State of Qatar
Ministry of Education and Higher Education

Academic Year
2020–2021

8B

PORTAL TO ENGLISH

TEACHER'S BOOK

H. Q. Mitchell
Marileni Malkogianni

mm publications

GRADE 8

SEMESTER 2

8B

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

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ 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

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Introduction

OUTLINE OF THE COURSE

Objectives

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

Goals

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

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

Syllabus

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

Organisation and length of the course

Portal to English 8 brings Ss to A2 High level of the CEFR. The book is organised into eight topic–based modules. The modules are well organised within a steady framework. Each module consists of a cover page, five two-page lessons and a round-up section.

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

Key features

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

- Motivating and contemporary topics with multi-cultural and cross-curricular information
- Lively animated dialogues and comic strips presenting functional language in real-life situations
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Progressive development of speaking skills through functional language
- A step-by-step approach to writing
- An integrated approach to the development of the four skills
- Activities designed to develop the QNCF century competencies
- Personalisation activities
- Opportunities for promoting learner autonomy with project skills, learning tips, self-assessment (Now I can) sections, learning objectives on the cover pages, etc.
- The use of IT (Information Technology) (e.g. Internet use for projects, Student's CD-ROM, Interactive Whiteboard material)

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation focus as well as the language skills practised in each module. The main Qatar National Curriculum Framework (QNCF) competencies are clearly signposted
- Eight modules, each divided into a cover page, five lessons and a Round-up page
- A speaking section including pair-work activities
- A writing reference section with helpful writing plans guiding Ss to effective writing
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module
- A list of irregular verbs
- A section with Project Skills helping Ss to acquire useful skills in organising, planning and presenting projects
- A section with tips helping Ss to acquire good learning habits both inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing
- A wordlist containing the active vocabulary in alphabetical order per lesson

MODULES 1-8 (an overview)

Each module focuses on lexis, grammar, language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons, the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the first three lessons there is a special emphasis on reading, in the fourth lesson on listening, and in the fifth lesson there is a focus on speaking and writing. Lastly, the Round-up page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been presented in the preceding lessons and offers a unique opportunity for self-evaluation.

THE STRUCTURE OF THE MODULES

COVER PAGE

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

introduction to the topic of the module through visual prompts and brief discussion

objectives of module clearly presented

LESSONS a, b, c

In lessons a, b and c there is a special emphasis on reading.

Vocabulary

The lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the Ss' level and age. It is also borne in mind that vocabulary is not just lexis but also phrases or chunks of language which have the same function that single words do. This section is not just a list of lexical items which are presented to be memorised. Ss are often asked to do a task and/or hold a discussion, which requires them to use their knowledge of the world, to think critically, and make educated guesses. Ss are occasionaly engaged in vocabulary building activities which appear after the reading texts, and they are also asked to find antonyms/synonyms, guess what certain words in the text mean, etc.

Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

Reading skills are extensively developed in lessons a–c through various types of texts promoting both top–down and bottom–up processing. Ss are encouraged to activate their background knowledge and develop expectations which will be confirmed or rejected while listening to or reading a text (top–down strategy). Ss are also given the opportunity to decode information based on the text through various types of activities (bottom–up strategy). Ss should always be asked to justify their answers when it comes to reading comprehension activities.

- **Dialogues**

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose Ss to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarise Ss with spoken English in a variety of different real-life situations. These dialogues arouse Ss' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, multiple choice questions, True/False exercises, gap filling, exercises and activities requiring Ss to identify speakers, extract specific information, etc.

- **Different types of texts**

There is a variety of reading material: factual texts, comic strips, emails, websites, blogs, notes, quizzes, magazine articles, interviews, etc. The texts cover a broad range of motivating and contemporary topics and provide Ss with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their appeal and appropriateness to the level and age of Ss this course is intended for. The texts and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information , as well as inferencing.

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

Over to you

Over to you is a special feature of this series that enables Ss to deal with questions encouraging self expression and personal response. The aim of this section is to help Ss develop critical thinking skills and elaborate on the topic of each lesson.

Grammar

The aim is to present grammar gradually (building-block strategy). Examples of the structures presented usually appear in the preceding reading texts. The use of grammatical structures is illustrated in context through example sentences. Ss are actively involved in understanding grammatical structures through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, Ss develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. The section ends with a simple activity which allows Ss to use the structure they have learnt in context and enables teachers to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. The grammar is presented in more detail in the Grammar Reference section at the back of the book and is further practised in the speaking and writing activities

Pronunciation

It is important to sensitise Ss to the different sounds of the English language and give them as much practice as possible. The aim is not for Ss to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation section deals with significant aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listen-and-repeat drill, presenting and providing controlled practice of individual sounds.

Listening

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

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented, and they progress smoothly from controlled to freer practice. Ss are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role plays, guessing games, surveys, memory games, information-gap activities, etc.). Through pair and group work, the amount of time Ss speak is increased significantly and cooperation among Ss is encouraged. In addition, Ss' communicative stress is significantly lessened. Verbal and/or visual prompts are always provided to facilitate the Ss' task. In pair work involving information exchange, each of the two Ss is provided with different information found in a special section at the back of the book. Though this arrangement may seem impractical, it is necessary so that the effectiveness and communicative value of the tasks are not compromised.

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

Writing

Writing is perhaps one of the most difficult skills for Ss to master. For this reason, the course pays particular attention to the development of this skill through short writing tasks that have been integrated into the lesson. Writing is often linked to preceding speaking activities in order to help Ss acquire ideas before proceeding to the writing task. Prompts are always provided guiding Ss smoothly towards using the language productively. Ss are given the opportunity to use vocabulary, functions and the structures that have been presented in the lesson through short writing tasks. Ss are introduced to writing smoothly, starting with gapped activities, simple sentences and then moving on to longer texts. Ss further develop their writing skills in **lesson e**.

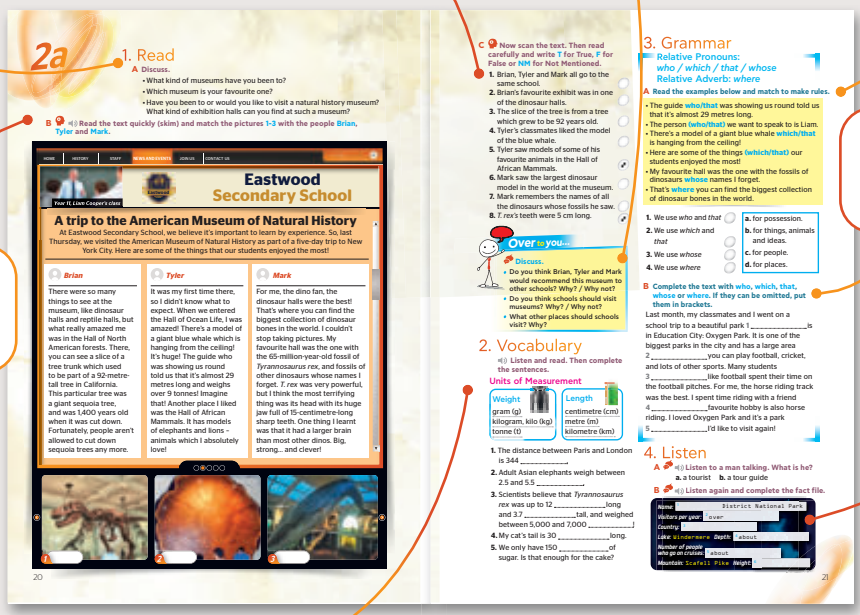
LESSON 2a

activities focusing on reading for detail (bottom-up strategy)

activities encouraging personal response

an inductive approach to presenting grammar

questions to activate Ss' background knowledge



activities focusing on reading for gist (top-down strategy)

grammar clearly presented and practised

systematic development of listening skills

systematic development of vocabulary skills

Introduction

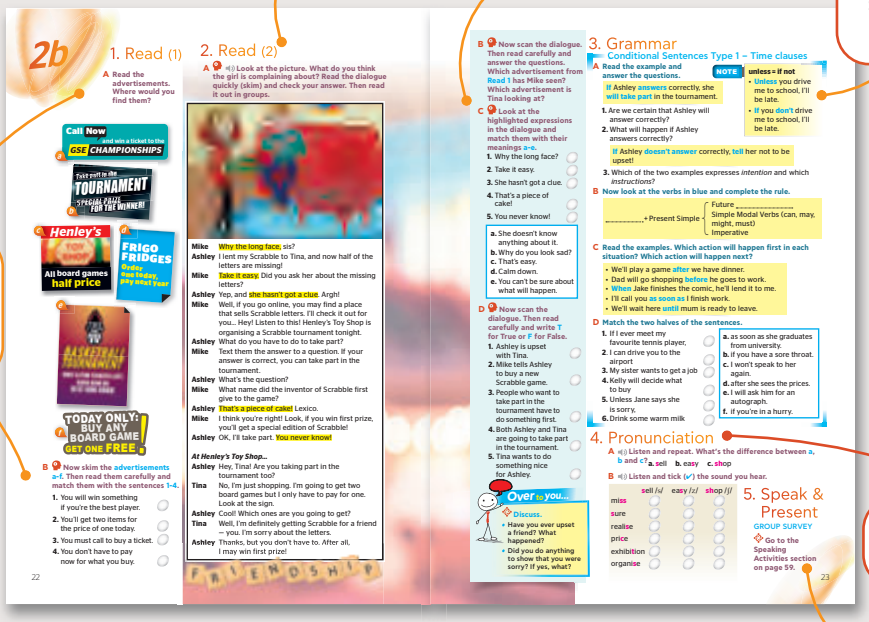
LESSON 2b

activities encouraging Ss to make predictions

emphasis on vocabulary building

notes facilitating Ss' acquisition of the grammatical structure presented in this lesson

activities focusing on reading for gist and encouraging the use of paraphrasing



pronunciation activity

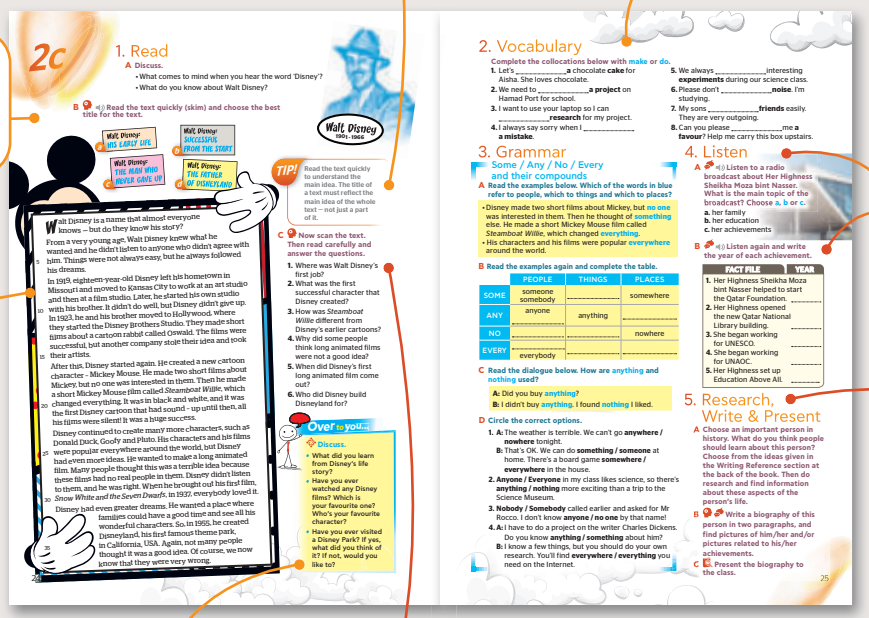
speaking activities helping Ss to develop their communication, collaboration and presentation skills while practising the language presented

LESSON 2c

practical tips helping Ss to develop skills and become autonomous learners

systematic development of vocabulary skills

reading activities enhancing Ss' skills in identifying key information in a text



listening activities focusing on listening for gist and for specific information

various types of texts providing Ss with factual information

activities developing Ss' research, writing and presentation skills

activities promoting critical thinking and personal response

systematic development of reading skills through various types of activities

LESSON 2d

In this lesson, there is a special emphasis on listening.

Ss are exposed to a variety of spoken text types and task formats, enabling them to develop useful strategies. Occasionaly, the first listening task and spoken text serve as linguistic input and contain instances of the new grammatical structure being presented in context. Ss are asked to listen and do an activity which does not require knowledge of the particular grammatical structure. This aims at training Ss to ignore unknown vocabulary and structures they hear, focus on global understanding and try to work out the answers to the activity. The grammatical structure is presented afterwards and Ss are asked to listen to the spoken text again to identify it. The second listening task aims at developing different listening skills, such as predicting the content, listening for gist, identifying relationships, identifying where the conversation is taking place, listening for specific information, etc.
Pre-listening questions serve the purpose of activating Ss' background knowledge of the topic, while post-listening questions give Ss the opportunity to expand on the topic of the listening activities and use the new vocabulary to talk about themselves.
In this lesson, Ss are given practice in both top-down and bottom-up processing. They develop their ability to interpret and comprehend what they hear, build their confidence and also develop their communicative competence using the language that has been presented.

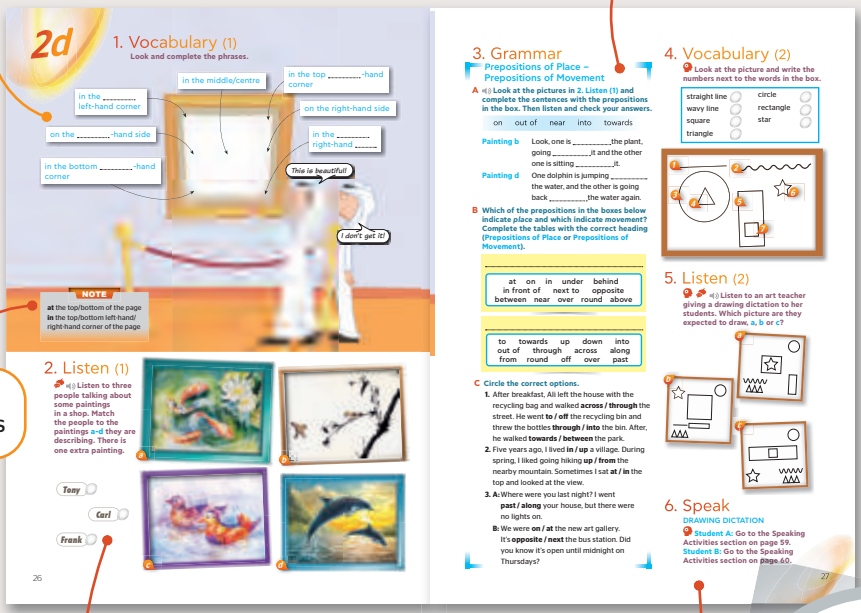
visual representations facilitating vocabulary acquisition

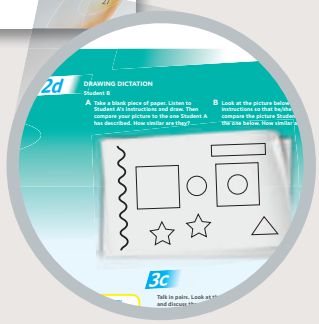
introduction to grammar through a listening activity

notes highlighting key language points

various types of listening activities exposing Ss to spoken language

pair-work activities helping Ss to develop their communication and collaboration skills while practising the language presented





LESSON 2e

In this lesson, there is a focus on speaking and writing skills.

Speaking

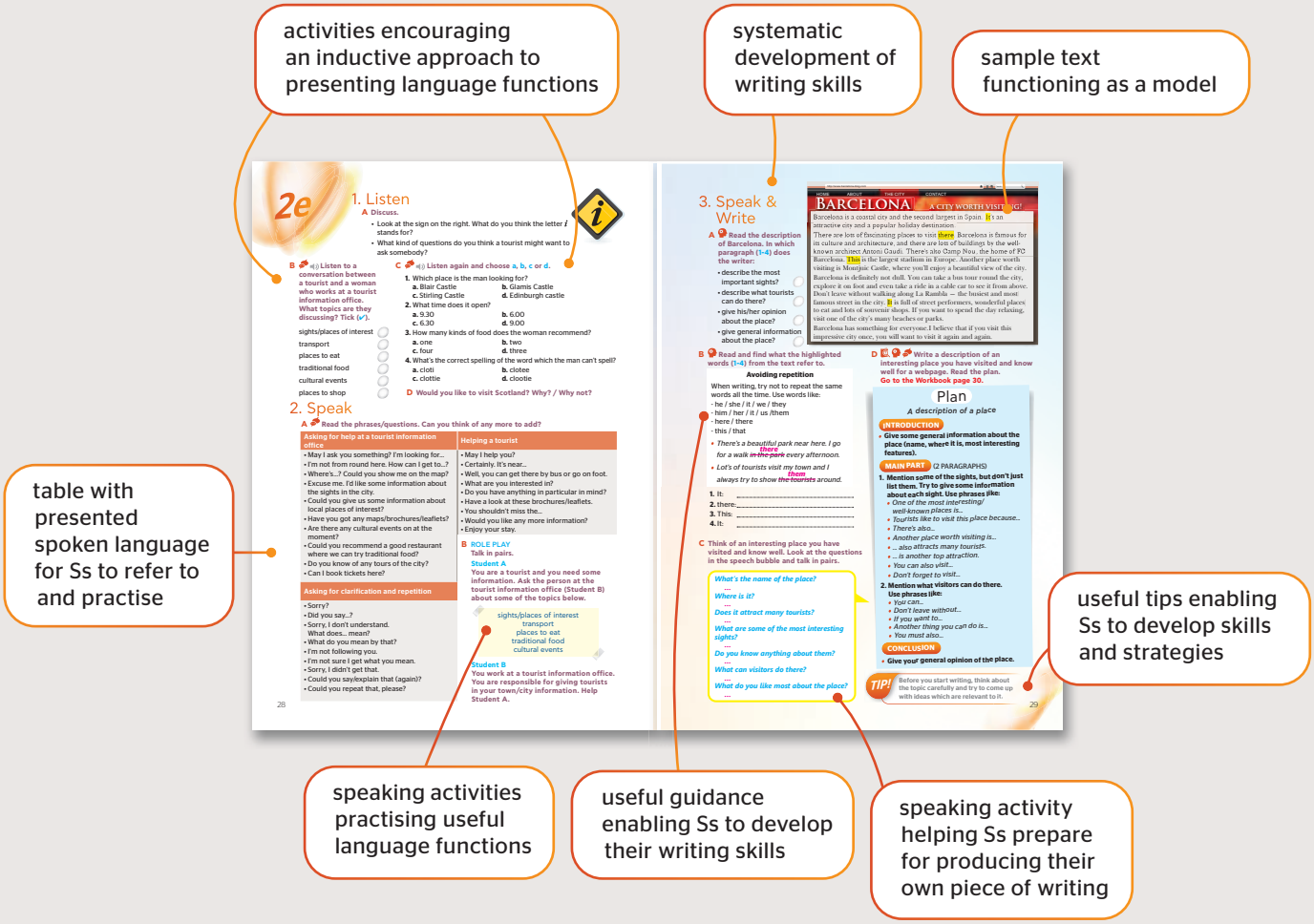
In this lesson, different language functions are introduced through listening, reading and/or speaking activities, along with tables presenting these functions. Ss are exposed to the functions through sample dialogues and prompts, providing them with the material they need in order to produce the language themselves. They are provided opportunities to practise the language in situations resembling real-world settings. Accuracy and fluency are promoted through controlled speaking activities and communicative pair-work activities respectively.

Writing

Writing is a particularly demanding skill as Ss are required to use the language productively and take many things into consideration, such as handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. The writing tasks are thematically linked to the topic of the module enabling Ss to use the language they have acquired and expand on the topic. Most importantly, Ss are provided with a model text, so they are exposed to a sample of what they have to produce later. There are different activities focusing on content, style, text organisation, linking words/phrases, planning, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks. In the Workbook, there is a variety of activities corresponding to lesson e in the Student's Book, the focus of which is developing the writing skills. These pages include various scaffolding activities, a brainstorming activity in the form of a writing plan and an outline for Ss to refer to. A space is also provided here for Ss to do the writing activity, plus a writing checklist to help them improve their writing. Ss should be familiarised with a correction code like the one that follows, which will help them identify and correct their own mistakes.

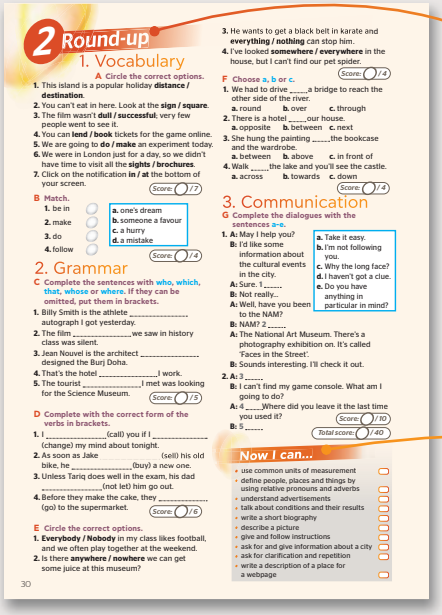
WW: wrong word	**A:** article
S: spelling	**WO:** word order
P: punctuation	**^ :** something missing
T: tense	**Pr:** preposition

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



Round-up

The Round-up section consists of exercises revising the vocabulary, grammar and functions dealt with in the module. Ss are asked to work out their score and see how well they have done. There are also self-evaluation charts at the end of each Round-up page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.


2 Round-up

1. Vocabulary

A Circle the correct options.

1. This island is a popular holiday **distance / destination**.
2. You can't eat in here. Look at the **sign / square**.
3. The film wasn't **dull / successful**; very few people went to see it.
4. You can **lend / book** tickets for the game online.
5. We are going to **do / make** an experiment today.
6. We were in London just for a day, so we didn't have time to visit all the **sights / brochures**.
7. Click on the notification **in / at** the bottom of your screen.

Score: ◯ / 7

B Match.

1. be in
2. make
3. do
4. follow

a. one's dream
b. someone a favour
c. a hurry
d. a mistake

Score: ◯ / 4

2. Grammar

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

1. Billy Smith is the athlete _____ autograph I got yesterday.
2. The film _____ we saw in history class was silent.
3. Jean Nouvel is the architect _____ designed the Burj Doha.
4. That's the hotel _____ I work.
5. The tourist _____ I met was looking for the Science Museum.

Score: ◯ / 5

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

1. I _____ (call) you if I _____ (change) my mind about tonight.
2. As soon as Jake _____ (sell) his old bike, he _____ (buy) a new one.
3. Unless Tariq does well in the exam, his dad _____ (not let) him go out.
4. Before they make the cake, they _____ (go) to the supermarket.

Score: ◯ / 6

E Circle the correct options.

1. **Everybody / Nobody** in my class likes football, and we often play together at the weekend.
2. Is there **anywhere / nowhere** we can get some juice at this museum?
3. He wants to get a black belt in karate and **everything / nothing** can stop him.
4. I've looked **somewhere / everywhere** in the house, but I can't find our pet spider.

Score: ◯ / 4

F Choose a, b or c.

1. We had to drive _____ a bridge to reach the other side of the river.
   a. round b. over c. through
2. There is a hotel _____ our house.
   a. opposite b. between c. next
3. She hung the painting _____ the bookcase and the wardrobe.
   a. between b. above c. in front of
4. Walk _____ the lake and you'll see the castle.
   a. across b. towards c. down

Score: ◯ / 4

3. Communication

G Complete the dialogues with the sentences a–e.

1. A: May I help you?
   B: I'd like some information about the cultural events in the city.
   A: Sure. 1 _____.
   B: Not really...
   A: Well, have you been to the NAM?
   B: NAM? 2 _____.
   A: The National Art Museum. There's a photography exhibition on. It's called 'Faces in the Street'.
   B: Sounds interesting. I'll check it out.
2. A: 3 _____.
   B: I can't find my game console. What am I going to do?
   A: 4 _____ Where did you leave it the last time you used it?
   B: 5 _____.

a. Take it easy.
b. I'm not following you.
c. Why the long face?
d. I haven't got a clue.
e. Do you have anything in particular in mind?

Score: ◯ / 10

Total score: ◯ / 40

Now I can...

- use common units of measurement
- define people, places and things by using relative pronouns and adverbs
- understand advertisements
- talk about conditions and their results
- write a short biography
- describe a picture
- give and follow instructions
- ask for and give information about a city
- ask for clarification and repetition
- write a description of a place for a webpage

30

vocabulary, grammar and communication revision activities

a self-evaluation section promoting learner autonomy

Culture Pages

The Culture pages consist of texts which are related to the topics of the modules and serve to familiarise Ss with certain aspects of the Qatari culture through the use of the English language. These pages are accompanied by activities in order to facilitate Ss' understanding. At the end of the Culture pages, there are ideas for **projects**. Project work promotes Ss' creativity, critical thinking skills, intercultural awareness and research skills, thus helping them acquire 21st century competencies.
At the back of the book, Ss can also find a section providing tips on **project skills**. This step-by-step guide will help them successfully complete their projects. Note that the unknown vocabulary Ss encounter in the Culture pages is considered passive and Ss will not be tested on it.

1 Culture Page

The Museum of Islamic Art

A What do you know about the Museum of Islamic Art? Read and find out more.

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

The Museum of Islamic Art (MIA) in Doha, Qatar, is an impressive sight. The building stands on a man-made island in the waters of the Gulf, just sixty metres off the Doha Corniche. It is the work of prize-winning architect IM Pei who, as part of its design, spent six months travelling and studying Islamic architecture. The final design takes ideas from traditional Islamic architecture, but also contains modern features that show the Qatari culture of today. The building is also incredibly beautiful; as the sun moves during the day, light moves over the walls in different ways. Most importantly, the museum contains one of the largest collections of Islamic art in the world.

Inside, the museum is just as attractive. Islamic designs cover the space, and a huge 45-metre tall window looks out over the water to the north. The collections are in the main building; there, visitors can find hundreds of pieces of Islamic art, which Qatar's Al Thani family collected. The items come from across three continents, and cover over 1,000 years of history. The museum shows not just pieces from rich and important people, but also items from normal families – and each one tells a story about the past.

MIA is more than just a museum, it is a cultural centre. During the year, it holds many events and activities, including art exhibitions on interesting areas of Islamic history and culture, and classes to teach traditional skills from the past. The museum also has an education centre, where visitors can find one of the largest collections of books on Islamic art. The collection is very valuable; books cannot leave the building, and there are several special books, which visitors can only study if they ask for permission 24 hours before their visit.

Across a bridge from the museum is MIA Park. It runs along the Corniche and has amazing views out over Qatar's capital. It also puts on events; families can go there to watch films, take part in sporting activities or just relax. With so much on offer, a trip to MIA promises an educational and fascinating day out for the whole family.

1. Which of the following is true about MIA?
   a. It covers a sixty-metre space on the Doha Corniche.
   b. It is the largest museum building in the Islamic world.
   c. IM Pei designed and built the museum in only six months.
   d. Its design joins modern architecture with traditional Islamic designs.
2. The items in the museum's collections
   a. are 1,000 years old.
   b. come from three different Islamic countries.
   c. include both expensive art and everyday items.
   d. were once part of collections in museums abroad.
3. Visitors to the museum's education centre must
   a. ask before they use the library.
   b. not take books out of the library.
   c. not get close to books or other items.
   d. book their visit 24 hours before they arrive.
4. Who does the writer believe will enjoy MIA?
   a. school teachers
   b. students of architecture
   c. parents and their children
   d. people interested in Islamic history

PROJECT

Make a flyer!

Choose another famous museum which you think visitors shouldn't miss when visiting your town/city. Do research to answer some of the following questions.

- Where is it?
- Who designed it?
- When did it open to the public?
- What can you see there (important items, exhibitions, etc.)?
- What can you do there?
- What times and days is it open to visitors?

Make a flyer for the museum. Use pictures as well as the information you found.

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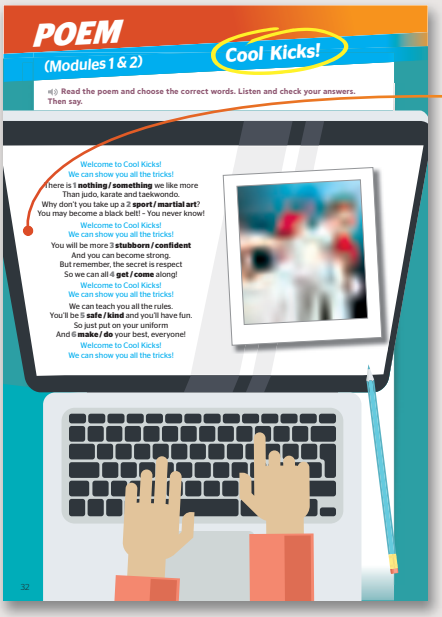
texts giving cultural information about Ss' own culture

motivating project work

Poems

After every two modules, there is a poem. These poems are used for revision and consolidation since their verses include instances of vocabulary and structures that Ss have already been presented with in the previous modules.


POEM

(Modules 1 & 2)

Cool Kicks!

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

Welcome to Cool Kicks!
We can show you all the tricks!
There is 1 **nothing / something** we like more
Than judo, karate and taekwondo.
Why don't you take up a 2 **sport / martial art**?
You may become a black belt! – You never know!
Welcome to Cool Kicks!
We can show you all the tricks!
You will be more 3 **stubborn / confident**
And you can become strong.
But remember, the secret is respect
So we can all 4 **get / come** along!
Welcome to Cool Kicks!
We can show you all the tricks!
We can teach you all the rules.
You'll be 5 **safe / kind** and you'll have fun.
So just put on your uniform
And 6 **make / do** your best, everyone!
Welcome to Cool Kicks!
We can show you all the tricks!

32

poem creating a positive learning environment

Introduction

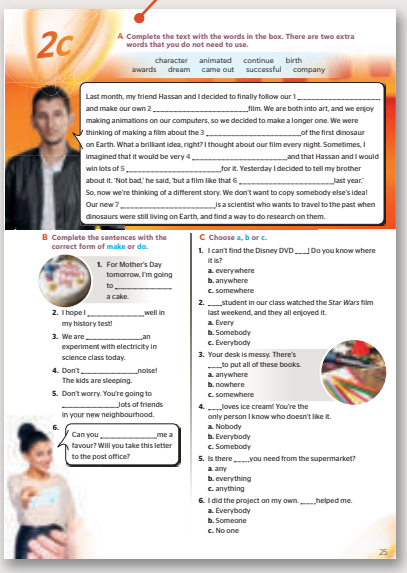
Workbook

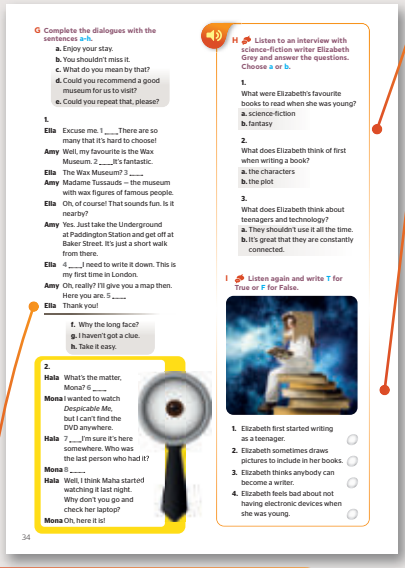
The Workbook is in full colour and is closely linked to the Student's Book. It consists of fourteen-fifteen pages per module comprising vocabulary, grammar, communication, listening, reading and writing development activities, and provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learnt through various types of activities, which appear in order of difficulty.

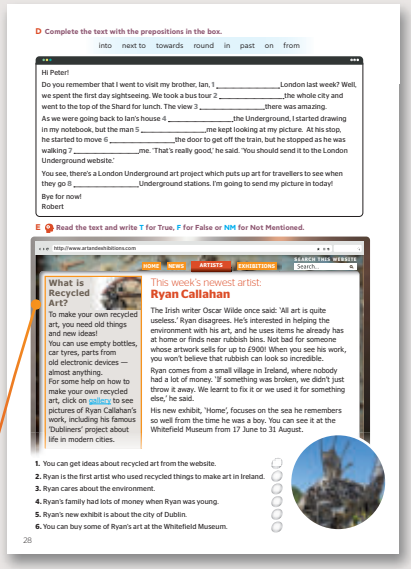
Another important feature is the **Think it through** section found at the back of the Workbook. In this section, critical thinking skills are extensively practised upon completion of each module, giving Ss the opportunity to develop specific higher-order thinking skills.

extra vocabulary and grammar practice for each lesson

listening activities to consolidate the language of the module and build Ss' confidence







communication activity practising key language functions in the lesson

various types of reading texts

Think it through

The **Think it through** section at the back of the Workbook is a significant feature of this series. It focuses on helping Ss develop higher-order thinking skills and helps them develop important critical thinking skills such as classifying, sequencing, comparing and contrasting, identifying the cause and effect relationship, making decisions, inferring, solving problems and evaluating.

In the 21st century, teaching and learning have become more challenging and demanding than ever before. Attention needs to be given not only to linguistic items but also to skills which help Ss make sound decisions and exercise reasoned judgement. In this section, Ss are provided with careful guidance to facilitate the acquisition and development of higher-order thinking skills.

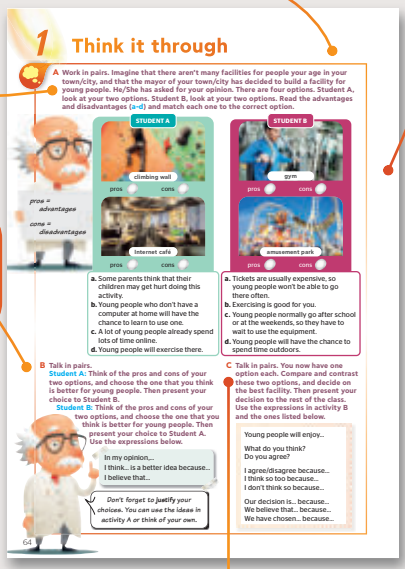
Ss are introduced to each skill through structured/ visual representations of situations / problems (text, pictures, drawings, tables, graphs), and are then presented with a more challenging situation, encouraging them to delve deeper. Finally, they are introduced to a similar situation which gives them the opportunity to apply the higher-order thinking skill they have acquired. Such scaffolding helps Ss develop these critical thinking skills without being discouraged by the cognitive load. A step-by-step guide to teaching this section is offered at the back of the Teacher's Book.

higher-order thinking skills: comparing, contrasting and making decisions

visual representations facilitate Ss' acquisition of the critical thinking skill

Ss are introduced to the skill

Ss delve deeper into the skill



Ss apply the skill they have acquired

Teacher's Book

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

Differentiated instruction

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

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

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

Strategies - Techniques for Differentiated instruction

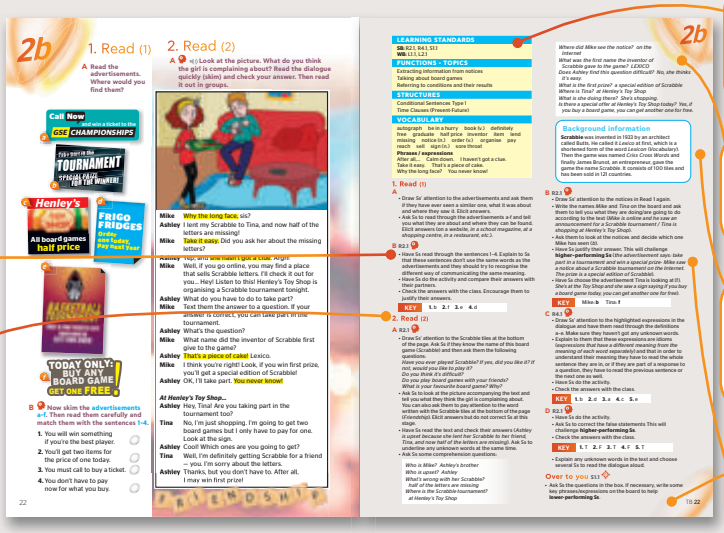
To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated either in the Student's Book or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge **higher-performing Ss** (e.g. by modifying a reading / listening multiple choice activity to one with open-ended questions, by asking students to correct the false sentences, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, by encouraging students to do research on a topic before it is presented in class, in order to stimulate their interest, etc.).
- A range of activities, depending on the level of students, to help **lower-performing Ss** to consolidate the content taught (e.g. by eliminating one or two options in a reading / listening multiple choice activity, by providing them with prompts in order to help them to use what has been taught in context, by encouraging students to do research on a topic before it is presented in class, in order to build their confidence, as they will have already been exposed to what is going to be discussed, etc.).
- **Scaffolding instruction** – teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs, use of graphic organisers, such as Venn Diagrams and mind maps, etc.).
- **Flexible grouping** – students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests (mainly in the Speaking activities).
- **Ongoing or formative assessment** – it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs. There are various forms of formative assessment, such as student self-assessment (*Now I can...* checklist).

Interleaved Teacher's Book

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

Introduction



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

further comprehension questions to enhance Ss' understanding of the text

step-by-step guide to teaching

Background information box providing teachers with further information on the topic of the lesson

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

strategies to support differentiated instruction

Class Audio Material (Online)

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

Student's CD-ROM

This includes the presentations, Culture pages and poems in the Student's Book, and is meant to give Ss extra practice at home. It also includes one game per module and a vocabulary list.

Resources for Teachers (Online)

This CD/CD-ROM contains:

- **Tests**
  - 8 tests corresponding to the modules of the book
  - a test for Modules 1-4
  - a test for Modules 5-8
  - keys and transcripts
- **Audio**
  This section contains the recorded material for the tests.
- **Supplementary material for extra practice**

Interactive Whiteboard material

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

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do by doing the first item. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- To revise, recycle and consolidate vocabulary, when presenting new lexical items, it is advisable to ask Ss questions such as, *Can you think of any synonyms of ...?, What's the opposite of ...?, Which word/phrase could be used instead of ...?*
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.

ABBREVIATIONS USED IN TEACHER'S BOOK

adj. – adjective
adv. – adverb
prep. – preposition
n. – noun
v. – verb
p. – page
pp. – pages
e.g. – for example
etc. – et cetera
sb – somebody
sth – something
Ss – students
SA – student A
SB – Student's Book
TB – Teacher's Book

Using a language-learning notebook

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

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

Organising a language-learning notebook

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

QNCF Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCF learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCF, five of which are integral to learners in Grade 8. Below we focus on each of these five competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

It is significant that in the *Portal to English* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies.

It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

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

Creative and critical thinking

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking – the ability to think creatively or 'outside the box', and on the other hand evaluating, interpreting and synthesising information, applying creative thought to form an argument, reach a conclusion or solve a problem. There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

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

Communication

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

Ways to integrate communication into the classroom

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

Cooperation and participation

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

Ways to integrate cooperation and participation into the classroom

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

Inquiry and research

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

Ways to integrate inquiry and research into the classroom

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

Problem-solving

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

Ways to integrate problem-solving into the classroom

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

In general:

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

Key Values

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

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

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

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

Islamic values and Arabic and Qatari cultural heritage

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

Ways to instill these values in the classroom

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

Respect and compassion

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

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.
- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

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

Ways to instill these values in the classroom

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

Personal rights, responsibility and integrity

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

Ways to instill these values in the classroom

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

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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
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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 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R4.1	Creative and critical thinking	5a, 1. Vocabulary, p. 60
S1.1	Cooperation and participation	5a, 2. Read A, p. 60
R1.1	Creative and critical thinking	5a, 2. Read B, p. 60
R4.1	Creative and critical thinking	5a, 2. Read C, p. 61
R4.2	Problem-solving	5a, 2. Read C, p. 61
R2.1	Creative and critical thinking	5a, 2. Read D, p. 61
S1.1	Cooperation and participation	5a, 2. Read - Over to you..., p. 61
S1.1	Cooperation and participation	5a, 4. Speak, p. 61
R5.1	Inquiry and research	5a, 5. Research, p. 61
S1.1	Cooperation and participation	5b, 1. Read A, p. 62
R1.1	Creative and critical thinking	5b, 1. Read B, p. 62
R2.1	Creative and critical thinking	5b, 1. Read C, p. 62
S1.1	Cooperation and participation	5b, 1. Read - Over to you..., p. 62
S2.5	Inquiry and research	5b, 4. Speak, p. 63
R1.1	Creative and critical thinking	5c, 2. Read (1) B, p. 64
R2.1	Creative and critical thinking	5c, 2. Read (1) C, p. 64
S1.1	Cooperation and participation	5c, 2. Read - Over to you..., p. 64
R1.1	Creative and critical thinking	5c, 4. Read (2) A, p. 65
R2.1	Creative and critical thinking	5c, 4. Read (2) B, p. 65
R1.1	Creative and critical thinking	5d, 2. Read B, p. 66
R2.1	Creative and critical thinking	5d, 2. Read C, p. 66
S1.1	Cooperation and participation	5d, 2. Read - Over to you..., p. 66
L1.1	Communication	5d, 3. Listen (1) B, p. 66
L2.1	Communication	5d, 3. Listen (1) C, p. 66
L1.1	Communication	5d, 5. Listen (2) B, p. 67
L2.1	Communication	5d, 5. Listen (2) D, p. 67
S1.1	Cooperation and participation	5d, 6. Speak, p. 67
L1.1	Communication	5e, 1. Listen B, p. 68
L2.1	Communication	5e, 1. Listen C, p. 68
S1.2	Communication	5e, 2. Speak C, p. 69
R1.1	Creative and critical thinking	5e, 3. Write A, p. 69
W2.1	Creative and critical thinking	5e, 3. Write B, p. 69
W1.2	Cooperation and participation	5e, 3. Write C, p. 69
W2.2	Communication	5e, 3. Write C, p. 69
W2.3	Communication	5e, 3. Write C, p. 69
W3.2	Creative and critical thinking	5e, 3. Write E, p. 69
WORKBOOK		
L2.1	Communication	5b, Listen E, p. 67
R2.1	Creative and critical thinking	Round-up 5, Read G, p. 78
R2.1	Creative and critical thinking	Round-up 5, Read H, p. 78

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

5a

- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- recognise and use with a lot of support key features of a simple print monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts (R5.1)

5b

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- ask about and explain with support simple processes and ideas (S2.5)
- follow and identify independently the detail in longer simple texts (L2.1) WB

5c

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)

5d

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)

5e

- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- ask for and respond appropriately to simple suggestions (S1.2)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- organise, and sequence ideas independently into two or more coherent paragraphs using basic coordinating conjunctions and reference pronouns (W2.1)
- ask for and respond appropriately to simple suggestions (W1.2)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft in response to feedback (W3.2)

5 Round-up

- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

5 GET THE MESSAGE ACROSS

VOCABULARY

emoticon haircut

Abbreviations

BRB IDK LOL RU YOLO

- Draw Ss' attention to the title of the lesson and ask them if they understand the meaning of it. Elicit answers (*when you manage to make other people understand a message or an idea you want to communicate/explain*).
- Have Ss look at the chat on the tablet and ask Ss to read through it.
- Ask them if they understood it and tell them to circle *RU, YOLO, IDK* and *BRB*.
- Have them read the text message, as well and circle *LOL*.
- Ask Ss to work with their partners and figure out what these abbreviations stand for.
- Have Ss share their answers in class and compare them with their classmates'.
- Draw Ss' attention to the second question in the *Discuss* section. Elicit answers.
- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section. Explain any unknown words.

KEY

Read the messages. Do you know what the abbreviations YOLO, IDK, BRB, RU and LOL mean?

YOLO: You Only Live Once

IDK: I Don't Know

BRB: Be Right Back

RU: Are you

LOL: Laugh Out Loud

Do you use abbreviations and emoticons when you chat/text? Which ones?

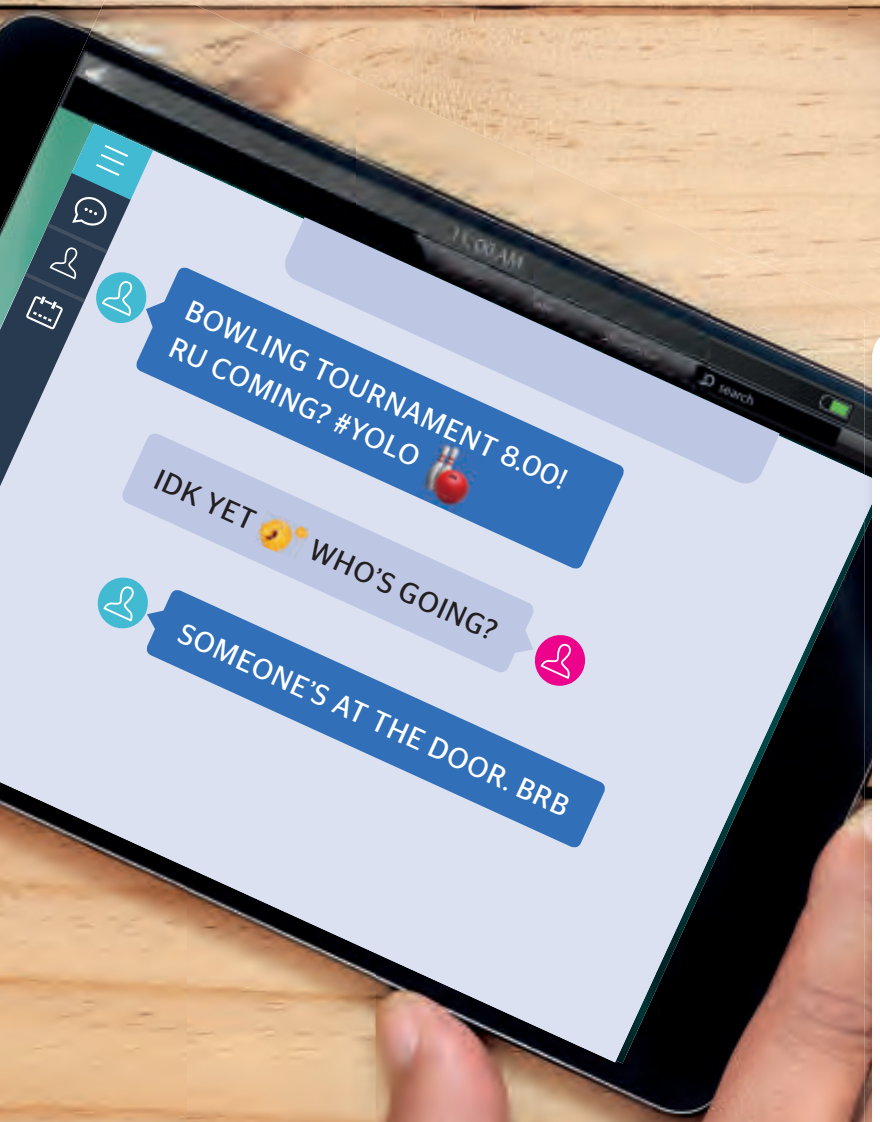
I always use abbreviations and emoticons when I text or chat with my friends. They help me express myself better. When I text my parents I don't usually use abbreviations because they don't understand them. But I use a lot of emoticons. They love them, too.

- Have Ss think of other abbreviations or emoticons they use (*e.g. BTW – by the way*, 😴 😂)

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?

LEARNING STANDARDS

SB: R4.1, S1.1, R1.1, R4.2, R2.1, R5.1

FUNCTIONS - TOPICS

Talking about gestures
Discussing cultural differences
Expressing agreement/disagreement

STRUCTURES

so / neither / too / either

VOCABULARY

bill cheek chopsticks custom interview (n.) make a fool of oneself offend remind slippers starving tradition

Words / Phrases 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

1. Vocabulary R4.1

- Write the word *abroad* on the board and ask Ss to tell you what problems one might encounter when travelling abroad (*language, culture, gestures, etc.*).
- Elicit answers and initiate a short discussion.
- Encourage Ss to share personal experiences.
- Before you draw Ss' attention to the activity, mime some gestures and have them understand what you are trying to say (*e.g. shrug your shoulders- I don't know, wave your hand- goodbye, etc.*). Explain to Ss that gestures differ from country to country and before they travel, they should always be informed about them in order to avoid offending someone.
- Draw their attention to the verbs in bold. Play the recording and have Ss follow in their books.
- Tell them that they have to look at the pictures a–h and match them with the sentences 1–8.
- Ask Ss to start with the ones they are already familiar with, and to pay attention to the other words in the sentence, as well.
- Draw their attention to the third sentence and have them underline the word *Emperor*. Have Ss tell you the meaning of this word and match the sentence with the picture.
- Then ask them to tell you the meaning of the word *bow*. Encourage Ss to follow the same procedure for the other sentences, too. This will help **lower-performing Ss**.
- Have Ss do the activity.
- Check the answers with the class.

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

2. Read

A S1.1

- Draw Ss' attention to the question. Elicit answers and initiate a short discussion.

KEY *suggested answer*

Yes, I think it's important because I don't want to offend anyone. / No, I don't think it's important. Local people should understand that tourists might not know about their customs or traditions so they shouldn't feel offended.

B R1.1

- Draw Ss' attention to the pictures of the comic strip.
- Ask them the questions in the rubric. (*The boys went to a Japanese restaurant where they had to take off their shoes and eat with chopsticks. At the end, one of the boys wore the wrong shoes*).
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss to read the text, check their answers and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Does Ian like Tokyo? Yes, he does.
What does he say? Tokyo is out of this world.
Is Ryan as excited as Ian? Yes, he is.
What are they going to eat? sushi
What should they do when they arrive at the restaurant? They have to take their shoes off.
Why should they take their shoes off? Because it's offensive not to. / Because if you don't, you offend people in Tokyo. (it's part of their culture)
What do they put on when they take their shoes off? slippers
Do they like sushi? Yes, they do.
Are they good at eating with chopsticks? No, they aren't.
Why is the man pointing at Ian's feet? Because he's wearing his shoes.

- Ask Ss some further questions:
Have you ever been to Tokyo? If yes, did you like it?
What do you know about Tokyo?
How do you think its culture might be different from yours?
- Elicit answers and initiate a short discussion.
- You can provide Ss with the following facts about Tokyo:

Background information

Tokyo is the capital city of Japan with over 127 million people. Japan is an island country that belongs to the continent of Asia. It is surrounded by the Pacific Ocean and the Sea of Japan. Mount **Fuji** is the highest mountain in Japan and it is visible from Tokyo. Although Tokyo is an industrial city, it offers many green spaces, such as **Rikugien Garden** which is one of the most beautiful in Tokyo, especially in spring when the cherry blossoms are in full bloom. **Tokyo's Imperial Palace, Tokyo Tower** and **Tokyo Skytree** -with their breathtaking view from the observation decks- are some of the major tourist attractions in Tokyo.

OPTIONAL ACTIVITY

- Have Ss work in pairs and use the Internet to find more information about Tokyo's tourist attractions. You can help Ss by recommending some topics such as:
Tokyo Disneyland *Ueno Park/Zoo*
Tokyo National Museum
- Ask Ss to note down the most important things and present them in class. Ask Ss to find some pictures as well, which they can either print or save on their smartphones.

C R4.1 R4.2

- Draw Ss' attention to the highlighted expressions in the text and their definitions a–e. Make sure they haven't got any unknown words.
- You can have Ss work in pairs and do the activity. Remind Ss that in order to understand the meaning of these expressions, they have to read the whole sentence they are in or the previous/next one, as well.
- Check the answers with the class.

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

D R2.1

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

KEY

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

- Explain any unknown words and choose Ss to read out the comic strip.

Over to you S1.1

- Ask Ss the question in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/ expressions on the board to help **lower-performing Ss.**

KEY *suggested answer*

What are some common customs and traditions in your country?

Qatari culture and traditions are all around us in our everyday life in what we wear, eat and drink. The Islamic culture has played an important role in our choices. In Qatar, people are very friendly and welcoming. It is also important to know that in Qatar, we must give and receive items with the right hand.

3. Grammar

A

- Ask Ss to read through the short dialogues in the yellow box, drawing their attention to the words in blue.
- Draw Ss' attention to the box below with questions a-c and ask question a.

KEY **a.** so and too

- Remind Ss that we use *so* and *too* to agree with an affirmative statement without repeating it.
- Ask Ss question b.

KEY **b.** Neither and either

- Remind Ss that we use *neither* and *either* to agree with a negative statement without repeating it.
- Ask Ss question c.

KEY **c.** So and neither are the beginning of the sentence. *Too* and *either* are at the end.

- Point out to Ss that *neither / either* can be pronounced in two different ways. Both of them are considered to be correct.
- Have Ss pronounce them using both ways: /ˈnaɪðə(r)/, /ˈniːðə(r)/ and /ˈaɪðə(r)/, /ˈiːðə(r)/.
- Ask Ss to read the text again, find examples of the grammatical structures presented and underline them.
- Check the answers with the class. *(So am I / I don't either / I do too / Neither am I)*

B

- Have Ss read the sentences and choose the correct options.

KEY **1.** the verb do **2.** the auxiliary verb

- For *so* and *neither*, point out to Ss that the structure is: *So / Neither + affirmative auxiliary (do / be / have) / modal verb + subject.*
- The structure for too: *Subject + affirmative auxiliary / modal verb + too.* The structure for *either* is: *Subject + negative auxiliary / modal verb + either.*
- Explain to Ss that we use the same auxiliary verb as the one in the statement when we are agreeing, and we use the correct form of *do* to agree with statements where there is no auxiliary verb (affirmative statements with the Present or the Past Simple).
- Write the following statements on the board. and ask Ss to respond accordingly using *so/neither/too/ either.*
  I like chocolate.
  I can't drive a car.
  I am from Qatar.
  I won't go to school at the weekend.
  I've got a bike.
- This will give **lower-performing Ss** extra practice.
- Refer Ss to the Grammar Reference

C

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

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

4. Speak S1.1

- Divide Ss into groups of three and have them go to Speaking activity 5a at the back of the book.
- Ask them to read through the speech bubble and the ideas given.
- Explain to Ss that they are going to discuss the topics in the box as suggested in the speech bubble, using *so/neither/too/either.*
- Demonstrate the activity with the help of two Ss.
- Have a group of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity and go round the class providing support when necessary.
- Have several groups of Ss act out the situations at the front of the class.

KEY *suggested answers*

Go to the Suggested Answers section at the back of the TB

5. Research R5.1

- Tell Ss that they are going to do research to prepare for the next lesson.
- Refer Ss to the speaking activity 5b at the back of the book.
- Divide Ss into pairs and assign each student a role (Student A / Student B).
- Have Ss read through the list of questions corresponding to their role and tell them they need to be researched.
- Tell Ss they will have to search the Internet to find information as well as images to prepare their answers and bring them to the next lesson.

KEY *suggested answers*

Go to the Suggested Answers section at the back of the TB

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?

LEARNING STANDARDS

SB: S1.1, R1.1, R2.1, S2.5,
WB: L2.1

FUNCTIONS - TOPICS

Talking about means of communication
Talking about important inventions

STRUCTURES

The article 'the'

VOCABULARY

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

1. Read

A S1.1

- Draw Ss' attention to the questions.
- Elicit answers and initiate a short discussion.

KEY *suggested answer*

I like to send messages because it's possible for someone to answer a message when he/she is free and not at the time I'm sending it. My favourite social media app is *instagram*.

B R1.1

- Draw Ss' attention to the title of the lesson. Ask them to tell you what they expect to read about. Elicit answers but do not correct Ss at this stage. You can also ask them what kind of messages they think the articles refer to.
- Have Ss read through the three titles. Explain they are going to read the three web articles and match the titles to them. Tell them to underline unknown words but not to worry about them at this stage. Encourage them to understand the general meaning of each article and find the most appropriate title.
- Have Ss do the activity.
- Check the answers with the class and have Ss justify their answers.

KEY **A** 2 **B** 1 **C** 3

- Ask Ss to tell you the message that made history in each article (*1st: the shortest telegram ever sent, 2nd: the first message to another planet, 3rd: the first email, the first sentence ever spoken on Skype and the first tweet).*
- Ask Ss some comprehension questions:

How did people communicate before email and text messages? by sending telegrams
Could people send messages over long distances? Yes, they could.
Were telegrams cheap? No, they weren't.
What could people do in order not to pay a lot of money? They could keep their messages as short as possible.
What was the shortest message ever sent? a punctuation mark
Who sent it? Victor Hugo
Who did he send it to? to his publisher in Britain
What did he send? a question mark
What was the reply? an exclamation mark
When were messages to another planet sent? in 2009
What is this planet called? Gliese 581d
Is this planet the same as Earth? No. It is similar, but it's over five times larger.
Why will it take so long for the messages to arrive? Because Gliese 581d is 20.3 light years away.
Who wrote the first email? Ray Tomlinson
Who did he send the email to? himself
Do we know what it said? No, we don't.
What did it contain? a group of different letters
Was the first sentence spoken over Skype in English? No, it was in Estonian.
What was the first tweet? 'just setting up my twttr'

C R2.1

- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask them to cover Activity C in their books. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

KEY **1.** b **2.** c **3.** b **4.** a

- Explain any unknown words in the text to Ss.

D

- Ask Ss the questions and elicit answers.
- Check the answers with the class.

KEY

suggested answers

1. The publisher probably meant that the book is doing very well.
2. Since the planet is similar to Earth, the scientists may believe that there is life there.

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions on the board to help **lower-performing Ss.**

KEY *suggested answers*

- **What message would you send if you were one of the Australian scientists? Why?**
  We are writing to you from another planet far away where there is life. If you receive this message please contact us.
- **What message would you send if you were Ray Tomlinson? Why?**
  I would send a message with the word '*test*' which is what I usually do when I am setting up a new email account. It doesn't have to be anything special since I'm sending it to myself to see if it works.

2. Vocabulary & Pronunciation

A

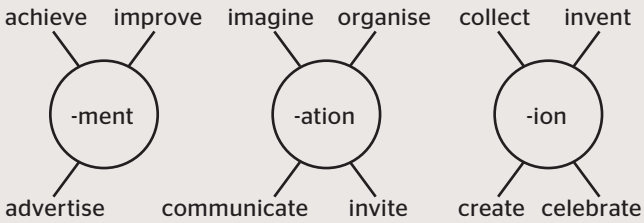
- Draw Ss' attention to the verbs in bold (*collect, inform* and *achieve*). Explain to Ss that the words they have to find in the text derive from the verb in bold.
- Have Ss complete the sentences first without finding the words in the text. This will challenge **higher-performing Ss**.
- Then have them find the words in the text either to confirm their answers or find the words to complete the sentences.

KEY **1.** collection **2.** information **3.** achievements

B

- Draw the following on the board:

- Draw Ss' attention to the NOTE and explain it. Remind Ss of the word *suffix* (*a letter or a group of letters which is added at the end of the word in order to form a derivative of this word*).
- Explain to Ss that these suffixes are added at the end of verbs in order to form nouns. Point out the spelling irregularities when they add these suffixes.
- Draw Ss' attention to the table and have them form nouns by adding these suffixes or form verbs by paying attention to the given nouns (*invention, invite, organisation, advertisement, create, celebration, improve, imagine*).
- Then have Ss arrange the verbs around the correct circle.



C

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

KEY
1. invitation
2. discuss
3. imagination
4. improve

D

- Play the recording and have Ss repeat each word.
- Explain to Ss that the syllable in red is stressed in each word (in**form** /ɪnˈfɔːm/ , infor**ma**tion /ˌɪnfəˈmeɪʃn/).

Background information

When a word has many syllables, one of them is always pronounced more strongly. This is called word *stress*, and we say that the syllable is stressed. In the phonetic transcription of the word, the symbol ˈ shows that the syllable to follow has primary stress (*it is pronounced more strongly*) while the symbol ˌ shows that the syllable to follow has secondary (*weak*) stress (e.g. information /ˌɪnfəˈmeɪʃn/).

E

- Ask Ss to read through the list of verbs and nouns in Activity B and underline the stressed syllable in each of them.
- Play the recording and listen carefully.
- Ask Ss the questions in the rubric.
- Check the answers with the class. If necessary, play the recording again.

KEY
The stress is on the syllable before the suffix.
in**ven**tion, invi**ta**tion, organi**sa**tion, cre**a**tion, cele**bra**tion, imagi**na**tion
The last syllable is pronounced /ʃn/.

3. Grammar

A

- Tell Ss to read the examples in the grammar box and focus on the words in blue in order to complete the rules in the boxes below.
- Have Ss read the rules a-c in the first box and match them with examples 1-3.

KEY
a. 2 (the email) **b.** 3 (the moon) **c.** 1 (the shortest)

- Call Ss' attention to the second set of rules d-f and match them with examples 1-3.

KEY **d.** 2 (Saleh) **e.** 2 (May) **f.** 3 (Scientists)

- Additionally, point out to Ss that when we refer to the Earth as a physical body, occupying space and time, it is usually preceded by the article *the*, while when it is used more 'metaphorically' to mean the environment in which we live, it's more common to omit the article *the*.
- Ask Ss to come up with their own examples where the article *the* is used and where it isn't used. This will challenge **higher-performing Ss**. Write some of the examples on the board and have Ss decide whether or not the article *the* is needed. This will give **lower-performing Ss** more practice.
- Refer Ss to the Grammar Reference.

B

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

KEY
1. The, the, the
2. -, the, -
3. -
4. -, -
5. the, -
6. –, the, –

4. Speak S2.5

- Ask Ss to refer to the answers they were asked to prepare for the speaking activity (5a, 5. Research), and have Ss go to the back of the book to Speaking activity 5b.
- Put Ss into the pairs that were assigned during the previous lesson and have them ask and answer the other's questions.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity and go round the class providing support when necessary.
- Have pairs of Ss act out the situation at the front of the class.

KEY *suggested answers*
Go to the Suggested Answers section at the back of the TB.

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.

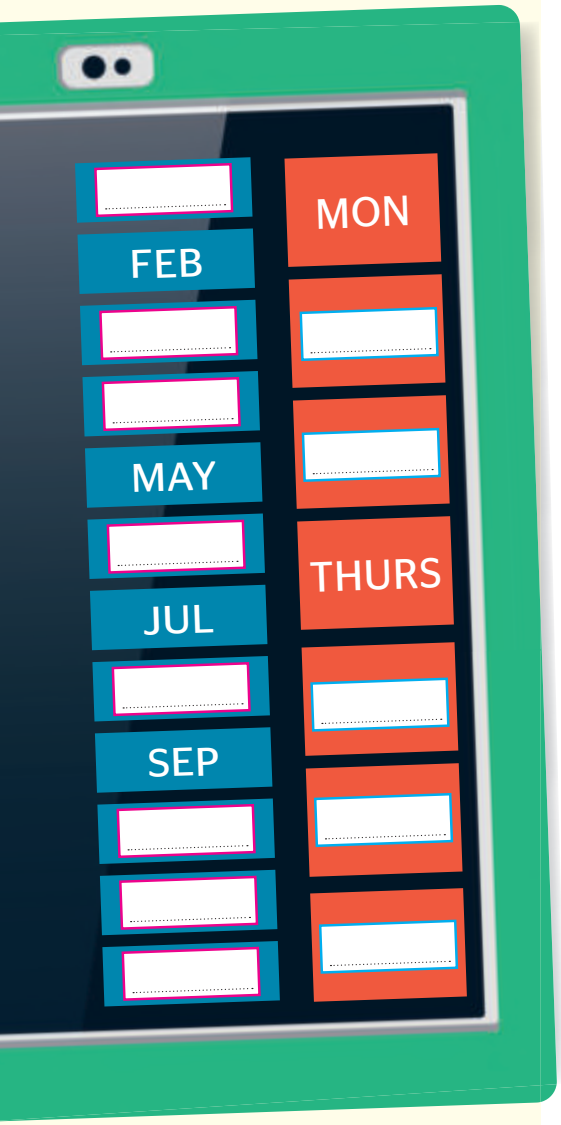
5c

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?

LEARNING STANDARDS

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

FUNCTIONS

Expressing, obligation, necessity, prohibition, lack of obligation / necessity

STRUCTURES

must/have to/need (to)/

VOCABULARY

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

1. Vocabulary

A

- Write the following abbreviation on the board *SMS* and ask Ss if they know what it stands for. Elicit answers (*Short Message Service*).
- Explain to Ss that it is called an *abbreviation* which is the short form of a word/phrase.
- Then write the abbreviation *Mr* on the board and ask Ss to tell you what it stands for (*Mister*).
- Ask Ss to think of abbreviations they are aware of.
- Draw Ss' attention to the abbreviations in the box. Have Ss work in groups and work on their meaning.
- Check the answers with the class.

KEY

St.: Street Rd: Road min: minute hr: hour
tel: telephone e.g.: exempli gratia Dr: Doctor
Feb: February Mon: Monday
asap: As soon as possible pls: Please thx: Thanks

B

- Draw Ss' attention to the activity and ask them what they can see (*a calendar with abbreviations for months and days*).
- Draw Ss' attention to the abbreviations of the months and the days that have been already completed and have them say what they notice about the formation of the abbreviations (*the first three letters of each month/day are used*). Explain to Ss that the abbreviation of *Thursday* can be *THUR/THURS*, as well.
- Ask Ss if they have ever seen the abbreviations of the months/days on a calendar before and have them do the activity.
- Check the answers with the class.

KEY

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

- Have Ss check a calendar at home or on the Internet/smartphone and pay attention to the way months/days are written. Ask them to tell you if they are similar to the ones in the book.

2 Read (1)

A

- Draw Ss' attention to the questions. Elicit answers and initiate a short discussion.

KEY *suggested answers*

- We can see notices all around us: at school, at shops, at sports clubs, etc.
- You can get information about times and locations, telephone numbers, names, announcements, events, etc.

B R1.1

- Draw Ss' attention to the notices. Ask them to skim through them and tell you where they can be found (*at a school*).
- Ask Ss to tell you if they have seen a notice anywhere at school recently and what it was about.
- Ask Ss to read the first notice. Have them think where at school it can be found (*out of the chemistry lab/school noticeboard*) and underline the abbreviation used (*lab: laboratory*). Remind Ss of the pronunciation of the word chemistry (*ch is pronounced as /k/*).
- Follow the same procedure for the rest of the notices. Make sure Ss underline the abbreviation used.

KEY

a. chemistry lab / school noticeboard (lab)
b. art room (Pls)
c. school noticeboard (Mon/Fri/p.m.)
d. school noticeboard (Rd)
e. library (Ms)
f. classroom (Mr)
g. school canteen (Nov)
h. computer room

C R2.1

- Have Ss read through the sentences 1–5 and match them with the correct notice a–h. Explain to Ss that there are three extra notices they don't need to use.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY **1.** g **2.** f **3.** h **4.** b **5.** d

D

- Have Ss answer the questions

KEY **1.** c, g **2.** d, e

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.

KEY *suggested answers*

- **Have you seen a similar notice at your school recently?**
  Yes. I have. / No, I haven't.
- **What was it about?**
  I recently saw a notice about the computer club inviting students to join. It informed readers about the day and the time the club meets each week.

3. Grammar

A

- Ask Ss to read examples 1-4 in the yellow box, focusing on the words in blue, and then answer questions a-d by matching.
- Before starting, make sure that Ss haven't got any unknown words.

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

- Encourage Ss to write down their own examples of situations expressing obligation, necessity, prohibition, lack of obligation and lack of necessity. This will challenge **higher-performing Ss**. Write some of their examples on the board and leave out the modal verb, and have Ss complete them. This will give **lower-performing Ss** more practice.
- Draw Ss' attention to the verb *need* and use the information provided in the *Language Plus* box to help Ss understand how they can use it.

Language Plus

needn't or **don't/doesn't need to?**

Need can either act as a **modal verb** or as a **main verb**.

As a **modal**, it is mostly used in negative sentences (*needn't*), and sometimes in questions (*Need you leave now?*) and it is followed by a bare infinitive.

As a **main verb**, it uses auxiliary verbs (*do/does*) to form negative and question forms and it is followed by a full infinitive.

B.

- Ask Ss to read the examples 1-4 again and complete the rule.

KEY

a. must, need to
c. don't need to, needn't

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference.

C.

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

KEY

1. mustn't **2.** needn't **3.** don't have to
4. had to **5.** have to

4. Read (2)

A R1.1

- Draw Ss' attention to the two reading tasks and ask Ss to tell you what they are (*the first one is a notice and the second one is an email*).
- Have Ss read through the notice silently and underline any unknown words.
- Ask Ss the question in the rubric and elicit answers. Do not correct Ss at this stage. (*Callum has seen the notice about the lessons and wants to suggest that they should take photography lessons together*).
- Have Ss read through the email and confirm their guesses.
- Then ask them the following comprehension questions:

What is this notice about? photography lessons
Where can it be found? on a school noticeboard
How often do photography lessons take place? twice a week
Do you have to bring your own camera? No, you don't. How much do you have to pay for materials? £2
What time does school finish? at four o'clock
Can they make two lessons a week? No, they can't.
Why can't they? Because they have football practice on Tuesdays.
Will they have the same teacher this year? No, they won't.
Does Callum think that their new teacher will be just as good as their old one? Yes

- Ask Ss to find any abbreviations used in this notice (*p.m., lab, Mr*).

B R2.1

- Draw Ss' attention to Jasper's notes about the photography lessons.
- Have Ss read through the words in bold in order to understand what kind of information they have to look for.
- Explain to Ss that in order to fill in the information in Jasper's notes, they have to locate it in the notice and the email.
- Have Ss do the activity and check the answers with the class.

KEY

1. Tuesday and Thursday **2.** computer lab
3. £2/ two pounds **4.** quarter past four / 4.15
5. Mr Fraser

- Explain any unknown words and ask Ss the following questions:
Would you like to take photography lessons? Why/Why not?
Have you got a camera?
What kind of photos do you like taking?

5. Write

A

- Draw Ss' attention to the notes. Have them read through them and ask them to find any abbreviations used (*hr, Dr, Mon, Wed, asap, tel*).
- Ask Ss to tell you what they notice about the way notes are written (*they are short and there aren't full sentences*).
- Have Ss do the activity.

KEY

suggested answers

- Amal, I'm going shopping with Noora. I'll be back in an hour. If you need anything, call me.
- Mum, I can't find you on your mobile. Dr Clark is not free on Monday but, you can see her on Wednesday. Is that OK? You have to call her as soon as possible at this number.

B

- Have Ss read through the situations and make sure they understand everything.
- Tell Ss to go to the Writing Reference section at the back of the book and write their own note.
- Allow Ss some time to write their notes and go round the class providing support when necessary.
- Have Ss leave their note on their partner's notebook and read them aloud in class.

KEY

suggested answers

1. Ali,
Karate class cancelled.
Going out with Waleed and Mansour
Meet at park at 6
Want to come?
Call me,
Rashid

2. Mum,
Gone to Jenny's to help with schoolwork.
Promise to tidy room later.
Monica

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?

LEARNING STANDARDS

SB: R1.1, R2.1, S1.1, L1.1, L2.1

FUNCTIONS

Learning language related to phone calls
Asking for, giving and refusing permission
Expressing possibility and lack of possibility

STRUCTURES

can/could/may/might/will/would

VOCABULARY

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

1. Vocabulary

- Draw a telephone receiver on the board and ask Ss to tell you what different types of phones they are aware of and all the words they know which are related to telephones. Use the receiver as a mind map to write Ss' answers.
- Have Ss read through the words in the box and the four dialogues. Explain to them that they have to complete the dialogues with the words in the box.
- Ask them to read the whole dialogue first, and then complete the sentences. Encourage them to start with the words they are already familiar with. Also, tell them that in case they can't find a word, they should go on to the next sentence or dialogue and return after completing the rest of the sentences.
- Have Ss do the activity, listen and check their answers.
- Check the answers with the class.

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

2. Read

A

- Draw Ss' attention to the title of the first web page and ask them if they know what voicemail is.
- Elicit answers, but do not correct Ss at this stage.

B R1.1

- Have Ss read the web pages and ask them the following questions: *What is this web page about? (checking your voicemail) Do you think it is helpful? (Yes, because it helps you understand how to check your voicemail.)*
- Draw Ss' attention to the three links in the first web page and ask them the question in the rubric.

KEY The link: listen to your voicemail

C R2.1

- Have Ss do the activity.
- Check the answers with the class. Ask Ss to correct the false statements. This will challenge **higher performing Ss**.

KEY **1.** T **2.** F **3.** F **4.** F

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary write some key phrases/ expressions on the board to help **lower-performing Ss**.

KEY *suggested answer*

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

Yes I find this service useful because people can leave messages when someone can't answer the phone. / No. I don't find it very useful because I have caller ID on my mobile and my telephone at home so I can see who has called me. People can also send a text message if they need to get a message to me.

3. Listen (1)

A

- Ask Ss the questions and elicit answers. Initiate a short discussion.

B L1.1

- Ask Ss to read the question and the corresponding options. Make sure they haven't got any unknown words.
- Play the recording.
- Have Ss compare their answers in pairs.
- Check the answer with the class and have Ss justify their answer.

KEY **1.** a

C L2.1

- Tell Ss that they are going to listen again and answer the questions below. Ask Ss to read through the questions 1-3 and the answer choices a-d, and make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-3 on the board (without the options) and ask them to cover activity C in their books. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

KEY **1.** b **2.** d **3.** d

D

- Ask Ss the questions and elicit answers. Initiate a short discussion.

KEY *suggested answer*

Go to the Suggested Answers section at the back of the TB.

4. Grammar

A

- Have Ss read the sentences from 3. Listen (1) in the yellow box and choose the correct options from the words in bold. Then, have Ss listen and check their answers.
- Check the answers with the class.

KEY **1.** can **2.** Could **3.** Would

B

- Ask Ss to read a and b and match them with 1-3.
- Check the answers with the class

KEY **a.** 2, 3 **b.** 1

C

- Have Ss read the dialogue and options a-b and ask Ss the question in the rubric.
- Check the answers with the class.

KEY b

D

- Have Ss read the sentences from 3. Listen (1) in the yellow grammar box and choose the correct options from the words in bold, Have Ss listen and check their answers.
- Check the answers with the class

KEY **4.** might **5.** could **6.** may

E

- Tell Ss to read options a-c below and decide which option expresses the meaning of sentences 4-6.
- Check the answers with the class.
- Refer Ss to the Grammar Reference.

KEY a

F

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

KEY

1. May
2. may
3. Would
4. Could
5. might

OPTIONAL ACTIVITY

- Ask Ss to read through the questions again and try to replace the word that they chose with another word without changing the meaning.
  This will challenge **higher-performing Ss** and give **lower-performing Ss** extra practice.

5. Listen (2)

A

- Ask Ss the questions and elicit answers. Initiate a short discussion.

KEY *suggested answer*

Yes, I have left voicemail messages for my parents to tell them where I am. / No, I haven't.

B L1.1

- Draw Ss' attention to the activity and explain to them what they have to do. Ask Ss to read through the questions 1-8, and make sure they haven't got any unknown words.
- Ask Ss to listen to the whole message before they match the names to the sentences.
- Play the recording. Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

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

C

- Write the words *noun*, *verb* and *adjective* on the board and remind Ss of their meaning.
- Draw Ss' attention to the TIP and explain it.
- Have Ss read through the sentences 1–8 and identify the part of speech of the missing word. Encourage them to think of what kind of information is missing first (*e.g. number, name, etc.*) and then identify the part of speech of the missing words.
- Encourage Ss to find and underline words in the sentences that help them find the answer. Draw their attention to the first sentence.
- Read it aloud and ask Ss to tell you what kind of information they expect. Elicit answers (*e.g. day, time, month, etc.*). Help them by highlighting the preposition *on*. Ask them if we use *on* before months (*No*) or before a specific time (*No*). Ask them to tell you what kind of information they expect (*a day*) and if it is a noun, a verb or an adjective (*a noun*).
- You can have them work in pairs. This will help **lower-performing Ss** do the activity. Alternatively, have them compare and justify their answers with their partners.
- Tell them that if they need any help, they can raise their hand and you will give them a clue in the sentence that will help them find the answer (*e.g. 2.* ***like*** *is a verb, so what can we have before a verb?* ***a subject*** *(noun)*. This will help **lower-performing Ss** to complete the activity more confidently. **Higher-performing Ss** will have the opportunity to confirm their answers, as well, or help by offering more clues to their classmates.
- Have Ss do the activity.
- Check the answers with the class.

KEY **1.** noun **2.** noun **3.** verb **4.** adjective **5.** noun **6.** adjective **7.** noun **8.** verb

D L2.1

- Play the recording and have Ss do the activity and confirm their answers.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. Saturday
2. tickets
3. hung up (on her)
4. worried
5. (science) project
6. excited
7. grandparents
8. lie down

E

- Have Ss read the questions and elicit answers. Initiate a short discussion.

KEY *suggested answer*

Go to the Suggested Answers section at the back of the TB.

6. Speak S1.1

- Have Ss work in pairs. Have **higher-performing Ss** work with **lower-performing Ss**.
- Explain to them that Student A is going to leave a message for Student B, and when the latter listens to the first's message, he/she rings him/her back to discuss it.
- Explain to Ss that they are going to have the opportunity to play both roles.
- Allow Ss time to think about what they are going to say for both roles . Encourage them to note down their ideas.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Ask Ss to swap roles.
- Have several pairs of Ss act out the situation at the front of the class.

KEY *suggested answer*

Go to the Suggested Answers section at the back of the TB.

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?

LEARNING STANDARDS

SB: L1.1, L2.1, S1.2, R1.1, W2.1, W1.2, W2.2, W2.3, W3.2

FUNCTIONS - TOPICS

Discussing day trips
Asking for suggestions, making suggestions, responding to suggestions
Writing a reply to an email message asking for / making / responding to suggestions

VOCABULARY

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 should do?
What do you suggest? What you you think about...?
I suggest we... Yes, let's do that.
The only problem is that... I think I'd prefer to...

1. Listen

A

- Ask Ss the questions and elicit answers. Initiate a short discussion.

KEY

- These texts can be found in newspapers , on the Internet or at a tourist information office.
- advertisements
- to inform and advertise

B L1.1

- Explain to Ss that they are going to listen to a girl talking to her brother and number advertisements A-C in the order that they are heard.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

A. 1
B. 2
C. 3

C L2.1

- Explain to Ss that they are going to listen again and fill in the missing words.
- Ask Ss to read through the advertisements and make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. life
2. Taste
3. traditional
4. city
5. jog
6. tournaments

D

- Ask Ss the question in the rubric and elicit answers. Initiate a short discussion.

KEY *suggested answer*

I'm really into sports so I would love to go to Aspire Zone.

2. Speak

A

- Draw Ss' attention to the three sentences taken from the the listening activity focusing on the words in bold.
- Have Ss read the questions and options a-c and decide which of the three is true about the words in bold above.
- Check the answer with the class.

KEY b

B

- Have Ss work in pairs and read the phrases/sentences in the table below, and get them to add as many as they can think of to each category.
- Have **higher-performing Ss** work with **lower-performing Ss**.
- Allow Ss some time to do the activity.
- As soon as Ss have finished, write the three categories and the correct phrases/sentences that Ss came up with on the board.

KEY

1. **Asking for suggestions**
   What's your opinion on...? / Have you got any suggestions?
2. **Making suggestions**
   I think we should ... / It would be nice/great if we could...
3. **Responding to suggestions**
   I would really like that. / Why not? / I'm not sure that's a good idea. / Maybe another time.

C S1.2

- Have Ss work in pairs.
- Encourage Ss to make notes of what they want to say and use the phrases/sentences from the table above.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity and go round the class helping them when necessary.
- Choose several pairs of Ss to act out the situation at the front of the class.

KEY *suggested answer*

A: I have a great idea for the end-of-term day trip. Why don't we go to go to the MIA museum? We can see lots of interesting things there.
B: MIA Museum is great but we went there on a day trip last year. What's your opinion on going on a desert safari?
A: That sounds fun. We could also go sandboarding.
B: Great idea! Let's do that!

3. Write

A R1.1

- Draw Ss' attention to the email.
- Have Ss read the email silently, and underline any unknown words.
- Ask Ss to read the question and the three options and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY a

- Ask Ss some comprehension questions:

In how many days will the group of students arrive from the UK? five
Who is writing to whom? Nusrat is writing to Omar.
What is the problem with the kitesurfing plan? Some people may not like it (because it's too dangerous).
Is the dhow tour cheap? Yes, it is.
Which idea may be too expensive? flying over Purple Island (and the mangrove forests) in a helicopter
How does Nusrat suggest getting to Purple Island? by driving
What other suggestion has Nusrat got? night camping in the desert.
Is Nusrat looking for more suggestions? Yes, he is.

- Explain any unknown words.

B W2.1

- Draw Ss' attention to the activity and have them read 1-3 below and the email again. Make sure Ss know how many paragraphs the text has got (4).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. paragraph 4
2. paragraph 3
3. paragraph 2

C W1.2 W2.2, W2.3

- Draw Ss' attention to the activity and explain that they have to write an e-mail replying to Nusrat.
- Refer Ss to Module 3 (*3e*) or briefly revise additional useful phrases/expressions they can use when writing an email. Have Ss make a note of all the phrases/sentences that they plan to use. This will help them to organise their writing task better.
- Ask Ss to go to the Workbook page 73 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 74 and complete the writing plan before they start their writing task.
- Draw Ss' attention to the blank page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their emails and go round the class providing support when necessary.
- You can encourage them to make the writing task look like a real email, by having them write the following on the top left-hand corner:
  From:
  To:
  Subject:
- Choose several students to read out their emails.

D

- Have Ss share the emails they have written with a partner and give each other suggestions.

E W3.2

- Have Ss rewrite their email using at least two of their partner's suggestions.
- Allow Ss time to rewrite their emails and go round the class providing support when necessary.

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 ◯

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

LEARNING STANDARDS

WB: R2.1

1. Vocabulary

A

KEY

1. waving
2. interview
3. pick up
4. achieve
5. tradition
6. busy

B

KEY

1. preparations
2. advertisements
3. discussion
4. argument

2. Grammar

C

KEY

1. the, the, –
2. the, –, –, the
3. –
4. –, –, the

D

KEY

1. don't have to
2. Would
3. might
4. May
5. mustn't

3. Communication

E

KEY

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

F

KEY

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

Now I can

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

6 LEARNING STANDARDS

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

WORKBOOK		
L2.1	Communication	6a, Listen F, p. 80
R2.1	Creative and critical thinking	6d, Read D, p. 86
L2.1	Communication	Round-up 6, Listen F, p. 93
L2.1	Communication	Round-up 6, Listen G, p. 93

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

6a

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest (R5.1)
- communicate independently more detailed personal information about themselves or others in a simple paragraph (W1.1)
- narrate independently longer basic stories, events and experiences (S5.1)
- follow and identify independently the detail in longer simple texts (L2.1) WB

6b

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- express independently opinions about simple spoken or written advice given to themselves or others (S2.3)
- communicate independently more detailed personal information about themselves or others in a simple paragraph (W1.1)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)

6c

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- follow and respond with support to longer, more complex questions (L2.4)

6d

- follow and identify independently the detail in longer simple texts (L2.1)
- keep interaction going in short exchanges by checking understanding of what a speaker is saying (S3.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and respond independently to a longer sequence of multi-step instructions (L2.3)
- ask about and explain with support simple processes and ideas (W1.6)
- ask about and explain with support simple processes and ideas (S2.5)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

6e

- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- narrate independently simple factual and imaginary events and experiences in two paragraphs or more (W1.4)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft in response to feedback (W3.2)

6 Round-up

- follow and identify independently the detail in longer simple texts (L2.1) WB

Culture Page

- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest (R5.1)

6 MAKING A DIFFERENCE

VOCABULARY

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

- Draw Ss' attention to the title of the module and ask them to tell you what it means (*make a difference means to affect or influence a person or a situation*).
- Then write the following on the board: *Make a difference in the world* and ask Ss to tell you what they understand (*doing something that has a positive effect on the community and the world*).
- Have Ss look at the pictures and ask them the first question in the *Discuss* section. Elicit answers and help them deduce the meaning of unknown words, if any, by relating them to the content of the corresponding pictures.
- Ask Ss the second and the third question and elicit answers.
- Before you ask them the fourth question, have Ss work in pairs and think of some problems their community/ area has to deal with, or if there are any people in their neighbourhood that need help.
- Have them come up with ideas to make a difference and share their ideas in class.
- Tell Ss that there is a *Make a Difference Day* in the USA and provide them with some background information.

Background information

Make a Difference Day is organised every year at the end of October and its aim is to spread a wave of kindness and try to improve other people's life. It started in 1992 when the extra day of the leap year (*29 February*) was on Saturday and an American magazine encouraged its readers to spend this day helping others and doing something good. Since then, *Make a Difference Day* is the largest day of volunteerism in the USA.

- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will...* section. Explain any unknown words.

KEY

suggested answers

Look at the pictures. In what ways are the people making a difference?

The boy in the first picture is cleaning up a park or a forest and he is trying to help the environment. The other boy is helping an elderly person with shopping. The girls in the next picture are probably friends. One of them has a problem and the others are trying to help her and give her useful advice. As for the poster in the last picture, if people take part in this charity marathon, they will be able to raise money for a good cause. So, everyone in these pictures is making a difference through different ways!

Have you ever done anything similar? What was it?

Yes, I have. At my school, we organised a charity car wash. We washed cars and all the money that we collected went to a charity for the poor. It felt good to help people in need. / No, I haven't.

Which of these things would you like to do?

Well, I always help my friends when they are in need so I have already done that many times. I also think it would be fun to clean a park or forest and plant trees.

Can you think of other ways to make a difference? What other things can you do to make a difference?

I can help my friend with his/her homework, or I can make someone feel happy and smile. Also, I can become a volunteer in tree-planting events and help the environment.

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 .....

LEARNING STANDARDS

SB: S1.1, R1.1, R2.1, R4.1, R4.2, R5.1, W1.1, S5.1
WB: L2.1

FUNCTIONS – TOPICS

Talking about helping others
Emphasising an action rather than the doer
Writing about an international day

STRUCTURES

Passive Voice (Present Simple – Past Simple)

VOCABULARY

act article be caught (=get stuck) benefit (v.)
celebrate chore community design (v.)
ever since familiar with give sth away
international remove novel patient (n.)
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

1. Read

A S1.1

- Draw Ss' attention to the first question and write the phrase *pay someone/something back* on the board.
- Encourage Ss to try to understand the meaning of this phrasal verb by paying attention to the verb *pay* and the preposition *back*. Elicit answers (*pay someone/ something back means to pay somebody the money that you owe / pay a favour back to him/her*).
- Write the expression *pay something forward* and ask Ss the second question. Elicit answers. Do not correct Ss at this stage. Encourage them to express themselves without worrying about making any mistakes.

B R1.1

- Draw Ss' attention to the layout of the first text and ask them what it is (*a leaflet*). Draw their attention to the second text and ask them where it can be found (*in a blog*).
- Explain to Ss that they are going to read about *Pay it Forward Day*. Have Ss skim the texts and check their answers. Ask them to underline any unknown words at the same time.
- Ask Ss to tell you what *pay something forward* means (*It means to respond to somebody's kindness by not paying him/her back, but by being kind to somebody else, through three random acts of kindness*).
- Ask Ss some comprehension questions:

Where is the Pay it Forward Day? at Green Hill School
When is it? on Friday
How many students are there in this school? 800 students
Why should you give someone a Pay it Forward card? Because the card asks them to do something nice for somebody else.
Who designs these cards? the (Year 10) art students
Do you have to buy them? No, you can print them from the school website.
What's the school's goal? to create a wave of kindness throughout the school
Who is Mildred? a (Year 10) student at Green Hill School
Which subject is she good at? history
Has she printed any Pay it Forward cards? Yes, she has.

Background information

Pay it forward is a non-profit organisation established in 2000 by Catherine Ryan Hyde, the author of the novel, *Pay it forward*. In her novel, a social studies teacher encourages his students to change the world. A twelve-year-old student starts showing kindness to a stranger and then moves on to the next person he can help. The idea behind *Pay it Forward* is that through acts of kindness, even small ones, we can all improve the world we live in.

C R2.1

- Draw Ss' attention to the activity and the TIP. Explain it to them and have them read through the sentences. Make sure they understand everything.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

- Explain any unknown words in the text to Ss.

Over to you S1.1

- Draw Ss' attention to the box and ask Ss to imagine that they took part in *Pay it Forward Day*.
- Allow Ss some time to think of three kind things they would like to do. Explain to them that their actions can be anything, even smiling at someone is an act of kindness. If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.
- Draw a circle in the middle of a cardboard and write the phrase *Pay it Forward* in it. Have Ss write their acts of kindness on a piece of paper and stick them on the cardboard around the circle.

KEY

suggested answers

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

OPTIONAL ACTIVITY

Chain of kindness

- Explain to Ss that they are going to create a chain of kindness.
- Draw the following on a piece of paper and give it to one of the Ss.
- Ask him/her to do three random good actions and note down his/her name and the actions in the circles. Then he/she should give it to another student to write down his/her name and his/her acts of kindness. The chain is completed when all Ss have done three good actions.

2. Vocabulary R4.1, R4.2

- Draw Ss' attention to the sentences and the expressions in bold. Have them read and listen to the sentences and ask them to tell you what all these expressions have in common (*the word time*).
- Ask them to match the expressions in bold with their definitions a–h in the box. Encourage Ss to start with the ones they are already familiar with and try to understand the meaning from the context of the sentence.
- Have Ss do the activity and then check their answers using a dictionary.
- Check the answers with the class.

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

- Have Ss write five sentences using the expressions from the activity. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board and leave out the expression. Have Ss complete the sentences. This will give **lower-performing Ss** extra practice.

3. Grammar

A

- Draw Ss' attention to the table and have them read both the active and passive voice columns focusing on the meaning of the sentences and the verbs in blue. Ask Ss the questions in the rubric.

KEY

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

B

- Have Ss read the sentences in the first table again this time focusing on the structure of the Passive and Active Voice of the Present Simple and the Past Simple.
- Have Ss complete the rule and check the answers with the class.

KEY **1.** be **2.** the main

- Write the sentence on the board and remind Ss of *SVO* (*subject, verb, object*). Write the following on the board which illustrate how sentences can be changed from the Active Voice to the Passive Voice:

S V O
Catherine Ryan Hyde ***wrote*** *the novel Pay it Forward.*

The novel Pay it Forward ***was written*** *by Catherine Ryan Hyde.*

- Explain to Ss that we use *by + agent* when we want to emphasise who does the action or what causes the action. Otherwise, it is usually omitted, especially when we don't know who does an action or when it is easily understood who does it. Write the first example sentence on the board to help Ss understand better: *They organise events at my school every year* ⟶ *Events are organised at my school every year.*
- Ask Ss why the agent is omitted in the Passive Voice (*because it is easy to figure out who the agent is*).
- Refer Ss to the text again, ask them to find examples of the *Passive Voice Present Simple* and *Past Simple* and underline them (*is asked... / is met... / are designed... / was caught... / was given... /*).
- Refer Ss to the Grammar Reference.

C

- Have Ss do the activity. Before starting, ask them to read the sentences carefully and decide from the context whether to use *Present Simple* or *Past Simple in the Passvive Voice*. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY

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

4. Pronunciation

A

- Play the recording and tell Ss to repeat and pay attention to the pronunciation of the endings in the words peop**le**, hospit**al** and trav**el**. Ask Ss to tell you what they notice.
- Elicit answers (*the endings in these three words have the same pronunciation but different spelling*).

B

- Have Ss complete the missing part of the words. In case they don't know a word or they don't remember it, ask them to guess which ending to use.
- Check the answers with the class.

KEY

1. possib**le** **2.** canc**el** **3.** capit**al** **4.** simp**le**
5. professio**nal** **6.** nov**el** **7.** artic**le** **8.** chann**el**

5. Research, Write & Present

A R5.1

- Ask Ss to think of an international day they would like to write about. Encourage them to discuss it with their partner and exchange opinions (*suggested answers: Earth Day, Friendship Day, Day of Charity, etc.*).
- Ask Ss to read through the questions and make sure they understand everything. You can tell them to prepare a fact file in their notebooks to organise their notes better.
- Allow Ss some time to search the Internet to find the information they need.
- Have Ss do the activity.

B W1.1

- Ask Ss to make a poster and write a few sentences about the international day they chose, using the information they found in activity A.
- Have them find pictures of the international event they have chosen in activity A. You can tell Ss to write the sentences as captions underneath the pictures.
- Refer Ss to the *Project Skills* section at the back of the Student's Book. Allow Ss some time to do this activity in class, and go round the class providing support when necessary.

KEY *suggested answer*

Earth Day is celebrated every year on 22 April. It was celebrated for the first time in 1970 and was the idea of US senator Gaylord Nelson. On Earth Day, people do something to show they care about our planet.

C S5.1

- Ask Ss to present their work in class.
- You can ask them to choose the most interesting poster.

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.

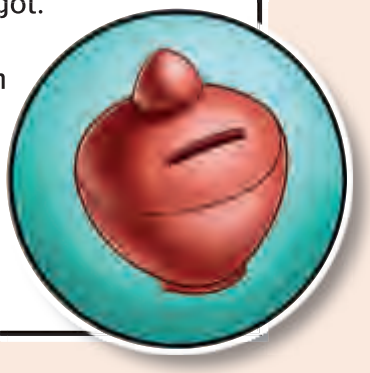
Talia You're right.

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: .....

LEARNING STANDARDS

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

FUNCTIONS - TOPICS

Talking about helping others in need
Asking for and giving advice

STRUCTURES

The verb should

VOCABULARY

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
Expression
There's no need to panic.

1. Read

A S1.1

- Draw Ss' attention to the questions. Elicit answers and initiate a short discussion.

KEY *suggested answers*

- I don't but my parents do. They give money to charities that protect the environment because they want the Earth to be a great place to live in the future as well. Charities then buy the equipment or the food they need, or they give the money to those who need it.
- I would give money to charties for children's hospitals, for health research centres, or for people who are in need of money or food.

B R1.1

- Have Ss look at the picture and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Have Ss skim the text and check their answers. Ask them to underline any unknown words at the same time.
- Read the following statements aloud and ask Ss to decide if they are true or false:

Both of the girls heard about the fire. True
Most people managed to get away from the fire safely. True
The girls saw a charity on TV asking for food, clothes and donations. False
Talia hasn't got any money. False
Zahra thinks that helping people in need is more important than buying a tablet. True
Zahra is happy with Talia's decision. True
The girls are going to make a donation tomorrow. False

C R4.1, R4.2

- Draw Ss' attention to the highlighted expressions in the dialogue and their definitions a-d. Make sure they haven't got any unknown words.
- You can have Ss work in pairs to do the activity. Have Ss use a dictionary to check their answers.
- Check the answers with the class.

KEY
a. get away **c.** count on
b. head back **d.** let sb down

D R2.1

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

KEY
1. They learnt about the fire.
2. Because people lost their homes.
3. Because she wanted to buy a tablet.
4. She decides to give it to charity.
5. They will make the donation.

- Explain any unknown words and choose Ss to read the dialogue aloud.
- Have Ss work in pairs or small groups.
- Explain to them that they have to come up with the continuation of the story.
- Encourage them to write it in the form of a dialogue. This will challenge **higher-performing Ss**.

Over to you S1.1

- Ask Ss the questions in the box. If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.

KEY *suggested answers*

- **What would you do if you were in Talia's place?**
  I would do the same thing that she did. / I would give a part of the money to charity and keep the rest to buy a tablet in the future.
- **Look at the following phrase: 'charity begins at home'. What do you think it means? Do you agree with it? Why? / Why not?**
  I think it means that it's more important for us to help people in our own circle, like our family and friends. Yes, I agree because the people who are nearest to us are the most important. / No, I don't agree because there are many people who are in need and they haven't got anyone who can help them. They need our help just as much as our friends and family. Maybe even more.

2. Grammar

A

- Ask Ss to look at the yellow grammar box and read the examples, focusing on the words in blue.
- Ask Ss the question in the rubric. Explain to Ss that they should try to understand the meaning of *should* and *shouldn't* in the sentences. Elicit answers.

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

B

- Have Ss read the examples again and focus on the structure used with *should* and *shouldn't*.
- Have Ss complete the rules below and check the answers with the class.

KEY **1.** should **2.** not **3.** Should

- Have Ss come up with their own sentences using *should* and *shouldn't*. This will challenge **higher-performing Ss**.
- Write some of Ss' sentences on the board leaving out *should/shouldn't*, and have Ss complete them. This will give **lower-performing Ss** more practice.
- Refer Ss to the text again, ask them to find examples of *should* and underline them (we should help... / you should think about... / Should we go...).
- Refer Ss to the Grammar Reference.

C

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

KEY

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

3. Speak S2.3

- Refer Ss to the Speaking Activities section at the back of the Student's Book.
- Divide Ss into groups of four and explain that they will each have a turn at each role.
- Ask them to read the situations and check their understanding.
- Draw Ss' attention to the speech bubbles and make sure that they haven't got any unknown words.
- Point out that these are phrases that can be useful when asking for and giving advice.
- Demonstrate the activity with the help of three Ss.
- Have a group of Ss do the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Then have them swap roles.
- Choose several groups of Ss to act out the situations at the front of the class.

KEY *suggested answers*

1.

A: The problem is that I have planned to go to a basketball game to see my favourite team play, but my best friend needs help revising for his geography exam. I don't know what to do. Can you help me?

B: That's a difficult problem. I know how you feel. I think you should help your best friend. You know that he really needs you. Also, how about going with your friend next week to see your favourite team play? You wil have fun together, especially if your friend does well in his exam!

C: I agree with this advice. You will also feel good that you helped your friend.

D: Yes I agree too. It's the right thing to do.

2.

A: The thing is that I have finally saved enough money to buy a tablet and my brother has asked to borrow most of it! What should I do?

B: I think you should ask him why he needs it. If it's for something important, then you should let him have the money. He's your brother and he needs your help.

C: I agree. Anyway, he's just borrowing it. When he pays you back, you can buy the tablet.

D: Yes, that's right. Siblings should help each other.

3.

A: I'm in a bad situation. I let my friend borrow my sister's gaming console and she broke it! What do you think I should do?

B: First, you should tell your sister what happened. She needs to know the truth. Maybe you can find a solution together.

C: I don't agree. I think that you should try to fix the console before you tell her. It might be easy to fix.

D: My opinion is that you should do both. Tell your sister what happened and that you are trying to fix the console. It's important to be honest with the people you love.

4.

A: I can't believe I forgot about my cousin's get-together! I was so busy studying for my history test that I forgot about it. He'll think that I didn't want to come. He might be angry with me too! What should I do?

B: You should call him and explain the situation. Everyone forgets sometimes.

C: I think that you should send him an email to say you're sorry.

D: I don't agree. You should go to his house and tell him what happened face to face. It's the best way to say you're sorry.

4. Write

A W1.1, W2.2, W2.3

- Draw Ss' attention to the activity and allow Ss some time to think of a problem they want to ask for advice about.
- Draw Ss' attention to the table and have Ss read through the phrases. Make sure they understand everything.
- Explain to Ss that when we ask for advice, we have to state the problem, say how we feel and then ask for advice.
- Allow Ss some time to write their post and go round

KEY *suggested answer*

Hello,

I've got a problem and I need your advice.

Yesterday I got very angry with my best friend and I said things that hurt her feelings. Now she doesn't want to talk to me, so I can't even tell her how sorry I am! I feel awful.

How do you think I should deal with the situation? I'm counting on your help.

Sad friend,

Doha

B W1.1, W2.2, W2.3

- Have Ss work in pairs and swap posts with their partners. Alternatively, you can have Ss choose a student they would like to get advice from.
- Allow Ss some time to write their reply, and go round the class providing support when necessary.
- Then choose several pairs and have one student read out the problem and the other student read out her/his reply.

KEY *suggested answer*

Hello,

First of all, it's too bad you and your friend aren't talking, but I'm sure you will talk again soon.

I can understand why your friend is upset. I think you should give your friend a few days to calm down. Then you should try to speak to her again. If she still doesn't want to speak to you, perhaps you can send an email saying that you are sorry and how important her friendship is to you.

I hope that everything goes well.

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?

LEARNING STANDARDS

SB: S1.1, R2.1, R4.1, R4.2, L1.1, L2.1, L2.4

FUNCTIONS – TOPICS

Talking about environmental problems

STRUCTURES

Zero Conditional

VOCABULARY

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

1. Read

A S1.1

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

KEY *suggested answers*

- Yes, I do. The most famous one is probably *Greenpeace*. I also know about a local organisation in Qatar that is trying to make a difference and it's called *Friends of the Environment Centre*.
- These organisations are very important because they inform us about environmental problems and what we can do to make Earth a better place.

B R2.1

- Draw Ss' attention to the layout of the text and ask them what it is (*a web page*).
- Ask Ss the following question:
  When you read a web page, do you read each line carefully or do you read quickly through the lines till you find the information you need?
- Elicit answers and initiate a short discussion.
- Ask Ss the same question about a *TV schedule* and a *catalogue*.
- Draw Ss' attention to the rubric of the activity and ask them to underline the word *scan*.
- Remind them that *scanning* means reading quickly in order to find specific information. Tell Ss that they don't have to read every single word. They have to move their eyes quickly along the text until they find what they are looking for.
- Ask them to read through the questions 1–5 and make sure they understand everything.
- Have them do the activity. You can do the first one together in order to show them how to read fast and find the information they need.
- Check the answers with the class.

KEY

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

C R4.1, R4.2

- Draw Ss' attention to the words/phrases 1–5 and their meanings a–e. Make sure they haven't got any unknown words.
- You can have Ss work in pairs and do the activity. Remind Ss that in order to understand the meaning of these expressions, they have to read the whole sentence they are in or the previous/next one, as well. You can also tell them that figuring out if they are looking for a verb or a noun will help them focus on fewer words/phrases.
- Ask Ss if the word they are looking for in the first definition is a verb or a noun (*a verb – to arrive*) and then ask them if the word they are looking for in the fifth definition is a verb or a noun (*a noun – a place/position*).
- Have Ss do the activity.
- First, have Ss check their answers by using a dictionary. Then, check the answers with the class.

KEY

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

- Have Ss write sentences using the words/phrases from the activity. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board and leave out the word/phrase. Have Ss complete the sentences. This will give **lower-performing Ss** extra practice.

D R2.1

- Draw Ss' attention to the activity. Explain to them that they have to determine whether the sentences are true, false or not mentioned according to the text. Remind Ss that if they can't find any information in the text in order to prove whether the sentence is *true* or *false*, then they should choose the *not mentioned* option.
- Allow Ss some time to do the activity and check the answers with the class.
- Ask Ss to underline the parts in the text that helped them answer the questions.

KEY

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

- Ask Ss to correct the false sentences. This will challenge **higher-performing Ss**.
- Explain any unknown words in the text.

Over to you S1.1

- As Ss the questions in the box. If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.

KEY *suggested answers*

- **Do you know any such organisations in your country?**
  Yes, I do. There is an organisation called *Doha Environmental Actions Project (DEAP)* in Qatar that is cleaning the local beaches. / No, I don't.
- **Would you like to volunteer for *SeaHelp*? Why? / Why not?**
  Yes, I would like to join an organisation like *SeaHelp* because we all need to help in any way we can. / No, I wouldn't because I am not a very good swimmer and I don't want to try scuba diving.

2. Grammar

A

- Draw Ss' attention to the yellow grammar box and have them focus on the verbs in blue and their meaning.
- Ask Ss the questions in the box on the right and elicit answers.
- Check the answers with the class.

KEY **1.** They refer to a general truth/fact.
2. Yes, it could.

B

- Have Ss read the examples in the yellow grammar box again focusing on the structure this time, and ask them to complete the rule.

KEY **1.** when **2.** Present

- Ask Ss to read the text again, find examples of the grammatical structure presented and underline them. (*If we recycle, we reduce.../ When rubbish is thrown on the beaches, it ends up.../*
- Refer Ss to the Grammar Reference.

C

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

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

OPTIONAL ACTIVITY

- Write the prompts below on the board and ask Ss to complete the sentences using the Zero Conditional. This will challenge **higher-performing Ss**.
  1. *If I don't feel well, ...*
  2. *If I have a test, ...*
  3. *When my friend is sad, ...*
  4. *If I don't know the answer to a question, ...*
  5. *When it's hot outside, ...*
- Use the sentences that Ss have written and choose one sentence for each prompt.
- Write the prompts in one column, and Ss' continuations in the second column, but in a different order.
- Have Ss match the prompts with the rest of the sentence. This will give **lower-performing Ss** extra practice.

3. Speak & Present S1.1

- Have Ss go to the Speaking Activities section.
- Draw Ss attention to the table.
- Explain to Ss they are going to work in groups of three and ask each other questions.
- Demonstrate the activity with the help of two Ss.
- Have a group of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity, and go round the class helping when necessary.
- Choose several groups of Ss to present their answers to the rest of the class.

KEY *suggested answer*

In my group, two students say they go to the shopping centre when the weather is bad, and the other stays at home.
All three students in my group say that they feel hungry if they don't have breakfast.
When our homework is finished, two of us watch TV, and one student plays video games.
Everyone in the group says that they feel tired if they don't sleep well.

4. Listen & Speak

A S1.1

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

KEY *suggested answers*

- The main causes of air pollution are fumes from cars and factories, farming products, and products we use at home.
- The Qatari government says that reducing air pollution is a part of the Qatar National Vision 2030. It is working together with private companies to find ways to reduce air pollution.

B L1.1

- Tell Ss they are going to listen to the recording and choose one of the three options. Make sure Ss haven't got any unknown words.
- Have Ss do the activity.
- Check the answer with the class and ask Ss to justify their answer.

KEY a

C L2.1

- Tell Ss they are going to listen to the same recording and complete the sentences.
- Ask Ss to read through phrases a-d and make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

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

D L2.4

- Draw Ss' attention to the measures and have them read through them.
- Have Ss do the activity.
- Check the answers with the class.

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

- Divide Ss into small groups and have them discuss the questions. Make sure that **higher** and **lower-performing Ss** are evenly distributed across all groups.

KEY *suggested answers*

- I believe that these measures are helpful for all big cities around the world. People who live in cities where these measures are taken will also benefit in other ways. For example people who use their bikes will be healthier and have a better fitness level. Also, people who use green cars will save money on petrol.
- I would try to inform people about the advantages through web posts that explain the benefits of these measures. I would also organise events at my school with the help of the teachers and other students like 'take-a-bike day'.

E

- Have several Ss present their ideas at the front of the class.

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?

LEARNING STANDARDS

SB: L2.1, S3.1, R4.1, S1.1, L1.1, L2.3, W1.6, S2.5
WB: R2.1

FUNCTIONS

Placing an order in a restaurant
Taking an order in a restaurant
Giving and following instructions

VOCABULARY

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.

1. Vocabulary (1)

A

- Write the following on the board *Eating out*. Ask Ss the following questions:
  How often do you eat out?
  Where do you usually go and who with?
  Have you eaten somewhere special? How was it different?
  Do you prefer eating out or at home?
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the menu and ask them the question in the rubric.
- Elicit answers (*This restaurant gives 15% of its profits to local charities*).
- Ask Ss if there are any restaurants in their area/city that do anything similar.

B

- Draw Ss' attention to the menu and the words in the boxes.
- Ask Ss to complete the menu. Encourage them to pay attention to the dishes in each category first and start with the ones they are familiar with.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

1. Starters **2.** Salads **3.** Main Courses
4. Desserts **5.** Drinks

- Then ask Ss the question in the rubric. Elicit answers.

2. Listen (1) L2.1

- Draw Ss' attention to the order pad and have them read through it.
- Before you play the recording, have Ss read the menu again and circle the options that they have to pay attention to while listening.
- Ask them to underline the word *soup*, and then look at the menu. Ask Ss to tell you which dishes they have to circle (*French Onion Soup* and *Creamy Mushroom Soup*).
- Then have them underline the word *salad* on the order pad and see the options in the menu.
- Follow the same procedure with the *lasagne*. Ask Ss to tell you which words are the possible answers (*Beef* or *Vegetarian*).
- Follow the same procedure with the rest of the dishes.
- Tell them that if they don't have time to write the correct answers while listening, they can underline them on the menu and then complete the order pad. This will help **lower-performing Ss**.
- Play the recording and have Ss complete the order pad.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

Chef John's
Caring Kitchen
1112

Order pad

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

3. Speak S3.1

- Divide Ss into groups and allocate roles.
- Ask them to look at the situations and read through the phrases in the boxes.
- Explain to SA that he/she is the waiter/waitress and is taking SB's and SC's orders. Ask him/her to draw an order pad in his/her notebook, like the one used in the previous activity.
- Explain to SB and SC that they have to look at the menu and decide what they want to eat. Encourage them to include as many dishes and drinks as possible (starters, salads, main courses, desserts and drinks). You can tell them to tick the dishes/drinks they would like to order.
- Allow Ss some time to prepare their roles.
- Demonstrate the activity with the help of two students.
- Have three Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several groups to act out the situation at the front of the class.

KEY

suggested answer
SA: Hello. Are you ready to order?
SB: Yes. I'd like the French onion soup, please.
SA: Great! And for you?
SC: I'd like the creamy mushroom soup.

SA: I'm afraid there isn't any left. Would you like to try the French onion soup too? It's delicious.
SC: OK. Sounds good.
SA: Very well.
SB: And for the salad... Caesar sounds good!
SC: Yes. I love it!
SA: Very nice. What about the main course?
SB: I'd like pasta with broccoli and cheese.
SA: Very good choice. Anything else?
SC: I'm not so hungry, so nothing for me. Thank you.
SA: Of course. No problem. Would you like something for dessert?
SB: I would. What do you recommend?
SA: Our strawberry cheesecake is delicious.
SC: I don't like cheesecake.
SB: I'm not crazy about it either. What about this chocolate cake?
SA: Sure. It is served with vanilla, strawberry or chocolate ice cream.
SB: Vanilla?
SC: Yes. Sounds great!
SA: Very well. Is that all?
SB: Yes. Thank you very much.

4. Vocabulary (2) R4.1

- Draw Ss' attention to the pictures and have them deduce the meaning of the words.

5. Listen (2)

A S1.1

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

KEY *suggested answers*

- Yes, I like cooking. / No, I think cooking is really difficult.
- Yes, I have. I have made an omelette for my family. My mother said that it tasted very good. / No, I haven't.

B L1.1

- Tell Ss they are going to listen to the recording and choose one of the three options. Make sure Ss haven't got any unknown words.
- Have Ss do the activity and compare their answers in pairs.
- Check the answer with the class and ask Ss to justify their answer.

KEY a

C L2.1

- Draw Ss' attention to the ingredients.
- Have Ss read through the ingredients and ask them to tick the ingredients they think are used to make this cheesecake.
- Have Ss do the activity and compare their answers with their partners'.
- Elicit answers but do not correct Ss at this stage.
- Play the recording and have them check their answers.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

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

D L2.3

- Ask Ss to read through the sentences a–h and make sure they haven't got any unknown words.
- Explain to Ss that they should put the instructions in the correct order.
- Refer them to the *Vocabulary* activity if they don't remember the verbs related to cooking. This will help **lower-performing Ss**.
- Play the recording and haveS s do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

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

OPTIONAL ACTIVITY
Guess the recipe

- Have Ss work in pairs.
- Think of a recipe for a particular dish.
- Write the ingredients on the board without revealing what you are going to make.
- Tell Ss that you are going to mime the process and they have to write it on a piece of paper.
- Explain to them that each time you are going to use an ingredient, you are going to put a tick next to it (*e.g. If there are eggs in the ingredients, put a tick next to it and then mime that you are beating the eggs. Ss have to write on a piece of paper: beat the eggs*).
- As soon as you have finished, have Ss compare their answers, read out the instructions and guess the recipe.

E

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

KEY *suggested answer*
I think this recipe is quite easy but I will have to make it a few times to get the correct result.

6. Write & Speak

A W1.6

- Point out to Ss that they are taking part in a charity bake sale and they have to make something, e.g. *sandwiches*.
- Ask them to make a card with the ingredients as in 5. Listen (2), activity C and then write the instructions as in activity D.
- Get Ss to do the activity and go round the class helping them when necessary.
- Tell Ss that if they don't know the English equivalent of a verb or an ingredient, they can ask their classmates, look it up in the dictionary or you can write it on the board.

B S2.5

- Divide Ss into pairs and tell them they will each make another card with their partner's recipe.
- Go round the class helping Ss when necessary,

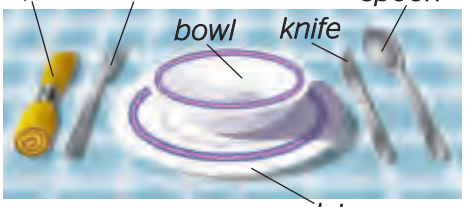
KEY *suggested answer*
Go to the Suggested Answers section at the back of the TB for A &B.

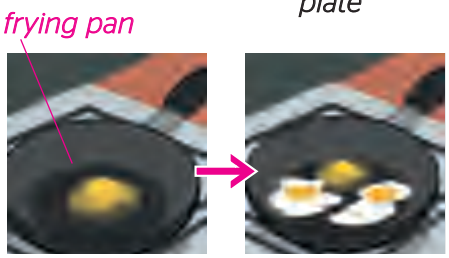
C

- Have Ss check if they wrote down the ingredients and instructions correctly by swapping recipes.

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...?

LEARNING STANDARDS

SB: S1.1, L2.1, R2.1, W1.4, W2.2, W2.3, W3.2

FUNCTIONS

Describing celebrations/festivals/events
Requesting and offering help

VOCABULARY

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?

1. Listen

A S1.1

- Write the word *marathon* on the board and ask Ss to tell you what it means (*a running race of 42 kilometres (42.195)*).
- Ask Ss the following questions:
  Have you ever taken part in a marathon?
  Do you know how marathons started?
  Have you ever taken part in a marathon whose aim was to raise money for a good cause or raise awareness for an important issue? If yes, what was it for? If not, have you ever heard of such long-distance running events?
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the questions and write the words *walkathon, bikeathon* and *readathon* on the board.
- Ask Ss if they have ever heard of these words and ask them to guess their meaning. Tell them that they are compound words and encourage them to try and divide the compound words in two parts *walk-athon, bike-athon* and *read-athon*.
- Elicit answers (***walkathon**: a long-distance walk to raise money for a good cause, **bikeathon**: a fundraising/charity event in which participants have to cycle a long distance, **readathon**: a fundraising event in which people, especially children, raise money for a good cause depending on the amount of reading they complete within a specific period of time*).
- Ask Ss if any of these events or similar ones are organised in their city/area or at their school. Also, ask them if they would like to take part in any of these events and why.
- Encourage Ss to come up with similar words. You can help them by writing the following on the board and ask them to add the ending *-athon: chess-, golf-, swim-, spell-*.
- If Ss do not know any other similar events, ask them to work with their partners and try to create a fundraising event they would like to take part in.

Background information

The first **marathon** race of modern Olympic Games was held in Athens at the revival of the ancient Olympic Games in 1896. It was won by the Greek runner Spyridon Louis. The race honours the memory of the Greek soldier Pheidippides who ran a distance of approximately 40 km from Marathon to Athens to deliver the news of the Athenians' victory over the Persians in a battle in 490 BCE. Today marathon races are held all over the world.

OPTIONAL ACTIVITY

- Ask Ss to use the Internet and find information about *walkathons, bikeathons* and *readathons* around the world.

B L2.1

- Draw Ss' attention to the activity. Explain to them that they are going to listen to three short dialogues and answer the questions.
- Have them read through the three questions and the answer choices a-d and make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss**, you may modify the activity from multiple choice to open-ended questions. Write questions 1-3 on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two of the incorrect options.
- Check the answers with the class.

KEY **Dialogue 1:** d, **Dialogue 2:** a, **Dialogue 3:** a

C

- Explain to Ss that they are going to listen to the dialogues again.
- Have Ss read through the phrases and check their understanding.
- Play the recording.
- Check the answers with the class.

KEY

Dialogue 1: Need any help? / I need some help here.
Dialogue 2: Can you give me a hand, please? / What can I do for you?
Dialogue 3: Do you need any help?

D

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

KEY *suggested answer*

I would like to take part in a readathon because I really enjoy reading books. This means I could do something I like and help others at the same time.

2. Speak

A

- Draw Ss' attention to the table.
- Have Ss read through the phrases, or read each phrase aloud and have Ss repeat after you.
- Draw Ss' attention to the NOTE and explain it to them.
- Ask Ss to think of more phrases to add to the tables (**Offering help:** Can/May I help you?, I was wondering if you need any help. / **Asking for help:** Would you mind helping me?

B

- Draw Ss' attention to the role play.
- Have Ss work in pairs and allocate roles.
- Have Student B read through the situations and choose one to explain to Student A.
- Allow Ss some time to prepare their roles. You can have them tick the phrases they want to use. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the the situation at the front of the class then swap roles.

KEY *suggested answers*

1.
A: Is anything wrong? You look worried.
B: A little. I want to take part in the school readathon but I'm not sure which books to choose.
A: I can help. I've read some really good books this year.

2.
A: Are you upset about something? Can I do anything?
B: I'm making a poster for the school bazaar and I need some help here. Would you mind helping me find a picture?
A: Of course not! I'll show you how to do it.

3.
A: You look angry. What's up?
B: It's just that my printer isn't working and I need to print my project for school. Can I ask for a favour?
A: Sure. Do you want to use my printer?
B: Is that OK?
A: Yes. It's no problem!

4.
A: Hey, why the long face? What's wrong?
B: I want to make biscuits for our school's bake sale, but I don't think I can manage on my own. Can you help me?
A: Of course. What can I do for you?

3. Speak & Write

A R2.1

- Draw Ss' attention to the picture and ask them to tell you what they can see (*A boy who is wearing a red nose*).
- Ask them if they can understand why. Elicit answers but do not correct Ss at this stage.
- Ask them to read through the text and find out.
- Then allow Ss some time to complete the fact file and check the answers with the class.

KEY

Red Nose Day *in the UK*

Started in: place: UK year: 1988

How often / When: every two years / in spring

Lasts for: a day

ACTIVITIES

What to wear: a red plastic nose

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

What to look out for: events near you

What to watch: a special TV programme on TV

- Ask Ss some comprehension questions:

Why was the first Red Nose Day organised? to raise money for healthcare and education in the UK and abroad
Do people go to work or school on Red Nose Day? Yes, they do.
Are there activities during the day? Yes, there are.
What happened one year in London on Red Nose Day? People took part in a 'fun run', where they raced in supermarket trolleys.
Who participates in the special programme on TV? comedians and famous people
Do people have a good time on Red Nose Day? Yes, they do.
What's the most important thing about this day? The money raised goes to a variety of organisations that help people.

- Explain any unknown words in the text to Ss.

B

- Draw Ss' attention to the fact file in activity A and ask them to copy it in their notebooks.
- Allow Ss some time to think of ideas and complete it.
- When Ss have completed the fact file, ask them to read through the questions in the speech bubble and check their understanding.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out their dialogue.

C

- Ask Ss to read through the plan and provide them with any necessary explanations.
- Draw Ss' attention to the sentences 1–4 and explain to them that all four refer to a walkathon.
- Ask Ss to read through them and determine which paragraph these sentences belong in.
- Ask them to pay attention to the information each sentence contains. Tell them that the sentence in the Introduction should have information such as the name, when it is held, where it takes place, etc. Have Ss find the sentence that should be in the Introduction (*4*). This will help **lower-performing Ss**.
- Get Ss to do the activity and check the answers with the class.

KEY

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

D W1.4, W2.2, W2.3, W3.2

- Explain that they have to do research and find information about an interesting celebration/festival/event and then write a description of it.
- Ask Ss to go to the Workbook page 88 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 89 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the blank page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to do the activity, and go round the class providing support when necessary.
- Choose several Ss to read out their descriptions.

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 ◯

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

LEARNING STANDARDS

WB: L2.1

1. Vocabulary

A

KEY

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

B

KEY

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

2. Grammar

C

KEY

1. are designed
2. were planted
3. encouraged
4. is painted
5. painted
6. is celebrated

D

KEY

1. He should go to the gym. / He shouldn't eat chocolate.
2. She should study more. / She shouldn't watch TV all the time.

E

KEY

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

3. Communication

F

KEY

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

Now I can

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

3 Culture Page

Qatar Foundation

LEARNING STANDARDS

SB: R2.1, R5.1

A

- Draw Ss' attention to the questions in the rubric. Elicit answers and initiate a discussion.
- Have Ss skim the text and check their answers.

B R2.1

- Ask Ss to read through the text and underline any unknown words.
- Ask Ss some comprehension questions:

When was Qatar Foundation created? in 1995

Who started Qatar Foundation? the former Emir, His Highness Sheikh Hammad bin Khalifa Al Thani, and his wife, Her Highness Sheikha Moza bint Nasser

Why did they start QF? Because they believe that the country's success is built on the minds of its people.

What are the three main areas that QF is focusing on? education, science and research, and community

What is QF's greatest achievement? Education City

What is Education City? It is a large area in Doha that contains international schools, universities and cultural centres.

Can students study at more than one university in Education City? Yes, they can.

Why does QF work with organisations from around the world? to support projects that improve people's lives

What percentage of students studying in Education city are Qatari? around 70%

What is the symbol of QF? the sidra tree

What did men do in ancient times under the sidra tree? They discussed important subjects.

What are the branches of the QF reaching towards? success

- Ask Ss to read through questions 1-4 and make sure they haven't got any unknown words.
- Have Ss do the activity.
- Alternatively, to help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

KEY

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

- Explain any unknown words to Ss.

PROJECT

Make a poster!

R5.1

- Draw Ss' attention to the project and tell them they are going to make a poster about a foundation or an organisation.
- Allow Ss some time to research and note down foundations or organisations they've thought of.
- Refer Ss to the Project Skills section at the back of the Student's Book and explain the steps they have to follow to make a poster.
- Draw Ss' attention to the questions. Read through them and make sure Ss haven't got any unknown words.
- Have Ss search the Internet to find information they need.
- Encourage them to find pictures and interesting facts as well.
- Allow Ss time to do the activity in class, or assign it as homework.
- Have Ss present their posters to the class.

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?

POEM

(Modules 5 & 6)

#KINDNESSNOW

- Ask Ss to look at the title of the poem and guess what the poem is about.
- Accept all answers.
- Ask Ss to read through the poem without trying to work out the correct answers. Explain any unknown words to Ss.
- Ask Ss to try and guess the correct answers before listening to the poem.
- Play the recording and have Ss listen to the poem carefully and check their answers.
- Check the answers with the class.

KEY

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

- Play the recoding again and have Ss say in unison.
- Ask Ss to read the poem again and come up with their own title. Have **higher-performing Ss** work with **lower-performing Ss**.
- Have Ss share the titles they thought of with the rest of the class, and have them vote for the one they like the most.

7 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Creative and critical thinking	7a, 1. Read B, p. 86
R4.1	Creative and critical thinking	7a, 1. Read C, p. 86
R4.2	Problem-solving	7a, 1. Read C, p. 86
R2.1	Creative and critical thinking	7a, 1. Read D, p. 86
S1.1	Cooperation and participation	7a, 1. Read – Over to you..., p. 86
S1.1	Cooperation and participation	7a, 4. Speak B, p. 87
R1.1	Creative and critical thinking	7b, 1. Read C, p. 88
R4.1	Creative and critical thinking	7b, 1. Read D, p. 89
R4.2	Problem-solving	7b, 1. Read D, p. 89
R2.1	Creative and critical thinking	7b, 1. Read E, p. 89
S1.1	Cooperation and participation	7b, 1. Read – Over to you..., p. 89
R5.1	Inquiry and research	7b, 3. Research, Write & Present A, p. 89
W1.6	Creative and critical thinking	7b, 3. Research, Write & Present B, p. 89
S2.5	Inquiry and research	7b, 3. Research, Write & Present C, p. 89
S1.1	Cooperation and participation	7c, 1. Read A, p. 90
R1.1	Creative and critical thinking	7c, 1. Read B, p. 90
R2.1	Creative and critical thinking	7c, 1. Read C, p. 90
R2.1	Creative and critical thinking	7c, 1. Read D, p. 90
R2.1	Creative and critical thinking	7c, 1. Read E, p. 90
R2.1	Creative and critical thinking	7c, 1. Read F, p. 91
S1.1	Cooperation and participation	7c, 1. Read - Over to you..., p. 91
S1.1	Cooperation and participation	7c, 4. Speak & Write A, p. 91
W1.1	Creative and critical thinking	7c, 4. Speak & Write B, p. 91
W2.2	Communication	7c, 4. Speak & Write B, p. 91
W2.3	Communication	7c, 4. Speak & Write B, p. 91
R4.1	Creative and critical thinking	7d, 1. Vocabulary, p. 92
L2.1	Communication	7d, 2. Listen (1), p. 92
S3.1	Communication	7d, 3. Speak, p. 92
L1.1	Communication	7d, 5. Listen (2) B, p. 93
L2.1	Communication	7d, 5. Listen (2) C, p. 93
S1.1	Cooperation and participation	7e, 1. Listen A, p. 94
L1.1	Communication	7e, 1. Listen B, p. 94
L2.1	Communication	7e, 1. Listen C, p. 94
S1.1	Cooperation and participation	7e, 2. Speak B, p. 94
S1.1	Cooperation and participation	7e, 3. Speak & Write A, p. 95
S2.4	Cooperation and participation	7e, 3. Speak & Write B, p. 95
R2.1	Creative and critical thinking	7e. 3. Speak & Write C, p. 95
W3.2	Creative and critical thinking	7e, 3. Speak & Write D, p. 95
W1.5	Creative and critical thinking	7e, 3. Speak & Write E, p. 95
W2.2	Communication	7e, 3. Speak & Write E, p. 95
W2.3	Communication	7e, 3. Speak & Write E, p. 95

WORKBOOK		
L2.1	Communication	7c, Listen E, p. 99
R2.1	Creative and critical thinking	7d, Read D, p. 101
R2.1	Creative and critical thinking	Round-up 7, Read G, p. 107
R1.1	Creative and critical thinking	Round-up 7, Read H, p. 107
R2.1	Creative and critical thinking	Round-up 7, Read H, p. 107

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

7a

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)

7b

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest (R5.1)
- ask about and explain with support simple processes and ideas (W1.6)
- ask about and explain with support simple processes and ideas (S2.5)

7c

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate independently more detailed personal information about themselves or others in a simple paragraph (W1.1)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- follow and identify independently the detail in longer simple texts (L2.1) WB

7d

- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- keep interaction going in short exchanges by checking understanding of what a speaker is saying (S3.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

7e

- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- express opinions about future plans and events (S2.4)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft in response to feedback (W3.2)
- express opinions about future plans and events (W1.5)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)

7 Round-up

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1) WB
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

7 A MATERIAL WORLD

VOCABULARY

entertainment happiness knowledge

- Draw Ss' attention to the title and the pictures and ask them to tell you if they know what a material world is. Elicit answers and encourage all Ss to express themselves (*the material world is related to objects or money rather than ideas and emotions*).
- Draw their attention to the sayings and ask them the first question in the *Discuss* section.
- Have Ss discuss the sayings with their partner first and exchange opinions. Then have a class discussion.
- You can ask Ss if they think people nowadays focus more on buying things than doing more creative things or spending time with their family. Elicit answers.

KEY *suggested answer*

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

These sayings are trying to tell us that the most important things in life are not our material possessions. For example our health, family and friends are more important than our clothes or our car. We should spend less time worrying about objects and more time collecting moments and experiences with people who are important in our life.

- Draw Ss' attention to the second question in the *Discuss* section.

KEY *suggested answer*

Do you like collecting things or experiences? Why?

I prefer to collect experiences because it helps me to understand more about the world around me and my place in it. When I collect things, I usually get bored of them and then I want new ones. Things don't keep me happy for long. / I enjoy collecting things. For example, I like to keep things from when I was young. Some things remind of special days in my life. It makes me happy to look at them.

- Draw Ss' attention to what someone has said about money and have Ss read it silently. As soon as they have finished, ask them if they understood the deeper meaning and if they agree.
- You can reinforce the meaning of what Ss read by writing the following on the board:
  Money cannot buy happiness.
- Initiate a short discussion.

KEY *suggested answer*

Read what someone has said about money. Do you agree? Why? / Why not?

I agree with the saying. Money isn't everything and can't buy everything. Actually, even if we have money, we can't buy the most important things in our life, like health and family. We can live without a clock, but we won't be happy without having time to spend on doing things we love. The most important things in our life cannot be bought. / I don't agree. Money is very important. People may be unhappy if they don't have enough to buy what they need. Moreover, in order to have a home you need to have a house first.

- Have Ss work in small groups and replace the words in blue to create their own version.
- You can have Ss change the words in bold, as well (*e.g. Money can buy a bed, but not sleep*). This will challenge **higher-performing Ss**.
- Allow Ss some time to do it and have all the groups to share their own version in class.

KEY

Replace the words in blue to create your own version.

Money can buy a **watch**, but not **time**.
Money can buy a **computer**, but not a **brain**.
Money can buy a **bed**, but not **sleep**.

- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section. Explain any unknown words.

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?

LEARNING STANDARDS

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

FUNCTIONS - TOPICS

Talking about designs, patterns and materials of clothes
Talking about fashion
Finding things in common

STRUCTURES

Order of Adjectives

VOCABULARY

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.

1. Read

A.

- Draw Ss' attention to the questions in the rubric.
- Elicit answers and initiate a short discussion.

KEY *suggested answers*

- Yes, it does. My school holds poetry, art and creative writing competitions.
- It's important for young people to try different things and find out what they like and what they're good at. Also, doing things that they are good at helps young people build confidence.

B R1.1

- Write the word *graffiti* on the board and have Ss come up with any words related to the topic.
- Ask Ss the following questions:
  Have you ever drawn graffiti?
  Do you think graffiti makes a city/place more beautiful or uglier?
  Are you allowed to do graffiti at your school? If not, are there special places for graffiti artists?
- Elicit answers and initiate a short discussion. Encourage all Ss to participate in the discussion.
- Draw Ss' attention to the comic strip and the title and ask them to guess what happened.
- Elicit answers but do not correct Ss at this stage (*Alex is drawing graffiti on the wall of a building when a famous fashion designer sees his artwork and wants to use it in his new collection*).
- Have Ss read the text and check their answers. Ask Ss to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Does Mr Hardy like Alex's graffiti? Yes, he does.
Who else likes Alex's design? Leo Webb
What is World Wide Webb? Leo Webb's teenage clothing brand
Who wants to buy something online? Paul
Who likes denim jackets? Mark
Where do they see Alex's graffiti design? on the backpacks on the World Wide Webb website
Has Alex seen his design on the backpacks? Yes, he has.
Has Alex told Paul and Mark that he met Leo Webb? No, he hasn't.
Why hasn't he told them? Because he didn't think it was important / a big deal.

Background information

Modern graffiti probably first appeared in the 1960s in Philadelphia, USA and it soon spread to New York and other places. People started writing their names on buildings all over the city, calling their action 'writing'.
The term *graffiti* was first used by the novelist Norman Mailer and it is from the Italian word *graffiato*, which means *scratched*. A lot of art galleries all over the world include graffiti and the British street artist Bansky has become famous for his works with stencils.

Art or Vandalism?
Controversy surrounds the issue as to whether graffiti is a form of art or an act of vandalism. Some people claim that graffiti represents freedom and if it's done with permission, it can be art. However, it is illegal to paint on somebody else's property. It's up to the government to create legal graffiti walls.

C R4.1, R4.2

- Draw Ss' attention to the highlighted expressions in the text and their definitions a–d. Make sure they haven't got any unknown words. You can have Ss work in pairs and do the activity. Remind Ss that in order to understand the meaning of these expressions, they have to read the whole sentence they are in or the previous/next one, as well.
- Have Ss look up the expressions in a dictionary to check their answers.
- Check the answers with the class.

KEY

a. make up my mind
b. never said a word
c. Fine by me
d. a big deal

D R2.1

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

KEY

1. Because he wanted to take part in 'Youth Art Day'.
2. He is a famous fashion designer.
3. Because he wants to use Alex's design for his clothes, bags and shoes.
4. Because he wants to buy a jacket.
5. Because they saw Alex's design on them.
6. Because there are lots of kids who are holding backpacks with Alex's design.

- Explain any unknown words and choose several Ss to act out the comic strip.

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/ expressions on the board to help **lower-performing Ss**.

KEY *suggested answers*

- **Have you got any particular skills/talents? If yes, what are they?**
  Yes, I have. I'm very good at writing stories. When I have time, I sit at my desk and write because it helps me to relax. I also feel very happy when a story is finished and I can share it with friends and family. I have even won a writing competition at my school! / I'm good at lots of things, but I don't think that I've got one particular talent.
- **Would you like to have a particular skill/talent? Why? / Why not?**
  Yes, actually. I would like to be good at drawing. I love looking at beautiful drawings. Right now, I'm not very good at it, but I'm taking lessons and I hope to get better. / No, not really. I haven't got much free time to work on a talent or skill. When I'm not at school or doing homework, I like to be with my friends. That's more important to me.

2. Vocabulary

A

- Draw Ss' attention to the first category (*Designs–Patterns*). Help them deduce the meaning of the words by relating them to the corresponding picture.
- Before you go through the words related to the materials, find the following symbols for some of the materials on the Internet and show them to Ss, or print them and stick them on the board:

- Ask Ss if they recognise these symbols and if they have ever seen them on their clothes. Tell them that they represent four different kinds of material used for making clothes.
- Elicit answers and encourage Ss to express themselves and refer them to the pictures in the Student's Book (*Materials*) to find the clothes/accessories they correspond to (*1st symbol– wool–woollen hat, 2nd symbol– cotton–cotton T-shirt, 3rd symbol– leather–leather jacket, 4th symbol– silk–silk scarf*).
- Draw Ss' attention to the denim shirt, as well and explain to them that denim is a thick cotton material.
- Play the recording and pause after each phrase for Ss to repeat.
- Ask Ss some questions:
  Do you prefer checked or striped shirts?
  Do you prefer tight, baggy or flared jeans?
  Do you wear woollen jumpers?
  Do you like leather jackets?
- Elicit answers and initiate a short discussion.

B

- Draw Ss' attention to the pictures with the clothes and the shoes.
- Explain to Ss that they have to describe them using the words from activity A.
- Tell them that when they want to describe a noun and use more than one adjective, the adjectives must be written in a specific order.
- Make sure Ss haven't got any unknown words.
- Then draw their attention to the pictures with the clothes and ask them to describe them.

KEY

1. a blue, spotted shirt
2. checked, baggy trousers
3. striped, woollen sweater
4. black, leather boots

3. Grammar

A

- Ask Ss to read through the examples in the yellow grammar box and draw their attention to the words in blue.
- Refer Ss to the white box below and explain that the five categories refer to adjectives since they are describing a noun. Ask Ss to refer to the examples again and number the categories a-e from 1-5 according to the order they appear in.
- Check the answers with the class.

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

- Show Ss an object in class (*desk*) and have them describe it using at least three words corresponding to the categories from the white box. You can write three words on the board and ask Ss to put them in the correct order: *wooden green small*. Elicit the answer *small green wooden desk*.
- Have Ss work in pairs and use adjectives to describe different objects they can see in class. Have them present their descriptions in class.

Fun Fact

An easy way to remember the order of adjectives is the acronym

N	O	S	A	S	C	O	M
U	P	I	G	H	O	R	A
M	I	Z	E	A	L	I	T
B	N	E		P	O	G	E
E	I			E	U	I	R
R	O				R	N	I
	N						A
							L

You can help Ss remember it if you spell it as a website *www.nosas.com*.

- Refer Ss to the Grammar Reference.

B

- Have Ss do the activity and check the answers with the class.

KEY

1. striped woollen
2. two black leather
3. awful red and yellow spotted
4. four lovely blue cotton
5. one nice blue and white spotted silk

4. Speak

A

- Refer Ss to the *Speaking Activities* section.
- Divide Ss into groups of four.
- Demonstrate the activity with the help of three students.
- Have a group of Ss demonstrate the activity at the front of the class.
- Have Ss take turns asking and answering questions. Go round the class helping them when necessary.
- As soon as they have completed the table, draw their attention to the speech bubble.
- Choose several Ss to report their group's answers to the class.

B S1.1

- Have Ss work in pairs or small groups and draw their attention to the questions.
- Demonstrate the activity with the help of a student.
- Have a pair/group of students demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Tell Ss to make sure that everyone has the chance to express his/her opinion even if it is the same as somebody else's.
- Choose several pairs/groups to act out the situation.

KEY *suggested answers*

- My favourite clothes are my baggy jeans and my blue trainers.
- I think they are in fashion, but I don't always wear clothes that are in fashion. I prefer casual clothes because they are more comfortable.
- Yes. The most important thing for me is to wear clothes that I like and that express my personality.
- I follow trends but not always. I don't always like the new trends because I think some of them are too extreme for me.
- I like to go to the shopping centre that is closest to my house. There are lots of shops that I like there.
- I usually wear casual clothes everywhere I go unless there is a special event.

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).

LEARNING STANDARDS

SB: R1.1, R4.1, R4.2, R2.1, S1.1, R5.1, W1.6, S2.5

FUNCTIONS - TOPICS

Talking about the history of money
Talking about a country's currency
Expressing purpose

STRUCTURES

Full infinitive
Bare infinitive

VOCABULARY

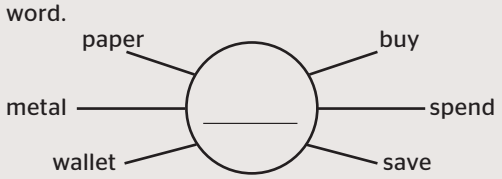
absolutely according to ancient backwards consist contain double exchange flexible fold (v.) for example forwards fur germ gold light (adj.) long-lasting per cent produce salt soft spices stone study (=research) survive tear (v.) thin touch (v.) useless

Words related to money
(bank)note cash currency paper money

1. Read

A

- Draw the following mind map on the board without writing a word in the circle. Give Ss clues to guess the word.



- Elicit answers and write the word *money* in the circle of the mind map.
- Draw Ss' attention to the words in the box. Have them work in pairs and understand their meaning.

B

- Draw Ss' attention to the questions about money and ask them to read through them and try to find the answers. Make sure they understand everything.
- Allow Ss some time to do the activity and tell them to compare their answers with their partners'.
- Ask Ss to share their answers in class, but do not correct them at this stage.
- Explain to them that they are going to check their answers through the text.

C R1.1

- Draw Ss' attention to the title of the text and write it on the board. Ask Ss if they've ever heard of this expression and if they know what it means (*it means that money is so important that we can't live without it*).
- Ask Ss if they agree with this expression and initiate a short discussion.
- Then ask Ss to read through the text and explain to them that they have to match each paragraph with the questions a–e in activity B.
- Tell Ss to read the whole paragraph before they choose a question and pay attention to the beginning of the paragraphs, which may reveal the answer, such as *'The answer is no'* in paragraph No.3.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY
a. paragraph 3 (no)
b. paragraph 5 (yes)
c. paragraph 4 (twenty-five to thirty years)
d. paragraph 2 (in China)
e. paragraph 1 (animals and things)

- Ask Ss some comprehension questions:

What are some things people exchanged before they had money? People exchanged animals or things they had, such as cows, tea, spices and stones, for other things that they needed.
What did the Aztecs and the Mayas use instead of money? beans
What did the Russians use instead of money? fur
How was it called? 'soft gold'
Where was the first paper money created? in China
What did people use to call paper money? 'flying money'
Is the US currency made of paper? No, it's made of cotton and linen.
Is it easy to tear a dollar? No, it isn't.
Where was a new kind of banknote introduced? in the UK
What did the UK government say about this new kind of banknote? It was strong and long-lasting.
Why do you think people in the UK tried to destroy the polymer note? Because they wanted to see if they could destroy this strong banknote.
What should you do after you touch money? wash your hands

- Draw Ss' attention to the NOTE and explain it to them.
- Also draw Ss' attention to the text again and ask them to underline 7th CE. Explain CE (*Common Era*) and BCE (*Before Common Era*) to them.

Background information

Australia was the first to introduce polymer banknotes in 1988, commemorating the country's bicentenary of European settlement. In the UK the first polymer banknotes were issued in 2000 by the Northern Bank in Northern Ireland. The Bank of England began to issue £5 polymer notes in 2016 with a picture of Winston Churchill, and in 2017, a £10 note featuring the author Jane Austen entered circulation.

D R4.1, R4.2

- Draw Ss' attention to the highlighted words in the text and their definitions 1-5. Make sure they haven't got any unknown words.
- You can have Ss work in pairs and do the activity. Remind Ss that in order to understand the meaning of these words, they have to read the whole sentence they are in or the previous/next one, as well.
- Have Ss look up the words in a dictionary to check their answers.
- Check the answers with the class.

KEY **1.** destroy **2.** produce **3.** survive **4.** light **5.** handle

- Have Ss try to write sentences using these words. This will challenge **higher-performing Ss**.
- Choose some of the sentences and write them on the board leaving out the words above. This will give **lower-performing Ss** extra practice.

E R2.1

- Draw Ss' attention to the rubric of the activity and the word *scan*.
- Ask Ss to find the numbers in the text first, understand what they refer to and then match them with the sentences a–h.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY 1600s **a** 7th **e** 75 **g** 25 **b** 2016 **f** 18 **c** 94 **h** 17 **d**

- Explain any unknown words in the text to Ss.

Over to you S1.1

• Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.

KEY *suggested answers*

- **Why do you believe people in the UK tried to destroy the new five pound note?**
  I think that they wanted to see if what the government said about the five pound note was true. People often like to test if something is true before they believe it.
- **What other interesting facts do you know about money?**
- The Romans were the first to put the face of a living person on their coins.
- The penny costs more to make than what its value is.
- Queen Elizabeth (the Queen of the United Kingdom) is on more currencies in the world than anyone else.
- There are more than 170 currencies around the world today.
- In 1932, notes made of wood were produced for a short period of time and used in Tenino, Washington because there wasn't enough cash and wood was available.

2. Grammar

A

- Write the following sentences on the board:
  *She went to the supermarket **to buy** some eggs.*
  *You can **call** her now. It isn't late.*
- Explain to Ss that in the first sentence the full infinitive is used while in the second, the bare infinitive. Ask Ss to tell you the difference between the full and bare infinitive (*full infinitive: to + base form of the verb, bare infinitive: base form of the verb*).
- Draw Ss' attention to the yellow grammar box and ask them to read through the examples focusing on the verbs in blue and identifying the full and bare infinitives.
- Read the rules aloud as a class and have Ss complete the rules in the boxes below. Make sure Ss understand everything.

KEY **1.** full infinitive **2.** bare infinitive

- Help Ss understand better by writing the following on the board and have them identify which type of infinitive it is and match it to the corresponding rule in the boxes.
  I went to the shopping centre to buy a present for my mum. (full infinitive to express purpose)
  My sister made me tidy my room. (bare infinitive after make)
  It's important to recycle glass bottles. (full infinitive after it+be+adjective)
  You mustn't be late for school. (bare infinitive after modal verb must)
  I'm too short to reach that shelf. (full infinitive after too)
  I plan to visit London this summer. (full infinitive after plan)
  I don't know what to do! (full infinitive after question words)
  My brother isn't old enough to stay home alone. (full infinitive after enough)
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the NOTE and explain that *help* can be followed by either a full or bare infinitive.
- Refer Ss to the text again. Ask them to find examples of full and bare infinitives and to underline them. Check the answers with the class (*it was used to pay / Russians started to use / difficult for merchants to carry / they started to use / have to double / fold / hard to tear / can also be / trying to destroy / too worn out to use / recycled to produce / can survive / forget to wash*).
- Refer Ss to the Grammar Reference.

B

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

KEY

1. to reach, get **2.** to see **3.** go, to stay
4. have **5.** to understand **6.** to use, to do

- Ask Ss to justify their answers. This will challenge **higher-performing Ss**.

3. Research, Write & Present

A R5.1

- Ask to read through the questions and check their understanding.
- Allow Ss to work in pairs. This will help **lower-performing Ss**.
- Allow Ss some time to search the Internet to find the information they need. Have Ss do the activity in class, or assign it as homework.

KEY *suggested answer*

- The currency in Qatar is the riyal and its abbreviation is QR. One riyal is worth 100 dirhams.
- The dirham has got coins with values of 1, 5, 10, 25 and 50 dirhams. The 1, 5 and 10 dirham coins are not used today in Qatar. There are banknotes for 1, 5, 10, 50, 100 and 500 riyals.
- People's faces are not on any of Qatar's currency. All Qatari coins have got the Emblem of Qatar with a sailboat in the middle and an island with two palm trees. The value of the coin is on the other side. Each banknote value has got a different colour and image. Native animals, sand dunes and important buildings in Qatar are found on Qatari banknotes.
- Qatar was using the Indian rupee as its currency until 1966. After that it used the Saudi riyal and then the Dubai riyal for some years after that. Since 1973, Qatar has had its own currency.
- The 1, 5 and 10 dirham coins are covered with copper and the 25 and 50 dirham coins are covered with nickel. Qatari banknotes are made of paper.

B W1.6

- Have Ss find pictures of their country's currency or use real money to refer to the information they've found.
- Ask Ss to make a poster and write a few sentences about their country's currency using the information they found in activity A. Encourage them to draw pictures or print some and stick them on their poster.
- Refer Ss to the *Project Skills* section at the back of the Student's Book and explain the steps they have to follow to make their poster.

C S2.5

- Have Ss present their posters.

OPTIONAL ACTIVITY

- Print a similar photo or draw it on the board and ask Ss to complete the expression Money doesn't _____ on _____. (*Money doesn't grow on trees.*)
- Have Ss work in pairs and challenge them by setting a time limit of 1 minute.
- The team that finds the answer is the winner.
- Then ask Ss the following humorous question:
  If money grew on trees, what would everyone's favourite season be?
- Ask Ss to note down their answer on a piece of paper (*autumn*).

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?

LEARNING STANDARDS

SB: S1.1, R1.1, R2.1, W1.1, W2.2, W2.3
WB: L2.1

FUNCTIONS - TOPICS

Talking about minimalism
Talking about things you can/can't live without
Writing a paragraph expressing your opinion

STRUCTURES

-ing form

VOCABULARY

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

1. Read

A S1.1

- Ask Ss the question in the rubric. Elicit answers and initate a short discussion.

KEY *suggested answers*

- This phrase means that having just the things you need is more effective than owning more things than necessary.
- Yes, I agree because I can enjoy the things that I really love. / No, I don't agree because I get bored and I like to learn about and buy new things.

B R1.1

- Draw Ss' attention to the title of the lesson and write the word *minimalism* on the board. Ask Ss if they've ever heard of this word and if they know what it means. Elicit answers (*minimalism means living with a small number of simple things. In other words you live with only the necessary things*).
- Have Ss look at the pictures accompanying the text and have them guess what the article is going to be about. Do not correct Ss at this stage.
- Have Ss read the text, check their answers and underline unknown words
- Ask Ss some comprehension questions:

Who is Nina Wye? She's a stay-at-home mum and blogger.
How did she feel when she saw how much junk they had collected over the years? shocked
What is she trying to do through her blog? to help other families reduce their belongings and find happiness in living more simply and with less
Is her blog successful? Yes, it is.
What is the easy part, according to Nina, if you want to become a minimalist? getting started
What is the next thing you have to do? You have to avoid buying things you want but don't need.
Who is Marty? Nina's husband.
Did he enjoy the decluttering of their house? Yes, he enjoyed it.
How many toys do 10-year-olds in England have according to recent studies? about 238
Do they play with all of them? No, they usually end up playing with only twelve of them.
Did their children enjoy getting rid of most of their toys? Yes, they did.
Do Marty and Nina spend money on buying their children presents? No, they don't.
What do they spend their money on now? on experiences
Does minimalism help you save money? Yes, it does.
Does it help you save time, too? Yes, it does.
How does it help you save time?
You need less time to clean the house, decide what to wear and look for things in piles of stuff.
How do the Wyes spend their time now?
They spend their time doing things they love.

C R2.1

- Draw Ss' attention to the question in the rubric.
- Have Ss scan the text and as soon as they find the relevant part, underline it and read it closely to find the required information (*Nina Wye, was shocked when she realised how untidy her house was and how much junk she and her family had collected over the years*).

D R2.1

- Have Ss read through the options which refer to the question and choose the correct answer.
- Point out that they can find the correct answer by eliminating the wrong options and check if the remaining option is the correct one according to what they've read in the text.
- Check the answer with the class.

KEY **1.** a

E R2.1

- Now draw Ss' attention to the questions. Allow them some time to do the activity.
- Check the answers with the class.

KEY

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

F R2.1

- Tell Ss to follow the same procedure as in activity E for questions 1-4.
- Have them do the activity.
- Have Ss justify their answers by referring to the relevant part of the text and explaining why the other three options are wrong. This will challenge **higher-performing Ss** and help **lower-performing Ss** learn how to work on a text more efficiently.
- Check the answers with the class.

KEY **1.** b **2.** a **3.** a **4.** c

Background information

- Explain any unknown words to Ss.

Minimalism originated in the USA in the late 1960s as a movement in visual arts and music. Its main characteristic is simplicity and a minimalist design consists of only its essential elements.

Minimalist living is also characterised by simplicity and most importantly by wanting to own less stuff. Less emphasis is placed on material possessions and more on simplicity and experiences. However, adopting a minimalist living does not mean that you don't buy any things or clothes that are required. It means not getting carried away and finding a balance between what you really need and what you want.

Over to you S1.1

- Ask Ss the questions in the box. If necessary, write some key phrases/ expressions on the board to help **lower-performing Ss**.

KEY

suggested answers

- **Do you have more things than you need or use? Give examples.**
  Yes, I do, just like most people. For example, I have too many clothes. / No, I don't think so. I try to buy what I need and not more.
- **Would you be interested in becoming minimalist? Why? / Why not?**
  I think it's a nice idea because you save money and you can spend it on more important things. Also, it's really nice to only have things that you use instead of having a lot of useless stuff. I believe life is much easier when you get rid of all the things you don't need.

2. Grammar

A

- Draw Ss' attention to the yellow grammar box. Explain to them that it focuses on the *-ing* form.
- Have Ss read through the examples and match 1-4 with a-d in the box on the right. Make sure that Ss understand everything.
- Check the answers with the class.

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

- Ask Ss to give you a few more examples.
- Refer Ss to the text again. Ask them to find examples of the *-ing* form and to underline them. Check the answers with the class (*without wasting any more time / getting started / enjoyed getting / end up playing / spend less time cleaning / deciding what to wear, looking for things*).
- Refer Ss to the Grammar Reference.

B

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

KEY

1. to clean, helping, to help, (to) fix, doing
2. buying
3. to ask
4. to change, Living, to do

3. Pronunciation

A

- Play the recording and pause after each word so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and identify the difference (*the gh in tou**gh** has a /f/ sound while in throu**gh** it is silent*).

B

- Have Ss look at the words and ask them to circle the words in which /gh/ is pronounced as /f/.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

The following words should be circled:
enough, laugh, cough

4. Speak & Write

A S1.1

- Draw Ss' attention to the box with the prompts and explain to them that they should choose the things they wouldn't be able to live without.
- Point out that before they choose these things, they have to think of what they do with it, how often they use it, etc. Have them consider the bullet points next to the things.
- Have them read through the speech bubble and make sure they haven't got any unknown words.
- Demonstrate the activity with the help of 2-3 Ss.
- Have a group of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- As soon as Ss have finished, initiate a class discussion by choosing several Ss to present the things they wouldn't be able to live without.

KEY *suggested answers*

- I don't think it's possible for me to be without my mobile phone. I always have it with me and I use it for many things like calling, texting, playing games, as well as updating my social media apps.
- My game console is very important to me and I always play games during my free time. Playing games helps me to relax.
- I believe that my skateboard is something that I just can't live without. At the weekend, I meet my friends and all we do is practise our skateboarding tricks. My life would be boring without my skateboard.
- My laptop/tablet is something that I use everyday to search the internet and find useful information as well as play games. The most important thing of all is it helps me do my homework.
- For me, TV is something that I can't be without. I watch TV every night before going to bed and it's a part of my daily routine. I can't imagine my life without it.
- Reading my favourite book takes me to a different world and books are very important part of my every day life. I read for at least an hour every day and even more at the weekends.
- I love chocolate and I eat some every day! I know they say that too much chocolate can be bad for you but I like to have just a small piece when I get home from school. It gives me the energy I need to do my homework.
- I love my bed. It's where I like to sit and communicate by phone with my friends, read my books and of course sleep!

B W1.1 W2.2, W2.3

- Draw Ss' attention to the phrases in the box and encourage Ss to use as many as possible in order to express their opinion.
- You can tell Ss to choose 2-3 things from the box in activity A and allow them some time to write the paragraph expressing their opinion. Go round the class providing support when necessary.

KEY *suggested answers*

See speaking activity answers above.

- Choose several Ss to read out their paragraphs.

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

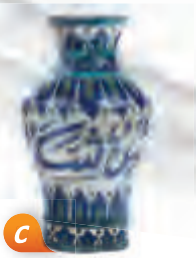
Match the sentences 1-6 with the objects a-f they are describing.

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)

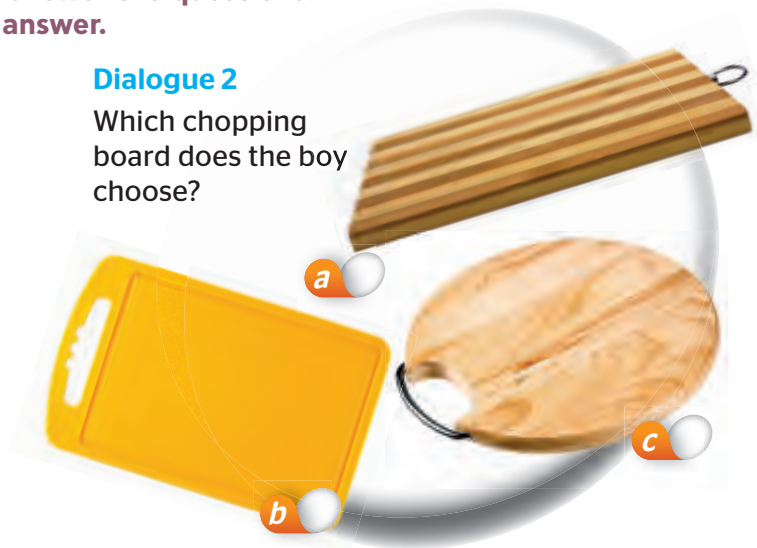
Listen to two short dialogues and answer the questions. Choose picture a, b or c. Justify your answer.

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.

LEARNING STANDARDS

SB: R4,1, L2,1, S3.1, L1.1
WB: R2.1

FUNCTIONS

Describing objects
Asking for confirmation and expressing surprise

VOCABULARY

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...

1. Vocabulary R4.1

- Begin the lesson with a quiz. Tell Ss the following: *I use it to stir my coffee. What is it?*
- Allow Ss some time to think and elicit the answer *spoon*.
- Then ask Ss the following:
  What is it made of? (metal, wood, plastic)
  Is it big or small? (small)
  What do we use it for? (to eat)
- Explain to Ss that when we want to describe an object, we should refer to what it looks like (*colour, material, shape*) and what it can be used for.
- Draw Ss' attention to the sentences 1–6 and explain to them that they match the objects a–f.
- Have them read through the sentences and find words that will help them find the object they refer to even if they have got unknown words (*e.g. put flowers in it-vase*). This will help **lower-performing Ss** do the activity.
- Have Ss do the activity.
- Check the answers with the class.

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

- As soon as they have finished the activity, ask them to tell you the meaning of any unknown words by relating them to the corresponding object. This will challenge **higher-performing Ss**.

OPTIONAL ACTIVITY
Classify

- Have Ss work in small groups.
- Draw the following table on the board and underneath write the adjectives below:

material	shape

glass clay round square wood triangle rectangle metal plastic star

- Have Ss classify the adjectives. Challenge them by setting a time limit (*30 seconds*).
- The first group to complete the table is the winner.

2. Listen (1) L2.1

- Draw Ss' attention to the activity and explain it to Ss.
- Before you play the recording, allow Ss some time to look carefully at the pictures and note down any differences concerning their size, shape, material, etc. (*e.g.* ***Dialogue 1****: they are made of glass, shape, the sand in the bottle in picture b is colourful, etc. /* ***Dialogue 2****: the chopping board in picture a is made of plastic while the chopping boards in pictures b and c are made of wood, the chopping board in picture c is round, etc.*).
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY
Dialogue 1: c **Dialogue 2:** c

3. Speak S3.1

- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the *Speaking activities* section at the back of the Student's Book (*SA and SB are on different pages*).
- Allocate roles and explain to Ss what they are going to do.
- Ask Ss to look at the pictures and read through the phrases in the boxes and check their understanding.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the situation at the front of the class.

KEY *suggested answer*

SB: Good morning. How can I help you?
SA: Hello. I'm looking for something, but I don't know what it's called.
SB: Can you describe it?
SA: Yes. It's square and it's made of wood.
SB: What's it used for?
SA: It's an object which people use to put their photos in.
SB: I see. Is this what you're looking for?
SA: Yes, that's it!
SB: It's called a frame.
SA: How much does it cost?
SB: It costs £5.99.
SA: I'll take it.
SB: Anything else?
SA: Yes. I would like something you use to put flowers in.
SB: What's it made of?
SA: It's made of clay.
SB: Here you are. It's called a vase.
SA: Great! How much is it?
SB: It's £12.50.
SA: I'll take it.
SB: That's £18.49. Would you like to pay in cash or by credit card?
SA: By credit card.
SB: Here's your receipt.
SA: Thank you very much.
SB: You're welcome.

4. Grammar

A

- Draw Ss' attention to the dialogue and have them complete it.
- Explain to Ss to read the whole dialogue first and then try to find the answer.
- Encourage them to complete the dialogue even if they are not sure about their answers. This will build **lower-performing Ss'** confidence.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY **1.** Don't **2.** Don't

B

- Have Ss read the questions and match a and b with 1 and 2.

KEY **a.** 2 **b.** 1

- Explain to Ss that these are examples of negative questions.
- Point out to Ss that negative questions are formed with the negative auxiliary verb + subject. We can use them to show surprise or when we expect the listener to confirm what we're saying.
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference.

C

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

KEY

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

5. Listen (2)

A

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

KEY *suggested answer*

Yes, I do. I love making things. I especially like to make things from clay and I would like to take lessons to learn more. / No, I don't. I don't find arts and crafts interesting.

B L1.1

- Draw Ss' attention to the activity and ask them to look carefully at the pictures.
- Ask them to note down any differences they can see (*in pictures b and c the flower is climbing up the tree while in picture a the flower is growing out of the ground, the lamp in pictures a and c has lots of little lights while in picture b it has one large light in the middle of the tree*).
- Play the recording and have Ss do the activity.
- Check the answers with the class. Ask Ss to justify their answer.

KEY c

C L2.1

- Draw Ss' attention to questions 1-4 and their options and make sure Ss understand everything.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively , to challenge **higher-performing Ss**, you may modify the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover activity C, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two of the options.
- Check the answers with the class.

KEY

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

D

- Draw Ss attention to the question. Elicit answers and initiate a short discussion.

KEY *suggested answer*

Yes I would. I think it would be quite challenging and fun to try. / No, I wouldn't. I am really busy and I would prefer to do other things in my free time.

OPTIONAL ACTIVITY

What is it? Touch, Describe, Guess!

- Divide Ss into two groups, Team A and Team B.
- Each team has to choose three objects (*they can be anything, e.g. objects in the class, something they have in their bag, etc.*).
- Ask Ss not to reveal these objects. Then one student from each group comes to the front of the class and closes his/her eyes.
- Team A gives the student from Team B one of the three objects they have chosen. The student touches the object and he/she tries to describe it.
- Point out to Ss that they cannot say the name of the object immediately. They should use at least two adjectives to describe it. Otherwise, their team doesn't get a point even if they name the object.
- If the student cannot find the object, his/her team can help by saying only one word.
- They get ten points if they name the object.
- Team B repeats the procedure with the student from Team A.
- The team with most points is the winner.

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?

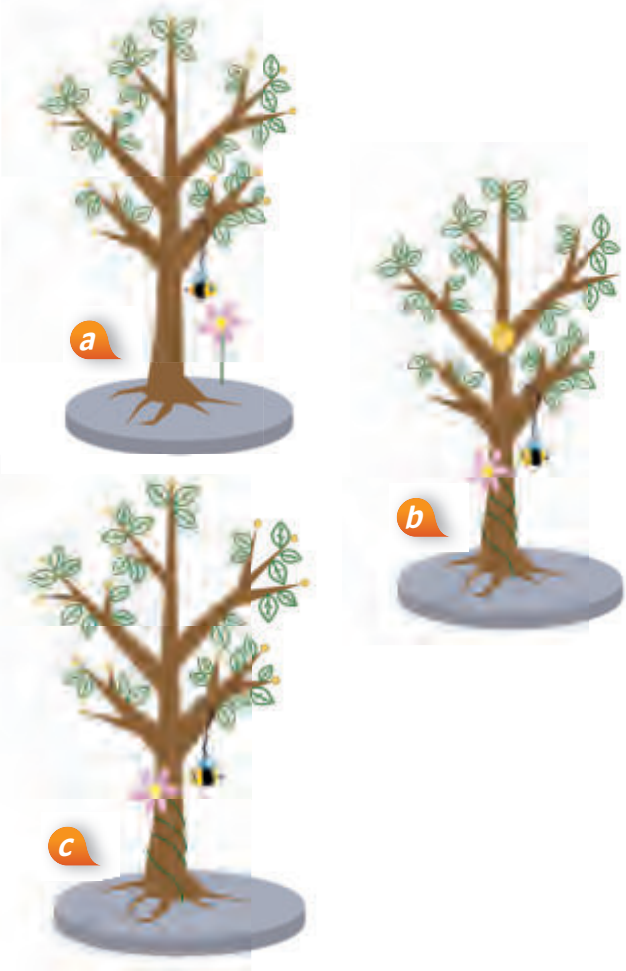
C **Make negative questions using the prompts in brackets.**

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

LEARNING STANDARDS

SB: S1.1, L1.1, L2.1, S2.4, R2.1, W3.2, W1.5, W2.2, W2.3

FUNCTIONS

Discussing advantages and disadvantages
Expressing opinion

VOCABULARY

available crowded decorate disadvantage environment equipment express(v.) fitting room option organised pleasant protected queue shop window suitable waste weather conditions

Phrases/Expressions

Exactly. Finally,... First of all,... Firstly,...
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...
Lastly,... 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.

1. Listen

A S1.1

- Draw a shopping bag on the board and write the word *shopping* in the centre.
- Use it as a mind map and ask Ss to come up with words/ ideas related to this topic.
- Draw Ss' attention to the questions and have them read through them. Make sure they understand everything.
- Initiate a short discussion and encourage Ss to express their opinion by pointing out that there is no right or wrong answer and that they shouldn't worry about making mistakes. This will build **lower-performing Ss'** confidence to participate in the discussion.

KEY

suggested answers

- There is a shopping centre near my house, so I usually go there when I need to buy something because I'm sure I'll find everything I need.
- I'm crazy about shopping, especially clothes. If I had enough money, I would buy anything I liked. / I don't like shopping. I find it boring and tiring, so I only go shopping when I really need to buy something.
- I like shopping with my friends because I can get their opinion on what to buy.
- I prefer shopping with friends because we have a great time together and they always tell me what I should buy. / I prefer shopping alone because I can find what I want in less time.
- I shop online once a month. / I never shop online.

B L1.1

- Explain to Ss what they have to do.
- Also, ask Ss to note down which speakers express a positive opinion and which a negative one.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

KEY Sahar **d** Ameen **c** Jensen **a** Clara **b**

C L2.1

- Draw Ss' attention to the activity. Explain to them that this is a dialogue between two people expressing their opinion about shopping at shopping centres.
- Have Ss read through the phrases in the box and tell them that they are used to agree/disagree with someone and to express one's opinion.
- Allow Ss some time to do the activity.
- Ask Ss to read through the whole dialogue first to get the main idea and complete only the gaps they are sure about. Then they can read it again and complete the rest of the phrases.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

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

2. Speak

A

- Draw Ss' attention to the box with the phrases used for expressing opinion, agreeing or disagreeing.
- Have Ss take turns in reading the phrases. Explain any unknown words they may have.
- Ask Ss to think if they can add any more and elicit answers.

KEY *suggested answers*

Expressing one's opinion
I am sure that...
Agreeing
Certainly.
There's no question about that.
Of course you're right.
That's correct.
Disagreeing
I'm not sure I agree...
Maybe so, but...
Yes, but you must also consider...

B S1.1

- Draw Ss' attention to the statements a–d in 1. Listen, activity B and have them express their opinion by agreeing or disagreeing. Make sure they understand everything.
- Encourage them to use as many phrases as possible from the box and use the dialogue in 1. Listen, activity C as an example.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the sitiuation at the front of the class.

KEY *suggested answer*

A: In my opinion, shopping centres are great because you can find a variety of products and shops.
B: Well maybe, but don't you think that it can be confusing? I mean there are so many products to choose from that you don't know what to buy.
A: You have a point, but I think that you always find whatever you want. Also, they're great places to hang out.
B: I couldn't agree more. You can watch a film at the cinema or grab something to eat.
A: Exactly. The only thing I can't stand is the long queues at fitting rooms.
B: I agree. Shopping centres are usually crowded and noisy and I can't stand waiting for so long to try something on.

3. Speak & Write

A S1.1

- Have Ss work in pairs and discuss the questions in the rubric.
- Allow Ss some time to think of ideas.
- Have Ss share their proposals with the class.

KEY

suggested answers

- The easiest thing that all of us can do is buy less things. This way there won't be as much to throw away. We can also make other useful things out of materials that we don't need any more.
- It helps to organise events and and teach them ways they can reduce waste.

B S2.4

- Refer Ss to the Speaking activities section at the back of the book.
- Draw Ss' attention to the table and the information on it. Make sure Ss understand everything.
- Divide Ss into pairs and have them make notes on what they want to say using the phrases/expressions from 2. Speak.
- Demonstrate the activity with the help of a student.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to share their conclusions at the front of the class.

KEY

suggested answer

A: After carefully reading the information on the table, in my view, making a poster is the most suitable activity for the anti-waste event.

B: I couldn't agree more. The poster costs less money and it takes less time than making recycled paper.

C R2.1

- Draw Ss' attention to the text and check if their opinion was the same as the writer's.
- Ask them to read through it and try to understand what kind of text it is. (A blog post expressing an opinion). Have them underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Who wrote the blog and when? Hala A. on 22 March , 2021 at 6.17 p.m.

What is the writer expressing her opinion about? the options suggested for the anti-waste event

Does she like the poster activity? Yes, she does.

Why does she think students should work in groups? A group is more likely to have all the skills necessary for making a good poster.

Does the writer like the idea of making paper? Yes, she does.

What disadvantages does this idea have? not enough equipment, students could get bored, too messy

Which idea does the writer find more suitable? making posters

- Ask Ss to read through the questions 1-5 and have them do the activity.
- Check the answers with the class.

KEY

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

D W3.2

- Ask Ss to read through the plan and give them any necessary explanations.
- Explain to Ss that four paragraphs are appropriate for expressing an opinion and refer Ss to the blog post in activity C to illustrate what the writer includes in the introduction, main part and conclusion.
- Draw Ss' attention to the first paragraph of the blog and ask:
  Which sentence introduces the subject of the blog? ('I would like to express my opinion on the options that have been suggested for the school anti-waste event.')
- Draw Ss' attention to the second paragraph and ask them what the writer presents here *(Her opinion on the poster activty and a suggestion)*. Ask Ss to highlight or underline the linking words (*First, However)* and explain to them that they are essential to the cohesion of the post.
- Draw Ss' attention to the third paragraph and ask what the focus is *(her opinion on making paper)*. Ask them to find and highlight/underline the linking words used here (*Second, On the one hand, On the other hand, What's more*).
- Draw Ss' attention to the last paragraph and ask them: *What is the writer's general statement? ('In conclusion, I definitely think that the poster activity option is more suitable.')*
- Make sure Ss do not have any questions concerning the structure of the blog post which expresses an opinion.

E W1.5 , W2.2, W2.3

- Have Ss read the rubric and the table below. Make sure they understand everything.
- Ask Ss to go to the Workbook page 102 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 103 and complete the writing plan before they start their writing task.
- Draw Ss' attention to the blank page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow some time for Ss to do the activity and go round the class providing support when necessary.
- Choose several Ss to read out their posts.

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 ☐

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

LEARNING STANDARDS

WB: R1.1, R2.1

1. Vocabulary

A

KEY

1. brands
2. currency
3. produces
4. survive
5. out
6. mind
7. afford
8. tight
9. get

B

KEY

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

2. Grammar

C

KEY

1. modern white
2. three nice woollen
3. cool yellow sparkly
4. two lovely brown leather
5. one nice blue and white striped silk

D

KEY

1. staying, to visit
2. get, to see
3. eating, having
4. to camp, booking
5. lending, use
6. to mix, putting

3. Communication

E

KEY

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

Now I can

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

8 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
S1.1	Cooperation and participation	8a, 1. Read A, p. 98
R1.1	Creative and critical thinking	8a, 1. Read B, p. 98
R4.1	Creative and critical thinking	8a, 1. Read C, p. 98
R4.2	Problem-solving	8a, 1. Read C, p. 98
R4.1	Creative and critical thinking	8a, 1. Think!, p. 98
R4.2	Problem-solving	8a, 1. Think!, p. 98
R2.1	Creative and critical thinking	8a, 1. Read D, p. 99
L1.1	Communication	8a, 3. Speak & Listen B, p. 99
L2.1	Communication	8a, 3. Speak & Listen C, p. 99
S1.1	Cooperation and participation	8a, 3. Speak & Listen D, p. 99
S1.1	Cooperation and participation	8b, 1. Read A, p. 100
R2.2	Communication	8b, 1. Read B, p. 100
R4.1	Creative and critical thinking	8b, 1. Read C, p. 101
R4.2	Problem-solving	8b, 1. Read C, p. 101
R2.1	Creative and critical thinking	8b, 1. Read D, p. 101
S1.1	Cooperation and participation	8b, 1. Read - Over to you..., p. 101
S1.1	Cooperation and participation	8c, 1. Read A, p. 102
R1.1	Creative and critical thinking	8c, 1. Read B, p. 102
R2.1	Creative and critical thinking	8c, 1. Read C, p. 102
S1.1	Cooperation and participation	8c, 1. Read – Over to you..., p. 102
R4.1	Creative and critical thinking	8c, 2. Vocabulary A, p. 103
R4.2	Problem-solving	8c, 2. Vocabulary B, p. 103
R4.1	Creative and critical thinking	8d, 1. Vocabulary, p. 104
L2.1	Communication	8d, 2. Listen (1), p. 104
S1.1	Cooperation and participation	8d, 4. Listen (2) A, p. 105
L2.1	Communication	8d, 4. Listen (2) B, p. 105
S1.1	Cooperation and participation	8d, 5. Speak & Write A, p. 105
W1.1	Creative and critical thinking	8d, 5. Speak & Write B, p. 105
W2.2	Communication	8d, 5. Speak & Write B, p. 105
W2.3	Communication	8d, 5. Speak & Write B, p. 105
S1.1	Cooperation and participation	8e, 1. Listen A, p. 106
L1.1	Communication	8e, 1. Listen B, p. 106
L2.1	Communication	8e, 1. Listen C, p. 106
S1.1	Cooperation and participation	8e, 1. Listen D, p. 106
S2.5	Inquiry and reasearch	8e, 2. Speak, p. 106
R2.1	Creative and critical thinking	8e, 3. Write A, p. 107
W3.2	Creative and critical thinking	8e, 3. Write B, p. 107
W1.6	Creative and critical thinking	8e, 3. Write D, p. 107
W2.2	Communication	8e, 3. Write D, p. 107
W2.3	Communication	8e, 3. Write D, p. 107
R1.1	Creative and critical thinking	Culture Page Activity A, p. 109
R2.1	Creative and critical thinking	Culture Page Activity B, p. 109
R5.1	Inquiry and research	Culture Page Project, p. 109
WORKBOOK		
L2.1	Communication	8c, Listen F, p. 113
R2.1	Creative and critical thinking	8d, Read C, p. 115
L2.1	Communication	Round-up 8, Listen H, p. 121
L2.1	Communication	Round-up 8, Listen I, p. 121

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

8a

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)

8b

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond with support to the attitudes or opinions of the writer in simple longer texts (R2.2)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)

8c

- communicate or find out independently more detailed personal information (S1.1)
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- follow and identify independently the detail in longer simple texts (L2.1) WB

8d

- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- communicate or find out independently more detailed personal information (S1.1)
- communicate independently more detailed personal information about themselves or others in a simple paragraph (W1.1)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

8e

- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- ask about and explain with support simple processes and ideas (S2.5)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft* in response to feedback (W3.2)
- ask about and explain with support simple processes and ideas (W1.6)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)

8 Round-up

- follow and identify independently the detail in longer simple texts (L2.1) WB

Culture Page 4

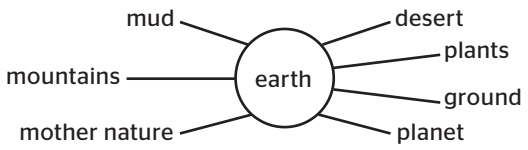
- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest (R5.1)

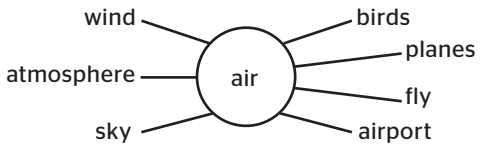
8 THE ELEMENTS

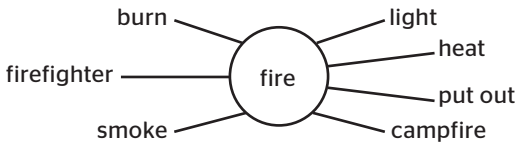
- Write the word *element* on the board and explain to Ss what it means (*one of the four substances people believed composed the physical universe: air, fire, earth, water*).
- Draw Ss' attention to the picture and ask them the first question in the *Discuss* section.
- Have Ss work in pairs and identify the four elements. You can challenge them by setting a time limit of 1 minute.
- Elicit answers and write them on the board. Encourage Ss to use the picture in their book and write the words next to the corresponding part (*fire, air, water, earth*).
- Divide Ss into four groups and draw four circles on the board, one for each element. Each group is assigned with one element. Draw their attention to the second question and have each group come up with words related to the element they have been assigned.
- As soon as they finish, have each group create a mind map with the words they found for their element.
- Then have each group take turns and complete the mind maps on the board. You can ask Ss if they would like to add any more words to the other groups' mind maps.
- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section. Explain any unknown words.

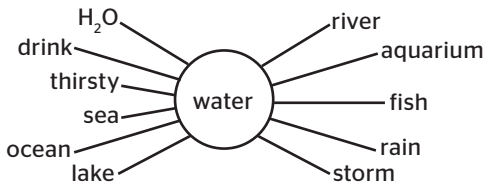
KEY

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

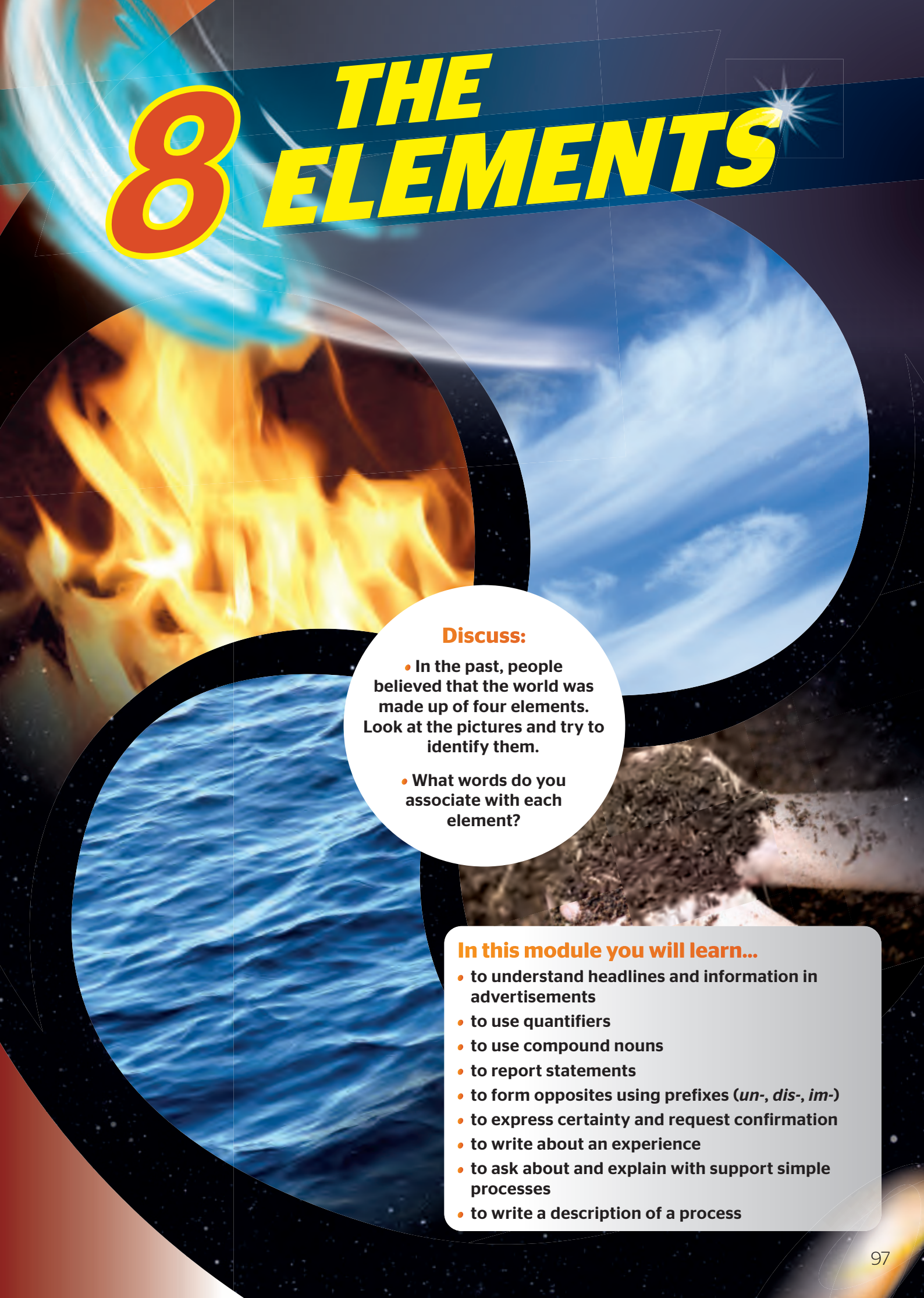








8 THE ELEMENTS



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

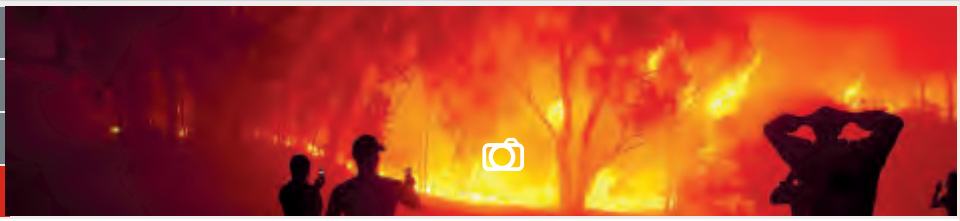
c. PEOPLE DIE IN NORTON FIRE

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.

LEARNING STANDARDS

SB: S1.1, R1.1, R4.1, R4.2, R2.1, L1.1, L2.1

FUNCTIONS - TOPICS

Talking about news articles
Understanding headlines

STRUCTURES

Quantifiers

VOCABULARY

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

1. Read

A S1.1

- Write the following headline on the board and ask Ss to tell you if they know what it is called and where they might expect to see it:
  Man nearly killed in accident
- Elicit answers (*it's a headline and it can be found in articles in newspapers or in online articles*).
- Ask Ss the first question. Elicit answers and initiate a short discussion.
- Ask Ss the second question and compare their answer with their partners'.
- If the Internet is the most popular source of information for Ss, ask them to justify their answer, by referring to the reasons why they choose this particular source. This will challenge **higher-performing Ss**.
- Ask Ss the third question and elicit answers. Encourage them to refer to a news story they have recently read or seen.

KEY *suggested answers*

- I often read news articles because I want to know what's happening not only in my town/city but also around the world.
- I always use the Internet to get my news because I can be informed about everything in no time at all. My parents used to read newspapers, but now they use the Internet too.
- I like to read about computers and technology. It's very interesting to see how technology is changing computers.

B R1.1

- Draw Ss' attention to the news article and the four headlines a-d.
- Explain to them that they are going to quickly read (skim) the news article and choose the best headline for it.
- Have Ss read through the headlines and ask them what word they have in common (*Norton*) and what's the key word in the first three (*fire*). Do not explain any unknown words at this stage.
- Ask Ss to guess what the news article will be about.
- Have Ss read the article and underline any unknown words at the same time.
- Have Ss choose the best headline for the news article. Tell them that if they have any unknown words in any of the headlines, they should first check the other options. If the other options are not correct based on what they've read, then they should choose the one with the unknown words and try to infer the meaning of the unknown words from the text.
- Encourage Ss to follow a procedure of deduction by eliminating the ones that are not true (*a, c*). Point out that they should choose the headline which best summarises what the news article is about.

KEY

b

- Ask Ss to tell you which paragraph says the following and to justify their answers by underlining/highlighting the corresponding part in the article:
  1. *It's difficult to breathe because of the smoke. (4th- Breathing has become difficult)*
  2. *The fire spread because of the strong winds. (2nd- unusually strong winds helped the flames spread with surprising speed)*
  3. *They don't know how the fire started. (2nd- Firefighters don't yet know what caused the fire)*
  4. *Tony Blaze said that they would start evacuating the town. (4th- 'The evacuation would begin within twenty-four hours, said the mayor'.)*
  5. *Tony Blaze said they needed help. (3rd- According to Tony Blaze, Norton's mayor, lots of firefighters from accross the country were called in to help)*
  6. *Everyone believes that the fire will be put out. (1st- They are confident that the danger will pass)*

C R4.1, R4.2

- Draw Ss' attention to the NOTE and explain it.
- Draw Ss' attention to the highlighted words/phrases in the news article and their meanings a-e. Make sure they haven't got any unknown words.
- You can have Ss work in pairs and do the activity.
- Have Ss check their answers in a dictionary.
- Check the answers with the class.

KEY

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

Think! R4.1, R4.2

- Draw Ss' attentiion to the Think box .
- Have them find the Mayor's surname in the text (Blaze) and look it up in the dictionary.
- Check the answers with the class.

KEY

Blaze, as a verb, means to burn brightly and strongly. As a noun, it means a large strong and dangerous fire.

D R2.1

- Have Ss do the activity. To help **lower-performing Ss**, you can eliminate one or two of the incorrect options.
- Check the answers with the class.

KEY

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

- Explain any unknown words to Ss.

2. Grammar

A

- Draw Ss' attention to the dialogue in the yellow box and ask them to focus on the words in blue.
- Review *some*, *any* and *no* with Ss (presented in 8a, lesson 2c) and check what they remember by asking the following questions:
  Are *some*, *any* and *no* used with uncountable nouns? *(Yes, they are)* Are they also used with countable nouns *(Yes, they are.)* With which form of countable nouns? (*the plural form)*
- Have Ss match 1–3 with a–c to make the rules.

KEY

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

- Have Ss come up with their own examples using *some*, *any* and *no*.

B

- Draw Ss attention to the examples in the yellow box focusing on the words in blue.
- Ask Ss to read only the words in blue and the nouns that follow a second time. Have them say which nouns are countable and which are uncountable. (*countable: firefighters, minutes, boys, fires / uncountable: water, time*)
- Now have Ss focus on the corresponding quantifiers that are used with the two categories of nouns.
- Have Ss match 1–3 with a–c to make the rules.
- Remind Ss that *how many (for countable nouns)* and *how much (for uncountable nouns)* are used to ask questions about quantity.

KEY

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

- Refer Ss to the Grammar Reference.

C

- Have Ss do the activity. Have Ss underline the nouns that follow the quantifiers and classify them as countable or uncountable. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY

1. a few
2. some
3. any
4. much
5. some
6. lots of

OPTIONAL ACTIVITY

- On the board, write a list of foods and drinks. (eg. bread, fruit, eggs, sweets, water, milk, juice)
- Have Ss work in pairs and ask and answer questions regarding the quantities of the food and drinks they eat and drink. Ss should ask questions using *how much* and *how many* and *answer using a few, a little, a lot, lots.*
- Have several Ss act out the dialogue at the front of the class.

3. Speak & Listen

A

- Draw Ss' attention to the headlines and have them read through them. Do not explain any unknown words at this stage.
- Before Ss do the activity, use the *Language Plus* box to provide Ss with some further information about the language used in headlines.

Language Plus

- The purpose of a headline is to stimulate the readers' interest concerning the content of an article. The language used is elliptical as incomplete sentences and short words are preferred. Also, no articles are used, and when passive voice is used, the auxiliary verb is usually omitted.

- Write the following full sentence on the board and ask Ss to work in pairs and try to make it appropriate for a newspaper headline:
  A fire broke out yesterday and the whole town is in danger. (suggested answer: Fire broke out yesterday–whole town in danger!)
- Have Ss do the activity. Ask them to circle key words in each headline.
- Check the answers with the class.

KEY

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

B L1.1

- Draw Ss' attention to the activity and explain to them what they have to do. Point out that there is one extra headline which they do not need to use.
- Play the recording.
- Check the answers with the class.

KEY

1. c **2.** a

C L2.1

- You can ask Ss to decide whether the statements are True or False based on what they remember from Activity B. This will challenge **higher-performing Ss** and motivate **lower-performing Ss** to pay more attention while listening.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss check their answers in pairs.
- Check the answers with the class.

KEY

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

D. S1.1

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

KEY

suggested answer
I think that both bulletins are worrying. The first one however, is more worrying because the power plant provides power to all the homes in the area and it was destoyed. This kind of damage could take a long time to fix.

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* ◯

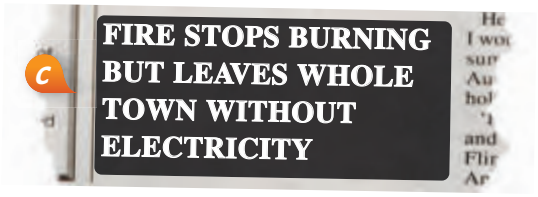
a. before uncountable nouns.
b. before uncountable or plural countable nouns.
c. before plural countable nouns.

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.

LEARNING STANDARDS

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

FUNCTIONS - TOPICS

Talking about exploring caves

STRUCTURES

Reported Speech (Statements)

VOCABULARY

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!

1. Read

A S1.1

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

KEY

suggested answers

- A field trip is a trip that students go on with their class. The purpose of these trips is to learn about and see interesting things from up close.
- They are important because students have the chance to learn from experience. Students also enjoy spending time with their friends and talking about what they have seen all together helping them to work better as a team.

B R2.2

- Draw Ss' attention to the pictures of the comic strip and ask Ss where the comic strip is set (*in a cave*).
- Write the word *cave* on the board and ask Ss to come up with any words/ideas related to this topic.
- Ask them the questions in the rubric and tell them to pay attention to the facial expressions of the characters in order to understand who isn't interested in caves.
- Elicit answers (*Brenda and Stacey*), but do not correct Ss at this stage.
- Ask Ss to tell you what they think happens next based on the pictures in the comic strip (*Olivia, Stacey and Brenda are on a field trip in a cave when suddenly they lose their way and they see lights on the ceiling.*).
- Ask Ss to read the dialogue and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Who has seen a documentary about caves? Olivia
Does Olivia know a lot about caves? Yes, she does.
Are Brenda and Stacey interested in listening to her? No, they aren't.
Who wants to take a photo? Stacey
Why is she annoyed with Olivia? Because she is trying to explain everything they see in the cave.
What do they suddenly see? lights on the ceiling
Who knows what they are? Olivia
What's the scientific name for glow worms? Arachnocampa luminosa
Are Brenda and Stacey interested in learning about glow worms? Yes, they are.
Why do glow worms light up? to attract insects
Who is impressed with Olivia's knowledge? the tour guide

Background information

Arachnocampa Luminosa is a species of glow worm unique to New Zealand. They live in dark, damp places, usually in caves and river banks. Glow worms are not actually worms; they are larvae, an immature stage of a small fly. Glow worms start as eggs before they hatch to become larvae. This is how they spend most of their life before they become pupae and then a fly. The specific species can glow at all stages of its life cycle – apart from when it is an egg – and the light produced is greenish blue.

- You can ask Ss to find pictures of the specific species of glow worms, of stalactites and stalagmites and bring them to the next lesson.

C R4.1, R4.2

- Draw Ss' attention to the highlighted expressions in the text and their meanings a–e. Make sure they haven't got any unknown words.
- You can have Ss work in pairs and do the activity. Remind Ss that in order to understand the meaning of these expressions, they have to pay attention to the words/sentences that come before or after the unknown expression. Then Ss have to try and say the sentence in their own words and guess the meaning.
- Have Ss check their answers in a dictionary.
- Check the answers with the class.

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

D R2.1

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

KEY

1. She liked it.
2. Her dad asked her to take a photo of the stalagmites.
3. Stalactites hang from the ceiling while stalagmites rise from the floor of the cave.
4. the lights on the ceiling
5. Because she knows a lot about caves and glow worms.

- Explain any unknown words and choose several Ss to act out the comic strip.
- Ask Ss some questions:
  Do you usually watch documentaries before visiting a place?
  What makes you interested in learning more?
  Have you ever been to a cave? If yes, did you like the experience?
- Elicit answers and initiate a class discussion.

Over to you S1.1

- Ask the questions in the box. Elicit answers and initiate a short discussion.
- If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.

KEY *suggested answers*

- **Would you like to go on a field trip to a cave? Why? / Why not?**
  Yes, I would. I think that caves are really cool and I would like to see the inside of one.
- **Where else would you like to go on a field trip? Why?**
  I would like to visit a planetarium because I am really interested in space and the planets.

2. Vocabulary

A

- Draw Ss' attention to the compound noun and have them explain what a tour guide is their own words.

KEY

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

B

- Have Ss read the NOTE and do the activity.
- Check the answers with the class.

KEY

rock formation
cave floors
glow worms

C

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

KEY

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

3. Grammar

A

- Draw Ss' attention to the example sentences on the left in the box and explain that it is Direct Speech.
- Point out that in Direct Speech, we repeat the exact words that someone said.
- Draw Ss' attention to the sentences on the right in the box and explain that they are in Reported Speech.
- Point out that in Reported Speech, we report the meaning without using the exact words, and we use a reporting verb.
- Have Ss complete the rule below the examples.
- Check the answers with the class.

KEY

We use the verbs **say** and **tell** to report statements.

- Write the following on the board:

  Ameen said, 'Saleh will play tennis with his brother.'
  Ameen said that Saleh would play tennis with his brother.
- Explain to Ss that we use the verb *say* in Direct Speech and the words of the speaker are put in quotation marks.
- In Reported speech, we use *say* or *tell (usually in the Past Simple), followed by that (optional).*
- Ask Ss to look at the examples above again and say in which cases we use *say* and *tell* (*tell when there is a person/pronoun as an object and say when there is no person/pronoun as an object*).

B

- Draw Ss' attention to the yellow box with the two columns which have examples of Direct Speech transformed into Reported Speech.
- Have Ss take note of differences in the language and verb tenses used when sentences are changed from Direct to Reported Speech.
- Have Ss complete the changes that occur in Reported Speech transformation in the white box.
- Check the answers with the class.

KEY

Present Simple ⟶ Past Simple
Present Progressive ⟶ Past Progressive
will ⟶ would

- Refer Ss to the Grammar reference.
- Write the following on the board and underline the pronouns and possesive adjectives:

  'I always help my friends,' said Lamya.
  Lamya said that she always helped her friends.
- Explain to Ss that pronouns and possessive adjectives may also need to change so that the meaning of the sentence remains the same.

C

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

KEY

1. hated watching the news.
2. couldn't make a campfire.
3. wouldn't come to school.

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?

LEARNING STANDARDS

SB: S1.1, R1.1, R2.1, R4.1, R4.2
WB: L2.1

FUNCTIONS - TOPICS

Talking about travelling by plane

STRUCTURES

Question Tags

VOCABULARY

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

1. Read

A S1.1

- Write the word *plane* on the board and choose a student to draw one on the board.
- Draw Ss' attention to the first question and elicit answers.
- Ask Ss to elaborate on their answers. If they have travelled by plane, encourage them to refer to details (*where, when, how they felt etc.*). If not, ask them to tell you if they would like to travel by plane and where.
- Elicit answers and tell Ss not to worry about making mistakes. Tell them that if they don't know a word, they should try to describe it in their own words and that you are going to help them by writing the word they are looking for on the board. This will build **lower-performing Ss'** confidence and encourage them to participate in the discussion.
- Draw their attention to the second question and ask them to share any (good or bad) experience they might have had when travelling by plane, or any they may have heard of.

KEY *suggested answers*

- Yes, I have. I travelled by plane last year for the first time. I visited my cousins in Italy. At first I was very anxious, but then I enjoyed it. Flying above the clouds was an amazing experience. / No, I haven't.
- Yes, I have. A friend of mine arrived in the UK on holiday without her luggage and she got very upset. She informed the airline and the next day they brought her suitcase to the hotel where she was staying. / No, I haven't.

B R1.1

- Have Ss read the text quickly and decide where Olly, Tim and Alan are.
- Have Ss underline unknown words at the same time.
- Check the answers with the class.

KEY

at the airport

- Ask Ss to justify their answer. *(Olly bought a travel pillow for his flight / Olly and Tim check in / the flight is delayed / the flight is boarding soon)*
- Ask Ss some comprehension questions:

What did Olly buy? a travel pillow
Why did he buy it? to help him relax and sleep during the flight
Who doesn't have a problem with airplane seats? Tim
Who sent a text? Alan
Why did Alan wake up late? He didn't hear his alarm clock.
Why is the flight delayed? because of a technical problem
What airline are Olly and Tim flying with? Cloudline
Do flight delays sometimes happen? Yes, they do.
Who has travelled with this airline before? Tim
Are the airline's flight attendants impolite? No, they aren't.
How long is the flight delay so far? thirty minutes
Does Alan miss the flight? No, he doesn't.

C R2.1

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

KEY

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

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

Over to you S1.1

- Ask Ss the question in the box. Elicit answers and initiate a short discussion.
- If necessary, write some key phrases/expressions on the board to help **lower-performing Ss**.

KEY

suggested answer

How would you react if your were Olly or Tim?

I wouldn't get upset. Thirty minutes isn't a very long delay. Airlines sometimes have short delays and I am used to it. / I would be very upset. I don't like waiting at all.

2. Vocabulary

A R4.1

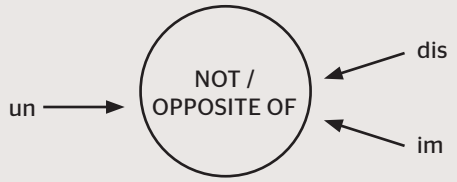
- Draw Ss' attention to the three words. Explain to them that they should scan the text and find their opposites.
- Point out that they don't have to look for totally different words. The words they have to find are similar to the ones given.
- Allow Ss some time to read the text quickly.
- Check the answers with the class.

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

- Ask Ss what they notice about the formation of their opposites (*two or three letters were added at the beginning of the adjectives or verbs.*). Ask them to tell you which letters were added to each adjective and write them on the board (*-un, -dis, -im*).

B R4.2

- Draw Ss' attention to the NOTE and explain it to them. Explain to Ss what the word prefix means (*a letter or a group of letters which is added at the beginning of a word and changes its meaning*) and point out to them that the prefixes *un, dis*, and *im* are negative prefixes. Draw the following diagram on the board and have Ss copy it to their notebook.



- Draw Ss' attention to the box with the adjectives and the verbs and explain what they have to do. Tell them to start with the prefix *dis* which is the only one that can be added to verbs.
- Have Ss find the verbs in the box and complete the table. This will help **lower-performing Ss** do the activity.
- Have Ss check their answers in a dictionary.
- Check the answers with the class.

KEY

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

3. Grammar

A

- Draw Ss' attention to dialogues 1 and 2 in the yellow box and ask them to read them.
- Point out the short questions at the end of the sentences and explain that these are question tags.
- Have Ss focus on how the question tags affect the meaning and tick the correct answers a–c.
- Check the answers with the class.

KEY b and c should be ticked

- Draw Ss' attention to the NOTE about question tags for *Let's (shall we)*, for *Imperatives (will/won't you)* and the first person singular of the verb *be* in Present Simple *(aren't I)*.

B

- Ask Ss to read the dialogues again carefully focusing on the structure. Then have them complete the rules. Make sure they understand everything.

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

- Ask Ss how they will decide which auxiliary verb to use in the question tag *(it is formed with the auxiliary verb or the modal verb of the main sentence).*
- Refer Ss to the dialogues again and ask them to find examples of question tags (*Give me a hand, will you? / You didn't go shopping at six in the morning, did you? / Plane seats are so uncomfortable, aren't they? / He's late again, isn't he? / We should give Cloudline Airlines a negative review, shouldn't we?*).
- Refer Ss to the Grammar reference.
- Have Ss come up with their own examples.

C

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

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

4. Pronunciation

A

- Have Ss read the rubric then play the recording. Have Ss repeat and identify the difference between the two sentences *(in the first sentence the intonation is rising and in the second it's falling).*
- Ask Ss to tell you in which sentence the speaker isn't sure and in which one he expects the listener to agree. Check the answers with the class.

KEY
1. The speaker isn't sure and wants confirmation (rising intonation).
2. The speaker is sure and expects the listener to agree (falling intonation).

B

- Play the recording and have Ss repeat.
- Pause after each sentence so that Ss can decide whether the intonation is rising or falling and draw the corresponding arrow (*upwards or downwards*) beside each sentence.
- If necessary, play the recording again.
- Check the answers with the class.

KEY
1. rising
2. rising
3. falling
4. rising
5. falling

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?

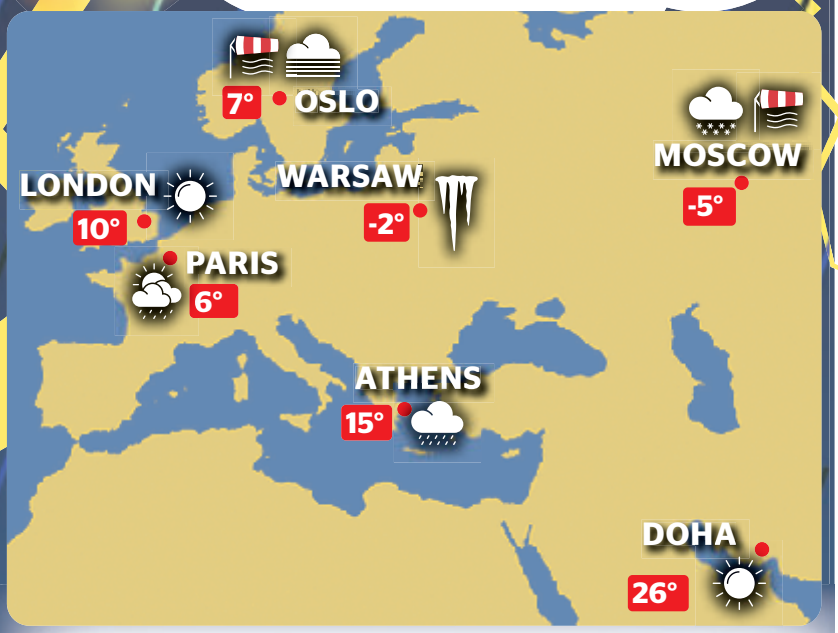
B **Listen and repeat. Is the intonation rising ↗ or falling ↘?**

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

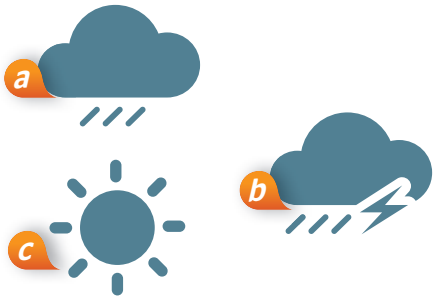
We write: -2 °C
We say: minus two degrees Celsius

2. Listen (1)

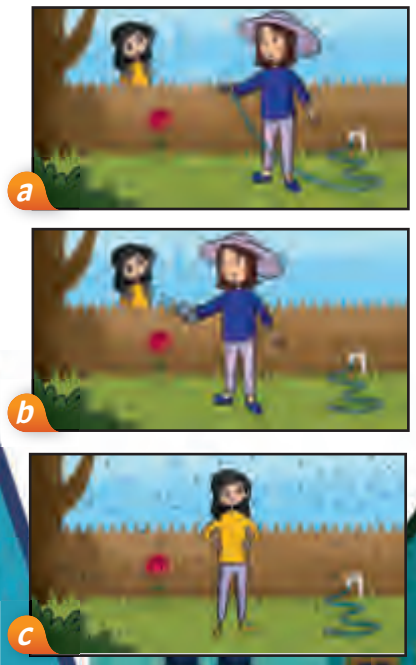
Listen to three short dialogues and answer the questions. Choose a, b or c.

1. What does the boy want to buy?

2. What will the weather be like on Saturday?



3. Why is Rose wet?



LEARNING STANDARDS

SB: R4.1, L2.1, S1.1, W1.1, W2.2, W2.3
WB: R2.1

FUNCTIONS - TOPICS

Talking about the weather

STRUCTURES

Subject-Object questions

VOCABULARY

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

1. Vocabulary R4.1

- Draw a sun on the board and write the name of a city and its temperature.
- Then pretend that you are a weather forecaster and start presenting the weather in the specific city by pointing to the board.
- Ask Ss to guess who you are and elicit answers (*a weather forecaster*). Encourage Ss to paraphrase and use words that they know in English to describe a weather forecaster.
- Ask Ss some questions:
  Do you watch the weather forecast? Why? Why not?
  When do you think it is important to be informed about the weather?
  Do you know where the information about the weather comes from?
- Elicit answers and initiate a class discussion.
- Draw Ss' attention to the map in their book and allow them some time to look at it carefully. Ask them to pay attention to the symbols used.
- Then have them read through the weather forecasts 1–7 and complete them with the information on the map.
- Ask Ss to read the whole sentence before they complete the missing word. If they don't know or they don't remember the word they are looking for, tell them to move on to the next sentences which may contain this word.
- Allow Ss some time to do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

1. temperatures, wind
2. skies, sunny
3. rainy
4. snowy
5. freezing
6. rain
7. sunshine, rise

- Draw Ss' attention to the NOTE and explain it.
- Then choose several Ss to pretend they are weather forecasters and read the weather forecasts.

2. Listen (1) L2.1

- Draw Ss' attention to the activity and explain what they have to do.
- Have Ss read through the questions 1–3 and look at the corresponding pictures.
- Tell Ss that all the options may be mentioned in the recording, but they should listen to the whole dialogue and pay attention to the question.
- Encourage them to make notes while listening so that they can check their answers later if they don't have the time to do so while listening.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

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

3. Grammar

A

- Draw Ss attention to the two options and choose the correct one. Tell them that in order to choose the correct one, they have to pay attention to the answer and more specifically whether the answer refers to the subject or the object.
- Play the recording and have Ss confirm their answer.
- Check the answers with the class.

KEY

Who gave you the towel?

B

- Ask Ss to read through the examples in the grammar box and draw their attention to the words in blue.
- Ask Ss what they notice about the formation of the questions (*the first question is formed without an auxiliary verb while the second is formed with an auxiliary verb*).
- Remind Ss of SVO (*Subject-Verb-Object*) and have them write SVO above the corresponding words in the answers.

S	*V*	*O*
The storm	*damaged*	*the roof.*

- Tell them to pay attention to the answers of the two questions and ask Ss questions a–c.
- Elicit answers and check them with the class

KEY

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

- Explain to Ss that when we use the question words *who, which* and *what* to ask about the subject of the verb, we form the questions without auxiliary verbs (*who/which/what + verb in the affirmative form*), while when we ask about the object of the verb, we form the question with auxiliary verbs (*who/which/what + auxiliary verb + subject + main verb*).
- Write the following on the board and explain to Ss that even if the subject is in plural, the verb in the question is always in singular:
  *Who **wants** some ice cream?*
  ***We** want some ice cream.*
- Refer Ss to the Grammar Reference.

C

- Have Ss do the activity. Tell Ss to look carefully at the words in bold, decide if they are the subject or the object of the sentence and then write questions using an auxiliary verb or not. This will help **lower-performing Ss**.
- Check the answers with the class.

KEY

1. broke the glass
2. did you use to climb the tree
3. did you invite to dinner
4. makes you laugh
5. did you call earlier

4. Listen (2)

A S1.1

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

KEY *suggested answer*

Yes, I have. I had a day like that last month. First, my alarm clock wasn't working so I woke up late and missed the bus. I arrived at school late and we had a test that day in the morning. I didn't do very well because I didn't have time to finish. I also forgot to bring my lunch so I didn't have anything to eat. It was really a terrible day! / No, fortunately I have never had a day like that.

B L2.1

- Draw Ss' attention to the activity and ask them to read through questions 1–5 and the answer choices. Make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Encourage them to underline the question words and any key words/expressions in the questions that will help **lower-performing Ss** identify the answer while listening. To further help **lower-performing Ss**, you may eliminate one or two of the the incorrect options.
- Check the answers with the class.

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

- You can print the transcript and ask Ss to underline the parts in the dialogue that justify the correct answers.

C

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

KEY

If I were Tom, I would be annoyed.

5. Speak & Write

A S1.1

- Find some photos on the Internet depicting people experiencing bad weather conditions, print them and stick them on the board.
- Create mind maps with these photos and ask Ss to come up with words related to each picture. Have each student write one word on the board.
- Then divide Ss into pairs and allocate roles.
- Explain to them that they are going to talk about bad weather conditions they have experienced and answer their partners' questions. If they can't come up with a personal experience, tell them to use the photos on the board in order to do the activity.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss read through the prompts and take notes of what they want to say.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Then have Ss swap roles.
- Choose several pairs to act out the situation at the front of the class.

KEY *suggested answer*

A: Have you experienced any bad weather conditions?
B: Unfortunately, I have.
A: When did this happen?
B: Last weekend, we decided to go hiking with my brother. We'd checked the weather forecast before we left. The sun was shining and there were no clouds in the sky.
A: So what happened?
B: As we got further up the mountain, black clouds appeared in the sky and a strong wind started blowing. Then we heard thunder. We realised that a storm was coming.
A: And what did you do?
B: We had to go back immediately. As we were going down the mountain, it started raining. Also, it was so foggy that we couldn't see a thing.
A: How did you feel?
B: Well, my brother was really scared, but I tried to stay calm. Fortunately, our parents were waiting for us near the bottom of the mountain. It rained for the rest of the day, but luckily we were at home warm and safe.

B W1.1, W2.2, W2.3

- Draw Ss' attention to the activity and ask them to use the ideas discussed in activity A in order to write about their experience on the discussion forum.
- Allow Ss some time to do the activity in class and go round the class providing support when necessary.
- Choose several Ss to read out their reply.

KEY *suggested answer*

Last weekend, we decided to go hiking with my brother. We'd checked the weather forecast before we left. The sun was shining and there were no clouds in the sky.

As we got further up the mountain, black clouds appeared in the sky and a strong wind started blowing. Then we heard thunder. We realised that a storm was coming.

We had to go back immediately. As we were going down the mountain, it started raining. Also, it was so foggy that we couldn't see a thing.

I tried to stay calm. Fortunately, our parents were waiting for us near the bottom of the mountain.

OPTIONAL ACTIVITY

Where am I going?

- Draw Ss' attention to the map in the Vocabulary activity.
- Have them work in pairs and choose a city without revealing it to their partner.
- Tell them to imagine that they are going on holiday. SA has to give two clues to SB so that SB can guess the city SA has chosen.
- Help Ss by encouraging them to use words related to the weather or the clothes they have to take with them, according to the weather forecast for this city. (*e.g. I have to take my boots.*)
- Then Ss swap roles and repeat the same procedure.

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.

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?**

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.**

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...

LEARNING STANDARDS

SB: S1.1, L1.1, L2.1, S2.5, R2.1, W3.2, W1.6, W2.2, W2.3

FUNCTIONS

Writing a description of a process

VOCABULARY

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

1. Listen

A S1.1

- Draw Ss' attention to the advertisements and have Ss look at the titles *Highland Survival! and A Wild Adventure Special!* Ask them to tell you what they expect these advertisements to be about (*survival courses in the Scottish Highlands and in the Arabian Desert*).
- Ask Ss to read through the advertisements and ask them the following questions:
  Would you like to take part in these courses?
  Do you think they're dangerous?
  From the two advertisements which is the most interesting for you?
- Draw Ss' attention to the questions and allow Ss some time to think of what else they would like to know.
- Elicit answers and initiate a short discussion.

KEY

suggested answers

- Location, prices, equipment, more information about when the course takes place, where they are going to stay, etc.
- by calling the telephone number or sending an email to the address on the posters.

Background information

The Scottish Highlands are a mountainous region in Scotland, consisting of small villages, small towns, some islands which are inhabited and a major city, **Inverness**. They're famous for their towering mountains and their deep blue lochs (*lakes*). The famous **Loch Ness** and Scotland's highest mountain– **Ben Nevis** – are situated in the highlands.

B L1.1

- Have Ss listen and decide which advertisement the woman is asking about.
- Ask Ss to make notes in order to justify their answer. (*Highland survival course... / your advertisement just says teens / Where in the Highlands...*)
- Play the recording again and have Ss compare their answers in pairs.
- Check the answer with the class.

KEY

The woman is talking about advertisement a.

C L2.1

- Ask Ss to read the notes and make sure that they haven't got any unknown words. Ask them to guess what kind of information is missing (***1.*** *a name,* ***2.*** *a time period,* ***3.*** *a number,* ***4.*** *a date,* ***5.*** *a place,* ***6.*** *a number*).
- Play the recording and have Ss listen and do the activity.
- Play the recording again and have Ss check their answers in pairs.
- Check the answers with the class.

KEY

1. Highland Survival **2.** 5/five **3.** 11/eleven (years old) **4.** 1/one week **5.** Aviemore **6.** 650/six hundred and fifty

D S1.1

- Ask Ss the question in the rubric and elicit answers.

KEY *suggested answer*

Yes, I would. I like spending time in the wilderness. This course will teach me what to do to survive in the wilderness, so that I 'm safe. / I'm not interested in survival courses. I much prefer sport, so a sports camp would be lots of fun for me.

2. Speak S2.5

- Divide Ss into pairs.
- Refer Ss to the speech bubble and the Speaking Activities section (SA and SB are on different pages) and allocate roles.
- Each student has to ask the other questions and then draw a picture in order to complete the missing steps.
- Explain that they are going to use the words in the box to explain the steps.
- Demonstrate the activity with the help of a student.
- Have a pair of students demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Have Ss check each other's drawings and discuss any differences they may have.
- Have several pairs of Ss act out the situation at the front of class.

KEY

suggested answer

A: What do you have to do first?
B: Firstly, you have to put the burn under cold water and keep it there for 5–15 minutes. What's the next step?
A: Next, you need to wash the burn with soap. What's after that?
B: When the burn is clean, you have to place a cool clean cloth on the burn. What's next?
A: After, you must change the cloth with another one every 5–15 minutes. What do you do after that?
B: The next step is is to put antiseptic cream on the burn. What's the last step?
A: Finally, you wrap the burn with a clean bandage.

3. Write

A R2.1

- Ask Ss to read through the questions 1–4 and check their understanding.
- Draw Ss' attention to the description of a process and ask them to read it.
- Have Ss do the activity. Point out that they should justify their answers by underlining the corresponding parts in the text.
- Go round the class helping Ss when necessary.
- Check the answers with the class.

KEY

1. the reader
2. The writer mostly uses short sentences. This is because the description needs to be clear and simple so that the reader can understand it more easily.
3. firstly, then, next, when, after
4. No, he doesn't. The use of short forms is more informal so this would be inappropriate for instructions.

B W3.2

- Ask Ss to read the plan.
- Make sure that Ss understand what must be included and the writing style.

C

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

KEY

suggested answers

1. Next, remove the plastic cover.
2. Finally, grab the ball quickly.
3. First, wash your hands.

D W1.6, W2.2, W2.3

- Have Ss read the writing task.
- Ask Ss to go to the Workbook page 116 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 117 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the blank page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their description and go round the class providing support when necessary.
- Choose several Ss to read out their description.

OPTIONAL ACTIVITY

- Write the following question on the board and have Ss note it down:

Do you know...?

- *Which word is pronounced the same even if the last four letters are removed?*
- Explain to them that they have to think of the answer first, and then search the Internet to check it.

KEY

- queue

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 ☐

LEARNING STANDARDS

WB: L2.1

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their scores.

1. Vocabulary

A

KEY

1. delay
2. residents
3. schedule
4. clear
5. spread

B

KEY

1. booking
2. disorganised
3. broke out
4. temperatures
5. minimum

2. Grammar

C

KEY

1. many
2. Lots
3. a few
4. some
5. a little
6. much
7. any
8. a lot

D

KEY

1. (that) his suitcase was still on the plane.
2. (that) he was going for a walk.
3. (that) they/we might stay at Sunview Hotel.
4. (that) he couldn't ride a bike.

E

KEY

1. What did you find in the garden?
2. Which boy is your brother?
3. Who did Lamya call this morning?
4. What fell on the floor?

3. Communication

F

KEY

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

Now I can

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

4 Culture Page

WATER Awareness in Qatar

LEARNING STANDARDS

SB: R1.1, R2.1, R5.1

A R1.1

- Draw Ss' attention to the question in the rubric. Elicit answers and initiate a discussion.

B R2.1

- Ask Ss to read through the text and underline any unknown words.
- Ask Ss some comprehension questions:

What do Qataris understand better than others? Water is an important resource.
What conditions do the people in Qatar live in? (very) dry desert conditions
Is it easy to find water in this environment? No, it isn't.
Where has Qatar got natural water resources? under the ground
Is this water enough for the population? No, it isn't.
Where does most of the country's water come from? a factory (which takes seawater, removes the salt and sends it to people's houses)
Why do people in Qatar use a lot of water? Because it's (very) cheap.
What is needed to make clean water? (a lot of) energy
What is the Kahramaa Awareness Park (KAP)? a centre with serious ideas for protecting the environment
Do people have fun there? Yes, they do.
What do visitors find when they first enter KAP? a 3D model of the park
What is the park built from? Recyclable materials.
Why does it take very little energy to cool this building? Because very little heat passes through.
What is the video that people watch at KAP about? the design of the park and how it uses three forms of green energy
What is the shape of the building? a pearl inside a shell
What is one of the park's main attractions? Qatora's journey
What does the experience at KAP create? a new generation of Qatari citizens that care about looking after their environment

- Ask Ss to read through questions 1–4 and make sure they haven't got any unknown words.
- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may modify the activity from multiple choice to open-ended questions. Write questions 1–4 on the board (without the options) and ask Ss to cover the questions in their books. To help **lower-performing Ss**, you may eliminate one incorrect option.
- Check the answers with the class.

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

- Explain any unknown words to Ss.

PROJECT

Make a poster!

R5.1

- Draw Ss' attention to the project and tell them they are going to make a poster about ways to save water.
- Refer Ss to the Project Skills section at the back of the Student's book and explain the steps they have to follow to make a poster.
- Draw Ss' attention to the question.
- Have Ss search the Internet to find information they need.
- Encourage them to find pictures and interesting facts as well.
- Allow Ss time to do the activity in class, or assign it as homework.
- Have Ss present their posters to the class.

4 Culture Page

WATER Awareness in Qatar

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.**

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.

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!

POEM

(Modules 7 & 8)

Walking in the rain!

- Ask Ss to look at the title of the poem and guess what it is about,
- Accept all answers.
- Ask Ss to read through the words in the box and the poem without trying to work out the correct answers. Explain any unknown words to Ss.
- Ask Ss to try and guess the correct answers before listening to the poem.
- Play the recording and have Ss listen to the poem carefully and check their answers.
- Check the answers with the class.

KEY

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

- Play the recording again and have Ss say in unison.
- Ask Ss to read the poem again and come up with their own title. Have **higher-performing Ss** work with **lower-performing Ss**.
- Have Ss share the titles they thought of with the rest of the class and initiate a short discussion.

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

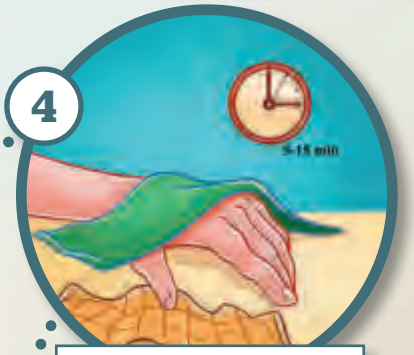
1

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

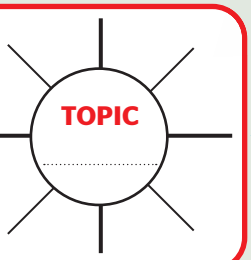
IRREGULAR VERBS					
Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	light	lit	lit
bite	bit	bitten	lose	lost	lost
bleed	bled	bled	make	made	made
blow	blew	blown	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.)

Module 5

5d

3. Listen (1)

A: Cranston Architecture and Design. Anne Cramer speaking. How can I help you?

B: Good morning, Ms Cramer. This is Jerry Roberts from the Online News Agency. Could I speak to Mrs Cranston, please?

A: I'm afraid Mrs Cranston isn't here at the moment. You can ring her on her mobile or I can ask her to phone you when she comes in.

B: I've tried calling her mobile many times, but she hasn't answered. Now I'm thinking that I might have the wrong number.

A: What number did you dial?

B: 07700 9000961

A: That's her number. She had a meeting this morning, so maybe she couldn't answer. Why don't you call her again in about ten minutes? The meeting will be over.

B: Could I leave a message instead?

A: Of course.

B: Would you please inform her that I may not be on time for the interview at 2 p.m.? You see, I have to be at another meeting at 1 p.m. and it could take a while. She told me that she had something to do at 3 p.m. If she prefers, we could do the interview a little later, at 4 p.m..

A: OK, I'll tell her that you may be late for the interview at 2 p.m.. If that is a problem, then you could do it at 4 p.m.. I believe 4 p.m. is probably better for Mrs Cranston anyway. Two o'clock may be difficult for her, too.

B: OK, thank you.

5. Listen (2)

Jack

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

Janet

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

Robbie

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

5e

1. Listen

A: Dad said we should look for something to do tomorrow. Any ideas?

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

A: Good thinking! [pause] Yes, there are some advertisements for trips right here.

B: See anything interesting?

A: There's a trip to a dairy farm.

B: What do you get to do there?

A: It says you can take a guided tour and experience life on a farm.

B: What else?

A: You can visit and learn about farm animals, plus taste the farm's high-quality products at the farm's restaurant.

B: Sounds delicious! Any other options?

A: We could take a waterfront cruise on a traditional Arabian dhow. You spend an evening on the boat and learn all about the city.

B: But we took a tour of the city yesterday. Is that all you get to do?

A: Well, no. There's also a walk along the Corniche.

B: Hmmm... Wait a minute. There's another thing here.

A: What?

B: How about visiting Aspire Zone?

A: To do what?

B: See the stadium where important sports tournaments take place, walk or jog around the track and relax in the green spaces of the park. We can go to the shopping centre there as well!

A: Well...

B: Have a look for yourself. It's quite beautiful.

A: Look. I don't really need to buy anything.

B: Neither do I. I've finished with my shopping.

Module 6

6c

4. Listen & Speak

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

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

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

In fact, we hope to clean up traffic pollution in the city almost entirely by removing all cars except 'green' electric ones. To encourage people to think carefully about what kind of car they buy, drivers of green cars

can use any parking area in the city at no cost and, by 2025, no other type of car will be allowed in the city.

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

6d

2. Listen (1)

Waiter: Hello. Can I take your order?
Man: Yes, we're ready. Kelly?
Woman: I'd like the French onion soup to start.
Waiter: I'm afraid there isn't any French onion soup left. Would you like the creamy mushroom soup?
Woman: Sure, sounds good.
Waiter: Mushroom soup for you too?
Man: No, thank you. I'd like the chicken wings.
Waiter: Very well.
Man: Can you please make that two chicken wings? I'm kind of hungry.
Waiter: Certainly.
Man: And for the main course... oh before we go to that. Kelly, don't you think we should get a salad too? Caesar salad sounds good.
Woman: Why don't we get the other one? I don't like eggs or garlic.
Waiter: So, the English Garden then?
Man: Yes, please. Now, does the vegetarian lasagne have mushrooms in it?
Waiter: Yes, it does.
Man: Can I have it without mushrooms?
Waiter: Of course.
Man: Thank you.
Woman: I'd like the roast chicken, please. What does that come with?
Waiter: Our meat dishes come with a side dish - either rice or chips.
Woman: Some chips, please.
Waiter: Certainly. Anything else?
Woman: Actually, could I have the rice instead?
Waiter: No problem. Is that all? Would you like something for dessert?
Man: I would. What do you recommend?
Waiter: Well, if you're a fan of apples, I'd definitely say the apple pie.
Man: I see. It doesn't have any nuts in it, does it?
Waiter: I'm afraid it does. Our cheesecake doesn't have any nuts, though.
Man: Great, then I'll get that.
Woman: I want one too. It's my favourite dessert. I would also like a strawberry lemonade. I'm curious to see what it is.
Waiter: Very good choice. And for you?
Man: Some mineral water, please.
Waiter: Still or sparkling?
Man: Still.
Waiter: Would you like your drinks now, or would you...

5. Listen (2)

A.

Chef: Today on *Let's Cook*, we're going to make a strawberry cheesecake.
Assistant: OK, so what do we need apart from strawberries?
Chef: Let's see... first, we're going to need a packet of biscuits and a little bit of butter.
Assistant: Then some soft cheese for the main part?
Chef: That's right.
Assistant: What about milk?
Chef: No, we don't need that. Some people like milk or even yoghurt in their cheesecake, but I only use cheese. We will need some eggs, though.
Assistant: OK. Is that everything? What about flour? Or sugar?
Chef: No flour, but definitely sugar! We need some for this recipe.
Announcer: *Let's Cook* will be back after the break.

B.

Assistant: Welcome back. We're about to start our strawberry cheesecake.
Chef: First, the biscuits need to be broken into little pieces.
Assistant: Don't we have to melt the butter first?
Chef: That comes next. Go ahead and do it now. Then, when it's nice and soft, add the butter to the pieces of biscuit and stir.
Assistant: Yum. So that's the first part of the cheesecake?
Chef: Yes, it's that easy. Now press the biscuit mix into the cake tin. For the next part, mix the cheese and sugar together in a bowl. Stir them really well.
Assistant: What about the eggs?
Chef: Make sure that the cheese and sugar are smooth before you add them... OK, you can put them in now.
Assistant: It looks great. So, I'll pour the cheese, sugar and eggs into the cake tin too. What's next?
Chef: Now we're going to put the cake in the oven.
Assistant: But what about the strawberry topping?
Chef: We can make it while the cheesecake is baking. It needs about one hour, so put it in the oven now.
Assistant: All right, it's in. What do we need for the topping?
Chef: Put the strawberries in a pan. Now add the sugar and keep stirring until it boils.
Assistant: How will we know that the cake has finished baking?
Chef: You can check by sticking a knife in it. If it comes out clean, the cake is ready. When it's ready, we'll pour the topping on and put it in the fridge for a bit.

6e

1. Listen

1.

A: Hey, Tania, are you playing a computer game? Need any help?
B: I'm not playing, Jessie. Actually, I need some help here. Can you have a look at these T-shirts?

A: T-shirts? Are you shopping online now?
B: No, I'm trying to design a T-shirt for the school walkathon. What do you think of this one?
A: I like the picture of the trainers on it, but I find its colour a bit dull. Why don't you change it?
B: Hmm, you're right, I will. Thanks.

2.
A: Hey, Eric. Can you give me a hand, please?
B: What can I do for you, Phil?
A: Can you have a look at my bike?
B: Did you get a flat tyre?
A: No, I just want you to check it before the bikeathon.
B: I'm afraid I don't know much about bikes.
A: That's OK. I'll get my brother to have a look when he comes home.
B: Since your brother knows about bikes, do you think that he would mind helping me choose a new bike?
A: I'll ask him, but I think he'd be happy to help.

3.
A: Hi, Aisha. Still reading?
B: Yeah, I have to read 50 books by September.
A: Wow. Do you need any help choosing books? I don't think I could find 50 I'm interested in reading.
B: Tell me about it. Fortunately, the readathon gives you some to choose from. Sometimes, though, I start a book and realise that I know how it's going to end.
A: What? You mean you're reading the same books twice?
B: I'm not sure, but I think I read some of them when I was younger.
A: That's annoying.
B: I guess. Still, if I don't recognise a book in the beginning, it's probably a good idea to read it again!

Module 7

7d

2. Listen (1)

Dialogue 1
A: So, what do you think of my bottle?
B: Hmmm...
A: What? Don't you like it?
B: It's nice. Don't you think colourful sand would look nicer?
A: Well, I wanted it to be a natural colour.
B: Aren't you going to paint it?
A: I was planning to, but I changed my mind.

Dialogue 2
A: How can I help you?
B: I'm looking for a present for my mum, but I don't know what it's called. It's made of wood, I think, and it's used for cutting vegetables or meat on.
A: Oh, you want a chopping board. Come this way. We've got wooden boards, plastic boards, round, square or...
B: I'd like that round one, please.

5. Listen (2)

B.
A: What's that you're carrying?
B: It's my design project. It's a lamp. I made it in the shape of a tree. Do you like it?
A: It looks fantastic. I love the way the bee is flying into the flower like that.
B: Thanks. At first, I wanted to have the flower growing out of the ground away from the tree... but, in the end, I was too worried about it breaking easily.
A: It looks great the way it is – just like it's climbing up the tree.
B: It also took me ages to decide whether to have lots of little lights at the end of the branches or one large light in the middle of the tree.
A: Well, I think you definitely made the right choice. I don't think just one light would look as nice as this.
B: Yeah, I think you're right.

C.
A: It looks very impressive. Wasn't it difficult to cut that piece of wood at the bottom into the right shape?
B: That's not wood at the foot of the lamp. My teacher said the lamp would fall over without a good heavy base... so I actually used a piece of stone in the end.
A: I see. How did you make the leaves?
B: Well, first, I cut out pieces of green plastic. They didn't look very good though, so I did them again. Isn't it amazing what you can do with a bit of thin metal wire?
A: Yeah, they look great now. What did you use for the flower? It looks like you made it out of... coloured paper.
B: I thought about it, but paper doesn't last very long. Still, I think silk actually looks better anyway, don't you?
A: Definitely. I love the bee too. What is that? Fur?
B: Almost! I used part of an old woollen scarf to make it. I thought about using silk for the bee too, but I wanted something softer. I think it turned out pretty well.
A: It's really cute. What about the tree? It looks so real!
B: That's because it is! I made it out of a branch that fell off a tree in my garden.
A: Good thinking!

7e

1. Listen

B.

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

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

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

Clara

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

Module 8

8a

3. Speak & Listen

News bulletin 1

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

News bulletin 2

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

8d

2. Listen (1)

1.

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

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

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

B: No problem. This way please.

2.

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

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

A: So, is Saturday going to be rainy?

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

3.

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

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

A: Who gave you the towel?

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

4. Listen (2)

B.

A: How was your day, Tom?

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

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

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

A: And what did you do?

B: There wasn't a chemist's near there, so I went into the first shop I saw to ask for help. It was a florist's. I rinsed my eye with some water, felt a little better and left. Then, as I was walking to the dentist's, it started raining heavily.

A: Didn't you have an umbrella?

B: It was so windy I couldn't keep it open, so you can imagine how wet I got. Anyway, when I finally arrived, I realised I didn't have the headphones.

A: Don't tell me you left them at the florist's.

B: Exactly. I was so angry at myself. Fortunately, I had my tablet with me, and found the florist's number online and made a call.

A: Did they have the headphones?

B: They did, so I had to go and get them and take them back to the dentist's. And, of course, it was still raining!

A: So you had to walk back home after that?

B: Of course I did. My parents were both at work, so nobody could come and get me. I walked in the rain for another thirty minutes. By the time I got home it was two o'clock. It took me an hour and a half just to return the headphones.

A: Poor you! How's your eye now?

B: It still hurts a little, so my dad's taking me to the doctor's. I'd prefer to stay in, though, and lie down. I think I've caught a cold, so I don't think I'll go bowling with you tonight. Sorry...

8e

1. Listen

A: Hello, Wild Adventure courses. How can I help?

B: Hi, I'd like to ask a few questions about your Highland Survival course.

A: What would you like to know?

B: First of all, can you tell me how long the course lasts, please?

A: That's a five-day course, starting on a Monday.

B: Great. Could you tell me how old children have to be to attend? Your advertisement just says 'teens'. Do they have to be over 13?

A: No, we take children as young as 11.

B: That's good. My son is 12. Do we have to book by a specific date?

A: Well, we take bookings until one week before the course. Places fill up very quickly though, so I suggest booking at least a month before.

B: Great. Where in the highlands does the course take place?

A: Well, it's up in the mountains... but it's not too far from the town of Aviemore.

B: Aviemore? Would you tell me how you spell that?

A: A-V-I-E-M-O-R-E.

B: Thanks. One last question: could you tell me how much the course costs, please?

A: It's £800. Oh, but as your son is 12, he gets our under-13s' price – so, £650.

B: Thanks for your help.

Module 5

5a

4. Speak

KEY *suggested answers*

1. **A:** I don't eat with chopsticks because I don't know how to use them.
   B: Neither do I. Eating with chopsticks takes longer than using a fork.
   C: I don't either, but I would like to learn.
2. **A:** I never bow when I meet someone for the first time.
   B: I don't either. It isn't common to bow in Qatar.
   C: Neither do I. I bowed to people when I went on a trip to Japan.
3. **A:** I sometimes try food from other countries.
   B: I do too. I always check with my parents first though, to make sure that it's ok.
   C: So do I. I also ask my parents what it tastes like to see if I will like it.
4. **A:** I sometimes hug my friends when I haven't seen them for a very long time.
   B: I do that too but, I don't usually hug friends that I see every day at school.
   C: Neither do I.
5. **A:** I always take off my shoes and put on my slippers when I enter my house.
   B: So do I. Slippers are more comfortable.
   C: I don't. I usually keep my shoes on.

5a & 5b

5. Research & 4. Speak

KEY *suggested answers*

Student A

- Alexander Graham Bell invented the telephone in 1876.
- The first telephone was quite big and it didn't have a receiver as we know it today.
- The telephone today is much smaller and lighter. Receivers often haven't got a wire.
- Martin Cooper invented the mobile phone in 1973.
- It was much bigger and heavier than it is today.

Student B

- Konrad Zuse invented the first computer in 1936.
- It was very big and it had simple programs.
- Adam Osborne invented the laptop in 1981.
- It was heavier and not as easy to carry. It couldn't do as many things as laptops today can.

5d

3. Listen (1) D

KEY *suggested answer*

Yes, I have been in a similar situation. I was late meeting my friend and his mobile wasn't on so it wasn't possible to speak with him and tell him I was coming. I called his mother's mobile and luckily she was waiting with him so she told him that I was coming. / No, I haven't.

5. Listen (2) E

KEY *suggested answer*

Yes, I often receive voicemail from my mother because I turn off my mobile during school and turn it on again after I leave. This way, I get her message as soon as school is over. / No, not really. My friends and family usually send text messages so there is no need for voicemail.

6. Speak

KEY *suggested answers*

Student B

Hello. This is Asma. Thank you for calling! Leave your message and I'll call you back as soon as possible.

Student A

Hi there. It's Huda. Listen. On Friday Zainab will be in town and we are thinking of going to the cinema. Do you want to come? I know that you love going to see films! We can meet at the shopping centre at about 5 o'clock. We'll have a great time. Zainab will be excited to see you after so many days. Give me a call and let me know. Bye for now.

KEY

SA: Hello?
SB: Hey, Huda. I got your message.
SA: Asma! I tried to call you but you didn't pick up.
SB: I know... I was sleeping. I've got a terrible headache.
SA: Oh, I'm sorry to hear that. So, are you coming on Friday?
SB: I don't know... I miss Zainab so much, but on Friday my cousins are visiting us and we are having a barbecue at home.
SA: Sana and Badria? Why don't you tell them to come with us? We'll have a great time all together.
SB: That's a good idea! I'm going to call them today and let you know.
SA: Great! Call me as soon as possible.

Module 6

6d

6. Write & Speak

KEY *suggested answer*

Luqaimat Recipe

Ingredients

cardamom powder	flour	salt
dry yeast	cup of sugar	cornflour
lemon juice	warm water	saffron
oil		

Instructions

1. First, make the syrup. Boil the sugar, water, lemon juice, and saffron together in a saucepan. Stir until it becomes thick.
2. For the batter, mix the flour, dry yeast, cornflour, warm water, oil, cardamom powder and salt in a bowl and stir until smooth.
3. Leave the batter for one hour to rise.
4. Take ½ tablespoon of batter and make it into the shape of a ball. Then carefully put it in the frying pan with the hot oil. Put about five in the frying pan at the same time.
5. Fry the luqaimat until they get bigger and they turn golden brown. Turn them so that they are golden brown all around.
6. Pour the syrup that you made first on top of the luqaimat.

MODULE 5

5a

A.
1. YOLO **2.** RU **3.** LOL **4.** BRB
5. IDK

B.
1. shake hands **2.** wave **3.** kiss
4. bow **5.** smile **6.** hug

C.
1. starving **2.** chopsticks **3.** Remind
4. bill **5.** custom

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

E.
1. e **2.** a **3.** c **4.** b

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

5b

A.
1. cost **2.** punctuation
3. preparation **4.** mention
5. invitation

B.
1. discussion **2.** improvement
3. imagination **4.** invention
5. advertisements **6.** celebration

C.
1. the **2.** a **3.** an **4.** the **5.** the
6. the **7.** the **8.** the **9.** the **10.** a
11. the **12.** the

D.
1. – **2.** – **3.** the **4.** the **5.** the
6. the **7.** the/– **8.** the/– **9.** the
10. the **11.** – **12.** the **13.** the **14.** –
15. – **16.** the **17.** – **18.** – **19.** the
20. the

E. L2.1
1. b **2.** a **3.** b

5c

A.
1. St. **2.** Rd **3.** min **4.** hr **5.** pls
6. Feb **7.** Jun **8.** Sep **9.** Mon
10. Wed **11.** Sat **12.** Sun

B.
1. librarian **2.** cancelled **3.** edited
4. charge **5.** canteen

C.
1. c **2.** a **3.** a **4.** a **5.** a **6.** c

D.
1. You need to be in class on time.
2. You don't have to take the underground. We can drive you.
3. If your tooth hurts, you must go to the dentist. / You must go to the dentist if your tooth hurts.
4. Yesterday, I had to clean my room.
5. You mustn't take pictures in the art gallery.
6. You will have to pick up Joe from school tomorrow.

E.
2. You can't/mustn't take photos/ pictures.
3. You have to / must wear a helmet.
4. You don't have to / don't need to pay (on Saturdays).

5d

A.
1. swipe **2.** deleted **3.** plans
4. voicemail **5.** Answer

B.
1. Can / Could / May I use your laptop?
2. Can / Could / Will / Would you help us with our homework?
3. Can / Could / May I have a glass of water?
4. Can / Could / Will / Would you ring me later?

C.
1. He may / might / could make a phone call.
2. She/They may / might / could eat an apple.
3. He/They may / might / could win the game.
4. He may / might / could drop his books.

D.
1. May I open the window?
2. Could you bring me the menu?
3. Would you tell Omar that I called?
4. Can I help you?

E.
1. b **2.** d **3.** a **4.** e

F.
1. e **2.** a **3.** g **4.** d

5e

A.
1. season **2.** in advance
3. kitesurfing **4.** suggestion
5. dairy farm **6.** tour

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

C.
1. First, I think we could/should invite Ahmed to come too.
2. The only problem is I'm not sure when we should/could go.
3. It would be nice to go camping in the desert.
4. Could/Would you tell me what you think about them?

D.
1. Could / would you tell me what you think about them?
2. First, I think we could / should invite Ahmed to come too.
3. It would be nice to go camping in the desert all together.
4. The only problem is I'm not sure when we should / could go.

E.
1. sounds **2.** prefer **3.** about **4.** say

Writing: An email responding to suggestions

suggested answer:

Dear Nusrat,

Thank you for your suggestions. I'm really excited about the British students' visit and I think we'll have a lot of fun!

I'm glad that you liked the idea about the dhow tour. Driving to Purple Island instead of the helicopter ride sounds great because it won't be very expensive. I also like the desert camping idea, but I think it will be difficult to organise.

I suggest going on a day trip to the desert. There are some great tours available which offer sandboarding and camel rides. Also, I think that we should take the group to the MIA Museum so that they can learn about the Qatari culture.

Please tell me what you think of these suggestions. If we decide to go on a day trip to the desert, we will have to book in advance so write back soon!

Best regards,
Omar

5 Round-up

A.
1. c **2.** a **3.** a **4.** a **5.** c **6.** b
7. a

B.
1. The **2.** - **3.** - **4.** the **5.** - **6.** -
7. - **8.** - **9.** - **10.** the **11.** -
12. - **13.** the **14.** the **15.** - **16.** the

C.
1. Neither have I. I haven't either.
2. So am I. I am too.
3. So did I. I did too.
4. Neither can I. I can't either.
5. So should I. I should too.
6. Neither will I. I won't either.

D.
1. do you have to, must **2.** could
3. may **4.** had to, might, Would
5. don't have to **6.** May, could, might

E.
1. mustn't **2.** need to **3.** May
4. Would **5.** need to **6.** might

F.
1. d **2.** e **3.** a **4.** b

G. R2.1
1. The people they know well.
2. They shake hands or nod.
3. To receive a present with one hand and to open it immediately (in front of the person who gave it to you).
4. They should invite them to their own home for dinner.

H. R2.1
1. A **2.** B **3.** C **4.** B

MODULE 6

6a

A.
1. article **2.** give away **3.** raincoat
4. familiar with **5.** need **6.** print
7. celebrate **8.** difference

B.
1. f **2.** d **3.** a **4.** e **5.** b **6.** c
1. make time
2. at all times
3. have some time to kill
4. Take your time
5. give me a hard time
6. from time to time

C.
1. were sent **2.** orders
3. were found **4.** are brought
5. play **6.** is used
7. wasn't designed, designed

D.
1 is organised
2. was rescued
3. are/were given
4. were written
5. are spoken
6. aren't/weren't made
7. was... invented
8. weren't created

E.
1. People in more than eighty countries celebrate Pay it Forward Day.
Pay it Forward Day is celebrated in more than eighty countries.
2. Blake Beattie started Pay it Forward Day in Australia.
Pay it Forward Day was started by Blake Beattie in Australia. / Pay it Forward Day was started in Australia by Blake Beattie.
3. A kind stranger returned Dad's lost wallet yesterday.
Dad's lost wallet was returned by a kind stranger yesterday. / Dad's lost wallet was returned yesterday by a kind stranger.
4. Volunteers make the cards.
The cards are made by volunteers.

F. L2.1
1. F **2.** T **3.** F **4.** T **5.** T **6.** F

6b

A.
1. destroyed **2.** solution **3.** rely on
4. head back **5.** let me down
6. donations **7.** cause **8.** whole

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

C.
1. You should study hard.
2. You should call her and talk about it.
3. You should see a doctor.
4. You should buy (him) a new one.
5. You should apologise to him and invite him over.
6. You should make (yourself) a sandwich.

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

6c

A.
1. b **2.** c **3.** c **4.** a **5.** a **6.** b

B.
1. apply
2. plant
3. government
4. neighbourhood
5. encourage
6. technology
7. harm

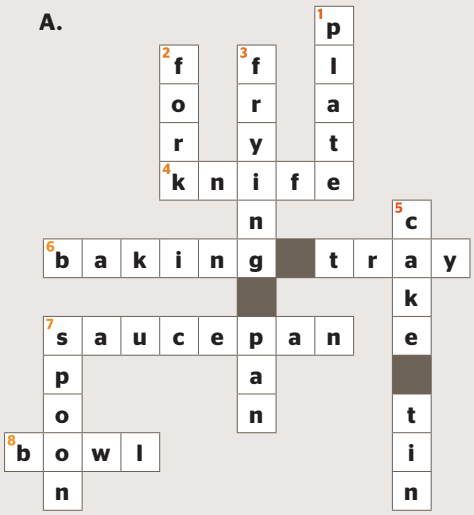
C.
1. does, say
2. is, help(s)
3. laugh, are
4. don't go, don't ask
5. do... deal, disappoints
6. doesn't take, can

D.
1. If/When you mix red and yellow, you get orange.
2. If/When plants don't get enough water, they die.
3. If/When you stand in the rain, you get wet.
4. If/When people help others, they feel good.

E.
suggested answers
1. If I'm tired, I go to bed.
2. When I'm sick, I don't go out.
3. If I don't do my homework, my teacher gets angry.
4. If I finish early, I go to the park.
5. When I'm upset, I talk to my sister.

6d

A.



B.
1. Ingredients **2.** sugar **3.** roast
4. Stir **5.** boil **6.** mixture **7.** Pour
8. press

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

D. R2.1
1. It was started in 2017 (during the Qatar International Food Festival).
2. Because she wanted to reduce food going to waste.
3. People can help by volunteering or donating food.
4. Another name for the volunteers at Wa'hab is 'food heroes'.
5. They should send an email.

6e

A.
1. fundraiser **2.** bazaar **3.** variety
4. race **5.** prefer

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

C.
a. Last year, £6,500 **was** raised for the homeless of the city.
b. Those who sign up for the sleep-out challenges must sleep outdoors in their sleeping bags for the **whole** night.
c. If you **want** to volunteer for this wonderful event, click on www.bigsleepoutscotland.org for details.
d. It also helps them realise how hard it is to rely **on** the kindness of strangers for food and shelter.
e. The event helps raise money **for** a good cause, and it also lets people experience how difficult it is to be homeless.

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

E.
1. Lake Drive Park, Lakeside, Scotland
2. every year
3. the last week of January
4. sleep outside for the whole night
5. donate money, bring hot drinks and food
6. www.bigsleepoutscotland.org

Writing: A description of an event
suggested answer:

The Qatar International Food Festival, or QIFF, is an event that happens for 11 days every year in March. It's always held outside in a different part of Doha, so that people can enjoy the spring weather.

During the days of the food festival, there are a variety of things to do and see! First of all, restaurants in Qatar offer special meals at good prices, which encourages people to go out and taste foods from all over the world. There are also cooking theatres where people can watch chefs cooking and then taste what they have made. For those who want to improve their cooking skills, they are given the chance to learn from world-famous chefs by taking their cooking classes. At QIFF there is also a place that is just for children where they can taste food that has been made especially for them or play the various games that are available.

I always have a great time at the Qatar International Food Festival. It's my favourite event!

6 Round-up

A.
1. take **2.** disappointed
3. mixture **4.** harming **5.** made
6. in trouble

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

C.
1. First, (the) rubbish like plastic bottles are thrown into recycling bins by people like you.
2. Then, the recyclable materials are collected.
3. Next, they are taken to a/the recycling facility.
4. After, recyclable items are separated into different materials.
5. Then, similar materials are packed together.
6. Finally, each kind of material is taken to another facility where recycled materials are made.

D.
suggested answers
2. People shouldn't cut down trees. The government should take measures to save forests and trees.
3. People should use public transport, or buy electric cars. / People should take/use their cars less. / We should reduce air pollution. / The government should encourage people to buy electric cars and to use public transport.
4. People should recycle more. / People shouldn't throw recyclable materials in rubbish bins.

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

F. L2.1
1. T **2.** F **3.** F **4.** T

G. L2.1
1. knives, forks
2. (old mountain) bike
3. ten
4. jewellery

MODULE 7

7a

A.
1. woollen **2.** products **3.** graffiti
4. introduce **5.** out of

B.
1. formal, striped **2.** casual, tight
3. flared **4.** spotted
5. leather

C.
1. two beautiful red silk
2. blue and white spotted cotton
3. modern brown leather
4. amazing white flared denim
5. one white and pink striped cotton
6. awful green and black checked woollen

D.
2. a blue denim jacket / a jean jacket
3. six green woollen hats
4. a black and white spotted silk scarf
5. a blue (cotton) hat
6. a blue and grey striped shirt
7. blue leather shoes

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

7b

A.
1. c **2.** b **3.** a **4.** a **5.** b **6.** c **7.** c

B.
1. cash **2.** coin **3.** example
4. currency, banknotes **5.** study

C.
1. to do, to understand
2. spend, to save **3.** to buy, get
4. to get **5.** to go, to join
6. to read, to lend

D.
1. learn / have learnt to survive
2. must contain
3. don't let her stay out, make her come
4. made me forget, wanted to say
5. have decided to go, need to find
6. hoped to raise, didn't manage to get

E.
suggested answers:
1. to feed my goldfish.
2. stay out after midnight.
3. to play hockey.
4. invite my friends for dinner.
5. to start training for a marathon.

7c

A.
1. afford **2.** get rid of **3.** pile
4. avoid **5.** gift **6.** seem **7.** junk
8. end up

B.
1. checking out
2. tidying up my room right now
3. to fold all of the clothes
4. to find my old skateboard in the garage
5. donating some of our old toys

C.
1.
1. to fix **2.** to fix **3.** put **4.** to buy
5. fixing **6.** borrow **7.** use
8. to take **9.** painting **10.** grabbing
2.
12. to come **13.** to join **14.** to spend
15. helping **16.** to get rid of **17.** look
18. to spend **19.** selling **20.** use
21. to buy

D.
suggested answers:
1. to spend a day at the amusement park
2. doing the washing-up every now and then
3. going to the cinema on Friday afternoons
4. tidy my room
5. to help my brother with his art project
6. walking around the shopping centre

E. L2.1
1. T **2.** F **3.** F **4.** T **5.** F **6.** T

7d

A.
1. round **2.** handmade
3. department store **4.** wool
5. cardboard **6.** flat

B.
1. Haven't we met before?
2. Don't you like arts and crafts?
3. Wasn't it really funny?
4. Didn't you have a good time?

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

D. R2.1
1. bed **2.** easy **3.** light blue
4. denim shirt
5. cardboard, metal wire

7e

A.
1. organised
2. pleasant
3. shop window
4. options

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

C.
a. To begin with, you can't ask your friend's opinion before you buy it.
b. Lots of people can't imagine shopping alone, but others prefer it.
c. That's because friends encourage you to buy everything that looks good on you.
d. Then you can decide what to do according to how you feel each time.

D.
1. b **2.** First **3.** Second/Secondly/Also
4. more **5.** c **6.** other **7.** a
8. addition **9.** sum **10.** d

Writing: A blog post expressing an opinion
suggested answer:

I am writing to express my opinion on the activities that were suggested for the kids' craft event at the library.

On the one hand, I think that building a model dhow sailboat sounds like fun. It will be very interesting for some children because they will have the chance to learn new skills. However, the task might be too difficult for them to do. Also, the children will have to use special tools like knives that are dangerous, so somebody could get hurt.

On the other hand, baking and decorating a cake is something that more children will enjoy. What's more, they will also get to taste what they have made and share it with their family. However, making a cake can get very messy and children could get food on their clothes.

Personally, I believe that making and decorating a cake is a more suitable activity. The children will have fun and nobody will get hurt.

7 Round-up

A.
1. a **2.** a **3.** b **4.** b **5.** c **6.** a **7.** c

B.
1. queue **2.** pile **3.** trend **4.** gift
5. customers **6.** choice

C.
1. collection **2.** baggy **3.** leather
4. lovely **5.** grey **6.** cotton

D.
1. to paint, to give
2. going, listening, to shop, ordering
3. to go, to learn, designing, sign up
4. to get, being, asking

E.
1. Weren't you wearing a striped shirt in the morning?
2. Don't you already have one exactly like that?
3. Didn't you spend it on comics the other day?
4. Isn't it time to go?

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

G. R2.1
1. They can buy spices, clothes, carpets and other beautiful traditional objects.
2. They should find out what's on.
3. She suggests going in the evening.
4. He went in spring.

H. R1.1 R2.1
1. a **2.** b **3.** a

MODULE 8

8a

A.
1. direction **2.** burning
3. within **4.** refused

B.
1. RESIDENTS **2.** MAYOR
3. BREAKS OUT **4.** EVACUATE
5. AUTHORITIES **6.** SPREADS

C.
1. any **2.** no **3.** some **4.** some
5. some/no **6.** any

D.
1. much **2.** little **3.** lot **4.** few
5. any **6.** many **7.** much **8.** some
9. lots **10.** little

8b

A.
1. formed **2.** glow **3.** string **4.** link
5. lit up **6.** closely **7.** lost **8.** round

B.
1. told **2.** told **3.** said **4.** said
5. told **6.** told

C.
1. (that) he had to finish his homework in one hour.
2. (that) she was reading an article about air pollution.
3. (that) he might come with me to the park.
4. (that) he watched the news every night.

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

E.
suggested answers:
1. Salim told Majed that he and his parents were going camping soon.
2. Majed said that sounded like fun.
3. Salim said that Majed/he could come along with them. He said they had an extra seat in the car.
4. Majed told Salim that he had to ask his parents first. He said he would let him know.
5. Salim said that he hoped he could make it.

8c

A.
1. reviews **2.** dissatisfied **3.** seats
4. delay **5.** flight attendants
6. impolite **7.** delayed

B.
1. unhappy
2. impossible
3. disorganised
4. uncomfortable
5. unsuccessful
6. unhelpful
7. impolite

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

D.
1. am I **2.** will you **3.** shall we
4. have we **5.** shouldn't you **6.** will it
7. hasn't it **8.** shall we **9.** isn't it
10. didn't he **11.** shouldn't you

E.
suggested answers
2. The film was fantastic, wasn't it?
3. Dad locked the door, didn't he?
4. Your school is organising a bake sale next week, isn't it?

F. L2.1
1. b **2.** c **3.** c

8d

A.
1. foggy **2.** drop **3.** storm
4. thunder **5.** blowing **6.** degrees
7. clear

B.
1. was caught in the rain?
2. broke during the storm?
3. umbrella do you like?
4. did the kids make yesterday?
5. did you see in the park?
6. is your favourite beach / beach is your favourite?

C. R2.1
1. C **2.** O **3.** E **4.** E **5.** O

8e

A.
1. wild **2.** booking **3.** minimum
4. life-saving **5.** shelter

B.
1. Also, put it out before you go / going to sleep.
2. First, find an open space.
3. Then, pay attention to the direction of the wind.
4. Next, remove rocks and sticks from the area.

C.
1. First, find an open space.
2. because
3. Next, remove rocks and sticks from the area.
4. Then, pay attention to the direction of the wind.
5. up
6. that
7. if
8. Also, put it out before you go / going to sleep.

Writing: A description of a process
suggested answer:

How to treat a minor burn

First, put the burn under cold water and keep it there for five to fifteen minutes. Then, wash the burn carefully with soap. When the burn is clean, place a cool clean cloth on it. Keep the cloth there for five to fifteen minutes. Next, remove the cloth and place another cool clean cloth for the same amount of time. After doing this a few times, put antiseptic cream on the burn. Finally, wrap a clean bandage around the burn.

8 Round-up

A.
1. dissatisfied **2.** impatient
3. uncomfortable **4.** impossible
5. unsuccessful **6.** impolite

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

C.
1. any **2.** no **3.** lot **4.** little
5. lot **6.** some **7.** lots **8.** few

D.
1. 'I will buy the flowers myself', said Noora.
2. 'There is a lot of traffic and I will be late', said Dad.
3. 'I can't answer the phone because I am doing the washing up', said Mum.
4. 'You must evacuate your homes', said the mayor.

E.
1. didn't I
2. hasn't he
3. is she
4. doesn't he
5. do they
6. shall we
7. will you

F.
1. Who did the authorities help?
2. Who helped Mr Sparks?
3. Who got caught in the thunderstorm?
4. What did you lose while you were on holiday?
5. What caused the delay?

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

H. L2.1
1. year **2.** bike **3.** helicopter
4. swimming

I. L2.1
1. e **2.** g **3.** h **4.** d **5.** b

Think it through 5

(Higher-order thinking skills: engaging Ss in activities involving reasoning)

A Stage 1: Familiarising

A1

- Draw Ss' attention to the panda and have Ss read what it is thinking.
- Ask Ss if what the panda is thinking is true and elicit the answer *(No, it isn't.)*
- Explain to Ss that a syllogism is a process in which a more specific statement derives from two general statements.
- Tell them that although this syllogism may seem logical, it is not valid. Tell them that every time we have to draw conclusions we should analyse the syllogism to see not only if it is logical but also if it is valid. Tell Ss that valid means reasonable and acceptable.
- Write the following example on the board to help Ss understand:
  All the bags in that store are new.
  This is a bag from that store.
  This bag is new.
- Ask Ss to analyse the syllogism and check first if it is logical and then if it is valid.
- Elicit answers *(It is logical and valid).*

A2

- Draw Ss' attention to the syllogisms 1–3 and ask them to tick the ones that are true. Remind Ss that a true syllogism is both logical and valid.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

The following should be ticked: 1, 2

B Stage 2: Developing

- Tell Ss that now they have to read the sentences and write the conclusion by themselves. Then they have to determine whether it is true or not.
- Read the first pair of sentences aloud and ask Ss to draw a conclusion (*Ponies are social animals*).
- Ask Ss to tell you if this syllogism is true. Elicit answers (*Yes, it is*).
- Have Ss follow the same procedure for the rest of the syllogisms. As soon as they finish, tell them to compare their answers with their partners'.
- Check the answers with the class.

KEY

1. Ponies are social animals. ✔

2. Some TV shows are funny. ✔

3. Teenagers like history. ○

4. Cobras haven't got wings. ✔

C Stage 3: Applying

- Have Ss think of a syllogism. Ask them to write the two general statements and then ask their partner to draw a conclusion.
- Draw their attention to what the professor says and remind them that they should ask their partner to say if the syllogism is true or not.
- Allow Ss some time to do the activity and go round the class helping them when necessary.
- Have Ss share their answers.

KEY

suggested answers
All the boys in my class like football.
Jake is my classmate.
Conclusion: Jake likes football. (*true*)

Think it through 6

(Higher-order thinking skills: cause and effect activities)

A Stage 1: Familiarising

- Write the words *cause* and *effect* on the board and the following sentence:
  We didn't go to the beach, because it was raining.
- Explain to Ss that a cause and effect relationship describes something that happens and why it happens. A cause is the first thing that happens and the effect is what happened because of the cause.
- Ask Ss to underline the part in the sentence that shows the cause and write *C* over it and then the part that shows the effect and write *E* over it
  E C
  (*We didn't go to the beach because it was raining.*)
- You can write the following on the board and have Ss note it down.
  Cause → The reason
  Effect → The result
- Draw Ss' attention to the activity and ask them to follow the same procedure. Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

E C
1. We didn't make cupcakes, because we didn't have all the ingredients.

C
2. Factories are polluting the country's rivers.
E
For this reason, the government is taking measures.

C
3. We didn't raise enough money at the school bazaar.
E
As a result, we couldn't buy new sports equipment.

C
4. My friends helped me organise the bake sale,
E
so it wasn't very hard to do.

B Stage 2: Developing

B1

- Draw Ss' attention to the pictures *a* and *b*. Ask Ss to tell you which picture shows the cause and which the effect (*cause – picture b / effect – picture a*).
- Have Ss read through the sentences 1–4 and circle the linking words/phrases that are used in order to show cause and effect.
- Check the answers with the class.

KEY

a – E b – C

The following words/phrases should be circled: because, so, For this reason, As a result

- Draw two columns on the board with the headings *Cause* and *Effect*.
- Have Ss work in pairs and classify the linking words/phrases in the correct category.

Cause	Effect
because	so
	for this reason
	As a result

- Ask Ss to form sentences using any of the linking words/phrases to show the cause and effect relationship.

B2

- Draw Ss' attention to the activity and explain what they have to do. Tell them to look at the pictures and the prompts first in order to decide which shows the cause and which the effect, and then use the linking words/phrases given in order to write sentences showing cause and effect.
- Allow Ss some time to do the activity. Check the answers with the class.

KEY

1.

a – C b – E

Laura followed the recipe exactly. As a result, the cake was delicious.

The cake was delicious because Laura followed the recipe exactly.

2.

a – E b – C

The beach was very dirty. For this reason, it took the volunteers 5 hours to clean it.

The beach was very dirty, so it took the volunteers 5 hours to clean it.

C Stage 3: Applying

- Have Ss work in pairs and draw their attention to the picture. Ask them to observe it and notice what's wrong (*the socks are different colours*).
- Ask them to think of possible causes and effects and then present them to the class.
- Have them read what the professor says and do the activity.
- You can have Ss choose the most interesting sentences showing the cause and effect relationship.

KEY

suggested answers

I was in a hurry. As a result, I wore different socks.

I can never find my socks. For this reason, I always wear different socks.

My friends were laughing at me because I wore different socks at school today.

Think it through 7

(Higher-order thinking skills: activities which involve creating)

A Stage 1: Familiarising

- Help in the development of higher-order thinking skills by engaging Ss in activities involving creating.
- Write the following examples of commercial products on the board and ask Ss to tell you how companies usually advertise these products
  cars mobile phones shampoo
- Elicit answers and initiate a short discussion.
- Ask Ss the following questions:
  What's your favourite advertisement?
  What makes this advertisement successful?
- Draw Ss' attention to what the professor says and explain the key characteristics of advertisements to Ss.
- Ask them to think of their favourite advertisement again and tell you the brand name of the product, the slogan used and draw or describe the logo that the company uses.
- Then ask Ss to look at the advertisement and match the words a-c to the parts of the advertisement.
- Ask Ss if they think the specific advertisement is successful. Elicit answers.

KEY

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

B Stage 2: Developing

- Draw Ss' attention to the activity. Explain to them that they have five commercial products (*trainers, milk, camera, car and game console*). Tell them to imagine that they want to advertise these products. They have five logos and five slogans.
- Allow Ss some time to observe the logos and read the slogans in order to decide which one is best for each product.
- Check the answers with the class.

KEY

trainers	4	c
milk	5	d
camera	2	e
car	1	b
game console	3	a

C Stage 3: Applying

- Draw Ss' attention to the picture of the mobile phone. Explain to Ss that they are going to create an advertisement for it.
- Write the words *brand name, logo* and *slogan* on the board in order to remind Ss of what they have to include in their advertisement.
- Tell Ss to think of a catchy slogan. You can have them work in pairs. This will build **lower-performing Ss'** confidence.
- Have Ss present their advertisements to the class and have them choose the most successful one.

KEY

suggested answer

Think it through 8

(Higher-order thinking skills: activities involving making connections)

A Stage 1: Familiarising

- Ask Ss: *Have you ever read a text or a story and while reading you stopped and said 'This reminds me of another story I've read or it reminds me of myself when I was younger'*. Elicit answers and initiate a short discussion. Encourage Ss to refer to specific examples.
- Explain to Ss that when we read a text, we usually make connections with ourselves and our experiences, other texts and the world around us. This helps us understand the text better.
- Draw Ss' attention to the three pictures a-c. Ask Ss to tell you what kind of connection is shown in the first picture (*a connection with ourselves*), in the second one (*a connection with other books or stories*) and in the third picture (*a connection with the world around us*).
- Ask Ss to read the speech bubbles and match them with the pictures.
- Check the answers with the class.

KEY

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

B Stage 2: Developing

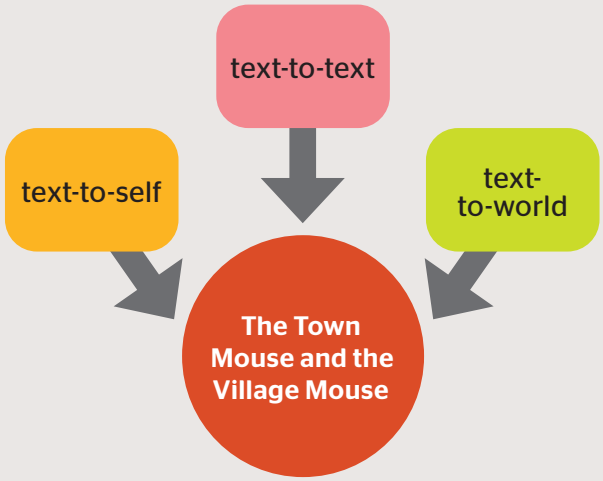
- Explain to Ss that they are going to read the beginning of a fable. Tell them that *a fable* is a short story, often with animals, that teaches a moral lesson. Read the title and allow Ss some time to read the fable silently. Encourage them to try and make connections while reading it.
- As soon as they finish, tell them to share the connection(s) they made and tell you what kind of connection it is.
- Then draw their attention to what three people said about this fable and have them do the activity.
- Check the answers with the class.

KEY

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

C Stage 3: Applying

- Explain to Ss that now they are going to read the rest of the fable, and they have to make connections.
- Draw the following diagram on the board and ask Ss to copy it in their notebook in order to organise the connections they are going to make.



- Read through the questions in the box underneath the fable and make sure all Ss understand everything.
- Allow them some time to do the activity. Explain to them that it isn't necessary to make all three types of connections.
- Ask them to work in pairs and read what they've written without revealing what kind of connection it is. Their partner has to identify the connection.
- Then have Ss present their diagrams to the class.

KEY

suggested answers

text-to-self: I feel like Victor. I don't like life in a city. When I visit my grandparents in my village I like it so much, that I want to stay there forever.

text-to-text: It reminds me of a story I've read. It was about a boy who lives in a big city and can't ride his bike everywhere because it's dangerous.

text-to-world: It reminds me of something I saw on TV about how city life has changed throughout the years.

Module 5

5b

E

1.

A: Reema, did you thank your grandmother for the beautiful scarf that she made for you?

B: Oops, not yet. I'll send her a text message.

A: I don't think Grandma knows how to check her texts. Why don't you phone her?

B: Mum, you know she can talk for hours on the phone! I'll just thank her when she comes round next week.

2.

A: I'm surprised Ammar's not here yet.

B: So am I. Whose clever idea was it to meet at the park first, anyway? I'm so cold!

A: Wait a minute. I just noticed he's sent me a text. He says that he's ill.

B: So he isn't coming to the cinema with us, I guess.

A: No, he isn't going out at all tonight.

3.

A: Did you get my present?

B: No, not yet.

A: I can't believe it. I sent it last Tuesday!

B: Well, maybe it'll come tomorrow.

A: I know, but I'll be home tomorrow!

B: I thought you were coming back on Thursday.

A: We were, but we had to change our plans, so we're returning a day earlier.

Module 6

6a

F

Tracy

My friends and I were hanging out at school when one of them said something that wasn't very nice about Emma, another girl in our class who we don't hang out with a lot. Then some of my friends also started talking about her. You see, they find she can be annoying in class because she always wants to answer the teachers' questions and never gives anyone else a chance. I agree of course, but I told my friends that if they have a problem with Emma, they really should talk to her face to face about it.

Angela

Yesterday my family and I went to our favourite Italian restaurant for lunch. As usual, we ordered more pizza than we could eat, so we took the rest with us when we left. On our way home, we saw a homeless man on the street, and my father asked him if he wanted a meal. OK, so cold pizza isn't that tasty, but he looked really hungry. He didn't smile or say thank you, but I think he was glad to get the food because he grabbed the bag from my father's hands the moment he offered it to him. My mother thinks that maybe he was just a bit embarrassed.

Collin

Last month, I volunteered at a helpline which people can call to talk to someone about their problems. One day, a teenager, whose dad lost his job called us. He explained that his family was very worried about money. It was a real shame that I couldn't do more to help him but, in the end, he thanked me for listening to him and told me that he felt better because of our discussion. Then, a few days ago, I was talking to Oliver, a boy from my neighbourhood. He told me that his dad lost his job a while ago, but that things weren't so bad after all. That's when I realised that the caller had been Oliver.

Round-up

A: So, how was the forest clean-up, Melanie? I'm sorry I couldn't come, but I really had to revise for a maths exam.

B: It was a great success, Ryan. Lots of people came and we collected a huge amount of rubbish. Mostly plastic stuff, like bags, bottles, and even plastic knives and forks left there after picnics. And listen to this, I even found an old mountain bike someone had left. It was the last thing I expected to find!

A: Sounds like a lot of rubbish! Were you there all day?

B: Pretty much. The clean-up started at 8.00 a.m. and finished at around 4.00 p.m. I didn't turn up till 10.00 a.m., but I stayed till the end.

A: And what happened to all that plastic you collected?

B: Well, most of it was placed in bags and taken to a nearby recycling centre, but some of it was given to a local artist. It will be used to make jewellery.

A: Really? Is that possible?

B: Oh yeah. You can make a variety of things from recycled plastic – T-shirts, lamps, even rugs.

A: That's amazing!

B: I know!

A: Well, I'm definitely going to come to the next clean-up. Is it next week?

B: Well, actually, next month.

A: Sounds good.

Module 7

7c

E

A: Mum, could you give me £10, please?

B: Here we go again! What's it for this time, Mike?

A: A new film has just come out. I really want to go and watch it later with some friends.

B: I don't mind giving you money for the cinema, but you have a part-time job. Haven't you been paid?

A: Erm... well, yes, but I spent it all.

B: Are you serious?

A: You see, I was out shopping yesterday and there was a great sale on, and...

B: Let me guess, you ended up spending your money on video games.

A: Actually, I saw these great jeans. They were half price too. I was thinking of buying them, but instead I decided to buy these trainers. Look! Aren't they great?

B: When are you going to start spending your money

more wisely? I wouldn't mind, but you only ever seem to get tired of everything that you buy very quickly.

A: Don't give me a hard time, Mum!

B: But you made a promise that you would save up money for driving lessons.

A: I know, and I will!

B: Look, how about trying to save forty per cent of the money you get from your job each week? You can spend the rest on whatever you like. What do you say?

A: Forty per cent! I'd like to save that much, but it sounds like a lot! I guess I could try to save twenty per cent.

B: That's better than nothing. What about starting next week?

A: Sure.

Module 8

8c

F

1.

Attention all passengers. The gate for international flight AF 621 to Paris has changed to C 13. I repeat, the gate for international flight AF 621 to Paris has changed. Passengers whose destination is Paris should immediately go to gate C 13. Boarding will start in twenty minutes.

2.

A: Excuse me. I asked for a vegetarian meal, but you have given me the steak.

B: Oh, you're right. There was a mistake because you changed your seat at the last minute. I'm afraid I've just given the last vegetarian meal to another passenger. I'm terribly sorry.

A: So, there's no more of that pasta with vegetables?

B: I apologise. I'll bring you a sandwich right away. It's vegetarian as well.

3.

A: Well, I asked whether we could change our noon flight or not.

B: And?

A: There's a flight that leaves at 10.15 tonight, and another one tomorrow morning at 6.45.

B: Well, we can't take that one. We won't make it in time. We have to be there tomorrow morning.

A: So, I guess we either go at noon today, as we planned, or take the night flight.

B: Let's just keep the flight we already have.

Round-up

A: These pictures from your round-the-world tour are amazing! This lake looks so peaceful. Was that in Hungary?

B: That one was actually taken last year in the south of France. I did take lots of pictures in Hungary, though. My favourite is probably this one. Look!

A: Wow! The flowers in this picture are incredible.

B: I know. The country has lots of open fields like this one, but this was definitely the most beautiful I saw.

A: You know, it reminds me of the fields I saw when I went to Ireland. So, what else did you see?

B: After Hungary, I went to Italy. Here's a picture of the mountain I went up while I was there. I managed to ride my mountain bike all the way to the top!

A: Look at that view!

B: I know. It's amazing.

A: Hey, which country were you in when you took a ride in a helicopter?

B: Oh, I didn't actually take a ride in that helicopter. This picture was taken outside a museum in Poland. Visitors were allowed to get inside and take pictures of themselves in the pilot's seat. I took a ride in a helicopter in Spain, though!

A: Cool. Do you have a picture?

B: I'm afraid not.

A: Anyway, seems like your trip was lots of fun! Did you visit all the places you had hoped to?

B: Most of them. But my dream is to also go to Australia. I really want to explore the caves at Uluru there. Maybe some other time... I also saw some really brilliant caves in Egypt. Here's a picture of the Cave of Swimmers. The guide told me it's called that because there are cave paintings of people who look like they're swimming.

A: These caves look like they're in the middle of the desert to me!

B: They are! Isn't that fascinating?

Glossary of key words used in Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

allocate: to give something to someone to be used for a specific purpose

brainstorming: an activity in which people work as a group and try to come up with ideas

context: the parts of a text before and after a specific word/phrase which enable the reader to understand the meaning of the word/phrase

deduce: to reach a conclusion by considering and analysing given information

definition: what a word, phrase or expression means

demonstrate: to show and explain how something should be done

draft: a piece of text including someone's original ideas, which has not been fully developed and taken its final form

edit: to improve a text by making corrections and adding or removing information and/or ideas

elicit: to do or say something to get a response from someone

extract: a part of a longer text

function: the communicative effect of a specific utterance

gist: the main idea in a text

higher-performing Ss: students whose level is above average

initiate: to start something

intonation: the rise and fall of the voice when speaking

layout: how a text and visual material accompanying it is arranged

lower-performing Ss: students whose level is below average

mind map: a diagram used to visually outline relevant information

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production rubric: the instructions for a task or activity

scan: to read a text quickly in order to locate specific information

skim: to read a text quickly in order to understand its main idea(s), without paying attention to details

swap: to exchange

Notes

Notes

Notes

Portal to English 8B
Teacher's Book

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