

STUDENT'S BOOK

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GRADE 10 SEMESTER 2



# B

STUDENT'S BOOK

School	
Name	
Class	

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## النشيد الوطني

قَسَمًا بمَنْ رَفَعَ السَّمَاءُ قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِياءُ سيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ قَطَرٌ بِقَلْبِي سِيرَةٌ عِنٌّ وَأَمْجَادُ الإبَاءُ قَطَرُ الرِّجَالِ الأَوَّلين وَحَمَائِمٌ يَوْمَ السَّلامُ

قَسَمًا بِمَنْ نَشَرَ الضِّياءُ حُمَاتُنَا يَـوْمَ النِّـدَاءُ جَـوَارِحٌ يَــوْمَ الفِــدَاءُ

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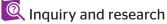
#### Reading **Speaking Writing** Listening oncf Competencies (Pronunciation/Intonation\*) A magazine A talk about · Class discussion about dreams, A post on a forum The Marshmallow Experiment article: goals and ambitions · An essay (discussing Winners / Losers A radio quiz about world • Pair work: Discussing the advantages and An article: records advantages and disadvantages of disadvantages) Early Success two options and making a decision **Developing skills:** \* Intonation of conditional sentences · Focusing on layout, language and content Using linking words/ phrases to list/add points, to express contrast and to sum Using correction techniques An extract from · A documentary about marine • Group work: Providing an A story a novel: Twenty animals alternative ending to a story A summary Thousand A radio interview about World Group work: Recounting a story **Developing skills:** Leagues Under Water Day · Discussing solutions to the Focusing on the Sea problem of water shortage and language and \* Pronunciation of the A Q&A column presenting the processes involved content of a magazine: $H_{2}O$ A feature article: Discussion about the problems · Four short extracts related to A blog post The Green Wall the environment created by pollution · An essay expressing of China · People talking in different · Group work: Discussing headlines an opinion A magazine situations and proposing solutions to **Developing skills:** article: To Meat problems Using topic sentences or Not To Meat · Discussion about healthy eating Brainstorming and habits organising ideas with · Comparing two photographs of the help of an outline places to eat A magazine · A talk on money · Discussion about decision making · A paragraph article: expressing an opinion A conversation between a • Discussion about shopping habits Decisions. man and a customer service • Pair work: Talking about what to · A book review Decisions... representative buy and reaching a decision based **Developing skills:** Four online on specific criteria · Focusing on language \* Stress and meaning product reviews Discussion about products and and content services Brainstorming and organising ideas with · Discussion about book preferences the help of an outline • Pair work: Choosing which books to read An extract from · A documentary about sand An informal email · Pair work: Discussing and making a novel dune bashing a decision: Matching people to · An article describing A walkthrough: An interview with a video gifts a person Tales of game designer · Pair/Group work: Discussing about **Developing skills:** Simiaz II video games · Focusing on the • Pair work: Talking about people content of an article and making a decision Brainstorming and · Presenting a famous personality organising ideas with in class the help of an outline **QNCF Competencies**

















In this module you will learn...





#### Reading (\*)

Read the statements below. What do they mean? Do you agree with them? Why? / Why not? Then search online for other traits of winners and losers and report to the class in the next lesson.

a. Winners are always part of the answer. <->

**b.** Winners learn from mistakes.

c. Winners see opportunities.

d. Winners find answers.

e. Winners follow their heart.

f. Winners are a part of the team.

Losers are always part of the problem.

← → Losers forget their mistakes.

← → Losers have doubt.

← → Losers only see difficulties.

← → Losers settle for second best.

← → Losers are apart from the team.

B. Work in groups. Read the text quickly and find the correct headings from above to match with the stories (1-4). There are two extra headings which you will not need to use.

Winners | Losers

Everybody enjoys winning. However, the concept of victory is so mysterious. Those who are successful make it seem so simple that we are all curious about how it's done. Perhaps that's why we love success stories. Here are a few snippets of success:

A reporter once asked a bank president what the secret of his success was. 'Two words,' said the bank president. 'Right decisions.' When he was asked how he learnt to make these, the bank president gave a oneword response. 'Experience.' Hoping for a more satisfying answer, the reporter asked him how he got his experience. 'Two words,' said the bank president. 'Wrong decisions!'

In another interview, a farmer who grew award-winning corn revealed that he shared his best seeds with his neighbours. The reporter was surprised that the farmer was risking being outdone by his neighbours. 'I know it seems irrational, but if I don't share, then the risk is greater,' explained the farmer. 'When the wind picks up pollen from the corn, it blows it from field to field. If my neighbours grow bad corn, I will too. Unless I help them, I won't be able to grow good corn. We are all connected.'

A shoe company once sent two salesmen to investigate the market of a developing country. 'Nobody will buy shoes here,' said the first salesman confidently. 'They don't wear them.' 'We will sell thousands of shoes in a year,' reported the

second salesman, a winner by nature. 'They are all barefoot!'

In a fable by cartoonist James Thurber, there was a little moth that wanted to reach a star. 'If I were you, I wouldn't set such an unrealistic goal,' said his mother. 'You will be much happier if you just do what all the other moths do and hang around candles and lamps.' 'I'm going to reach my star!' said the little moth while the other moths made fun of him. The dreamy moth was unaffected by their laughter and left. He kept flying up high as the other moths below were getting burnt by candles and street lights. The moth was miles and miles away when he looked down and realised that he was the only moth of his family that was still alive. 'Without you I wouldn't exist now!' the moth said to the star that had saved his life.

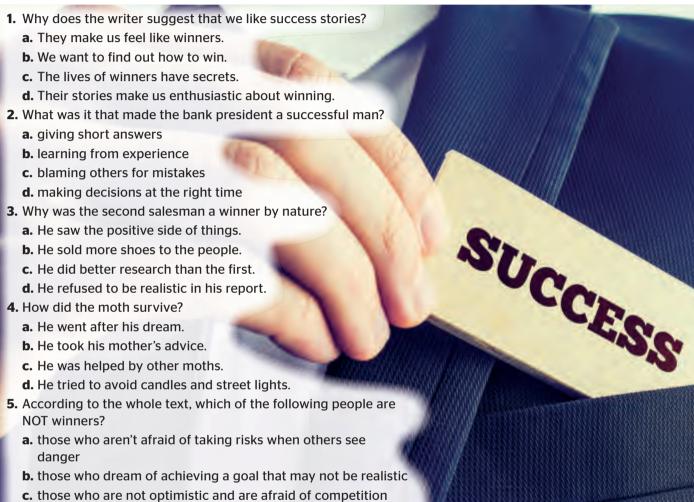




#### t. Read again and answer the questions. Choose a, b, c or d.

- 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.
- When a question refers to the whole text, avoid options which are true but refer only to part of the text.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid options which:
- sound logical but are not mentioned in the text.
- include a word/phrase from the text, but do not mean the same thing.
- overgeneralise, using words like always, all, every, etc.





#### D. Answer the following questions.

- Why did the farmer give his best seeds to his neighbours?
- What advice about how to succeed would you give to a person who is starting their own business?

d. those who keep trying and are eager to learn from their

#### E. \* Discuss in pairs/groups.

mistakes

- What examples of successful people can you think of?
- · Do you have the qualities of a winner?



#### Grammar Future Tenses → p. 140

A. Read the dialogue below and match the phrases in blue with their functions a-c.

	1
A: Next week I am going to attend a seminar on how to start a business. Why don't you come along?  B: Well, I've got no plans, but it sounds pretty boring.  A: Brad Garner, the guy who owns the computer company BigBytes, is going to reveal the secret of how he achieved success. It will be a very useful seminar!	<ul> <li>a. making a future prediction</li> <li>b. describing sth that sb has just decided to do</li> <li>c. describing sth that sb has already planned to do</li> </ul>
B: Well, in that case, I'll come with you.	
<ul> <li>We usually use the Present Progressive for something we have arrang We're driving to York this weekend. (Everything is ready for the trip.)</li> <li>We usually use Future be going to for plans we have, but which we many the progression of the</li></ul>	

- **B.** Circle the correct words.
- A: Karim, I've got a meeting at 6 p.m., so I 1 get / 'm going to get home late.

I'm going to read a book after school. (I haven't made any arrangements.)

time clause (e.g. after when, as soon as, until, till, before, after and by the time).

• When referring to the future, use will in the main clause, but use the Present Simple in the

- B: Well, I 2 won't be / don't be at home when you 3 get / will get back.
- A: Where are you going? To Salim's?

I'll do the shopping before I come home.

- **B:** Yes, for a while and then we **4 go / are going** to the park in my car.
- A: Be careful. You only passed your driving test last week!
- B: Don't worry. I 5 'm making / 'Il make sure I have my mobile phone with me. I 6 'Il call / call you as soon as we 7 are getting / get back to Salim's house. Besides, we 8 won't be / aren't late. We 9 are going to cook / cook dinner for Salim's parents later in the evening.

#### Vocabulary

**A.** What are the opposites of the following words? What do you notice about their formation?

|--|

**B.** Complete the table forming the opposites of the adjectives in the box.

patient literate regular secure logical correct affected mature practical aware responsible experienced polite kind appropriate relevant willing

The opposites of many English words are formed by adding a negative prefix (*un-*, *in-*, *il-*, *ir-*, *im-*) to the words. Notice the rules in the table below, but keep in mind that there are exceptions: e.g. *lucky-unlucky*, *realistic-unrealistic*, *reliable-unreliable*, *pleasant-unpleasant*, *professional-unprofessional*.

un-	in-	il- (+adj. starting with <i>I</i> )	ir- (+adj. starting with <i>r</i> )	im- (+adj. starting with <i>m</i> or <i>p</i> )

C. Complete the sentences with some of the opposites from the table on page 74.
<b>1.</b> Mark may be eighteen, but I don't think he should get a driving licence yet. He's so <u>im</u> for his age!
2. The politician was <u>un</u> to answer the reporters' questions, and got up and left.
<b>3.</b> Whether I think you're good at maths or not is <u>ir</u> . The important thing is that you pass
the exam.
4. What I'm going to say may sound crazy and <u>il</u> , but it's true.
5. Lots of teenagers are <u>in</u> about their appearance. We need to
help them feel confident about themselves.
6. Don't be <u>im</u> . I know it's a long queue, but it will be your turn soon.
Sand the First Strain Strain
Listening ()
A. Q Discuss in pairs/groups.
• Do you think it's possible to predict if a person will be successful from a young age? Why? / Why not?
B. 5 Listen to an expert giving a talk about the 'Marshmallow Experiment' and
Redd the notes
complete the notes.

#### listening to the The Marshmallow Experiment recording. This will give you When?: 1 and 2 some idea of what you The concept: Success is not just about intelligence but also about whether are going to hear and people are able to 3 \_\_\_\_\_ themselves and delay gratification\*. what kind of answers you are looking for. The experiment: A group of 4 \_\_\_\_\_\_ year-olds had to choose between two options: eat one marshmallow immediately and not get another one or wait for 5 \_\_\_\_\_ to eat the marshmallow and get a second one. out of 7 \_\_\_\_\_ children was able to wait for a second marshmallow. Results: 6 15 years later: The children who had waited to get a second marshmallow were more 8 \_\_\_\_\_ than the other children later on in their lives. \* gratification: the state of feeling satisfied

- C. Discuss in pairs/groups.
- What do you think of the 'Marshmallow Experiment'? Do you agree with its results?

#### **Speaking**

 $\overset{\bullet}{\otimes}$   $\boxed{\mathbb{Q}}$  Think of your dreams, goals and ambitions and discuss the questions below. Use some of the phrases given.

- · What goals have you set for yourself in your life?
- · How do you plan to achieve them?
- What do you expect to gain through them?
- What things do you think you may have to give up to achieve them?
- In your opinion, is it important for people to go after their dreams? Why? / Why not?
- Is there anything you would like to do but consider impossible? What makes it impossible?

I want to...

I'd like to...

I'm planning to/on...

I intend to...

I'm going to...

I'm thinking of...

I'm hoping to...

As soon as I finish school/university, I'll...

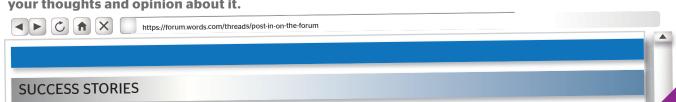
My dream has always been to...

To accomplish this, I may have to stop...

I'd never choose to be...
because...

#### Writing

Search the Internet and find a success story. Write a post about this story on a forum and include your thoughts and opinion about it.



#### Reading **◄**)

- A. 🌣 Discuss in pairs/groups.
- Would you like to be famous? Why? / Why not?
- Do you think it is easy to stop being famous?
- **B.** Read the text quickly. What is the purpose of this text?
- a. to present a person's achievements
- **b.** to describe the difficulties of success
- c. to show the pros and cons of early success

At the age of seven, young mathematician Erik Drake made headlines when he appeared on a talent show and impressed the world with his cleverness and his lightning mathematics abilities. He became known as a young genius, and his life changed; newspapers wanted to interview him, TV shows wanted to meet him, and universities wanted to teach him. His career was laid out ahead of him. 10 and it promised to be a bright one. At nine years old, he received a scholarship to study mathematics at university, and he graduated with top marks two years later, which is quite a feat. He was asked to stay on as a professor, 15 teaching university students nearly twice his age. However, now approximately sixteen years old, the teenager has announced he is taking a break from maths and giving up his position at the university. 20 Many people can't understand why. Erik's success brought him many advantages. To begin with, it meant he could focus on what he loved - maths. Because of his talents, his teachers let him put all his 25 efforts into maths. He never got in trouble when he didn't try properly in other subjects or forgot to do his homework, because he was always an excellent maths student, and 30 everyone knew he was going to become a famous mathematician. His success also brought him fame; people recognised him on the street, he was invited to popular social events 35 and interesting university lectures, and he was also incredibly wellknown on social media. Of course, he made a 40 lot of money, as well;

even as a child, he took his family on exciting holidays and, best of all, he could afford to go to any university in the world, even without a scholarship. 'Being famous brought me many opportunities,' he told reporters yesterday. 45 'I've done things most people can only dream of; I've studied with some amazing scientists and mathematicians, I've travelled the world, and I've met some of the greatest minds of our time, including many of my personal 50 heroes in science and maths.'

So why is he giving it all up? Erik admits that being famous has disadvantages. 'You feel that you have to do better and better. It's a lot of stress. Maths always relaxed me but, 55 when I found myself unable to focus on a problem, I knew the stress was starting to get to me.' Erik had a very different childhood from most children. While his friends were playing football and riding their bikes, he was 60 indoors studying. 'I worked hard - very hard - and I feel I missed out on a lot. I didn't have time for any other hobbies.' He also feels that the pressure of being in the public eye can be too much. He recently closed his social media 65 accounts because he was tired of thousands of people watching his every word when all he wanted was to chat to his friends.

For Erik, the disadvantages of his success were just too great. For now, he says he wants 70 to spend some time on his own, read some books, and maybe learn a language. He still has a passion for maths, though, and plans on working in the field again when he's older – when he hopes people will no longer see him 75 as a celebrity.

C. Read again and write T for True, F ft text where you found the answers.	for False or NM for Not Mentioned. Underline the parts of the
<ol> <li>Erik won first prize in the talent show.</li> <li>Erik became a professor when he was just sixteen.</li> <li>Erik was not always good in other school subjects.</li> <li>Universities all over the world offered Erik scholarships.</li> </ol>	<ul> <li>5. Erik realised he was stressed when maths stopped being relaxing.</li> <li>6. Erik became famous when he appeared on social media for the first time.</li> <li>7. Erik plans to regain his fame later in the future.</li> </ul>
	th

## E. Answer the following question.

 According to the text, what are two advantages and two disadvantages of being famous?



- F. 🕸 Discuss in pairs/groups.
- Do you think you would react the same way Erik did? Why? / Why not?

## Vocabulary

- A. Look at the nouns below from the text. Which adjectives do they derive from?

  cleverness ability
- B. Read the notes and complete the tables.

Some nouns are formed by adding the suffix -ness or -ity to an adjective, e.g. sad-sadness, active-activity.

Some nouns have an irregular formation.

Adjective	Noun
lazy	
creative	
popular	
aware	
responsible	
weak	
kind	
similar	

Adjective or Verb	Noun
weigh	
	strength
dead/die	
	belief
	anger
	thought
high	
	depth

	Listening	<b>()</b>				
	A. Read the qu	estions below and gues	ss the correct answers.			
	nat distance is the longest 855 km <b>b.</b> 890 km	t 24-hour bike ride withou <b>c.</b> 8,905 km	It the rider's feet touching the ground?			
	ow long is the longest bea 82 cm <b>b.</b> 1.4 m	rd? <b>c.</b> 2.3 m				
<b>3.</b> Ho <b>a.</b> (	ow many records were bro	oken at the 2011 London M c. 35	flarathon?			
un	derwater?		d underwater. But how many guests joined them			
ho		<ul><li>c. 275</li><li>n Sri Lanka, broke the rec</li><li>c. 357</li></ul>	ord for wearing the most T-shirts worn at once. But			
B. 🍠	Listen to part of a radio	o programme and check	k your answers to the questions above.			
• Wha		ecords? Which do you find	I the most amazing? Do you know of any other records?			
	IMMUI Conditional Second and ar		B. Read the examples again and complete the rules below.			
If/V	When ice <b>melts</b> , it <b>turns i</b> r	nto water.	<b>Conditional Sentences Type Zero</b> are used to talk about general truths/facts.			
	oes this sentence refer to appen or to a general trutl	•	If/When + Simple → Simple			
	ny neighbours <b>grow</b> bad o n, too.	corn, I <b>will grow</b> bad	which is likely to happen in the present or future.  will, can, must, may, might,			
	2. Does this sentence refer to the present/future or past?  If + should + base form   If +					
	3. Does the speaker think that this is likely to happen?  Conditional Sentences Type 2 express					
	were a scientist, I would		something imaginary/unreal or unlikely to happen in the present or future.			
10 1	the problem of global war	ming.	If + Past Simple →, could + base form			
<b>5.</b> Is <b>6.</b> Do	the speaker a scientist? it likely that the speaker voes the sentence refer to the sentence refer to the set?		Unless can be used instead of if not. You won't reach your goal unless you work hard. You won't reach your goal if you don't work hard.			
[. Coi	mplete the dialogue wit	th the correct form of th	ne verbs in brackets.			
A: W	hat would you do if you s	uddenly 1	(win) a lot of money and became rich?			
			(travel). I love travelling. When you			
	(travel ithout realising it.	), you <b>5</b>	_ (learn) so much about other countries and cultures			
	•	(have) a lot o	of money, I <b>7</b> (start) my own			
	usiness.	(Have) a lot o	County own			
B: Lil	ke what?					
A: W	ell, if I <b>8</b>	_ (have) the chance to do	anything I liked, I 9 (open) a			

**B:** A chef! That's impossible! You don't know how to cook anything.

restaurant. My dream is to become a famous chef.

A:	I can easily learn anything if I 10	(decide) to. If I <b>11</b>		(become) a chef, I
	12 (be) very successful, I'm su	e.		
<b>B:</b> I'm sure of one thing: you <b>13</b> (not become) a chef unless you <b>14</b>				
	(take) some courses. So, start studying harder if y	ou <b>15</b>	_ (want) to get	into a college.

D. Talk in pairs. Look at the prompts and ask your partner questions in order to complete the table below. Then answer your partner's questions. Use Conditional Sentences Type 2.

win / prize / competition	400
meet / favourite athlete	M
not do well / test	M
find / wallet full of money / street	
lose / pocket money	

E. Look at the table above and write five sentences about your partner and five sentences about yourself.

#### Intonation **◄**»

Listen and repeat. Notice the intonation and rhythm.

- **1.** If you ever need help, just give me a call.
- **4.** If I were you, I wouldn't make fun of people.
- **2.** Unless we hurry, we'll miss the bus.
- **5.** If Mary lived closer, we'd visit her more often.
- **3.** When you believe in success, you succeed.

#### **Speaking**

Talk in pairs. Imagine your school is planning on expanding its facilities. Behind the school is an area of open ground which will be turned into one of the two options shown below. You are on the advisory committee and have been asked to give your opinion. First, discuss the advantages and disadvantages of each option using the ideas in the box and the words given. Then decide which option would appeal most to your fellow students. Use the phrases given in the Speaking Activities on page 137.



#### Talk about:

- the cost needed to build/ maintain
- how appealing it is to students
- what students can do there
- how the weather affects it
- how it can improve students' lives



pay for maintenance
(un)appealing socialise
enjoyable relax
energising beneficial
escape from routine
weather dependent
stay in shape

## Writing An essay (discussing advantages and disadvantages)

- A. 🎨 Discuss in pairs/groups.
- What are the advantages and disadvantages of being a professional athlete?
- B. Read the essay a student wrote and answer the questions that follow.

Does the career of a professional athlete appeal to you? Why? / Why not? What are the advantages and disadvantages?

Have you ever dreamt of becoming a professional athlete? I certainly have. Actually, becoming a professional athlete seems quite appealing to me, but it requires a lot of talent, effort and devotion. Just like any other career, it has its pros and its cons.

It is not difficult to see the benefits of becoming a professional athlete. To begin with, the main advantage is that I could earn a huge income doing something I enjoy, as well as earn money from advertising products. In addition, like most athletes I would enjoy fame and at the same time act as a role model for thousands of people. Moreover, there would be excellent opportunities for me to travel around the world to take part in different worldwide events and competitions.

However, there are also certain disadvantages to becoming a professional athlete. Firstly, there is a huge amount of stress involved, as any failure would mean disappointment for me, my coach, my team and my fans. Secondly, as I would need to devote all my time and energy to demanding training, I would not have much spare time. Besides that, extensive travel would make family life difficult. Last but not least, there is the issue of injuries. If I got seriously injured, it could mean the end of my career.

So, on the whole, is becoming a professional athlete worth all the difficulties? Personally, I believe the advantages outweigh the disadvantages. The way I see it, becoming a professional athlete is difficult, but rewarding. If I was sure I had natural talent, I would not let it go to waste, and I would turn professional.

1. In which paragraph does the writer do the following? Write numbers 1-4. Then give examples from the essay.
a. present advantages
<b>b.</b> introduce the topic
c. present disadvantages
d. make a general statement
and state his/her opinion
e. use a rhetorical question
f. address the reader directly
2. Does the writer use formal or informal language? Give examples.

#### C. Look at the highlighted words/phrases in the essay and use them to complete the table below.

LINKING WORDS/PHRASES						
Listing/Adding points	, first of all, in the first place, , what is more,					
	,, furthermore, apart from					
	that, also,, finally, lastly,					
Expressing contrast	, but, on the one hand, on the other hand					
Summing up	to sum up, in conclusion, all in all,					

D. The following paragraph has a number of mistakes, which have been marked using the correction code below. Read the paragraph and correct the mistakes.

Furthermore, a professional <u>athelete</u> that becomes famous had the opportunity to do interesting things beyond the world of sport. Many sports stars meet famous people from other walks of life, such as prime ministers or name big actors. Some sporting celebrities even manage become successful actors themselves, for instance French football star Eric Cantona. Because of their famous and wealth, top athletes may also get involved with promoting and funding charities? Long-distance runner Mo Farah, for example, does work for a charity Save the Children, and Lionel Messi has donated money in many good causes, including giving lots of money to help fund schools in Syria.

CORRECTION CODE

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

E. Think about the following question and make some notes. Then talk in pairs.

In your opinion, what are the advantages and disadvantages of studying abroad?

#### **ADVANTAGES**

#### **DISADVANTAGES**

F. Read the writing task and the TIP below. Then go to the Workbook pp. 70-72 to plan and write your essay.

You have been asked to write an essay on the following topic: Would you like to study abroad? What are the pros and cons?

When writing an essay discussing advantages and disadvantages,

- think about the topic carefully.
- choose two or three ideas/points (the ones that you can explain and support) for each paragraph of the main part. Don't try to deal with too many points.
- use a variety of linking words/phrases to list points, add points, express contrast, give your opinion, sum up, etc.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.
- use a variety of techniques (e.g. ask rhetorical questions, address the reader directly, use exclamations, include quotations) to begin and end your essay to catch the reader's attention.



	A. Choose a, b or c.	Ali	5 (you / pick up) my
	1. When Salman himself a goal, he		suit from the dry cleaner's, please?
	always accomplishes it.	Saud	No problem. Anything else?
	<b>a.</b> puts <b>b.</b> breaks <b>c.</b> sets	Ali	Well, I probably 6 (not
	<ol><li>Don't me for what happened. It's totally your fault.</li></ol>		finish) with my shopping this afternoon either.  7 (you / stop) by the
	<b>a.</b> intend <b>b.</b> blame <b>c.</b> reveal		supermarket for me?
	local team's made the crowd cheer. ctory <b>b.</b> ambition <b>c.</b> intelligence	Saud	Of course. I 8 (go) there anyway because I need some stuff. So,
diffi	ibing Mt Everest is a dangerous and cult	Ali	just give me the list. Thanks, Saud.
<b>a.</b> fe	at <b>b.</b> passion <b>c.</b> concept	n Coi	nplete the sentences with the correct form
	na's job at the hospital is pretty, as she		e verbs in brackets.
	etimes has to deal with difficult patients.		jed (help) you if you ask
	emanding <b>b.</b> energising <b>c.</b> appealing	him	
	n't stand Carl's loud and annoying		ere would you go if you
	nger <b>b.</b> response <b>c.</b> laughter		n) travel anywhere in the world?
	te it when people make fun others.		ou (not hurry), we'll be
<b>a.</b> of		late	
	neone who is doesn't know how to read or		en people (eat) unhealthy
write a in	e. Isecure <b>b.</b> illiterate <b>c.</b> immature		d, they put on weight easily.
			oora had more time, she
	all, we had a great time on our holiday.		ok) more often.
<b>a.</b> 01		<b>6.</b> You	ı (not succeed) unless yoι
	completely behaviour to talk on your		rk hard.
	oile phone while driving.	<b>7.</b> l	(not stay) up late if I were
a. Iri	regular <b>b.</b> irrelevant <b>c.</b> irresponsible	you	ı. It's a school day tomorrow.
B. Com	plete the sentences with the correct form	<b>8.</b> Unl	ess Jane (want) to get
	words in capitals.	fire	d, she shouldn't be late for work again.
<b>1.</b> Mike	e never says 'please' or 'thank you'. He's	<b>9.</b> If B	arry (not live) in the
	POLITE		ıntryside, we'd see him more often.
	ng chocolate is my	<b>10.</b> A '	help box' (appear) on the
	solutely love it. WEAK	scr	een when you press F1.
<b>3.</b> Joyd	ce didn't get the job because she was . <b>EXPERIENCED</b>	Solf	-assessment
4 lore			
<b>4.</b> I alg	gued with George, and now he is to talk to me. <b>WILLING</b>		the following and tick the appropriate
5 Writ	ing an interesting story requires		s. For the points you are unsure of, refer to the relevant sections in the module.
J. WITE	CREATIVE	buck	to the relevant sections in the module.
<b>6</b> I do	n't trust Marshall. He is completely		now i can
<b>0.</b> 1 do	RELIABLE	re	fer to the future using appropriate tenses $\ \Box \  $
<b>7</b> . You	r is the only thing	1 1	rm opposites using prefixes
	pping you from getting in shape. <b>LAZY</b>	1 1	n-, in-, il-, ir-, im-)
		) ex	press hypotheses about what is likely or 🔠
C. Com	plete with the Future <i>will</i> or the Future <i>be</i>		likely to happen in the future
going	to of the verbs in brackets.	1 1	k about my goals and ambitions
Ali	Hey, Saud. 1 (you / get	1 1	scuss the advantages and sadvantages of plans and ambitions
	up) early tomorrow morning, like you said?		en a discussion
Saud	Yeah.		pport my opinion
Ali	<b>2</b> (you / wake) me up,	1 1	press contrast
	too? I've got so many things to do for my	1 1	e linking words/phrases to list/add
	business trip! I think I 3		ints and to sum up
	(be) busy all day long.	1 1	ite an essay presenting advantages
Saud	Don't worry. I 4 (help)	l an	d disadvantages

you. What do you want me to do?

#### A. 🍄 Discuss in pairs/groups.

- What do you know about Qatar Airways?
- Why do you think it is a success story?







## Qatar Airways: a success story

Qatar Airways' advertising campaign phrase, 'Going Places Together', is very catchy and is more than just nice-sounding words. Qatar Airways is one of the airline industry's biggest success stories because of its strong commitment to taking people from one place to another in the best way possible. The company has grown extensively since its creation in 1994, and during the business year 2015-2016, Qatar Airways celebrated accommodating over 30 million passengers in the air! Today, Qatar Airways serves more than 150 destinations and has a fleet of over 206 passenger and cargo planes. Under the effective leadership of His Excellency Mr Akbar Al Baker, the company has made all the right moves, becoming a powerful market leader both in the Middle East as well as all over the world.

Achieving this level of popularity comes from keeping customers satisfied, and there are many ingredients that are required in the recipe called 'satisfaction' when it comes to airlines. Safety is a major factor that Qatar Airways has carefully considered. It is worth noting that it was the first airline to obtain the International Air Transport Association's 'Operational Safety Audit Certification' in 2003, laying the path for others to follow. Also, the company's aeroplane fleet has an average age of five years and is one of the youngest in the world. Aeroplanes that are newer are usually more reliable, so both employees and passengers can feel more relaxed when flying with Qatar Airways.

Comfort and luxury are also features that are essential for travellers when they are 'going places', and this is exactly what they are getting with Qatar Airways! One of the many examples is the first-class section. It offers travellers abundant legroom with seats that 28 can become flat beds. In addition, seats offer massage functions and an entertainment system. Along with its well-respected image in the air, since April 2014, Qatar Airways has a modern hub, Hamad International Airport, in Doha, which can accommodate up to 30 million passengers per year.

Of course, all of these factors are appreciated by travellers from all over the world and this is why Qatar Airways was named Airline of the Year for the fifth time in 2019 at the Skytrax World Airline Awards. Over 21 million people voted to get the result, so winning five times is certainly something the company can be proud of.

Popularity also brings responsibilities. People, companies or 39 organisations that have achieved success should also lead the way for others to follow when it comes to helping the less fortunate. In 2012 Qatar Airways joined in a partnership with the *Educate a Child* (EAC) programme. The goal of the programme is to help the 61 million children all over the world who do not have access to primary school education.

Qatar Airways has accomplished so much since it started in 1994, and the sky is the limit for this success story!

- **1.** What happened during the business year 2015-2016?
  - **a.** Qatar Airways celebrated 20 years in the air.
  - **b.** Qatar Airways transported more than 30 million people.
  - **c.** Qatar Airways travelled to 150 destinations.
  - d. Qatar Airways organised a big celebration.
- 2. His Excellency Mr Akbar Al Baker
  - **a.** is a manager that brings results.
  - **b.** is the one who created Qatar Airways.
  - **c.** is the strongest man in the Middle East.
  - **d.** is responsible for the success of the advertising campaign.
- 3. Which characteristic is NOT mentioned as an 'ingredient' of satisfaction in the text?
  - a. safety
  - b. luxury
  - c. comfort
  - d. respect
- **4.** Which of the words below could be used instead of the word 'abundant' in line 28?
  - a. tiring
  - b. plenty of
  - c. very little
  - d. comfortable
- **5.** What does the phrase 'Popularity also brings responsibilities' mean in line 39?
  - **a.** The assistance of people in need goes together with success.
  - **b.** The *Educate a Child* programme is a popular programme that Qatar Airways works closely with.
  - **c.** A popular company is always a responsible company.
  - **d.** Popular companies have a responsibility to join in partnerships.



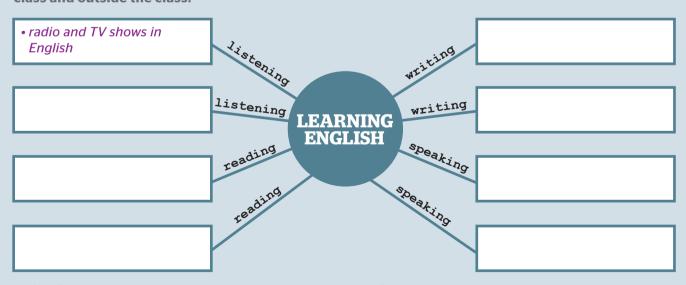
A. 🕸 🔯 Below is part of an article on how students can improve their vocabulary. Read the text and answer the questions.

#### A WORLD OF WORDS

Remembering vocabulary is very important when learning a foreign language. When studying, for example, students can learn about ten to twenty new words in one hour. However, studies have shown that students can benefit greatly from reading extra material like magazines, newspapers or books, just by being exposed to the new vocabulary in a text. When learners see a word about six to ten times in a text, they will eventually remember it and in this way further expand their vocabulary.

The good thing is that the more vocabulary students remember, the better they understand a language. This can lead to even better and quicker vocabulary learning. However, reading books is not enough to expand a student's vocabulary. Below we will look into various techniques that students can use to practise and remember vocabulary in the classroom, when they are studying and in their spare time.

- 1. Do you agree with this article? Why? / Why not?
- **2.** Do you read books in English? If yes, what do you do when you come across a word that you don't understand? Has reading books in English helped you expand your vocabulary?
- **3.** What other ways/techniques do you use to learn/remember vocabulary?
- B. Talk in pairs and discuss the different techniques you use when learning a foreign language. Look at the mind map below and try to complete it by brainstorming ideas. Try to think of the different things you do when trying to develop your listening, reading, writing and speaking skills in class and outside the class.



t. 🎨 🔯 Compare your ideas with those of another pair. Discuss any ideas you hadn't thought of and say how useful you think they are.

D. Report your findings to the class and make a list of guidelines on how you can improve and enhance your language learning skills.



#### Reading **◄**))

- A. 🕸 Discuss in pairs/groups.
- Do you enjoy science-fiction stories?
- · Have you read any of Jules Verne's adventure novels? If so, did you like them?
- Have you watched any science-fiction films? If yes, what was the weirdest situation or gadget you saw?
- · Do you think any of these ideas may one day become real?

B. Below is an extract from an adapted version of the novel *Twenty Thousand Leagues Under the Sea*. Look at the picture. Can you guess what's happening? Read the extract and check your answers.

# Twenty Thousand Leagues Under the Sea

Twenty Thousand Leagues Under the Sea - Jules Verne



I looked out of the window of the *Nautilus* and saw what my companion, Ned Land, was staring at. Before my eyes was a sea monster worthy of myth and legend. Its eight long tentacles were twice as long as its body, and its mouth was like the beak of an oversized parrot. It was swimming at 5 great speed and staring at us with its enormous green eyes.

I overcame my horror and took out my sketch book. This was an excellent opportunity for a marine biologist. Suddenly the *Nautilus* stopped. A minute passed and Captain Nemo, followed by his lieutenant, 10 entered the room. I hadn't seen him for some time. I overheard them talking about the monsters.

'Have we struck anything?' I asked.

'No, Monsieur Aronnax. I think one of the giant squid is entangled in the propeller'.

'What are we going to do?'

'We are going to fight them, man to beast,' he said.

'Man to beast?' I exclaimed.

Captain Nemo gave the order to rise to the surface. About ten men with hatchets headed towards the central staircase. I took a hatchet and my companion, Ned Land, grabbed a harpoon. As soon as one of the sailors at the top of the ladder opened the 20 door, it was pulled off with great force. Immediately one of the tentacles of the squid slid down into the opening like a gigantic snake. With one blow of his hatchet, Nemo cut the tentacle off the squid. Then, we all rushed out.

What a scene! By the time I got outside, one of the beasts had grabbed a sailor with its tentacle and was throwing him around like a feather. He struggled, but it was 25 no good. I shall hear his cries for the rest of my life. Captain Nemo and his lieutenant threw themselves on the beast, but it shot out black liquid and we were blinded for an instant. Enough time for the monster to disappear along with the sailor. Ten or twelve squid attacked the sides of the *Nautilus* and we fought them as best we could. Suddenly, I turned around and saw Ned on the floor. He was fighting bravely until a tentacle knocked him over. A squid was about to cut him in two with its beak. Luckily, Nemo rushed to his rescue and hit the beast with his hatchet.

After a quarter of an hour of fighting, the monsters left us at last. Captain Nemo, obviously exhausted, gazed at the sea that had swallowed one of his companions, and his eyes filled with tears.

15

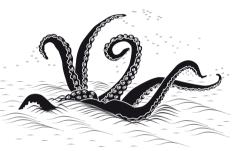
- t. Read the text again and answer the questions. Choose a, b, c or d. Underline the parts of the text where you found the answers.
- **1.** Who is narrating the story?
  - a. a sailor
  - b. the lieutenant
  - c. a marine biologist
  - d. the captain of the Nautilus
- **2.** After getting over his initial fear, what did the narrator want to do?
  - a. speak to the captain
  - b. draw the sea monster
  - **c.** find out why the *Nautilus* had stopped
  - d. find out what the captain and his lieutenant were talking about
- 3. Why did the Nautilus stop?
  - **a.** A squid had caused engine problems.
  - **b.** Aronnax wanted to draw the squid.
  - **c.** Captain Nemo wanted to catch the squid.
  - **d.** Captain Nemo did not want to hit the squid.
- **4.** Why did the captain order the *Nautilus* to rise to the surface?
  - a. to repair the propeller
  - b. to escape from the squid
  - c. so they could fight the squid
  - **d.** so they could get their weapons
- **5.** Which of the following is true?
  - **a.** A squid grabbed Captain Nemo.
  - **b.** Captain Nemo opened the door of the *Nautilus*.
  - **c.** Some men grabbed weapons and went to fight the squid.
  - **d.** Aronnax killed a squid as soon as the door was opened.
- **6.** What happened to the sailor trapped in the squid's tentacle?
  - **a.** He was blinded by the squid.
  - **b.** He was dragged into the sea.
  - **c.** He was covered in black liquid.
  - **d.** He was saved by captain Nemo.

D. D. Look at the highlighted words in the text and match them with their meanings a-j. Check your answers in a dictionary. Then use some of the words to make sentences of your own.

1. companion	<b>a.</b> to make it hard or impossible for sb to see
	<b>b.</b> to successfully control a feeling
<b>2.</b> myth	c. to look at sb or sth for a long time; to stare
3. oversized	<b>d.</b> sb that you spend a lot of time with because you
4. overcome	are friends or are travelling together
4. Overcome	e. to kick and fight so that you can escape
<b>5.</b> overhear	from sb/sth
	<b>f.</b> to take or hold sth with your hand in a sudden
<b>6.</b> grab	and violent way
<b>7.</b> struggle	g. sth that many people believe, but which is
2. Struggle	not true
8. blind	<b>h.</b> to hear sth by accident or without the speaker
O attacl.	knowing it
<b>9.</b> attack	i. to use violence to hurt sb or damage a place
10. gaze	i. bigger than usual

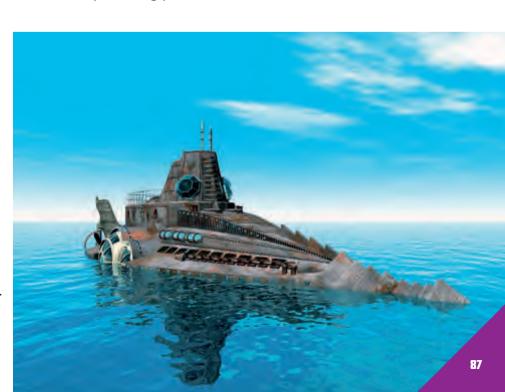
## E. Answer the following questions.

- What does the writer mean by the phrase 'a sea monster worthy of myth and legend'?
- How would you describe Captain Nemo? Which incidents from the story justify your answer?



#### F. Talk in groups.

- Think of an alternative ending to the story and make notes.
- Summarise the story including your ideas about the alternative ending.
- · Take turns presenting your ideas to the class.



#### **Grammar** Past Perfect Simple vs Past Simple → p. 140

A. Read the example and answer the questions.

By the time I **got** outside, one of the beasts **had grabbed** a sailor with its tentacle.

- 1. Which action happened first and which happened next?
- 2. Which tenses are used?

Fresh ice 1	(form) around the Nautilus.	We were stuck, and the situation w	as getting				
worse. It was becoming ol	worse. It was becoming obvious that we could go no further south. I 2 (talk) to						
the other sailors in the morning, but nobody 3 (have) any idea about how to							
escape. I <b>4</b>	(decide) to go and see Capt	tain Nemo on the platform. When					
15	(speak) to him, I found out that he 6	3 (already /	assess)				
the situation and 7	(decide) how to solv	ve the problem. He <b>8</b>					
(suggest) something which	ch I <b>9</b> (not thir	nk) of. 'We will sail under the ice to	the South				
Pole,' he said. I 10	(think) about the ide	ea for a moment, and 11					
(realise) that we might have to stay underwater for several days. It would be extremely dangerous.							

C. Think of an event or an experience that made a great impression on you. Talk to your partner and explain the difference that it made in your life, using the Past Perfect Simple and the Past Simple.

e.g. Last summer, I went camping. I had never... before.



#### Vocabulary

A. Read the words below. Can you think of any well-known examples of these geographical features?

ocean river lake mountain (mount/Mt) island volcano

**B.** Complete the names below with the geographical features in the box. Then narrate an experience you have had or a story you have heard about that took place in one of these places.

	Rainforest	Falls	Canal	Canyo	n	Bay	Sea	Gulf	Desert	
Pa	nama				Nia	gara				
Amazon				Red						
Do	oha				Ara	bian				
Gr	and				Sah	ara				



#### Listening **◄**)

- A. Discuss in pairs/groups.
- Have you ever watched a documentary about underwater life? Was it interesting?
- B. Distento a documentary. What is the purpose of the documentary? Choose a, b or c.
- a. to talk about endangered sea animals
- **b.** to describe the presenter's trip around the world
- c. to present information about the oceans and some of the sea animals that live in them

c. Listen again and write T for Turtles, A fo	or Angl	erfish or W for Whales.	
<ol> <li>They spend their lives in complete darkness.</li> <li>They are fast swimmers for their size.</li> <li>They are in danger of becoming extinct.</li> <li>They are in danger from the day they are born</li> <li>They have a clever way of finding food.</li> </ol>			

#### **Speaking**

Work in small groups. Make up a story using as many of the prompts given as possible. Discuss how you each think the story should develop. Use some of the phrases given in the Speaking Activities on page 137. After you have finalised your story, tell it to the class.



- When you want to make a comment or add something to an ongoing conversation, it's polite to acknowledge what someone has just said before stating your own idea.
- To confirm understanding, repeat the other person's idea or paraphrase it (rephrase in your own words).
- A useful way of bringing new ideas into a conversation is by asking questions.
- 6 A year ago, my grandfather gave me a map of the area by the river and told me that there was a treasure hidden somewhere there. Of course, I didn't believe him, but I took the map and told him I would search for it one day... 9

#### Writing

Write down the story you made up for the Speaking Activity.

#### Reading **◄**)

A. Dook at questions 1-4 below. Do you know or can you guess the answers? Then read the text and match the questions 1-4 with the answers a-d.

1 A friend of mine says he uses up
7,600 litres of water a day just from his diet.
Is this possible? Bob, Liverpoo
Is it true that half of the world's
population hasn't got access to clean
running water? Abdullah, Al Khoi
I've heard that drinking eight glasses
of water a day is good for our health. Would
it do me any good if I drank double that
amount? Reema, Doha
With 72% of the Earth's surface
covered in water, why do people keep talking
about a water shortage? Sandy, Perth

B. What do the following refer to? Match 1-8 to a-h.

1. 72 percent	
<b>2.</b> 50 percent	
<b>3.</b> 42,000	
<b>4.</b> around 26,000 litres	
<b>5.</b> 3.4 million	
<b>6.</b> eight glasses	
<b>7.</b> 3 percent of	
1,260,000,000,000,000,000,000 litres	
8. about 140 litres	

a. fresh water on the planet

72 percent

- **b.** amount of water one should drink daily
- **c.** water needed to produce a teaspoon of coffee beans
- d. deaths from dirty water every year
- the percentage of people without running water
- f. the percentage of the planet's surface covered by water
- **g.** daily water needed to prepare the food for a family of four
- h. deaths from dirty water every week

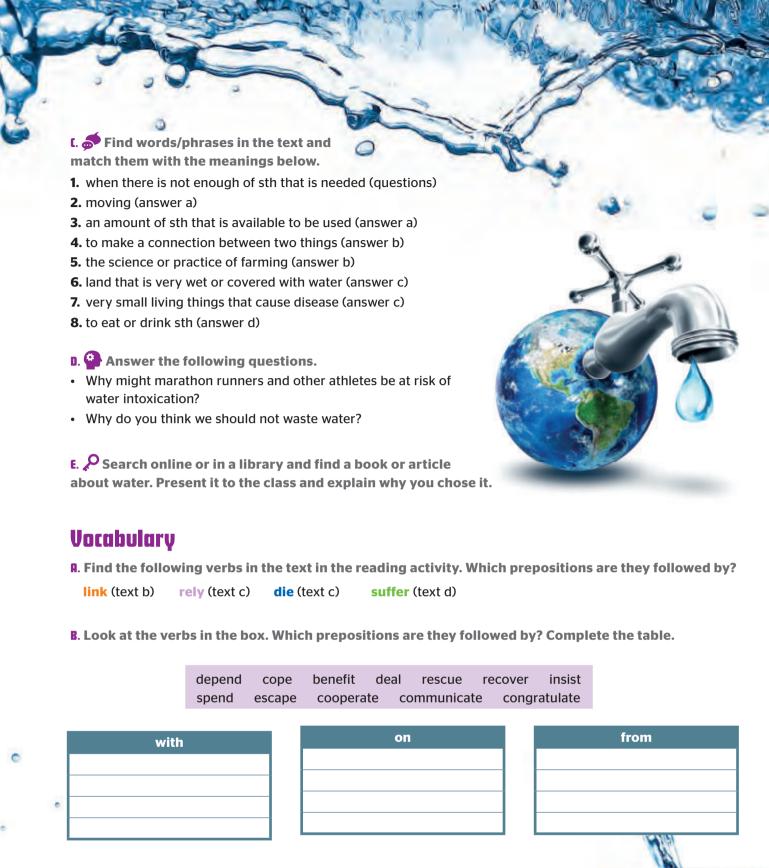


Actually, the total amount of water on the Earth is a huge 1,260,000,000,000,000,000,000,000 litres approximately! Did you know that the same water that exists on our planet today has been around for millions of years? All this water is always in motion – evaporating from oceans, travelling through the air, raining on the land, running through rivers and even through our bodies. The supply of fresh water, however, is limited to just 3% of the total amount, and there are fears that it won't be enough to keep the world population alive. After all, the human population has increased in size, and the fresh water supply has decreased because of pollution.

Many of us have never bothered to link the food on our plate with the 70% of our planet's fresh water used in agriculture. For instance, we think that a cup of instant coffee requires the use of just a cup of water. However, it takes about 140 litres of water to produce a teaspoon of coffee beans. And if you add some toast with a slice of cheese along with your coffee, then you can add another 49 litres to the total amount of water required for your food supply. Add all this up and that's just 189 litres of water for a simple breakfast. A day's supply of food for an average family of four requires around 26,000 litres of water. This doesn't even include the amount of water they use when having showers, flushing toilets, doing the washing or washing up!

Most of us take it for granted that we can turn on the tap and have a glass of cold water whenever we want. According to the United Nations, however, half of the global population can't do this. In many places, families rely on the young female members, who are forced to stop school just to collect water for their family. They can often walk for three or more hours a day to the nearest swamp or river to collect water that is full of germs. The World Health Organisation (WHO) says that 3.4 million people die yearly from water-related diseases. More specifically, every twenty seconds a child dies from drinking dirty water. Every week, 42,000 people die from diseases caused by unsafe water.

Water is a source of life, but sometimes you can get too much of a good thing. A person who has drunk more water than they need can suffer from water intoxication. People have even died in water-drinking competitions because of imbalances created in their body when they consumed too much too quickly. Other people at risk of water intoxication are athletes such as marathon runners. The symptoms of water intoxication include nausea, headaches and vomiting, as well as muscle weakness.





#### **Grammar** Articles → p. 141

A. Read the examples below and circle the correct words to complete the rules in the box underneath.

- The Caspian Sea is a lake, not a sea.
- Suddenly, the sharks attacked the boat, and the passengers got really scared.
- There's a national park in California, in the US, which is called Sequoia National Park.

**The** park is famous for its giant sequoia trees.

- We use a(n) / the before a singular countable noun when we refer to it in a general sense or when it is mentioned for the first time.
- We use a(n) / the before a noun which is something unique, is used in a specific sense or has been mentioned before.
- Before a noun which represents a species, we can use *a(n)*, *the* or *the plural form*.

A penguin can't fly. The penguin can't fly. Penguins can't fly.

• No article is used before uncountable nouns and plural countable nouns which refer to something in a general sense. Water is something we shouldn't waste. Volcanoes exist on Earth but also on other planets like Mars.

**B.** Circle the correct words.

1.
The story of 1 - / the Arabian oryx is 2 an / the amazing one. These animals, which live in dry desert environments across 3 the / an
Arabian Peninsula, actually became extinct in 4 - / the wild back in 1972. The wild population was eventually rebuilt after several years of 5 - / the conservation work, and today the animals can be found in many countries of 6 the / - Arabia. They are able to survive in 7 a / the dry climate there because they can go without drinking for long periods of 8 the / - time. In fact, they can survive just on 9 - / a water contained in the plants that they eat. For this reason, oryx often eat at 10 a / - night, when the plants contain more water.

2.

11 - / The golden toad, also known as

12 the / a Monteverde toad, used to live in

13 the / a rainforest of 14 the / - Costa Rica.

It was **15 - / a** common species in **16 the / -** past, but in 1988 only ten were found. Sadly, the research team which was sent a year later could only find one. It was declared extinct in 2007, and biologists say **17 the / -**

main cause was pollution and

18 the / - disease.

#### **Pronunciation ◄**)

**A**. Listen to the following extracts from the listening activity on page 89. *The* is not pronounced the same in all cases. Can you see why?



- B. Read the sentences below and try to pronounce the correctly. Listen and compare your answers.
- 1. The island of Sicily is the largest island in the Mediterranean Sea.
- 2. The Grand Canyon is in the USA.
- **3.** The oceans contain 97% of the Earth's water.
- 4. The underwater mountain range Mid-Oceanic Ridge has peaks higher than those in the Alps.

#### Listening **◄**»

A. Listen to a radio interview about World Water Day. Which of the following topics are mentioned?

the first World Water Day
the official website
World Water Day events
water footprint
the countries facing water shortage
the goals involved



- B. Disten again and choose the best answer a, b, c or d.
- 1. What is World Water Day about?
  - a. giving clean water to people who need it
  - **b.** organising events in countries where there is clean water shortage
  - **c.** making people aware of the problem of clean water shortage
  - **d.** raising people's awareness about how they can access clean water
- **2.** Which of the following is NOT a cause of water shortage?
  - a. pollution
  - **b.** the change in the climate
  - c. the rise in world population
  - d. the lifestyles which do not change

- **3.** Which of the following can somebody do during World Water Day?
  - a. walk over 6 km to find water
  - b. watch women and children carry water
  - **c.** listen to a talk on how to consume less water
  - d. inform schools of the importance of water
- **4.** According to Mr Atkins, how can we reduce our water footprint?
  - a. by eating less meat
  - **b.** by drinking more milk
  - c. by brushing our teeth once a day
  - d. by consuming food produced locally

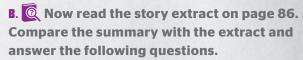
- C. Discuss in pairs/groups.
- Would you like to take part in World Water Day? Why? / Why not?

## **Speaking**

- A. Piscuss in pairs/groups.
- How serious is the problem of water shortage in your country today?
- Do you know what methods have been used to deal with it?
- What do you think can be done in your country?

B. Below are some methods which can be used to deal with the problem of water shortage. Choose one of them and do some research. Briefly present the history of this method. Then explain how it works and in which cases it can be used. Finally, discuss its advantages and disadvantages.

- desalination
- rainwater harvesting
- water recycling
- water dams
- t. 🍄 Discuss in pairs/groups.
- Did you find the information you learnt in the above activity useful or interesting? Why? / Why not?



- **1.** What information in the extract is not included in the summary?
- **2.** Does the writer provide any information in the summary not mentioned in the extract?
- **3.** Does the writer of the summary express his/her opinion of the extract? Why do you think this is?
- **4.** Does the summary writer repeat any sentences or long phrases from the extract? Why do you think this is?
- **5.** What does the writer do in the final sentence of the summary?

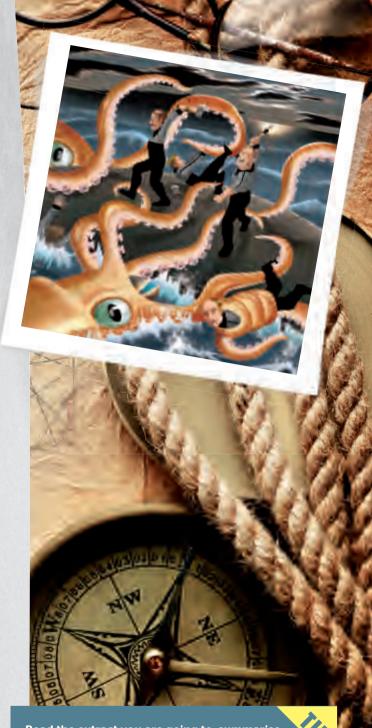
## (. Read the phrases a-j and answer questions 1-8. Write the correct letters in the boxes.

- a. The scene takes place in a...
- b. The incident occurred because...
- c. The main character in this extract is...
- d. The story takes place during...
- e. The message behind this piece seems to be that...
- f. The next thing that happens is that...
- g. The key issue dealt with in the text is...
- h. The key incident here is when...
- i. This they achieve by...
- **j.** The passage is set some time in...

8. describe how the events happen?

#### Which of the phrases above can be used to

- introduce the main characters?
   describe the main events?
   present the main theme?
   present the moral?
   describe where the scenes take place?
   describe when the events occur?
   explain why the events happen?
- D. Read the TIP and the extract from an adapted version of a famous novel on page 139. Then go to the Workbook pp. 80-82 to plan and write your summary.



- Read the extract you are going to summarise once to get the main idea, then read it again and make notes on the part of the story you are summarising (who, what, when, where, why and how). Then develop your notes into a paragraph.
- Do not include your own ideas or opinions about the characters or events mentioned.
- Do not mention minor characters unless they influence the outcome of events.
- Do not copy sentences or parts of sentences you must summarise the writer's ideas in your own words.
- You do not need to quote parts of the extract or give evidence or examples to support what you are saying.
- Use mostly present tenses.
- Remember to include the title and author of the original text.

#### **A.** Circle the correct words. **1.** Sara **gazed / struggled** out the window at the beautiful coast. 2. Many people feel disease / nausea when they travel by ship. 3. There are lots of rare plant and bird species in this national / marine park. 4. Whether I will arrive on time or not decreases / depends on the traffic. 5. You shouldn't increase / consume too much caffeine. It's not good for you. 6. Ali overheard / overcame his stress and presented his project to the class. 7. Mark hit his head and fell wounded / unconscious. **B.** Complete the sentences with the correct preposition. 1. Haya is a good friend, who I can rely \_\_\_\_\_ for whatever I need. 2. The firefighter rescued the baby \_\_\_\_\_ the burning building. **3.** Khalid finally recovered fully \_\_\_\_\_ his illness. **4.** If we all cooperate \_\_\_\_\_ each other, we will quickly solve the problem. 5. I don't know if I'll go out tonight. It depends how much studying I'll have. **6.** How much did you spend \_\_\_\_\_ your new car? 7. Eric couldn't cope \_\_\_\_\_ the stress at his job so he quit. **8.** My sister insisted \_\_\_\_\_ lending me the money. **C.** Complete the sentences with the Past Simple or the Past Perfect Simple of the verbs in brackets. **1.** Karim \_\_\_\_\_ (not finish) his homework when Omar \_\_\_\_\_ (call) him. 2. On the first day of our trip to Melbourne, we \_\_\_\_\_(get) lost in the city because we \_\_\_\_\_ (not take) a map with us. 3. The children \_\_\_\_ \_\_\_\_\_ (be) excited at

the zoo because they (not

\_\_\_\_\_ (you / tidy) your room

\_\_\_\_\_ (do) my

\_\_\_\_\_(be) very tired,

see) wild animals before.

before your parents \_\_\_ (come) from work?

so by the time the documentary

\_\_\_\_\_ (finish), we \_\_\_\_\_ (already / fall) asleep.

**B:** No, but I \_\_\_\_ homework.

**5.** We

D. Rewrite the sentences using the Past Simple. the Past Perfect Simple and the words given. 1. It started raining. Then we reached the park. by 2. Saeed's flight landed. Then his parents after arrived at the airport. **3.** The captain and his crew spent many days at sea. Then they finally reached the island. E. Complete the sentences with a(n), the or -. **1.** Amazon Rainforest has many rivers, \_\_\_\_\_ lakes and \_\_\_\_\_ waterfalls. \_\_\_ Amazon River is \_\_\_\_\_ second longest river in \_\_\_\_\_ world. 2. \_\_\_\_\_ lbiza is \_\_\_\_\_ island off \_\_\_\_\_ coast of \_\_\_\_ Spain and is part of \_\_\_\_\_ Balearic Islands. 3. It's been \_\_\_\_\_ long time since I last spoke \_\_\_ Italian. You see, there aren't many \_\_\_\_\_ Italians living in \_\_\_\_\_ area where I live. **4.** \_\_\_\_\_ Aspire Park is one of \_\_\_\_\_ biggest parks in \_\_\_\_\_ Qatar. A large number of \_\_\_\_\_ tourists visit \_\_\_\_\_ park every year. **5.** Siberian tiger is \_\_\_\_\_ endangered species. There are around 400-500 Siberian tigers left in \_\_\_\_\_ wild. **6.** Drive down this road for about half \_\_\_\_\_ hour and you'll find \_\_\_\_\_ Grand Hotel on \_\_\_\_\_ right-hand side of \_\_\_\_\_ road. Self-assessment Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

now i c	an
<ul> <li>) use appropriate tenses to narrate past events</li> <li>) sequence past actions and events</li> <li>) discuss facts about geographical features</li> <li>) tell a story</li> <li>) comment on something someone said</li> </ul>	
<ul><li>) confirm understanding of what someone said</li><li>) describe a process</li><li>) write a summary</li></ul>	



#### Reading **◄**»

- A. 🕸 Discuss in pairs/groups.
- Do you face any of the following problems in the area where you live? How serious are they?

air pollution water pollution noise pollution soil pollution water shortage destruction of forests too much rubbish traffic congestion



35

B. 🕉 Look at the pictures and read the title of the text. What do you think the Green Wall of China is? Read the text and find out.

## The Green Wall of China

In Ancient China, several walls were built over 2,700 years ago to protect the north of the empire from enemy attacks and intruders. Throughout the ages, these walls were joined together, were made bigger 5 and stronger, and became known as The Great Wall of China. Today, China has to deal with a different kind of intruder, the Gobi Desert. This time, the wall they have decided to build is made of trees instead of stone.

10 Every year about 3,600 km<sup>2</sup> of China's grasslands are taken over by the Gobi Desert. It is a serious environmental problem which results in the loss of valuable agricultural land in the region and also in the increase of devastating sandstorms that 15 seriously affect Beijing.

In 1978, China introduced the Green Wall project. This involves a series of human-planted strips of forest which are designed to be about 4,500 km long on the completion of the wall 20 by around 2050. The idea was to increase the

forested area in China from 5% to 15% and block the expanding desert as well as the dust carried by the wind. The Green Wall has become the largest treeplanting project the world has ever seen. In 2009 25 alone, China planted about 59,000 km<sup>2</sup> of forest, creating the largest artificial forest in the world.

Trees are planted by farmers, but ordinary people have been involved too, planting 56 billion trees in



the past decade. Aerial seeding over wide areas has also been used to speed up the process. For obvious 30 reasons, fast-growing trees have been chosen, such as poplar and larch. Chinese forestry scientists say that these trees are better at absorbing carbon dioxide and producing oxygen than slow-growing trees, which is great news for reducing global warming.

However, over the years, the Green Wall project has had to face some problems as well as criticism. The forests use up a lot of groundwater in areas where water is scarce. Also, because there is little 40 variety in the trees that are planted, the areas that are created aren't a suitable habitat for animals and other plants which are normally found in forests. It is also believed that completing the project simply isn't possible, and, at the current rate, it would take 300 45 years to reclaim the land that has become desert.

Will the Gobi Desert be held back by the Green Wall? Only time will tell. Whatever the outcome, it seems like a step in the right direction.



#### t. Read again and choose a, b, c or d.

- 1. The Great Wall of China was built
  - a. three centuries ago.
  - b. to protect intruders.
  - c. with trees instead of stone.
  - **d.** to keep the empire safe from its enemies.
- 2. What is true according to the text?
  - a. Farmland is becoming less valuable.
  - **b.** Farmland around Beijing is increasing.
  - c. The Gobi Desert is becoming grassland.
  - **d.** Sandstorms are becoming more common in the Gobi Desert.

- 3. The Green Wall Project
  - a. has been completed.
  - b. aims to build a wall 4,500 km long.
  - c. aims to increase the forest areas in China.
  - d. will create artificial forests all over the world.
- 4. Why is aerial seeding being used?
  - a. More oxygen is produced.
  - **b.** It is slowing down global warming.
  - **c.** Areas are covered more quickly this way.
  - **d.** There aren't enough people participating in the project.



# D. Delta Look at the highlighted words in the text and choose the correct meaning, a or b. Then check your answers in a dictionary.

- 1. devastating
  - a. well-known
  - **b.** damaging
- 2. expanding
  - a. damaging
  - b. growing
- 3. artificial
  - a. man-made
  - **b.** natural

- 4. aerial
  - a. having enough air
  - b. from the air
- 5. scarce
  - a. rare
  - b. rich
- **6.** habitat
  - **a.** food
  - **b.** environment

- E. Answer the following questions.1. Why has this project faced criticism?
- **2.** Do you agree with the writer's opinion that the project *seems like a step in the right direction*? Why? / Why not?

#### F. 🔅 Discuss in pairs/groups.

Can you think of any similar projects in your country?

#### Vocabulary

Match the verbs in the box with the groups of nouns. Can you add any more words to each group? Then use some of the phrases to make sentences of your own.

sentences of your own.		
		invent produce over develop
1		<ul> <li>→ a machine</li> <li>→ a road</li> <li>→ a bridge</li> <li>→ an airport</li> </ul>
2		→ skills and talent → new technology → an idea
3		<ul><li>→ cars</li><li>→ a documentary</li><li>→ a cake</li></ul>
4		<ul><li>→ a web page</li><li>→ problems</li><li>→ a dish</li><li>→ jobs</li></ul>
5		<ul><li>→ cars</li><li>→ electricity or power</li><li>→ oranges</li></ul>
6		<ul><li>→ a machine</li><li>→ the telephone</li></ul>
7		<ul><li>→ an island / a planet</li><li>→ oil</li><li>→ the truth</li></ul>

#### **Grammar** Passive Voice I → pp. 141-142

**A.** Look at the extract below from the text and answer the following questions.

In Ancient China, several walls were built over 2,700 years ago.

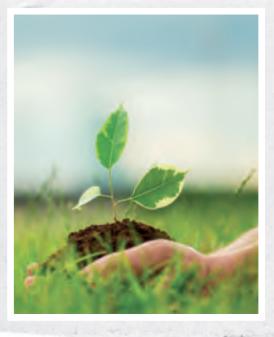
- **1.** Who built the walls? Why is the subject (the doer of the action) not mentioned?
- 2. When were the walls built?
- 3. What do we call this form and why do we use it?
- **B.** Read the table below and complete the rule about the formation of the Passive Voice.

Active Voice	Passive Voice		
Present Simple			
They plant trees.	Trees are planted.		
Past S	imple		
They planted trees.	Trees were planted.		
Present Per	fect Simple		
They have planted trees.	Trees have been planted.		
Past Perfe	ect Simple		
They had planted trees.	Trees had been planted.		
Futur	e will		
They will plant trees.	Trees will be planted.		
Modal	verbs		
They may plant trees.	Trees may be planted.		

The Passive Voice is formed with the verb
\_\_\_\_\_ in the appropriate
form and the \_\_\_\_\_ of the
verb in the sentence.



- C. Work in pairs/groups. Find more examples of the Passive Voice in the text on page 98 and identify the doer of the action. Why did the writer choose to use the Passive Voice?
- D. Complete the text with the correct passive form of the verbs in brackets.



After the success of last year's Plant-a-Tree Day, a bigger event 1 \_\_has been organised \_\_\_\_\_\_\_ (organise) by the local Department of Parks and Recreation this year. Last year, 5,000 trees 2 \_\_\_\_\_\_ (plant) in parks all around the city. This year we want to try and reach 10,000. This 3 \_\_\_\_\_\_ (achieve) if we all help. So, for that aim, all the local schools and universities 4 \_\_\_\_\_ (ask) to get involved. All equipment 5 \_\_\_\_\_ (provide) by the Department of Parks and Recreation and volunteers of any age can join in the fun. Last year, volunteers 6 \_\_\_\_\_\_ (ask) to bring picnic lunches, but this year a barbecue 7 \_\_\_\_\_\_ (organise). It will be a wonderful event.

#### Vocabulary

- A. A Match the definitions a-g below with the words/phrases 1-7. Then check your answers in a dictionary.
- a. a mixture of smoke and fog caused by exhaust fumes and factory gases
- b. rain containing acids which are harmful to trees and forests, as well as buildings and monuments
- c. materials containing poisonous chemicals which are no longer used and are pumped into rivers, lakes and oceans
- d. substances such as coal and oil that were formed over millions of years from the remains of animals and plants, and are burnt for energy
- e. a layer of oil on the surface of the water which comes from leaking ships or sinking tankers and is a large threat to marine animals
- f. the process of cutting down or burning trees in a large area for agricultural, commercial, housing or firewood use
- g. power that is produced using the energy from the sun, wind, water, etc.
- **B.** Complete the sentences with words/phrases from activity A.
- 1. People with breathing problems should avoid going out because of the

2. Pollution in the atmosphere causes	, which damages
buildings.	

- 3. The factory was closed down because it was pumping \_\_\_ into a nearby river.
- **4.** The government is considering spending more money researching sources.
- because the engine of the **5.** There are fears of a(n) tanker is leaking.

# deforestation 6

### Listening **◄**)

c. radio interview

A. Listen to four extracts related to the environment and match them with the correct forms of communication a-e. Write 1-4. There is one extra form of communication which you do not need to use.

a. conversation	d. news broadcast	
<b>b.</b> documentary	e. weather forecast	

- B. Listen to one of the extracts again. What is its topic?
- Listen to the same extract. Tick which technique(s) the interviewer uses to prompt the interviewee to speak.

a. expressing personal opinion	<b>c.</b> presenting a brief summary of the issue	
<b>b.</b> presenting opposing views on the issue	d. drawing conclusions from the discussion	

#### **Speaking**

- A. 🔅 🔯 Discuss in pairs/groups.
- What do you think are the most important environmental issues our planet is facing today?
- Do you think enough has been done by governments and people about these issues? Why? / Why not?
- B. 🕸 🔯 Talk in groups. Go to the Speaking Activities section on page 137.

#### Writing

Choose a problem from Speaking Activity B and write a post on a blog about the environment suggesting one or two solutions to the problem.





#### Reading **◄**»

- A. 🔅 Discuss in pairs/groups.
- What do you know about vegetarian diets?
- Do you think vegetarians are healthier than people who eat meat? Why? / Why not?

B. Read the text quickly and find out what the opinion of each expert about eating meat is.

# To meat or not to meat

More and more people are not only <mark>cutting down on</mark> meat but are also turning to vegetarianism for health reasons. However, are vegetarians healthier than meat eaters? Is meat bad for our health or is it nutritious? Here is what two experts, Brian Wilton and Amanda Simmons, who have looked into the matter, have to say.

The human body needs a variety of nutrients to function properly, which doesn't necessarily mean that you have to include meat in your diet. You can be a vegetarian and also be healthy at the same time. Studies have shown that vegetarians along with vegans live up to ten years longer than meat eaters. This possibly occurs because meat contains fat that can lead to many diseases, and vegetarianism helps prevent them. Also, meat eaters are nine times more likely to be obese. A healthy vegetarian diet should include a great variety of fruit and vegetables, which provide vegetarians with calcium, iron, fibre and many other vitamins and minerals. Complex carbohydrates, like grains and cereals, should also be a part of their diet. Simple carbohydrates, like sugar, bread and pasta, should be avoided. Vegetarians should also get their protein from nuts, seeds, beans, eggs and dairy products. It is no surprise that many vegetarians have healthy cholesterol levels, low blood pressure and a lower risk of developing heart disease or diabetes. It is a common myth that vegetarians end up not getting enough iron or other vitamins. If they have a balanced diet and get nutrients from different sources, this is not a problem.



Brian Wilton, Nutritional Consultant

Many vegetarians argue that their diet makes them healthier than non-vegetarians. However, cutting all types of meat out of your diet is risky. Studies have repeatedly shown that vegetarians who fail to have a balanced diet can exclude many essential vitamins or nutrients from their diet. This, in the long run, can easily lead to malnutrition. Meat is the best source of protein, a substance which protects our immune system and builds our muscle mass. Red meat is a good source of iron and vitamin B. So, vegetarians need to do some very careful planning and replace meat with other kinds of food which will give them these nutrients. This, however, is not very easy. For example, protein which you get from beans or dairy products isn't the same type of protein you get from meat. I'm not saying that I don't see the benefits of a vegetarian diet or that we should eat red meat every day. Don't get me wrong. I would like to point out that if we want to be healthy, we should stick to a balanced diet which includes lots of fruit and vegetables, dairy products and a little bit of meat.



Amanda Simmons, Member of the Dietetic Association



- 1. According to Brian Wilton, what can vegetarianism help prevent?
- 2. What does Brian Wilton say about carbohydrates?
- **3.** What does Brian Wilton say about the belief that vegetarians end up not getting enough iron or other vitamins?
- **4.** According to the two experts, which foods are rich in protein?
- **5.** According to Amanda Simmons, what are the risks of being a vegetarian?
- **6.** According to Amanda Simmons, why is meat good for us?
- **7.** According to Amanda Simmons, what kind of diet is recommended?
- **8.** What type of evidence does each expert use to support their opinion?

- D. Who would make the following statements? Write Brian, Amanda or Both.
- 1. Eggs, cheese and yoghurt are very good sources of protein but they may not cover your body's needs.
- 2. A balanced diet with lots of different sources of vitamins and minerals is what you need to be healthy.
- 3. Meat has got a lot of nutrients but you can be healthy even without it in your diet.
- E. Look at the highlighted phrasal verbs in the text and match them with their meanings. Then check your answers in a dictionary.

1. cut down on sth	<b>a.</b> to be in a particular situation, especially when you didn't plan it
2. look into sth	<b>b.</b> to try to find out the truth about sth
3. end up (doing sth)	c. to continue doing sth, even when it is difficult
4. cut sth out	d. to consume less of sth

- e. to tell sb sth and make them notice it
- 6. stick to sth f. to stop eating sth
- F. 🗞 🔯 Discuss in pairs/groups.
- Are you a vegetarian? If not, would you consider becoming one? Why? / Why not?

#### Vocabulary

5. point out

Look at the groups of words below. How many other words can you add to each group?



### Grammar Passive Voice II → p. 142

A. Read the example. What is impossible? Who believes so?

**It is believed** that completing the project simply isn't possible.

Now read the table below and come up with your own examples.

Active Voice	Passive Voice
	say, think, know, der, etc.
The average of the a	It is said that the

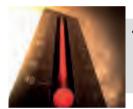
They say the factory causes a lot of pollution.

It is said that the factory causes a lot of pollution.

The factory is said to cause a lot of pollution.



**B.** Rewrite the following sentences in the Passive Voice starting with the words given.



- **1.** Experts say that global warming is responsible for the recent rise in sea temperatures.
- **2.** They say that the oil spill near the island is a huge disaster.

The oil spill near the island \_\_\_\_\_





**3.** People think that the new documentary about Earth Day contains some outdated information.

The new documentary about Earth Day \_\_\_

**4.** Everyone knows that car exhaust fumes pollute the air.

Ιŧ





- **5.** Scientists believe that many famous monuments are in danger because of acid rain. Many famous monuments \_\_\_\_\_
- C. Think about what teenagers could do to have a healthy diet. Write a short paragraph. Use the Passive Voice.
- It is known that many teenagers eat a lot of junk food and generally don't have a healthy diet.

#### Listening **◄**》

You will hear people talking in six different situations. For questions 1-6, choose a, b or c.

- 1. What is Jason avoiding eating at the moment?
  - a. protein
  - b. vegetables
  - c. carbohydrates
- **2.** What advice does the doctor give the man?
  - a. eat more meat
  - b. stick to his diet
  - c. cut down on calcium
- **3.** What meal does the man eat on the plane?
  - a. fish
  - **b.** beef
  - c. vegetarian



- **4.** What does the woman on the TV cookery programme wish she had?
  - a. some apricots
  - b. some watermelon
  - c. some strawberries
- **5.** What is the man talking about?
  - a. safe ways to lose weight
  - b. the health hazards of obesity
  - **c.** the reasons why people become obese
- 6. What does NOT the woman want?
  - a. shrimps
  - **b.** aubergine
  - c. mushrooms

#### **Speaking**

A. 🌣 🎑 Talk in pairs. Look at the pictures below and compare them, discussing the similarities and differences between them. Talk about the ideas given using the words/phrases in the box.





#### **IDEAS**

#### **Location and atmosphere**

outdoors/indoors affected by weather conditions air conditioning heating peaceful/noisy informal environment (in)convenient street vendor

**Service** 

staff preparation time

Type of food

fast food and beverages lack of / wide variety three-course meal

#### **Health and safety**

better quality ingredients risk of food poisoning

#### Cost

affordable (in)expensive

6 In the first picture we can see a traditional restaurant, whereas in the second picture we can see a food stall.

Traditional restaurants are usually indoors, while food stalls are always outdoors.

The atmosphere at restaurants is usually more peaceful than at food stalls but this depends on the crowd. Now, both places serve food but the quality differs.

Do not describe the pictures in detail. Compare them keeping the ideas given in mind.



- B. 🎨 🧕 Discuss in pairs/groups.
- Which of the two places would you prefer to eat at? Why?



# 810

## Writing An essay expressing an opinion

- A. Discuss in pairs/groups.
- What types of fruit and vegetables are produced in your country?
- Do you know anything about the methods that are used to produce them? What?
- · What difficulties do farmers face in your country due to climate conditions?
- What do you know about hydroponics?
- B. Read the writing task and underline the key words. Then answer the question.

Your teacher has asked you to write an essay on the following topic:

Some people think that using hydroponics to grow fruit and vegetables is a good way to maintain a regular supply of fresh food. What is your opinion?

What are you asked to do?

- a. discuss the advantages and disadvantages of growing fruit and vegetables using hydroponics
- b. present your ideas and arguments and give your opinion
- c. express your opinion and give advice

#### C. Now read the essay and answer the questions.

<u>Hydroponics</u>, the process of growing plants in water rather than in soil, is considered an effective way to provide people with fresh fruit and vegetables. The reason for this is that it offers a number of important benefits.

<u>First of all, using hydroponics allows growers to supply markets with fresh produce throughout the year, not just in specific seasons.</u> Plants are grown indoors under special light bulbs, which means that temperatures and light levels are carefully controlled. This is clearly useful in countries unable to produce crops outdoors the whole year due to weather conditions. It also reduces the amount of fresh food that needs to be imported by land or air, as a result helping to lower a nation's carbon footprint.

Another reason hydroponics is an effective method of food production is that it has low water requirements. It is a fact that when plants are grown outdoors, water is lost into the atmosphere or ground before plants can use it. In hydroponic production, on the other hand, plants are grown in containers in greenhouses, and this uses at least 70% less water per plant than conventional farming. This is because when plants are grown indoors in containers, water is reused rather than being allowed to escape.

<u>In my opinion, hydroponics is a highly effective way to keep people regularly supplied with fruit and vegetables.</u> It puts fresh produce on the shelves all year round and uses much less water than conventional farming.

- **1.** What is the function of the sentences underlined in the essay?
  - **a.** to introduce the main idea of the paragraph
  - **b.** to summarise what the writer has said in the previous paragraph
- 2. What does the writer do in paragraph 2?
  - **a.** describe the types of plants that can be grown in hydroponic farming
  - **b.** explain why food can be grown all year round in hydroponic farming

- **3.** What does the writer do in paragraph 3?
  - **a.** explain how hydroponics uses less water than conventional farming
  - **b.** give examples of why plants grow more quickly in a greenhouse environment
- **4.** What does the writer do in the conclusion of the essay?
  - a. restate opinion
  - **b.** make a future prediction

D. 🗫 Read the note and the paragraph below about organic farming. Then choose the most suitable topic sentence from the sentences (a-c), giving reasons for your choice.

#### Topic sentences

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

This is because conventional farming uses manmade chemicals, such as pesticides to kill insects and various fertilisers to help crops grow faster. It is a fact that many of these are highly toxic and put human health in danger. In organic farming, on the other hand, natural substances or methods are used. As a result, organic food is healthier for us because it is almost chemical-free.



- a. Firstly, all ancient types of agriculture can actually be considered organic.
- b. Another reason people choose to eat organic food is to protect the environment.
- c. To begin with, consuming organic food is considered to be safer and better than consuming non-organic food.

E. 🎨 Talk in groups. Look at the questionnaire about genetically modified (GM) food. Ask each other whether you agree with the statements, and make notes. Then report your results to the class.



denetically iniou	illica lo	ou oui	••,	
	***	**	*	
1. We do not know enough about how				
GM food can affect our health.				
2. GM food can be the answer to the problem of hunger.				
<b>3.</b> GM food should have labels on it.				
. Voc Lagrag				

- : Yes, I agree.
- : I agree up to a point.
- : No, I don't agree.



F. Read the writing task, then carry out the research described below.

Your teacher has asked you to write an essay on the following topic:

We should avoid eating genetically modified food. Do you agree?

Using the Internet or a library, make notes on the following questions:

- 1. What is genetically modified food?
- 2. How is genetically modified food produced?
- 3. Should we avoid eating genetically modified food? Why? / Why not?

Then use the information you found to help you complete the plan below.

We should avoid eating genetically modified food.
l agree. 🔃 l disagree. 🗌
Reason 1:
Reason 2:
<u>,                                    </u>



Finally read the TIP below. Then go to the Workbook pp. 91-93 to plan and write your essay.

When writing an essay expressing an opinion:

- choose a few ideas/points/arguments (the ones you have the most to say about). Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- use a variety of linking words/phrases to list points, add more points and express your opinion.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.
- use evidence to support your opinion (e.g. research findings, statistics, etc.)

R. Choose a, b or c.	4. It is believed / is believed to that people should
1. The for recycling metal is different	try to reduce their carbon footprint.
from that of recycling glass.	5. The winners of the contest will give /
<b>a.</b> process <b>b.</b> outcome <b>c.</b> completion	will be given a book as a prize.
2. Animals become endangered or extinct because	<b>6.</b> The food from that stall <b>made / was made</b> me
of the destruction of their natural	sick.
<b>a.</b> habitats <b>b.</b> threats <b>c.</b> nutrients	7. The chef has decided / has been decided to
<b>3.</b> Car exhaust are seriously polluting our city.	include vegan meals on the menu.
a. fumes b. smog c. waste	D. Rewrite the sentences using the Passive
<b>4.</b> Brown bread is more than white. So, I don't eat white bread any more.	Voice. Start with the words given.
<b>a.</b> organic <b>b.</b> balanced <b>c.</b> nutritious	<b>1.</b> People shouldn't throw rubbish in the park.
<b>5.</b> If you leave your car here for longer than you	Rubbish
should, you will have to pay a	
<b>a.</b> rate <b>b.</b> loss <b>c.</b> fine	2. They say that the lake is polluted.
<b>6.</b> Saleh a web page on how to save energy.	It is
<b>a.</b> built <b>b.</b> created <b>c.</b> produced	
7. The building company has cut down lots of trees,	<b>3.</b> They have built a new airport near our town.
and this has caused the of the area.	A new airport
<b>a.</b> dust <b>b.</b> congestion <b>c.</b> deforestation	A new disport
8. The use of fuels is harmful to the	4. Alexander Graham Bell invented the telephone.
environment.	The telephone
<b>a.</b> fossil <b>b.</b> exhaust <b>c.</b> acid	The telephone
<b>9.</b> We've got a variety of digital cameras at prices.	E Everybody knows that Layla cooks delicious
<b>a.</b> valuable <b>b.</b> balanced <b>c.</b> affordable	<b>5.</b> Everybody knows that Layla cooks delicious vegetarian meals.
<b>10.</b> Fibre is a that is found in plants.	
<b>a.</b> substance <b>b.</b> fat <b>c.</b> beverage	Layla
•	<b>6.</b> They will serve a three-course meal for lunch.
B. Complete the sentences with the correct	A
prepositions.	n
<b>1.</b> After discussing where to go for about an hour, we	7. The government may ban cars from the city
ended staying at home. <b>2.</b> If you want to lose weight, you should stick	centre.
this diet.	Cars
3. The doctor told Frank to cut on fat if he	
wanted to avoid heart disease.	8. Extreme weather conditions have caused damage
4. Natalie has completely cut meat of	to the building.
her diet, because she has decided to become a	Damage
vegetarian.	
<b>5.</b> The nutritional consultant pointed the	
advantages of eating lots of green vegetables.	Self-assessment
<b>6.</b> The authorities are looking the problem	
of traffic congestion.	Read the following and tick the appropriate boxes. For the points you are unsure of, refer
7. You have to speed if you want to finish	back to the relevant sections in the module.
your work before five o'clock.	
<b>8.</b> I think they should close the factory on the outskirts of our town because it is causing a	now I can
great deal of pollution.	talk about environmental issues
	emphasise an action using the Passive Voice
C. Circle the correct words.	state accepted facts
1. People of all ages can take / can be taken part in	) discuss healthy eating habits
Plant-a-Tree Day.	) compare situations
2. Solar energy <b>produces / is produced</b> with the help	express and support an opinion
of the sun.	) form well-organised paragraphs
<ol><li>The nutritional consultant recommended / was recommended a balanced diet for Melissa.</li></ol>	) write an essay expressing an opinion

#### 

- What do you think the phrase 'spending time in nature is healing energy' means?
- · How do you think the phrase relates to the text?



## CULTURE PAGE 40







## OXYGEN PARK - A Breath of Fresh Air

Education City, the large area in Doha with the top international schools and universities, has opened its doors and now offers new experiences to more than just its students. Known as 'the green lung' of Education City, the recently completed Oxygen Park is a beautiful outdoor recreational area open to visitors, students and locals who want to exercise, relax or play.

The park covers an area of 130,000 square metres, and its design brings to mind the landscape of the surrounding desert with its wind-shaped rocks. Visitors to Oxygen Park can walk along 7,000 m of paths through areas with impressive gardens consisting of more than 100 types of plant life including the Arabic gum, ghaf, samar, salam as well as the sidra tree. Alternatively, they can take a walk near the cool waterfalls or just take a much needed break from everyday life on the park's grass-covered areas.

The park is divided into two sections. The sports section has got two levels and it is a sport-lover's playground as well as a meeting point in Doha for the National Sports Day celebration. On the ground level, there are horse riding tracks which are thought to be one of the park's biggest attractions. Below ground level, there are three bowl-shaped fields that have 1,600 m of running track around them. These fields include pitches used for a variety of activities and two volleyball courts. The lower area running track is half-covered in order to protect runners from the sun. In the evening, the beautifully-lit park will offer a pleasant experience for those who choose to train there during the difficult hotter months.

Oxygen Park, however, is not just for athletes. The second section has got the heritage area with buildings of historical value from the early 1900s and a children's play area, which make it ideal for all ages. In general, these recreational areas, many of which offer protection from the sun, are perfect for anyone who wants to explore the area, picnic or just relax. Visitors can walk freely from one part of the park to another since there is nothing that separates it into particular sections. In fact, there is complete access to the park's neighbouring areas, so families with young children should keep their young ones close.

Education City's 'green lung' has really changed the face of Doha encouraging people to be active and socialise.

- **1.** According to the text, what is the main role of Oxygen Park?
  - a. to support open-air activities
  - b. to benefit all of the community
  - **c.** to meet different needs in one place
  - **d.** to create a much needed green area in Doha
- **2.** Oxygen Park is designed to remind you of
  - a. beautiful gardens
  - **b.** people's need to relax
  - c. the blowing of the wind
  - d. Doha's natural environment
- **3.** Which of the statements below is true about Oxygen Park?
  - **a.** Horse riding brings people to the park.
  - **b.** The sport pitches are on the ground level.
  - **c.** Exercising after it gets dark is not enjoyable.
  - **d.** The running track goes through the sport pitches.
- **4.** The fourth paragraph informs us that
  - **a.** there are modern buildings in the park.
  - **b.** families ought to visit areas near the park.
  - **c.** visitors should protect themselves from the sun.
  - **d.** the park's open spaces make it easy to walk through it.
- **5.** Which sentence best sums up the fourth paragraph?
  - a. Oxygen park is perfect for families.
  - **b.** In Oxygen Park visitors are protected from the sun.
  - **c.** Oxygen Park offers recreation for both young and old.

**d.** Parents should keep an eye on their children in the park.



## Average daily water use

D		э	ь	
D	α	Ų,	ш	

**Shower** 

**Brushing teeth** 

**Toilet flush** 

Dishwasher

Washing up by hand

**Washing machine** 

**Outdoor watering** 

Car wash

106-136 litres (full bath)
9.5 litres per minute (26-34 litres per minute)*
about 4 litres per minute
6 litres per flush (11-23 litres per flush)*
15-38 litres per load (57 litres per load)*
8 litres per minute

68-95 litres per load (151-208 litres per load)\*

19 litres per minute (38 litres per minute)\*

19 litres per minute (38 litres per minute)\*

<sup>\*</sup> non water-saving devices and appliances



## B. Cook at the chart again and answer the questions.

- **1.** Which activity saves more water, showering or taking a bath? What does it depend on?
- **2.** Does washing up by hand save more water than using a dishwasher?
- **3.** Which activity do you think consumes more water for a household?
- **4.** Do you think that water-saving devices and appliances make a big difference in the amount of water a household consumes?

$\mathbf{C} = \mathbf{C} \cdot \mathbf{C}$ Read the statements below and decide if
they are true or false. Then listen to part of a
talk on saving water and check your answers.

- 1. Fixing a leaky toilet can save up to 757 litres of water a month.
- **2.** Fixing a tap that leaks 20 drops a minute can save over 2,500 litres of water a year.
- **3.** Turning off the tap while brushing your teeth can save up to 1,300 litres of water a month.
- **4.** Taking a 5-minute shower saves over 1,300 litres of water each week.
- **5.** Using a dishwasher always saves more water than washing up by hand.
- **6.** To save water you should fill up your washing machine.
- D. Talk in pairs. The average person uses about 300-380 litres of water daily. Look at the chart above again and discuss how much water you use as an individual and what kind of household activities make you consume more water.
- E. What did you learn about yourself? What changes are you going to make to save more water? Report to the class.



#### Reading **◄**》

- A. 🕸 Discuss in pairs/groups.
- · Do you find it difficult to make decisions?
- What was the last major decision you had to make?
- **B.** Read the text quickly. What is the purpose of the text?
- a. to inform people about what affects decision-making
- b. to warn people of the dangers of risky decision-making
- c. to analyse the pros and cons of rational decision-making
- d. to advise people on how to make more rational decisions

We like to believe that before we make a decision, most of the time, we take all the facts into consideration and take our time to think about all the options carefully. However, this just isn't the case. In fact, 5 experts believe that only 5% of our decisions are based on a rational thought process. So, what factors influence our decision-making process?

We often leave decision-making to our instincts. Scientists have proved that if we had the choice, we'd 10 prefer to avoid pain or misery rather than gain something. In fact, we're twice as happy when we try to avoid a bad situation than when we experience a good one. This is why when companies send spam email, they use phrases like 'How to

15 avoid...', 'Don't miss out!', 'What never to eat when...', etc. because people are more likely to open them.

There are also physical factors that affect our decision-making. An 20 experiment where people were asked to give their impression of a fictional person, while holding a cold or a hot cup of coffee was conducted by an expert. Those holding the hot cup believed

25 the person to be warmer and more sociable than those holding the cold cup. So, when temperatures rise, the more likely we are to trust strangers.

Stress is another factor which

30 affects our decisions, but we can't measure this very easily, especially as different situations are more or less stressful for different people.

35 Researchers have found, though, that women tend to be more conservative about decisions when stressed. whereas men tend to make

40 riskier choices.

It may come as a surprise, but every day from the minute we get

up, we have to make countless decisions, like what to wear, what coffee to have, which lift to take and so on. Each choice, no matter how unimportant, makes our 45 brain a little bit more tired, and without realising it, this affects our decision-making. This means we are much more likely to make decisions that we regret at the end of the day. That's why you often see important people like presidents wearing the same three suits 50 all the time. This is because they want to limit the small choices and spend more brain power on the bigger ones.

When it comes to decision-making, most people

would rather have a wide range of options to choose 55 from. Again, however, research indicates that this does not necessarily lead to wiser decisions. In an experiment, one group of people had to pick from a selection of thirty bars of chocolate and another group from 60 a selection of six. Initially, those who chose from the larger selection liked the idea of having variety, but ended up being unhappy with their choice and regretted it more than those who chose 65 from six. Living in the modern world, we are bombarded with options and choices that we think will make us happier. The question is,

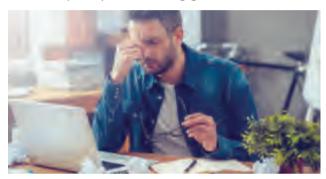
do they?



#### c. Read again and answer the questions. Choose a, b, c or d.

- 1. What is true about our decision-making?
  - a. We are slow to make decisions.
  - **b.** We have lots of options to choose from.
  - **c.** We seldom follow a rational thought process.
  - **d.** We think of all the facts carefully before we make a decision.
- **2.** The phrases used in spam emails take into consideration people's need
  - a. to open those emails.
  - **b.** to have more good experiences than bad ones.
  - **c.** to protect themselves from negative experiences.
  - **d.** to gain something from any situation they find themselves in.
- 3. What is true about stress?
  - **a.** It is not easy to measure its effect.
  - **b.** It affects men and women in the same way.
  - **c.** Men usually make wrong decisions when stressed.
  - **d.** Women get more stressed than men when they have to make decisions.

- **4.** What is true about having to make small decisions?
  - **a.** We make them early in the morning.
  - **b.** We regret them at the end of the day.
  - **c.** They may affect our decision making negatively.
  - d. People with many responsibilities do not try to avoid them.
- **5.** Having many options to choose from is NOT
  - a. what makes us stressed.
  - **b.** what most people want.
  - c. common in today's world.
  - d. always helpful in making good choices.



#### D. 🍜 Find words in the text that mean the same as the following.



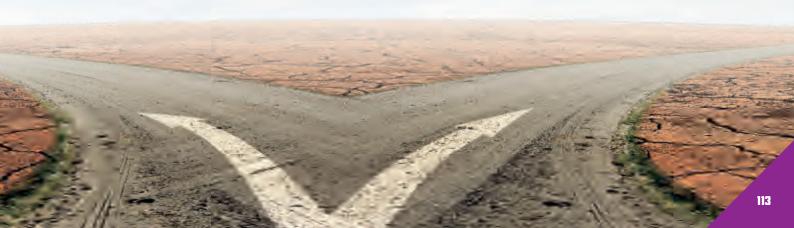
- **1.** great suffering, unhappiness (para. 2)
- 2. not real (para. 3)
- 3. not liking changes or new ideas (para. 4)
- 4. to be likely to do sth (para. 4)
- 5. very many (para. 5)
- 6. to choose sth (para. 6)
- **7.** at the beginning (para. 6)

#### E. Answer the following questions. Underline the parts of the text where you found the answers.

- At which time of the year are we more likely to make friends and why?
- · What is the best time of the day to make important decisions and why?

#### F. Discuss in pairs/groups.

- What do you think about the information presented in this text?
- Do you think you will change the way you make decisions from now on? Why? / Why not?



#### **Grammar** Infinitives, *-ing* form → *pp. 142-143*

A. Find examples of full and bare infinitives in the text. Then read the examples below and match them with the uses of the full and bare infinitive.

<ol> <li>I've learnt to think carefully before making a decision.</li> <li>You should install this program to stop receiving spam email.</li> <li>It's stressful to make a decision when there isn't much time.</li> <li>Advertisements make us buy things we don't really need.</li> <li>I'm too tired to discuss how to solve the problem right now.</li> </ol>
The full infinitive (to + base form) is used:
<ul> <li>a. to express purpose.</li> <li>b. after certain verbs (want, would like, hope, decide, learn, etc.).</li> <li>c. after too + adjective, adjective + enough and enough + noun.</li> <li>d. after it + be + adjective.</li> <li>e. after question words (who, what, how, etc.).</li> </ul>
The bare infinitive (base form without <i>to</i> ) is used:
<ul> <li>f. after most modal verbs (can, could, must, may, etc.).</li> <li>g. after the verbs let and make in the Active Voice.</li> </ul>
Vocabulary

**B.** Find examples of *-ing* forms in the text. Then read the examples below and match them with the uses of the -ing form.

- 1. How about **helping** me choose which shoes to buy?
- 2. Thank you for taking me to the airport.
- 3. Making important decisions is part of the job.
- 4. Does Steve enjoy living by himself?

#### The *-ing* form is used:

- a. as a subject.
- **b.** after certain verbs (consider, finish, avoid, imagine, etc.).
- **c.** after certain expressions (what about, it's no use, it's worth, etc.).
- d. after prepositions (for, of, in, etc.).

C. Read the examples and decide what they mean. Choose a or b.

- 1. I should remember / not forget to turn off the computer before I leave.
- 2. I'll always remember / never forget choosing my first car.
- a. remember / not forget sth that has already happened **b.** remember / not forget sth that you are supposed to do
- D. Complete the text below with the correct form of the verbs in brackets.

I wish I could 1	(go) back in time and change a
decision I made. It was the	e night before my big job interview and I was
out with friends. We decid	ed <b>2</b> (go) to a new
restaurant. Instead of 3	(have) a light meal as
my friends advised me, I o	rdered too much. As a result, I was up all
night with a terrible stoma	ach ache. I wasn't sure what
4	(do) the next morning. I considered
5	(cancel) the interview, but I was worried it
would 6	(look) bad. That was another bad
decision I made. 7	(go) to an interview and
trying 8	(make) a good impression while
feeling terrible isn't a good	d idea. I was too ill <b>9</b>
(finish) the interview, so I i	made up an excuse
and left early. I had made	a fool of myself!

Read the dialogues and find phrases which mean the following. Then check your answers in a dictionary.

- **1.** It's not available for sale at the moment.
- **2.** I'd like my money back.
- **3.** It's very expensive.
- **4.** It's not worth that much. They're cheating us out of our money.
- 5. I haven't got much money available to spend at this period of time.

- 6. It doesn't matter how much it costs.
- 8. I've got no money.

**7.** It's very cheap.

- **9.** I haven't got enough money.
- **10.** I can give you some money.
- 11. I'm just looking around.

Sales assistant Zainab

Can I help you? Thank you, but I'm just browsing.

**Brian** 

Look at this video game. I've been looking for it for a long

Ahmad Great. Now you can buy it! I can't. I'm a little short of cash. Brian

**Ahmad I can spare some cash**, if that's

the problem!

**Terry** You should go to the Street Beat Shop. I went yesterday, and all the T-shirts are on sale. I bought three for £20.

Brad

That's a steal! I need some too, but **I'm broke**. I'll go next week when I get paid.

Mary Look at that dress!

Fatima It's nice. How much does it cost?

Mary £150.

Hanan

Fatima What? It costs a fortune! Are you going to get it?

Mary Well, I'm definitely going to try it on. Money is no

object if I like it.

Fatima Do as you please, but it's a rip-off. There's a shop in the city centre with beautiful dresses for half the price.

Hanan Hello, could I have a refund for this mobile

phone? I don't particularly like it.

Sales assistant You haven't opened the box so, yes, you can

get a refund or another model.

Hanan How much is this model here?

Sales assistant I'm afraid that's currently out of stock, but

we've got newer models for just £30 extra.

I'm on a tight budget this month, so I'd

prefer the refund.

#### **Listening ◄**》



 How much money do you spend a week? What do you usually spend it on?



B. Disten to a person giving a talk on money. What's the purpose of the talk?

- a. to encourage people to give money to charity
- **b.** to give people tips on how to make more money
- c. to give people tips on how to spend money sensibly
- **d.** to inform people when the best time to go shopping is

#### [. Disten again and answer the questions.

- 1. The speaker suggests that young people should
  - a. spend all the money they have.
  - **b.** not spend more than one pound.
  - c. learn how to use money in different ways.
  - **d.** only spend a small percentage of their money.
- 2. The 70-30 plan means that
  - **a.** you give 30% of your money to charity.
  - **b.** you do not spend more than 70% of your money.
  - c. you use 70% of your money to get a good education.
  - **d.** you spend 70% of your money and invest the remaining 30%.
- **3.** The speaker suggests that
  - a. websites can help you spend less.
  - **b.** you can get better prices at the shops.
  - c. you should do all your shopping online.
  - d. online shopping is better than going to the shops.

**Speaking Go to the Speaking Activities** 

- **4.** Shops are designed
  - a. to appeal to young people.
  - **b.** to help people shop more carefully.
  - c. to help people see items more easily.
  - d. to encourage people to stay inside longer.
- **5.** According to the speaker,
  - a. you should buy more things on special offer.
  - **b.** shops often have sales, so it is best to shop then.
  - c. sale prices are always the best prices you can get.
  - d. some shops may always offer certain items at low prices.

#### D. 🐞 Discuss in pairs/groups.

- What do you think of the 70-30 plan? Can it teach young people the right attitude towards money? Why? / Why not?
- · What do you think is the best way you can spend your money? Can you suggest another plan?

section on page 138.

#### Writing

Write a paragraph agreeing or disagreeing with the following statement:

**6** I love going shopping. **9** 



#### Reading (\*)

- A. 🔅 🔯 Discuss in pairs/groups.
- Do you read reviews of products online? Why? / Why not?

B. Read the reviews A-D below. Which of the people who wrote the reviews was/were satisfied to a large extent with the products?





http://www.thecoolgadgetshop.com/reviews/

Q

### Fitness tracker

£35 - SHIPPING £2.50 - In stock



#### Smartphone £89 - FREE SHIPPING

#### **REVIEWS**

If you see the advertisement for the Excelente XYZ32, you may easily be misled; I know I was. Actually, I bought the Excelente XYZ32 last month, and I was

quite happy with it at first. It's a nice-looking phone, lightweight and easy to use. However, I decided to return it after only two weeks. I wasn't expecting a lot for such a low price, but the camera is really bad. Photos are usually out of focus. Also, it doesn't connect to the Internet that easily. Yet, that is not the most disappointing thing. The biggest problem is the battery. It only lasts for about five to six hours, and that is without much use, which is difficult if you are on the go like me. It is really worthless unless you don't expect much from a smartphone. There are definitely much better phones.

#### **REVIEWS**

Friends recommended I buy the Fittime waterproof fitness tracker, and I'm so happy I took their advice. This tracker has a great design, and the screen is bright and clear, so it is easy to read in any light. It is so comfortable to wear that I often forget I'm wearing it! It has everything I want: it monitors my heart rate and blood pressure, and it counts how many steps I take and how many calories I burn. The battery lasts for over a week. The only thing that dissatisfied me was the instructions. They weren't easy to follow, but I found some videos on the Net which were really helpful, and setting it up was actually quite simple. If you're looking for a high quality fitness tracker at a great price, this is the one for you.

#### Backpack

£40 - FREE SHIPPING - Only 4 left in stock

#### Video game

**#** 

£63 - FREE SHIPPING - Currently out of stock

#### **REVIEWS**

I often have to travel for work, so I needed a backpack that was both attractive and practical. The Swisspak 900 is just what I wanted. It has a very stylish design and the amount of space

it has is amazing. I can't believe how much I can fit in it! There are hidden pockets, too, where I can put important things like my passport or money when I travel. The pockets on the front are perfect for things like keys or business cards. I often had difficulty fitting my laptop in my old backpack, but it fits easily into the padded compartment of the Swisspak. An added plus for me is the USB port. I never knew how much I needed one until I bought this bag. I can now charge my phone anywhere I am. I've even ordered one for my brother.



Odyssey Travel is one of the most incredible video games I've played. In the beginning, the game is easily mistaken for a rather complicated game, but it doesn't take long to get the hang of it. The graphics are spectacular and the scenery is breathtaking.

only 25 hours to finish the game.

the scenery is breathtaking.
The characters are realistic, unlike the usual robot characters in other games. Also, the voice actors really do a fantastic job of bringing the characters to life. As you progress through the game, you slowly uncover a fascinating story. My biggest complaint is that it is expensive for the play time you get. It took me



**#** 

<ul> <li>The reviewer feels he, spent too much for th product.</li> </ul>		<b>6.</b> The reviewer was pleasar surprised by what the product could do.	qu	nen matching estions with short kts, scan each text
<ol> <li>The reviewer had to send the product back</li> <li>You have to pay extra</li> </ol>		7. The reviewer found online guidance on how to use the product.	an inf	d look for the specific ormation mentioned each question.
for shipping.  1. You can't buy this product at the momen		8. The reviewer found some specific features of the product very useful.	wh the	d the part of the text lich correctly answers e question.
The reviewer was so he with the product that bought another one.	арру	<b>9.</b> The reviewer feels the product is definitely worth the price.	a t vo in	careful! Don't choose ext just because the cabulary or phrasing the text is similar to at of the question.
. <page-header> Discuss in pairs/g</page-header>	groups.			
		d in the reviews useful? Why? ns reviewed on the website? \		ny?
Vocabulary				
Read the note and co	omplete the ta	able using the words in the	box.	
The	prefix <b>dis</b> - is ι	used before adjectives, nouns	and verbs to giv	e la company
			•	
the	m the opposite	e meaning (e.g. like-dislike).		
the • The	m the opposite prefix <b>mis</b> - is	used before verbs, and mean		
the • The bac	m the opposite prefix <b>mis</b> - is lly (e.g. <i>unders</i>	used before verbs, and mean tand-misunderstand).	s to do wrongly (	
the • The bac • The	m the opposite e prefix <b>mis</b> - is lly (e.g. <i>unders</i> e suffix - <b>less</b> is	used before verbs, and mean tand-misunderstand). used after a noun to form an	s to do wrongly o	or P
the • The bac • The	m the opposite e prefix <b>mis</b> - is lly (e.g. <i>unders</i> e suffix - <b>less</b> is	used before verbs, and mean tand-misunderstand).	s to do wrongly o	or P
the • The bac • The	m the opposite e prefix <b>mis</b> - is lly (e.g. <i>unders</i> e suffix - <b>less</b> is	used before verbs, and mean tand-misunderstand). used after a noun to form an	s to do wrongly o	or P
the • The bac • The	m the opposite e prefix <b>mis</b> - is lly (e.g. <i>unders</i> e suffix - <b>less</b> is ans <i>without</i> tha	used before verbs, and mean tand-misunderstand). used after a noun to form an at quality or characteristic (e.	s to do wrongly o	or P
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satisfy lea place respect  dis- dissatisfy  Complete the senter the words in the table  I. I want to buy a	m the opposite e prefix mis- is lly (e.g. unders e suffix -less is ans without the d harm w hope app worth behav mis- mislead  nces below wi above.	used before verbs, and mean tand-misunderstand). used after a noun to form an at quality or characteristic (e.  vire spell honest bear inform approve we end  -less harmless  that the correct form of some mouse. How much do the mes b	s to do wrongly of adjective which g. care-careless)  e of they cost? ehind the	or P
satisfy lea place respect  dis- dissatisfy  dissatisfy  3. Complete the senter the words in the table 1. I want to buy a 2. The little boy likes wa clouds. 3. I'm sorry, but you've	m the opposite e prefix mis- is lly (e.g. unders e suffix -less is ans without the d harm w hope app worth behav mis- mislead  nces below wi above.	used before verbs, and mean tand-misunderstand). used after a noun to form an at quality or characteristic (e.  vire spell honest bear inform approve we end  -less harmless  th the correct form of some mouse. How much do to the correct form of some mouse.	s to do wrongly of adjective which g. care-careless)  e of they cost? ehind the	or P
satisfy lea place respect  dis- dissatisfy  dissatisfy  3. Complete the senter the words in the table 1. I want to buy a 2. The little boy likes wa clouds. 3. I'm sorry, but you've _ two.	m the opposite e prefix mis- is lly (e.g. unders e suffix -less is ans without the d harm w hope app worth behav  mis- mislead	used before verbs, and mean tand-misunderstand). used after a noun to form an at quality or characteristic (e.  vire spell honest bear inform approve we end  -less harmless  that the correct form of some mouse. How much do the mes b	s to do wrongly of adjective which g. care-careless?  e of they cost? ehind the n one 's', not	or P

#### **Grammar** prefer, would prefer, would rather $\rightarrow p.143$

**A**. Find examples of the use of *would prefer* and *would rather* in the text on page 112. Then read the examples below and answer the questions.

- a. I prefer the white trainers.
- **b.** I **prefer** wearing casual clothes **to** wearing formal clothes.
- c. Mona prefers to shop online rather than shop in shops.
- d. I'd prefer to buy a new smartphone rather than (buy) a tablet.
- e. I'd rather buy the white trainers.
- f. We'd rather not spend any more money.
- g. I'd rather shop online than (shop) in shops.



**2.** Which examples show a preference in a particular situation?



B.	Rewrite	the	sentences	starting	with	the	words	given
----	---------	-----	-----------	----------	------	-----	-------	-------

1.	I don't	want to	talk to	Mike	right	now.
----	---------	---------	---------	------	-------	------

I'd rather

2. I'd rather have some tea than coffee.

I'd prefer \_

**3.** Most people don't like reading in the evenings; they'd rather watch TV.

Most people prefer \_

**4.** I think Sultan likes swimming more than playing hockey.

I think Sultan prefers

**5.** We'd prefer to live in the countryside rather than in the city.

We'd rather \_

C. Talk in pairs. Imagine that you are flatmates and you are talking about what to buy for your new flat. Look at the items in the catalogue and decide. You have only £100 to spend. Use phrases in the box below.

#### **Expressing preference**

I prefer... because...
I like... more than...
I'd rather/prefer (not)...
My first choice would be...
I definitely think we should...
I believe... is (not) worth it...
If it were up to me, I'd choose...



6 I definitely think we should get a... because we need it.
Have you looked at the price? It's a rip-off!
Oh, you're right, and we're both on a tight budget.
I'd rather... 9

#### Intonation **◄**»

**A**. Listen and repeat. Notice the stressed words and how the focus of the sentence changes, affecting the meaning.



I prefer the <u>red</u> T-shirt. (not any other colour)
I prefer the red <u>T-shirt</u>. (not any other item of clothing)
I prefer the red T-shirt. (not anyone else, just me)

A simple sentence can have many different meanings based on the word(s) we stress.



B. Listen to the sentence below spoken with different words stressed each time.  Consider the meaning and match each sentence to the correct answer.
I'd rather buy a house in the countryside.
Sentence 1 a. Nobody else, just me.
Sentence 2 b. Not somewhere else.
Sentence 3 . Not a farm or anything else.
Sentence 4 . Not rent one.

#### **Listening ◄**》

- A. Listen to a conversation between a man and a customer service representative. Was the representative's call successful?
- B. Disten again and write T for True or F for False.
- 1. The man doesn't want to have a contract with Globofone any more.
- **2.** The man has found a cheaper alternative to Globofone.
- **3.** The woman offers the man a free smartphone.
- **4.** The woman gets the man's name wrong more than once.
- **5.** The helpline is usually closed when the man calls.
- **6.** Globofone are making improvements to their signal at the moment.
- ែ 🖏 Discuss in pairs/groups.
- Have you ever bought a product or used a service which you ended up being dissatisfied with? What was it? What did you do about it?



#### Speaking

A. Discuss the following. Use the words in the box.

- What type of books do you like reading?
- Do you have a favourite author? If yes, who is it?
- · What's the most interesting book you have ever read? Why did vou like it?
- fiction (e.g. sci-fi, thriller, crime, mystery, trilogy)
- · non-fiction (e.g. biography, travel, historical account, cookery book, journal)
- short story collection
- poetry
- classic
- graphic novel

plot chapter author characters hero

heroine

B. 🕸 🔯 🔎 Talk in pairs. Read the blurbs from four different books and talk about each of them. Then decide which two books you would definitely be interested in reading, giving reasons.

#### MUST-READ BOOKS

Based on more than forty interviews and passion for perfection changed the world of personal computing,



#### Safari Jema

Teresa O'Kane

(travel memoir)

Award-winning writer Teresa O'Kane describes her tenmonth adventure during which she and her husband travel from Casablanca to

Cape Town. Her book contains vivid descriptions of their various experiences as well as the breathtaking landscapes and historic locations. It also provides the reader

with information about African culture.

fascinating enjoyable amusing a page-turner a good read (un)original (un)appealing dull gripping

- ... sounds a little... so I (don't) think I'd be interested...
- ... seems to be...
- ... is (not) the type of book I'd like to read. I'd rather/prefer... because...
- I don't think I'd like... as I'm not really into... I think... would be fascinating to read because...
- I would definitely read... because... I'm (not) really into...
- I can't stand...

#### Steve Jobs

Walter Isaacson (biography)

with Jobs, as well as interviews with more than a hundred family members, friends and colleagues, Walter Isaacson has written an in-depth biography of a man whose personality animated films and digital publishing.



#### **The Mysterious Island**

Jules Verne (adventure)

A four-year adventure begins when five men escape the American Civil War in a balloon. They find themselves on an unmapped island somewhere in the Pacific Ocean and start a new life there. Numerous dangers are at hand: the wild nature of the island, extreme weather conditions, and even pirates and an



active volcano! Will the men survive this challenge? Can anyone help them get home again? Read this classic story of courage, companionship and hope and join the heroes on their adventures.

#### The House of Wisdom

Jonathan Lyons (history)

The author gives a historical account of how the scientific discoveries of the Arabs were transferred to Europe and influenced European thought during the Middle Ages.



6 To me... sounds like a good read since I believe that... So, I'd be really interested in...

Well, I agree with you about..., but I think I'd prefer to read a..., such as... 9

### **Writing** A book review

- A. Discuss in pairs/groups.
- · How do you choose which books to read?
- Do you ever read book reviews in newspapers or magazines? Why? / Why not?

B. Read the review below. Would you be interested in reading this book? Why? / Why not?

#### **Book review**

by Neal Peansman

1 Oliver Twist, which is one of Charles Dickens' best-known works, was first published in 1838. In this novel the author describes the life of an orphan.



- 2 The story is set in England in the 1830s, and begins with the birth of Oliver Twist who is the main character. He is orphaned and raised in a workhouse where he is mistreated. Eventually, he runs away and goes to London, where he meets some criminals who use him for their own gain. However, there are also people who show Oliver kindness. Oliver tries to overcome various obstacles which his acquaintances create. In the end, he even manages to discover his true identity.
- Although the characters in *Oliver Twist* are fictional, the plot portrays some existing problems of the time, such as poverty, hypocrisy and greed. There are a variety of themes throughout the novel. However, the most powerful theme seems to be the foolishness of individualism which became very intense during the Industrial Revolution. It becomes evident that the characters in the novel who look out for their own interests are the ones who are eventually punished by life.
- 4 There is no question why *Oliver Twist* is considered a classic. If you have not read it, make sure you get a copy. It is definitely a novel worth reading.

## C. Read the review again and answer the questions below.

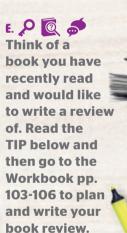
In which paragraph does the writer:

- a. give his/her overall opinion of the book?
- b. tell us who the author is?
- c. present the plot of the story?
- **d.** comment on the interesting features of the book?
- e. tell us where the story takes place?

D. Complete the sentences with the words/ phrases in the box.

award-winning is set bestseller appeals to all ages a good read vivid hero autobiography dull

1.	Ernest Hemingway is a(n)	
	a	uthor.
2.	The	description of the
	characters brings them to life	2.
3.	This novel has been an interr	national
	fo	r over a decade.
4.	Unfortunately, the book turnelittle	
5.	This is a timeless classic that	
6.	Oliver Twist is	for
	everyone.	
7.	The story	in London.
8.	Helen Keller's	is
	definitely worth reading.	
9.	The	of the novel is a



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young boy named Oliver.



When writing a book review:

- remember to use the Present Simple to describe the plot. Don't include too many details and don't reveal the ending.
- use a variety of adjectives to make it more interesting.

**A.** Circle the correct words. 1. The novel I read was gripping / worthless. I found it hard to put down. 2. There is a wide preference / range of fitness gadgets in this shop, so I think you will find what you need. 3. The orphan / author is signing copies of his book at the bookshop down the street. 4. I can't lend you any money because I'm broke / conservative. **5.** Ahmad bought two pairs of trainers because they were on budget / sale. 6. It rains a lot in London, so you should take a waterproof / wireless coat with you. 7. Pick / Raise a number from 1 to 100. 8. Abdulrahman has a very timeless / vivid imagination. You should hear his stories! **B.** Complete with the correct form of the words in capitals. 1. Ali can't find his gloves anywhere. He must have \_\_\_\_\_ them. 2. There are reasons why COUNT you shouldn't quit your job. **3.** The service at that restaurant \_\_\_\_ me, so I am not going to eat there again. **SATISFY 4.** My mother always told me never to \_\_\_\_ older people. **RESPECT 5.** I have lots of jewellery, but it's mostly WORTH 6. This article is \_\_\_ You can't lose ten kilos in three days! **LEAD 7.** If Tommy continues to , he won't get any ice cream after dinner. **BEHAVE Complete with the correct form of the verbs in** brackets. 1. It's no use \_\_\_\_\_ (call) Omar. He has a class now. Remember (call) him later. 2. My brother promised \_\_\_\_\_ (lend) me his car this weekend. To be honest, I was afraid \_\_\_\_\_ (ask) him because he usually refuses \_\_\_\_\_ \_\_ (let) me

(borrow) it.

\_\_\_\_\_ (help) endangered

species is something my uncle has done many

\_\_\_\_ (keep) in shape. So she is

\_\_\_\_ (exercise)

product reviews

) talk about books

write a book review

) form opposites of words

(move) to another city. However, he hasn't

**4.** Pat believes she isn't doing enough

**3.** Chuck is thinking of \_\_\_

decided where \_\_\_\_

considering \_\_\_\_\_

more often.

times. This year, he's made plans	
(help) at a bird shelter.	
<b>D</b> . Rewrite the sentences starting with the wo given.	rds
<b>1.</b> I'd rather have a sandwich than a proper meal. I'd prefer	,
2. Susan doesn't want to wear the yellow skirt.  Susan would rather	
3. Most people don't like working out indoors; the	ev'd
rather go jogging.	,
Most people prefer	
<b>4.</b> The doctor said that I should stay in bed for a days.	few
The doctor advised	
E. Match 1-6 with the responses a-h. There are	e two
extra responses which you do not need to us	e.
<b>1.</b> I like this book, but I'm a little short of cash.	
2. I'd prefer to buy the hat rather than	
the shirt.	Щ
<b>3.</b> Is there something I can help you with?	
4. Could I try this on in purple?	
<b>5.</b> This scarf is absolutely gorgeous, but it costs a fortune!	
<b>6.</b> They say <i>The Storm</i> is a fascinating read.	
a. You're right. It's a rip-off.	
<b>b.</b> Yes, it was better than I expected. You should get it.	
<b>c.</b> Thanks, but I'm just browsing.	
<ul><li>d. Don't worry. I can spare some.</li><li>e. Get both. Money is no object.</li></ul>	
<b>f.</b> I'm sorry, but it's currently out of stock.	
g. It appeals to all ages.	
h. Great! It's a steal!	
Self-assessment	
Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.	ſ
now I cal	n
) talk about my shopping habits	
express preference	$\sqcup  $
) change the meaning of a sentence through word stress	$\Box$
understand online advertisements and	Ш



#### Reading

A. Look at the picture and answer the auestions.

- Where do you think the man and the child are?
- What dangers are they facing?
- B. Read the text quickly and check your answers in activity A.
- (. Read again and answer the questions. Choose a, b, c or d.
- 1. What is characteristic of the landscape?
  - a. It is always covered with grey
  - **b.** It consists only of enormous plains.
  - c. It combines various natural features.
  - **d.** It is inhabited by a wide variety of animal species.

20

40

45

- 2. The pathway proves that
  - a. the man was not alone.
  - **b.** there was no reason to despair.
  - c. other travellers had found water.
  - d. other travellers had tried to cross the desert.
- **3.** What conclusion do we reach after reading the description of the traveller?
  - a. He is very weak.
  - **b.** He is sixty but looks forty.
  - c. He is tired but feels optimistic.
  - d. He has a strong chance of survival.
- 4. What do we learn about the girl?
  - a. She is dying.
  - **b.** She is big for her age.
  - **c.** She has injured herself badly.
  - d. She is healthier than the man.
- **5.** It is evident from the passage that
  - a. the man doesn't care about the girl.
  - b. the man is concerned about the girl.
  - c. the girl's mother is going to join them.
  - d. the man is sure that everything is going to be alright.

Somewhere in the centre of the great North American Continent, there is a dry and inhospitable desert, which has for many years prevented the spread of civilisation. This miserable and barren landscape combines mountains, 5 valleys, rivers and enormous plains, which in winter are white with snow, and in summer grev with dust.

A lonely traveller stood on the northern slope of the Sierra Blanco, from where he could see this huge land of miserable nothingness. He looked at the great, flat plainland and the chain of mountain peaks on the horizon in despair. There was no sign of life, no movement on the dull, grey earth, and no sound to break the absolute silence. As he looked down, he saw a pathway that stretched across the desert. This was the path that so many adventurers 15 had taken in the hope of finding water. But what became of them was clear, as here and there were white objects which shone in the sun and stood out against the grey sand. They were bones: some large and some small. They belonged to oxen and men.

It is difficult to say if the traveller was nearer to forty or to sixty. His face was thin and worn; his eyes were sunken in his head; the hand which held the rifle was like a skeleton's. It was clear that he was dying - dying from hunger and from thirst. He had climbed here in hope of 25 seeing some signs of water, but there was none and so he realised that his journey had come to an end and that he was about to die.

Before sitting down, he put his useless rifle and a large bundle, which he was carrying with immense difficulty, 30 on the ground. The minute the bundle touched the ground, a cry was heard and a small, scared face, with bright, brown eyes appeared from it. 'You've hurt me!' said a child's voice.

'Have I?' the man asked gently, 'I didn't mean to.' As he spoke, he unwrapped the grey blanket that held the bundle together and took out a little girl of about five years of age. The child was pale and weak, but her healthy arms and legs showed that she had suffered less than her companion.

'How is it now?' he asked anxiously, as she was still rubbing the back of her head.

'Kiss it and make it well,' she said showing the injured part to him. 'That's what mother used to do. Where's

'Mother's gone. I guess you'll see her before long.'

'Funny she didn't say goodbye. She's been gone for nearly three days! Say, it's very dry, isn't it? Isn't there any water or anything to eat?'

'No, there isn't anything, dearie. You'll just need to be patient for a while, and then you'll be all right. Put your head up against me like that, and then you'll feel better.'

After she had done that, the child fell asleep. He watched over her for some time, but then he too fell asleep.

Far away in the distance a cloud of dust began to rise 55 and as it came nearer to where the child and man were sleeping, it became clear that a group of nomads was heading in their direction.

D. Read the note and answer the questions.

The writer of the story uses the following techniques:

- Foreshadowing: giving the reader a hint of what will happen later
- Cliffhanger: ending a chapter or an episode in suspense
- Direct Speech: citing the character's exact words in quotation marks
- 1. What effect does the Direct Speech have on the reader?
- **2.** From the exchange between the man and the girl (lines 32-51), what can you infer about the character of the girl's father and mother?
- **3.** From the same exchange as above, what assumptions can you make about what has happened to the girl's mother?
- 4. The story ends in a cliffhanger. What are you led to believe may happen?
  - a. The nomads will get lost in the desert.
  - **b.** The man and the girl may never wake up.
  - c. The girl's mother will return with the nomads.
  - d. The man and the girl may be saved by the nomads.

E. Dook at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

1. inhospitable	<b>a.</b> great
2. barren	<b>b.</b> complete
3. miserable	c. not pleasant to live in
4. absolute	d. causing unhappiness
<b>5.</b> immense	e. dry and without any plan

#### Vocabulary

Look at the prepositional phrases in the table and circle the correct words in the sentences 1-7.

IN	OUT OF	IN / OUT OF
case (of)	work	danger
general	breath	control
particular	the question	sight
charge of	one's mind	trouble
person	date	use
despair	the ordinary	shape
a row	(one's) reach	order

- 1. We waved until the car was in / out of sight.
- 2. You can't use the lift. It's out of order / control.
- **3.** I'd like to speak to whoever is in **charge of / person** the project.
- 4. Keep chemicals out of children's reach / danger.
- **5.** The police are once again in **trouble / control** of the situation.
- 6. This map is out of use / date. We should get a newer one.
- 7. Nasser loves extreme sports, skydiving in **general / particular**.



#### Grammar Reported Speech: Statements → pp. 143 - 144

A. Read the examples of Direct Speech from the text and notice how they have changed in Reported Speech. Then complete the table and answer the questions.

'You've hurt me!'

→ The girl told the man that he had hurt her.

'I guess you'll see her before long.'

→ The man told the girl she would see her mother before long.

'No, there isn't anything to eat, dearie.'  $\rightarrow$  The man said that there wasn't anything to eat.

Present Simple	$\rightarrow$	
Present Progressive	$\rightarrow$	Past Progressive
Past Simple	$\rightarrow$	Past Perfect Simple
Present Perfect Simple	$\rightarrow$	
will	$\rightarrow$	
can	$\rightarrow$	could
may	$\rightarrow$	might
must	$\rightarrow$	had to



- 1. When do we use Reported Speech?
- 2. Which words change in Reported Speech?
- **3.** What's the difference between *say* and *tell*?
- **B.** Complete the sentences using Reported Speech.
- 1. 'I may go and visit my uncle next week,' Tony said. Tony said
- 2. 'I haven't seen that documentary yet,' Hessa said to me.

Hessa told

- 3. 'I don't know what time I will be home this evening,' Diana told us. Diana informed us
- **4.** 'Hamad is thinking of taking up a new hobby,' Tariq said to Mousa. Tarig told

#### Vocabularv

lacktriangle Read the dialogue and match the phrases in bold with their meanings. Then check your answers in a dictionary.

- A: Let's grab a bite to eat before we go to our science
- **B:** No, I'm really overweight, and **I can't take it any more**.
- A: You should increase the amount of exercise you get. Come to the gym with me.
- **B:** It had crossed my mind, but the last time I lifted weights, I pulled a muscle in my back.
- A: That's because you didn't warm up. You need to do gentle stretching exercises first so that you don't injure your muscles.
- **B:** No, **I'll pass**. I don't think I'm a gym person. I don't enjoy weight training or running on the treadmill.
- **A:** How about rowing? Rowing is fun and good exercise, too. **You kill two birds with one stone**. They have classes every other day.
- **B:** Sounds too good to be true. I **ran into** Andy the other day and he told me his rowing class is a pretty tough workout.
- A: It's so much fun you don't realise you're exercising. You see, you'll get the hang of the moves after a few times.
- **B:** Sounds like a piece of cake.
- A: Yeah, maybe too much cake's the reason you need to go to the gym in the first place!

- 1. meet by chance
- 2. learn how to do sth
- 3. I had thought about it
- 4. sth that is very easy to do
- 5. every two days, once in two days
- **6.** I can't put up with a situation any more
- 7. to eat sth quickly because you are in a hurry
- **8.** to say that you don't like sth and you won't try it
- **9.** to achieve two things at the same time with one action

#### Listening **◄**》

- A. Discuss in pairs/groups.
- What do you know about sand dune bashing?
- · What do you think of this activity?
- Have you ever tried or seen sand dune bashing?



- B. Listen to two extracts taken from a documentary about sand dune bashing. What do the following words mean?
- 1. dune
  - a. hill
  - b. plain
- 2. roll over
  - **a.** crash
  - **b.** overturn

#### (. Listen to the documentary and answer the questions.

- 1. Sand dune bashing is suitable for people
  - a. who are adventurous.
  - b. whose cars can slide easily.
  - c. who do not like riding roller coasters.
  - **d.** who have lots of free time during the weekend.
- 2. A car used for sand dune bashing must have wide tyres
  - a. so that the car can get to the top.
  - **b.** so that the car can sink in the sand.
  - c. so that the car stays on top of the sand.
  - d. so that the car doesn't fall back down the dune.
- 3. Inexperienced drivers should
  - a. avoid going on a desert safari.
  - **b.** only learn how to avoid getting stuck.
  - c. learn how to roll the car over in the sand.
  - **d.** develop their driving techniques before driving on higher dunes.
- 4. Turning your car around suddenly on a dune will cause you to
  - a. roll over.
  - **b.** lose speed.
  - c. fall back down.
  - d. sink in the sand.
- D. O Discuss in pairs/groups.
- What do you think is the greatest danger inexperienced drivers will have to face during sand dune bashing?
- What other extreme sports do you enjoy doing? Why?



#### **Speaking**

Talk in pairs. Go to the Speaking Activities section on page 138.

#### Writing 🔯

Imagine you are friends with one of the people in the Speaking Activity. Write an email to him/her suggesting one of the activities from the Speaking Activity.

#### Readino 🕩

- A. 🔅 Discuss in pairs/groups.
- Do you like playing video games? Why? / Why not?
- Are they a popular form of entertainment in your country?
- B. \* Read the text Level 9: Castle Idnárpila quickly. What is its purpose?
- a. to advertise a game
- **b.** to summarise a story
- c. to lead the reader step by step through a process







http://www.willswalkthruz.org

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#### Level 9: Castle Idnárpila

This next level is pretty easy compared to the previous levels, so you don't need to be an expert gamer. It's a short part of the quest, but only if you know where to go. If you start wandering around the castle, you could be there for hours.

Follow the trail along the coast until you reach the castle. Approach from the south, dismount from your horse and proceed cautiously towards the castle. First, you need to reach the closest tower, but do not attempt to climb the steps. It's a trap. As soon as you're halfway up, soldiers come from in front and behind and surround you. There's no escape. So, your best option is to get across the river and climb up the rocks to the tower. However, don't make the mistake of entering the water because there are piranhas in the river. They won't kill you, but they will reduce your strength and you need all of it to climb to the tower.

Take your time as you're climbing up. However, you may attract the attention of the guard. He won't attack you, but he will go and get more guards, so you'd better be quick after that. You have no time to lose!

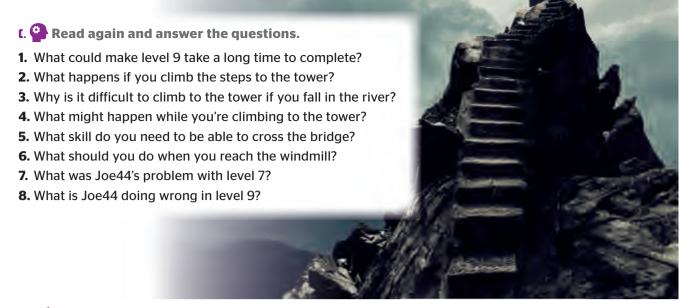
Once at the tower, don't enter it. Grab onto the ledge of the bridge and move across. You need to be careful with the controls, and you need good reflexes at this stage. Make sure you don't fall into the water. Once on the other side of the bridge, be careful. There are four guards in the windmill. Climb to the top of the windmill without attracting their attention. There, you will find the emerald key, which you will need for the next level.

next level walkthrough >

#### **Comments:**



Joe44: Hi, Will. I love this game. The sequel is so much better than the original. I hope they turn it into a multiplayer online game in the future. Great job on the walkthrough BTW. I was really struggling with level 7 until I found your site. I was trying to kill that dragon with my bow and arrow, but there was no way. I would never have thought about using my sword. Amazing! But now, I can't get past level 9. I've found a good place to jump over the river, so no problem there. But every time I enter the tower, I wake up the guard and I lose a life. Any suggestions? I've heard there are some good cheats for this game, but I try to avoid using them generally. It ruins the game for me. Get back to me whenever you can.



D.  $\bigcirc \hspace{-.1cm} \triangleright \hspace{-$ 

1. quest	a. a plan designed to trick or catch sb
2. wander	<b>b.</b> a large imaginary animal with wings and a long tail that breathes out fire
3. dismount	c. the ability to react quickly
<b>4.</b> trap	d. a long search
<b>5.</b> surround	e. a book, video game, etc. that continues the story of an earlier one
<b>6.</b> reflexes	f. to get off
<b>7.</b> sequel	g. to be all around sb/sth
8. dragon	h. to walk slowly around an area usually without purpose

- E. 🎨 Discuss in pairs/groups.
- Would you like to play this video game? Why? / Why not?
- What are some popular video games that you or people you know play?

#### Vocabulary

**A**. Read the sentences below from the text. Do you know any other collocations with the verb *lose*? Do you know any collocations with the verb *miss*?

You have no time to lose!

But every time I enter the tower, I wake up the guard and I lose a life.

**B.** Complete with the verbs *lose* or *miss* to form collocations.

**1.** \_\_\_\_\_ a class/lesson etc.

**2.** \_\_\_\_\_\_ a game/race, etc.

**3.** \_\_\_\_\_ contact

**4.** \_\_\_\_\_\_ a plane/train, etc.

**5.** \_\_\_\_\_\_ one's job

**6.** \_\_\_\_\_ a meeting / an appointment

**7.** \_\_\_\_\_ one's temper/patience

**8.** money

**9.** \_\_\_\_\_\_ a meal

**10.** \_\_\_\_\_ interest in



00

#### **Grammar** Reported Speech: Questions - Commands - Requests → p. 144

**A.** Read the examples below and complete the speech bubbles with the speakers' exact words. Then complete the rules.

The little girl asked her grandpa **if there was** any water or anything to eat.

\_\_\_\_\_ an

water or anything to eat, grandpa?

She also asked him where mother was.

2

#### Reported questions

- They are usually introduced with the verbs:
   \_\_\_\_\_, wonder, want to know.
- If a direct question begins with a question word, the reported question begins with \_\_\_\_\_.
- If a direct question does not begin with a question word, the reported question begins with or whether.
- The verb in a reported question is in the \_\_\_\_\_ form.

**B.** Read the examples below and complete the speech bubbles with the speakers' exact words. Then complete the rules.

The librarian **asked me to sign** at the bottom of the page.

\_\_\_\_\_ at the bottom of the page,

please.

The teacher told Robert not to be late for class again.

Robert, \_\_\_\_\_ late for class again!

#### **Reported commands and requests**

- Reported commands are introduced with the verbs *tell* and *order* and requests with the verb \_\_\_\_\_\_\_.
- The imperative changes to:
  - \_\_\_\_ + base form
- The negative imperative changes to:

\_\_ + base form

#### **Complete the sentences using Reported Speech.**

**1.** 'Show me your ID card,' the police officer said to me.

The police officer ordered me

2. 'Who did you play football with?' Yousef asked Mansoor.

Yousef asked Mansoor \_

**3.** 'Don't jump on the treadmill!' Sally said to the child.

Sally told the child \_\_

**4.** 'Please stretch your arms,' the gym instructor said to us.

The gym instructor asked us \_

**5.** 'Should I take up karate?' Dennis thought.

Dennis wondered \_

**6.** 'Are there any exercise bikes at the gym?' Saud asked.

Saud wanted to know \_



- D. Your teacher will give you the name of a person in your class. Write a brief message to him/her and deliver it.

  Answer any message you get (on the same piece of paper) and return it.

  Afterwards, report your message and the answer you received to the person next to you.
- I asked Louise if she wanted to go to the beach on Saturday. She...

#### Listening **◄**》

A. You will listen to an interview with a video game designer. Which of the following do you think will be mentioned? Listen and check your answers.

actors	game testers	
scriptwriters	artists	
sound	game types	Ш
drawings	walkthroughs	

B. Disten again and put the stages of the video game designing process in order. Write numbers 1-7.

a. testing	the	game
------------	-----	------

- **b.** advertising the game
- c. making 3D characters
- **d.** coming up with a story
- e. making rough drawings
- f. designing the characters
- g. putting everything together

C. Read the TIP and then use the phrases a-q above to write a description of the process of making a video game.

- Use the Present Simple (Active and Passive) to explain the steps in a process.
- Explain the process in the order it happens, using appropriate linking words, e.g. first, then, finally, and phrases such as the first step is to, the second stage involves + ing, for the final stage you..., etc.



#### Start as follows:

The first step in making a video game is to come up with a story. Second...

#### Speaking

- A. 🕸 Discuss in pairs/groups.
- Think of a famous person you admire. Why do you admire him/her? Think about his/her character and achievements.

B. 🔅 🔯 Talk in pairs. A school wants to organise an event about a successful former student in order to present this person as a role model for the students. Who should the event be about?

#### **Charles Stevenson**

- 30 years old
- · golf player
- has won several local tournaments
- friendly, easy-going
- not very ambitious



- 35 years old
- painter
- · has sold a lot of paintings
- hard-working
- can be clumsy

#### Asking for your partner's opinion

What do you think about...?

What's your opinion/view on...?

Would you agree that ...?

Do you have anything to add to that?

Do you (also) think that ...?

Do you agree with the opinion that ...?

Do you (dis)approve of ...?

I'd like (to hear) your views on...

I think that the school event should be about... because he.... Would you agree that he would make a good role model?

l'm not so sure about that because he.... In my opinion,... 9

- t. 🍪 🔯 Think of a famous personality from your country that could act as a role model for young people.
- Find information about this person's life, character and achievements.
- Think of reasons why this person could act as a role model.
- · Present this person to the class.



## Writing An article describing a person

- A. 🔅 Discuss in pairs/groups.
- What personal characteristics do you think a hero possesses?
- Which of the following do you consider to be a hero and why?
   A person who:
  - a. travels abroad to do charity work.
  - b. risks his/her life to save a stranger.
  - c. does the shopping for an elderly neighbour.
  - **d.** works part-time while studying to help his/her parents pay the bills.
- B. Read the writing task below and underline the key words/phrases in it. Then answer the questions.

You see an announcement in a teen magazine:

Write an article about your favourite fictional hero in which you describe him/her and say why you like him/her.

- 1. What are you asked to write?
- 2. Who is going to read it?
- (. Now read the article and answer the questions that follow.



I grew up reading lots of adventure stories, and of all the heroes I've read about my personal favourite is Sindbad the sailor. Sindbad the sailor is a simple merchant who experiences all sorts of dangers and yet survives all of them. His adventures are exciting, but what I like most about Sindbad is his love of travel and most of all his unique ability to survive.

Sindbad the sailor, now a wealthy man, narrates his adventures to a poor man of the same name who complains about his poverty. Sindbad the sailor invites the poor man to his house and explains to him how he became rich. Through his narration we find out that Sindbad went on seven trips during which he visited mythical places and met creatures beyond imagination. He experienced extreme weather conditions and great danger and managed to stay alive each time.

Besides being an adventurous and curious man, Sindbad is also very resourceful. It is amazing how he managed to escape from the hands of a very dangerous giant during his third trip. So, all of these characteristics combined with his strong will to survive make him one of the favourite heroes for children and adults alike.

To my mind, Sindbad is special because he represents people's need to try out new things and their ability to make it through any difficulty as long as they keep trying. He reminds us that we should not be afraid of new experiences but that, at the same time, we need to be alert in order to see opportunities and use them to our benefit.

In which paragraph does the examples from the article.	writer d	o the following? Write 1-4. Then give	
<b>a.</b> provide a short summary of the story		<b>d.</b> write about what makes this hero so special	
<b>b.</b> say who he/she is going to be writing about		<b>e.</b> talk about the hero's personal characteristics	
<b>c.</b> mention what effect this hero has on him/her		<b>f.</b> mention why he/she has chosen this particular hero	



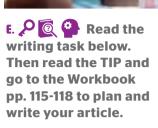
## **D.** What examples can you think of to support the following?

**1.** My mother is a very generous and kind person.

Sne \_\_\_\_\_

**2.** No teacher is as calm and patient as my English teacher. For instance,

3. Abdullah is very reliable. In fact, \_\_\_\_\_



You see the following announcement in a teen magazine:

Write an article in which you describe the person who has made the most impact in your life and say why he/she has had such an effect on you.



An article is usually written for a newspaper, magazine or website. Use different techniques to make it more interesting.
You should:

- use a short, catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which cover different aspects of the topic, with examples where possible.
- ensure that you cover and elaborate on all aspects referred to in the rubric.
- use lively, colourful and descriptive language (e.g. a variety of adjectives, phrases, expressions, idioms, etc.).
- use appropriate linking words to connect your ideas and introduce your examples.
- use a variety of grammatical structures (direct questions, indirect questions, conditionals, passive voice, etc.) depending on the style and level of formality of your article.
- comment on the topic and give your opinion.





a. charge b. pe 2. The little girl wan a. trail b. tra 3. Bungee jumping w not going to do it a	ndered off the and got lost.  ap	<ul> <li>D. Rewrite the sentences from Reported Speech to Direct Speech.</li> <li>1. I told Jill that I didn't know anything about the meeting.</li> <li>2. The gym instructor told me to run on the treadmill for 30 minutes.</li> </ul>
everybody. <b>a.</b> contact <b>b.</b> life	in the end and shouted at	3. Majed asked me how long it had taken me to get to level 10.
arranged to meet a a. up b. int 6. The teacher gave t the project.	_	<b>4.</b> Afaf wanted to know if we were attending the fundraiser the following day.
B. Circle the correct  1. I am not coming with	words. ith you! It is out of	E. Complete the dialogue with the phrases a-f. There is one extra phrase which you do not need to use.
appointment.  3. Passengers to Doh. proceed / dismoul	ast / missed my dentist's a are requested to nt to gate 4. ner, but the children were	<ul> <li>a. Let's go grab a bite to eat now.</li> <li>b. It's a piece of cake.</li> <li>c. You kill two birds with one stone.</li> <li>d. Are you out of your mind?</li> <li>e. I'll pass!</li> <li>f. It crossed my mind, but I thought why not give it a try!</li> </ul>
years in a row / sec 6. Waleed took up vo missed / lost intere	lleyball, but eventually he	<ul> <li>A: Oh, dear. I think I pulled a muscle yesterday.</li> <li>B: What were you doing?</li> <li>A: Well, in my younger days, I could lift a lot of weights! So, yesterday I tried lifting some.</li> </ul>
C. Rewrite the sente	nces using Reported Speech. your secret,' Chuck said to	<ul> <li>B: 1 You are too out of shape to do something like that any more!</li> <li>A: 2 And you know what? I managed to lift some! I just think that I didn't warm up well enough, and now my back hurts.</li> <li>B: It's a good thing you didn't get injured.</li> <li>A: Oh, come on! I can show you how it's done.</li> </ul>
2. 'I don't think Aisha informed us.	knows where the airport is,' Sara	B: No, thanks. 3  A: Trust me. I can show you how to lift weights step by step. 4  B: Not today. 5 I'm starving!
3. I have never tried instructor.	martial arts before,' Jeff told the	<b>Self-ussessment</b> Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.
_	the barbecue this weekend?'	now I can
Dean wondered.		) talk about extreme activities and taking risks
5. 'Don't forget to bring Mary.	ng my jacket!' Lindsay said to	) report statements, questions, commands and requests ) use prepositional phrases with 'in' and
<b>6.</b> 'Why did you leave asked me.	so early yesterday?' Khaled	'out of' ) talk about staying in shape ) use collocations with 'lose' and 'miss' ) write an article describing a person

#### A. • Discuss in pairs/groups.

- Do you like going to malls?
   Why? / Why not? What do you like to do when you go?
- Do you like some malls better than others? Why? / Why not?
- B. Look at the title of the text. What do you think a mall with personality is? Read the text and find what makes the Mall of Qatar a mall with personality.

# Mall of Qatar: A Mall with Personality

The word 'mall' brings the same picture to almost everyone's mind, that of pleasant open spaces with a wide variety of shops and restaurants. Actually, the fact that most malls have got similar characteristics often makes it difficult to tell which part of the world you are in when wandering around them. However, some of 5 the newest malls are trying to move away from this classic type of design and capture the imagination of their visitors. Among these is the Mall of Qatar. Although it's got everything you would expect to find in a mall, its original design and its many leisure options make it different from the rest.

It is clear that many factors were taken into consideration when building the Mall of Qatar so that no customer would leave dissatisfied no matter what their preferences are! One of the mall's most special features is that it's a live entertainment mall, the first of its kind in the region. There is a 360° stage that revolves, four 15 very large screens as well as professional sound and lighting systems, which make the experience more powerful. The Mall of Qatar live entertainment programme has something going on 52 weeks per year and offers a wide range of choice from acrobats to various cultural events. Visitors will jump at the chance to see 20 somersaults and backflips in the air!

'No! Not the mall again!'This is a reaction that children often have when their parents tell them that they're going to the mall. A child being bored stiff is a thing of the past at the Mall of Qatar! Kidzmondo is an 8,000 m² entertainment park which is a child-size 25 version of a real city with a central plaza, plenty of shops, a fire station, a police station and more! Kidzmondo even has its own money, the Kidlar! Children get to interact, try out different types of jobs and explore the adult world in a controlled environment. On the other hand, older children's or teenagers' first choice will 30 probably be Xtremeland with its excellent gaming facilities.

Those who come to the 500,000 m² Mall of Qatar and just want to pass the time won't be disappointed either! There is an amazing area in the centre of the mall with lots of plant life and water fountains that are designed to make visitors relax. This 35 5,000 m² area is covered by a 6,000 m² glass dome which is 30 m high. Also, lighting designs throughout are works of art that will certainly grab the visitors' attention. Thousands of people from all over the world will have the chance to explore the Mall of Qatar during the 2022 FIFA World Cup, which will take place in Qatar. 40 One of the stadiums for the event, Al Rayyan, is actually located next to the mall!

# **CULTURE PAGE 4**®



- C. Read the text again and answer the questions. Choose a, b, c or d.
- 1. What is true of the Mall of Qatar?
  - a. It is the newest in Qatar.
  - b. It has got a classic design.
  - c. It hasn't got what other malls have.
  - **d.** It offers more options than other malls.
- 2. What does the word 'them' in line 5 refer to?
  - a. most malls
  - b. open spaces
  - c. shops and restaurants
  - d. similar characteristics
- **3.** According to the text, in the Mall of Qatar visitors
  - a. watch 3D films.
  - b. can jump high into the air.
  - c. can watch acrobat shows all year round.
  - **d.** can watch live entertainment any time of the year.
- 4. According to the text, Kidzmondo
  - a. is a place next to the Mall of Qatar.
  - **b.** is an area for children and teenagers.
  - c. has got all the shops that a real city
  - **d.** is a place where children can have fun and learn at the same time.
- **5.** How big is the central area in the Mall of Qatar?
  - **a.** 5,000 m<sup>2</sup>
  - **b.** 6,000 m<sup>2</sup>
  - c. 30,000 m<sup>2</sup>
  - d. 500,000 m<sup>2</sup>
- **6.** What does the phrase 'to grab someone's attention' in line 38 mean?
  - a. to have in mind
  - b. to hold someone
  - c. to surprise someone
  - d. to get someone to notice



D. Write the stages involved in organising the event and explain them to the class. Then present your fundraiser to the class. When all of them have been presented, vote for the best one.

• the things needed (food, books, clothes, sponges, buckets, etc.)

## **6b** Speaking

#### Opening a discussion

To begin with,...

First, we need to discuss...

Let's start by talking/thinking about...

The important thing (here) is...

The main thing we need to discuss is...

#### Supporting one's opinion

I believe... is a good idea because...

There are several reasons why I believe this. The first is...

... would provide students with...

Some students may find this... as they are (not) interested in...

The reason I think... is more appealing to students is because...

One advantage/disadvantage of... is...

I think... would be the most appropriate/suitable option for... as many students...

#### **Expressing contrast**

On the other hand....

However....

Very true, but...

You may be right, but...

## **70** Speaking

### Commenting

That's interesting. I think that...

That sounds like a good idea. And then we could have...

OK. I would add...

Can I add something here? Maybe the... could...

Hmmm. I hadn't thought of that.

What do you think about...?

What about ...?

I have a better idea. What if...?

## SPERING PROPERTY. Confirming understanding (repeating or paraphrasing)

So, you think that we should...

In other words...

I understand. You're saving that...

I get it. He/She...

So, what you're saving is... Let me see if I understand you correctly...

## **8a** Speaking

B. 🎨 🍳 Talk in groups. Look at the headlines, discuss the problems and say what you think has to / should / can be done. Use some of the words/phrases in the boxes.

#### Government action

ban cars promote electric cars take stricter measures move factories away close down factories pass laws build more recycling plants plant more trees protect existing forests reduce carbon footprint

#### Stating accepted facts

Everyone knows that... It is a fact that... It's common knowledge that...

#### Environmental awareness

use cars less carpool public transport alternative transport pay fines clean up environmental organisations education programmes reuse and recycle plant more trees save energy use alternative energy sources



population. That's why something has to be done not only by the government but also by the people. What do you think?

I couldn't agree more. I think people should be encouraged to ... 9

**SEVERE SMOG COVERS CITY** 

WE PRODUCE TOO MUCH RUBBISH

## **9a** Speaking

- 🕸 📵 Discuss in pairs/groups.
- Do you consider shopping a chore or an enjoyable activity? Why?
- Where do you prefer to go shopping? Why?
- · What do you think of online shopping?
- Do you think you spend too much time shopping?

#### Ideas **Shopping places** Advantages of online Disadvantages of shopping online shopping shopping centre can't try clothes on convenient flea market before you buy avoid queues local shops different from what no opening or closing outlet shops you ordered hours not easy to return something **Justifying opinion Expressing opinion** To be honest, Personally speaking,... ... because... In my opinion/view,... As far as I'm The reason why I think/believe/feel this is... concerned.... I feel... The reason for this is...

## **10a** Speaking

Talk in pairs. Imagine that you've decided to buy these three people an activity gift. Read the advertisements about the alternative gift ideas. Then discuss and decide which activity is most appropriate for each person. Give reasons. Use the phrases given.







Name: Mohammed Age: 29 Occupation: firefighter likes: roller coasters dislikes: flying, sports, grilled food

- I think... would be the most appropriate/suitable for... because...
- Well, since... likes/dislikes... he/ she would/wouldn't enjoy...

# Drive an \_\_\_\_\_ car

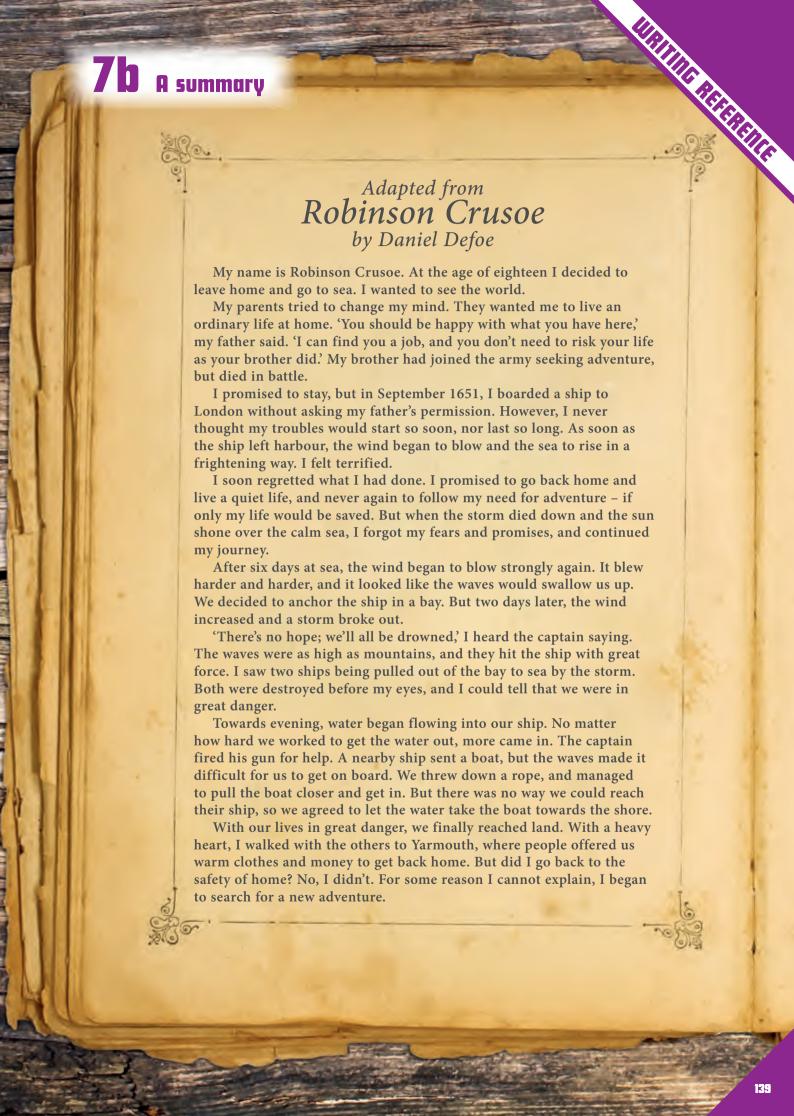
- Demonstration and tour of track with experienced racing driver
- Get behind the steering wheel and enjoy ten adrenalin-filled laps
- Must be over 21
- Must have a driving licence
- Light refreshments provided
- Available on specific dates

## Circus School

- Come and learn how to be a circus performer
- Amaze your friends with your acrobatic tricks
- Minimum age 14
- Good level of fitness needed
- No experience necessary
- BBQ buffet lunch provided
- Only weekends, so you need to book weeks beforehand



- Learn to prepare unique cultural dishes including Chinese, Thai, Greek, Spanish
- Watch a chef demonstrate new culinary techniques and tricks
- Cook and then enjoy the dishes you have created
- Three-hour class
- Participants are awarded certificates
- Available Tuesday and Thursday evenings and weekends
- Book in advance



## Module 6

#### Future will

I'll work.	He'll sleep.	
Will you work?	Will she sleep?	
They won't work.	It won't sleep.	

#### The **Future** will is used:

 to make predictions about the future, usually with perhaps and probably or after the verbs believe, think, hope, expect, be sure, etc.

She'll probably be here tomorrow.

- to talk about on-the-spot decisions. We've run out of milk; I'll go and buy some.
- for promises.

  Don't worry, I'll be on time!
- for offers and requests.
   I'll do the washing-up after dinner.
   Will you help me tidy my room?
- for threats and warnings.I won't speak to you ever again!

### ) Future be going to

I'm going to stay.	He's going to leave.
Are you going to stay?	Is she going to leave?
They aren't going to stay.	It isn't going to leave.

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

- to talk about future plans and ambitions.
   My brother is going to study biology.
- to make predictions based on evidence. Look out! You're going to trip over that chair.

#### **TIME EXPRESSIONS**

tomorrow, tonight, next month/year/week/
Tuesday, etc.

this month/year/week/Tuesday, etc.

in an hour / a year, etc.

soon

We use the **Present Progressive** for planned future actions related to personal arrangements.

I'm travelling to Brussels tomorrow.

### ) 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 you press the button, the machine starts.

### ) Conditional Sentences Type 1

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

if-cla	use	Main clause
If +	• Future	will
Present • Modal		Verbs (may, might, can, should)
Simple • Imp	• Impera	tive

If I need a pencil, I'll borrow one from Julia. If you don't leave the office now, you might get stuck in traffic.

If you talk to Karim, ask him how his project went.

#### ) Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could + base form

If I had more free time, I would take up a sport. You could see some rare species of animals if you visited the zoo.

 In Conditional Sentences Type 2, were is often used instead of was in the if-clause in all persons.

If I were rich, I would live in a huge house.

 We use If I were you to express an opinion or to give advice.

If I were you, I wouldn't buy it.

 Unless can be used instead of if... not... in all conditional sentences.

I won't buy this car unless you agree (= I won't buy this car if you don't agree).

 When the if-clause comes before the main clause, the two clauses are separated by a comma.

## Module 7

## ) Past Perfect Simple

I had worked.	He had slept.
Had you worked?	Had she slept?
They hadn't worked.	It hadn't slept.

#### The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
   My mum had done the washing-up by midnight.
- to describe an action that was completed before another action in the past. We use the **Past Perfect** Simple for the action that happened first and the **Past Simple** for the action which followed.
   The match had already started when we got to the stadium.

For a list of irregular verbs go to page 145.

#### **TIME EXPRESSIONS**

before + point in time by + point in time before, after, when, by the time already, ever, never, just

#### ) Articles (a/an/the)

 The indefinite article a(n) is used before singular countable nouns when we mention them for the first time or when we don't refer to a specific item. We use a when the next word begins with a consonant sound and an when the next word begins with a vowel sound.

#### a + consonant sounds

an + vowel sounds

a **d**esk, a **Eu**ropean country, a **u**niversity, a **h**ospital, a **b**lue umbrella an **a**pple, an **e**gg, an **o**range, an **u**mbrella, an **h**our, an **e**xciting holiday

There is a lamp in the room. There isn't an armchair in the room.

 The definite article the is used before uncountable nouns and countable nouns in the singular and the plural.

#### The is used:

- before something specific or already mentioned.
   I have to go to the dentist.
   I bought two T-shirts and a dress. The dress is white.
- for things that are unique. The sun heats the earth.
- for things that are defined.

  The house which is next to ours is 300 years old.
- with the superlative of adjectives/adverbs. Joan is the best student of all.
- before names of seas, oceans, rivers, canals, coasts, gulfs, deserts, groups of islands, mountain ranges and countries in the plural. the Black Sea, the Indian Ocean, the Thames, the Panama Canal, the Blue Coast, the Gulf of Mexico, the Kalahari Desert, the Azores, the Alps, the USA
- 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.

• with buildings: hotels, restaurants, theatres, museums, institutions.

the Hilton, the Pasta House, the National Theatre, the Museum of Modern Art, the British Council

- with newspapers, services and organisations.
   the Washington Post, the police, the United Nations
- with adjectives referring to classes of people. the old, the blind, the poor
- before **musical instruments**. *My son plays the drums*.

#### **The** is not used:

 before countable and uncountable nouns which refer to something general or not mentioned before

He loves chocolate. Whales are mammals.

- before names of people, streets, cities, countries, continents, islands and mountains. Maggie Smith, Park Street, London, Italy, Asia, Corsica, Mount Everest
- before the days of the week and months.
   on Monday, in June
- before names of squares, parks, lakes and falls.
   Madison Square, Central Park, Lake Winnipeg,
   Niagara Falls
- before the names of magazines, sports, games, colours, school subjects and languages (when they are not followed by the word language).
   Newsweek, tennis, bingo, white, maths, Spanish
- with meals (breakfast, lunch, dinner).
   What did you have for breakfast?
   But: When we talk about a specific meal, we use the:

I didn't enjoy the dinner on the plane.

- before the words bed, court, home, prison, school, university, work when they are used for the purpose for which they exist. Thomas went to university to study engineering.
   But: Peter went to the university to visit his professor.
- before names of airlines or companies.
   Delta, BMW

## **Module 8**

#### Passive Voice I

#### 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 **to be** in the appropriate form and the **past participle** of the verb of the sentence.

The person who causes or carries out the action is called an agent and is preceded by the preposition **by** (by + noun or pronoun).

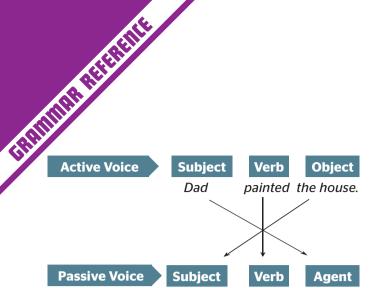
These trees were planted by schoolchildren from Beijing.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know who the agent is.
- when it is easy to figure out who the agent is.

My bag was stolen! (by someone, we do not know who)

BMW cars are made in Germany. (by factory workers)



The house was painted by Dad.

Present Simple	Past Simple
I am chosen. Are you chosen? They aren't chosen.	I was chosen. Were you chosen? They weren't chosen.
Present Perfect Simple	Past Perfect Simple
l've been chosen. Have you been chosen? They haven't been chosen.	l'd been chosen. Had you been chosen? They hadn't been chosen.
Future <i>Will</i>	Modal Verbs
l'll be chosen. Will you be chosen? They won't be chosen.	I may be chosen. Should you be chosen? They mustn't be chosen.

#### Passive Voice II

 Verbs such as know, believe, say, think, consider, expect, report, etc. are often followed by a that clause in the Active Voice and can be used to make general statements.
 People believe that he is very rich.

The Passive Voice can be formed in two ways:

- It + passive form of verb + that clause
  It is believed that he is very rich.
- subject + passive form of verb + to + base form He is believed to be very rich.

## **Module 9**

#### **Infinitives**

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

- to express purpose.

  He called to tell me the news.
- after certain verbs: afford, agree, appear, arrange, choose, decide, forget, hope, learn,

manage, need, offer, plan, pretend, promise, refuse, seem, tend, try, want, would like, would love, etc.

Larry needs to buy a new car.

 after the objects of certain verbs: advise, allow, encourage, expect, invite, order, persuade, remind, teach, tell, etc.

It was Glen who persuaded me to apply for this job.

- with **too** and **enough**.

  The soup is too hot to eat.
- after the structure it + be + adjective.
   It's difficult to read his handwriting.
- after certain adjectives: afraid, surprised, free, happy, ready, sorry, pleased, etc.
   At last he was free to do what he wanted.
- after verbs followed by a question word (who, what, which, where, how, but not why)
   Have you decided where to go for your holiday?

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

- after modal verbs (can, could, will, would, should, may, might, must).
   Can you tell me what's wrong?
   We may go out tonight.
- after the verbs let and make (in the Active Voice).
   Fay always makes me laugh.
   My brother doesn't let me drive his car.
- after would rather and had better.
  I'd rather buy the red car.
  You'd better tell me the truth.

We can use the verb **help** with a bare or full infinitive.

I always help my mother **clean** the house. I always help my mother **to clean** the house.

#### ) -ing form

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

- as the subject of a verb.
   Fishing can be very relaxing.
- after certain verbs: like, love, hate, enjoy, prefer, consider, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time), etc.

Ken just finished washing the car.

 after certain expressions: don't mind, can't stand, be interested in, it's worth, How/What about..?, look forward to, be good at, can't help, feel like, there's no point in, it's no use, it's no good, be/get used to, etc.

Louis is interested in taking up a language course.

- after prepositions (for, of, about, without, etc.).
   Henry is thinking of buying a new car.
   That knife is for cutting meat, not cheese.
- after the verb go to indicate physical activities.
   We go scuba diving every year.

- The verbs like, dislike, love, hate, start, begin, continue, are followed by a full infinitive or an -ing form without any significant difference in meaning.
   I like playing / to play board games in the evening.
- The verbs remember and forget are followed either by a full infinitive or an -ing form, but with a different meaning:
- We use remember/forget + -ing when we refer to something that has already happened.

I remember returning the book. I'll never forget meeting them.

 We use remember/forget + full infinitive when we remember/forget something before doing it.

*I'll remember to go to the supermarket.* Don't forget to lock the door.

### ) prefer, would prefer, would rather

To express **preference** in the present or future we can use the following structures:

Structures	Examples
<pre>prefer + noun/-ing (preference in a particular situation, general preference)</pre>	I prefer chocolate ice cream.
<pre>prefer + noun/-ing + to + noun/-ing (general preference)</pre>	Ted prefers swimming to scuba diving.
<pre>prefer + full infinitive + rather than + bare infinitive (general preference)</pre>	Mary prefers to travel by plane rather than (travel) by car.
would prefer + full infinitive + rather than + bare infinitive (preference in a particular situation)	I'd prefer to go out for dinner rather than stay at home.
would rather (not) + bare infinitive (preference in a particular situation)	<i>I'd rather go to Ibiza this year.</i>
would rather + bare infinitive + than + bare infinitive (general preference)	He'd rather work overtime on weekdays than work on Saturdays.

## **Module 10**

#### ) 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. *Omar said, 'Khaled is at school.'* 

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.

Irina said that Tina was on the phone.

• We use **say** when there is no indirect object. *'I'll go to bed early,' he said.* 

He said that he would go to bed early.

 We use tell when there is an indirect object.
 'I'll send you a message after class,' Reema told Hasna.

**Reema told Hasna** that she would send her a message after class.

- Apart from *say* and *tell*, other verbs can also be used to introduce reported statements: explain, inform, add, etc.
- 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 Kate. Kate said that I looked great in my new dress. Kelly said, 'I'll come to the library with you'. Kelly said she would go to the library with me.

• When the reporting verb (*say* or *tell*) is in the Past Tense, we usually make the following changes:

#### **Present Simple** → **Past Simple**

Hassan said, 'I want to become a doctor.'
Hassan said (that) he wanted to become a doctor.

## Present Progressive → Past Progressive

Jane said, 'I'm doing my homework'. Jane said she was doing her homework.

#### Past Simple → Past Perfect Simple

Omar said, 'Uncle Ali bought a new car'. Omar said his uncle Ali had bought a new car.

#### **Present Perfect Simple** → **Past Perfect Simple**

Steve said, 'I've been abroad twice this year'. Steve said he had been abroad twice that year.

#### will → would

Fatima said, 'I'll drop by after work'. Fatima said she would drop by after work.

#### can → could

Anne said, 'I can do the washing-up for you'. Anne said she could do the washing-up for me.

#### may → might

Karim said, 'I may go to the park after school'. Karim said he might go to the park after school.

#### must → had to

The teacher said, 'You must read a book during the summer holiday'.

The teacher said we had to read a book during the summer holiday.

## Conditional Sentences Type 1 → Conditional Sentences Type 2

Sahar said, 'If you study hard, you'll do well in the exam'

Sahar said if I studied hard, I would do well in the exam.

#### now → then

Jack said, 'l'll do it now'. Jack said he would do it then.

#### here → there

Salim said, 'My mobile phone was right here'. Salim said his mobile phone was right there.

#### ago → before

Afaf said, 'I visited the Museum of Islamic Art two weeks ago'.

Afaf said she had visited the Museum of Islamic Art two weeks before.

#### today, tonight → that day, that night

Charles said, 'I'm going to a football match tonight'. Charles said he was going to a football match that night.

yesterday → the previous day / the day before Jameel said, 'I ran into an old friend yesterday'. Jameel said he had run into an old friend the previous day.

this morning/year, etc. → that morning/year, etc. Alice said, 'I haven't been on holiday this year'. Alice said she hadn't been on holiday that year.

tomorrow → the next day / the following day Aisha said, 'I'm going to the dentist tomorrow'. Aisha said she was going to the dentist the following day.

## last week/month, etc. → the previous week/month, etc. / the week/month, etc. before

Liam said, 'I travelled to France last year'. Liam said he had travelled to France the previous year.

## next week/month, etc. → the following week/month. etc.

Ameer said, 'I'm having an important meeting next week'.

Ameer said he was having an important meeting the following week.

 These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.

'I enjoy cooking,' Ted said.

Ted said (that) he enjoys cooking.

'I will move to Chicago next year,' Eric says. Eric says he will move to Chicago next year.

 The Past Perfect and the verbs could, might, should, would and used to do not change in Reported Speech.

#### ) Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs ask, wonder and the expression want to know.
- Reported questions follow the word order of affirmative sentences. At the end of reported questions, put a full stop, not a question mark. 'Why did you say that?' he asked. He asked me why I had said that.

#### **Wh-questions**

 If the direct question begins with a question word, the reported question also begins with the same question word.

'What are you talking about?' she asked. She asked me what I was talking about.

#### Yes/No questions

• If the direct question does not begin with a question word, the reported question begins with *if/whether*.

'Did you like my presentation?' he asked. He asked me **if/whether** I had liked his presentation.

 When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

## Reported Speech (Commands - Requests)

- We commonly use tell, advise, warn or order when we report commands and ask when we report requests.
- The Imperative changes to to + base form or not + to + base form.

'Be quiet,' said the teacher.

The teacher told us to be quiet.

'Don't leave me alone, please,' the little boy said to his sister.

The little boy asked his sister not to leave him alone.

When the request is in question form, in Reported Speech it usually changes to *to + base form*.

'Will you lend me that book, please?' Kate asked me.

Kate asked me if/whether I would lend her that book.

Kate asked me to lend her that book.

Base form	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let

Base form	Past Simple	Past Participle
lie	lay lain	
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mowed/mown
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone/shined	shone/shined
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written
WITE	WIOLE	Wilten

## **Module 6**

cover (p.71)

make history well educated

## **Ga** (pp.72-73)

award barefoot blame (v.) by nature competition concept developing country doubt (n.) fable go after (a dream) investigate irrational laughter make fun of optimistic president realistic response reveal risk (v.) satisfying seed set a goal unrealistic

## Ga (pp. 74-75)

victory

accomplish affected ambition gain illiterate illogical immature impolite impractical inappropriate incorrect inexperienced insecure

intelligence intend irregular irrelevant irresponsible literate logical marshmallow mature relevant secure (adi.) unaware unkind unprofessional unreliable unsuitable

unwilling

6b (pp.76-77) anger approximately awareness be in the public eye belief celebrity cleverness creativity depth fame feat get to sb height hero impress kindness laziness lecture (n.) make headlines mathematician on one's own passion personal popularity pressure properly responsibility similarity strength

take a break

thought (n.)

weakness

the pros and cons

## **6b** (pp.78-79)

appealing eneraisina escape from maintenance patio unappealing weather dependent

## **6b** (pp.80-81)

all in all besides that beyond demanding devote devotion disappointment donate extensive failure for instance good cause in conclusion in the first place iniurv last but not least let sth go to waste moreover on the one hand on the other hand on the whole outweigh to sum up turn professional walk of life

## **Module 7**

cover (p.85)

running water sparkling water tap water water cooler water fountain water pollution

### 7a (pp.86-87)

be about to beak beast blind (v.)

companion crv (n.) feather for an instant force (n.) gaze (v.) aiant gigantic head (v.) knock over leaend liquid marine monster mvth obviously overcome overhear squid struggle (v.) swallow tears violence weapon

## 7a (pp.88-89)

endangered extinct treasure turtle unconscious wounded

#### **Geographical features**

bav canal canyon desert falls gulf rainforest volcano **Phrases** 

I get it.

In other words,...

## 7b (pp.90-91)

agriculture at risk average bother (v.) congratulate consume

cooperate decrease depend disease flush toilet aerms in motion increase insist instant coffee link (v.) muscle nausea percentage relv source (of life) supply (n.) swamp take sth for granted total amount

## 7b (pp.92-93)

water shortage

use up

vomit

cause (n.) species locally mountain range national park peak penguin rainwater raise awareness toad

## 7b (pp.94-95)

battle be set in courage extract form (n.) harbour humankind incident key (adj.) main character moral nearby participant passage (=text) safety summary

theme under attack

## **Module 8**

a series of

absorb

## 8a (pp.98-99)

aerial artificial carbon dioxide completion criticism damaging decade destruction devastating dust (n.) enemy expanding global warming habitat intruder loss man-made Only time will tell. outcome process rate result in scarce soil speed up traffic congestion valuable

## 8a (pp. 100-101)

acid rain ban (v.) carpool chemicals close down coal commercial cut down (trees) deforestation exhaust fumes fine (n.) firewood fossil fuels

layer leak (v.) materials mixture monuments oil spill pass a law poisonous pump into recycling plant reuse severe smog spread (v.) substance tanker threat toxic waste **Phrases** 

I couldn't agree more. It is a fact that... It is common knowledge that...

### 8b (pp. 102-103)

balanced diet blood pressure calcium carbohydrates cholesterol cut down on cut sth out (of a diet) dairy products diabetes end up exclude fat (n.) fibre function (v.) arains immune system in the long run iron look into matter (n.) minerals nutrients nutritious obese point out protein

replace

stick to

vegan vegetarianism vitamin **Food** apricot aubergine cauliflower corn dates arapefruit lamb lentils oatmeal peanuts pear pumpkin shrimp spinach watermelon wheat **Phrases** 

## 8b (pp.104-105)

Don't get me wrong.

affordable beverages food poisoning food stall obesity three-course meal vendor whereas

## 8b (pp.106-107)

by air by land container crops due to greenhouse highly (toxic) import light bulb nation organic production requirement supply (v.)

#### **Phrases**

This is because...

alternative energy gases

### **Module 9**

cover (p.111)

preference

## 9a (pp. 112-113)

analyse be based on bombard conduct (an experiment) conservative countless factor fictional indicate influence (v.) initially instinct measure (v.) misery necessarily no matter how pick (=choose) range (n.) selection spam email take sth into consideration tend

## 9a (pp.114-115)

unimportant

be broke be on a tight budget be short of cash browse cheat sb out of sth cost a fortune flea market model on sale out of stock outlet queue refund (n.) sale

spare some cash

#### **Phrases**

As far as I'm concerned.... It doesn't matter It's a rip-off. Money is no object. That's a steal. To be honest,...

## 9b (pp.116-117)

breathtaking

calorie complaint complicated disapprove dishonest disrespect dissatisfy endless fitness graphics heart rate hopeless in stock instructions lightweight misbehave misinform mislead misplace misspell mistake (v.) misunderstand monitor (v.) on the go out of focus plus (n.) quality quite rather shipping stylish uncover unlike **USB** port waterproof wireless

## 9b (pp.118-119)

worthless

beanbag game console storage box

vacuum cleaner

#### **Phrases**

If it were up to me,... My first choice would be...

## 9b (pp. 120-121)

a good read a page-turner account (=story) acquaintance author autobiography award-winning bestseller biography birth chapter classic cookery book criminal evident fiction graphic novel greed gripping heroine historical identity look out for mistreat non-fiction obstacle orphan perfection poetry portray poverty punish raise (v.) (=bring up) reader timeless trilogy vivid workhouse

## **Phrases**

Make sure you get a сору. Overall, I found... You will find it hard to put down.

It appeals to all ages.

### **Module 10**

## cover (p.123)

challenging fearless monotonous tempting terrifying thrilled uneasy

## 10a (pp. 124-125)

absolute cross (v.) horizon immense inhabit inhospitable miserable pathway plain (n.) rifle rub (v.) sand spread (n.) stretch (v.) survival unwrap

#### **Prepositional phrases**

in a row in charge of in despair in general in particular in person in / out of control in / out of danger in / out of order in / out of shape in / out of sight in / out of trouble in / out of use out of breath out of date out of one's mind out of one's reach out of the ordinary out of the question out of work

## 10a (pp. 126-127)

amaze award (v.) BBQ

beforehand buffet certificate circus

demonstration driving licence

dune ethnic

every other day grilled food in advance lift weights move (n.) overweight performer pull a muscle refreshments roll over run into specific

steering wheel stretching exercises

treadmill warm up weight training

workout **Phrases** 

a piece of cake cross one's mind grab a bite to eat I can't take it any more.

I'll pass.

kill two birds with one stone

## 10b (pp. 128-129)

bow and arrow cautiously compared to controls dismount dragon guard halfway imaginary lose a life lose contact

lose interest in

lose one's patience lose one's temper miss a meal miss a meeting / an appointment multiplayer

no time to lose proceed reflexes sequel soldier stage

step by step summarise surround sword tail tale trail (n.) trap (n.) trick (v.) walkthrough wander windmill wing

## 10b (pp. 130-131)

approve drawing scriptwriter

### 10b (pp. 132-133)

alike all sorts of as long as characteristic (n.)

curious merchant narration part-time possess To my mind,... to one's benefit

lak
To the second se

### Portal to English 10B Student's Book

H. Q. Mitchell - Marileni Malkogianni

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- Resources for Teachers (Online)
- Interactive Whiteboard Material

CEFR	B1 Mid	B1 High	B2 Low-Mid
Portal to English	10	11	12





