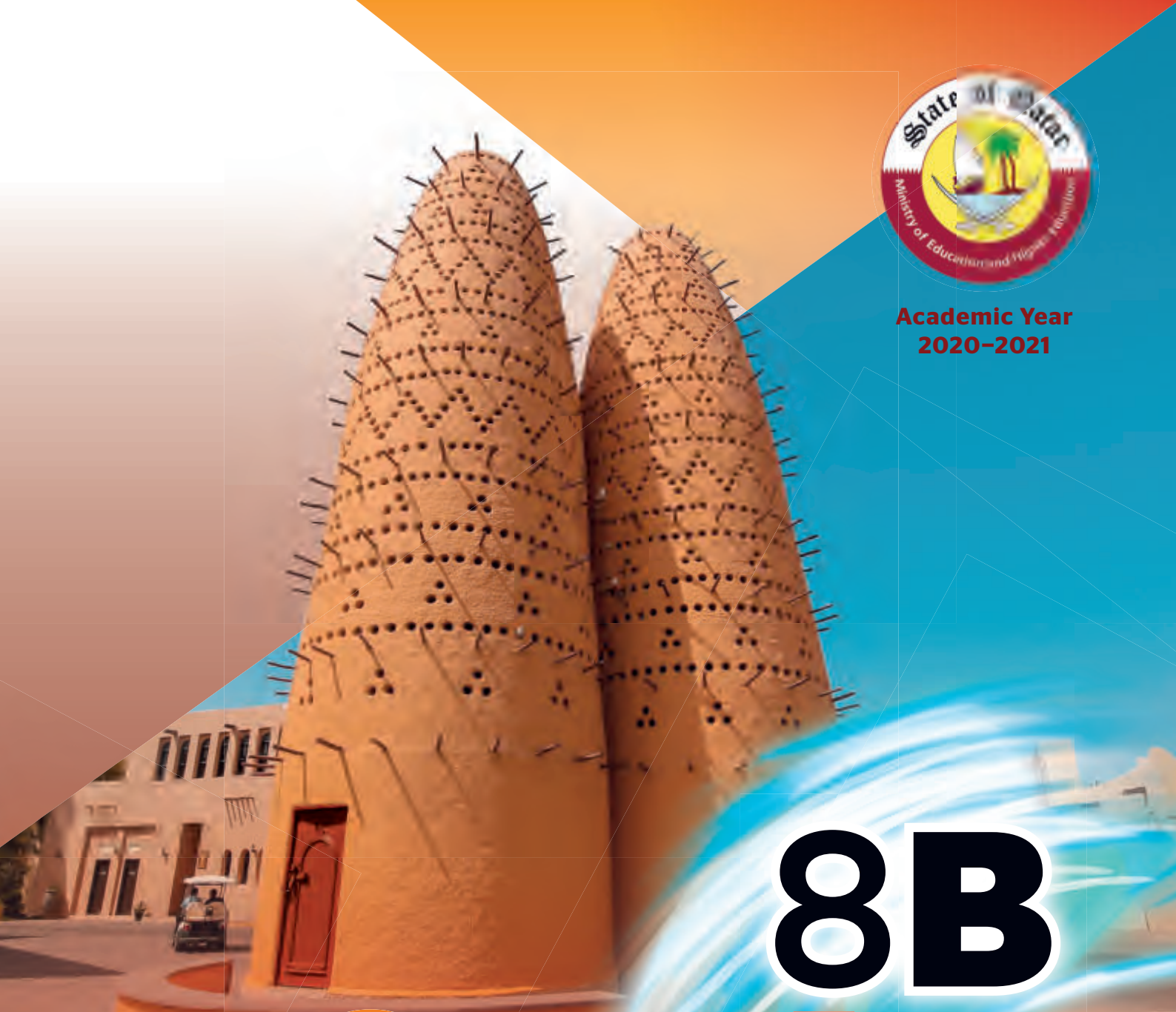


Academic Year
2020–2021

8B

PORTAL TO ENGLISH

STUDENT'S BOOK

H. Q. Mitchell
Marileni Malkogianni

mm publications

GRADE 8 SEMESTER 2

8B

PORTAL TO ENGLISH

STUDENT'S BOOK

School .....

Name .....

Class .....

H. Q. Mitchell - Marileni Malkogianni

Academic Year
2020–2021

mm publications

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

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءْ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءْ
قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءْ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأَنْبِيَاءْ
قَطَرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءْ
قَطَرُ الرِّجَالِ الأَوَّلِينْ حُمَاتُنَا يَوْمَ النِّدَاءْ
وَحَمَائِمٌ يَوْمَ السَّلَامْ جَوَارِحٌ يَوْمَ الفِدَاءْ

CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
5 **Get the message across** *p. 59*	• Verbs related to gestures • Conversational English • Nouns ending in *-ion, -ation* and *-ment* • Abbreviations • Words/Phrases related to telephone calls	• so / neither / too / either • The article 'the' • must / have to / need (to) • can / could / may / will / would • could / may / might	• Discussing cultural differences • Guessing the meaning of unknown words/phrases • Expressing agreement/ disagreement • Understanding signs, notices and notes • Expressing obligation and lack of obligation • Expressing prohibition • Talking on the phone • Understanding instructions • Making requests and offering to help • Asking for, giving and refusing permission • Discussing facts • Asking for, making and responding to suggestions	• A comic strip: *Culture matters* • A webpage: *Messages that made history* • Signs and notices • A notice and an email about a photography course • Two web pages with information about voicemail and instructions on how to use it
6 **Making a difference** *p. 71*	• Expressions with 'time' • Conversational English • Words related to environmental problems • Food and drink • Words/Phrases related to menus / taking food orders / ordering food and drink • Words related to cooking and recipes • Words related to fundraising events	• Passive Voice (Present and Past Simple) • The verb *should* • Zero Conditional	• Understanding information on a leaflet • Asking for and giving advice • Expressing opinion • Understanding features of a website and locating information • Guessing the meaning of unknown words/ phrases • Talking about general truths/facts • Understanding menus • Ordering a meal • Taking food orders • Understanding and describing cooking procedures • Asking for and offering help • Describing celebrations/festivals/events	• A leaflet and a post about *Pay it Forward Day* • A dialogue about a charity • A web page: *SeaHelp* • A menu
Culture Page 3: Qatar Foundation *p. 83* **Poem (Modules 5 & 6):** #KINDNESSNOW *p. 84*				
7 **A material world** *p. 85*	• Conversational English • Materials • Designs and patterns • Words related to money • Adjectives describing objects	• Order of Adjectives • Full and Bare Infinitive • *-ing* form • Negative questions	• Describing objects and clothes • Guessing the meaning of unknown words/phrases • Finding things in common • Expressing opinion • Expressing purpose • Using descriptive language when you do not know the word for something in English • Carrying out transactions in shops • Expressing emotions like surprise, anger, annoyance • Expressing agreement/disagreement	• A dialogue about a boy's artwork • A Q&A column of a magazine: *Money makes the world go round* • An article: *Going from too much to just enough: The minimalist family*
8 **The elements** *p. 97*	• Conversational English • Opposites (un-, dis-, im-) • Compound nouns • Words related to weather	• Quantifiers: *some, any, no, much, many, a lot of, lots of, a few, a little* • Reported Speech (Statements) • Question tags • Subject – Object questions	• Expressing quantity • Understanding headlines • Guessing the meaning of unknown words/phrases • Reporting • Expressing certainty and requesting confirmation • Narrating events and experiences • Understanding information in advertisements • Describing a process	• An online news article about a fire • A comic strip: *Glowing in the dark* • A dialogue between friends at an airport
Culture Page 4: Water Awareness in Qatar *p. 109* **Poem (Modules 7 & 8):** Walking in the rain! *p. 110*				

Speaking Activities p. 111 **Writing Reference** p. 117 **Grammar Reference** p. 118
Irregular Verbs p. 124 **Project Skills** p. 125 **Learning Tips** p. 126 **Wordlist** p. 129

Listening (Pronunciation*)	Speaking	Writing	QNCF competencies
• A man talking to a secretary, leaving someone a message • Three voicemail messages • A conversation between siblings discussing which trip to go on *Stressed syllables	• Group work: Making comments on different issues and expressing agreement or disagreement • Presentation: Presenting information about *the telephone / the computer* • Pair work (Role play): Talking on the phone • Pair work: Organising an end-of-term day trip	• A note • An email asking for, making and responding to suggestions **Developing skills:** • Understanding the purpose of an email	
• A radio talk about the measures a city is taking to fight air pollution • A conversation between a waiter and two people ordering • A conversation between a chef and his assistant about a recipe • Three short conversations between friends preparing for fundraising events * the /l/ sound in words with different spelling	• Presentation: Presenting information about an international day • Pair work (Role play): Discussing a problem and offering advice • Group work (Survey): Talking about general truths/facts, and reporting answers • Group work: Talking about measures used to fight air pollution • Group work (Role play): Ordering and taking an order at a restaurant • Pair work: Exchanging recipes with a partner • Pair work (Role play): Asking for and offering help • Pair work: Talking about a celebration/ festival/ event that takes place in your country	• Doing research and creating a picture poster with information about an international day • A post for the advice column of a website • A reply to a post giving advice and making suggestions • A recipe • A description of an event **Developing skills:** • Planning paragraphs	
• Two short conversations discussing objects • A conversation between two cousins about an arts and crafts project • Four monologues (people giving their opinions about shopping) * Pronunciation of *gh* (/f/ or silent)	• Group work (Survey): *Do you wear...?* • Pair/Group work: Discussing clothes and fashion • Presentation: Presenting information about the currency of one's country • Class discussion about what items you would not be able to live without • Pair work (Role play): Shopping at a department store; describing and identifying objects • Pair work: Expressing opinion, agreeing or disagreeing about statements on the topic of shopping • Pair work: Expressing opinion about future plans and events	• Doing research and creating a picture poster about the currency of one's country, including information • A paragraph expressing opinion • A blog post expressing opinion **Developing skills:** • Linking words (to list points, to express contrast)	
• Two news bulletins • Three short conversations related to weather • A conversation between two friends about a bad day • A woman asking for information about a survival course * Intonation of question tags	• Class discussion: Speculating about newspaper headlines • Pair work: Talking about one's worst weather experience • Pair work: Asking and answering questions about a process	• A post for a discussion forum about one's worst weather experience • A description of a process **Developing skills:** • Writing in a brief and concise manner • Editing one's writing	

QNCF Competencies

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

5 GET THE MESSAGE ACROSS

Discuss:

- Read the messages. What do the abbreviations YOLO, IDK, BRB, RU and LOL stand for?
- Do you use abbreviations and emoticons when you chat/text? Which ones?

BOWLING TOURNAMENT 8.00! RU COMING? #YOLO

IDK YET WHO'S GOING?

SOMEONE'S AT THE DOOR. BRB

John

Mum gave our cat a haircut. You have to see it! LOL

In this module you will learn...

- to talk about different means of communication
- to talk about gestures, customs and cultural differences
- to form nouns (ending in *-ion*, *-ation* and *-ment*) from verbs
- abbreviations
- to understand notes and messages
- to write a note
- language related to telephone calls
- to express agreement/disagreement
- to express obligation, lack of obligation and prohibition
- to make requests and offer to help
- to ask for, give and refuse permission
- to express possibility
- to discuss facts
- to write an email asking for and responding to suggestions

6 MAKING A DIFFERENCE

Discuss:

- Look at the pictures. In what ways are the people making a difference?
- Have you ever done anything similar? What was it?
- Which of these things would you like to do?
- Can you think of other ways to make a difference? What other things can you do to make a difference?

volunteer at a clean-up

help a friend in need

shop for an elderly person

8 October CHARITY MARATHON 50K, 10Km, 42KM Run with us!

take part in a charity marathon

In this module you will...

- discuss ways to make a difference (to people, the environment, the community, etc.)
- learn expressions with *time*
- discuss features of a website
- learn to use the Passive Voice (Present and Past Simple)
- learn to ask for and give advice
- talk about general truths
- learn to order food at a restaurant
- understand and learn to describe cooking procedures
- learn to ask for and offer help
- learn to talk and write about a celebration/festival/event

7 A MATERIAL WORLD

Discuss:

- Read the two sayings. What do you think they are trying to say?

The most important things in life aren't things.

Collect moments, not things.

- Do you like collecting things or experiences? Why?
- Read what someone has said about money. Do you agree? Why?/ Why not?

Money isn't everything! Money can buy...

- a clock, but not time
- a home, but not a home
- medicine, but not health
- a book, but not knowledge
- entertainment, but not happiness
- a pet dog, but not a friend to give it to.

- Replace the words in blue to create your own version.

In this module you will learn...

- to talk about fashion, money, materials and shopping
- to describe objects and clothes
- to express purpose
- to use negative questions
- to carry out transactions in shops
- to express your opinion
- to express agreement and disagreement
- to write a blog post expressing opinion

8 THE ELEMENTS

Discuss:

- In the past, people believed that the world was made up of four elements. Look at the pictures and try to identify them.
- What words do you associate with each element?

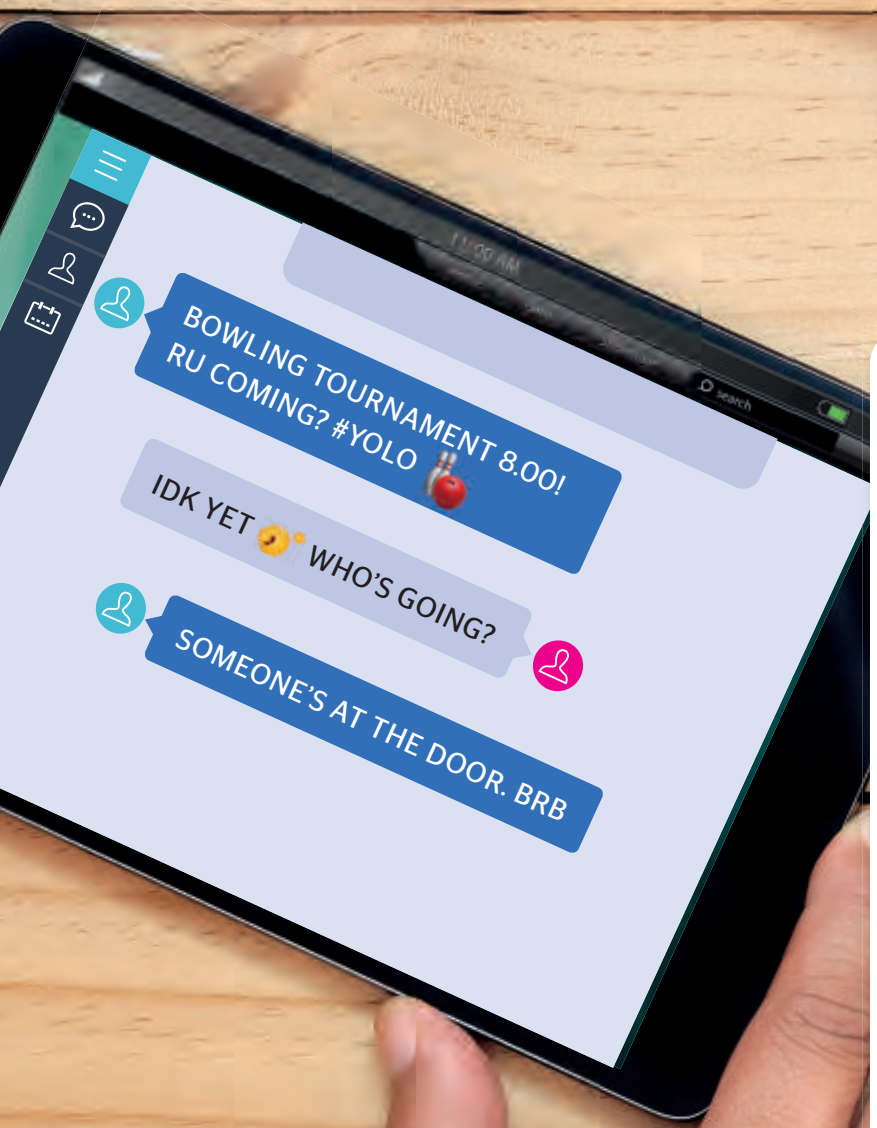
In this module you will learn...

- to understand headlines and information in advertisements
- to use quantifiers
- to use compound nouns
- to report statements
- to form opposites using prefixes (un-, dis-, in-)
- to express certainty and request confirmation
- to write about an experience
- to ask about and explain with support simple processes
- to write a description of a process

5 GET THE MESSAGE ACROSS

Discuss:

- Read the messages. What do the abbreviations YOLO, IDK, BRB, RU and LOL stand for?
- Do you use abbreviations and emoticons when you chat/text? Which ones?



In this module you will learn...

- to talk about different means of communication
- to talk about gestures, customs and cultural differences
- to form nouns (ending in *-ion*, *-ation* and *-ment*) from verbs
- abbreviations
- to understand notes and messages
- to write a note
- language related to telephone calls
- to express agreement/disagreement
- to express obligation, lack of obligation and prohibition
- to make requests and offer to help
- to ask for, give and refuse permission
- to express possibility
- to discuss facts
- to write an email asking for and responding to suggestions

5a

1. Vocabulary

Listen to sentences 1-8. What do the verbs in bold mean? Match them with the pictures a-h.

1. Mrs Robin **kissed** her baby on the cheek.
2. Karim **waved** at Jameel from the car, but Jameel didn't see him.
3. In Japan, people **bow** when the Emperor enters the room.
4. The woman **hugged** her son before he left for school.
5. The two men **shook hands** before the interview started.
6. 'Come on, Mum, **smile**! I want to take your picture.'
7. Harry **nodded** to show that he agreed with what I said.
8. 'There's my brother,' said Steve, and **pointed** to a boy who was walking past.

2. Read

A Discuss.

Do you think it's important to learn about a country's customs and traditions before travelling there? Why? / Why not?

B Look at the comic strip without reading the dialogues. What do you think happened? Read the dialogues quickly (skim) and check your answers. Then read them out in pairs.

CULTURE MATTERS

1

Ian Tokyo is out of this world! I'm so glad Mum and Dad brought us here on holiday.
Ryan So am I. Look, I'm starving. How about going to grab a bite?
Ian Sure! Why don't we go to that sushi restaurant we saw yesterday?
Ryan OK, why not?

2

Ryan Ian!
Ian What?
Ryan Your shoes! Take them off.
Ian I'm glad you reminded me. I certainly don't want to offend anyone.
Ryan I don't either. Now, put them on the shoe rack and choose a pair of slippers.

3

Ryan Mmm! Delicious! I love sushi.
Ian I do too! However, eating with chopsticks is a bit tricky. I'm not very good at it.
Ryan Neither am I, but we'll get the hang of it. We're going to be here for another week. Hey! Have you seen the time? We need to get a move on! We're meeting Mum and Dad in ten minutes.
Ian OK, let's ask for the bill. Hey, Ryan. Do we bow to the waiter on the way out?
Ryan I guess. Bowing is not just a way to greet someone. It's also a way to say 'thank you'. So, why not?

Ian Who's that? He's waving at us.
Ryan I think he's trying to get our attention. Now he's pointing at your feet.
Ian Oh no! I'm wearing the wrong shoes! I'm wearing his shoes!
Ryan What? You're kidding!
Ian I don't know what you're smiling about! It's your fault! You gave them to me and I made a fool of myself!
Ryan I'm sorry, but they're almost identical to yours.

C **Look at the highlighted expressions in the dialogues and match them with their meanings a-e. Then check your answers in a dictionary.**

1. out of this world
2. grab a bite
3. a bit tricky
4. get the hang of it
5. get a move on

a. to hurry
b. a little difficult
c. to get something to eat
d. to learn how to do or use something
e. amazing

D **Now scan the dialogues. Then read carefully and answer the questions.**

1. Why are Ian and Ryan in Tokyo?
2. Who is very hungry?
3. Who forgot to do something at the restaurant?
4. What do the boys have difficulty doing?
5. Why are the boys in a hurry to leave?
6. Why do people bow in Japan?
7. What mistake did Ryan make?
8. Which of the two boys seems to know more about Japanese culture? How can you tell?

Over to you...

Discuss.
What are some common customs and traditions in your country?

3. Grammar

so / neither / too / either

A **Read the dialogues, note the words in blue and answer the questions.**

A: I **like** learning about new cultures.
B: **So** do I.
C: I do **too**.

A: I **haven't eaten** sushi before.
B: **Neither** have I.
C: I haven't **either**.

a. Which words are used to agree with an affirmative sentence?
b. Which words are used to agree with a negative sentence?
c. What do you notice about the position of the words in blue?

B **Read the dialogues again and circle the correct options.**

1. To agree/disagree with a main verb, we use **the verb do / the auxiliary verb** (in the appropriate form).
2. To agree/disagree with an auxiliary verb (have, can, be, must) we repeat **the verb do / the auxiliary verb** (in the appropriate form).

C **Complete using so, neither, too, either and an auxiliary verb.**

1. **A:** I'm going to Peru this summer.
   B: ..... Ammar.
2. **A:** I didn't know people in Japan bow to greet each other.
   B: I .....
3. **A:** My sister can speak English and Italian.
   B: Hala .....
4. **A:** My little brother always hugs me when he sees me.
   B: ..... mine.
5. **A:** Saeed's never been abroad.
   B: ..... I.

4. Speak

Talk in groups of three. Go to the Speaking Activities section on page 111.

5. Research

Prepare for lesson 5b Speak. Go to the Speaking Activities section on page 111 and do activity A.

5b

1. Read

A **Discuss.**

- Do you usually call someone or send him/her a message? Why?
- Which types of social media do you use?

B **Read the articles quickly (skim) and match the titles with the articles A-C.**

1 Hello from Earth
2 Keep it short
3 Internet firsts

Messages that made history

A

Before we had email and text messages, people used to communicate over long distances by sending telegrams. Every word of a telegram cost money, so people tried to keep their messages as short as possible. In fact, the shortest message was just one punctuation mark. The writer Victor Hugo sent a telegram to his publisher to ask how well his new book was selling. The telegram was just: '?'. In answer, his publisher sent back: '!'

B

Have you ever sent a text message abroad? What's the furthest your messages have travelled? In 2009, Australian scientists asked for short text messages of no more than 160 letters for an outer-space communication project. They chose messages which gave information about people and life on Earth and sent them out to a planet called Gliese 581d. The planet is a 'super earth' – it is similar to Earth, but it's over five times larger. It's also 20.3 light years away, so the messages won't arrive there for a very long time! Will these messages make history? We will have to wait and see if there is any reply.

C

Have you ever wondered what the first email said? Something really important, right? Wrong. In fact, we don't even know what that first email said. Ray Tomlinson, the computer programmer who wrote it (and sent it to himself), said it was a test message from one computer to another in the same room, and was probably just a collection of different letters.

People have used disappointing phrases in other achievements in technology as well. For example, an Estonian developer uttered the first sentence over Skype in his native language. What he said meant, 'Hello, can you hear me?' Well, not so surprising, right? The first tweet was not much better. One of Twitter's founders wrote, 'just setting up my twttr'.

C **Now scan the articles. Then read carefully and choose a, b, c or d.**

1. Why did Victor Hugo send such a short message?
- **a.** He didn't like writing long messages.
- **b.** He didn't want to spend a lot of money.
- **c.** He wanted to ask his publisher about a new book he was writing.
- **d.** He wanted to tell his publisher that his new book was selling well.

2. Why did Australian scientists ask people to send them messages?
- **a.** They wanted short messages.
- **b.** They wanted messages from abroad.
- **c.** They wanted to send them to another planet.
- **d.** They wanted to see which messages travelled the furthest.

3. What is probably true about the first email?
- **a.** It said 'hello'.
- **b.** It had no words.
- **c.** It said something in Estonian.
- **d.** It said something very important.

4. Why was the first Skype call disappointing?
- **a.** It was not interesting.
- **b.** We couldn't understand it.
- **c.** It was in a foreign language.
- **d.** It was to somebody in Estonia.

D **Answer the questions.**

1. What do you believe Victor Hugo's publisher meant when he sent '!'?
2. Why do you believe the Australian scientists sent a message to planet Gliese 581d?

Over to you...

Discuss.

- What message would you send if you were one of the Australian scientists? Why?
- What message would you send if you were Ray Tomlinson? Why?

2. Vocabulary & Pronunciation

A Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

1. This museum has a large ..... of coins. **COLLECT**
2. The teacher asked us to find some ..... about the National Museum of Qatar. **INFORM**
3. They were very proud of their son's ..... in sports. **ACHIEVE**

B Read the NOTE and complete the table.

NOTE

We form some nouns by adding a suffix (e.g. **-ion**, **-ation**, **-ment**) to a verb. Notice the spelling changes.

discuss → discuss**ion**

prepare → prepar**ation**

argue → argu**ment**

VERB		NOUN
invent	→	
	→	invitation
organise	→	
advertise	→	
	→	creation
celebrate	→	
	→	improvement
	→	imagination

C Circle the correct options.

1. Mohammed sent me an **invite / invitation** to his exhibition.
2. Let's sit down and **discuss / discussion** the problem.
3. Aisha's got a very good **imagine / imagination**.
4. Jack wants to **improve / improvement** his Spanish.

D Listen and repeat. Notice the syllable that is stressed in the words.

a. in**form** **b.** infor**ma**tion

E Read the verbs and nouns in activity B. Where is the stress in nouns ending in -ion and -ation? Underline the stressed syllable. Then listen and check your answers. What do you notice about the pronunciation of the last syllable?

3. Grammar

The article 'the'

A Read the examples below and note the words in blue. Then match to complete the rules.

1. **The shortest** message was just one punctuation mark.
2. **Saleh** sent me an email yesterday. **The email** was about our school trip in **May**.
3. **Scientists** believe that humans will live on **the moon** some day.

We use the definite article 'the':

a. for somebody or something specific or already mentioned.

b. for things that are unique.

c. with the superlative of adjectives/adverbs.

We don't use the definite article 'the':

d. before names of people, streets, islands, mountains, cities, countries and continents.

e. before names of days and months.

f. before plural countable nouns or uncountable nouns when we are talking about something in general.

B Complete the sentences with the or -.

1. ..... Pacific Ocean is ..... largest ocean in ..... world.
2. ..... Majed usually meets his friends in ..... evening after ..... work.
3. Kids! Go and wash your hands because ..... dinner is ready.
4. Everybody knows that we can't live without ..... food and ..... water for long.
5. **A:** Have you finished reading ..... book I gave you?
   B: I love reading ..... books, but you know I'm not very fast.
6. ..... Lake Titicaca is high in ..... Andes mountain range in ..... South America.

4. Speak

Go to the Speaking Activities section on page 111 and do activity B.

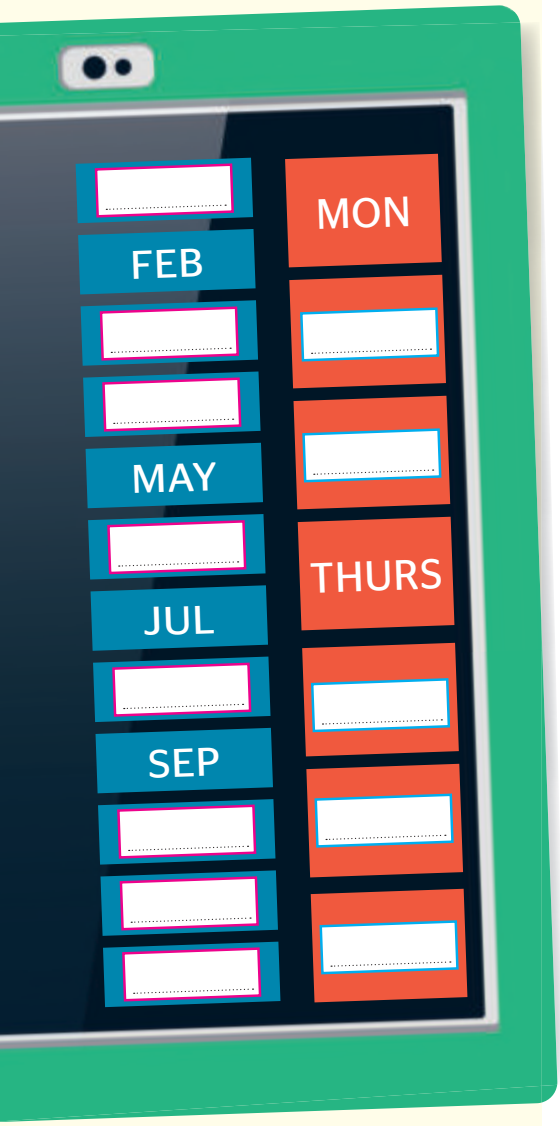
5c

1. Vocabulary

A **Look at the abbreviations below. Have you ever seen any of them? Where? What do you think they stand for?**

St.	Rd	min	hr
tel	e.g.	Dr	Feb
Mon	asap	pls	thx

B **Write the missing abbreviations for the months and days of the week.**



2. Read (1)

A **Discuss.**

- Where do you usually see notices?
- What kind of information can you get from a notice?

B **Read the notices quickly (skim). Where would you find them?**

C **Now scan the notices. Then read carefully and match them with the sentences 1-5.**

1. You can buy something new here in the future. ◯
2. If you have borrowed something, you need to go and see this person. ◯
3. Before you leave the room, you have to turn these off. ◯
4. You should make sure these are put back in the right place. ◯
5. You will have to be here on time. ◯

D **Answer the questions.**

1. Which notice(s) use the exclamation mark to show excitement?
2. Which use(s) it to add force to the statement?

Over to you...

Discuss.

- Have you seen a similar notice anywhere at your school recently?
- What was it about?

3. Grammar must / have to / need (to)

A **Read the examples below and notice the words in blue. Then answer the questions.**

1. I **must / have to** finish the project by Friday.
2. I **need to** speak to you now.
3. You **mustn't** use your phone during class.
4. We **don't have to / don't need to / needn't** take the bus to school. Dad will drive us.

a. Which sentence expresses lack of obligation/necessity? ◯
b. Which sentence expresses obligation? ◯
c. Which sentence expresses necessity? ◯
d. Which sentence expresses prohibition? ◯

B **Read the examples again and complete the rule.**

subject + { a. ..... / have to / ..... ; b. mustn't ; c. don't have to / ..... / ..... } + base form of verb

NOTE
- To express obligation in the past, we use **had to**.
- To express obligation in the future, we use **will have to**.

C **Circle the correct options.**

1. You **mustn't / don't have to** be late for school.
2. You **needn't / don't have** cook. We're having dinner at Alice's house tonight.
3. You **mustn't / don't have to** buy these comics. I'll lend you some of mine.
4. **A:** Are your glasses new?
   B: Yes. I broke my old glasses, so I **had to / must** buy new ones.
5. I'm sorry. Mr Ali isn't here. You'll **must / have to** call again tomorrow.

4. Read (2)

A **Read the notice and the email below quickly (skim). Why is Callum emailing Jasper?**

PHOTOGRAPHY LESSONS
- Classes are every Tuesday and Thursday between 4.30 and 5.30 p.m..
- Lessons will be in room 23, but we will also spend some time in the computer lab editing photos.
- You don't need to bring your own camera, but there is a £2 charge for every lesson.
- Talk to Mr Fraser to sign up.

To: Jasper
From: Callum

Shall we take photography lessons again this year? School finishes at 4.00, so we can meet at quarter past and go together. We'll only be able to make one lesson a week, though, because we can't miss football practice on Tuesdays. Oh, and I know you thought Mr Randall was a great teacher, but I'm sure the new one will be just as good!

B **Now scan the notice and the email. Then read carefully and complete Jasper's notes.**

Jasper's notes

What: Photography lessons
Day: 1 [ ]
Place: 2 Room 23 and [ ]
Bring: 3 [ ]
Meet Callum at: 4 [ ]
Teacher: 5 [ ]

5. Write

A **Read the notes below. What would you actually say if you were speaking to the person?**

B **Read the information in the Writing Reference section at the back of the book and write a note for each of the situations below.**

1. Your karate class was cancelled and you have decided to go out with your friends. Leave a note for your brother, asking him if he wants to come and telling him where you are going, where you are meeting and at what time.
2. A classmate needs help with something and has asked you to go over to his/her house after school. You had promised your mum that you would tidy your room. Leave her a note explaining the situation and promising that you will tidy your room later.

5d

1. Vocabulary

Read the dialogues below and complete them with the words in the box. Then listen and check your answers.

busy
ring
answer
dead
signal

1. A: Did you ..... Frank to tell him about tonight?
B: I gave him a call earlier and the line was ..... I tried again just now and he didn't pick up.

2. A: Hello?
B: Hey, what's wrong with your mobile? I couldn't get through to you.
A: That's because the battery was ....., but I'm charging it up now.

3. A: Excuse me. May I make a phone call, please? My phone has a weak .....
B: Of course, but you have to dial 0 first to get an outside line.

4. A: Did you ..... the phone, dear? Who was it?
B: I don't know, Grandma. They hung up.

2. Read

A Discuss.

- What is voicemail?

B Below are two web pages with information about voicemail and instructions on how to use it. Read them quickly (skim). Which of the three links on the first web page takes you to the second web page?

Voicemail Service

After you've **set up** your voicemail service, it can save up to 30 messages with a maximum duration of 3 minutes each.

When you have a voicemail message, you receive a notification on your screen and you can then **listen to your voicemail**.

Your voicemail service saves **unheard messages** for 5 days and deletes them after that.

Your voicemail service sends calls to voicemail when:
- your phone is off or you don't have a connection.
- you don't answer a call.
- the line is busy.

How to check your voicemail

1. Call your voicemail.
- To check your messages, select your device's **Phone** app.
- Then select the **Dial pad icon**.
- Press and hold **1**.

OR

2. Select the voicemail notification.
- Swipe down on the notification from the top of the screen.
- Select the **Voicemail icon**.

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

1. A voicemail message can't be longer than three minutes.
2. The only way to check your messages is by dialing a specific number.
3. If somebody leaves you a voicemail message, you can listen to it for thirty days.
4. A person can't leave you a message if you are talking on the phone.

Over to you...

Discuss.

Do you find this service useful? Why? / Why not?

3. Listen (1)

A When was the last time you left someone a message? What was it about?

B Listen to a telephone conversation between a man and a woman. Why is the man calling? Choose a or b.

a. He wants to suggest a change of plans.
b. He wants to arrange an interview with Mrs Cranston.

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

1. Why can't the man contact Mrs Cranston?
a. She isn't in her office.
b. She isn't answering her phone.
c. He doesn't have the number of her mobile.
d. The number he has for her mobile is wrong.

2. What does Ms Cramer tell Mr Roberts?
a. to send Mrs Cranston a message
b. to try phoning Mrs Cranston's mobile again
c. to phone Mrs Cranston when she comes to the office
d. to wait until Mrs Cranston finishes her meeting to phone her

3. What time is probably the best for the interview?
a. 1 p.m.
b. 2 p.m.
c. 3 p.m.
d. 4 p.m.

D Have you ever been in a similar situation? Who did you want to speak to? What did you do?

4. Grammar

can / could / may / will / would

A Read the following sentences from 3. Listen (1) and choose the correct options. Then listen and check your answers.

1. How **can / will** I help you?
2. **Would / Could** I leave a message instead?
3. **Would / May** you please inform her that I may not be on time for the interview at 2 p.m.?

B Read the sentences 1-3 again and match each one with its use.

a. to make polite requests
b. to offer help

C Now read the dialogue below. What does Speaker A do?

A: Can/May I pay in cash?
B: Yes, you can.

a. make a suggestion
b. ask for permission

could / may / might

D Read the following sentences from 3. Listen (1) and choose the correct options. Then listen and check your answers.

4. Now I'm thinking that I **can / might** have the wrong number.
5. ... it **will / could** take a while.
6. I'll tell her that you **may / will** be late for the interview at 2 p.m..

E Read the sentences 4-6 again. What do the words you have circled express in all three sentences? Circle.

a. possibility **b.** ability **c.** lack of ability

F Circle the correct options.

1. I'm crazy about art. **May / Will** I help you with your art project?
2. Jane isn't feeling very well, so she **could / may** not go to school tomorrow.
3. **Would / May** you open the window, please? It's really hot in here.
4. I left my science book in the library. **Would / Could** I borrow yours?
5. **A:** That girl really looks like Diane.
   B: That's true. She **might / will** be her sister.

5. Listen (2)

A Have you ever left voicemail? If yes, what was it about?

B Three people have left Andy voicemail messages. Listen and match to make true sentences.

Jack Janet Robbie

a. is asking for a favour.
b. offers Andy something.
c. decides to go somewhere with Andy.

C Look at the sentences 1-8. What kind of information do you think is missing? Write noun, verb or adjective in the box next to each sentence.

1. The science-fiction exhibition is on .....
2. Jack offers to buy the ..... online.
3. Janet tried calling Andy, but he .....
4. Andy's mother is .....
5. Janet needs help with her .....
6. Janet is ..... about tomorrow.
7. Robbie's ..... are going to visit his family.
8. Robbie is going to .....

TIP! Before you listen, try to predict what kind of information is missing, as well as the part of speech of the missing words (noun, verb, adjective, etc.).

D Now listen again and complete the sentences 1-8 with a word or short phrase. Did you guess the part of speech correctly?

E Have you ever received a similar voicemail from a friend or family member? If yes, what was it about?

6. Speak ROLE PLAY

Talk in pairs.

Student A
Imagine you are ringing Student B to talk about something, but he/she isn't picking up his/her mobile phone. Leave a voicemail message and wait for him/her to return your call.

Student B
When Student A rings you, listen to him/her as he/she leaves a voicemail message. Then ring Student A and discuss the message he/she left.

5e

1. Listen

A Look at the three short texts below.

- Where would you expect to find texts like these?
- What kind of texts are they?
- What is their purpose?

B Listen to a girl talking to her brother and number the advertisements A, B, C according to the order that you hear them in.

FOR THE TASTIEST, MILKIEST TRIP...

A

Baladna Farm

- Take a guided tour.
- Experience 1 ..... on a farm.
- Visit and learn about our farm animals
- 2 ..... our high-quality products at our restaurant.

Open weekdays from 8 a.m. - 8 p.m.

Reduced ticket prices for children

C

Aspire Zone

Best sports and lifestyle destination

- Walk or 5 ..... around the tracks and relax in the green spaces of the park.
- Visit the impressive international stadium where important sports 6 ..... take place.
- Visit the shopping centre for a buying experience that you won't forget!

Fun for every season!

B

Waterfront Cruises

A fantastic evening on Doha's beautiful waterfront area!

Jump on deck of a 3 ..... Arabian dhow for a fantastic view of Doha. Learn all about this beautiful 4 ..... Dhows stop for a walking tour of the Doha Corniche.

Groups must book in advance!

C Listen again and complete the advertisements with the missing words.

D Which of the three trips do you find most interesting? Why?

2. Speak

A The sentences below are taken from the conversation you just listened to.

Hey, **why don't we** look on the Internet?

We could take a waterfront cruise on a traditional Arabian dhow.

How about visiting Aspire Zone?

What is true about the words in bold in all three sentences?

a. They are used to ask a question.
b. They are used to make a suggestion.
c. They are used to give a command.

B Read the phrases/sentences. Can you think of any more to add?

1. Asking for suggestions

Where/When/What/ etc. should we...?
What do you think we should do?
What do you suggest?
Do you think we should...?
What do you say?

.....

.....

2. Making suggestions

Let's + base form of verb...
How/What about + verb + -ing...?
We could + base form of verb...
I suggest we + base form of verb...
Why don't we + base form of verb...?
What do you think about + verb + - ing...?

.....

.....

3. Responding to suggestions

Yes, let's do that.
That sounds great!
That's a great idea!
The only problem is that...
No, I don't think so.
I think I'd prefer to + base form of verb...

.....

.....

C Talk in pairs. Imagine that you have been asked to help organise an end-of-term day trip for the students at your school. Ask for, make and respond to suggestions about places where students at your school could go for a day trip. Use some of the phrases/ sentences above.

3. Write

A Read the email. Why is Nusrat writing to Omar?

a. because they are organising a day trip for some visitors from abroad.
b. because they are planning a trip to England for their English class.
c. because they are discussing where in Qatar they can go for a day trip.

Hi Omar,

Thanks for answering so quickly. The group of students from the UK will be here in five days, so we need to plan their trip ASAP!

You've got some great ideas. I really liked the kitesurfing plan, but I think some people might not want to do that. It could be dangerous, too. We need something that everybody can participate in. The dhow tour is also a good idea, and it's actually quite cheap. What else? Oh, you mentioned something about flying over Purple Island and the mangrove forests in helicopters. That would be amazing, but the only problem is that I think it's going to be too expensive.

I like the idea of visiting Purple Island, though. What about just driving there? Or why don't we organise a night camping in the desert? They might like that. You could lend them your big tent!

Anyway, tell me what you think of my suggestions. Also, do you think we should arrange to do anything else with them on one of the other days? What do you suggest?

Keep in touch,
Nusrat

Send

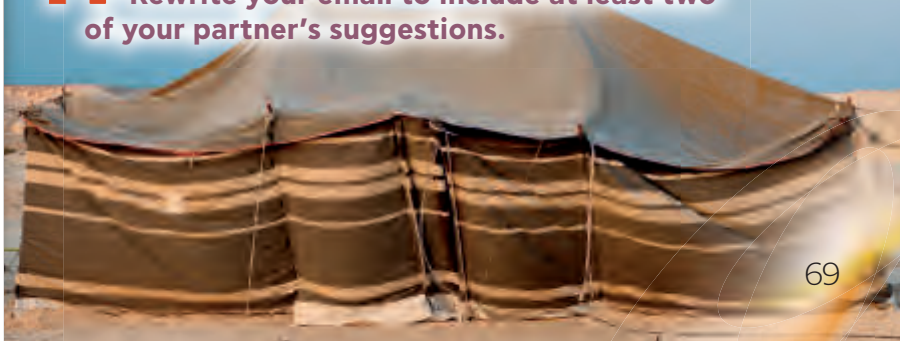
B Read the email again. In which paragraph (1-4) does the writer:

1. ask for suggestions? ◯
2. make suggestions? ◯
3. respond to suggestions? ◯

C Imagine that you are Omar. Write an email replying to Nusrat. Go to the Workbook page 74.

D Swap emails with your partner. Read your partner's email, make some additional suggestions he/she could include in the email, and respond to your partner's suggestions.

E Rewrite your email to include at least two of your partner's suggestions.



5 Round-up

1. Vocabulary

A Circle the correct options.

1. I couldn't find Haya until she started **waving / nodding** her arms over her head.
2. Jassim's nervous about his **communication / interview** tomorrow. He really wants to get the job.
3. Did you **pick up / dial** the phone? I heard it ringing.
4. We have to work hard if we want to **achieve / arrange** our goal of saving up money to go abroad.
5. In my family, we have a **tradition / difference**: we have a picnic every year on the first day of May.
6. I called Latifa twice, but the line was **wrong / busy**.

Score: ◯ / 6

B Complete with the correct form of the words in capitals.

1. We are very busy with the ..... for the end-of-the-year play. **PREPARE**
2. This magazine is full of ..... for summer holidays abroad. **ADVERTISE**
3. After having a long ..... with my parents, I have realised that the best thing for me is to go to university. **DISCUSS**
4. Jack and I had an ....., and now he's not talking to me. **ARGUE**

Score: ◯ / 4

2. Grammar

C Complete the sentences with the or -.

1. **A:** Did you see ..... documentary about ..... Dead Sea last night?
   B: No. You know I hate ..... documentaries.
2. My cousins have just moved to ..... south of ..... France. We're going to visit them in ..... August, and my parents are planning a big trip to ..... Pyrenees Mountains.
3. My grandfather wasn't feeling well, so my dad took him to ..... hospital.
4. I want to learn ..... Chinese. However, ... people say that ..... Chinese language is very difficult to learn.

Score: ◯ / 11

D Circle the correct options.

1. You **have to / don't have to** answer the phone. Whoever it is can leave a message.
2. **Would / Could** you like me to edit that photo for you?
3. We **must / might** get thirsty while jogging, so let's take some water with us.
4. **May / Will** I use your phone, please?
5. You **mustn't / needn't** walk on the grass. Look at the sign.

Score: ◯ / 5

3. Communication

E Choose a, b, or c.

1. **A:** I've never been to a virtual reality exhibition.
   B: .....
   a. Neither have I.
   b. So have I.
   c. I have too.
2. **A:** Salman can speak three languages.
   B: .....
   a. Hassan can't either.
   b. Neither can Hassan.
   c. So can Hassan.
3. **A:** My dad loves Japanese food.
   B: .....
   a. So did mine.
   b. Mine does too.
   c. Mine doesn't either.
4. **A:** Oops. I didn't see the notice.
   B: .....
   a. I haven't either.
   b. I didn't either.
   c. I did too.

Score: ◯ / 4

F Match.

1. What do you think about Mexican food? ◯
2. I'm starving! ◯
3. This video game isn't very easy. ◯
4. Oh no! We're going to be late! ◯
5. What do you suggest? ◯

a. You'll get the hang of it.
b. Let's grab a bite.
c. We could watch a DVD.
d. Let's get a move on.
e. It's out of this world!

Score: ◯ / 5

Total score: ◯ / 35

Now I can...

- form nouns (ending in *-ion*, *-ation* and *-ment*) from verbs ◯
- use abbreviations ◯
- understand notes and messages ◯
- write a note ◯
- use language related to telephone calls ◯
- express agreement/disagreement ◯
- express obligation, lack of obligation and prohibition ◯
- make requests and offer to help ◯
- ask for, give and refuse permission ◯
- express possibility ◯
- write an email asking for and responding to suggestions ◯

6 MAKING A DIFFERENCE

volunteer at a clean-up

Discuss:

- Look at the pictures. In what ways are the people making a difference?
- Have you ever done anything similar? What was it?
- Which of these things would you like to do?
- Can you think of other ways to make a difference? What other things can you do to make a difference?

shop for an elderly person

help a friend in need

take part in a charity marathon

In this module you will...

- discuss ways to make a difference (to people, the environment, the community, etc.)
- learn expressions with *time*
- discuss features of a website
- learn to use the Passive Voice (Present and Past Simple)
- learn to ask for and give advice
- talk about general truths
- learn to order food at a restaurant
- understand and learn to describe cooking procedures
- learn to ask for and offer help
- learn to talk and write about a celebration/festival/event

1. Read

A Discuss.

- What does the phrase 'pay someone/something back' mean?
- What do you think 'pay something forward' could mean?

B Below is a leaflet and a post. Read them quickly (skim) and check your answers in activity **A**.

Green Hill School's Pay it Forward Day

This Friday will be Pay it Forward Day! Each student is asked to do three kind things for other people. With 800 students at the school, if this goal is met, that's 2,400 acts of kindness in one day!

How does it work?

Just do something nice for another person without expecting anything in return. Then give them a Pay it Forward card, which asks them to do something nice for somebody else. These cards are designed by our Year 10 art students every year. You can print them from the school website.

What can you do?

- Write cards to cheer people up (other students, patients in hospitals, neighbours, etc.).
- Buy someone a snack.
- Join the Homework Help Club and help weaker students with their homework (in the school hall after school).
- Be friendly to someone you aren't good friends with.
- Help out with chores at home.
- Make time to visit your grandparents.

... and so much more!

Waste no time!

Start planning your acts of kindness! All together, we can create a wave of kindness throughout the school.

Over to you...

Discuss.

Imagine you took part in Pay it Forward Day. What three acts of kindness would you perform? Why?

I first discovered Pay it Forward Day when I was caught in some heavy rain a few years ago - without a raincoat or anything - and was given an umbrella by a complete stranger.

I was also given a card that explained all about Pay it Forward. I was so touched by this act that, ever since then, I carry an extra umbrella with me at all times. You just never know when someone is going to need it.

I'm really glad Green Hill has organised a Pay it Forward Day! Everybody should become familiar with this idea and start performing acts of kindness. It's a very simple idea that can benefit the community and the world! I'm very good at history, so you'll find me in the school hall on Friday when classes finish. I've printed lots of Pay it Forward cards and I want to give away as many as possible!

-Mildred, year 10

SEND

C Now scan the leaflet and the post. Then read carefully and complete the sentences.

TIP! Read both texts carefully. In some cases, you will need to combine information from both texts to complete the sentences.

1. If ..... acts of kindness are performed by every student, Green Hill School will reach a goal of ..... acts of kindness in one day.
2. Mildred found out about Pay it Forward Day when ..... gave her an umbrella and .....
3. Today Mildred always has a(n) ..... with her.
4. Mildred got her Pay it Forward cards from .....
5. This Friday, Mildred will probably help students in the school hall with .....

2. Vocabulary

Listen and read. What do the expressions in bold mean? Match them with the definitions a-h. Then check your answers in a dictionary.

1. I watched videos on the Internet to **pass the time** at the airport. ◯
2. Stop **wasting your time** playing video games, and do something useful! ◯
3. Danny is very busy, but he's going to try and **make time** to come to the basketball game with me. ◯
4. My cousins live far away, but we visit them **from time to time**. ◯
5. My mum always **gives me a hard time** when I don't finish my homework. ◯
6. We **have some time to kill** before we go to the gym, so let's go for coffee. ◯
7. You don't have to finish this today, so **take your time**. ◯
8. Remember to wear your helmet **at all times**. ◯

a. always
b. to do something to keep busy, often while you are waiting for something else
c. sometimes
d. have nothing to do
e. don't hurry
f. find the time to do something
g. not use your time wisely
h. make things difficult/ unpleasant for someone

3. Grammar

Passive Voice (Present Simple – Past Simple)

A Read the examples below. Do the sentences in the Active Voice have the same meaning as those in the Passive Voice? Which focus on the person doing the action? Which focus on the action?

	ACTIVE VOICE		PASSIVE VOICE
Present Simple	• They **organise** events at my school every year.	→	• Events **are organised** at my school every year.
Past Simple	• Catherine Ryan Hyde **wrote** the novel *Pay It Forward*.	→	• The novel *Pay It Forward* **was written** by Catherine Ryan Hyde.

B Read the examples again and complete the rule.

ACTIVE VOICE	Subject + Main Verb + Object
PASSIVE VOICE	Subject + Verb (1) ..... + Past Participle of (2) ..... Verb (+ by...)

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

1. This writer is very famous. His books ..... (read) by many people.
2. Pay it Forward Day ..... (not celebrate) in the autumn but in the spring.
3. Who ..... the film *Pay it Forward* ..... (direct) by?
4. The sea turtle ..... (rescue) by three surfers.
5. These posters ..... (not design) by professionals but by students from my school.
6. ..... English ..... (speak) in New Zealand?

4. Pronunciation

A Listen and repeat. What do you notice about the pronunciation of the three words?

a. peop**le** **b.** hospit**al** **c.** trav**el**

B Guess the word and complete the missing part with -le, -al or -el.

1. possib __ __
2. canc __ __
3. capit __ __
4. simp __ __
5. profession __ __
6. nov __ __
7. artic __ __
8. chann __ __

5. Research, Write & Present

A Choose an international day that you celebrate in your country and do research to answer some of the following questions.

- When is it celebrated?
- When and where was it celebrated for the first time?
- Who had the idea?
- How do people celebrate it?

B Make a poster. Write a few sentences about the international day you have chosen. You can find pictures too.

C Present your poster to the class.

6b

1. Read

A **Discuss.**

- Do you ever give money to charities? What do you think charities do with the money they get?
- What kind of charities do/would you choose to support? Why?

B **Look at the picture. What do you think the girls are talking about? Read the dialogue quickly (skim) and check your answers. Then read it out in pairs.**

Zahra Did you hear about the fire on the news?

Talia The one that destroyed that whole town? Yeah. How awful!

Zahra Fortunately, most people managed to get away before the fire reached them. So they're safe, but now they have nowhere to live.

Talia This morning on the radio a charity was asking for food, clothes, and other donations.

Zahra We should help! You've got a lot of money saved up, right? You were saying so just yesterday.

Talia Weeeell, yes... but I was actually saving that money for something else.

Zahra Really? What?

Talia A tablet.

Zahra Well, maybe you should think about spending it on something more important. You know, these people are in real need and we shouldn't let them down. You can buy a tablet another time.

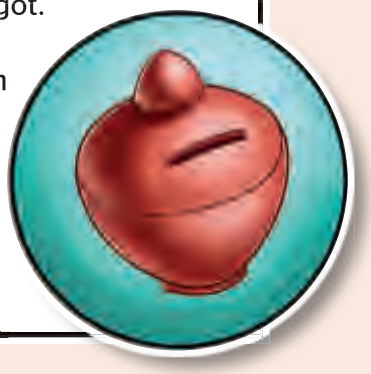
Talia You're right.

Zahra I knew I could count on you to make the right decision.

Talia Of course you could, silly. I'll head back home now and check how much money I've got.

Zahra Should we go and make the donation this afternoon then?

Talia Definitely. I feel really good about doing something for a good cause.



C **Look at the highlighted expressions and match them with the meanings a-d. Then check your answers in a dictionary.**

a. to leave a place quickly: .....

b. to return to a place: .....

c. to rely on someone/something in a difficult situation: .....

d. to disappoint someone: .....

D Now scan the dialogue. Then read carefully and answer the questions.

1. What did the girls learn about on the news?
2. Why was the charity asking for donations?
3. Why was Talia saving up money?
4. What does Talia decide to do with her money in the end?
5. What will the girls do later that day?

Over to you...

Discuss.

- What would you do if you were in Talia's place?
- Look at the following phrase: 'charity begins at home'. What do you think it means? Do you agree with it? Why? / Why not?

2. Grammar

The verb *should*

A Read the examples below from the text. When do we use **should** and **shouldn't**?

We **should** help!
...we **shouldn't** let them down.
Should we go and make the donation this afternoon then?

B Read the examples again and complete the rules.

AFFIRMATIVE
subject + (1) ..... + base form of verb
NEGATIVE
subject + should + (2) ..... + base form of verb
QUESTION
(3) ..... + subject + base form of verb

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

1. Lamya has to get up at 6 in the morning. → **(go / bed)**

   .....

2. Eddie's mobile phone is very old. → **(buy)**

   .....

3. Salim's friends are going bowling, but he's got the flu. → **(go)**

   .....

4. Ameen wants to play tennis but his arm hurts. → **(play)**

   .....

3. Speak

PROBLEM SOLVING

Talk in groups of four. Take turns to be Student **A**, **B**, **C** and **D**. Go to the Speaking Activities section on page 112.

4. Write

A Imagine you have a problem. Write a **post** for the advice column of a website. Use some of the phrases in the table to state your problem, to describe how you feel and to ask for advice.

ASKING FOR ADVICE	GIVING ADVICE
• I've got a problem and I'd like your advice. • I hope you can help me with a problem. • I need your advice because I'm in trouble. • What should I do? • I feel helpless and don't know what to do. • How should I deal with the situation? • Let me know what you think as soon as possible. I'm counting on you.	• I hope the following advice will help you. • I think I have found a solution to your problem. • I (don't) think you should... • Perhaps you can/could... • One thing you can do is... • How/What about...? • I hope everything goes well. • There's no need to panic.

B Swap posts with another student and write a **reply**. Use some of the phrases in the table to give advice and to make suggestions.

6c

1. Read

A **Discuss.**

- Do you know of any environmental organisations? If yes, what do they do?
- Why are these organisations important?

B **Scan the web page and answer the questions.**

1. Where can you click to ask to join SeaHelp?
2. Where do you click to see who works for SeaHelp?
3. What information do you need to give to find the nearest clean-up?
4. Where do you click if you want to write an email to SeaHelp?
5. Where do you click if you want to buy something?

SeaHelp

HOME | CONTACT US | SEAHELP ON SOCIAL MEDIA

How it all began

SeaHelp was started by a group of friends. We were training to become divers at our local scuba diving centre and were shocked by the amount of rubbish we saw on our dives. So, we agreed that we had to do something to reduce water pollution, which harms wildlife as well as humans. We realised that, as divers, we had a chance to help, so we each made a promise to bring back at least one piece of rubbish from every dive.

What we do

Our team travels all around the country, cleaning up beaches and organising dives to remove rubbish from the sea. We are always looking for experienced divers for our scuba diving team (apply here), or you can just turn up to help at one of our various beach clean-ups.

Enter your location below to see where we are going to hold our next clean-up.

CITY

ADDRESS

Search

What happens to rubbish that we collect?

Everything our team collects is put into two groups: recyclable and non-recyclable rubbish. We obviously understand how important it is to recycle. If we recycle, we reduce the natural resources we use. Most of the recyclable rubbish is taken to local recycling centres, but some of it is used to make our special recycled jewellery. visit our shop

What about the future?

At the moment, we are raising money for our first clean-up boat. With your help (donate here), we hope to raise enough to buy the boat in time for the summer season. When rubbish is thrown on beaches, it ends up in the water. Our scuba diving teams will be able to go into deeper waters with the help of the SeaHelp boat. As a result, we will organise many more clean-ups. We hope that our work will encourage people and the government to support us.

The team

Meet our scuba divers here

C **Find the words/phrases below in the text and try to guess what they mean. Match them with the meanings a-e. Then check your answers in a dictionary.**

1. reduce
2. harm
3. turn up
4. location
5. donate

a. to arrive at a place
b. to give something, e.g. money to help someone or an organisation
c. to make smaller or less
d. to hurt or damage
e. a place or position

D **Now scan the web page. Then read carefully and write T for True, F for False or NM for Not Mentioned.**

1. SeaHelp was started by a local scuba diving centre.
2. You don't have to apply to take part in a SeaHelp beach clean-up.
3. The SeaHelp clean-up team only collects rubbish that they can recycle.
4. SeaHelp has already raised enough money to buy their first boat this summer.
5. SeaHelp wants to start deep-water clean-ups this summer.
6. Most of the rubbish that is found in deep water is from ships.

Over to you...

Discuss.

- Do you know of any such organisation in your country?
- Would you like to volunteer for SeaHelp? Why? / Why not?

2. Grammar Zero Conditional

A Read the examples and answer the questions.

- If we **recycle**, we **reduce** the natural resources we use.
- When water **freezes**, it **turns** to ice.

1. Do these sentences refer to something that is likely to happen or to a general truth/fact?
2. Could *if* be replaced by *when* without changing the meaning?

B Read the examples again and complete the rule.

If or (1) ..... + Present Simple → (2) ..... Simple

C Match the two halves of the sentences.

1. When the weather is bad, ◯
2. If I don't have breakfast, ◯
3. I relax ◯
4. When babies are hungry, ◯
5. Coffee changes colour ◯

a. when I read a good book.
b. I'm hungry all day.
c. they cry.
d. we don't go diving.
e. if you put milk in it.

3. Speak & Present

GROUP SURVEY

Go to the Speaking Activities section on page 112.

4. Listen & Speak

A Discuss.

- What do you think are the main causes of air pollution?
- What measures has your city taken to fight air pollution?

B Listen and answer the question. What are you listening to?

a. a radio talk **b.** a radio play **c.** a radio advertisement

C Listen again and complete the sentences with a word or short phrase.

1. The worst air pollution in cities is in places that are close to .....
2. The city has created ..... in all areas.
3. To encourage people to use public transport, ... were reduced.
4. The city supports people who buy green cars by giving them free access to any .....
5. The first step in designing better neighbourhoods will be to turn ..... into community centres.

D Look at the notes on various suggestions for fighting air pollution. Complete them with the phrases a-d. Then discuss.

a. plant trees
b. use public transport
c. support electric cars
d. support school cycling programmes

FIGHTING AIR POLLUTION

Move to green technology
- 1 .....
- only allow green cars in the city

Encourage cycling
- build cycle lanes
- make bikes available
- 2 .....

Build green neighbourhoods
- make neighbourhoods better for walking
- 3 .....

Reduce traffic
- create car-free areas
- 4 .....
- add a charge for drivers entering the city

Talk in small groups.

- Do you believe the measures mentioned in the recording and in your notes would work in your city? Why? / Why not?

Think about:
money
health and fitness
time
people with special needs

- How would you encourage others to follow the specific measures?

E Present your ideas to the class.

6d

1. Vocabulary (1)

A Look at the top part of the menu. How does this restaurant 'make a difference'?

B Complete the menu with the words below. Then listen and check your answers. What would you order from Chef John's Caring Kitchen?

Main Courses *Salads* *Starters* *Desserts* *Drinks*

Chef John's Caring Kitchen

Make a difference with your meal!

15% of our profits go to local charities

1 _____

French Onion Soup
Creamy Mushroom Soup
Chicken Wings

2 _____

English Garden *(potatoes, onions, green beans, cheese, mayonnaise, mustard and honey)*
Caesar *(lettuce, chicken, parmesan cheese, olive oil, egg and garlic)*

3 _____

Roast Chicken *with chips or rice*
Grilled Steak *with chips or rice*
Pasta *with broccoli and cheese*
Beef Lasagne
Vegetarian Lasagne

4 _____

Strawberry Cheesecake
Apple Pie
Chocolate Cake *(served with vanilla, strawberry or chocolate ice cream)*

5 _____

Mineral water *(sparkling or still)*
Tea
Soft drinks
Coffee
Fresh juices
Strawberry lemonade

= Vegetarian dish

Ask about today's specials!

2. Listen (1)

Listen to two people ordering at Chef John's Caring Kitchen and complete their order.

Chef John's Caring Kitchen 1112

Order pad

Table 9	Waiter's name: Frank Winters
Quantity	**Description**
	_____ soup
	chicken wings
1	_____ salad
1	_____ lasagne without _____
1	roast chicken with _____
	cheesecake
1	strawberry _____
1	_____ mineral water

3. Speak

ROLE PLAY

Talk in groups of three. Look at the menu in 1. Vocabulary (1) activity B.

Student A

Imagine you are a waiter/waitress at Chef John's Caring Kitchen. Take Student B's and Student C's orders. Use the phrases given.

- Are you ready to order?
- Can I take your order?
- Would you like to order?
- And for you?
- I'm afraid there isn't any... left.
- Would you like... with that?
- Our dishes come with...
- Would you like something to drink / for dessert?
- What would you like to drink / for dessert?
- Anything else?
- Could I get you anything else?
- Is that all?
- Very well.
- Certainly.
- Of course, no problem.

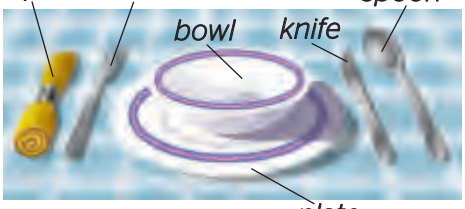
Students B and C

Imagine you are customers at Chef John's Caring Kitchen. Look at the menu, decide what you want to eat and give the waiter/waitress (Student A) your order. Use the phrases given.

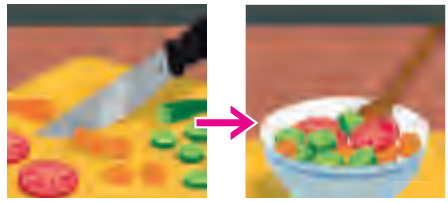
- Excuse me, I'd like to order.
- I'd like..., please.
- Could I have... (instead)?
- I'm not sure what I want.
- What do you recommend?
- What does that come with?
- Have you got...?
- Is there any...?
- Does the... have... in it?
- Can I have it without...?
- OK, a/some... for me, please.
- I'll have...
- Yes, please. / No, thank you.
- Yes/No, that's all.
- Could we have the bill, please?

4. Vocabulary (2)

Look and try to guess the meaning of the verbs in blue.



melt the butter — **fry** the eggs



cut the vegetables — **mix** them together

stir the sauce until it **boils** — **pour** it over the potatoes

bake the biscuits and the cake — **roast** the chicken

5. Listen (2)

A **Discuss.**

- Do you like cooking? Why ? / Why not?
- Have you ever made anything for your family? If yes, what was it?

B **Listen and answer the question. What are you listening to?**

a. a cooking programme **b.** an interview with a chef **c.** a cheesecake advertisement

C **Look at the list of ingredients below. Tick (✔) the ones you think are used to make this cheesecake. Then listen to Part A and check your answers.**

INGREDIENTS

- strawberries ◯
- biscuits ◯
- butter ◯
- cheese ◯
- milk ◯
- yoghurt ◯
- eggs ◯
- flour ◯
- sugar ◯

D **Read and put the recipe for the strawberry cheesecake in order. Write 2-8. Then listen to Part B and check your answers.**

INSTRUCTIONS

a. ☐ Mix the cheese and sugar together.
b. ☐ Press the biscuit mix into the cake tin.
c. [1] Break the biscuits into pieces.
d. ☐ Add the eggs and pour the mixture into the cake tin.
e. ☐ Melt the butter, add it to the biscuits and stir.
f. ☐ Boil the fruit and sugar in a pan.
g. ☐ When the cake's ready, add the topping and leave to cool.
h. ☐ Bake the cake for about an hour.

E **Do you believe that this recipe is easy to make? Why? / Why not?**

6. Write & Speak

A **Imagine you are taking part in a charity bake sale and want to make something, e.g. sandwiches, pizza, biscuits. Decide what you want to make and write down the recipe (Ingredients – Instructions). Make up a recipe which is both delicious and easy to make.**

B **Talk in pairs. Share your recipe with your partner.**
Student A Give Student B all the information he/she needs to prepare the recipe.
Student B Listen to Student A's instructions and write the recipe. Ask for repetition or clarification when necessary.

C **Swap recipes with your partner and check if you've written the recipe correctly.**

6e

1. Listen

A **Discuss.**

- Have you ever heard of the words 'walkathon', 'bikeathon' or 'readathon'?
- What do you think they mean?
- What words do they come from?
- Why do you think events like these take place?
- Do you know of any other similar words? What are they?

B **Listen to three short dialogues and choose a, b, c or d.**

Dialogue 1

Why does Tania need Jessie's help?

a. She wants Jessie to suggest a colour.
b. She needs Jessie to design the T-shirt.
c. She needs help to order a T-shirt online.
d. She wants Jessie's opinion on the T-shirt she designed.

Dialogue 2

What is true about Eric?

a. He can't help Phil.
b. He will check Phil's bike.
c. He doesn't want to help Phil.
d. He doesn't mind helping Phil's brother.

Dialogue 3

What is true about Aisha?

a. She thinks she has read some of the books.
b. She can't find books she's interested in reading.
c. She doesn't like the books she can choose from.
d. She can always guess how a book is going to end.

C **Listen again. Which of the following phrases do the speakers use to offer help or ask for help? Tick (✔).**

- Do you need any help? ◯
- Need any help? ◯
- What can I do for you? ◯
- Can I do something? ◯
- I need some help here. ◯
- Can you help me? ◯
- Give me a hand with this, will you? ◯
- Can you give me a hand, please? ◯

D **Which of the events mentioned would you be interested in taking part in? Why? / Why not?**

2. Speak

A **Read the phrases. Can you think of any more to add?**

Offering help	Asking for help
• Would you like some help? • Do you need any help? • Need any help? • What can I do for you? • Can I give you a hand with that? • Let me help/show you. • I'll help you / give you a hand. • Why don't I...? • Do you want me to...? • Would you like me to...? • Can I do something? • What do you need? • All you have to do is...	• Can you help me? • Can I ask you something? • I'm not sure how to... • I need some help here, please. • I can't manage on my own. Can you give me a hand? • Can I ask for a favour? • Could you help me for a second? • Give me a hand with this, will you? • Would you mind helping me out?

NOTE

The phrase **give someone a hand** is used mostly when you help someone do something that involves physical effort.

Can I give you a hand with that bag?

B ROLE PLAY

Talk in pairs.

Student A

You see your friend (Student B) and he/she looks troubled. Offer to help him/her.

Student B

Explain your problem to Student A. Use the ideas given below. Ask for his/her help.

1. You want to take part in a readathon, but can't decide which book to read.
2. You want to make a poster to advertise a school bazaar, but don't know what kind of picture to use.
3. You are trying to print out your project, but the printer isn't working.
4. You want to make biscuits for a bake sale, but can't do it by yourself.

Hey, why the long face? What's wrong?
I want to..., but I...
Let me help you.
Thanks. Can you...?

3. Speak & Write

A Read the text and complete the fact file.

RED NOSE DAY IN THE UK

The first Red Nose Day was in 1988. It was organised by a charity to raise money for healthcare and education in the UK and abroad. Now, this fundraiser is held every two years in the spring.

On Red Nose Day, people go to school or work wearing a red plastic nose. During the day, you can ask people to donate money if you tell jokes or do funny things. There are also lots of different activities on every Red Nose Day – one year, people took part in a 'fun run' in London, where they raced in supermarket trolleys – so you should look out for events near you!

In the evening, there is a special programme on TV, comedians do shows to raise money for charity, and famous people agree to do silly things to make everyone laugh.

Red Nose Day is great fun for people of all ages, but the best thing about it is that it is for a good cause. Everyone has a good time, and the money raised goes to a variety of organisations that help people.

Red Nose Day *in the UK*

Started in: place: ..... year: .....

How often / When: .....

Lasts for: .....

ACTIVITIES

What to wear: .....

What to do: .....

What to look out for: .....

What to watch: .....

B Copy and complete the fact file from activity **A** with information about a **celebration**/**festival**/**event** that takes place in your country. Then talk in pairs.

When and where did it start?
...
When does it take place?
...
How long does it last for?
...
What do people do/wear/watch/eat, etc.?
...

C Read the plan below and the sentences **1-4**. Then decide which paragraph these sentences should be in. Write **I** for Introduction, **M** for Main Part or **C** for Conclusion.

Plan

A description of an event

INTRODUCTION

Give general information about the event. Mention some of the following:

- *name*
- *when, where, how and why it started*
- *when and where it takes place*
- *how long it lasts for*
- *who takes part in it*

MAIN PART

Mention what happens, what people do, eat, watch, etc.

CONCLUSION

Give your opinion of this event or make a general comment.

1. The walkathon is a popular event, but not everyone wants to take part. Many people prefer to watch. ◯
2. On the big day, people put colourful balloons in the streets around their homes. Many visitors come from outside the city too. ◯
3. Everyone in the city has a great time on the day of the walkathon, whatever they decide to do. Best of all, we raise more and more money every year! ◯
4. Every summer, my city holds a walkathon to raise money for charity. It always takes place on the first Saturday in June. ◯

D Do research and find information about an interesting **celebration**/**festival**/**event** that takes place in your country. Then write a description of it. You can follow the plan above.

Go to the Workbook page 89.

6 Round-up

1. Vocabulary

A Circle the correct options.

1. You have to **melt / stir** the sauce very well while it's boiling.
2. There's chocolate all over your face. Here's a **napkin / fork**.
3. Why are you in a hurry? **Take / Kill** your time.
4. The government needs to take more **measures / acts** to protect the environment.
5. I'm trying to find the **pollution / solution** to this maths puzzle, but it's so hard!
6. I want to make tacos, but I haven't got all the necessary **recipes / ingredients**.
7. We're organising a bake sale to **donate / raise** money for the children's hospital.

Score: ◯ / 7

B Complete with prepositions.

1. I can always rely ..... Fatima.
2. I go to the bowling alley with my friends ..... time ..... time.
3. Hasna invited her cousin to dinner, but she never turned .....
4. Jane donated her old clothes to help people ..... need.
5. You broke Mum's favourite plates. You're ..... trouble!
6. How are we going to deal ..... the situation?

Score: ◯ / 7

2. Grammar

C Circle the correct options.

1. These raincoats **design / are designed** in Italy.
2. A hundred trees **planted / were planted** in Pine Forest last month.
3. The teacher **encouraged / was encouraged** us to take part in the science contest.
4. Our house **is painted / painted** every year.
5. Van Gogh **painted / was painted** around nine hundred paintings.
6. Qatar National Sports Day **celebrates / is celebrated** every year on the second Tuesday of February.

Score: ◯ / 6

D Look at the prompts and write sentences. Use should or shouldn't.

1. Jassim wants to lose weight.
   go / gym
   .....
   eat / chocolate
   .....
2. Lisa isn't a very good student.
   study / more
   .....
   watch / TV all the time
   .....

Score: ◯ / 4

E Match the two halves of the sentences.

1. Ice is made ◯
2. If I don't know a word, ◯
3. When I'm bored, ◯
4. Mr Mansoor gets tired ◯
5. If you mix red and yellow, ◯
6. Ted plays football ◯

a. I read a magazine.
b. when he walks for a long time.
c. if he doesn't have any homework.
d. you get orange.
e. I look it up in the dictionary.
f. when water is frozen.

Score: ◯ / 6

3. Communication

F Match.

1. This box is too heavy! ◯
2. Need any help? ◯
3. What do you recommend? ◯
4. Would you mind helping me out? ◯
5. Would you like something for dessert? ◯

a. No, that's all.
b. Yes, I don't think I can manage on my own.
c. Of course not. You can always count on me.
d. Well, I'd say the beef lasagne or the roast chicken.
e. Can I give you a hand?

Score: ◯ / 5

Total score: ◯ / 35

Now I can...

- use expressions with *time* ◯
- use the Passive Voice (Present and Past Simple) ◯
- ask for and give advice ◯
- talk about general truths ◯
- order food at a restaurant ◯
- understand and describe cooking procedures ◯
- ask for and offer help ◯
- talk and write about a celebration/festival/event ◯

3 Culture Page

Qatar Foundation

A What do you know about Qatar Foundation? What do you think it does to make a difference? Read the text quickly (skim) and check your answers.

B Now scan the text. Then read it carefully and choose a, b, c or d.

Since its creation in 1995, Qatar Foundation (QF) has worked to give young people the education and knowledge they need to succeed. The former Emir, His Highness Sheikh Hamad bin Khalifa Al Thani, and his wife, Her Highness Sheikha Moza bint Nasser, started QF because they believe that a country's success is built on the minds of its people, and that if these are developed the country will grow. Later, when the Qatar National Vision 2030 was introduced, it also included an important role for QF: to unlock the talents and skills of the country's young people through education.

QF focuses on three main areas: education, science and research, and community development. Each of these is important to the foundation's goal of creating a country built on knowledge. QF runs many centres of education, but perhaps its greatest achievement is Education City, a large area in Doha that contains international schools and universities, as well as cultural centres. Interestingly, students can actually study at more than one university; they can pick and choose subjects and lessons from all those available and build a final course of education that includes exactly what they need. There is also a science and technology park, which helps young businesses take their first steps.

Many of Education City's centres run research programmes, and QF works with organisations around the world, supporting many projects that try to improve lives. Around 70% of Education City's students are Qatari, but the goals of the foundation are not only for Qatar; as part of its third focus, QF works to improve the lives of people everywhere by bringing education, training and culture to countries across the continent.

Qatar Foundation is like the sidra tree that it uses as its symbol. This tree is found across the Arab world and is known for its strength; it grows in a difficult environment but reaches up towards the sky. In ancient times, men used to meet and sit under these trees to discuss important subjects. In a similar way, QF stands strong, with its roots in the country's Islamic culture and history, and the different branches of its organisation reach towards success.

1. Qatar Foundation was created to
- **a.** attract new minds to the country.
- **b.** help the country move forward and develop.
- **c.** encourage young people to get an education in science.
- **d.** support the goals of the Qatar National Vision 2030.

2. Students in Education City can
- **a.** decide to change courses whenever they want.
- **b.** study courses from different universities at the same time.
- **c.** choose to study at any international university in the world.
- **d.** ask to study special subjects not offered at other universities.

3. What can you understand from the third paragraph?
- **a.** All QF research is carried out in Education City.
- **b.** QF prefers to work with other Qatari organisations.
- **c.** Students from abroad come to Education City to study.
- **d.** After it succeeds in Qatar, QF will focus on other countries.

4. The sidra tree was chosen as a symbol because
- **a.** QF has got much in common with it.
- **b.** it shows that QF is built on Islamic culture.
- **c.** the idea for QF came to men sitting under this tree.
- **d.** it is known and recognised everywhere in the world.

PROJECT

Make a poster!

Choose a foundation or organisation you think is making a difference. Do research to answer some of the following questions.

- What is the foundation/organisation called?
- Who started it?
- When did it begin?
- How is it making a difference?
- What has it achieved so far?
- How can people help it accomplish its goals?

Make a poster for the foundation/organisation. Use pictures as well as the information you found.

POEM

(Modules 5 & 6)

#KINDNESSNOW

Read the poem and choose the correct words. Listen and check your answers. Then say.

Thank you for calling #KINDNESSNOW.
All our lines are ***1 dead / busy****. Please hold and we will answer your call asap. Until then, listen to find out more about us.*

We're on a mission
To spread the word.
We're spreading kindness
All around the world.

Please don't ***2 hang / pick*** *up. Now it's your turn to be kind! Are you ready?*

You can **3 donate / share** your doughnut
With the new kid at school.
4 Take / Leave a note to a friend saying
'Your haircut looks cool!'

Give a **5 hug / smile** to a friend
You haven't seen in a while.
Give someone a **6 hand / help** with the chores.
And don't forget to smile!

You can **7 cut down / plant** a tree,
Or offer your seat on the bus.
8 Do / Make a difference because YOLO
You only live once!

We're on a mission
To spread the word.
We're spreading kindness
All around the world.

Hello?

7 A MATERIAL WORLD

Discuss:

- Read the two sayings. What do you think they are trying to say?

The most important things in life aren't things.

Collect moments, not things.

- Do you like collecting things or experiences? Why?
- Read what someone has said about money. Do you agree? Why? / Why not?

Money isn't everything! Money can buy...

- a **clock**, but not **time**.
- a **house**, but not a **home**.
- **medicine**, but not **health**.
- a **book**, but not **knowledge**.
- **entertainment**, but not **happiness**.
- a **present**, but not a **friend** to give it to.

- Replace the words in blue to create your own version.

In this module you will learn...

- to talk about fashion, money, materials and shopping
- to describe objects and clothes
- to express purpose
- to use negative questions
- to carry out transactions in shops
- to express your opinion
- to express agreement and disagreement
- to write a blog post expressing opinion

7a

1. Read

A Discuss.

- Does your school hold events where students exhibit their skills/talents? What are they?
- How are such events important?

B Look at the comic strip without reading the dialogues. Can you guess what happens? Read the dialogues quickly (skim) and check your answers. Then read them out in groups.

THE WORLD WIDE WEBB COLLECTION

Mr Hardy Good job, Alex. Thanks for joining us on 'Youth Art Day'. We like to encourage young people who want to become artists.
Alex Thank you, Mr Hardy.
Leo Webb Excuse me. Did you draw this? Would you be interested in...? But let me introduce myself first. I'm Leo Webb.
Mr Hardy Leo Webb, the fashion designer?
Leo Webb Yes. I'm designing a new collection for World Wide Webb, my teenage clothing brand. None of the designs I've seen so far are as cool as this. Do you think I could use it? I can already see it printed on a T-shirt, a backpack or maybe on a pair of trainers with a sparkly touch. What do you say?
Alex Fine by me. Mr Hardy?
Mr Hardy I'm sure the director of the gallery won't have a problem.

Paul Which jacket should I get, the denim or the leather one? I can't make up my mind.
Mark They're both in fashion. I prefer denim jackets, but all the clothes from World Wide Webb are great anyway.
Paul Yeah, you're right. It's got really nice stuff. I also like this amazing black and green checked shirt. The design it's got on the sleeves is awesome.
Alex And the price is even more awesome...
Mark Check out these fantastic colourful backpacks.
Paul Hey, they remind me of something. Alex, isn't this the design you drew on the wall at the art gallery?
Alex What? Yeah, yeah, that's mine.
Paul So, you have seen these products with your design.
Alex Yep. Leo Webb and I did a great job.
Mark What? You met Leo Webb and never said a word? Alex!
Alex Sorry, guys. I didn't think it was a big deal at the time.

C Look at the highlighted expressions in the comic strip and match them with the meanings a-d. Then check your answers in a dictionary.

a. to decide: .....
b. didn't say anything: .....
c. I agree: .....
d. something that is very important: .....

D Now scan the dialogues. Then read carefully and answer the questions.

1. Why did Alex go to the art gallery?
2. Who is Leo Webb?
3. Why does Leo Webb talk to Alex?
4. Why is Paul checking out the World Wide Webb website?
5. Why are Paul and Mark surprised when they see the backpacks on the website?
6. Why does Mark say that Alex is famous?

Over to you...

Discuss.

- Have you got any particular skills/talents? If yes, what are they?
- Would you like to have a particular skill/talent? Why? / Why not?

2. Vocabulary

A Look, listen and repeat.

Designs - Patterns

Materials

B Use the vocabulary in activity **A** to describe these clothes.

3. Grammar

Order of Adjectives

A Read the examples below. In which order are the adjectives describing the noun placed? Put **a-e** in the correct order **1-5**.

- **Two nice red** and **white striped cotton T-shirts**.
- **Three beautiful pink** and **purple silk scarves**.

a. colour	◯	**d.** design	◯
b. material	◯	**e.** opinion	◯
c. number	◯		

B Complete the sentences by putting the adjectives given in the correct order.

1. woollen striped
   Mark bought a .... sweater yesterday.
2. leather two black
   Salem's got .... jackets.
3. spotted awful red and yellow
   Look at that .... hat.
4. cotton blue four lovely
   There are .... dresses over there.
5. nice spotted one silk blue and white
   There's only .... shirt left in the shop.

4. Speak

A GROUP SURVEY:
Do you wear...?
Go to the Speaking Activities section on page 113.

B Discuss in pairs or small groups.

- What are your favourite clothes at the moment?
- Are they in fashion? Are they casual or formal?
- Do you wear clothes that are out of fashion?
- Do you like to follow trends?
- Where is your favourite place to shop?
- What do you usually wear to...
  - school?
  - a sports game?
  - your grandparents' house?

7b

1. Read

A Discuss.

The words below all have to do with *money*. What do they mean?

coin note cash
paper money currency

MONEY MAKES THE WORLD GO ROUND

B Look at the questions a-e. Do you know or can you guess the answers?

a. Is paper actually used to make all paper money?

b. Is money dirty?

c. How long do coins last?

d. Where was paper money first used?

e. What did people use before money as we know it today?

C Read the facts about money quickly (skim) and match each question a-e to the paragraph that provides the answer.

1 .....

In ancient times, money didn't exist, so people exchanged animals or things they had, such as cows, tea, spices and stones, for other things that they needed. In ancient Rome, salt was so important that it was used to pay soldiers for their work. The Aztecs and the Mayas used beans instead of money. In the 1600s, the Russians started to use fur, which was then called 'soft gold'.

2 .....

During the 7th century CE, China created the first paper money in the world. Until then, the Chinese used copper coins. However, it was difficult for merchants to carry lots of coins with them when they travelled long distances. So, they started to use paper money, which was lighter. In fact, it was so light that it was soon nicknamed 'flying money'!

3 .....

The answer is no. For example, US currency is not made of paper. Instead, it is printed on material that consists of 75% cotton and 25% linen. That makes it hard to tear. Actually, you would have to double fold a dollar about four thousand times (first forwards and then backwards) to tear it! New banknotes can also be made of polymer, which is a thin, flexible plastic. When the new five pound note came out in 2016, the UK government advertised it as 'strong' and 'long-lasting'. This made lots of people post online videos of themselves trying to destroy it!

4 .....

They usually last twenty-five to thirty years. Do you think that's not very long? Well, a note only lasts about 18 months. Do you wonder what happens to coins that are too worn out to use? They are recycled to produce new ones, of course.

5 .....

Absolutely. Lots of germs live on money. According to a study, 94% of money carries bacteria and viruses – and some of them can survive for up to 17 days. Fortunately, not all of these germs can make you ill – but don't forget to wash your hands after you handle money.

NOTE

- **1600s** (sixteen hundreds) is the century that runs between 1600 and 1699.
- We write **75%**. We say seventy-five per cent.
- **CE** is an abbreviation for Common Era and **BCE** is an abbreviation for Before Common Era. The Common Era begins with year 1 in the Gregorian calendar (which is the most widely used calendar today).

D **Look at the highlighted words in the text and try to guess what they mean. Match them with the meanings 1-5. Then check your answers in a dictionary.**

1. to damage something so badly that it is useless: .....
2. to make: .....
3. to continue to exist: .....
4. not heavy: .....
5. to touch, feel or hold something: .....

E **Now scan the text. Then read carefully and find the numbers below. Match them with what they refer to.**

1600s	( )	2016	( )
7th	( )	18	( )
75	( )	94	( )
25	( )	17	( )

a. the century during which fur was used as currency in Russia
b. the percentage of linen that US banknotes contain
c. the number of months a note lasts
d. the number of days germs can survive on money
e. the century during which paper money was invented
f. the year the polymer £5 note came out in the UK
g. the percentage of cotton that US banknotes contain
h. the percentage of money that carries germs

Over to you...

Discuss.

- Why do you believe people in the UK tried to destroy the new five pound note?
- What other interesting facts do you know about money?

2. Grammar

Full infinitive (to + base form of verb) - Bare infinitive (base form of verb without to)

A **Read the examples below and complete the rules.**

- Khaled went out **to get** a chocolate bar.
- You should **give** back the money you borrowed from Liam.
- Haya has decided **to save** up money for a laptop.
- Please tell me how **to get** to the post office.
- It's not easy **to get** a job these days.
- I think my new haircut makes me **look** older.
- You're too young **to stay** out late.
- My brother doesn't let me **borrow** his laptop.
- Robert isn't old enough **to get** a credit card.

NOTE Mary helped me **cook** / **to cook** dinner.

1. The ..... (e.g. to do) is used:
- to express purpose.
- after certain verbs (want, forget, would like, decide, need, plan, try, offer, etc).
- after *it* + *be* + *adjective*.
- after *too* and *enough*.
- after question words (what, where, how, etc).

2. The ..... (e.g. do) is used:
- after modal verbs (*can*, *could*, *should*, *must*, etc).
- after the verbs *make* and *let*.

B **Circle the correct options.**

1. I'm not tall enough **reach / to reach** that book on the top shelf. Would you **get / to get** it for me?
2. We were so happy **see / to see** that Afaf was feeling better.
3. I won't **go / to go** out tonight. I've promised **stay / to stay** at home and do my homework.
4. Ask Salwa for some money. She might **have / to have** some on her.
5. I think it's difficult **understand / to understand** this joke. I don't get it.
6. I want **use / to use** the computer **do / to do** research on the first coins that were used.

3. Research, Write & Present

A **What do you know about your country's currency? Do research to answer some of the following questions.**

- What is your country's currency?
- How many different kinds of notes and coins are there?
- Who or what is depicted on the notes?
- Are there any interesting historical facts about your currency?
- What are the notes made of?

B **Make a poster. Write a few sentences about your country's currency. Find pictures or use real money.**

C **Present your poster to the class.**

7C

1. Read

A **Discuss.**

- What do you believe "less is more" means?
- Do you agree with this phrase? Why? / Why not?

B **Look at the title of the article. What do you think it is about? Read the article quickly (skim) and check your answers.**

Going from too much to just enough: The Minimalist Family

Stay-at-home mum and blogger of *The Minimalist Family*, Nina Wye, was shocked when she first realised how untidy her house was and how much junk she and her family had collected over the years. Without wasting any more time, she organised a decluttering weekend for the whole family. That was four years ago. Since then, her blog has helped other families find ways to reduce the amount of stuff they have, and find happiness in living more simply and with less. 'Getting started is the easy part,' Nina says. 'After that, you need to avoid buying things you want but don't need.'

During that weekend, Nina, her husband Marty and their three kids gathered two carloads of stuff they didn't use, want, or even know they had. They donated to charity what they could and recycled the rest. Marty says that he enjoyed getting rid of so many things with the help of the kids, but when they came home, the house didn't look much different. 'That's when I realised that we still had work to do. It would be tough, but it had to be done.'

Today each member of the Wye family owns about 100 items, including their clothes, books and toys. Pretty impressive, especially since recent studies have shown that 10-year-olds in England have around 238 toys and usually end up playing with only twelve of **them**. After the Wyes got rid of two-thirds of their things, the children seemed relaxed and enjoyed playing more. 'We were afraid they would miss their toys, but I think all the choices they had just made them fight more,' Nina says.

Instead of buying their children presents they'd soon get bored of, Marty and Nina now choose to spend their money on experiences. They take the kids horse riding, go to amusement parks, or even travel. In other words, they do things that they couldn't afford to do before. How are they able to do that now? Well, after years of minimalist living, the Wyes have managed to save more money. 'We hadn't realised how much money and, most importantly, how much time we used to spend on shopping for things we didn't even need,' says Nina.

'That has been the biggest gift for our family,' Nina adds. 'We spend a lot less time cleaning our home, deciding what to wear, or looking for things in piles of stuff, so we have a lot more time for doing the things we love and for each other. I'm so glad we changed our lifestyle!'

C **Read the first paragraph again and answer the question below.**

Why did Mrs Wye organise a decluttering weekend?

D **Which option (a, b or c) best answers the question?**

a. She was tired of having a messy house.
b. She wanted to start a blog about minimalism.
c. She wanted to show other people how to do it.

E **Now answer these questions.**

- Which part in paragraph 1 justifies your answer? Underline it.
- Are the words used in the answer the same as the ones in the text?
- Why are the other two options wrong?

F Now scan the rest of the text. Then read carefully and answer the questions 1-4.

1. How did Marty feel the first time they gave things away?
   a. He was proud of his kids for helping.
   b. He thought they hadn't done enough.
   c. He felt relieved they had finished a difficult job.
   d. He was pleased with the appearance of the house.
2. What does the word **them** in line 18 refer to?
   a. toys
   b. the Wye children
   c. 10-year-olds in England
   d. all the members of the Wye family
3. How have the kids reacted to becoming minimalist?
   a. They seem calmer.
   b. They fight over the toys.
   c. They miss their old things.
   d. They are sometimes bored.
4. What is the best part of the minimalist lifestyle, according to Mrs Wye?
   a. having more free time
   b. saving money more easily
   c. doing fewer chores around the house
   d. not having to worry about making lots of choices

Over to you...

Discuss.

- Do you have more things than you need or use? Give examples.
- Would you be interested in becoming minimalist? Why? / Why not?

2. Grammar

-ing form

A Read the examples below and match them with the uses of the -ing form.

1. Before **throwing** my things away, I always ask my sister if she wants any of them.
2. Fatima loves **doing** charity work.
3. How about **donating** our old toys to charity?
4. **Exercising** is good for your health.

The *-ing* form is used:

a. as the subject of a sentence. ◯
b. after certain verbs (like, love, enjoy, hate, finish, prefer, etc.). ◯
c. after prepositions (for, of, in, etc.). ◯
d. after certain expressions (how about, it's worth, etc.). ◯

B Complete with the full infinitive or *-ing* form of the verbs in brackets.

1. **A:** I've decided ..... (clean) the garage this weekend. Do you feel like ..... (help) me?
   B: I've already promised ..... (help) Dad ..... (fix) the front door. Maybe I can give you a hand after we've finished ..... (do) that.
2. Ali is thinking about ..... (buy) a motorbike.
3. Jake was driving in a new neighbourhood, got lost and stopped ..... (ask) for directions.
4. I've recently learnt about minimalism and would like ..... (change) my lifestyle. ..... (live) with less sounds a bit difficult, but I'm sure I'll manage ..... (do) it.

3. Pronunciation

A Listen and repeat. What's the difference between the gh sound in words a and b?

a. tough
b. through

B Listen and circle the words in which gh is pronounced as /f/.

right enough daughter thought neighbour laugh
weight straight cough bought fight

4. Speak & Write

A CLASS DISCUSSION

Which of the following can't you live without? Why? Discuss and give your opinion. Think about the ideas given.

- mobile phone
- game console
- bike
- skateboard
- laptop/tablet
- TV
- favourite book
- chocolate
- bed

- what you do with it
- how often you use it
- why it is so important to you
- how your life would change without it

I think I can't live without my mobile because I use it constantly...

B Read the information below and write a paragraph expressing your opinion about the topic you chose in activity A.

A paragraph expressing your opinion

Use phrases like:

- I (definitely) think...
- I do not think...
- I believe...
- In my opinion,...

7d

1. Vocabulary

Match the sentences 1-6 with the objects a-f they are describing.

1. It's made of clay and it's hand-painted. It's used to put flowers in. ◯
2. It's handmade and it's used for carrying things. It's colourful and it's made of fabric. ◯
3. It's made of cardboard. It's something people write wishes in. ◯
4. It's a small wooden box which is used for keeping things in, such as bracelets and rings. ◯
5. It's made of glass. It's flat and square. You put it under your glass or cup to protect the surface of a table. ◯
6. It's something that people can sit on. Its top is round and has got a knitted cover. ◯

a cloth bag

a jewellery box

a stool

a vase

a coaster

a card

2. Listen (1)

Listen to two short dialogues and answer the questions. Choose picture a, b or c. Justify your answer.

Dialogue 1

Which bottle are they talking about?

Dialogue 2

Which chopping board does the boy choose?

3. Speak

ROLE PLAY

Student A: Go to the Speaking Activities section on page 113.
Student B: Go to the Speaking Activities section on page 114.

TIP!

When you don't know or don't remember what something is called, don't panic. Try to describe its shape, what it's made of, what it's used for, etc.

- I don't know what it's called.
- It's colourful/long/round/square/thin/flat, etc.
- It's made of wood/wool/clay, etc.
- It's used for keeping/putting, etc.
- It's something you use to keep/put, etc.
- It's an object which people keep/put, etc.

4. Grammar

Negative questions

A **Read the extract from the first dialogue in 2. Listen (1) and complete it. Then listen again and check your answers.**

A: What? **1** ..... you like it?

B: It's nice. **2** ..... you think colourful sand would look nicer?

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

B **Read the extract in activity A and notice the words in the gaps.**

1. In which case does the speaker expect the listener to agree?
2. In which case does the speaker express surprise?

C **Make negative questions using the prompts in brackets.**

1. **A:** You look tired. ..... (sleep well) last night?
   B: Well, I stayed up late to finish my science project.
2. **A:** Hey, let's join the arts and crafts club. It's every Tuesday.
   B: Forget it.
   A: But why? ..... (be interested in) arts and crafts any more?
   B: Of course I am, but I'm busy on Tuesdays.
3. **A:** Who's that?
   B: ..... (see) her before? She's Miss Marple, the new art teacher.
4. **A:** Kholood, we have to leave. I don't want to be late for my French class.
   B: ..... (start) at half past seven?
   A: No, it starts at seven.

5. Listen (2)

A **Do you enjoy arts and crafts? Have you ever made anything creative? If yes, what was it and what materials did you use?**

B **Listen to Sonia telling her cousin Dean about the lamp she made in her design class. Which picture shows her lamp? Choose a, b or c.**

C **Now listen to the rest of the conversation and answer the questions. Choose a, b, c or d.**

1. What is the base of the lamp made of?
   a. clay **c.** stone
   b. wood **d.** plastic
2. What were the leaves made of at the beginning?
   a. silk **c.** plastic
   b. paper **d.** metal wire
3. What is the flower made of?
   a. silk **c.** plastic
   b. wool **d.** coloured paper
4. What is Dean referring to when he says 'It's really cute'?
   a. the bee **c.** the lamp
   b. the tree **d.** the flower

D **Would you like to try making your own lamp? Why? / Why not?**

7e

1. Listen

A **Discuss.**

- Where do you usually go shopping? Do you choose different shops for different things or do you shop at department stores? Why? / Why not?
- Do you enjoy shopping? Why? / Why not?
- What kind of things do you like shopping for?
- Do you prefer shopping alone or with friends? Why?
- How often do you shop online? What do you buy?

B **Listen to four people talking about shopping and match the names with the statements a-d.**

Sahar ◯ Jensen ◯
Ameen ◯ Clara ◯

a. A lot of choice can make people spend more money.
b. Shopping centres offer different forms of entertainment.
c. It is more pleasant to shop in a protected and organised environment.
d. Shopping centres can be crowded and tiring.

C **Complete the dialogue with the phrases in the box. Then listen and check your answers.**

have a point	you're right
I'm not so sure	it seems
that's what I think	in my opinion

A: 1 ....., shopping centres make people spend more money than they want to. They offer too much choice and make people buy more and more.
B: I don't know. 2 ..... about that. They certainly give you a lot of options, but people don't have to buy anything they don't want to.
A: 3 ....., of course, but you see so many attractive shop windows that you just want to get everything. And don't forget the special offers. 4 ..... to me that shopping centres do their best to encourage spending.
B: You 5 ....., but I think people should be able to focus and buy only what they need.
A: 6 ..... too, but it can be difficult!

2. Speak

A **Read the phrases. Can you think of any more to add?**

Expressing one's opinion

- I (definitely) think... / I don't think...
- (Personally,) I believe...
- I strongly believe that...
- In my opinion,...
- In my view,...
- People should/ shouldn't...
- It seems (to me) that...
- If you ask me,...
- I feel that...

Agreeing	Disagreeing
• I (totally) agree (with you).	• I (totally) disagree (with you).
• You're (absolutely) right about that.	• I'm afraid I disagree.
• I think/believe so (too).	• I don't agree (at all). / I don't really agree.
• I guess so.	• No way!
• You have a point.	• I don't know about that.
• Definitely.	• I'm not (so) sure about that.
• Exactly.	• Very true, but...
• Very true.	• I sort of agree, but...
• I couldn't agree more.	• Perhaps you're right, but...
• I was just thinking that.	• I know what you mean, but...

B **Talk in pairs. Read the statements a-d in 1. Listen activity B. Do you agree with them? Why? / Why not? Express your opinion and agree or disagree with each other giving reasons, as in activity C on the left. Use some of the phrases in the box.**

- a great variety of shops and products
- protected from weather conditions
- nice, comfortable environment
- places to relax
- noisy, crowded
- long queues at fitting rooms or at tills
- get pushed by crowds
- place to hang out
- organise indoor events

3. Speak & Write

A **Discuss.**

- What can we do as individuals to reduce the amount of waste we produce?
- How can we make young people more aware of what they can do to reduce waste?

B **Go to the Speaking Activities section page 114.**

C **Read the blog post below and compare the views expressed with your opinions. Then answer the following questions.**

1. Does the writer state her opinion in the first paragraph?
2. What is the purpose of the second and third paragraphs?
3. Which words/phrases does the writer use to list/add points? Underline them.
4. In which paragraph does the writer state her general opinion?
5. Which words/phrases are used to state this opinion? Underline them.

AL WAKRA SCHOOL BLOG

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Anti-waste event ideas

22 March, 2021 at 6.17 p.m. by *Hala A.*

I would like to express my opinion on the options that have been suggested for the school anti-waste event.

First, I feel that the poster activity is great. However, it will be more successful if students work in groups instead of alone. Some people are better at drawing, others at writing or thinking of interesting ideas. A group is more likely to have all the skills necessary for making a good poster.

Second, making paper sounds like fun, but this activity may not be so successful. On the one hand, it's something creative and a bit different. On the other hand, I'm worried there won't be enough equipment for everyone at the same time, and students could get bored. What's more, I think things could get really messy!

In conclusion, I definitely think that the poster activity option is more suitable. I hope you take my opinion on the event into consideration when making your final decision.

D **Read the plan.**

Plan

A blog post expressing an opinion

INTRODUCTION

Introduce the subject of the post and say why you are writing.

MAIN PART (2 PARAGRAPHS)

In each paragraph, present your opinion on one aspect of the issue, giving reasons for your views. Use linking words/phrases:

To list points:
- firstly, first of all, to begin with
- secondly, also, in addition, what's more
- finally, last, etc.

To express contrast:
- however, on the one hand, on the other hand, etc.

CONCLUSION

Make a general statement.
Use phrases like:
- *In conclusion,...*
- *To sum up,...*

State your opinion.
Use phrases like:
- *In my opinion,...*
- *Personally, I believe...*
- *I definitely think...*
- *In my view...*

E **You are involved in organising a kids' craft event at your local library. Two activities have been selected, but only one will be chosen. Post your opinion on the suitability of the activities on the library blog, providing reasons for your opinions.** **Go to Workbook page 103.**

Activity	Materials Needed	Advantage	Disadvantage	Time Needed	Cost
build a model dhow sailboat	wood, cloth, string special tools including knives	learn interesting new skills	difficult to do, sharp tools used – could lead to injury	3 hrs	£££
bake and decorate a cake	ingredients, big oven, utensils	have something tasty to share with family after	can make a mess, could get food on clothes	1½ hrs	££

7 Round-up

1. Vocabulary

A Circle the correct options.

1. I always go to the shopping centre because I can find my favourite **brands / trends** there.
2. The US dollar is the **currency / cash** of the United States of America.
3. My dad works in a factory that **introduces / produces** cars.
4. How long can humans **survive / contain** without water?
5. I sometimes wear clothes that are **out / off** of fashion.
6. Which trousers should I get? I can't make up my **word / mind**.
7. I can't buy this leather jacket. It's very expensive, and I can't **avoid / afford** it.
8. These jeans don't fit me. They're too **light / tight**.
9. Your room is so messy! Why don't you **get / make** rid of all these books you don't read?

Score: ◯ / 9

B Match.

1. shop
2. fitting
3. weather
4. department
5. flared
6. paper

a. room
b. jeans
c. money
d. window
e. store
f. conditions

Score: ◯ / 6

2. Grammar

C Put the words in the correct order to complete the sentences.

1. white modern
Kathy's lives in that ..... house over there.

2. woollen three nice
Paul gave me ..... hats.

3. yellow sparkly cool
Lisa's got ..... trainers.

4. leather lovely brown two
Hasna bought ..... bags.

5. nice striped silk one blue and white
Linda's got ..... skirt.

Score: ◯ / 5

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

1. I didn't feel like ..... (stay) in, so I decided ..... (visit) a friend.
2. You must ..... (get) a ticket ..... (see) the exhibition.
3. I stopped ..... (eat) a bar of chocolate a day because ..... (have) too many sweets isn't good for you.
4. I'm not brave enough ..... (camp) in the forest. How about ..... (book) a hotel room?
5. I don't mind ..... (lend) my things to my brother, but he never lets me ..... (use) his things.
6. Don't forget ..... (mix) the vegetables before ..... (put) them in the oven.

Score: ◯ / 12

3. Communication

E Complete the dialogue with the phrases a-f. There are two extra phrases which you do not need to use.

Anne Dina, why are you wearing gloves inside the house?
Dina 1 .....
Anne Sure, but I don't understand. It's quite warm in here.
Dina I'm just trying them out. They're special gloves, you see. You wear them to keep warm, and you can use your phone at the same time. If you ask me, they're very useful. 2 .....
Anne 3 ..... I hate taking off my gloves when I want to use my phone. How much did they cost?
Dina £40.
Anne What? I think they're very expensive!
Dina 4 .....

a. Well, in my view, they aren't.
b. Haven't you got gloves?
c. Don't you agree?
d. You have a point.
e. Aren't they nice?
f. Fine by me.

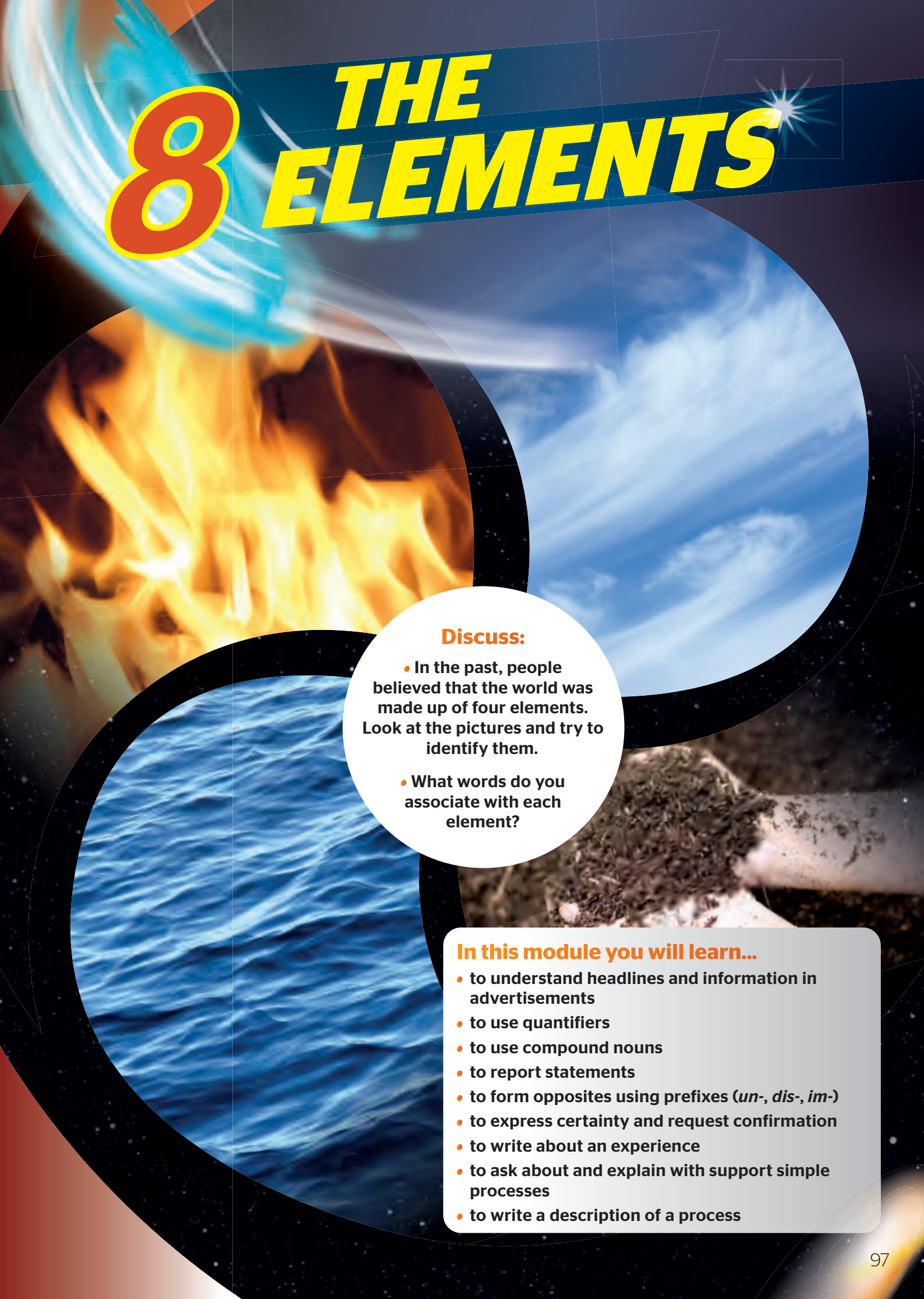
Score: ◯ / 8

Total score: ◯ / 40

Now I can...

- describe objects and clothes ☐
- express purpose ☐
- use negative questions ☐
- carry out transactions in shops ☐
- express my opinion ☐
- express agreement and disagreement ☐
- write a blog post expressing opinion ☐

8 THE ELEMENTS



Discuss:

- In the past, people believed that the world was made up of four elements. Look at the pictures and try to identify them.
- What words do you associate with each element?

In this module you will learn...

- to understand headlines and information in advertisements
- to use quantifiers
- to use compound nouns
- to report statements
- to form opposites using prefixes (*un-*, *dis-*, *im-*)
- to express certainty and request confirmation
- to write about an experience
- to ask about and explain with support simple processes
- to write a description of a process

8a

1. Read

A Discuss.

- How often do you read news articles?
- Do you get most of your news from newspapers, TV, radio or the Internet? What about your parents?
- What kind of news stories are you interested in? Why?

B Read the news article quickly (skim) and choose the best headline.

a. NORTON FIRE FINALLY STOPS BURNING
b. NORTON EMPTIES AS FIRE APPROACHES
c. PEOPLE DIE IN NORTON FIRE
d. RESIDENTS REFUSE TO LEAVE NORTON

NEWS

search...

HOME
TECH
SPORT
NEWS

The town of Norton will be evacuated as the fire that broke out in the surrounding area a few days ago continues to spread. Local authorities are doing what they can so that no roads are closed. They are also going to organise extra buses out of the town during the three-day evacuation period. They are confident that the danger will pass and residents will return to their homes within the week.

Firefighters don't yet know what caused the fire that broke out in the nearby forest area. 'Fires are common during the summer because of the high temperatures and little rain; however, in this case, unusually strong winds helped the flames spread with surprising speed,' said chief firefighter, Mark Smith.

According to Tony Blaze, Norton's mayor, lots of firefighters from across the country were called in to help. 'We didn't have enough men to control a fire this size,' he explained. 'However, even with so many men, and helicopters that are pouring water from above, putting out the fire is very difficult. The wind keeps changing direction and carrying the flames with it. We are all making a huge effort to put out the fire as soon as possible. We hope the weather will change and bring some rain,' he said.

Much of Norton has been without electricity since yesterday, but the decision to evacuate the town was made only after serious thought. 'We don't want people to panic,' said Blaze. 'However, the fire destroyed two buildings on the outskirts of the town yesterday, and smoke from the blaze has now travelled as far as the town centre. Breathing has become difficult, and our residents' health and safety is what matters most. The evacuation will begin within twenty-four hours', said the mayor.

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

1. evacuate
2. break out
3. residents
4. cause
5. flames

a. to make something, usually bad, happen
b. the people who live in a particular place
c. to start to happen suddenly
d. to move people from a dangerous place to a safe place
e. the hot bright gas that you see when something is burning

NOTE

because + subject + verb because of + noun

The festival was cancelled because it started raining.

The festival was cancelled because of the rain.

Think

Look at the Mayor's surname. It's also a verb and a noun. How is it associated with fire? Look it up in a dictionary and check your answer.

D Now scan the news article. Then read carefully and choose a, b, c or d.

1. The people have to leave the town within .....
   a. two days.
   b. four days.
   c. one week.
   d. three days.
2. Why did the fire spread so quickly?
   a. It is unknown.
   b. There was no rain.
   c. There were high winds.
   d. The weather was too hot.
3. The fire is difficult to put out because .....
   a. the wind has become stronger.
   b. there aren't enough helicopters.
   c. there are not enough firefighters.
   d. the wind is moving in different directions.
4. Why have authorities decided to evacuate Norton?
   a. There is no electricity in the town.
   b. Smoke is making it hard to breathe.
   c. The fire has reached the town centre.
   d. A second fire broke out in the city centre.

2. Grammar

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

A Read the dialogue and match to make rules.

A: Were there **any** people in the building during the fire?
B: Yes, there were **some** people on the 4th floor.
A: Really? Were they injured?
B: Fortunately, there were **no** injuries. The firefighters managed to evacuate the building in time.

1. We use *some* ◯
2. We use *any* ◯
3. We use *no* ◯

a. in affirmative sentences to give negative meaning.
b. in affirmative sentences, offers and requests.
c. in questions and negative sentences.

B Read the examples and match to make rules.

- Mrs Ahmed gave the cat **a little** water after the firefighter rescued it from the tree.
- There weren't **many** firefighters, but they successfully put out the fire.
- We have to hurry. We haven't got **much** time.
- The fire brigade arrived after **a few** minutes.
- **Lots of** boys want to become firefighters when they are young.
- **A lot of** fires break out during the summer.

1. We use *many* and *a few* ◯
2. We use *much* and *a little* ◯
3. We use *a lot of* and *lots of* ◯

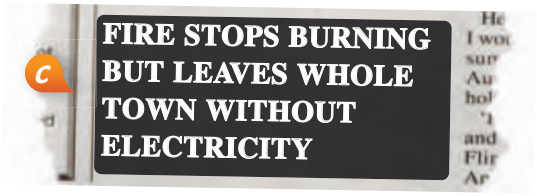
a. before uncountable nouns.
b. before uncountable or plural countable nouns.
c. before plural countable nouns.

C Circle the correct options.

1. Ali's got **a few / a little** questions about the project.
2. Can I have **some / any** water, please?
3. Fortunately, there weren't **any / no** accidents.
4. Even though Jassim hasn't got **much / many** money, he's very generous.
5. Would you like **some / a few** help?
6. The children had **lots of / many** fun at the park.

3. Speak & Listen

A Look at the newspaper headlines. What information do they give?



B Listen to two news bulletins and match them with the headlines in activity A. Write a, b or c. There is one extra headline which you do not need to use.

News bulletin 1 ◯
News bulletin 2 ◯

C Listen again and write T for True or F for False.

News bulletin 1
1. The fire started in a power plant. ◯
2. The fire was seven kilometres away from Newport. ◯

News bulletin 2
1. The fire in Aqual started in a house. ◯
2. The firefighters cut off the electricity. ◯

D Which of the two news bulletins do you find more worrying? Why?

8b 1. Read

A Discuss.

- What do you know about field trips?
- Why do you believe these kinds of trips are important for students to have?

B Look at the comic strip without reading the dialogues. Who do you think isn't interested in caves? How do you know? Read the dialogues quickly (skim) and check your answers. Then read them out in groups.

GLOWING IN THE DARK

Tour guide Caves have been around for millions of years...
Olivia Look at all the rock formations. It takes a really long time for them to form...
Stacey So what?
Olivia It's impressive. Didn't you watch the documentary? I sent you a link to it last night.
Brenda I couldn't be bothered.
Stacey Neither could I.
Olivia You missed out!

Olivia Stacey, the tour guide told us that we had to stay with the group.
Stacey I'm just taking a photo. My dad asked me to take a photo of the stalagmites hanging from the ceiling.
Olivia Actually, it's the other way round.
Stacey Whatever. It's the same thing.
Olivia No, it's not. Stalagmites rise from the cave floor, while stalactites...
Stacey Urgh! Cut it out, Olivia.

Olivia Hey, where are the others?
Brenda I hope we don't lose our way.
Stacey Don't worry, I see light coming from somewhere. Let's go in that direction.

Stacey Look! Lights on the ceiling!
Brenda Get out of here!
Olivia They're *Arachnocampa luminosa!*
Brenda *Arachno... what?*
Olivia Glow worms! They attach to the ceiling and make special nets to catch insects.
Brenda Like spiders do?
Olivia Well, not exactly. If you look closely, you'll see something like a silk string hanging down. The string is sticky, so insects get stuck to it.
Stacey Ewww! That's disgusting!
Olivia No, it isn't.
Brenda And why do they light up?
Olivia To attract insects, of course.

Tour guide Well, young woman, you seem to know a lot. Maybe you should be the one doing the tour!

Olivia I told you girls that the documentary was worth watching!

C Look at the highlighted expressions in the comic strip and match them with their meanings a-e. Then check your answers in a dictionary.

1. So what?
2. I couldn't be bothered.
3. Cut it out.
4. Get out of here!
5. That's disgusting!

a. That's horrible!
b. Unbelievable!
c. Who cares?
d. Stop it.
e. I didn't want to spend time doing it.

D Now scan the dialogues. Then read carefully and answer the questions.

1. What did Olivia think of the documentary?
2. Why does Stacey want to take a photo?
3. What is the difference between stalactites and stalagmites?
4. What do Stacey and Brenda find impressive?
5. Why is Olivia proud in the end?

Over to you...

Discuss.

- Would you like to go on a field trip to a cave? Why? / Why not?
- Where else would you like to go on a field trip? Why?

2. Vocabulary

A Look at the compound noun below from the comic strip. What does it mean?

tour guide

B Read the note and find more compound nouns in the comic strip.

NOTE

A compound noun is a combination of two nouns that function as one word. The first noun defines the second one (e.g. *TV programme = a programme on TV*).

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

1. credit
2. car
3. bus
4. jewellery
5. art

a. stop
b. box
c. card
d. park
e. gallery

3. Grammar Reported Speech (Statements)

A Read the examples below and complete the rule.

'I'm hungry.' → I said I was hungry.
'I'm hungry, Lamya.' → I told Lamya I was hungry.

We use the verbs ..... and ..... to report statements.

B Read the examples below. Which words have changed in Reported Speech? Then read the examples again and complete the rule.

DIRECT SPEECH	REPORTED SPEECH
• 'I'm tired,' Fatima said.	• Fatima said that she was tired.
• 'I'm watching TV,' Saleh said.	• Saleh said that he was watching TV.
• 'We'll be late,' we said to our cousins.	• We told our cousins that we would be late.

Tenses and modal verbs change as follows:

DIRECT SPEECH		REPORTED SPEECH
Present Simple	→	.....
Present Progressive	→	.....
will	→	.....
can	→	could
may	→	might
must	→	had to

C Complete the sentences using Reported Speech.

1. 'I hate watching the news,' my brother said.
My brother said that he .....
.....

2. 'I can't make a campfire, Mr Harper,' Tom said.
Tom told Mr Harper that he .....
.....

3. 'Omar won't come to school,' Mr Hussain said to me.
Mr Hussain told me that Omar .....
.....

8C

1. Read

A **Discuss.**

- Have you ever travelled by plane?
- Have you ever had or heard of anyone else who had a particularly good or bad experience while travelling by plane? What happened?

B **Read the dialogues quickly (skim). Where are Olly, Tim and Alan? How do you know?**

JUST IN TIME!

In the morning...

Olly Hey, Tim! Give me a hand, will you?
Tim What's in that bag? You didn't go shopping at six in the morning, did you?
Olly Sort of. I just got this travel pillow. Maybe it will help me relax and sleep during the flight. Plane seats are so uncomfortable, aren't they?
Tim I don't really mind them. Now, where is Alan? He's late again, isn't he?
Olly I just got a text from him. He didn't hear the alarm clock, so he woke up late.
Tim That sounds like Alan.
Olly He isn't going to miss the flight, is he?
Tim Well, it's impossible for him to be here in time! Our gate closes in 40 minutes and his home's at least an hour away from here.
Olly Anyway, we have to check in now. Let's go, shall we?

A few minutes later...

Olly Did you hear? Our flight is delayed because of a technical problem.
Tim Oh no, I hate delays! We should give Cloudline Airlines a negative review, shouldn't we?
Olly No, I disagree. The delay probably means that they're checking everything so that we can have a safe flight. These things happen. After all, it may not be a long delay.
Tim You have a point. The last time I travelled with Cloudline Airlines, everything was fine; the flight attendants were very polite and made sure that all passengers were happy during the flight.

Later...

Olly I asked a member of staff and they told me we're boarding soon.
Tim Good, we're only half an hour behind schedule.
Olly Is that... Alan?
Alan Hi, guys! Right on time as always!

C **Now scan the text. Then read carefully and answer the questions. Write T for Tim, O for Olly or A for Alan.**

Which man...

1. has had a positive experience flying with Cloudline Airlines before? ◯
2. isn't usually on time? ◯
3. got something to make his flying experience more pleasant? ◯
4. thinks that one of his friends won't make the flight? ◯
5. almost missed the flight? ◯
6. explains that there might be a good reason behind the delay? ◯

Over to you...

Discuss.

How would you react if you were Olly or Tim?

2. Vocabulary

A **Scan the first and second dialogues to find the opposites of the following words.**

possible ≠ .....

comfortable ≠ .....

agree ≠ .....

NOTE

The opposites of many English words are formed by adding a negative prefix (**un-**, **dis-**, **im-**, etc.) to the words.

B **Read the NOTE. Form the opposites of the words in the box and complete the table. Then check your answers in a dictionary.**

~~satisfied~~ polite organised patient like (v.)
pleasant happy helpful appear successful

un + adjective	**dis** + verb or adjective	**im** + adjective
	dissatisfied	

3. Grammar Question tags

A **Read the dialogues. When do we use question tags? Tick (✔) the correct answers.**

1. **A:** This is you in the photo, **isn't it**?
   B: Yes, you're right.
2. **A:** We **didn't miss** the flight, **did we**?
   B: No, we didn't. There's been a delay.

a. when we want to repeat something we have said ◯
b. when we are not sure about something and we want to confirm it ◯
c. when we are sure about what we are saying and we think the listener will agree ◯

NOTE

- **Let's leave** now, **shall we**?
- **Go** and **stand** over there and get your mobile ready, **will you**?
- I **am** a great athlete, **aren't** I?

B **Read the examples again and match to make rules.**

1. Question tags are short questions which we put ◯
2. They are formed with an auxiliary or modal verb (is, will, etc.) ◯
3. We use a positive question tag ◯
4. We use a negative question tag ◯
5. When the sentence doesn't have an auxiliary verb ◯

a. and a subject personal pronoun (I, you, he, etc.).
b. with a negative sentence.
c. use do, does or did according to the subject of the sentence and the verb tense.
d. with a positive sentence.
e. at the end of a sentence.

C **Complete the sentences with the correct question tags.**

1. **A:** Mum's not home. She goes to the supermarket every Friday, ...?
   B: That's right.
2. Let's stay in and watch a DVD tonight, ...?
3. **A:** The film was very interesting, ...?
   B: Yes, very.
4. Get me a glass of juice please, ...?

4. Pronunciation

A **Listen and repeat. In which sentence is the speaker not sure about something and wants to confirm it? In which sentence is the speaker sure and expects the listener to agree?**

1. We're not behind schedule, are we?
2. We're not behind schedule, are we?

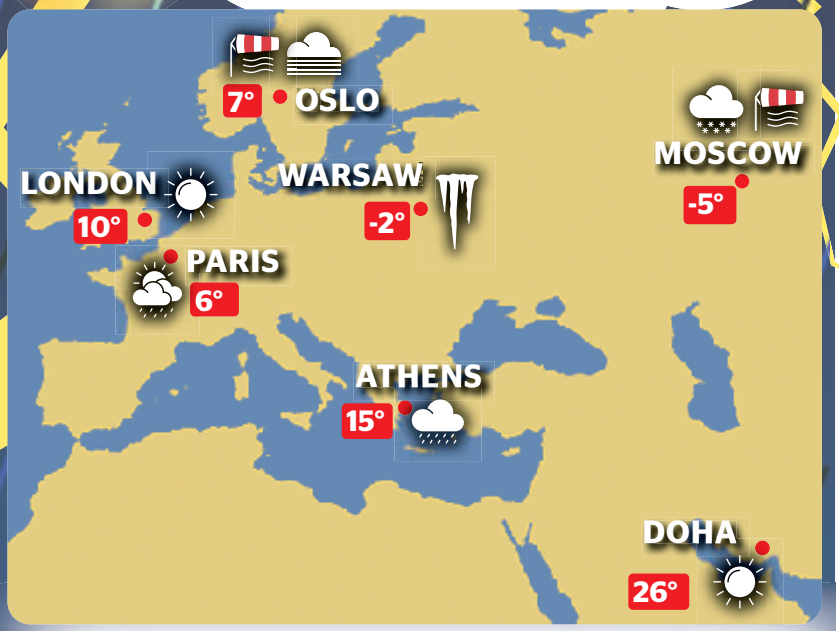
B **Listen and repeat. Is the intonation rising ↗ or falling ↘?**

1. Jack will get his luggage after he lands, won't he?
2. We have never flown with this airline before, have we?
3. The airport staff were very helpful, weren't they?
4. He is going to miss his flight, isn't he?
5. They didn't manage to fix the plane in two hours, did they?

8d

1. Vocabulary

Look at the map and complete the weather forecasts 1-7 with the words in the box. Then listen and check your answers.



sunny temperatures freezing rain wind
sunshine rainy skies snowy rise

1. In Oslo, ... will rise to 7 °C today, but it will be foggy until tonight when a strong ..... from the south will clear the air.
2. Londoners will see clear blue ..... as the storm moves west. Enjoy the ..... weather with no thunder or lightning!
3. It will be a ..... day tomorrow in Paris, but we will see some sunny weather in the afternoon.
4. Chilly winds will blow into Moscow tomorrow, bringing ..... weather for the rest of the week.
5. The temperature in Warsaw will drop to a(n) ..... -2 °C tonight, so be ready for an icy morning.
6. As a thunderstorm moves towards Athens, we will see cloudy skies and heavy ..... tonight.
7. It's another day of ..... in Qatar. It promises to be a warm spring day. The temperature will ..... to 26 °C.

NOTE

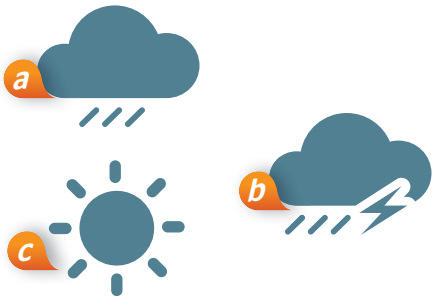
We write: -2 °C
We say: minus two degrees Celsius

2. Listen (1)

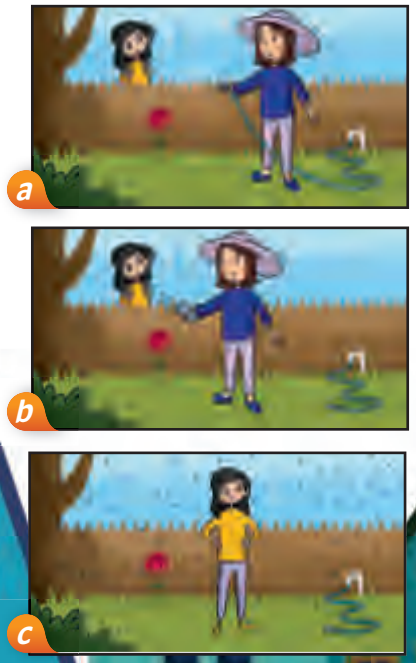
Listen to three short dialogues and answer the questions. Choose a, b or c.

1. What does the boy want to buy?

2. What will the weather be like on Saturday?



3. Why is Rose wet?



3. Grammar

Subject – Object questions

A **Read the extract from the third dialogue in 2. Listen (1) below and choose the correct question. Then listen to the dialogue again and check your answers.**

A: Who did you give the towel to? / Who gave you the towel?
B: Mrs Smith gave it to me.

B **Read the examples below and answer the questions.**

1. What **damaged** the roof?
The storm (damaged the roof).

2. What **did** the storm **damage**?
(The storm damaged) the roof.

a. Which question asks about the subject of the verb?
b. Which question asks about the object of the verb?
c. In which question is the verb in question form?

C **Write questions. The words in bold are the answers.**

1. **A:** Who ..... ?
   B: My brother broke the glass.
2. **A:** What ..... ?
   B: I used **some rope** to climb the tree.
3. **A:** Who ..... ?
   B: I invited **Mona and Sana** to dinner.
4. **A:** What ..... ?
   B: Animated films make me laugh.
5. **A:** Who ..... ?
   B: I called **my cousin** earlier.

5. Speak & Write

A **Talk in pairs. What's your worst weather experience? What happened? Answer any questions your partner may have. Think about:**

- when this happened
- where you were
- who you were with
- what the weather was like
- what happened
- how you reacted
- how you felt

B **Reply to the message on the discussion forum below. Write about the experience you discussed in activity A.**

4. Listen (2)

A **Have you ever had a day where everything went wrong? What happened?**

B **Listen to Tom talking to a friend about a bad day he had, and answer the questions. Choose a, b, c or d.**

1. What happened to Tom?
   a. He lost his tablet.
   b. He got toothache.
   c. He got a headache.
   d. He got something in his eye.
2. Who did Tom ask for help?
   a. his dad
   b. a florist
   c. a dentist
   d. a chemist
3. What didn't Tom have when he arrived at the dentist's?
   a. his tablet
   b. his phone
   c. his umbrella
   d. the headphones
4. How long did it take Tom to get back home from the dentist's?
   a. an hour
   b. two hours
   c. half an hour
   d. an hour and a half
5. What will Tom do next?
   a. lie down
   b. go bowling
   c. go to the doctor's
   d. go to the dentist's

C **How would you feel if you were Tom?**

8e

1. Listen

A Look at the posters below. If you were interested in going on one of the survival courses what extra information would you like to have about it and how would you get it?

B You will hear a woman asking for information about one of the two courses mentioned in the posters above. Which course is she asking about? How can you tell?

C Listen again and complete the woman's notes.

WILD ADVENTURE SURVIVAL COURSE

Name of course? 1 .....
Course length? 2 ..... days
Minimum age? 3 .....
Booking closes? 4 ..... before course starts
Location? 5 Close to .....
Cost? 6 £ ..... for under-13s

D Would you be interested in attending the course which the woman is asking about? Why? / Why not?

2. Speak

INFORMATION GAP ACTIVITY

Talk in pairs about how to treat a minor burn, using the words in the box.

burn

cloth

antiseptic cream

bandage

wrap

Student A: Go to the Speaking Activities section on page 115.
Student B: Go to the Speaking Activities section on page 116.

What do you do first? First, you...What do you do next? You...

3. Write

A **Read the description of a process and answer the following questions.**

1. Who does the word **you** refer to?
2. Does the writer mostly use long or short sentences? Why?
3. Which words does the writer use to introduce the steps in the process?
4. Does the writer use short forms or abbreviations? Why? / Why not?

How to start a fire without matches

Firstly, you collect some dry grass and some small sticks. Then you find a stick around 60 cm long and a large flat log. Everything needs to be very dry, otherwise it will be very difficult to start the fire. Next, hold the long stick between the palms of your hands with one end on the log. Then, roll your palms backwards and forwards to move the stick on the log. Keep doing this until the end of the stick becomes very hot. When you see smoke coming from the end of the stick, add some dry grass and continue rolling the stick between your palms. After doing that for a while, flames should appear. When the flames get bigger, stop rolling and put some small sticks on top of the burning grass. Add more wood as the flames get bigger.

B **Read the plan.**

Plan

A description of a process

HEADING

Create a heading using '*how*' or a gerund:

- *How to make/cook/start... etc.*
- *Making/cooking/starting... etc.*

DESCRIPTION OF A PROCESS

- No introduction is necessary.
- Make sure to describe the steps in the correct order.
- Use linking words/phrases to make each step in the process clear to the reader.
- In your sentences use commands, e.g. *Open the box.* or the Present Simple in the second person, e.g. *You open the box.*
- Add any extra details that will help the person carry out the process successfully.
- Do not use short forms.
- Keep the language clear and simple to help the reader understand easily what they are meant to do.
- No conclusion is necessary.

C **Rewrite the sentences below using no more than five words.**

1. The next thing you need to do is to remove the plastic cover.

   .....

   .....

   .....

2. The final thing you should do is try to grab the ball as quickly as you possibly can.

   .....

   .....

   .....

3. The first thing you have to do is wash your hands.

   .....

   .....

   .....

D **Write a description of the process of how to treat a minor burn. Use your notes from the speaking activity and follow the plan in activity B.** **Go to the Workbook page 117.**

8 Round-up

1. Vocabulary

A Complete the sentences with the words in the box.

schedule residents delay
clear spread

1. There will be a short ..... while we wait for the last passengers to arrive.
2. None of the ..... were in the lift during the blackout.
3. We arrived at the train station almost an hour behind .....
4. There's a strong wind tonight, which means there will be ..... skies tomorrow.
5. Storm clouds quickly ..... across the area.

Score: ◯ / 5

B Circle the correct options.

1. We can help you if you want to make your **booking / schedule** over the phone.
2. The shop assistant was very **disorganised / uncomfortable**.
3. A fire **broke out / glowed** at the shopping centre yesterday morning.
4. Today's sunshine and high **degrees / temperatures** will continue for the rest of the week.
5. Children must be a **minimum / minus** age of twelve to go to sports camp.

Score: ◯ / 5

2. Grammar

C Circle the correct options.

1. There aren't **many / much** pencils in my pencil case.
2. **Much / Lots** of people take the bus to work.
3. There are only **a little / a few** students in the classroom.
4. May I have **some / any** coffee, please?
5. There's **a little / no** milk. I think it's enough for the cake.
6. I haven't got **many / much** money on me. Can you lend me some?
7. There isn't **any / no** orange juice left.
8. There are **a lot / many** of beautiful dresses in this shop.

Score: ◯ / 8

D Rewrite the sentences using Reported Speech.

1. 'My suitcase is still on the plane.'
   Hassan said .....
   .....
2. 'I'm going for a walk, Dad.'
   Salman told his Dad .....
   .....
3. 'We may stay at Sunview Hotel.'
   My parents told me .....
   .....
4. 'I can't ride a bike.'
   Oliver said .....
   .....

Score: ◯ / 8

E Write questions. The words in bold are the answers.

1. **A:** .....
   B: We found **an ancient coin** in the garden.
2. **A:** .....
   B: The tall boy is my brother.
3. **A:** .....
   B: Lamya called **Hasna** this morning.
4. **A:** .....
   B: The plastic bottle fell on the floor.

Score: ◯ / 6

3. Communication

F Complete the dialogue with the phrases a-f. There are two extra phrases which you do not need to use.

a. You missed out!
b. So what?
c. I couldn't be bothered.
d. Cut it out!
e. Who cares?
f. That's disgusting!

Nancy Why didn't you come to the space museum with us?
Kathy 1 ..... I went last year, remember?
Nancy Well, it was great. 2 ..... Look what I bought from the gift shop – space ice cream!
Kathy Why is it grey? 3 .....
Nancy No, it's really tasty. Go on, try some. Just eat a little bit. Here...
Kathy 4 ..... Get it away from me.
Nancy More for me then!

Score: ◯ / 8

Total score: ◯ / 40

Now I can...

- understand headlines and information in advertisements ☐
- use quantifiers ☐
- use compound nouns ☐
- report statements ☐
- form opposites using prefixes (*un-, dis-, im-*) ☐
- to express certainty and request confirmation ☐
- write about an experience ☐
- ask about and explain with support simple processes ☐
- write a description of a process ☐

4 Culture Page

WATER Awareness in Qatar

Water is an important resource and is necessary for life. Few understand this better than the people of Qatar, who live in very dry, desert conditions. In this environment, finding water for drinking can be tricky, so Qataris take saving water very seriously. Qatar has some natural water resources under the ground, and these fill up when it rains. However, there is not enough water for the whole population. The largest part of the country's water comes from a factory which takes seawater, removes the salt, then sends it to people's houses.

This may be a perfect solution, but it doesn't mean that saving water is any less important. People in Qatar use a lot of water because it is very cheap, but preparing all that water in the factory still uses a lot of energy. Part of Qatar National Vision 2030 is to educate young people about the importance of natural resources – and how, even in a country with as many resources as Qatar, they should be careful about how they use them. Part of this is Kahramaa Awareness Park (KAP), a centre where serious ideas for protecting the environment are turned into a fun and exciting day out through the use of cartoons, videos, games, a ride and even a 3D experience.

A Look at the title of the text about Kahramaa Awareness Park and the illustrations. What do you think this park tries to do? Read the text quickly (skim) and check your answers.

When visitors first enter KAP, they find a 3D model of the park, which explains the different parts of the amazing building. The park is built from recyclable materials, which were chosen because they let very little heat pass through. This means it takes very little energy to keep the building cool.

Visitors have the chance to watch a video about the design of the park and learn how it uses three forms of green energy. The building is a successful example of green design, but it is also incredibly beautiful. It is designed in the shape of a pearl inside a shell, protected by the earth. The pearl is a sign of both Qatar's past and its energy today. Inside the pearl is a round room called the Dana Dome, where visitors enjoy a 3D adventure experience that teaches them about water.

One of the main attractions of the park is Qatora's journey, a mini adventure ride where visitors learn all about the water cycle. This is followed by various exhibitions about saving water, the ways water is prepared for drinking, and water 'footprints' (how much water we use every day). The park's many attractions fascinate visitors and raise their awareness of the importance of natural resources. The experience is sure to create a new generation of Qatari citizens who care about looking after their environment and protecting it for the future.

B Now scan the text. Then read it carefully and choose a, b or c.

1. Where does most of Qatar's drinking water come from?
   a. the sea
   b. rainwater
   c. water underground
2. Why should people in Qatar try to save water?
   a. Making clean water needs energy.
   b. Water is needed for other resources.
   c. The country cannot make enough water.
3. Why has KAP got low energy needs?
   a. Because the materials are all recyclable.
   b. Because it uses three forms of green energy.
   c. Because the building doesn't let much heat through.
4. What does the design of the Dana Dome aim to remind visitors of?
   a. The importance of using green energy.
   b. A large shell with a pearl at the centre.
   c. The country's history and modern energy use.

PROJECT

Make a poster!

How can we save water?

Do some research and find different ways you can save water. Make a poster. Use pictures to show your ideas.

POEM

(Modules 7 & 8) Walking in the rain!

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

blow	way	lose	clouds	feel
lightning	don't	imagine	say	dropped

It's raining in our town,
But I'm not feeling down.
Rainy weather is not all bad.
It doesn't have to make you sad!

I **1** ..... like walking in the rain for a while.
Grab your raincoat and put on your smile.
Come on! You've got nothing to **2** .....
You might just get some mud on your shoes!

Feel the raindrops and the wind **3** .....
The temperature's **4** ..... and is pretty low.
They said it might snow later tonight.
5 ..... waking up and everything being white!

It's raining in our town,
But I'm not feeling down.
Rainy weather is not all bad.
It doesn't have to make you sad!

Look at all those **6** ..... in the sky.
It's getting very dark – I wonder why?
Oh, did you see that light far away?
I think a thunderstorm is on its **7** .....!

It's time to go home. What do you **8** .....?
There's thunder and **9** ..... – we shouldn't stay.
We're both cold and wet I can see.
10 ..... you want a warm cup of tea?

It's raining in our town,
But I'm not feeling down.
Rainy weather is not all bad.
It doesn't have to make you sad!

Speaking Activities

5a

Make comments and express agreement/disagreement.
Choose from the ideas given or your own and discuss, as in the example.

- read about a country's customs before a trip
- eat with chopsticks
- bow when you meet someone
- try food from other countries
- hug friends when you see them
- take your shoes off before you enter your house

I always read about a country's customs before a trip.

So do I. It's really interesting to learn about cultural differences around the world.

I do too... / I don't. I think it's boring.

5b

Student A

A **Do research about the telephone to answer the following questions.**

- Who invented the telephone and when?
- What was it like?
- How has it changed throughout the years?
- Who invented the first mobile phone and when?
- What was it like?

B **Student B has done research about the computer. Ask him/her questions similar to the ones above, so as to learn about the history and development of the computer.**

Student B

A **Do research about the computer to answer the following questions.**

- Who invented the computer and when?
- What was it like?
- How has it changed throughout the years?
- Who invented the first laptop and when?
- What was it like?

B **Student A has done research about the telephone. Ask him/her questions similar to the ones on the left, so as to learn about the history and development of the telephone.**

Speaking Activities

6b PROBLEM SOLVING

Student A

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

You have planned to go to a basketball game to see your favourite team play, but your best friend needs help revising for an exam.

You have been saving up money for a tablet and finally have enough. However, your brother/sister asks to borrow a large amount.

Your best friend asked to borrow your sister's/brother's game console and you gave it to him/her. However, he/she broke it.

Your cousin invited you to a get-together at his/her house, but you forgot about it and didn't go.

The problem is that...
I've got a problem with...
I feel...
Can you please give me some advice?
What should I do?

Student B

Listen to Student A's problem and give him/her advice. Use some of the phrases given.

I (don't) think you should...
Don't worry, we'll think of something.
Everything will be fine.

Student C and D

Discuss the advice Student B gave to Student A. You can agree or disagree with the advice given and/or make further suggestions.

I agree with... The advice he/she gave... is very good.
I don't agree with... I suggest...

6c GROUP SURVEY

A Talk in groups of three. Ask each other questions and complete the table below.

	You	Student 1	Student 2
What do you do when the weather is bad?			
How do you feel if you don't have breakfast?			
What do you do when you finish your homework?			
How do you feel if you don't sleep well?			

What do you do when the weather is bad?
When the weather is bad, I stay home.

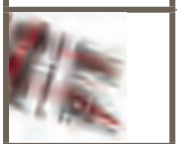
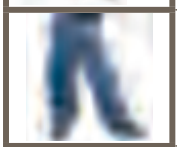
B Report your group's answers to the class.

Two students in my class stay home when the weather is bad.

7a GROUP SURVEY: Do you wear...?

Work in groups of four. Ask each other questions and complete the table below. Then report your answers to the class.

Do you wear...?

	Student 1	Student 2	Student 3	YOU
				
				

All the students in my group wear...
Two students wear...
None of the students in my group wear...

7d ROLE PLAY

Talk in pairs.

Student A: Imagine that you are a customer in a department store and want to buy two of the objects shown below, the names of which you do not know. Student B is the shop assistant. Talk to him/her and describe the objects you want. Use some of the phrases.

Describing an object	Shopping language
• It's/They're long/round/square/thin/flat, etc. • It's/They're made of wood/wool/clay, etc. • It's/They're used for keeping/putting, etc. • It's something you use to keep/put, etc. • It's an object which people keep/put, etc.	• Excuse me. I'm looking for something, but I don't know what it's called. • Yes, that's it! • How much is/are...? • How much does it / do they cost? • I'll take it/them. • Where's the till? • Can I pay 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 objects shown below and try to help Student A find what he/she wants to buy. Talk to him/her, using some of the phrases.

Asking about an object	Shopping language
• Can you describe it? • What does it look like? • What's it made of? • What's it used for?	• How can/may I help you? • Is this what you're looking for? • Here you are. It's/They're called... • What do you think of the...? • It costs / They cost... • The... is/are half price. • Would you like to pay in cash or by credit card? • That's £... altogether. • Here's your change and receipt. • You're welcome.

7e

Work in pairs. Look at the activities shown in the table below. Which one would be more suitable for a school anti-waste day event? Why?

Activity	Materials Needed	Advantage	Disadvantage	Time Needed	Cost
make recycled paper	old paper, glue, iron, food processor	learn new skill by making something useful	can be very messy, electrical equipment needed, accidents could happen	2 hrs	££
create posters about reducing waste	pens, paint, thick paper	materials easily available	can be difficult to do well – if you make a mistake you may have to start again.	1hr	£

8e INFORMATION GAP ACTIVITY

Student A

Ask Student B questions to find the missing steps in the process below. Write the instructions and draw the picture based on what he/she tells you. Then answer Student B's questions. When you have both completed the activity, show each other your half.

TREAT A MINOR BURN

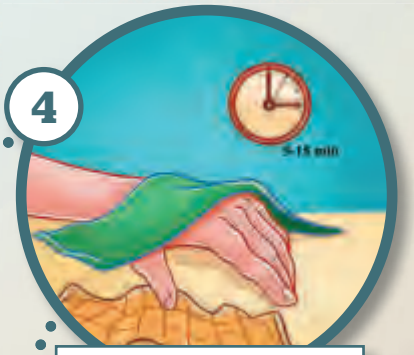
1

2

wash / with soap

3

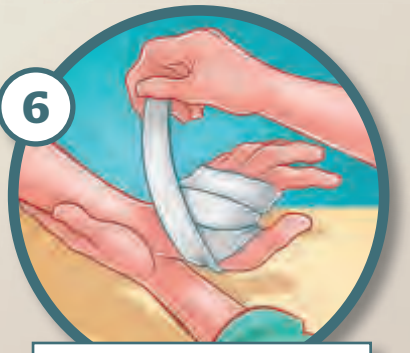
4



change / cloth / every 5-15 minutes

5

6



wrap / clean bandage

Speaking Activities

8e INFORMATION GAP ACTIVITY
Student B

Answer Student A's questions. Then ask Student A questions to find the missing steps in the process below. Write the descriptions and draw the picture based on what he/she tells you. When you have both completed the activity, show each other your half.

TREAT A MINOR BURN

1

put / burn / under / cool water
keep / for 5-15 minutes

2

3

place / cool, clean / cloth

4

5

put / antiseptic cream

6

Writing Reference

5c A NOTE

When writing a note:

- greet and sign off by writing just first names or *Mum*, *Dad*, etc.
- keep the text short and give only the necessary information.
- remember that you don't have to write full sentences. Make sure the other person will understand your message, though.
- you can leave out articles, prepositions, pronouns and certain verbs (e.g. *be, have*).
- you can use abbreviations.

Module 5

so / neither / too / either

To express agreement

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

A: *I like football.*
B: *So do I. / I do too.*

A: *Sandra has already seen this film.*
B: *So have I. / I have too.*

A: *Salwa collects coins.*
B: *So does Layla. / Layla does too.*

A: *Ahmed is doing his homework.*
B: *So is Salem. / Salem is too.*

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

A: *Paul can't swim.*
B: *Neither can I. / I can't either.*

A: *Majed won't go to the barbecue.*
B: *Neither will I. / I won't either.*

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 play football very well.*
  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 Madrid twice.*
  B: *I haven't.*

The article 'the'

We use 'the' :

- for somebody or something specific or already mentioned.
  A: *There's a new car in the street.*
  B: *Yes, it's the car I bought yesterday.*
- for things that are unique.
  the moon, the Pyramids
- with the superlative of adjectives/adverbs.
  Karim is the best player of all
  My canary sings the most beautifully of all.
- before names of seas, rivers, oceans and deserts.
  the Black Sea, the Thames, the Indian Ocean, the Kalahari Desert
- before groups of islands, mountain ranges and countries in the plural.
  the Azores, the Alps, the Netherlands
- before nationalities, when we refer to the whole nation.
  The Chinese invented paper thousands of years ago.
- before people's surnames, when we refer to the whole family.
  The Simpsons came to see us last night.
- before the cardinal points.
  Sussex is to the south of London.

We don't use 'the' :

- before names of people, streets, islands, mountains, cities, countries and continents.
  Joe Black, Oxford Street, Corsica, Everest, Rome, Qatar, Africa
- before names of days and months.
  on Monday / in July
- before plural countable nouns or uncountable nouns when we are talking about something in general.
  Tigers are wild animals.
  My brother likes chocolate.
- before abstract nouns (love, hope, beauty, etc.).
  You mustn't lose hope.
- before names of magazines, sports, games, colours and languages (when they are not followed by the word language).
  I buy J17 every week.
  I like playing tennis.
  Mike's favourite colour is green.
  They speak Arabic.
- before names of squares, parks and lakes.
  Trafalgar Square, Central Park, Lake Winnipeg
- before the words *hospital, school, work, home, bed, prison* and *university* when they are used for the purpose for which they exist.
  Steve was tired and went to bed.
- before the words breakfast, lunch and dinner.
  We went to grandma's for lunch.

must / have to / need (to)

- We use **must** and **have to** to express obligation in the present and future.
  I must buy Tom a present.
  You have to be at work by 8.30.

NOTE

We use **have to** to form all the other tenses.
*My dad **had to** work till late yesterday.*
*My dad **will have to** work this Saturday.*

- We use **need to** to express necessity.
  I need to talk to you.
- We use **don't have to**, **don't need to** and **needn't** to express lack of necessity/ obligation.
  You don't have to go out with her if you don't like her.
  You don't need to give me back the money.
  She needn't buy me a present.
- We use **mustn't** to express prohibition.
  You mustn't speak during the lesson.

NOTE

Need means that something is necessary. It is used:
- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by **to + base form** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **base form** and forms the negative and question form without auxiliary verbs.

AFFIRMATIVE	
I	need to go
He/She/It	needs to go
We/You/They	need to go

NEGATIVE			
I	don't need to go	I	
He/She/It	doesn't need to go	He/She/It	needn't go
We/You/They	don't need to go	We/You/They	

QUESTIONS			
Do	I		I
Does	he/she/it	need to go?	Need he/she/it go?
Do	we/you/they		we/you/they

can / could / may / will / would

- We use **Can I...?**, **Could I...?**, **May I...?** to ask for permission. We use **can** and **may** to give and refuse permission.
  Can/Could/May I go to the shopping centre?
  Yes, you can/may.
  No, you can't/may not.
- We use **Can I...?**, **Could I...?**, **May I...?** to offer help and make requests.
  Can/Could/May I help you?
  Can/Could/May I have some more cake?
- We use **Can/Could/Will/Would you...?** to make polite requests and ask for a favour. **Could** and **Would** are more polite.
  Can/Could/Will/Would you help me with my homework?

could / may / might

- We use **could**, **may** and **might** to express **possibility** in the present or future. **Might** expresses slight possibility.
  We could/may/might go to the Summer Festival next weekend.

NOTE

We use **may not / might not** to express lack of possibility in the present or future.
Henry may not / might not be able to join us.

Module 6

Passive Voice

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The **Passive Voice** is formed with the verb ***be*** in the appropriate form and the **past participle** of the main verb.

NOTE

The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
  My files were deleted.
  (by someone who we do not know)
  BMW cars are made in Germany. (by factory workers)

ACTIVE VOICE	**SUBJECT**	**VERB**	**OBJECT**
	Vicky	*wrote*	*a letter.*
PASSIVE VOICE	**SUBJECT**	**VERB**	**AGENT**
	A letter	*was written*	*by Vicky.*

Present Simple Passive

AFFIRMATIVE		
I	am	
He/She/It	is	called / given
We/You/They	are	

NEGATIVE		
I	am not	
He/She/It	isn't	called / given
We/You/They	aren't	

QUESTIONS		
Am	I	
Is	he/she/it	called / given?
Are	we/you/they	

Past Simple Passive

AFFIRMATIVE		
I/He/She/It	was	called / given
We/You/They	were	

NEGATIVE		
I/He/She/It	wasn't	called / given
We/You/They	weren't	

QUESTIONS		
Was	I/he/she/it	called / given?
Were	we/you/they	

The verb *should*

AFFIRMATIVE	
I/He/She/It/We/You/They	should go

NEGATIVE	
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 go out tonight.*
- to express an opinion.
  I think you should eat more vegetables.
- to make a suggestion.
  We should spend more time studying.

Zero Conditional

IF-CLAUSE	MAIN CLAUSE
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths/facts.
If/When it's a nice sunny day, people spend time outside.

Module 7

Order of Adjectives

Adjectives define nouns. They have no gender and are the same in the singular and plural. It is possible for several adjectives to define the same noun. In this case, adjectives come in the following order before the noun.

NUMBER	OPINION	COLOUR	DESIGN	MATERIAL	NOUN
Four	nice	black	striped	silk	skirts

NOTE

You do not have to use all the categories together.

Infinitive

We use the **full infinitive** (***to*** + base form of the **verb**):

- to express purpose.
  She went to the supermarket to buy some orange juice.
- after certain verbs: *want, would like, would love, decide, forget, learn, teach, need, plan, promise, try, hope, manage, arrange, choose, offer, refuse, expect, agree, tell, etc.*
  I decided to buy a house near the sea.
- after **too** and **enough**.
  This coffee is too hot to drink.
  I'm strong enough to carry that box.
- after the structure **it + be + adjective**. *(It's nice, It's easy, etc.)*
  It's difficult to understand this text.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry.*
  Karmin was happy to see his best friend after all those years.

We use the **bare infinitive** (base form of verb **without to**):

- after modal verbs (can, could, will, would, should, may, might, must).
  Will you close the door?
  You must visit the doctor today.
- after the verbs **let** and **make** (in the Active Voice).
  She makes me study all the time.
  Mum, let me go to the cinema, please.

NOTE

We can use the verb **help** with a bare or full infinitive.
*I always help my brother **do** his homework.*
*I always help my brother **to do** his homework.*

-ing form

We use the ***-ing* form** (base form of the verb + *-ing*) as a noun. We use *-ing* forms:

- as subjects.
  Smoking is a bad habit.
- after certain verbs: *like, love, hate, enjoy, prefer, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time), etc.*
  Keep going and you'll find the post office.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, How/What about...?, I look forward to, be good at, can't help, feel like, etc.*
  I can't stand being ill.
- after prepositions.
  We use a toothbrush for brushing our teeth.
- after the verb **go** to indicate activities.
  I go swimming every weekend.

NOTE

- The verbs **like, dislike, love, hate, start, begin** are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.
  I like having/to have lunch in the garden.

Negative Questions

Negative questions are formed with:

Auxiliary Verb + n't (short form of *not*) + Subject + Main Verb.

We use negative questions:

- to express emotions (e.g. surprise, anger, annoyance).
  Haven't you been to the city centre before?
  Can't you do anything right?
- when we expect the listener to agree with us.
  Don't you think this is a beautiful painting?

We reply to negative questions the same way we reply to regular questions.

Module 8

some / any / no

- **some** + **uncountable** / **plural countable nouns** in affirmative sentences and offers.
  There is some water in the bottle.
  Would you like some biscuits?
- **any** + **uncountable** / **plural countable nouns** in questions and negative sentences.
  Is there any orange juice in the fridge?
  There aren't any biscuits on the plate.
- **no** (= **not any**) + **uncountable** / **plural countable nouns** in affirmative sentences to give a negative meaning.
  There is no chocolate in the box. = There isn't any chocolate in the box.

much / many / a lot of / lots of / a few / a little

- We use **much** with uncountable nouns, in questions and in negative sentences.
  How much sugar do you need for the cake?
  We haven't got much money.
- We use **many** with plural countable nouns, usually in questions and in negative sentences.
  Are there many chairs in the room?
  There aren't many books in the bookcase.
- We use **a lot of / lots of** with uncountable and plural countable nouns, usually in affirmative sentences.
  There is a lot of coffee in my cup.
  There are lots of apples in the fridge.
- We use **a few** with plural countable nouns, in affirmative sentences.
  There are a few magazines on the table.
- We use **a little** with uncountable nouns, in affirmative sentences.
  There is a little cheese on the table.

Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.
Henry said, 'Alex wants to buy a new car.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.
Henry said that Alex wanted to buy a new car.

NOTE

- We use **say** when there is no indirect object.
  'I'll be there,' he said.
  ***He said** that he would be there.*
- We use **tell** when there is an indirect object.
  'I'll call you, Omar,' he said.
  ***He told Omar** he would call him.*

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also the verb **come** changes to **go**.
  *'**You** look great in **your** new dress,' said Aisha.*
  *Aisha said that **I** looked great in **my** new dress.*
  *Kelly said, 'I'll **come** with you.'*
  *Kelly said that she would **go** with me.*
- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

  Present Simple → Past Simple
  Kevin said, 'I want to go bowling.'
  Kevin said (that) he wanted to go bowling.

  Present Progressive → Past Progressive
  Andy said, 'I'm reading a novel.'
  Andy said he was reading a novel.

  will → would
  Sean said, 'I'll be there soon.'
  Sean said he would be there soon.

  can → could
  Jane said, 'I can help you later.'
  Jane said she could help me later.

  may → might
  Frank said, 'I may buy a new pair of shoes.'
  Frank said he might buy a new pair of shoes.

  must → had to
  Mum said, 'You must be home early.'
  Mum said I had to be home early.

Question tags

Question tags are short questions at the end of statements. We use them:

- when we are not sure about something and we want confirmation.
- when we expect the other person to agree with us.

Question tags are formed with the **auxiliary verb** (be, do, have) or **modal verb** (can, must, etc.) of the main sentence + a **personal pronoun** (I, you, he, she, etc.) in the same person as the subject. If the sentence does not contain an auxiliary or modal verb, we use **do**, **does** or **did**, depending on the tense of the verb.

Khaled is a doctor, isn't he?
You couldn't see her, could you?
Tom believed him, didn't he?
Peter works at a bank, doesn't he?

- When the statement is affirmative, we use a negative question tag.
  The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
  He hasn't seen the doctor yet, has he?

NOTE

- **Let's** is followed by the question tag **shall we**?
  Let's *go to the cinema,* ***shall we****?*
- **Imperatives** are followed by the question tag **will/won't you**?
  Open *that door,* ***will you****?*

Subject Questions - Object Questions

- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who/which/what + verb** in the **affirmative form**).

  Who saw the accident?
  Tom (saw the accident).

  What happened outside?
  An accident (happened).

  Which boy is your new neighbour?
  The blond boy (is my new neighbour).

- **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who/which/what + verb** in the **question form**).

  Who did you see at the restaurant?
  (I saw) Tom and June.

  What are you eating?
  (I'm eating) Chinese food.

  Which shirt do you prefer?
  (I prefer) the blue shirt.

Irregular verbs

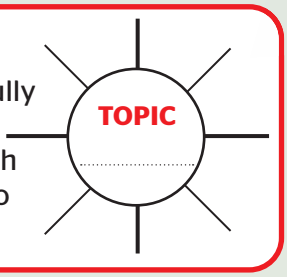
IRREGULAR VERBS					
Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	light	lit	lit
bite	bit	bitten	lose	lost	lost
bleed	bled	bled	make	made	made
blow	blew	blown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

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 ☐

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, it's a good idea to also learn any corresponding synonyms and/or antonyms.
- 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 and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words. For example, when you don't know what something is called, try to describe its shape, what it's made of, what it's used for, etc.
- When you are talking with someone, make sure you contribute to the conversation but also pay attention to what the other person is saying.
  - Listen carefully to him/her and show that you are following what they are saying by using phrases like I see, Uh-huh.
  - When you hear good news, raise your tone of voice to sound excited and enthusiastic, and use phrases like Really?, How exciting!
  - When you hear bad news and want to express sympathy, lower your tone of voice to sound more serious, and use phrases like What a shame!, Poor you!
  - To keep the conversation going, respond to what the other person is saying by asking questions, by expressing your opinion, agreeing, disagreeing, etc.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- 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.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context.
  Use the following strategies:
  - Read the words before and after the unknown word and think of the context.
  - Try to figure out if the unknown word is a verb, noun, etc.
  - See if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) and the adverbs (here, there, etc.) refer to in the text.
- Decide in which part of the text you can find the information you need.
- Remember that sometimes the answer you are looking for is not clearly stated in the text, but is implied.
- Don't be in a hurry to answer a multiple choice question. Read each question carefully to get an idea of what you are looking for, and underline the section in the text where the answer is found. Make sure you have chosen the correct answer by eliminating the wrong options.
- When completing a text with missing sentences, read the whole text first and then the sentences given. Pay attention to the development of the story, the vocabulary, as well as to pronouns (it, they, this, etc.) and words/phrases which link sentences (however, later, etc.) both in the text and in the sentences given.

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric and look at the pictures carefully. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for. Also, make sure you haven't got any unknown words.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to help you understand the main ideas. Also, pay attention to the speakers' tone of voice to understand how they are feeling.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision. Don't think that an answer is correct just because you hear the same words that are in the activity.
- When you have sentences to complete, read them first and try to predict what kind of information is missing, as well as the part of speech of the missing words (noun, verb, adjective, etc.). After you have completed the sentences, read them again. Make sure that they make sense and that the words are in the correct form (singular or plural form of the noun, correct form of the verb, etc.).

Learning Tips

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- 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 linking words/phrases to add something or list points (e.g. to begin with, in addition, lastly), to express contrast (e.g. but, however), to express result (e.g. as a result) and to give reason (e.g. that is why). This will make your writing flow.
- Use time linkers (e.g. first, then, next, after that, later, when, before, while, as soon as, by the time) to show the order in which events happen.
- Use a variety of adjectives (e.g. fascinating, shocked) and adverbs / adverbial phrases (e.g. unfortunately, all of a sudden) in your writing to make it more interesting.
- Use pronouns (e.g. he, she, it, them, there, this) to avoid repeating the same words.
- When writing a note, keep the text short and give only the necessary information. Remember that you don't have to write full sentences. Make sure the other person will understand your message, though.
- When writing an informal email/letter:
  - make sure you understand why you are writing (to thank, to apologise, to describe an experience, etc.) and who you are writing to so that you respond suitably.
  - don't forget to use appropriate phrases to begin and end your email/letter.
  - use informal language and expressions (e.g. well, of course, you know).
- When writing a formal email/letter:
  - use appropriate greetings and signature endings.
  - use formal language and do not use short forms or abbreviations.
- Write neatly.
- Write your first draft and correct it. Check punctuation, capital letters, spelling, word order, grammar, vocabulary, linking words, paragraphing and style (formal – informal language). Then write your final draft and edit it once more.

Wordlist

Module 5

Cover

emoticon
haircut
Abbreviations
BRB
IDK
LOL
RU
YOLO

5a

bill
cheek
chopsticks
custom
interview (n.)
make a fool of oneself
offend
remind
slippers
starving
tradition
Words related to gestures
bow
hug
kiss
nod
point
shake hands
smile
wave
Phrases/Expressions
be out of this world
be tricky
get a move on
get the hang of sth
grab a bite

5b

achieve
achievement
advertise
advertisement
as... as possible
celebration
communication
cost (v.)
creation
discuss
discussion
imagination
improvement
inform
invent
invention
invitation
mention
native language
organisation
phrase
preparation
punctuation mark
similar

5c

by (+ time)
cancel
canteen
charge (n.)
edit a photo
librarian
make it
on time
play (n.)
report (v.)
school hall
textbook
use (n.)
Abbreviations
asap
Dr
e.g.
hr
Jan - Feb - Mar - Apr - Jun - Jul - Aug - Sep - Oct - Nov - Dec
min
Mon - Tue - Wed - Thurs - Fri - Sat - Sun
pls
Rd
St.
tel
thx

5d

a change of plans
arrange
delete
hold
icon
offer (v.)
press (v)
screen
select
service (provided by a company)
set up
swipe
useful
voicemail
web page
Telephone language
answer the phone / a call
charge (up)
dead
dial
get through to sb
hang up
have a wrong number
line
pick up
ring (v.) (for a telephone)
signal
take/leave a message
the line's busy

5e

take a tour
guided tour
taste (v.)
in advance
dairy farm
season
kitesurfing
dhow
suggestion
Phrases/Expressions
What do you say?
What do you think we shoud do?
What do you suggest?
What do you think about...?
I suggest we...
Yes, let's do that.
That's a great idea!
The only problem is that...
I think I'd prefer to...

Module 6

Cover

charity
clean-up
elderly person
in need
make a difference
volunteer (v.)

6a

act
article
be caught (=get stuck)
benefit (v.)
celebrate
chore
community
design (v.)
ever since
familiar with
give sth away
international
novel
patient (at hospital)
pay back
print
professional
raincoat
simple
touched (adj.)
unpleasant
wisely
Expressions with 'time'
at all times
from time to time
give sb a hard time
have time to kill
make time
pass the time
take your time
waste time

6b

be in trouble
count on sb
deal with
destroy
disappoint
donation
for a good cause
head back
helpless

let sb down
radio
rely on sb
get away
save up
situation
solution
the following
whole
Phrase/Expression
There's no need to panic.

6c
amount
apply
as well as
at least
beach
chance
contact (v.)
cycle lane
damage (v.)
dive (n.)
diver
donate
electric car
encourage
end up
experienced
factory
government
harm (v.)
location
make a promise
neighbourhood
plant (v.)
pollution
public transport
raise money
recycle
reduce
support (v.)
take measures
technology
traffic
turn up (=arrive)
various

6d
bake sale
come with
cool (v.)
ingredient
main course
mineral water
mixture
napkin
oven
press (v.)
recipe
sparkling
starter
still
topping
vegetarian
Food
apple pie
cheesecake
chicken wings
flour
garlic
honey
lasagne
olive oil
onion
Cooking verbs
boil
fry
melt
mix
pour
roast
stir
Kitchen utensils
baking tray
bowl
cake tin
fork
frying pan
knife
plate
saucepan
spoon
Phrases/Expressions
Anything else?
Can I take your order?
I'd like...
Is that all?
Would you like...?
Certainly.

6e
a variety of
bazaar
colourful
fundraiser
give sb a hand
prefer
race (v.)
tell a joke
Phrases/Expressions
All you have to do is...
Need any help?
Would you mind helping me out?

Module 7
Cover
entertainment
happiness
knowledge

7a
a big deal
at the time
brand
casual
collection (related to fashion)
design (n.)
designer
formal
graffiti
in fashion
introduce
make up one's mind
none
not say a word
out of fashion
product
trend
Designs - Patterns
baggy
checked
flared
sparkly
spotted
striped
tight
Materials
cotton
denim
leather
silk
woollen
Phrase/Expression
Fine by me.

7b
absolutely
according to
ancient
backwards
consist
contain
double
exchange
flexible
fold (v.)
for example
forwards
fur
germ
gold
light (adj.)
long-lasting
per cent
produce
salt
soft
spices
stone
study (=research)
survive
tear (v.)
thin
touch (v.)
useless
Words related to money
(bank)note
cash
currency
paper money

7c
afford
avoid
be tired of
choice
feel like doing sth
get bored of
get rid of
getting started
gift
including (prep.)
junk
lifestyle
own (v.)
pile
recent
seem
the rest
tough
untidy

7d
altogether
bracelet
cover (n.)
flat (adj.)
handmade
hand-painted
keep
knitted
ring (n.)
round
square (adj.)
Materials
cardboard
clay
coloured paper
fabric
metal wire
wood
wool
Words related to shopping
change (n.)
customer
department store
receipt
till
Phrases/Expressions
It's made of...
It's something you use to...
It's used for...

7e
available
crowded
decorate
disadvantage
environment
equipment
express (v.)
fitting room
option
organised
pleasant
protected
queue
shop window
suitable
waste (n.)
weather conditions
Phrases/Expressions
Exactly.
Finally,...
First of all,...
Firstly,...
I agree/disagree with you.
I couldn't agree more.
I feel that...
I strongly believe...
I totally agree/disagree.
I was just thinking that.
If you ask me,...
In addition,...
In conclusion,...
In my opinion,...
In my view,...
It seems to me that...
On the one hand,...
On the other hand,...
Personally, I believe...
Secondly,...
To begin with,...
To sum up,...
Very true.
What is more,...
You have a point.
You're absolutely right.

Module 8
8a
authorities
because of
blaze
break out (fire)
breathe
breathing
bright
burn
direction
electricity
empty (v)
evacuate
flames
headline
mayor
refuse
resident
spread
temperature
within

8b
closely
form (v.)
glow
light up
link (n.)
lose one's way
string
the other way round
tour guide
Phrases/Expressions
Cut it out.
Get out of here!
I couldn't be bothered.
So what?
That's disgusting!
Who cares?
You missed out!

8c
after all
airline
behind schedule
board (v.)
check in (v.)
delay (n. + v.)
disorganised
dissatisfied
flight attendant
gate
impatient
impolite
impossible
in time
miss a flight
passenger
patient (adj.)
review (n.)
satisfied
seat
technical problem
uncomfortable
unhappy
unhelpful
unsuccessful

8d
clear (v. + adj.)
Words related to weather
blow
chilly
clear blue skies
degrees
drop
foggy
freezing
icy
lightning
minus
rise
storm
sunshine
thunder
thunderstorm
weather forecast

8e
antiseptic cream
bandage
booking
burn (n.)
cloth
extreme
in the wild
life-saving skills
minimum
shelter
signal
survival
dry (adj.)

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