mrs Smith What? Ha ha ha. You can keep my necklace. I don't mind. And we can be best friends forever!

C Read again and answer the questions.

1. Has Jake been on a safari before?
2. Where did Mrs Smith buy her necklace from?
3. What did the Maasai women use to make necklaces in the past?
4. Which is Mrs Smith's favourite colour?
5. Has Ann seen a zebra before?
6. Who has been to a school trip to the zoo?
7. What did Mrs Smith lose?
8. Who has got Mrs Smith's necklace in the end?

3. Grammar

Present Perfect Simple vs Past Simple

A Read the examples 1-2 and match them with the rules a-b.

1. I've travelled to Africa twice so far.
2. I travelled to Africa last summer.

- a.** We use the **Past Simple** for actions that happened at a definite time in the past.
- b.** We use the **Present Perfect Simple** for actions that happened in the past, but we don't say when exactly.

B Read the examples 1-2 again and complete the rules.

- We use the with the time expressions: *ever, never, before,, just, yet, already, always, once, twice, etc.*
- We use the with the time expressions: *yesterday, in 2015, ago, week/month/summer/year, etc.*

C Read the examples and look at the words in blue. Then match.

1. Jameel **has been** to the Museum of Islamic Art.
2. Jameel **has gone** to the Museum of Islamic Art.

- a.** He is there now.
- b.** He has visited it, but he is not there now.

D Circle the correct options.

1. **A:** Did you ever ride / Have you ever ridden a camel?
B: Yes. Last summer, my family and I **went / have gone** to Qatar and I **have ridden / rode** a camel for the first time.
2. **A:** Have you taken / Did you take any pictures at the barbecue yesterday?
B: No, I **didn't have / haven't had** my camera or phone with me.
3. **A:** Are your cousins going to come over tonight?
B: No. They aren't in town. They **have been / have gone** to a summer camp. They **have been / have gone** to the same summer camp many times and they really like spending their summers there.

2. Vocabulary

Match the pictures with the animals. Then listen and check your answers.



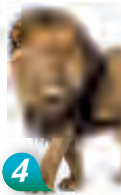
1



2



3



4



5



6



7



8

- camel
- deer
- hippo
- giraffe
- snake
- tiger
- zebra
- lion

4. Speak & Write

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

seen a wild animal?

- What? • Where?
- When? • How / feel?

been on an adventure holiday?

- Where / go? • What / do?
- When / go? • have / good time?

bought a souvenir?

- What? • Where? • When?

B Write a few sentences about one of your experiences.

Have you ever seen a wild animal?

...

What did you see?

...

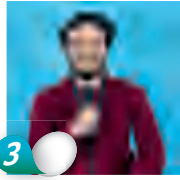
When was it?

...

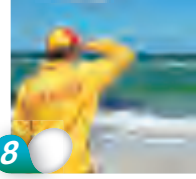
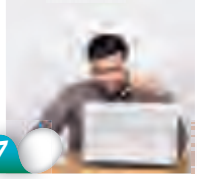
6c

1. Vocabulary

Match the pictures with the jobs. Then listen and check your answers. Which jobs help save lives?



- a. lifeguard
- b. cashier
- c. factory worker
- d. receptionist
- e. teacher
- f. vet
- g. office worker
- h. mechanic
- i. reporter
- j. babysitter



2. Read

- A What kind of job would you like to do in the future? Why?
 B Read and answer. Who likes their job?

Summer Jobs for Teens

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Babysitter
Lizzie Patterson,
 age 17
 posted at 14:39

I'm a babysitter. That means I **look after** babies and young children when their parents can't. I've been a babysitter since the age of 15. The first time I looked after a neighbour's children, I **realised** it was great fun and also a good way to make some extra pocket money. So, I put up ads around my neighbourhood, and now I babysit for more than five of my neighbours. I think you need special skills for this job. You must be very careful and you must love children. I've got five younger brothers and sisters, so that has helped me a lot. I know what they need and what to do. All this has made me realise what I want to be in the future: a teacher.



Lifeguard
James Thomson,
 age 18
 posted at 16:43

Until last summer, I dreamt of becoming a mechanic and **fixing** cars, like my dad. However, working as a lifeguard this summer **changed my mind**. Why did I become a lifeguard? I love swimming, so I thought: why not work and play at the same time? First, I had to learn first aid and pass some tests. When I finished, I saw an ad on the Waterland Water Park website. They needed a lifeguard, so I **contacted** them and I got the job. At first, I thought it would be all fun and games, but I was wrong. I must always pay attention and be ready to act. Someone might be in danger and need my help! I've been here for two months and I love it. Now I know what career I want to follow.

C Read again and write L for Lizzie, J for James or B for Both.

1. I found the job on the Internet.
2. I had to learn new things for this job.
3. I have decided what job I want to do in the future.
4. I didn't take a test to do this job.
5. This isn't the first summer I have done this job.

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

1. look after
2. realise
3. fix
4. change my mind
5. contact

- a. to call or send an email/letter to someone
- b. to understand
- c. to make a new decision, plan or have a different opinion about something
- d. to make something work again
- e. to do what is necessary to keep someone/something safe and healthy



Over to you...

Discuss.

- Would you like to have a job that helps people or animals in the future? Why? / Why not?
- Which job do you think is the most difficult to do? Why?

3. Grammar

Present Perfect Simple: How long?, for, since

A Read the dialogue and complete the rules.

- A:** How long has James been a receptionist?
B: He has been a receptionist **since** last summer.
A: Oh, I see. So he has been a receptionist **for** ten months.
B: Exactly!

+ a period of time
 It refers to the duration of the action. (e.g. *an hour, thirty minutes, two weeks, four months, a year*)

+ a point in time
 It refers to the time when the action started. (e.g. *5 p.m., yesterday, Saturday, last week, 2012*)

4. Listen

- A Discuss.**
 Do you know or can you guess what a working holiday is?
- B** Listen to an interview with Trevor, a student on a working holiday. How does he feel about spending his time there? Choose **a**, **b** or **c**. Then check your answers with a partner.
- a.** He is feeling great there.
 - b.** He doesn't like it there at all.
 - c.** He doesn't mention anything about it.
- C** Listen again and write **T** for True or **F** for False. Then check your answers with a partner.
1. Trevor has never tried a working holiday before.
 2. He has been there for two weeks.
 3. He didn't enjoy the beach clean-up.
 4. They haven't finished building the wall yet.
 5. They've only got free time at the weekend.
 6. Trevor's favourite activity so far is rock climbing.
 7. Only British people are taking part in this working holiday.



Over to you...

- Discuss.**
- Would you like to sign up for a working holiday in the countryside? Why? / Why not?
 - What other alternative types of holiday do you know of?

B Complete the blanks with the Present Perfect Simple of the verbs in brackets and write for or since in the boxes.

1. I (not see) my friend Fatima months.
2. Vicky and Tammy (not eat) ice cream last summer.
3. you (speak) to Khaled the football game?
4. Salim (be) here an hour. He wants to see you.
5. **A:** How long you (live) in this neighbourhood?
B: I (live) here 2015.

5. Speak

ROLE PLAY

Talk in pairs.

Student A

Imagine you are a reporter and you want to interview Student B, who does one of the jobs below. Take some time to think of questions to ask him/her. You can use the prompts for help.

LIFEGUARD
<ul style="list-style-type: none"> • How long / work as...? • How many / people / save? • ever / work / water park? Which one?
MECHANIC
<ul style="list-style-type: none"> • How long / work as...? • How many / cars / fix? • your car / ever / break down?
VET
<ul style="list-style-type: none"> • How long / work as...? • How many / cats / examine? • ever / examine / horse?
REPORTER
<ul style="list-style-type: none"> • How long / work as...? • How many times / appear / on TV? • ever / meet / famous person? Who?

Student B

Imagine you do one of the jobs above. Think about the job you do and answer Student A's questions.

*What do you do?
 I'm a...
 So, how long have you worked as a...?
 For... / Since...*

6d

1. Vocabulary

🗣️ 🔊 Match the pictures with the holiday activities. Then listen and check your answers. Have you ever done any of these activities? Which one/ones? How did you feel?



1



2



3



4



5



6



7



8

9

- a. travel abroad
- b. go sightseeing
- c. do water sports
- d. try local food
- e. sunbathe
- f. go on a cruise
- g. book a flight
- h. stay at a holiday resort
- i. pack your suitcase/bags

2. Listen (1)

🗣️ 🔊 Listen to three short dialogues and answer the questions. Choose **a, b, c** or **d**. Then check your answers with a partner.

Dialogue 1

1. What kind of holiday is the man probably going to book?

- a. a safari
- b. a cruise
- c. a trip abroad
- d. a hiking holiday

Dialogue 2

2. What is the boy **not** going to do in Barcelona?

- a. visit a beach
- b. go sightseeing
- c. visit a museum
- d. try a local dessert

Dialogue 3

3. What will the girl probably buy her mum?

- a. a mug
- b. a bracelet
- c. a necklace
- d. a packet of tea

3. Listen (2)

A Discuss.

- Do you like water sports?
- Have you tried any of the water sports below? If yes, what did you think of them? If no, which ones would you like to try?



B Listen to a brother and sister, Kelly and Dylan, talking. What is the main topic of the conversation?

- their plans for the day
- what water sports they like
- what water sports they don't like
- who has tried the most water sports

C Listen again and answer the questions. Write **K** for Kelly, **D** for Dylan or **B** for Both.

- Who has recently bought something?
- Who has tried windsurfing?
- Who had an unpleasant experience while doing a water sport?
- Who changes his/her plans?
- Who is going to join the sailing class?

D Listen to the questions and answer.

- What does Kelly think about windsurfing?
- What does Dylan think about windsurfing?
- What does Kelly's new friend, Lizzy, think about the sailing class?

4. Speak

A How many things do you know about your partner? Ask and answer. Put a ✓ or an X.

- travel abroad
- go on a cruise
- do water sports
- meet a famous person
- stay at a resort hotel
- go camping
- see a wild animal
- win a competition

*Have you ever travelled abroad?
Yes, I have. / No, I haven't.
Have you...*

B Report your partner's answers to the class.

... has ... but he/she hasn't...

1. Listen

A  Listen to a telephone conversation and answer the questions. Then check your answers with a partner.

1. Who is calling?
2. Who does she ask for?
3. Where is the person she wants to speak to?
4. Who will call later?

B  Complete the dialogues below with the statements/questions a-e. Then listen and check your answers.

1. **A:** Hello?

B: Hello. It's Lee. 1

A: Yes, he is. Just a sec.

2

B: OK, thanks.

2. **A:** Hello?

B: Hello, Mrs Collins. 3

May I speak to Karen, please?

A: Hi, Anne. Sorry, she isn't here right now. 4

B: No, it's OK. 5 Bye!

A: OK. Goodbye!

- a. I'll get him.
- b. This is Anne.
- c. Can I take a message?
- d. I'll call back later.
- e. Is Jeff there, please?

2. Speak

A  Listen to the phrases in the tables and repeat them.

TELEPHONE LANGUAGE	
Answering the phone	Making a phone call
Hello?	Hi. It's Fatima. / This is Fatima. Is Hasna there, please? Can/Could/May I speak/talk to Hasna, please?
Just a sec/second. I'll get her. Hold on a minute. One moment, please. Let me check.	Thanks.
Sorry, she isn't here right now. I'm afraid she's out at the moment. Can I take a message? I can tell her to call you. Call her on her mobile, OK? Give her a call later.	Can I leave a message? Can you tell her to call me? OK, no problem. It's OK. I'll call back later.

B ROLE PLAY

 Talk in pairs.

STEP 1

Student A

Call a friend (e.g. Saleh/Afaf) at home and ask for him/her. He/She isn't there, so you talk to Student B, a member of Saleh's/Afaf's family. Say that you will call back.

Student B

You are Saleh's/Afaf's brother/sister/mum/dad. Answer the phone and explain to Student A that Saleh/Afaf is not at home. Take Student A's message.

STEP 2

Student A

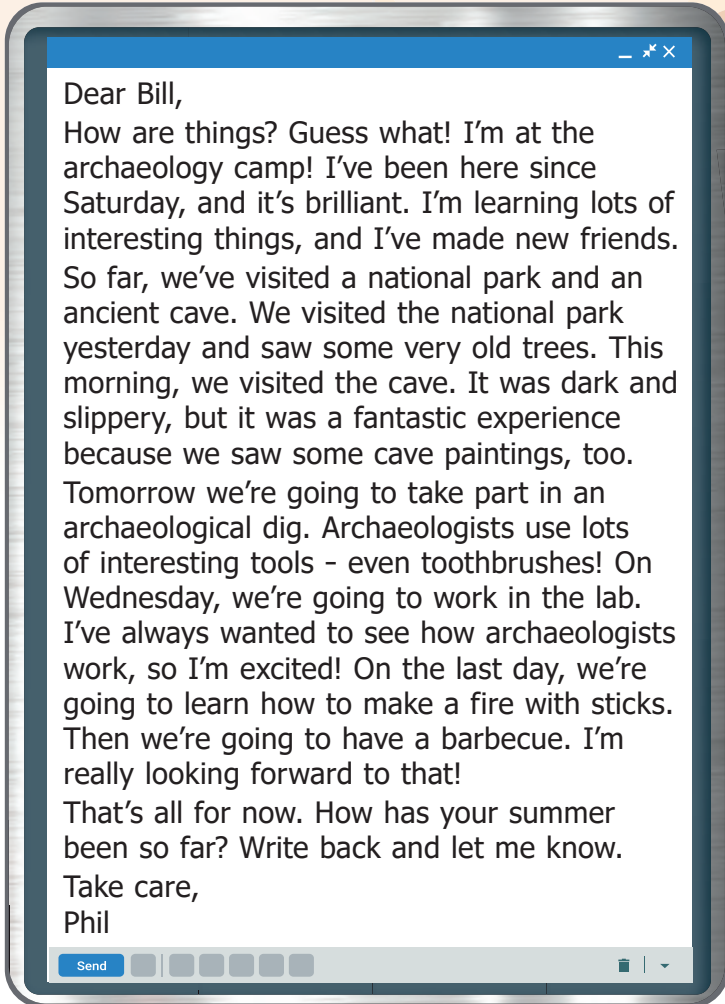
Call Saleh's/Afaf's house again and ask for him/her.

Student B

You are Saleh's/Afaf's brother/sister/mum/dad. Answer the phone and ask Student A to wait while you get Saleh/Afaf.

3. Speak & Write

A Read the email. Why is Phil writing to Bill?



B Read the email again and complete the camp schedule below.

ARCHAEOLOGY CAMP SCHEDULE	
Sunday	
Monday	<i>ancient cave</i>
Tuesday	
Wednesday	
Thursday	

C Imagine you're at a summer camp. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What type of camp are you at?
...

Are you having a good time?
...

Have you made any friends?
...

How long have you been there?
...

Have you done any activities so far?
What? When?
...

What are you going to do tomorrow?
...

D Read and use the prompts 1-5 to make sentences.

USING TENSES

When you write, make sure you use the appropriate tense to refer to past, present and future actions or events.

PRESENT SIMPLE

We **go** cycling every day.

PRESENT PERFECT SIMPLE

I've **always wanted** to go on holiday in the mountains, but I've **decided** to visit an island this summer.

PAST SIMPLE

Two weeks ago, we **tried** mountain biking.

FUTURE BE GOING TO

We're **going to travel** abroad next summer.

- we / often / eat / ice cream / after lunch
.....
.....
- it / be / foggy / since 6 a.m.
.....
.....
- Lisa / have / swimming lessons / last summer
.....
.....
- I / already / pack / suitcase / for / trip
.....
.....
- I / buy / souvenirs / for / friends / tomorrow
.....
.....

E Imagine you are at a summer camp. Write an email to a friend giving him/her your news. Use your notes in activity C and the notes below to help you. **Go to the Workbook page 89.**

TIP! If you don't remember or don't know how to form the Past tense or the past participle of a verb, check the irregular verbs list or look it up in a dictionary.

6 Round-up

1. Vocabulary

A Match.

1. factory
2. pocket
3. water
4. first
5. holiday

- a. skiing
 - b. worker
 - c. resort
 - d. aid
 - e. money

Score: / 5

B Complete with the words in the box.

receptionist real abroad
 souvenirs local flight

1. **A:** Have you booked your yet?
B: No. Actually, we decided to travel by train.
2. **A:** Did you have any tacos in Mexico?
B: Of course. I always like trying
 food when I travel
3. **A:** Are these flowers?
B: No, they're plastic.
4. **A:** Was the at the hotel friendly?
B: Yes, she even gave us some nice key rings
 and magnets as of the hotel.

Score: / 6

2. Grammar

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

1. I (always / dream) of becoming a tour guide.
2. What activities the children (try) at the summer camp so far?
3. We (play) five games and we (not lose) any yet.
4. Jane (never / see) a science-fiction film.

Score: / 10

D Circle the correct options.

1. Ahmed has worked as a reporter **for / since** ten years.
2. My brother has travelled to Japan **twice / yet**.
3. I haven't been on a cruise **before / never**.
4. We've had this flat **since / for** 2015.
5. We haven't packed our bags **yet / already**.

Score: / 5

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

1. **A:** (you / ever / visit) an island?
B: Yes, I (spend) my summer in Fiji last year.
2. **A:** How long (you / live) in this house?
B: We (move) here five months ago. We (be) here since June.
3. Ali (take) part in a photography competition yesterday. He (take) part in many competitions, but he (never / win). I hope he wins this time.

Score: / 8

3. Communication

F Match.

1. Have you ever done any water sports?
2. What do you do?
3. Can I take a message?
4. You've seen the new summer camp advertisement, right?
5. Is Sahar there, please?
6. You haven't changed your mind about the safari, right?

- a. I'm afraid she's out at the moment.
 - b. No, I'll call back later.
 - c. Of course not. I can't wait to see the wild animals.
 - d. Yes, I went diving last summer.
 - e. Yes, it sounds interesting.
 - f. I'm a lifeguard.

Score: / 6

Total score: / 40

Now I can...

- talk about various topics (holiday activities, animals, jobs, etc.)
- locate information in advertisements
- talk about experiences I have had
- understand and use language commonly used in telephone conversations
- write an email giving news

3 Culture Page

Qatar: A fantastic tourist destination

A What is your favourite type of holiday? Can you think of any holiday activities that help people learn about the past of the place they visit?

B Look at the pictures. What type of activities can tourists do in Qatar? Read and check your answers.

VIDEO BLOG COMMUNITY CONTACT US

Holidays today have many purposes. Some people just want to relax while others want to learn more about the world, explore new places and learn about the past and present. With its rich tradition, natural beauty and its modern **architecture**, Qatar is a country that offers everything.

A lot has changed in Qatar over the past century. However, if tourists are interested in the past, they can get a taste of it! A desert safari can help people get a better understanding of this country with its **mix** of old and new. The tour goes through the sand dunes with vehicles suitable for **off-road** driving which is like being on a roller coaster! Other activities include **sandboarding**, camel riding and swimming.

People in the past moved from one place to another with their camels **setting up** camp in each place. The word 'Bedouin' comes from the Arabic word 'badawi' which means people who live in the desert. If you choose an **overnight** safari, you will have the opportunity to sleep in a Bedouin-style camp.

Since the pearl diving days, Qataris have had a historic **connection** to the sea. In the past, many people had jobs related to this activity. Today, scuba diving in Qatar is an ideal activity for tourists. The nice sunny climate makes it perfect for diving all year round.

More and more visitors are packing their suitcases to spend their holiday in Qatar. It really is a great place!



Over to you...

Discuss.

- Have you ever tried any of the activities mentioned in the text?
- What places would you recommend to people who want to visit Qatar? What can they do there?

C Match the highlighted words in the text with their definitions. Then check your answers in a dictionary.

- | | | |
|-----------------|-----------------------|---|
| 1. architecture | <input type="radio"/> | a. being able to travel over areas without roads |
| 2. mix | <input type="radio"/> | b. a relationship between two things |
| 3. off-road | <input type="radio"/> | c. to stay the night |
| 4. sandboarding | <input type="radio"/> | d. something that has got two or more different things together |
| 5. set up | <input type="radio"/> | e. building design |
| 6. overnight | <input type="radio"/> | f. 'surfing' on the sand |
| 7. connection | <input type="radio"/> | g. to put tents somewhere |

D Read again and tick. Choose if the activities below refer to the past or the present. For some activities both boxes should be ticked.

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

PROJECT

Make a holiday brochure!

Choose a tourist destination from anywhere in the world. Do research on some of the following questions.

- In what part of the world is this place?
- What's the weather like there?
- What are some interesting facts about its history?
- What attractions can tourists visit?
- What kind of activities can tourists do there?

Find pictures and write short descriptions next to each one to make a holiday brochure.

POEM

Safari animals

(Modules 5 & 6)

👉 Complete the poem with the words in the box. Listen and check your answers. Then say.

crazy tiger grey grass millions light strong disappeared

A safari? How could we say no?
Pack your bags! Let's go!
I'm so excited, I can't wait
Hurry up, everyone! Don't be late!

What's my favourite animal? Let's play a game.
Can you guess it? Tell me its name.
It likes 1 _____, and Africa's its home
They called it 'horse-2 _____' in ancient Rome
Like a pedestrian crossing, it's got stripes
It can see even when there is no 3 _____
I'm 4 _____ about it, it's no secret
Her favourite animal is the zebra!

What's my favourite animal? Let's play a game.
Can you guess it? Tell me its name.
It's green and 5 _____, its tail is long
Its teeth are scary, its legs are 6 _____
It's been around for 7 _____ of years
It is endangered but hasn't 8 _____
You'll see it swimming with style
His favourite animal is the crocodile!

A safari? How could we say no?
Pack your bags! Let's go!
I'm so excited, I can't wait
Hurry up, everyone! Don't be late!

7

IT'S YOUR CHOICE

Discuss:

Read the questions and look at the pictures. Choose one question, answer it and say why.

Do you prefer...
shopping in shops

OR shopping online?



What's worse?
having a stomach ache

OR having toothache?



Do you prefer...
giving your old things to charity

OR recycling your old things?



Do you prefer...
fast food

OR home-cooked meals?



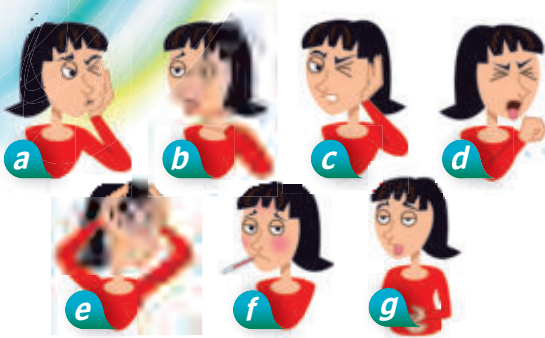
In this module you will learn...

- to talk about health problems
- to form adjectives from nouns
- to talk about your eating habits
- to ask and answer about quantity
- to use a range of expressions/ phrases related to shopping
- to express possession
- to ask for and give advice
- to write an email talking about rules and obligations and giving advice

7a

1. Vocabulary

▶ Match the pictures with the ailments. Then listen and check your answers.



1. I've got earache.
2. I've got a stomach ache.
3. I've got toothache.
4. I've got a headache.
5. I've got a sore throat.
6. I've got a cough.
7. I've got a fever.



Over to you...

Discuss.

Have you ever had any of the health problems above? What exactly happened to you? What did you do?

2. Read

- A** • Have you ever taken part in a school event? What was it? Did you like it? Why? / Why not?
 • Look at the comic strip and read it out in groups. What kind of event is taking place at George's school?

- B** ▶ Read again and choose the best title (a, b, c or d) for the comic strip.

- a** WHAT A MYSTERY! **b** THE FINAL REHEARSAL **c** A TERRIBLE HEADACHE **d** BUT I'M THE LEADING ACTOR!



In the morning...

- Mum** George! Breakfast time! Oh, dear! You look very pale. What's the matter?
George My stomach hurts a bit, that's all.
Mum You should eat something light; maybe a slice of toast. And I'll make you a cup of tea.
George I've got a headache, too, Mum.
Mum Well, you shouldn't take anything for the headache now because your stomach hurts. Maybe you should stay in bed today.
George But I can't! The final rehearsal for the school play is today. I'm the leading actor!
Mum I guess you can go, then.



After the rehearsal...

- Mike** Great rehearsal! But George, are you OK?
George I'm fine.
Mike I know the play is tomorrow, but if you don't feel well...
George I said I'm fine. I won't miss the play. I'm the leading actor!
Mike OK, OK! Your voice just sounds strange. Maybe the nurse should examine you.
George I'm going home in a while. After a good night's sleep, I'm sure I'll feel better.



In the evening...

- Mum** How are you feeling, dear?
George Well, now I've got a sore throat, too.
Mum You should drink some warm tea with lemon and honey, and go to bed early.
George You don't think I'll lose my voice, right?



The next evening...

- Mike** What a mystery this is! Sherlock Holmes, what do you think?
George COUGH, COUGH!
Mike Sherlock Holmes cannot say a thing... yet. We should look at the clues more carefully. What a mystery this is, indeed!

C Read again and find sentences to prove the following.

Frame 1

- George's mum thinks George is ill.
- George's mum thinks George shouldn't go to school.
- George doesn't want to stay at home.

Frame 2

- Mike is worried about George.
- George thinks there's nothing seriously wrong with him.

Frame 3

- George feels worse.
- George is worried.

Frame 4

- George has lost his voice.



Over to you...

Discuss.

What do you think happens next in the story?

4. Listen

- A** Listen to James talking to his sister Helen. What's wrong? Then check your answers with a partner.
- Helen feels sick.
 - James feels sick.
 - Their mother feels sick.

- B** Listen again. What's wrong with James? Tick. Then check your answers with a partner.

sore throat	<input type="checkbox"/>	fever	<input type="checkbox"/>
cough	<input type="checkbox"/>	stomach ache	<input type="checkbox"/>
earache	<input type="checkbox"/>	the flu	<input type="checkbox"/>



Over to you...

Discuss.

Imagine you're at school and you aren't feeling well. What would you do?

3. Grammar

The verb *should*

- A** Read the examples. When is *should/shouldn't* used? Match the sentences 1-2 with the rules a-b.

- I've got a headache. What **should** I do?
- You **should** relax today. You **shouldn't** go out and play.

- a. to give advice b. to ask for advice

- B** Read the examples and complete the table with the rules.

- You **should** stay in bed today.
- You **shouldn't** eat sweets.
- Should** I go to the doctor?

AFFIRMATIVE	
subject +	+ base form of verb
NEGATIVE	
subject + should +	+ base form of verb
QUESTIONS	
.....	+ subject + base form of verb

- C** Look at the prompts and write sentences. Use *should* or *shouldn't*.

- I've got toothache. → **(go / dentist)**
.....
- Ahmed's got a cough. → **(drink / cold water)**
.....
- Reema's got a high fever. → **(call / doctor)**
.....
- I can't get up in the mornings. → **(watch TV / till late)**
.....
- I feel so tired. → **(sleep / more)**
.....

5. Speak

- Talk in pairs.

Student A

Imagine you've got one of the problems in the vocabulary activity on the previous page. Tell Student B about it and ask him/her for advice.

Student B

Listen to Student A and give him/her advice. Use *should/shouldn't* and some of the ideas in the box.

- take medication
- drink / water
- drink warm tea or milk
- have / warm soup
- eat / fruit and vegetables
- eat / sweets
- go / school or out
- stay / bed
- sleep or relax for a while
- watch TV
- exercise
- have / shower
- lie down



I've got a terrible headache. What should I do?

I think you should lie down for a while.

1. Read

- A** • Do you think it is important to help people who are in need? Why?
 • Have you heard of any organisations that help people or animals in your country? What do they do?

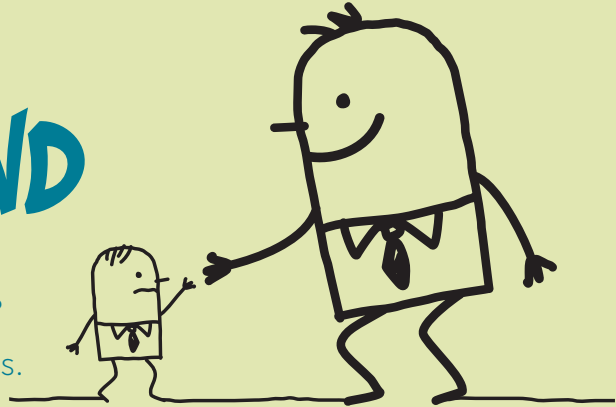
B Read the text and match the people to the statements.

- | | |
|-----------|----------------------------------|
| 1. Justin | a. I gave money to a good cause. |
| 2. Omar | b. I brought something home. |
| 3. Cathy | c. I donated things. |

GIVE A HELPING HAND

How do you help out other people and your community?

Share your experience with us.



I love cycling, so when I heard about the charity race, I immediately signed up. Races are fun, but when you also help raise money for a good cause, in this case, the children's hospital, they're even more important. I paid ten pounds to take part. It might not seem like a lot, but it's still very **helpful**. Unfortunately, I wasn't fast enough so I didn't win, but that doesn't matter because I still helped out by taking part.

// Justin, 14


While I was cleaning out my wardrobe last weekend, I found some clothes I didn't wear any longer because they were too small for me. 'Why don't I give them away?' I thought. So I took them to the clothing bin at my school. An amazing organisation collects these clothes and gives them to people in need, like the homeless. Remember: don't throw things away, give them to a good cause. Other people might find them useful.

// Omar, 14




My brother and I often help out at a local animal shelter. Volunteers can play with the animals, feed them and give them baths. Last week, they brought a kitten to the shelter, Blanca. She wasn't like the other cats. Unfortunately, Blanca was blind. She was **helpless** and needed a home, so I decided to adopt her. Our mum wasn't crazy about it, but when she saw Blanca, she changed her mind!

// Cathy, 13

C  Read again and choose the correct answer **a**, **b** or **c**.

- This person is a volunteer at an organisation that helps animals.
a. Justin b. Omar c. Cathy
- This person gave away something that he/she didn't use any more.
a. Justin b. Omar c. Cathy
- This person took part in an event to help other people.
a. Justin b. Omar c. Cathy
- This person's mother didn't want to adopt an animal in the beginning.
a. Justin's b. Omar's c. Cathy's
- This person's school helps an organisation that collects clothes for the homeless.
a. Justin's b. Omar's c. Cathy's

D  Look at the highlighted words in the text. Which has a positive meaning and which a negative meaning? Then check your answers in a dictionary.

helpful **helpless**

Now read the **NOTE**. Use the nouns given to form adjectives and complete the sentences. Then check your answers in a dictionary.

NOTE

We form many adjectives by adding a suffix (**-ful**, **-less**) to a noun. The suffix **-ful** means *having this quality*. The suffix **-less** means *without this quality*.

- The Internet is very when you need information for a school project. (USE)
- Don't be afraid of this snake. It's (HARM)
- Pollution is very to the environment. (HARM)
- My mobile phone is It doesn't work anymore. (USE)
- I went to the doctor and he was very He told me exactly what to do. (HELP)

Over to you...

 **Discuss.**

- How do you help others?
- Have you ever taken part in a charity event? What type of charity event was it?
- Should people give money to charity? Why?
- What do you do with your old things?

2. Grammar

Too/Enough

A Read the examples. What do you notice about the position of **too** and **enough** when they are used with adjectives? What do they mean? Match the sentences 1-2 with the rules a-b.

- This T-shirt is **too big** for me. I won't buy it.
- My brother is eighteen. He's **old enough** to drive a car.

- a. It is used before adjectives. It has a negative meaning and it means 'more than necessary'.
- b. It is used after adjectives. It has a positive meaning and it means 'as much as is necessary'.

B Complete the sentences with **too** or **enough** and the adjectives in brackets.

- I don't want to go to the beach. It's (cloudy).
- These trainers aren't (big) for me. I won't buy them.
- Thomas can't go on that ride because he's only 1.50 m tall. He isn't (tall).
- I'm not going bowling with my friends tonight. I'm (tired).
- We can't get on that bus. It's (crowded).
- Khalid was (fast) to win the race.

3. Pronunciation

A  Listen and repeat. What's the difference between **a** and **b**?

a. **good** b. **soon**

B  Listen and tick (✓) the sound you hear.

	good /u/	soon /u:/
lose	<input type="radio"/>	<input type="radio"/>
choose	<input type="radio"/>	<input type="radio"/>
put	<input type="radio"/>	<input type="radio"/>
pollution	<input type="radio"/>	<input type="radio"/>
football	<input type="radio"/>	<input type="radio"/>
move	<input type="radio"/>	<input type="radio"/>
look	<input type="radio"/>	<input type="radio"/>
ruler	<input type="radio"/>	<input type="radio"/>

1. Vocabulary

🔊 Look and complete the descriptions with the words in the box. Then listen and check your answers.

potatoes chips strawberries rice carrots tomatoes



1. machboos: meat with and vegetables



4. salmon with broccoli and



2. yoghurt with and chocolate



5. beef soup with beans, peas and



3. club sandwich: chicken, cheese, lettuce, tomato, and ketchup

2. Read

A 🗣️ Read the titles of the texts. Do you believe they are true statements? Read and find out.

B 🗣️ 🔊 Read again. Which sentence best summarises the main idea of the texts?

- a. Chocolate and fats are good for you. c. A little chocolate and good fats are good for you.
b. Chocolate and fats are always bad for you. d. A lot of chocolate and good fats are good for you.

How well do you know your food facts?

Chocolate is never a healthy option.

Who doesn't love chocolate? Many people think chocolate is unhealthy because it's sweet. Chocolate, however, especially the dark kind, can actually be good for you. It contains many vitamins, like vitamin A and C. These nutrients help protect you from diseases. Chocolate is also rich in minerals, like magnesium and calcium. Minerals like these are necessary for strong teeth and bones.

How much chocolate can a person eat? Well, eating a little chocolate is OK, experts say. Chocolate might have some nutrients, but it still contains lots of sugar and fat, and is high in calories. So you can eat one small chocolate bar every now and then, but that's it. Make sure you don't overdo it!

TIP!

Keep in mind that a text will most probably include unknown vocabulary. There's no need to panic. It does not mean that you won't be able to understand the text as a whole.



Fat can be good for you.

'Good' fats help your body work well. They give you energy and they are necessary for a healthy brain, too. You can find good fats in nuts, vegetable oils and many fish. Eating a diet with these fats from a young age can help you avoid heart problems later in life.

'Bad' fats are harmful, though. You should avoid junk food and some kinds of meat and their products. Fried food, like chips, or packaged food, like crackers and biscuits contain 'bad' fats. Eating a few biscuits or some chips every now and then isn't harmful to your health, but you shouldn't overdo it.



C Read again and answer the questions.

1. Why do people think chocolate isn't healthy?
2. Which type of chocolate is good for you?
3. Why does chocolate help keep your bones healthy?
4. Why shouldn't you eat a lot of chocolate?
5. What kinds of food contain 'good' fats?
6. Why should you avoid junk food?



Over to you...

Discuss.

- Do you have a healthy diet?
- What healthy food do you like/hate?
- How often do you eat fast food?
- What other kinds of junk food do you eat? How often?
- What snacks do you consider healthy/unhealthy? Why?

3. Grammar

How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little

A Read the dialogues. Look at the words in blue and complete the table.

- **A:** **How much** money have you got?
B: I don't have **much** money with me, but I can lend you some if you want.
- **A:** **How many** apples do we need for the cake?
B: We don't need **many** apples. Just two.
- **A:** I'd like **a little** sugar in my tea, please.
B: Here you are. You can have **a few** biscuits with it too.
A: Thank you! I love biscuits. I eat **a lot of / lots of** biscuits.
B: I think you shouldn't. **A lot of / Lots of** sugar is bad for you.

plural countable nouns	uncountable nouns	uncountable and plural countable nouns
<i>How many</i>		

B Circle the correct options.

1. **How much / How many** sugar do you want in your tea?
2. We haven't got **many / much** time. We have to finish now.
3. I can't go out because I've got **a lot of / lots** homework.
4. If you look on the Internet, you will find **many / lots of** information about vitamins.
5. **Many / Much** people think coffee is bad for you.
6. I'm painting my bedroom and I need **a few / a little** help. What do you say?

4. Listen

What's your favourite dish?
Can you describe what's in it?
Do you know how to cook it?

Listen to a recipe and put the instructions (a-f) in the correct order (1-6). Then check your answers with a partner.

- a. Add a lot of water.
- b. Add the beans.
- c. Cut the meat into small pieces and put it in a saucepan.
- d. Add some salt and pepper.
- e. Add a little water again.
- f. Add the carrots, potatoes and red peppers in small pieces.

5. Research, Write & Present

A What are some healthy snacks teenagers eat in your country? Choose one and find information about some of the following:

- What's the name of the snack?
- What's in it?
- Why is it good for you? Does it have vitamins, minerals, etc.?
- How often should you eat it?
- How many calories does it have?

B Make a poster. Write a few sentences about the snack you have chosen. Find pictures of the snack, too.

C Present your poster to the class.

1. Vocabulary

A Match the pictures with the clothes/accessories. Then listen and check your answers.



B Listen and repeat.

Prices/Money

£6.75 = six pounds and seventy-five pence

€49.99 = forty-nine euros and ninety-nine cents

\$183.50 = one hundred and eighty-three dollars and fifty cents

QAR 235.50 = two hundred and thirty-five riyals and fifty dirhams

Remember, you can also say:

£6.75 = six pounds, seventy-five **OR** six, seventy-five

C Who says the following, a customer or a shop assistant? Write **C** for Customer or **S** for Shop assistant. Then listen and check your answers.

1. Where are the fitting rooms?
2. That's €49 altogether. Would you like to pay in cash or by credit card?
3. I'm afraid we haven't got it in blue.
4. Does it fit you?
5. How much does it cost?
6. What size do you wear?
7. I prefer the blue one.
8. Here's your change and receipt.
9. I'll take it.
10. All items are half price.
11. I'd like to try this on.
12. Where's the till?

2. Listen (1)

Listen to a dialogue between two girls at a clothes shop. What is Cindy going to buy? Choose the correct picture, **a**, **b**, **c** or **d**. Then check your answers with a partner.



NOTE

a pair of +

sandals, boots, trousers, shorts, leggings, gloves, earrings, etc.

- shorts
- earrings
- boots
- abaya
- leggings
- sandals
- trousers
- top
- gloves
- shirt
- skirt
- tracksuit
- jumper
- thobe

3. Grammar

One/Ones

A Read the examples. Then complete the rules with **one** or **ones**.

1. I've got lots of boots, but these black **ones** are my favourite.
2. I like these dresses. Can I try on the blue **one**?

- We use when we don't want to repeat a singular countable noun.
- We use when we don't want to repeat a plural countable noun.

B Read the extract below from the dialogue in 2. Listen (1). Cindy has used the word **ones** to avoid repeating something. What does this word refer to?

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

C Complete the sentences with **one** or **ones**.

1. **A:** Which earrings should I buy?
B: What about these
2. Can you see the two boys over there?
The on the right is my brother.
3. **A:** Which is your umbrella?
B: The with the flowers.
4. I don't like those brown sandals. I prefer the next to them.

4. Grammar

Possessive Pronouns

A Read the dialogue. What do you notice about the use of **Possessive adjectives** and **Possessive pronouns**? Complete the rules.

A: Are these **your** gloves?
B: No, these gloves aren't **mine**.
My gloves are in **my** bag.
 Fatima was here earlier, so they may be **hers**.

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

B Complete the table with the words in the box.

hers our your mine
 their yours his

Possessive adjectives	Possessive pronouns
my	
	yours
his	
her	
its	-
	ours
your	
	theirs

C Read the extract below from the dialogue in 2. Listen (1). Kate has used the word **mine** to avoid repeating something. What other words could she use instead?

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

D Circle the correct options.

- These headphones aren't **your / yours**. Why are they in **your / yours** room?
- A:** Whose DVDs are these? Kelly's?
B: No, they aren't **her / hers**. They're **her / hers** brother's.
- Our / Ours** new neighbours are very friendly and **their / theirs** house is fantastic.

5. Listen (2)

A How often do you go shopping? What do you usually buy when you go shopping? Do you prefer department stores or smaller shops? Why?

Listen to three short dialogues and match the dialogues 1-3 to the pairs of people A-D in the pictures. There is one extra pair of people. Then check your answers with a partner.

Dialogue 1

Dialogue 2

Dialogue 3



B Listen again and answer the questions. Choose **a, b, c** or **d**. Then check your answers with a partner.

Dialogue 1

What is the woman going to try on?

- grey boots in a size seven
- black boots in a size eight
- grey boots in a size eight
- brown boots in a size eight

Dialogue 2

What has the man already tried on?

- a white shirt in a medium size
- a blue shirt in a medium size
- a white shirt in a large size
- a blue shirt in a large size

Dialogue 3

How much does the woman pay for the earrings?

- £5
- £12
- £17
- £24

6. Speak

ROLE PLAY

Go to the Speaking Activities section on pages 113-114.

1. Listen

A Discuss.

- What kind of problems do people your age usually have?
- Who do they usually have problems with?

friends classmates teachers
family neighbours teammates

- Who do you ask for advice? Why?
- Do you always follow their advice? Why?
- Does their advice usually help?

B Read Steve's problem. What should he do?



I've got a problem and I don't know what to do. Yesterday I needed a tablet. I couldn't find mine, so I took my brother's. However, I dropped it on the floor, and now it isn't working. I'm in trouble! I'd like to fix it, but I haven't got enough money. I haven't told my brother yet. He's going to be so upset when he finds out! What should I do? Do I have to tell him that I broke it?

C Listen to two of Steve's friends giving him advice and choose the correct answer a, b or c. Then check your answers with a partner.

Jake

- You should give him your tablet.
- You shouldn't tell your brother what happened.
- You should promise that you won't take his things again without asking.

Fred

- You shouldn't tell your parents.
- You should ask your parents for help.
- You should save up money to give to your brother.

2. Speak

A Listen to the phrases in the tables and repeat them.

ASKING FOR ADVICE	GIVING ADVICE
Stating a problem	Encouraging
I've got a problem with my brother. The problem is that he's very messy.	Don't worry. / Calm down. / Cheer up. Everything will be (just) fine. It's going to be all right. I hope everything goes well.
Describing how you feel	Giving advice
I feel down/terrible/helpless, etc. I'm very/so/really upset/scared/confused/lonely, etc. I'm in trouble. I don't know what to do.	I think you should talk to him. You shouldn't lie. Perhaps you should explain how you feel. You can/could ask your parents for help.
Asking for advice	
I need your advice. What should I do? Can you please help me? Please tell me what to do.	
EXPRESSING RULES AND OBLIGATIONS	
Do I have to tell my brother that I broke his tablet? You have to be careful with your brother's things every time you borrow them. You must ask for your brother's permission before you borrow his things.	

B ROLE PLAY

Talk in pairs.

Student A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice.

You are tired all the time, and the school exams are in a week.

Your brother/sister and you fight because your favourite TV programmes are on at the same time and you have to share the TV.

Your parents don't let you invite friends to your house because you may make a lot of noise.

You moved to another town and had to change schools. You don't know anyone and you don't make friends easily.


Student B

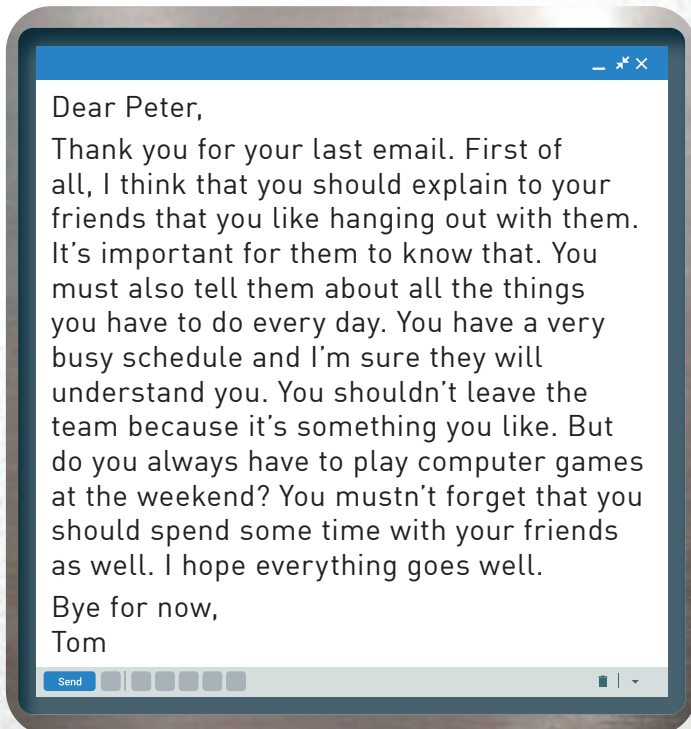
Listen to Student A's problem and give him/her advice.

*The problem is that...
I feel... What should I do? Do I have to...?*

*Don't worry. Perhaps you should...
You must/mustn't / have to/don't have to...*

3. Write

A  Read Peter's email to his friend Tom describing his problem. Then read Tom's email to Peter and answer the questions.



1. What is Peter's problem?
2. What phrases does Peter use to express obligation?
3. Which phrase does Peter use to ask for advice?
4. What phrases does Tom use to give advice?
5. What phrases does Tom use to express obligation?




B Read the note below and find examples of intensifiers in the emails. There are seven intensifiers. Can you rephrase the sentences using other intensifiers?

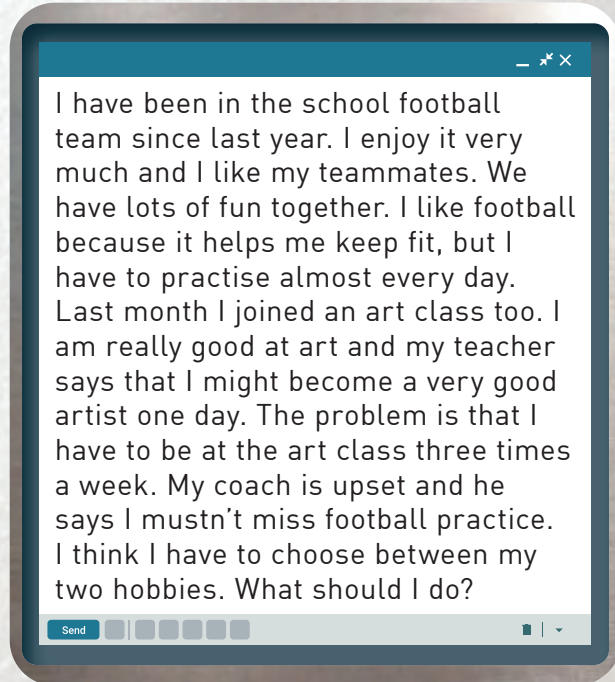
INTENSIFIERS

Use intensifiers to emphasise adjectives.

	very
	really
	so
Barry is	too tired.
	quite
	a bit
	a little
	a little bit



C  Imagine a friend has sent you the email below. Write an email giving your advice. **Go to the Workbook page 103.**



TIP!

- Use intensifiers to make the meaning of adjectives stronger.
- Remember to use set phrases to ask for more information, to express rules and obligations or to give advice like:
 - **Do you always have to...?**
 - **You must remember to...**
 - **You mustn't forget to...**
 - **You should/shouldn't...**

7 Round-up

1. Vocabulary

A Match.

1. leading
2. shop
3. stomach
4. credit
5. junk
6. sore

- | |
|--|
| <p>a. ache
b. throat
c. assistant
d. card
e. food
f. actor</p> |
|--|

Score: / 6

B Complete with the words in the box.

useful feel down harmful charities
customers fight trouble pair

1. Our class is raising money for local
2. Thank you for your advice. It was very
3. Throwing rubbish in the streets is to the environment.
4. My brother and I hang out together a lot, but we sometimes, too.
5. I didn't do my homework, and now I'm in
6. Most of the of this shop are teenagers.
7. I because my friend isn't talking to me.
8. I need a of gloves for my trip to Canada.

Score: / 8

2. Grammar

C Use **should** or **shouldn't** and the prompts in brackets to complete the sentences.

1. Karim's got earache. He (stay / bed).
2. Afaf has a test tomorrow. She (go / bed / late).
3. This shirt doesn't fit you. You (try on / medium).
4. Sahar has got a bad cough. She (drink / cold water).
5. Fred wants to buy a tablet. He (save up / money).

Score: / 5

D Circle the correct options.

1. Can you put **a few / a little** lettuce in my sandwich?
2. These earrings aren't **my / mine**. They may be Jenny's.
3. There isn't **much / many** honey left.

4. All of these paintings are nice, but the **ones / one** on the right is my favourite.
5. This organisation helps **lots of / a lot** people in need.
6. I don't like these sandals. I'd like to try on the black **ones / one** over there.
7. I often hang out with **a few / a little** of my teammates after football practice.
8. These are my gloves, not Nancy's. **Her / Hers** are over there, on the table.
9. There aren't **many / much** recycling bins in our neighbourhood.
10. **How many / How much** orange juice do you drink every day?

Score: / 10

E Complete the sentences with **too** or **enough** and the adjectives in brackets.

1. I can't buy this tracksuit. It's (expensive).
2. We won't take the tram because it isn't (fast).
3. She doesn't go to the shopping centre at the weekend, because it's (crowded).
4. These trousers don't fit me. They're (small).
5. I don't want to go swimming. It isn't (warm).

Score: / 5

3. Communication

F Match.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I'd like to try this on. <input type="radio"/> 2. I think I'll have some fast food. <input type="radio"/> 3. I think I've got a fever. <input type="radio"/> 4. Here's €50. <input type="radio"/> 5. How much does it cost? <input type="radio"/> 6. What's the matter? <input type="radio"/> | <ol style="list-style-type: none"> a. I think you should avoid it. b. It's £11. c. And here's your change and receipt. d. I've got the flu. e. Make sure you drink lots of water. f. The fitting room is over there. |
|---|--|

Score: / 6

Total score: / 40

Now I can...

- talk about health problems
- form adjectives from nouns
- talk about my eating habits
- ask and answer about quantity
- understand and use a range of expressions/phrases related to shopping
- express possession
- ask for and give advice
- write an email talking about rules and obligations and giving advice

8 ACTION!

roller coaster ride

camel riding



bungee jumping



horse riding



skydiving

go-kart racing



Discuss:

- Look at the pictures. In your opinion, how much action is involved in these activities? Rate them starting from 1 (the least) to 6 (the most).
- Have you ever tried any of these activities? If yes, what did you think of them? If no, which one would you like to try?

In this module you will learn...

- to talk about sports, fitness and sporting events
- to describe your feelings
- to define people, places and things by using relative pronouns and adverbs
- to talk about animals and their habits
- to express agreement/disagreement
- to give your opinion when discussing films
- to write a description of a film

2. Read

A Would you like to be a reporter? Why? / Why not? Have you ever helped somebody who was in a difficult or dangerous situation? What exactly happened? What did you do?

B • Look at the comic strip and read it out in groups. Why did the reporter interview the boys?

• Read again and choose the best title (a, b, c or d) for the comic strip.

1. Vocabulary

Match the words in bold with their meanings a-g. Then listen and check your answers.

1. It rained, so we didn't go hiking. We were very **disappointed**.
2. I'm always a little **nervous** before tests because I'm afraid I won't do well.
3. My sister is **terrified** of spiders. Every time she sees one, she screams.
4. My father was working all day and came home **exhausted**.
5. I was **annoyed** when Rob borrowed my tablet again without asking.
6. Pete won the science competition and his parents were very **proud** of him.
7. The coach is **confident** that the team will win the next game.

- a. very tired
- b. upset because things haven't happened the way you expected
- c. pleased about something you or someone else has done
- d. worried about something
- e. feeling a bit angry
- f. very scared
- g. feeling sure about something

a THE REPORTER

b THE GO-KART RACE

c HANGING FROM THE ROOF

d EVERYDAY ACTION HEROES

1 At the go-kart track...

Terry Hey, Steve! Did you see how fast I was going?

Steve Yeah, yeah. Look, we've been here for ages! All you do is go go-kart racing lately. Let's go to a place where we can sit down and relax a bit. What about the park?

Terry I can't. Do you see the man who's standing over there? He's a reporter. What if he wants to interview me? I have to stay. You know how much I want to be on TV.

Steve Sure, Terry. Whatever. I'm leaving.



2



The next day...

Steve So, did the reporter interview you yesterday?

Terry No, he didn't. I don't get it. I'm the best go-kart driver in town. I think people should know.

Steve Look, I think...

3



4



Mr Harper Hey, boys. Can you help me? I can't hold on for long!

Terry What should we do? He's going to fall. I can't look.

Steve Stop it, Terry. Call 999. I'll get the ladder that's next to the shed... Oh no, it's too short!

Terry What are we going to do? He's going to fall!

Steve I know! Let's put it on that table over there. Quick!



30 minutes later...

Reporter This is the place where the accident almost happened. And that's the roof which John Harper was fixing when he slipped. He was hanging from the roof and calling for help when these two local boys saved him. Tell me, how do you two heroes feel?

Terry Well, Steve is the one who took action. I was terrified! He's the real hero.

Steve We both helped.

Reporter It's a good thing you boys were passing by!



C Find information in the comic strip to prove the following.

1. Steve is annoyed with Terry.
2. Terry is confident about his go-karting skills.
3. Terry panics when they see the man who is hanging from the roof.
4. Steve finds a way to save him.
5. John Harper was working on the roof when the accident happened.
6. Terry doesn't think he helped much.



Over to you...

Discuss.

What do you think Terry learnt from this experience?

3. Grammar

Relative Pronouns:
who, which, that

Relative Adverb: where

A Read the examples. Match the sentences 1-3 with the rules a-c.

1. That's the man **who/that** was hanging from the roof.
2. That's the go-kart **which/that** my brother bought.
3. This is a beautiful park **where** people can relax and have a picnic.

- a. We use it for things, animals and ideas.
- b. We use it for places.
- c. We use it for people.

B Complete the sentences using **who, which or where**.

1. Salim Ahmed is the man won the competition.
2. Monkeys are animals climb trees.
3. That's the student I invited to my house.
4. The city I live is very big.
5. Those are the trainers I want to buy, not these ones!
6. That's the man used to be a bungee jumping instructor.
7. That's the museum you can see many famous paintings.

4. Speak

GUESSING GAME

Student A

Choose one of the words below, without telling Student B. Describe it to him/her.

Student B

Guess what Student A is describing.

teacher vet shopping centre lifeguard
giraffe shark windsurfing rock climbing
museum headphones backpack hat

It's somebody who teaches you things.

Is it a...?

Right!/Wrong!

*It's something / a sport / an animal
which... / a place where...*

1. Read

- A** Are you afraid of spiders? Why? / Why not? Have you ever heard of running and jumping spiders? What do you know about them?
- B** What do running and jumping spiders have in common? Read and find out more.
- C** Read the text quickly. Which sentence best summarises the main idea of the text? Choose **a**, **b**, **c** or **d**.
 - a. Spiders don't like sunny weather.
 - b. Making webs is necessary for spiders.
 - c. All spiders must hide from other animals.
 - d. Jumping or running, spiders are excellent hunters.



Active eight-legged CREATURES

Spiders that run...

Running spiders never stay still for very long. There are lots of different types of running spiders, and they are all very fast.

Like all spiders, running spiders make silk. However, they don't use it to create webs or catch prey. Running spiders don't need webs. They are very good hunters. They run after their prey and catch it easily, and most of the time, their prey doesn't even see them.

Running spiders use their silk to make what looks like a small 'tent'. They spend the day there and come out to hunt at night. Inside the tent, the running spider can hide from animals or insects that want to eat it, and it is also safe from bad weather.

...and jump!

People call them jumping spiders because - surprise! - they are very good at jumping. Like running spiders, jumping spiders sleep in little 'tents' which they also make from silk. They like sunny weather, so they hunt during the day.

Jumping spiders don't create webs, because they jump on their prey to catch it. They plan their jumps very carefully; during the jump, the spider spins a piece of silk starting from the place it jumps from. This is like a 'rope', and it keeps the spider safe from falling and helps it climb back up to its home again.

- D** Read the text again as well as the 'Fun Facts' and look at the statements below. Do the statements refer to running spiders, jumping spiders, both or neither? Write **✓** or **✗**.

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

FUN FACTS



- Spiders usually eat small insects, but one species of jumping spider is a vegetarian.
- Spiders have eight legs and 48 knees!
- Most spiders can't see very well, but all running and jumping spiders have very good eyesight. In fact, scientists think that jumping spiders can see better than we can!



Over to you...

Discuss.

- What's your favourite insect? Why?
- Do you know any other fun or interesting facts about other insects?

E Read the sentences below from the text and look at the words in blue. In which case is **jump** a verb and in which is it a noun?

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

K Now read the **NOTE** and complete the pairs of sentences with the correct form of the words given. In which sentence is the word a verb and in which is it a noun? Do they have similar or different meanings? Then check your answers in a dictionary.

NOTE

Some words can be both **verbs** and **nouns**. Their meanings could be very similar (e.g. help) or different (e.g. watch).

1. **paint**
 - a. There's on the floor. What happened here?
 - b. Charlie his bedroom last weekend, but I don't like the colour he chose.
2. **shop**
 - a. My mother usually at the farmer's market. The vegetables there are fresh.
 - b. Let's go to the I want to buy a present for my sister.
3. **train**
 - a. Abdullah with a local football team twice a week.
 - b. Excuse me. What time does the from Liverpool arrive?
4. **answer**
 - a. How many did you get right?
 - b. I asked you a question. Are you going to it or not?

2. Pronunciation

A Listen and repeat. What's the difference between **a** and **b**?

- a. ship b. sheep

B Listen and tick (✓) the sound you hear.

	ship /ɪ/	sheep /i:/
sleep	<input type="radio"/>	<input type="radio"/>
creature	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>
insect	<input type="radio"/>	<input type="radio"/>
silk	<input type="radio"/>	<input type="radio"/>
piece	<input type="radio"/>	<input type="radio"/>
bee	<input type="radio"/>	<input type="radio"/>
little	<input type="radio"/>	<input type="radio"/>

3. Grammar

Full infinitive (to + base form of the verb)

A Read the examples. When do we use the full infinitive? Circle **a** or **b**.

1. The spiders use their silk **to make** their 'homes'.
2. Some spiders jump on other insects **to catch** them.
3. Jumping spiders go out during the day **to find** food.

- a. We use it to express obligation.
b. We use it to express purpose.

B Match the two halves to make sentences.

1. My mother went to the supermarket
2. Aisha called the doctor
3. I'll study really hard
4. Karim went to the park
5. Harry is going to Japan next year

- a. to play with his friends.
b. to pass the exams.
c. to ask for his advice.
d. to get some fruit.
e. to learn Japanese.

4. Research, Write & Present

A Choose an animal and find information about some of the following:

- What does it eat?
- How does it get its food?
- Is it active during the day or night?
- Has it got any special characteristics?
- Does it make/build/collect anything?
- How does it protect itself?

B Make a poster. Write a few sentences about the animal you have chosen. Find pictures of the animal, too.

C Present your poster to the class.

1. Vocabulary

▶ Match the sentences. Then listen and check your answers.

A champion

A spectator

A trophy

The national team

A tournament

- a. is a sports competition in which players or teams compete against each other until one wins.
 b. is the team of a particular country.
 c. watches a sports event.
 d. is a prize, like a cup, for the winner.
 e. is the best player or team in a sport or competition.

2. Read

A Have you ever watched a sports event? What was it? Did you like it? Why? / Why not?

B ▶ What do you know about the Wimbledon Championships? Read and find out more.

The Wimbledon Championships

Wimbledon is a very famous tennis tournament. It started in 1877 and is the oldest tennis tournament in the world. Every summer, the world's best tennis players come together in London, UK for two weeks to compete against one another.

Could you do it?

In 2010, American John Isner played against and beat Frenchman Nicolas Mahut. This match lasted for 11 hours and 5 minutes and it is the longest in the history of the championships.

If you want to play, wear white!

There are lots of traditions and rules at Wimbledon. For example, all players must wear white. In the 2013 tournament, Roger Federer, the famous tennis player, was wearing shoes that had orange soles. Guess what! He changed shoes to play!

Did you know?

In the past, players also used white balls, but in 1986 the rules changed and they used yellow balls for the first time. During the championships they use more than 50,000 tennis balls!

It is also a tradition for spectators to eat strawberries and cream at Wimbledon. During the championships, they eat an incredible 28,000 kg of strawberries along with 7,000 litres of cream.

It is the only tennis tournament in which the matches take place on grass courts. During the event, the grass must be at a height of exactly 8mm. Imagine that!

It isn't very easy to become one of the ball boys or girls at the tournament. BBGs have to pass different tests and also go through special training!

Who wins?

The rules are very simple. If you win six games, you win a set. And if you win two sets out of three, then you win the match! Congratulations!

C Read again and answer the questions.

1. When do the Wimbledon Championships take place?
2. How long does this event last?
3. What was special about a tennis match that took place in 2010?
4. What did Roger Federer have to do in the 2013 tournament?
5. What colour are the tennis balls that the players use at Wimbledon today?
6. What do people eat lots of at Wimbledon?
7. What is special about the grass on the courts at Wimbledon?



Over to you...

Discuss.

Is there a famous sports event in your country? Have you ever attended it? Did you enjoy it? Why? / Why not?

3. Grammar

Zero Conditional

A Read the examples. When do we use the Zero Conditional? Match the sentences 1-2 with the rules a-b.

1. If you win three games in this sport, you are the winner.
2. If you heat water, it starts to boil at 100 °C.

- a.** to refer to general truths (e.g. scientific facts)

b. to make statements about the real world

B Read the examples again and complete the rule about the formation of the Zero Conditional.

If + _____, Present Simple

C Match the two halves to make sentences.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. If you heat ice, <input type="radio"/> 2. If you score twelve points, <input type="radio"/> 3. If you mix blue and yellow, <input type="radio"/> 4. If you don't drink water, <input type="radio"/> 5. If you win the match, <input type="radio"/> | <ol style="list-style-type: none"> a. you get the trophy. b. you get green. c. it melts. d. you win the game. e. you get thirsty. |
|---|--|

4. Speak & Listen

A Talk in pairs. Read the statements below and try to guess the answers. Choose a, b or c.

Which sport did PE teacher James Naismith invent in 1891?

Well, I'm not sure. Maybe basketball.

Sports Facts Quiz

- 1 Which sport did PE teacher James Naismith invent in 1891?
a. Basketball b. Football c. Volleyball
- 2 When did the first modern Olympics take place?
a. In 1896 b. In 1900 c. In 1904
- 3 What's the name of a famous stadium in Doha, Qatar?
a. Thani bin Jassim Stadium b. Ahmed bin Ali Stadium
c. Khalifa International Stadium
- 4 Which sport did William G Morgan invent in Massachusetts, USA in 1895?
a. Baseball b. Volleyball c. Badminton
- 5 If you reach eleven points in this sport, you win a game.
a. Hockey b. Tennis c. Table tennis
- 6 If you score less in this game, you win.
a. Golf b. Basketball c. Hockey

B Listen and check your answers to the quiz above with a partner.

5. Research, Write & Present

A Choose a sporting event and find information about some of the following:

- When and where does it take place?
- How often does it take place?
- Are there any interesting historical facts?
- When and where did it take place the first time?
- Who had the idea?
- What interesting rules are/were there?
- What do you know about its scoring system?
- Do you know any famous athletes/players? What have they achieved?

B Make a poster. Write a few sentences about the sporting event you have chosen. Find pictures of the event, too.

C Present your poster to the class.

1. Vocabulary (1)

▶ Complete the table using the words in the box. Then listen and check your answers.

football volleyball water polo hockey tennis

SPORT	PLACE	EQUIPMENT
	pitch	ball, goal, boots, shin pads
	court	ball, net, knee pads
	court	ball, net, racket
	pitch	ball, goal, stick, shin pads
	pool	ball, goal, swimwear, goggles

2. Listen (1)

▶ Listen to three short dialogues. Where are the people? Match. Then check your answers with a partner.

- Dialogue 1 · swimming pool
- Dialogue 2 · volleyball court
- Dialogue 3 · football pitch

TIP!

Listen for key words to help you understand the main ideas.

3. Grammar

So / Neither

A Read the dialogues. When do we use **So** / **Neither**? Complete the rules.

1. **A:** I love hockey.
B: **So do I.**
C: **I don't.**

2. **A:** I won't buy a new racket.
B: **Neither will I.**
C: **I will.**

A: I woke up at 8 o'clock.
B: **So did I.**
C: **I didn't.**

A: I can't play tennis.
B: **Neither can I.**
C: **I can.**

• We use + **affirmative auxiliary verb + subject** when we agree with a negative statement, but we don't want to repeat it.

• We use + **affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.

B ▶ Listen to the dialogues in 2. Listen (1) again and complete the parts shown below. Then answer the questions.

1. **Ryan** Steve, I'm so excited about this game.
Steve!
Who is excited about the game?

2. **Bob** I'm a little nervous. I've never played before.
Fred
Who has played the sport?

3. **Toby** I'm a bit hungry, Joe. I haven't eaten anything since lunch.
Joe
Has Joe eaten anything since lunch?

C Complete using **so** or **neither** and an auxiliary verb.

1. **A:** My brother joined a volleyball team.
B: mine.
2. **A:** We will play in the tournament.
B: we.
3. **A:** I don't want dessert.
B: I.
4. **A:** Kelly must study harder.
B: Jane.
5. **A:** Abdullah isn't going to the gym today.
B: Karim.
6. **A:** Oliver often goes to football matches.
B: my brother.
7. **A:** My team hasn't trained enough.
B: my team.

4. Vocabulary (2)

🔊 Listen and read the sentences. What do the phrases in **bold** mean?

1. **A:** I'm **going on a diet** because I want to **lose some weight**.
B: You look fine. How many kilos do you want to lose?
A: Just two or three.
2. My brother wants to **keep fit**, so he exercises five times a week.
3. I think I've **put on weight**. My clothes don't fit me.
4. Jim is **in good shape** because he's **taken up** tennis and swimming.

5. Listen (2)

A 🎧 🔊 Listen to three people talking. What are they talking about? Choose the correct answer **a**, **b** or **c** and say why. Then check your answer with a partner.

a. keeping fit **b.** team sports **c.** healthy eating

B 🎧 🔊 Listen again and match the people talking with who they are (**a-d**). There is one extra option. Then check your answers with a partner.

TIP! While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Peter

Henry

Frank

- a.** a student
b. a gym instructor
c. a parent
d. a PE teacher

C 🎧 🔊 Listen again and match the people with the statements **a-d**. There is one extra statement. Then check your answers with a partner.

Peter

Henry

Frank

- a.** Playing a team sport has helped me make new friends.
b. I go to the gym because a member of my family works there.
c. I've tried different activities to keep fit.
d. I've taken up an outdoor activity that's helped me lose weight.



Over to you...

🗨️ **Discuss.**

- What do you do to keep fit?
- How often do you exercise?
- Which is more important when you want to lose weight: a healthy diet, exercise, or both? Why?

6. Speak

🗨️ Talk in groups of three. Discuss the statements given below.



I like team sports.

I don't like team sports.

I've taken up a sport.

I haven't taken up a sport.

I often exercise.

I never exercise.

I went to the gym yesterday.

I didn't go to the gym yesterday.

I have been on a diet.

I've never been on a diet.

I like team sports.

So do I. Team sports are fun.

I don't. They are boring.

1. Vocabulary

Which of the words below do you know? Match them with their definitions a-h. Then listen and check your answers.

- | | | | |
|---------------|-----------------------|--------------------|-----------------------|
| 1. scene | <input type="radio"/> | 5. leading actor | <input type="radio"/> |
| 2. acting | <input type="radio"/> | 6. special effects | <input type="radio"/> |
| 3. soundtrack | <input type="radio"/> | 7. costumes | <input type="radio"/> |
| 4. plot | <input type="radio"/> | 8. director | <input type="radio"/> |

- a. a part of a film
 b. the music that people hear in a film
 c. the clothes that actors wear in a film
 d. the person who stars in a film
 e. unusual and exciting images or sounds in a film
 f. the performance(s) in a film
 g. the story of a film
 h. the person who directs a film

2. Read & Listen

A Look at the film poster. Have you seen this film? Do you know or can you guess what type of film it is?

B Put the dialogue in the correct order. Write 2-8. Then listen and check your answers.

- I know him. He's very good. What's the film about?
- In 2017. It's a science-fiction film.
- Sounds like an interesting plot. I'm going to check it out this weekend!
- No, I've never heard of it. When did it come out?
- It's about a 16-year-old boy. He's the first human to be born on Mars, but he wants to visit Earth and find out about life here.
- 1** Have you seen the film *The Space Between Us*?
- Asa Butterfield is the leading actor.
- Really? I like sci-fi films. Who stars in it?



C Listen to Mike talking about the film *The Space Between Us* and complete the table below according to his opinion. Tick the correct boxes.

Mike's Opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plot			
Acting			
Soundtrack			
Special effects			

3. Speak

A Listen to the phrases in the tables and repeat them.

Asking about a film	Giving information about a film
<ul style="list-style-type: none"> • What's the title of the film? • When did it come out? • What type/kind of film is it? • Who stars in it? Who plays the main role? Who is the leading actor? • Who directed it? • What's it about? 	<ul style="list-style-type: none"> • It's <i>Pete's Dragon</i>. • It came out in 2016. • It's a fantasy adventure film. • Oakes Fegley stars in it. Oakes Fegley plays the role of Pete. Oakes Fegley is the leading actor. • David Lowery directed it. • It's about a boy named Pete and his dragon friend, Elliot.
Asking for someone's opinion	Expressing one's opinion
What is your opinion of this film? How was the film? Did you like it? What did you think of it?	<p>Positive</p> I thought it was fantastic/brilliant/amazing. Don't miss it! It's one of the best I've seen recently. It was excellent/funny/action-packed. I found it interesting/clever/incredible. <p>Negative</p> I think it's terrible/awful. I found it boring/tiring/long. It was nothing special. I was very disappointed by this film.
What kind of people would like this film?	I think it's perfect for those who like adventure. People who like action will love it.

B Talk in pairs. Go to the Speaking Activities section on page 114.



4. Write

A Read the text and complete the table.

Jurassic World (2015) is a science-fiction adventure film. Colin Trevorrow is the director of this film. It is the fourth film in the Jurassic Park series, and Chris Pratt and Bryce Dallas Howard star in it. The film takes place in Jurassic World, a theme park which tourists visit to see different species of dinosaurs. Claire (Bryce Dallas Howard) is the park manager, and Owen (Chris Pratt) is a dinosaur expert who works at the park. When Indominus Rex, a new species of dinosaur, escapes and starts attacking people, Claire and Owen have to do their best to protect and save everyone. Do they make it in the end? You'll have to watch the film and find out!

Jurassic World is one of the best films I've seen recently. It's action-packed and perfect for those who love adventure. The plot is nothing special, but the acting is excellent. The soundtrack makes the film even more thrilling, and the special effects are amazing. Don't miss it!

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion			
Plot			
Acting			
Soundtrack			
Special effects			

B Read and then circle the correct options in the sentences 1-5.

TO GIVE MORE INFORMATION WHEN YOU WRITE A DESCRIPTION (OF A FILM, ETC.):

use relative clauses (who/which/that/where).

- *The actors who star in the film are amazing.*
- *Jurassic World is a place where dinosaurs live.*

1. People **who / which** like animated films will love this one.
2. The actor **which / that** stars in the film is American.
3. I was very disappointed by the comedy **who / which** we watched yesterday.
4. An amusement park is the place **where / which** all the action takes place.
5. The costumes **where / that** the actors wore were fantastic.

C Write about your favourite film or a film you have recently seen. Use the information in the speaking activity and follow the plan below. **Go to the Workbook page 117.**

PARAGRAPH 1

- What's the title of the film?
- When did it come out?
- What type of film is it (a science-fiction film, an animated film, etc.)?
- Who stars in it?
- Who directed it?
- What's the film about? (Use the Present Simple.)

PARAGRAPH 2

- What is your opinion of this film?
- Did you like the plot?
- How was the acting?
- What did you think of the soundtrack and special effects?
- What kind of people would like this film?

TIP!

Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Don't forget to use a variety of grammatical structures (e.g. tenses, relative clauses) and adjectives (e.g. incredible, fantastic, awful). Then write your final draft.

8 Round-up

1. Vocabulary

A Circle the correct options.

1. I've trained really hard, so I am **disappointed** / **confident** that I will win the race.
2. The **director** / **instructor** of the film plays a role in it, too.
3. Hamad went to bed early because he was **proud** / **exhausted**.
4. The writer Arthur Conan Doyle **hunted** / **created** the character Sherlock Holmes.
5. Some players were **nervous** / **thrilling** the day before the final match.

Score: / 5

B Complete the sentences with the words in the box.

trophy weight shape effects
pads special

1. You should wear knee when you play volleyball if you don't want to hurt yourself.
2. Liam goes running every day because he's trying to lose
3. Hassan won this in a tennis tournament.
4. The special in this film are amazing.
5. You need to be in good to do water sports.
6. **A:** How was the match?
B: It was nothing

Score: / 6

2. Grammar

C Complete the sentences with **who**, **which** or **where**.

1. The man is talking to the reporter is the captain of the team.
2. I gave the racket I found on the court to the coach.
3. That's the new restaurant we had dinner last weekend.
4. The new park has a large area you can play sports.
5. The photographer won the competition is called James Fry.
6. My favourite actor stars in a film is coming out today.
7. The costumes the actors were wearing were impressive.
8. The volunteers helped clean up the beach were students.

9. That's the hotel my father works.

10. Tom Collins is the athlete won the race last year.

Score: / 10

D Complete with the correct form of the verbs in the box.

buy win study watch

1. Jameel went to the library
2. Ned will go to the cinema a film.
3. Sahar went to the farmer's market some fresh vegetables.
4. I'll practise hard the sports competition.

Score: / 4

E Complete the sentences with the correct form of the verbs in brackets to form the **Zero Conditional**.

1. If you (not eat) food, you get hungry.
2. If you win a competition, you (get) a prize.
3. If you leave the tap on when you are brushing your teeth, you (waste) water.
4. If you (score) the final point, you win the game.
5. If you (mix) red and yellow, you get orange.
6. If ice melts, it (become) water.

Score: / 6

3. Communication

F Choose **a** or **b**.

1. **A:** I can ride a camel.
B:
a. So can I. b. Neither can I.
2. **A:** Ken has never been abroad.
B:
a. So have I. b. Neither have I.
3. **A:** We won't visit the theme park today.
B:
a. Neither will we. b. Neither do we.
4. **A:** Afaf is terrified of spiders.
B:
a. So is Fatima. b. Neither is Fatima.

Score: / 4

Now I can...

Total score: / 35

- talk about sports, fitness and sporting events
- describe my feelings
- define people, places and things by using relative pronouns and adverbs
- talk about animals and their habits
- express agreement/disagreement
- give my opinion when discussing films
- write a description of a film

4 Culture Page

Qatar National Sports Day

A Which special days do people celebrate in your country? What do you usually do on these days?

B What do you know about Qatar National Sports Day? When did it start? When do people celebrate it? Read and find out more.

9:47 AM



Qatar celebrates National Sports Day on the second Tuesday of February as a way to get people interested in sports. Nobody goes to school or work on this day and people are outside or in stadiums doing activities that they enjoy. It is an opportunity for Qataris to get out and exercise and spend time with their friends and families.

Many organisations from all around Qatar join in the fun so there are lots of choices! Some people may prefer to do an activity that they know while others might like to try something new and exciting!

Some activities that Qataris can do include sailing, cycling and running races. They can also take part in many team sport championships. Those who compete take awards home if they win. There are a variety of events for all ages so everyone can exercise and have fun on this special day.

Since it began in 2012, National Sports Day in Qatar has taught the community about exercise and its important role in our lives. With so many activities on this day, everyone can discover something they like and take up a new sport or hobby. This means that being active becomes not only an important part of healthy living, but also a way to have fun!

C Find synonyms of the words below in the text. Then check your answers in a dictionary.

1. chance =
2. option =
3. thrilling =
4. competition =
5. find =

D Read again and write **T** for True or **F** for False.

1. Qatar National Sports Day is on the same date every year.
2. People can meet with their friends and family on National Sports Day.
3. Children don't take part in activities on National Sports Day.
4. There are no competitions on National Sports Day.
5. National Sports Day is a good opportunity for someone who wants to start doing a sport.



Over to you...

Discuss.

Have you ever taken part in Qatar National Sports Day? If yes, what did you do on that day? If no, would you like to? Why?

PROJECT

Make a poster!

Think of a special day that people celebrate in your country. Do research on some of the following questions.

- When and where does it take place?
- When did it start?
- Why is it special?
- What can people do on this day?
- Are there any interesting facts about it?

Make a poster with the information you found. Find photos and write short descriptions next to them. Present your poster to the class.

POEM

(Modules 7 & 8)

We're an all-star team!

▶ Complete the poem with the words in the box.
Listen and check your answers. Then say.

cup stand match proud
spectators give May score

It's the thirty-first of 1
The big day has come
The final 2 is today
It's time to play!

This final is a test
Will we win the 3 ?
We always do our best
And we never 4 up

My teammates are cool
We're an all-star team
We are the champions
We're living the dream!

You'll never get bored
When we play football
5 up and cheer for us
When we 6 a goal

The stadium is full
The 7 are loud
We have scored five goals
Our coach is so 8

My teammates are cool
We're an all-star team
We are the champions
We're living the dream!



Speaking Activities

5c

ANSWERS TO THE RIDDLES:

- What kind of room has got no doors or windows? *a mushroom*
- What is always coming but never arrives? *tomorrow*
- What can you find once in every minute, twice in every moment, but never in a thousand years? *the letter m*
- What do you have to break before you use it? *an egg*
- Which letter of the alphabet has got the most water? *the letter c*

5e

ROLE PLAY

B Talk in pairs. Use the ideas below and have a conversation.

Student A

Think of an interesting event and invite your friend to come along. Give details about day and time.

Accept the suggestion. Make arrangements about day/time/meeting place, etc.

Would you like to go on a picnic this Saturday afternoon?

*I'd love to but I...
How about...?*

Student B

Refuse the invitation and give a reason. Suggest something different (e.g. different activity, another day, time).

Agree and make arrangements.

7d

ROLE PLAY

Talk in pairs.
Student A

Imagine that you are a customer in a department store. Decide which items you want to buy and in what colour and size. Student B is the shop assistant. Talk to him/her using the phrases in the box.



- Excuse me. Have you got any...?
- I'd like...
- I'm looking for...
- Can I try it/them on?
- Have you got it/them in red/blue, etc.?
- Where are the fitting rooms?
- It's/They're too...
- It isn't / They aren't... enough.
- I wear a size...
- I think it/they fits/fit me very well.
- I prefer the... one/ones.
- I'll take it/them.
- How much is/are...?
- How much does it / do they cost?
- Where's the till?
- Can I pay in cash / by credit card?
- Thank you very much.

Speaking Activities

7d ROLE PLAY

Talk in pairs.
Student B

Imagine that you are a shop assistant in a department store. Student A is a customer. Look at the items below and talk to him/her using some of the phrases in the box.



-50%

Tracksuit
£40 NOW £20
SIZE **S, L, XL**
COLOUR **Red, Grey, Blue**



Sandals
£36
SIZE **6, 7, 8**
COLOUR **White, Blue, Black**



Jumper
£40
SIZE **XS, M, XL**
COLOUR **Orange, Green, Blue**



Shirt
£30
SIZE **S, M, L**
COLOUR **White, Blue, Black**



Gloves
£9.99
SIZE **M, L**
COLOUR **Brown, Black, Green**

- Can/May I help you?
- What size do you wear?
- We've got it/them only in...
- I'm afraid we...
- Would you like to try it/them on?
- Does it / Do they fit you?
- What do you think of...?
- How about this/these one/ones?
- Here you are.
- The... is/are half price.
- Would you like to pay in cash or by credit card?
- It costs / They cost...
- That's £... altogether.
- Here's your change and receipt.

8e

B Think of your favourite film or a film you have recently seen and complete the table below. Then talk in pairs.

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion			
Plot			
Acting			
Soundtrack			
Special effects			

What's the title of the film?

...

When did it come out?

...

What type/kind of film is it?

...

Who stars in it? / Who's the leading actor?

...

Who directed it?

...

What is your opinion of this film?

I think it's...

Did you like the plot?

I found it...

How was the acting?

It was...

What did you think of the soundtrack and special effects?

I thought...

Module 5

Future *be going to*

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not going to play	I'm not going to play
You are not going to play	You aren't going to play
He is not going to play	He isn't going to play
She is not going to play	She isn't going to play
It is not going to play	It isn't going to play
We are not going to play	We aren't going to play
You are not going to play	You aren't going to play
They are not going to play	They aren't going to play

QUESTIONS	SHORT ANSWERS	
Am I going to play?	Yes, I am.	No, I'm not.
Are you going to play?	Yes, you are.	No, you aren't.
Is he going to play?	Yes, he is.	No, he isn't.
Is she going to play?	Yes, she is.	No, she isn't.
Is it going to play?	Yes, it is.	No, it isn't.
Are we going to play?	Yes, we are.	No, we aren't.
Are you going to play?	Yes, you are.	No, you aren't.
Are they going to play?	Yes, they are.	No, they aren't.

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

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

- to talk about future plans.
Abdullah is going to buy a car next week.
- to make predictions based on evidence.
Be careful! You're going to fall.

NOTE

It isn't necessary to say or write **to go** with the Future ***be going to***.
Ted's going (to go) swimming next weekend.

Present Progressive with future meaning

We can use the **Present Progressive** to talk about future arrangements.
We are having a barbecue next Saturday.

Future *will*

AFFIRMATIVE		NEGATIVE	
I	will	I	won't
He/She/It	work	He/She/It	(will not)
We/You/They	work	We/You/They	work

QUESTIONS		
Will	I	work?
	he/she/it	
	we/you/they	

SHORT ANSWERS		
Yes, I	will.	No, I
we/you/they		we/you/they
		won't.

We use the **Future *will*** for:

- predictions, usually with the verbs **think** and **believe**.
I think he will be a famous basketball player one day.
- on-the-spot decisions.
Fine, I'll meet you in an hour.
- offers.
I'll help you with everything.
- promises.
I promise, I'll be there for you.
- requests.
Will you do me a favour?

may/might/could

The verbs **may**, **might** and **could**:

- are followed by the base form of the verb.
- are the same in all persons in the singular and plural.
- form questions by inverting the subject with the modal verb.
- form the negative by adding **not** after the modal verb.
- We use **may**, **might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We may/might/could go to the Art Festival next weekend.

Grammar Reference

- We use **may not/might not** to express lack of possibility in the present or future.
Ahmed may not/might not come to the park.

Conditional Sentences Type 1

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

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must)
	Imperative

If I like the car, I'll buy it.

If you want to get into the museum, you must buy a ticket.

If you don't feel well, go to bed.

NOTE

When the **if-clause** comes before the **main clause**, put a comma to separate them.

Module 6

Present Perfect Simple

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

NEGATIVE	
FULL FORMS	SHORT FORMS
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

QUESTIONS	SHORT ANSWERS	
Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

We form the **Present Perfect Simple** with *have/has* and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + **-ed**).

NOTE

Look at the list of irregular verbs.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
Look! Jerry has broken his leg!

TIME EXPRESSIONS

always, ever, never, before, so far, yet, already, just, once, twice, etc.

Present Perfect Simple vs Past Simple

We use the Present Perfect Simple :	We use the Past Simple :
<ul style="list-style-type: none"> for actions that happened in the past, but we don't say when exactly. <i>I have visited Doha.</i> with the time expressions: <i>ever, never, before, so far, just, yet, already, always, for, since, once, twice, etc.</i> 	<ul style="list-style-type: none"> for actions that happened at a definite time in the past. We say when. <i>I visited Doha last year.</i> with the time expressions: <i>yesterday, in 1995, ago, last week/month, etc.</i>

NOTE

- have/has gone** means that someone has gone somewhere and is still there.
Hamad has gone to the supermarket. (He's still there.)
- have/has been** means that someone has visited a place but has come back.
Hamad has been to Barcelona. (Now he's back.)

yet/already

- **yet** is used only with the question and negative form of verbs. It is placed at the end of the sentence.

Have you finished yet?

He hasn't arrived yet.

- **already** is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis.

I've already seen that film.

You've finished eating already!

Present Perfect with since/for/how long

We use the **Present Perfect** with **for**, **since** and **how long** for actions that started in the past and continue up to the present.

<p>since + a point in time (e.g. since 1980, since yesterday, since last week, since 4 a.m.) It refers to the time when the action started.</p>	<p><i>How long have you had this car?</i></p> <p><i>I've had this car since 1999.</i></p>
<p>for + a period of time (e.g. for two weeks, for three days, for five minutes, for months) It refers to the duration of the action.</p>	<p><i>I've had this car for six years.</i></p>

Module 7

The verb *should*

AFFIRMATIVE	NEGATIVE
I/He/She/It/ We/You/They should go	I/He/She/It/ We/You/They shouldn't go

QUESTIONS		
Should	I/he/she/it/ we/you/they	go?

SHORT ANSWERS		
Yes,	I/he/she/it/ we/you/they	should.
No,	I/he/she/it/ we/you/they	shouldn't.

We use **should**:

- to ask for and give advice.
A: *What should I do?*
B: *You shouldn't work so hard.*
- to express an opinion.
I think the children should eat more fruit.
- to make a suggestion.
We should go swimming tomorrow.

The modal verb **should**:

- forms questions by inverting the subject with the modal verb.
- forms the negative by adding **not** after the modal verb.

too/enough

- We use **too** before adjectives. **Too** has a negative meaning and it means 'more than necessary'.
This tea is too hot. I can't drink it.
- We use **enough** after adjectives, but before nouns. **Enough** has a positive meaning and it means 'as much as is necessary'.
The weather is warm enough for a picnic.
There's enough food in the fridge.

How much...?/How many...?/ Much/Many/A lot of/Lots of/ A little/A few

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much milk is there?

NOTE

We also use **How much...?** to ask about the cost or price of something.
How much are these shoes? £100?

- We use **How many...?** with plural countable nouns to ask about the number of something.
How many cans of lemonade do we need?
- We use **much** with uncountable nouns.
We haven't got much money.
- We use **many** with plural countable nouns.
There aren't many books in the bookcase.
- We use **a lot of/lots of** with uncountable and plural countable nouns.
There is a lot of coffee in my cup.
There are lots of apples in the fridge.
- We use **a little** with uncountable nouns, in affirmative sentences. (= some, a small amount)
There is a little cheese on the table.
- We use **a few** with plural countable nouns, in affirmative sentences. (= some, a small number)
There are a few magazines on the table.

one/ones

- We use **one** when we don't want to repeat a singular countable noun.
Which car is yours? The black one.
- We use **ones** when we don't want to repeat a plural countable noun.
Which shoes do you like? The brown ones.

Grammar Reference

Possessive Adjectives - Possessive Pronouns

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- **Possessive adjectives** always go before nouns and do not take articles before them. *Her hat is green.*
- **Possessive pronouns** replace *possessive adjectives + noun*, so they are never followed by nouns. They are often used as short answers to questions starting with **whose**. *Your bag is brown, but mine is black. That cat is hers. Whose is this ball? It's his.*

Module 8

Relative Pronouns

- The relative pronouns **who**, **which** and **that** introduce relative clauses and refer to the subject or the object of the main clause. When they refer to the object, they can be omitted.

	PRONOUNS	EXAMPLES
PEOPLE	who/that	<i>The man who/that is driving that sports car is my uncle.</i> <i>The teacher (who/that) I like the most is Mr Ahmed.</i>
ANIMALS AND THINGS	which/that	<i>The bag which/that is on the desk is mine.</i> <i>The film (which/that) I saw last night was terrible.</i>

Relative Adverb

- The relative adverb **where** introduces relative clauses. It indicates place and it can never be replaced by **that**.

	ADVERB	EXAMPLE
PLACE	where	<i>The place where I live is beautiful.</i>

Full Infinitive

We use the full infinitive (**to + base form of the verb**) to express purpose.

I'm going to the farmer's market to get some fruit.

Mr Robins went to the newsagent's to buy a newspaper.

Zero Conditional

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	Present Simple

We use the **Zero Conditional**:

- to talk about general truths (e.g. scientific facts). *If you heat ice, it melts.*
- to talk about facts and to make statements about the real world (in contrast to hypothetical situations). *If you press the button, the door opens.*

So/Neither

TO EXPRESS AGREEMENT

- We use **So + affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.
A: *I must go to the dentist.* **A:** *I always go to school on foot.*
B: *So must I.* **B:** *So do I.*
- We use **Neither + affirmative auxiliary verb + subject** when we agree with a negative statement, but we don't want to repeat it.
A: *I can't play tennis.* **A:** *I don't like chocolate.*
B: *Neither can I.* **B:** *Neither does my sister.*

NOTE

To express disagreement:

- We use **subject + affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.
A: *I can't ride a horse.*
B: *I can.*
- We use **subject + negative auxiliary verb** when we disagree with an affirmative statement, but we don't want to repeat it.
A: *I've been to Italy.*
B: *I haven't.*

Irregular verbs

IRREGULAR VERBS					
Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	know	knew	known
beat	beat	beaten	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bite	bit	bitten	let	let	let
blow	blew	blown	lie	lay	lain
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	mean	meant	meant
burn	burnt/burned	burnt/burned	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/ dreamed	dreamt/ dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shine	shone	shone
eat	ate	eaten	show	showed	shown
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written

Learning Tips

In class

How to learn better in class

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

Outside the class

How to learn better outside the class

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

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook.
Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb + noun) not just individual words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, write down if they are verbs, nouns, adjectives, etc.
- When you learn new words, use a dictionary to find synonyms and/or opposites of these words, too.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

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

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example given.
- Use the prompts given.
- Use the vocabulary and the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Keep in mind that a text will most probably include unknown vocabulary. There's no need to panic. It does not mean that you won't be able to understand the text as a whole.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully. Make sure you haven't got any unknown words.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with appropriate linking words: **and**, **but**, **so**, **because**, etc.
- Use pronouns (he, she it, them, there, this, etc.) to avoid repeating the same words.
- When writing to a friend, start and finish your letter/email in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like **suddenly**, **luckily**, **unfortunately** to make your writing more interesting.
- Use a variety of vocabulary (e.g. adjectives) and grammatical structures in your writing to make it more interesting.
- When writing a note, keep the text short and give only the important information. Remember that you don't have to write full sentences.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, spelling, word order, linking words, grammar and vocabulary.

Project Skills



BRAINSTORM

PLAN

RESEARCH

CREATE

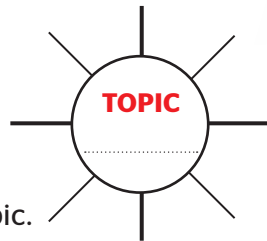
PROOFREAD

PRESENT

STEP 1

BRAINSTORM

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



STEP 2

PLAN

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

STEP 3

RESEARCH

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

STEP 4

CREATE

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

STEP 5

PROOFREAD

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

STEP 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

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

Stage 2: During the presentation

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

Stage 3: After the presentation

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

TIP!

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

Project checklist

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

Wordlist

Module 5

Cover

hotel
in the future
robot

5a

all the time
be welcome
bottle
can (n.)
care about
empty
horrible
maybe
recycle
recycling
throw sth in the bin/
rubbish

Recyclable materials

battery
electronic devices
glass
metal
paper
plastic

5b

already
available
change (v.)
design (n.)
for sure
furniture
imagine
in a few years from
now
in no time
invention
item
mean
normal
printer
printing
promise (v.)
seem

solve
take (sb somewhere)
take off
the rest
though
traffic

5c

cage
check sth out
digital (clock)
escape
guess (v. + n.)
line
manage
opinion
second
unlock
way (= manner)

Phrases/Expressions

Good job!
Hang on!
Hurry up!
I agree.
I don't get it.
I don't think so.
I give up.
I've got it.
That's incredible!

5d

air
clean-up
cool (temperature)
cut down
cycle
disappear
energy
environment
have a bath
human
kill
pick sth up
plant (v.)
pollute
pollution
public transport
put sth up
save
take part in

tap (n.)
unplug
volunteer (n.)
wood

5e

adventure park
barbecue
invitation
jealous
meet up
organise
plan (v.)

Phrases/Expressions

Anyway,...
Are you free...?
Do you fancy
coming along?
How could I say no?
How/What about...?
I'm really looking
forward to it.
It was nice of you
to...
Maybe some other
time.
Sorry I have other
plans.
Thanks for...
Where/When shall
we meet?
Why don't we...?

Module 6

Cover

accessories
heat
outdoor
suitcase

6a

advertisement
archaeologist
archaeology
be interested in
cave
(have the) chance
cost (n.)
course
design (v.)

dig (v.)
direct (v.) (a film)
guest
hi-tech
include
offer (v.)
price
real

6b

bone
canoe
cry (v.)
cute
grass
guide (n. person)
keep (= not give
back)
mind (v.)
national park
necklace
safari
souvenir
stick (n.)
tradition
village

Animals

camel
deer
giraffe
hippo
lion
snake
tiger
zebra

6c

act (v.) (= do sth)
ad
at first
at the same time
be in danger
break down
career
change one's mind
contact
dream (v.)
examine
first aid
fix

healthy
look after
make a decision
necessary
pass (v.)
pay attention
pocket money
realise
work as...

Jobs

babysitter
cashier
factory worker
lifeguard
mechanic
office worker
receptionist
reporter
teacher
vet

Phrases/Expressions

What do you do?

6d

recently

Holiday activities

book a flight
do water sports
go on a cruise
go sightseeing
pack your suitcase/
bags
stay at a holiday
resort

sunbathe

travel abroad
try local food

Water sports

canoeing
diving
sailing
scuba diving
surfing
water skiing
windsurfing

6e

schedule
slippery
tool
toothbrush

Phrases/Expressions

Can I take/leave a
message?
Give... a call.
I'll call back later.
I'll get him/her.
I'm afraid... is out.
It's... / This is...
Just a sec/second.
One moment,
please.
Take care.
That's all for now.

Module 7

Cover

home-cooked
prefer

7a

a good night's sleep
exercise (v.)
final
honey
leading actor
lie down
light (adj.)
lose one's voice
medication
mystery
pale

play (n.)
rehearsal
seriously
stomach

toast
voice
warm

Ailments and illnesses

cough
earache
fever
headache
sore throat
stomach ache
the flu
toothache

Phrases/Expressions

I guess...
What's the matter?

7b

blind
charity
clean out
collect
community
give sth away
harmful
harmless
help out
helpful
helpless
homeless
kitten
matter (v.)
not any longer
organisation
people in need
raise money
share
shelter
sign up
throw sth away
useful
useless

7c

actually
avoid
brain
calorie
consider
contain
diet (food)
especially
every now and then
expert
fat / fats
heart
high in
junk food
make sure
minerals
option
overdo
product
rich in
unhealthy
vitamin

Food

beans

beef
broccoli
club sandwich
crackers
lettuce
nuts
peas
rice
salmon
vegetable oil

7d

a pair of
customer
extra small/large
fitting room
shop assistant
try sth on

Clothes and accessories

abaya
boots
earrings
gloves
jumper
leggings
sandals
shirt
shorts
skirt
thobe
top
tracksuit
trousers

Words/Phrases related

to money/prices

cent
change (n.)
dirham
dollar
euro
half price
pay by credit card
pay in cash
penny - pence
pound
receipt
riyal
till (n.)

**Phrases/
Expressions**

How much does it cost?
I'll take it.
That's £... altogether.
What size do you wear?

7e

a little (bit)
advice
be in trouble
calm down
cheer up
drop (v.)
explain
feel down
fight (v.)
find out
let (= allow)
lie
lonely
quite
save up (money)
teammate
upset

**Phrases/
Expressions**

First of all,...
I hope everything goes well.
It's going to be all right.
It's not fair!

Module 8

Cover

bungee jumping
camel riding
go-kart racing
horse riding
skydiving

8a

for ages
hang from sth
hold on
instructor
interview (v.)
lately
panic (v.)

pass by
roof

Emotions

annoyed
confident
disappointed
exhausted
nervous
pleased
proud
terrified

Phrases

Whatever.
You think?

8b

a piece of
bee
create
creature
hunt
hunter
insect
jump (n.)
nowadays
rope
run after
stay still
vegetarian
web

8c

cut (v.)
height
hold (an event)
particular
prize
rule (n.)

**Words related to
sports**

athlete
beat
captain
champion
championship
compete (against)
court
cup
goal
national team
score

spectator
tournament
trophy

8d

be in good shape
be/go on a diet
hockey
keep fit
kilo
lose weight
pitch
put on weight
take up sth
water polo

Sports equipment

football boots
goal
goggles
knee pads
net
racket
shin pads
stick
swimwear

8e

attack
come out
do one's best
manager
theme park
thrilling
title
unusual

**Words related to
films**

acting
action-packed
costume
director
performance
play a role
plot
scene
soundtrack
special effects
star (v.)

Phrases/Expressions

How was it?

It was nothing special.

What did you think of it?

What is your opinion of...?

Portal to English 7B
Student's Book

H. Q. Mitchell - Marileni Malkogianni

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CEFR	A2 Mid	A2 High	B1 Low
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