



**Academic Year
2020-2021**

11B PORTAL TO ENGLISH

TEACHER'S BOOK

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GRADE **11**

SEMESTER 2



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

النشيد الوطني

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

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OUTLINE OF THE COURSE

Objectives

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

Goals

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

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

Syllabus

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

Organisation and length of the course

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

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

Key features

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

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

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

COURSE COMPONENTS

Student's Book

The Student's Book contains:

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

THE STRUCTURE OF THE MODULES

Modules 1-10 (an overview)

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

The structure of each module is as follows:

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

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

Cover page

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



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

objectives of module clearly presented

Vocabulary

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

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

Reading

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

A. PRE-READING

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

B. READING FOR GIST

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

C. READING FOR DETAIL

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

D. GUESSING THE MEANING OF UNKNOWN WORDS

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

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

E. POST-READING

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

Grammar

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

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

Listening

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

Speaking

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

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

Writing

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

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

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

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

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

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

Student's Book Lesson 4a

warm-up activities introducing the topic and encouraging personal response

activities focusing on reading for details

activities focusing on reading for gist

4a

Reading

1. **AMERICAN BISON**
The American bison population has declined since the 19th century. It is now estimated that there are only 400,000 bison left in the world. This is a significant decrease from the 60 million bison that lived in North America in the 1800s. The main reason for this decline is the loss of their natural habitat, the Great Plains. Bison were also hunted for their meat and hides. In 1906, the US government passed a law to protect the bison. Today, bison are found in national parks and reserves across North America.

2. **AFRICAN PENGUIN**
The African penguin population has declined since the 19th century. It is now estimated that there are only 20,000 penguins left in the world. This is a significant decrease from the 100,000 penguins that lived in the 19th century. The main reason for this decline is the loss of their natural habitat, the coastal areas of southern Africa. Penguins were also hunted for their feathers. Today, penguins are found in national parks and reserves across southern Africa.

3. **TROPICAL RAINFORESTS**
Tropical rainforests are found in the Amazon Basin and the Congo Basin. They are the most diverse ecosystems on Earth. They are home to millions of species of plants and animals. The main reason for the decline of tropical rainforests is deforestation. This is caused by the need for land for agriculture and logging. Today, tropical rainforests are found in national parks and reserves across the world.

4. **ARABIAN ORYX**
The Arabian oryx population has declined since the 19th century. It is now estimated that there are only 500 oryx left in the world. This is a significant decrease from the 100,000 oryx that lived in the 19th century. The main reason for this decline is the loss of their natural habitat, the desert areas of the Arabian Peninsula. Oryx were also hunted for their horns. Today, oryx are found in national parks and reserves across the Arabian Peninsula.

Grammar

1. Complete the sentences with the correct form of the verb in brackets.

2. Write a short paragraph about the importance of protecting the environment.

activities promoting critical thinking and personal response

active involvement of students in the explanation of the grammatical structures

systematic development of vocabulary skills

4a

Vocabulary

1. Match the words with their meanings.

2. Write a short paragraph about the importance of protecting the environment.

Grammar

1. Complete the sentences with the correct form of the verb in brackets.

2. Write a short paragraph about the importance of protecting the environment.

grammar reference section at the back of the book

speaking tasks involving the production of grammatical structures

Lesson 4a

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

systematic development of speaking skills

4a Listening

1. Discuss in pairs/groups.

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

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

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



lion sanctuary



tree nursery



Tanzanian landscape

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

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

4. Discuss in pairs/groups.

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

Speaking

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

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

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

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

Student C: How will this help us?

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

Expressing preference

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

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

Writing

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

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

HAVE YOUR SAY



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

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

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

renewable/ alternative energy install

energy efficient carbon footprint

eco-friendly long-term investment

inhabited area installation

unattractive unattractive

economise maintenance

speaking activities practising useful language functions

systematic development of listening skills

a variety of short writing tasks

Lesson 4b

4b



OCEAN POLLUTION

SURF'S UP.

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

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

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

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

In conclusion, there are many causes of ocean pollution and they are clearly having a devastating effect on marine life. It is evident that if we do not take **measures** soon to improve the situation, our oceans and seas will, before long, become inhospitable to life. How much time do you think we have before one of our most valuable resources here on Earth is lost?

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

The text aims to:

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

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

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

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

1. recreation <input type="checkbox"/>	5. mining <input type="checkbox"/>
2. dump <input type="checkbox"/>	6. consequence <input type="checkbox"/>
3. frequently <input type="checkbox"/>	7. dramatically <input type="checkbox"/>
4. destructive <input type="checkbox"/>	8. measure <input type="checkbox"/>

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

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

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

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

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

Contrasting
On the other hand, ...
..., whereas, ... Nevertheless, ...
in spite of, despite

Expressing result/consequence
For this reason, ... therefore, ...
Consequently, ... As a consequence

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

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

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

a. Outline 1	b. Outline 2
Introduction	Introduction
Causes 1, 2 & 3	Cause 1 & Effects
Effects	Cause 2 & Effects
Conclusion	Cause 3 & Effects
	Conclusion
- Find the rhetorical question the writer uses in his/her essay. What purpose does this question serve?

7. Discuss in pairs/groups.

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

activities promoting critical thinking and personal response

systematic development of reading skills through various types of activities

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

IX

active involvement of the students in the explanation of the grammatical structures

4b Vocabulary

Complete the paragraphs with the words in the boxes.

atmosphere energy smog electricity
carpooling exhaust hazard pollution fossil

Air 1 _____ happens when dust particles, gases, fumes or chemicals enter the 2 _____ in a way that can harm the environment. It is caused by smoke and fumes coming from factories and 3 _____ fumes from vehicles.

This can also lead to 4 _____, a mixture of smoke and fog, which can prove to be a serious health 5 _____ for humans. By investing in alternative sources of 6 _____ like the wind and the sun, we can reduce the burning of 7 _____ fuels and, as a result, reduce air pollution and help protect the environment. People should also conserve energy by using 8 _____ wisely, for example. Also, 9 _____ and using public transport instead of driving a car can help.

recycle cut landfills
disposed societies leaking

Everybody buys and uses a variety of products every day without giving it a lot of thought. These products affect the environment somehow through the way they are made, used or 10 _____ of. One of the main problems modern-day 11 _____ are facing is the amount of rubbish they produce - and it's way too much! We all need to 12 _____ down on the rubbish we create, otherwise we will soon run out of space for it. 13 _____ are filling up and are 14 _____ dangerous chemicals and gases into the environment. The solution to this problem is the 3 Rs. Reduce - Reuse - 15 _____.

Grammar

Clauses of reason and concession → p. 90

Read the sentences in the boxes and answer the question that follows.

Soil erosion was slowed down greatly because thousands of trees were planted and maintained in the region.

Flood damage in the area is often due to construction projects that have blocked drainage channels.

Are the phrases in bold used to explain why something happens or to express result?

Use **because, as, since, because of** and **due to** to express the reason why something happens. **because / as / since + subject + verb**
because of / due to + noun / -ing form

Read the sentence in the box and answer the question that follows.

Despite repeated attempts to protect the world's mangrove forests, over half of them have been destroyed in recent times.

Does the phrase in bold express an idea which is in agreement or in contrast with the rest of the sentence?

Use **although, even though, though, in spite of** and **despite** to express an idea which is in contrast with the idea expressed in the main clause and the impact that 3 **because of / because they don't know how. The GWO organises events like planting trees in parks, or seminars on how to reduce your carbon footprint and save energy. Lately, the GWO has become even more popular 4 as / because of the use of social media, which helps advertise our causes and events even more,** says Cindy Hayward, a member of GWO. 5 **In spite of / Even though not having much space** time, many internet users jump at the chance to learn about ways to help the environment. 6 **As / Because of GWO has become more popular,** we have been able to reach more places and people around the world that need our help."

Clauses of result and purpose → p. 90

Read the sentences in the boxes and answer the questions that follow.

Your support was so valuable to the conservation project that we were able to finish the work earlier than expected.

1. Who or what is so valuable?
2. What is the result of this?

You gave the conservation project such valuable support that we were able to finish the work earlier than expected.

3. Does the sentence mean the same as the one above it?
4. What is the difference between **so** and **such**?

Read the sentences above again and complete the rules about clauses of result.

Clauses of result

so + _____ / adverb + that clause
such (valuable) (adjective) + _____ + that clause

Read the two sentences and underline the phrases which are used to express purpose.

In order to make your family's visit to the conservation centre as safe as possible, there is always at least one staff member trained in first aid available 24 hours a day.

Please complete the safety equipment order form and leave it on the desk by 5.00 p.m. the day before, so that a member of staff can deal with your request.

Read the sentences above again and complete the rules about clauses of purpose below.

Clauses of purpose

to / so as (not) to / (not) to + base form
so that + subject + can/could/will/would/may/might/ (not) + base form

Read the sentences above again and complete the rules about clauses of purpose below.

1. The village was so isolated that it took us two days on foot to reach it. **such**

2. You must study for many years if you want to become a jet. **order**

3. He was very careful not to fall when he was climbing the tree. **so as**

4. It was such an impressive view that everybody stopped to admire it. **so**

5. I bought extra clothes because I didn't want to get cold at night. **so that**

4b

Writing a cause/effect essay

Discuss in pairs/groups.

- What do you know about global warming?
- What effects are temperature changes having on the world we live in?

Read the writing task and the essay below. Then, do the activities that follow.

In your English class you have been talking about global warming. Now your English teacher has asked you to write an essay in which you discuss the possible causes and effects of this phenomenon.

1. In recent years, global warming has become a cause for great concern. The reason is that the average global temperature has increased faster over the past fifty years than at any time in recorded history. To make matters worse, there is growing evidence that this increase is speeding up. To better understand this phenomenon and the impact that it is having, we need to examine the underlying causes and consequences.

2. The main cause of global warming is the increase in greenhouse gases in the atmosphere. Greenhouse gases, for instance, carbon dioxide (CO₂) and methane (CH₄), are actually produced naturally, and they play a crucial role in making the Earth's climate livable by trapping heat. However, human activities are significantly increasing the amount of these gases in our atmosphere. One such activity is the burning of fossil fuels to create electricity and power our cars. Other activities include farming, mining, the production of goods and services and the burning or clearing of forests.

3. The consequences of global warming are devastating. Firstly, it is leading to extreme weather conditions such as severe storms, floods, droughts and wildfires. These cause not only a loss of human life but also damage to the environment and man-made structures. Secondly, global warming is causing habitat destruction by changing the conditions in different ecosystems. This is leading to higher wildlife extinction rates because local species are finding it hard to adjust to the new conditions. Apart from this, higher temperatures are beginning to melt arctic sea ice, glaciers and ice sheets. As a consequence, sea levels are beginning to rise, which is leading to the flooding and destruction of coastal regions and low-lying areas.

4. To sum up, global warming clearly poses a significant threat both to humankind and the natural environment. It is evident that we need to take effective measures to reduce the greenhouse gases we produce. If we do not, the extreme conditions we are experiencing now will become even worse in the future. The question is, how much worse do things need to get before we decide to take action?

Each of the following statements corresponds to a paragraph in the essay. Write the numbers 1-4 in the boxes provided.

In this paragraph / these paragraphs the writer:

- examines the negative effects that this phenomenon is having.
- states the specific purpose of the essay.
- uses a rhetorical question to make a point and make the reader think.
- outlines the main reason/reasons behind this phenomenon.
- briefly summarises the main ideas raised in the essay.
- makes a general statement to introduce the topic and set the scene.
- uses examples to explain a point.

2. How is the outline of this essay different from the one on page 58?

3. Why does the writer end his/her essay with a rhetorical question?

4. What style is this text? What are the characteristics of this writing style?

5. Find and underline the linking words the writer uses in his/her essay. Then use the list on page 59 to determine which category they belong in.

Environmental Problem

Cause → burning of fossil fuels, farming, mining, the production of goods and services

Effects → severe storms, floods, droughts, wildfires, leads to → rising sea levels

Examples → burning of fossil fuels, farming, mining, the production of goods and services

1. _____

2. _____

3. _____

Examples: severe storms, floods, droughts, wildfires

leads to: rising sea levels

lead to: damage to environment and man-made structures

Read the essay again and complete the mind map below using the information in the text.

Complete the sentences to show a consequence or effect of the situations described.

- Factories dump toxic waste in rivers and lakes. As a result, _____
- Farmers spray crops with chemicals to kill plant-eating insects. As a consequence, _____
- Animals that are considered endangered species, such as elephants, tigers, seals and whales, are hunted for their body parts. For this reason, _____
- Each household produces tonnes of rubbish every year, most of which is not recycled. Consequently, _____
- The global population is continuously growing. Therefore, _____
- Rising temperatures are leading to droughts and severe water shortages. As a result, _____

Read the writing task below and underline the key words/phrases. Then answer the questions.

In your English class you have been talking about deforestation. Now your English teacher has asked you to write an essay in which you discuss the possible causes and effects of this environmental problem.

Read the rubric in activity E again and the TIP below. Then go to the Workbook pp. 52-54 to plan and write your essay.

TIP

When writing a cause/effect essay:

- underline the key words in the writing task to get a clear idea of what your essay should focus on;
- use a range of print and digital resources to find information on the topic;
- create a mind map to establish connections and organise the information;
- divide your essay into paragraphs that serve a specific function or deal with a specific aspect of the issue;
- use one of the two outlines featured in this module depending on how you want to present your information;
- expand on your ideas by explaining them clearly and supporting them with reasons or examples;
- use linking words to list points, give examples and express result/consequence, etc.);
- write in a formal style and do not use abbreviations or short forms;
- begin or end your essay using a rhetorical question or thought-provoking idea to give your reader something to think about and/or emphasise a point.

1. What is the topic of discussion?
2. What have you been requested to do?
3. What writing style should you use?

motivating tasks types arousing students' interest

activities focusing on listening for details

grammar practised in context

systematic development of writing skills

writing activities which help students become independent writers

4b Writing a cause/effect essay

Discuss in pairs/groups.

- What do you know about global warming?
- What effects are temperature changes having on the world we live in?

Read the writing task and the essay below. Then, do the activities that follow.

In your English class you have been talking about global warming. Now your English teacher has asked you to write an essay in which you discuss the possible causes and effects of this phenomenon.

1. In recent years, global warming has become a cause for great concern. The reason is that the average global temperature has increased faster over the past fifty years than at any time in recorded history. To make matters worse, there is growing evidence that this increase is speeding up. To better understand this phenomenon and the impact that it is having, we need to examine the underlying causes and consequences.

2. The main cause of global warming is the increase in greenhouse gases in the atmosphere. Greenhouse gases, for instance, carbon dioxide (CO₂) and methane (CH₄), are actually produced naturally, and they play a crucial role in making the Earth's climate livable by trapping heat. However, human activities are significantly increasing the amount of these gases in our atmosphere. One such activity is the burning of fossil fuels to create electricity and power our cars. Other activities include farming, mining, the production of goods and services and the burning or clearing of forests.

3. The consequences of global warming are devastating. Firstly, it is leading to extreme weather conditions such as severe storms, floods, droughts and wildfires. These cause not only a loss of human life but also damage to the environment and man-made structures. Secondly, global warming is causing habitat destruction by changing the conditions in different ecosystems. This is leading to higher wildlife extinction rates because local species are finding it hard to adjust to the new conditions. Apart from this, higher temperatures are beginning to melt arctic sea ice, glaciers and ice sheets. As a consequence, sea levels are beginning to rise, which is leading to the flooding and destruction of coastal regions and low-lying areas.

4. To sum up, global warming clearly poses a significant threat both to humankind and the natural environment. It is evident that we need to take effective measures to reduce the greenhouse gases we produce. If we do not, the extreme conditions we are experiencing now will become even worse in the future. The question is, how much worse do things need to get before we decide to take action?

Each of the following statements corresponds to a paragraph in the essay. Write the numbers 1-4 in the boxes provided.

In this paragraph / these paragraphs the writer:

- examines the negative effects that this phenomenon is having.
- states the specific purpose of the essay.
- uses a rhetorical question to make a point and make the reader think.
- outlines the main reason/reasons behind this phenomenon.
- briefly summarises the main ideas raised in the essay.
- makes a general statement to introduce the topic and set the scene.
- uses examples to explain a point.

2. How is the outline of this essay different from the one on page 58?

3. Why does the writer end his/her essay with a rhetorical question?

4. What style is this text? What are the characteristics of this writing style?

5. Find and underline the linking words the writer uses in his/her essay. Then use the list on page 59 to determine which category they belong in.

Environmental Problem

Cause → burning of fossil fuels, farming, mining, the production of goods and services

Effects → severe storms, floods, droughts, wildfires, leads to → rising sea levels

Examples → burning of fossil fuels, farming, mining, the production of goods and services

1. _____

2. _____

3. _____

Examples: severe storms, floods, droughts, wildfires

leads to: rising sea levels

lead to: damage to environment and man-made structures

Read the essay again and complete the mind map below using the information in the text.

Complete the sentences to show a consequence or effect of the situations described.

- Factories dump toxic waste in rivers and lakes. As a result, _____
- Farmers spray crops with chemicals to kill plant-eating insects. As a consequence, _____
- Animals that are considered endangered species, such as elephants, tigers, seals and whales, are hunted for their body parts. For this reason, _____
- Each household produces tonnes of rubbish every year, most of which is not recycled. Consequently, _____
- The global population is continuously growing. Therefore, _____
- Rising temperatures are leading to droughts and severe water shortages. As a result, _____

Read the writing task below and underline the key words/phrases. Then answer the questions.

In your English class you have been talking about deforestation. Now your English teacher has asked you to write an essay in which you discuss the possible causes and effects of this environmental problem.

Read the rubric in activity E again and the TIP below. Then go to the Workbook pp. 52-54 to plan and write your essay.

TIP

When writing a cause/effect essay:

- underline the key words in the writing task to get a clear idea of what your essay should focus on;
- use a range of print and digital resources to find information on the topic;
- create a mind map to establish connections and organise the information;
- divide your essay into paragraphs that serve a specific function or deal with a specific aspect of the issue;
- use one of the two outlines featured in this module depending on how you want to present your information;
- expand on your ideas by explaining them clearly and supporting them with reasons or examples;
- use linking words to list points, give examples and express result/consequence, etc.);
- write in a formal style and do not use abbreviations or short forms;
- begin or end your essay using a rhetorical question or thought-provoking idea to give your reader something to think about and/or emphasise a point.

1. What is the topic of discussion?
2. What have you been requested to do?
3. What writing style should you use?

useful guidance enabling students to develop their writing skills

useful tips enabling students to develop skills and strategies and to become autonomous learners

Review

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

vocabulary, grammar and communication revision activities

4

REVIEW

1. Match the words below to make collocations.

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

2. Choose a, b, c or d.

1. A large number of plant and animal species are facing ___ as a result of habitat loss.
a. ranching c. logging
b. extinction d. deforestation

2. Water pollution is a major threat ___ fish.
a. to c. of
b. in d. on

3. The tour guide ___ our attention to the monument.
a. pointed c. gave
b. took d. drew

4. You should take this medicine. It's very ___
a. dramatic c. intensive
b. artificial d. effective

5. We ___ energy by turning off the air conditioner at night.
a. prevent c. conserve
b. consult d. invest

6. They ___ us. These clothes aren't worth that much.
a. overpaid c. overcharged
b. underpaid d. undercharged

7. Lack of sleep can have a negative effect ___ your health.
a. on c. for
b. to d. in

8. The number of orangutans on the islands of Borneo and Sumatra has ___ dramatically to as few as 27,000 today.
a. developed c. declined
b. reintroduced d. endangered

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

After I 1 _____ (finish) my marine biology degree, I 2 _____ (decide) that I wanted to volunteer at an environmental institute somewhere. One of my classmates 3 _____ (visit) Turkey at the time, and he advised me to check out the Mediterranean coast. When I finally found the time, I 4 _____ (start) exploring the options. One morning, I 5 _____ (look)

4. Circle the correct options.

The Congo Basin is a very important area of land 1 **because of / because** the many forests, rivers and swamps that are found there. These natural environments are home to hundreds of species of endangered animals, such as elephants, chimpanzees and gorillas. The survival of these creatures is threatened daily 2 **because / due to** activities such as logging, mining and poaching. The problem is 3 **so / such** a serious that many laws have been passed to protect the basin.

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

7 **In spite of / So that** the difficulties, these organisations try to work with governments to save the Congo Basin.

Self-assessment

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

HOW I CAN...	
discuss issues relating to the earth, nature and the environment	<input type="checkbox"/>
use nouns with prepositions, and words with the prefixes <i>over</i> and <i>under</i>	<input type="checkbox"/>
use appropriate tenses to refer to past events and situations	<input type="checkbox"/>
express reason, concession, result and purpose	<input type="checkbox"/>
inquire about and express preference	<input type="checkbox"/>
structure discourse and introduce a theme	<input type="checkbox"/>
use persuasive language, and compare and contrast	<input type="checkbox"/>
interpret graphs and line charts	<input type="checkbox"/>
write a cause/effect essay	<input type="checkbox"/>

online for a place where I could work with people from all over the world when I 6 _____ (come across) the Sessiz Solar organisation on a blog, and six weeks later I 7 _____ (dive) off the coast of Turkey. It was a great experience! I 8 _____ (have) the opportunity to observe creatures that I 9 _____ (never / see) before, like the striped dolphin and the humpback whale. The only disappointment was that when I left, I still 10 _____ (not spot) any seahorses. Maybe I'll go again next summer and see some then!

a self-evaluation section promoting learner autonomy

Culture Pages

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

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

CULTURE PAGE

1. Discuss in pairs/groups.

a. Outside of the urban areas, what places in Qatar would you advise someone from abroad to visit? Why?
A natural history of Qatar The islands of Qatar Qatar's natural wonders

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

a. Dahl Al Mafar
People enjoy watching this island come, which at first sight looks like nothing more than a small hole in the ground. Here you can spot one of the little cats that make the place their home and you can also find desert roses. Desert roses aren't really roses but in fact they're layers of rock that have joined together and look like flowers. At certain times of day, the sunlight hits the rocks causing them to have a moon-like glow. At 40 metres deep, it is one of Qatar's most well-known caves, and is located just an hour's drive west of Doha.

3. Ras Abrouq Rock Formations
Travelling by land to the northeast coast, you may well come across an area of rock formations that give you the impression you're just landed on another planet. These strange formations look like huge rock mushrooms growing out of the desert and provide some of the best sites in Qatar for those who want to go rock climbing outdoors. If you want to just relax, though, the spectacular sandy beach nearby is perfect for a picnic or for sunbathing.

4. Jazirat bin Ghayim
Anyone who wants to get out of the busy city and enjoy nature has to go only 50 km north of Doha. This place didn't get its name from the purple flowers that grow everywhere on the island, but from the sea snail that lives around the shore. For centuries, people used the shells of these creatures to make a highly valuable purple dye that once coloured the clothes of kings and emperors and is the same colour as that now used in the Qatar flag. One thing that many people don't realise about this island is the valuable green resource that exists here: the mangroves. These are plants that not only live in the salty water of the Persian Gulf, but also store carbon as efficiently as tropical rainforests, making them a candidate for fighting global warming.

5. Khor Al Adaid
The beautiful streets of clear blue water in the southeast of the country creates a striking contrast to the golden sand of the desert that almost completely surrounds it and is home to a wide variety of wildlife, including endangered marine animals such as the dugong and two types of turtle. Commercial fishing was banned here in 1992, and since then marine life has made a remarkable comeback. Recreational fishing is still allowed, and sport fishing, the country's changing sand dunes on its shores are perfect for sand sailing, sport fishing and dune bashing. It's not surprising, then, that this is one of the most popular natural attractions in Qatar.

6. Read the text again and decide which places the statements describe. Write the letters a, b, c or d in the boxes provided.

Which place?

1. offers a role in protecting the environment?	<input type="checkbox"/>
2. do people go to to do extreme sports?	<input type="checkbox"/>
3. seems as though it is not part of Earth?	<input type="checkbox"/>
4. has animals that could become extinct?	<input type="checkbox"/>
5. can you find something that people use to produce a colour?	<input type="checkbox"/>
6. looks different depending on the time of the day?	<input type="checkbox"/>
7. has rock formations that look like a huge of food?	<input type="checkbox"/>
8. has lots of flowers?	<input type="checkbox"/>

texts giving cultural information about Ss' own culture

Tasks

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

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

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

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

TASK

1. Work in groups. Discuss some environmental issues that modern cities are faced with.

2. You will have a member of Ashm City Council making a proposal about an environmental issue in their city. Listen to the first part of the proposal and identify the problem, the people affected and the possible causes of the problem. Complete the table below.

PROBLEM	PEOPLE AFFECTED	CAUSES

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

proposals 1

• improve the service

• lower 2

}

Reduce or ban cars in 3

• allow 4

• create more bicycle lanes

}

Solutions

Make city 5

• 6

• add more recycling bins

4. Work in groups. Choose one of the problems you thought of in activity 1 and brainstorm ideas using the table below. Choose a problem that affects your own town/city.

PROBLEM	PEOPLE AFFECTED
CAUSES	POSSIBLE SOLUTIONS

5. Work in groups. Imagine you are members of your town/city council. Think of how to present a proposal to the other members (groups), suggesting solutions to the problem you discussed in activity 4.

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

motivating project work

Stream Readings

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

activities focusing on reading for details

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

STUDENT

1. Before you read the text, write a sentence in which you briefly say what kind of information you expect to find in a text about bees. Then read the text quickly and check your predictions.

2. Read the text again and answer the questions that follow.

The life of bees: colony and behaviour

The honeybee is vital for a large percentage of the world's agriculture. Their best-known role - that of producing honey - is actually of secondary importance to their part in pollinating plants to help them produce crops. Figures for what percentage of the world's food crops depend on bees for pollination vary greatly, but are often estimated at anywhere between 70-90 per cent; this clearly shows that the conservation of the honeybee is very much in the interest of the human race.

3. Inside the beehive, bees have an extremely well-organised social order, with each type of bee responsible for carrying out certain tasks. There are three different kinds of bee: the queen bee, drones, and worker bees. Drones are male bees whose only purpose is to travel away from the hive to breed with queen bees from other colonies. Most bees in a hive are worker bees. These bees are all female, and they are responsible for the majority of jobs in the hive such as building, feeding other bees, caring for the queen, gathering pollen from plants, and producing honey.

4. When female bees are born, their diet determines whether they become worker bees or, if the time is right, a new queen bee. In all but a few rare situations, there is only one queen bee in a hive. Workers will usually only decide to create a new queen in one of two situations: that old queen has died or grown weak, or the population of the hive has grown so large that it is ready to split into two separate colonies, each with their own queen. From the moment the chosen future queen is born, she will eat only royal jelly, which is a mix of proteins and sugars with a very high nutritional value. This allows her to grow much larger than other bees. The other young females - those that will become worker bees - consume the same substance in the early days but, as they grow, they switch to 'bee bread' - a food made from pollen and honey, which stops them developing into queens. The queen is the only bee that lays eggs.

5. Bees are often seen as 'cute' or 'friendly' insects, but while they are unlikely to ever hurt a person unless they're threatened in some way, they aren't always very nice to other bees. In one study, researchers found that, when times are difficult - for example, during a food shortage - bees go 'hobnobbing' they steal honey from other bees. This can sometimes be very violent, and may even result in the offending bee population being overcome and losing their home to the attacker.

6. While bees are capable of surprising aggression, researchers have also noticed that they display caring behaviour towards other bees in the colony. Worker bees are often seen feeding younger bees, and they assist in the caring for other bees in the hive when they're ill. There is a wealth of evidence that bees use a sort of medical care system - worker bees treat sick bees with specific types of honey that have antibiotic properties. Bees have even been seen choosing different varieties of honey to feed depending on what type of illness the sick bee has.

GLOSSARY

antibiotic - capable of fighting disease

beehive/bee - the place where a colony of bees lives

colony - a group of insects of the same type living together

drone - a male honeybee

fertile - an egg in which the male and female cells have combined

pollen - a very fine, yellow dust that is produced by plants

queen bee - the one egg-producing bee in a colony

royal jelly - a rich food substance created by bees

to pollinate - to move pollen from plant to plant

activities focusing on reading for gist

extra vocabulary practice for each lesson

extra grammar practice for each lesson

Workbook

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

various types of reading texts

4a Student's Book pp. 51-53

Corbett National Park

Corbett National Park is located in Northern India. It is one of the best national parks in the world. It is a beautiful park with a lot of animals and birds. It is a very good place to visit. It is a very beautiful park with a lot of animals and birds. It is a very good place to visit. It is a very beautiful park with a lot of animals and birds. It is a very good place to visit.

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

1. _____ have expressed their concern about illegal logging and deforestation. **CONSERVATION**

2. Anubhav Kumar _____ started studying law in Mumbai. **RECENT**

3. I believe that people shouldn't keep animals _____ either in zoos or in their pens. **CAPTIVE**

4. One of the main goals is to _____ all the biodiversity. **RESERVE**

5. The job market in the capital city has changed _____ in the last two years. **DRAMATIC**

6. In his speech, Mr Jones explained that he found the lack of facilities in his town _____ **ALARM**

7. Qatar is making a great effort to protect _____ species, but there are still other threats. **DANGER**

8. After my visit to the National Museum of Qatar, _____ of the Qatar. **AMAZE**

4b Student's Book pp. 58-59

1. Complete the crossword puzzle.

ACROSS

1. Last year's highly _____ hurricane destroyed many buildings along the coast.

2. They _____ of that cause might win the race.

3. As the sun went slowly down, the sky became _____ dark.

4. The young birds had to find _____ of food every day.

5. As a temporary _____, flights were cancelled until the weather improved.

DOWN

1. These bottles were given to other people _____ these kids.

2. The price of cars dropped _____ after a small increase in production costs.

3. The flooding was a direct _____ of the recent heavy rains.

4a Student's Book pp. 60-61

Green Cities of the Future

On account of air pollution, factory smoke, and the pollution created every day by millions of people living together in one place, modern cities are very places to live. The pollution in these areas affects every one of us. Air, soil, and water are all contaminated. The air is full of dust and smoke. The soil is full of chemicals and the water is full of pollution. The air is full of dust and smoke. The soil is full of chemicals and the water is full of pollution.

1. Complete the crossword puzzle.

ACROSS

1. It was the first time that he travelled to Asia.

2. Although she was sick, she went to work _____ to Asia before.

3. After he had been _____ sick, _____.

4. Although he didn't have much time, Fred called his sister _____.

5. I wouldn't drive in each bad weather if I were you.

6. Jerry told her that, though the job was boring, _____.

7. Jerry told her that, though the job was boring, _____.

8. Jerry told her that, though the job was boring, _____.

DOWN

1. Environmental organisations have done a lot to _____ the problem remains.

2. The new _____.

3. The bus accident happened because the road was slippery _____.

4. In spite of feeling tired, Jack couldn't go to sleep _____.

5. The accident was _____.

4b Student's Book pp. 60-61

1. Complete the crossword puzzle.

ACROSS

1. This means that the number of jobs is expected to _____.

2. They were the biggest one where some _____ can be found in it.

3. Some _____ are powerful, funny, and can jump _____.

4. Some _____ are very large animals, but they usually have animals such as _____ and _____.

5. Some _____ are very large animals, but they usually have animals such as _____ and _____.

6. Some _____ are very large animals, but they usually have animals such as _____ and _____.

DOWN

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

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

Teacher's Book

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

Differentiated instruction

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

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

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

Strategies - Techniques for Differentiated instruction

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

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

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

- Flexible grouping** - students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests (mainly in the Speaking activities).
- Ongoing or formative assessment** - it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs. There are various forms of formative assessment, such as student self-assessment (*Now I can...* checklist).

The Teacher's Book contains:

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

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

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

step-by-step guide to teaching

suggested answers to activities where oral production is required

further comprehension questions to enhance Ss' understanding of the text

Components

Class Audio Material (Online)

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

Student's CD-ROM

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

Resources for Teachers (Online)

This contains:

• Tests

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

• Audio

This section contains the recorded material for the tests.

Interactive Whiteboard Material

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

Points to remember

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

which words affect comprehension and which do not. In addition, exposure in context is key in developing students' word consciousness, which is defined as their awareness of words and their meanings. Teachers may assist in building students' word consciousness by creating an interactive learning environment and instilling simple classroom rituals that draw students' attention to key vocabulary items. Such rituals may involve underlining unknown words in a text and inferring the meaning of unknown words using contextual clues. Ss should also be encouraged to discuss/negotiate the possible meaning of unknown words, think of alternative words and phrases to replace unknown words and look up the definition of unknown words. Note that the vocabulary in this box is considered active and is recycled and also tested in the Workbook, which increases students' exposure and facilitates consolidation.

Using a language-learning notebook

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

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

Organising a language-learning notebook

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

QNCF Key Competencies

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

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

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



Creative and critical thinking

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

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

Ways to integrate creative and critical thinking into the classroom

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



Communication

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

Ways to integrate communication into the classroom

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



Cooperation and participation

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

Ways to integrate cooperation and participation into the classroom

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



Inquiry and research

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

Ways to integrate inquiry and research into the classroom

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



Problem-solving

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

Ways to integrate problem-solving into the classroom

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

In general:

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

Key Values

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

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

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

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

Islamic values and Arabic and Qatari cultural heritage

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

Ways to instill these values in the classroom

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

Respect and compassion

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

Ways to instill these values in the classroom

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

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

Positivity and endeavour

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

Ways to instill these values in the classroom

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

Personal rights, responsibility and integrity

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

Ways to instill these values in the classroom

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

CONTENTS

	Vocabulary	Grammar	Functions
6 p.81 Private lives	<ul style="list-style-type: none"> Adjectives describing personality Idioms with <i>break</i> Words easily confused Phrases relating to personality 	<ul style="list-style-type: none"> Defining and non-defining relative clauses Countable / Uncountable nouns Quantifiers 	<ul style="list-style-type: none"> Defining people, places, things and ideas, and giving additional information about them Expressing number and quantity Speculating Expressing agreement and disagreement Giving advice Rejecting ideas
	Culture page: <i>Qatari stories</i> p.95 Task 5 & 6: Organising and creating a slideshow presentation p.96		

7 p.97 Information age	<ul style="list-style-type: none"> Words related to the Internet Words/phrases related to the topic of getting information Idioms with <i>touch</i> Prepositional phrases with <i>in</i> 	<ul style="list-style-type: none"> Passive Voice I Passive Voice II 	<ul style="list-style-type: none"> Emphasising an action using the Passive Voice Placing emphasis on the direct/indirect object using the Passive Voice Structuring discourse by interrupting / asking to speak Indicating a wish to continue speaking Indicating that you are coming to an end
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8 p.111 At your service	<ul style="list-style-type: none"> Words related to hotels, the hospitality industry and the service sector Prepositional phrases with <i>at</i> and <i>by</i> Words easily confused Words related to banking and finance 	<ul style="list-style-type: none"> Subject/Object questions and Question words Full infinitive, bare infinitive, <i>-ing</i> form 	<ul style="list-style-type: none"> Offering assistance Requesting Agreeing willingly Refusing politely Describing a graph Expressing agreement with reservations Reaching a decision through negotiating
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9 p.127 Where on earth...?	<ul style="list-style-type: none"> Words describing geographical and architectural features Word building: nouns ending in <i>-ity</i>, <i>-ence</i>, <i>-ance</i>, <i>-ness</i> Descriptive adjectives 	<ul style="list-style-type: none"> Reported Speech: Statements, Questions, Commands, Requests Special introductory verbs 	<ul style="list-style-type: none"> Reporting Describing places
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10 p.141 A penny saved is a penny earned	<ul style="list-style-type: none"> Words easily confused Prepositions used in expressions related to money Idiomatic expressions Word building: nouns denoting occupations ending in <i>-er</i>, <i>-or</i>, <i>-ian</i>, <i>-ist</i> Collocations related to shopping 	<ul style="list-style-type: none"> Conditional Sentences Type Zero, 1 & 2 Question tags Subject - Object Questions and question words 	<ul style="list-style-type: none"> Expressing general truths and likelihood Expressing unreal or unlikely present and future Expressing uncertainty and asking for confirmation Making assumptions
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Reading	Listening	Speaking	Writing	QNCF Competencies
<ul style="list-style-type: none"> • A personality quiz: <i>Are you a Keeper, a Free Spirit, a Scholar, or a Dreamer?</i> • A text about values based education 	<ul style="list-style-type: none"> • A radio programme: A biographical account • Five people talking about values 	<ul style="list-style-type: none"> • Pair work: Self-awareness questionnaire • Group work game: <i>How well do you know your classmates?</i> 	<ul style="list-style-type: none"> • A description of a goal • An opinion essay <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features and organisation of an opinion essay • Using topic sentences 	
<ul style="list-style-type: none"> • A magazine article: <i>Internet History: The first..</i> • A text about citizenship in the digital age. 	<ul style="list-style-type: none"> • A radio interview with an expert on social media • A radio interview with a documentary filmmaker 	<ul style="list-style-type: none"> • Pair work: A phone call to IT support • Class debate: <i>Television has a negative influence on viewers</i> 	<ul style="list-style-type: none"> • A procedural text • A summary based on a pie chart <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on text organisation, register and style 	
<ul style="list-style-type: none"> • Two hotel/hostel brochures welcoming guests • A promotional brochure for corporate event planners 	<ul style="list-style-type: none"> • People talking in different situations • Guided museum tour 	<ul style="list-style-type: none"> • Pair work: Role play - a situation in a bank • Pair work: Discussing the advantages and disadvantages of public services for a small town, and reaching a decision 	<ul style="list-style-type: none"> • A letter of complaint • A report based on a graph <p>Developing skills:</p> <ul style="list-style-type: none"> • Using the Passive Voice to write in an impersonal, formal way • Using headings to indicate the focus of a paragraph 	
<ul style="list-style-type: none"> • A brochure and travel guide: <i>Cappadocia</i> • Five texts about culture 	<ul style="list-style-type: none"> • Two people describing a trip to a museum • A tour guide addressing a group • A teacher addressing a class 	<ul style="list-style-type: none"> • Pair work: Speculating and reaching a decision: Where to go on a 4-day trip • Pair work: A guessing game 	<ul style="list-style-type: none"> • A flyer • A persuasive essay <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on persuasive writing techniques 	
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QNCF Competencies	 Creative and critical thinking	 Inquiry and research
 Communication	 Cooperation and participation	 Problem-solving

STUDENT'S BOOK

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R2.1	Inquiry and research	Reading D p. 83
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W3.2	Creative and critical thinking	Writing E p. 93
S1.1	Communication	Culture page A p. 95
S2.3	Creative and critical thinking	Culture page A p. 95
R1.1	Creative and critical thinking	Culture page B p. 95
R2.1	Inquiry and research	Culture page C p. 95
S1.1	Communication	Task A p. 96
L2.1	Creative and critical thinking	Task B p. 96
L2.1	Creative and critical thinking	Task C p. 96
S2.3	Creative and critical thinking	Task D p. 96
S2.5	Creative and critical thinking	Task D p. 96
W1.6	Creative and critical thinking	Task E p. 96
W2.1	Creative and critical thinking	Task E p. 96
S5.1	Communication	Task F p. 96

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Creative and critical thinking	Activity D p. 83
R2.1	Inquiry and research	Activity E p. 84

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

6a (pp. 82-83)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- explain independently their attitude towards the character of a real or fictional person (S2.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)

6a (pp. 86-87)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- recognise and identify independently typical features at word, sentence and text level (L2.5)
- understand and respond independently to the detail in longer more complex texts (L2.1)
- explain independently their attitude towards the character of a real or fictional person (S2.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- communicate independently a personal response to real and fictional events (W1.1)
- explain independently their attitude towards the character of a real or fictional person (W1.3)
- communicate independently a personal response to real and fictional events (S1.1)
- explain independently their attitude towards the character of a real or fictional person (S2.2)
- explain and justify plans and ambitions (W1.5)

6b (pp. 88-89)

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

6b (pp. 90-91)

- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- explain independently their attitude towards the character of a real or fictional person (S2.2)

6b (pp. 92-93)

- communicate independently a personal response to real and fictional events (S1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to the detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text (W1.4)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)

Culture Page (p. 95)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer more complex texts (R2.1)

Task modules 5 & 6 (p. 96)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the detail in longer more complex texts (L2.1)
- develop independently a clear argument to support their opinion on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- express and explain their own opinion on the main ideas or arguments in a longer factual or fictional text (S5.1)

6 Review

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

Vocabulary

capacity honesty self-awareness speculation

- Draw Ss' attention to the title of the module and ask them to tell you what it might mean (*Certain aspects of a person's personal life, like personality traits, values, relationships, etc.*).
- Elicit answers and initiate a short discussion.
- Have Ss read through the quotations in the *Discuss* section and check their understanding.
- Explain any unknown words.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.
- Draw Ss attention to the fact that knowledge of the self or self-awareness is an essential aspect of personal and spiritual development. Point out that we can only truly grow as individuals, become a better version of ourselves and experience spiritual fulfilment when we have a conscious awareness of our thoughts, feelings, strengths and weaknesses.
- Draw Ss' attention to the picture (a young child is looking at her reflection in a puddle and has put her hand into the water in an attempt to touch her reflection).
- Ask them what they think the connection between the quotations and the picture is. (*The picture represents the process of self-discovery/self-awareness. It may also reflect the deeper layers of oneself, which can only be revealed through the process of introspection.*) Keep in mind that there are no wrong or right answers, as the nature of this picture makes it open to a number of interpretations. You should nevertheless encourage Ss to keep the topic of discussion in mind when trying to establish the underlying connection.

Suggested answers

- 'Rather, man, against himself, will be a witness.' - This means that we all bear witness to our wrongdoings. We can, therefore, neither hide from them nor provide excuses that will justify them.
- 'Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing.' - I think this means that when you know yourself, you are aware of your strengths and weaknesses and can, therefore, benefit from both your successes and failures.
- 'What is necessary to change a person is to change his awareness of himself.' - I personally think that this means that the key to personal growth and development lies in developing a clear understanding of important aspects of yourself, such as your strengths and weaknesses. When you have a limited or a distorted perception of yourself you lack the insight and, thus, the ability to change.
- 'Self-awareness involves deep personal honesty. It comes from asking and answering hard questions.' - This obviously means that getting to know yourself involves asking yourself probing questions, which if answered truthfully would help you discover important things about yourself. Telling yourself the truth, facing reality even if it is unpleasant and being sincere to yourself about your intentions, views, etc. is essential for personal growth and development. When you hide from the truth or consciously/unconsciously protect yourself from it, you cannot grow, change or move forward in life. You keep making the same mistakes.

- Well, I understand self-awareness to be a life-long endeavour that can help you grow into an increasingly better version of yourself. It involves becoming conscious not only of your thoughts but also of things such as your feelings, habits, actions and discourse and trying to make the most of your experiences.
- Developing a deeper understanding of yourself helps you identify your motives, weaknesses and strengths. This can help give direction to your efforts to grow as an individual and achieve your goals. An awareness of yourself can also go a long way towards making you a better person by making you more aware of yourself in relation to other people, which benefits not only you but also the people who you interact with.

Optional activity

- Tell Ss that you would like them to keep a journal for the duration of two weeks, or until you reach the writing task on page 87.
- Ss are required to keep a written record of their personal experiences. This involves reflecting on their thoughts, feelings, successes and failures. It also involves making observations about themselves, such as how they responded to a specific situation, person or challenge and what they learnt about themselves.
- Point out that they should write in their journal every day, preferably at the end of the day, and use the first person singular. The entries do not have to be very long or detailed. They should, however, show that Ss have taken the time to reflect on the events of the day before committing pen to paper.
- The task aims to give Ss the opportunity to get in touch with their thoughts and feelings, to identify certain patterns of behaviour that they engage in and to develop a clearer perspective of their character and their strengths and weaknesses. In short, it aims to help them gain crucial insight about themselves.
- The task is more about getting Ss to engage in the awareness-raising process of chronicling their personal experiences than about using the English language. For this reason, **lower-performing Ss** can be given the option of using their mother tongue when making their entries in their journals. This is not a problem as they will be expected to use the English language when they do the Writing activity on page 87, which requires them to relay the insights they have gained during the process. **Higher-performing Ss** should, however, be encouraged to use the English language when making their entries. They should also be instructed to use learning resources, such as dictionaries.
- Note that you will not have to correct the Ss' journal entries. However, before doing the Speaking activity on p. 87, you must check that Ss have done what they were requested to do. You may also ask Ss to bring their journals to school after the first week so that you can check on the progress they have made. Doing so will encourage Ss to make an effort.

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

Discuss:

Read the quotations about self-awareness and answer the questions that follow.

'Rather, man, against himself, will be a witness.'
(The Holy Qur'an 75:14)

'Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing.'

'What is necessary to change a person is to change his awareness of himself.'

'Self-awareness involves deep personal honesty. It comes from asking and answering hard questions.'

- What point does each quotation make?
- Based on the quotations, what do you understand self-awareness to be?
 - How can you benefit from increasing your self-awareness?

In this module you will...

- discuss issues relating to self-awareness, personality traits, values, goals and relationships with family and friends
- learn vocabulary relating to personality traits, idioms with *break*, and to distinguish between easily confused words
- learn how to refer to, define, and give additional information about people, places and things
- learn how to refer to countable and uncountable nouns and describe quantity using quantifiers
- learn how to ask and answer questions about personality, values, strengths, weaknesses, emotions, goals and ambitions
- learn how to make speculations and express agreement and disagreement
- write an opinion essay



Reading

A. Discuss in pairs/groups.

- What do you know about personality types?
- Are you more introvert (focused on your inner world) or more extrovert (focused on other people and the outer world)?
- Describe some of the most striking features of your personality.

B. Read a description of four different personality types and choose the one you think best describes your personality. Explain why.

A. The Keepers

People belonging in this category consider security and stability to be very important, and therefore they are not fond of change. They also give importance to tradition and believe that rules should be respected. They are individuals who can be very kind and **trustworthy**, and they dislike breaking promises. They display patience and have a very good ability to concentrate. They get disappointed if others let them down because it is something that they try to avoid doing. They pay attention to detail and can be very **sensitive**; however, sometimes they might find it difficult to cope with criticism or conflict with other people.

B. The Free Spirits

This category describes people who are confident and **spontaneous**, and therefore planning things is not their cup of tea. They are generally sociable, extrovert and direct. They enjoy being the centre of attention and are usually very popular. They are adventurous types and they enjoy action. They don't enjoy theoretical ideas or philosophical discussions, which they usually consider to be a bore. This category dislikes rules and laws and believes them to be mere suggestions rather than strict principles that somebody should live by. These individuals are usually optimistic and always work hard to achieve their goals. However, they can get bored easily if something does not excite them.

C. The Scholars

This category describes personalities which exhibit strong intuition and logic. These are people who put reason above all other things. They are very rational and quick-witted people and display excellent communication skills. People belonging in this category are natural-born leaders because of their decisiveness and willpower. They dislike showing emotion and consider it to be a sign of weakness. This does not mean that these individuals cannot be **compassionate**; they can show understanding for people who are suffering. However, it is an area which they could try to develop more. Some of the individuals in this group can be very shy when meeting new people, but they are very friendly when they interact with people they know. They are also individuals who can be very honest but at times can also be considered rude.

D. The Dreamers

The people who belong in this category are very imaginative and observant. They are usually people who are shy or introvert. They are emotional and believe that feelings should be expressed and not hidden. Some of the people that have this personality type can be **mesmerising** when giving a speech or talking to others, while others have excellent writing skills. They also don't like conforming but prefer to take their own path instead of following others. However, their sensitivity, which can make them overthink situations or other people's feelings, can sometimes cause them a lot of stress.

Learning Standards

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

Vocabulary

abstract concept be fond of bore (n.)
 break a promise category characteristic
 concentrate conflict (n.) conform criticism
 decisiveness emotion excite exhibit (v.) extrovert
 in control of interact introvert intuition
 let down logic mere natural-born philosophical
 principle reason sense sensitivity stability
 the centre of attention theoretical willpower

Personality adjectives

compassionate direct emotional mesmerising
 observant quick-witted rational reliable sensitive
 spontaneous trustworthy

Reading

A. S1.1

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

Suggested answers

- I know that people can be considered as belonging to different personality types, such as 'team players', 'loners', 'thinkers' and 'doers', etc.
- I think I am more introvert than extrovert. I am shy and quiet and would rather spend time on my own than with other people.
- Well, I consider my independent nature to be one of my most striking features. I enjoy working alone and like being challenged to find solutions to novel problems.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*a personality quiz*) and where it might be found (*in a magazine or on a website*).
- Ask Ss if they have ever taken a personality quiz and what the results said about their personality.
- Ask Ss to read through the four personality types.
- Allow Ss some time to choose the personality type that best describes their personality.
- Elicit answers. Remind Ss that there is no right or wrong answer and that people have different personality traits. Personality types are broader categories that describe people with similar personality traits.

C. R2.1

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

Text A

Why don't the Keepers like change? Because they consider stability and security to be very important.

What is it that they find important about tradition? They believe that rules should be respected.

What else do they dislike? breaking promises

What disappoints them? Why? It disappoints them when others let them down, because it is something that they try to avoid doing.

What is difficult for them? coping with criticism or conflict with other people

Text B

Why is planning things difficult for the Free Spirits? Because they are confident and spontaneous.

What are some personality traits that they have? They are generally sociable, extrovert and direct. They enjoy being the centre of attention and are usually very popular.

Do they enjoy theoretical ideas? No, they don't. They don't enjoy theoretical ideas or philosophical discussions because they consider them to be a bore.

Why do they dislike rules? Because they consider rules to be mere suggestions rather than strict principles that somebody should live by.

When do they get bored? They get bored if something does not excite them.

Text C

What are the main qualities the Scholars show? They exhibit strong intuition and logic.

What do they put above all other things? Why? They put reason above all other things because they are very rational people.

Why are they considered natural-born leaders? Because of their decisiveness and willpower.

What do they dislike doing? Why? They dislike showing emotion because they consider them to be a sign of weakness.

Can they be compassionate? Yes, they can. They can show understanding for people who are suffering.

How do they act when they meet new people? They can be very shy, but they are very friendly with people they know.

Text D

What are the main personality traits of the Dreamers? They are imaginative and observant, but also shy and introvert.

Do they express their feelings? Yes. They are emotional and believe that feelings should be expressed, not hidden.

Why are some of them considered to be good public speakers? Because they can be mesmerising when giving a speech or talking to others.

Why do they take their own path? Because they don't like conforming.

What is the result of their sensitivity? It can make them overthink situations or other people's feelings, which causes them a lot of stress.

- Draw Ss' attention to activity C.
- Have Ss read through the questions and make sure they do not have any unknown words.
- Have Ss do the quiz. Explain to Ss that they should count how many answers they have from each category / personality type (A, B, C or D) so as to find out which category they belong in. If they have the same number of answers from two categories, explain that they may have personality traits from both categories.
- To help **lower-performing Ss**, put Ss into small heterogeneous groups and ask them to compare and explain their choices. Encourage **higher-performing Ss** to maintain discourse interaction by questioning other group members.
- Ask Ss the questions in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

Yes, it is. It's category A. I have quite a few of the characteristics described in this category. Firstly, I genuinely value security and stability and, as a result, I find it difficult to adapt to new situations and hate change. I also value honesty and never break my promises. My word is my bond. In other words, I always do what I have promised to do. In addition, I pay very close attention to detail.

D. R2.1 

- Draw Ss attention to activity D.
- Have Ss read through the descriptions of the people and match them with the personality types A-D.
- Allow Ss some time to do the activity.
- Check the answers with the class.
- Ask Ss to provide justification by indicating where they found their answers in the texts.
- Elicit which QNCF values Ss associate with the four personality types (e.g. respect and compassion: Keepers; positivity and endeavour: Free Spirits; personal rights, responsibilities and integrity: Keepers, Scholars).

1. D 2. C 3. B 4. A 5. A 6. B 7. C 8. D

E. R4.1, R4.2 

- Ask Ss to read through the meanings 1-5 and make sure they do not have any unknown words.
- Ask Ss to look at the highlighted words in the text.
- Encourage Ss to try to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

1. mesmerising
2. sensitive
3. compassionate
4. trustworthy
5. spontaneous

- Ask Ss if they know what parts of speech (e.g. adjectives, nouns, adverbs, etc.) the words in exercise E are (*they are adjectives*).
- Instruct Ss to find additional adjectives that describe personality in the text (*kind, confident, sociable, extrovert, direct, popular, adventurous, optimistic, rational, quick-witted, shy, friendly, honest, rude, imaginative, observant, introvert, emotional*).
- Ask Ss if they know the meaning of any of these words.
- Instruct Ss to use a dictionary to determine the meaning of any of the adjectives they are not familiar with or, alternatively, you may ask **higher-performing Ss** to help you provide a definition or explanation of them.

Optional activity

To help expand Ss' vocabulary on the topic, you may ask them to use a thesaurus to find synonyms/antonyms for the adjectives that appeared in the text. Tell Ss to choose a synonym/antonym that they are familiar with whenever possible, as this will help them make connections and enhance consolidation. You may also encourage Ss to create word webs in a vocabulary notebook. Word webs can be made more intricate and may contain useful information about the target word, such as its definition, what part of speech it is (adjective, noun, verb, etc.), some synonyms and antonyms and even an example sentence. Tell Ss that they can make their word webs interesting using different colours and pictures/drawings.

Note: Graphically organising vocabulary engages higher-order thinking and enhances consolidation and recall.

kind = considerate, compassionate ≠ unkind, mean / **trustworthy** = reliable, dependable ≠ untrustworthy, unreliable / **sensitive** = perceptive, considerate ≠ insensitive, inconsiderate / **confident** = self-assured, bold ≠ unconfident, timid / **spontaneous** = impulsive, uninhibited ≠ inhibited, cautious / **sociable** = friendly, outgoing ≠ unsociable, introvert / **extrovert** = outgoing, sociable ≠ introvert, unsociable / **direct** = honest, open ≠ indirect, evasive / **popular** = well-liked, in, accepted ≠ unpopular, disliked / **adventurous** = daring, bold ≠ unadventurous, cautious / **optimistic** = hopeful, positive ≠ pessimistic, negative / **rational** = logical, sensible ≠ irrational, foolish / **quick-witted** = clever, smart ≠ dimwitted, slow-witted / **compassionate** = kind-hearted, sympathetic ≠ uncompassionate, unsympathetic / **shy** = introvert, reserved ≠ outgoing, unreserved / **friendly** = sociable, outgoing ≠ unfriendly, distant / **honest** = direct, truthful, sincere ≠ dishonest, insincere / **rude** = impolite, disrespectful, ill-mannered ≠ polite, respectful, well-mannered / **imaginative** = creative, inventive ≠ unimaginative, unimaginative / **observant** = attentive, perceptive ≠ unobservant, inattentive / **introvert** = shy, reserved ≠ extrovert, outgoing / **emotional** = sensitive, passionate ≠ unemotional, insensitive, indifferent / **mesmerising** = fascinating, captivating ≠ boring, dull

F. S2.2, S2.3  

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

Suggested answers

- A good friend has to be compassionate, supportive and reliable, because he or she should help you through difficult times. It also helps if he or she is honest, because it's important to have friends who can be trusted to tell you the truth.
- The member of my family that I admire most is my father. My father is dependable, honest, open-minded and optimistic. I know that I can always turn to him for some sound advice, not only because he has my best interests in mind but also because he is willing to consider ideas that are new or different to his own. He is also very optimistic and helps to cheer me up when I am feeling down or out of sorts. His optimism is often a source of inspiration to me. It makes me think that there is always a positive side to a difficult or unpleasant situation.

Optional activity

The instructions here concern the Grammar Production task which is introduced on page 85. They are given in advance so that you may prepare ahead of time for the task. Ss must be instructed to bring eight pictures from magazines, newspapers or websites for the next lesson. These should depict people (a famous person or a person that practices a specific occupation), animals (e.g. a falcon, a camel), places (a landmark, e.g. Katara Mosque, or a place commonly used by everyone, e.g. a library, a supermarket) and things (items of food, useful everyday items, e.g. a laptop, toothbrush). These pictures will be used to play a guessing game. The game requires Ss to use relative clauses to provide clues about what is depicted in their pictures so that the other members of their group can guess what it is.

Note: Tell Ss to bring their journals to the next lesson so that you may check their progress.

C.  Now, do the quiz and see which personality type you are. Is it the same as the one you chose in the previous activity? Which of the characteristics described in the category have you got?

QUIZ

1

I like to be in control of my life and I don't like unpredictable situations.

I agree **A**

I disagree **B**

2

I tend to rely on my feelings more than my thoughts.

I agree **D**

I disagree **C**

3

I am more interested in philosophical discussions than practical matters.

I agree **D**

I disagree **B**

4

I prefer to use reason to solve a personal problem rather than emotion.

I agree **C**

I disagree **D**

5

I hardly ever focus on the future, but prefer to deal with the present.

I agree **B**

I disagree **C**

6

I think that a logical decision is better, even if it hurts somebody's feelings.

I agree **A**

I disagree **D**

7

I believe that rules are meant to be followed.

I agree **A**

I disagree **B**

8

If somebody criticises me, it affects me emotionally.

I agree **A**

I disagree **C**

After you have done the quiz, count how many answers you have from each category/personality type (A, B, C or D) to see which category you belong in. If you have the same number of answers from two categories, this might be because you have certain characteristics from both categories.

D.  Which personality type (A, B, C or D) do you think each of the people 1-8 belong in?

- a person who is considered a fascinating speaker
- a person who never wants others to see him/her crying
- a person who wouldn't enjoy a conversation about abstract concepts
- a person who is very reliable and hardly ever disappoints others
- a person who cannot deal with negative comments from others easily
- a person who would like to do extreme sports
- a person you can depend on to tell the truth
- a person who shows deep concern for other people's feelings

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

- able to hold somebody's attention completely:

- easily upset by what other people say about you:

- showing kindness to others:

- reliable and able to be trusted:

- willing to do things without planning them:

F.  Discuss in pairs/groups.

- What personality traits do you consider important in a friend? Why?
- Think of a member of your family that you admire. What personality traits make this person admirable? Why?



Vocabulary

A. Look at the following adjectives and their definitions, and complete the sentences with an appropriate adjective relating to people's personalities.

aggressive = angry and violent

ambitious = wanting to achieve success in sth/life

conscientious = making an effort to do things carefully and correctly

greedy = never being satisfied with what one has; always wanting more

selfish = caring only about one's own interests

snobbish = looking down on others, believing oneself to be better than them

stubborn = not willing to change

tolerant = able to accept other people's views or behaviour

irritable = becoming angry or annoyed easily

generous = willing to give money, time, help, etc. to others

- I can accept all sorts of behaviour but I am not _____ of liars!
- You know what? You're turning into a(n) _____ old man who is never happy and complains about everything.
- Some people are _____ and think that they never have enough money.
- Noora has always been _____ towards the poor. She often makes donations to different organisations.
- When their team started losing, the fans became _____ and started shouting at the referee.
- The _____ sister did not let her siblings use her computer.
- Talal was a(n) _____ student at school, but he's changed. He doesn't study at all at university!
- Adrian won't change his mind about this; he's so _____.
- Maria is a(n) _____ person who thinks that people who have less money than her aren't as good as she is.
- Mohammed is extremely _____. He wants to start his own business immediately after he finishes university.

B. Look at the extract from text A on page 82. What does the phrase in bold mean?

...and they dislike **breaking promises**.

Match the idioms 1-8 with the meanings a-h.

- | | |
|--------------------------|--------------------------|
| 1. break the news | <input type="checkbox"/> |
| 2. break a/the habit | <input type="checkbox"/> |
| 3. break the ice | <input type="checkbox"/> |
| 4. break the law | <input type="checkbox"/> |
| 5. break a/the record | <input type="checkbox"/> |
| 6. break the rules | <input type="checkbox"/> |
| 7. break the silence | <input type="checkbox"/> |
| 8. break someone's heart | <input type="checkbox"/> |

- to beat a previous record
- to do something illegal
- to make someone feel very sad
- to stop or give up doing something you usually did
- to say something or make a noise after a period of quiet
- to make something, usually unpleasant, known to someone
- to refuse to obey common standards of behaviour
- to make people feel relaxed by saying or doing something, especially at the beginning of a discussion, meeting, lesson, etc.

C. Complete the sentences using the correct form of the idioms above.

- It was a quiet, beautiful morning... Suddenly, the sound of a police siren _____.
- I'm sorry to be the one to _____ to you, but somebody just crashed into your parked car.
- Whoever doesn't buy a ticket before getting on the train is _____.
- Before he started his lecture, Professor Richards told a joke in order to _____.
- It nearly _____ when her pet cat died.
- Students who _____ at this school will be in serious trouble.
- After a lifetime of smoking, Tony found it hard to _____.
- He wanted to _____ for the 100-metre race, but he just couldn't run fast enough.



Functions

Defining people, places, things and ideas

Structures

Defining and non-defining relative clauses

Vocabulary

award (n./v.) liar look down on obey sibling
standard the poor

Personality adjectives

aggressive ambitious conscientious generous
greedy irritable selfish snobbish stubborn
tolerant violent

Idioms with *break*

break a/the habit break a/the record break sb's heart
break the ice break the law break the news
break the rules break the silence

Vocabulary

A.

- Ask Ss to read through the adjectives and their meanings, and check their understanding.
- Ask Ss to identify which adjectives have a positive meaning, which a negative meaning and which both a positive and negative meaning (**negative:** aggressive, greedy, selfish, snobbish, stubborn, irritable / **positive:** conscientious, generous / **both:** - ambitious, tolerant).
- Ask Ss to justify why the adjectives *ambitious* and *tolerant* may be considered to have both a negative and a positive meaning. (For instance, being ambitious may be considered positive because it drives people to accomplish things and makes them resilient to failure. However, being overly or ruthlessly ambitious is clearly negative because it makes people oblivious to the consequences of their actions. It may also blur the line between right and wrong. In the same way, being tolerant is considered positive in that it enables you to accept differences and leads to acceptance and understanding. However, being excessively tolerant is bad because it may result in one putting up with behaviour that is unacceptable. For example, many modern parents are tolerant of rude, selfish or insensitive behaviour displayed by their children.)
- Have Ss read the sentences 1-10 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|---------------|------------------|
| 1. tolerant | 6. selfish |
| 2. irritable | 7. conscientious |
| 3. greedy | 8. stubborn |
| 4. generous | 9. snobbish |
| 5. aggressive | 10. ambitious |

B.

- Ask Ss to find the extract in the text and tell them to try to determine the meaning from the context.
- Elicit an answer.

not to keep a promise

- Ask Ss to read through the idiomatic expressions 1-8 and their meanings a-h, and have them do the activity.
- Check the answers with the class.

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

C.

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

- | | |
|----------------------|---------------------|
| 1. broke the silence | 5. broke her heart |
| 2. break the news | 6. break the rules |
| 3. breaking the law | 7. break the habit |
| 4. break the ice | 8. break the record |

- To challenge **higher-performing Ss**, you may have them write sentences on a piece of paper using the idioms they have learnt. You may then collect these pieces of paper and write some of these sentences on the board making sure to omit the idioms. You may then have **lower-performing Ss** complete the sentences using the target vocabulary.

Grammar

A.

- Ask Ss to read through the sentences 1-6 and draw their attention to the words in blue.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

B.

- Have Ss read the sentences a-d and answer the questions.
- Check the answers with the class.

1. In sentences b and c. (These are defining relative clauses.)
2. In sentences a and d. (These are non-defining relative clauses.)
3. In sentences a and d, the relative clauses are separated by commas, which set them apart from the main clause.
4. In sentences b and c.
5. In sentence c.
6. In sentence d.

KEY

- Ask Ss to find examples in the text on page 82 (*They are individuals who can be very kind ... / ... because it is something that they try to avoid doing. / ... philosophical discussions, which they usually consider to be a bore, etc.*).
- For further practice, ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 165).

C.

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

- | | |
|-------------|--------------------|
| 1. which | 6. (who/whom/that) |
| 2. who/that | 7. which |
| 3. when | 8. whose |
| 4. whose | 9. (which/that) |
| 5. where | |

KEY

- In sentences 2, 6 & 9, *who/whom/which* can be replaced by *that*. In sentences 6 & 9, the relative pronoun can be omitted.

D.

- Have Ss read the sentences 1-6 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. We stayed at the Grand Canyon Suites, which is a five-star hotel.
2. James, whose sister won a medal in the Olympic Games, lives on the first floor.
3. I always get out of bed when my alarm clock goes off.
4. This house, where a famous author was born in the 20th century, has been turned into a museum.
5. My brother is talking to a man who/that is his Science teacher. / The man who/that my brother is talking to is his science teacher.
6. Did you find the CD (which/that) you were looking for?
 - In sentences 5 & 6, *which* can be replaced by *that*. In sentence 6, the relative pronoun can be omitted.

KEY

E.

- Ask Ss to go to the Grammar Production task in the Speaking Activities section.
- Divide Ss into groups of three or four depending on the size of your class.
- Instruct Ss to take out the pictures they were told to bring to class and to keep them concealed so that the other members of their group do not see them. If some of your Ss have neglected to bring pictures with them, have them write eight names on separate pieces of paper. The names should be of people, places, landmarks, animals, items of food and everyday items.
- Ask Ss to read through the rubric and the example, and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.

Note: Tell Ss to bring their journals to the next lesson so that they can use this information when they do the questionnaire on page 87.

Grammar Defining and non-defining relative clauses → p. 166

A. Read the following sentences and answer the questions that follow.

1. That's the hospital **where** Ali works.
2. Saturday is the only day **when** I go out with friends.
3. The woman **who** helped me find my car keys lives next door.
4. That is the woman to **whom** I was referring.
5. The man **whose** son won the race is a doctor.
6. The house **which** is next to mine has a swimming pool.

Which pronoun/adverb refers to:

- a. people?
- b. a place?
- c. time?
- d. a thing or an idea?
- e. possession?

B. Read the sentences below and answer the questions that follow.

- a. Pulitzer Prizes, which are awards for achievements in journalism, literature and music, are awarded every year in April.
- b. Habits which are considered good for our health include working out and getting a good night's sleep.
- c. The reasons which he gave for quitting his job didn't make sense.
- d. Hamad offered to help me with my project, which was very nice of him.

1. In which sentence(s) does the relative clause provide information which is needed to understand the sentence?
2. In which sentence(s) does the relative clause provide extra information about the person, thing or idea it refers to?
3. How is this indicated by the punctuation?
4. Can **which** be replaced by **that** in any of these sentences? Which one(s)?
5. In which sentence(s) can the relative pronoun be omitted?
6. In which sentence(s) does the relative pronoun refer to the whole preceding clause?

C. Complete the sentences with *who, whom, which, whose, when* or *where*. In which sentences can *that* replace the relative pronoun? In which of them can the relative pronoun be omitted?

1. Our modern-day lifestyle, _____ leaves us with little or no spare time, has a negative effect on our health.
2. There are those _____ believe that social networking sites have a positive impact on people's social lives.
3. There was a time _____ I enjoyed staying indoors, but now I like being outdoors.
4. I don't like people _____ mood changes from one moment to the next.
5. The restaurant _____ I worked before getting married is owned by an old woman.
6. The people _____ I trust to give me good advice are usually family members.
7. The house in _____ we lived when I was young is now my sister's.
8. Carol, _____ husband is Spanish, has just been offered a job in Australia.
9. The film _____ I watched last night was depressing.

D. Join the sentences using *who, which, whose, when* or *where*. Add commas where necessary. In which sentences can *that* replace the relative pronoun? In which of them can the relative pronoun be omitted?

1. We stayed at the Grand Canyon Suites. It is a five-star hotel.

2. James lives on the first floor. His sister won a medal in the Olympic Games.

3. My alarm clock goes off. I always get out of bed at that time.

4. This house has been turned into a museum. A famous author was born there in the 20th century.

5. My brother is talking to a man. The man is my brother's science teacher.

6. You were looking for a CD. Did you find it?

E. Work in groups. Turn to page 157 in the Speaking Activities section and do the Grammar Production Task.

Listening

A. Discuss in pairs/groups.

- What personality traits play an important role in helping a person achieve success?
- Do you think you have any of the traits you mentioned above? If yes, which ones?
- Which of these personality traits do you feel you lack and would like to develop?

B. You will hear part of a radio programme. What is its purpose?

1. to entertain the audience by telling them a funny story from a famous person's life
2. to inform the audience about the life and achievements of a famous person
3. to express the speaker's opinion about a famous person
4. to instruct the audience on how to achieve success similar to that of a famous person

C. Listen to the radio programme again and write T for True or F for False.

1. As a baby, Helen seemed to be developing certain skills earlier than expected.
2. Helen lost her ability to see and hear after burning up with fever for several days.
3. The person who suggested that Anne become Helen's instructor was a famous inventor.
4. Helen's instructor was also deaf and blind.
5. The word *water* was one of the first words that Anne taught Helen.
6. Helen became skilled at reading a number of foreign languages.
7. Helen was in her thirties when she got her Bachelor of Arts degree.
8. The last book that Helen wrote was her autobiography.

D. Now choose from the statements below the key features of the biographical account that you heard. Tick those that apply.

The biographical account:

1. presents information that is real or factual.
2. provides an account of the speaker's life.
3. presents the information using the first person.
4. includes key dates and time references.
5. presents the information in chronological order using past tenses.
6. focuses on one aspect of the person's life.

E. Discuss in pairs/groups.

- What is your opinion of Helen Keller?
- Which of the personality traits that you mentioned above do you think Helen Keller had?
- Tell your partner/s about a person, famous or otherwise, who has overcome huge difficulties to achieve greatness.

Helen Keller

Learning Standards

SB: S1.1, L1.1, L2.5, L2.1, S2.2, S2.3, W1.1, W1.3, S2.2, W1.5

Functions

Asking and answering personal questions

Vocabulary

accomplishment account autobiography blind
chronological order deaf fever greatness instructor
lack obstacle pursuit

Listening

A. S1.1

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

Suggested answers

- To achieve greatness, one must be very ambitious, focused, disciplined, determined, committed, persistent, hard-working, adaptable, self-confident, resourceful and vigilant.
- Well, I am very hard-working, committed and determined. If I am given something to do, I will do it to the best of my abilities.
- I lack ambition and focus in that I don't have any clear-cut and defined goals for myself. I am also a creature of habit and find it difficult to adapt to new situations.

B. L1.1, L2.5

- Ask Ss to read the rubric and the options 1-4, and make sure they do not have any unknown words.
- Play the recording and have Ss listen.
- Check the answer with the class.

2

C. L2.1

- Have Ss read through the statements 1-8 and check their understanding.
- Play the recording a second time and have Ss do the activity.
- Check the answers with the class.

1. T 2. T 3. F 4. F 5. T 6. T 7. F 8. F

D. L2.5

- Ask Ss to read the rubric and the statements 1-6, and check their understanding.
- Have Ss do the activity. If need be, you may play the recording a third time.
- Check the answers with the class.

1, 4, 5

E. S2.2, S2.3

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

Suggested answers

- Helen Keller sounds like an amazing woman. Her willpower and determination are without a doubt admirable. She was obviously a very strong and resilient person.
- For her to make such a success of herself, she must have had all the personality traits that I mentioned earlier.
- Well, my father lost his parents in a car accident at the age of 14. This kind of experience can obviously serve as a serious obstacle in your life, especially at this age when you are still not fully developed as an individual. It is a life-changing event that shatters your sense of stability and security. My father, nevertheless, found the strength to move on in his life. He developed a positive outlook and excelled both at school and, later, at university. He is now a very successful businessman and philanthropist. He is a very well-rounded, optimistic, kind, charitable and charismatic man. I think his parents would have been very proud of him.

Speaking

W1.1, W1.3, S1.1, S2.2

- Draw Ss' attention to the Speaking activity.
- Explain to Ss that they will work on their own first and then in pairs to share their responses to the questions with their partner.
- Ask Ss to read the rubric and the questions on the questionnaire, and check their understanding.
- Tell them that they must think about the questions and answer them as truthfully as they can. Inform them that they must use the insights they gained about themselves during the awareness-raising process of chronicling their personal experiences.
- Draw Ss' attention to the last question in the questionnaire and inform them that goals may concern any aspect of their lives. They may be career-oriented, financial, educational, spiritual or health-related. They may even be related to character development or personal growth.
- Have Ss answer the questions on the questionnaire.
- To help **lower-performing Ss**, elicit key words from the whole class and write some on the board for each question, e.g. **1.** shy / confident / friendly, **2.** family / hobbies / goals, **3.** I always finish what I start / I help people when I can, etc.
- Pair Ss up and have them share their responses to the questions.
- Go around the class helping Ss when necessary.
- Choose some Ss to share their insights with the class.
- Point out to Ss that the process of discovering oneself and using one's insights to grow as an individual is a lifelong process.

Suggested answers

HEV

- I would describe myself as an honest person. I always try to tell the truth, and I believe I am trustworthy and open with people. I think I am also quite responsible, because I often have to help look after my younger brother and set a good example for him.
- My family and friends are very important to me. They support me and care for me, and I try to do the same for them. I think family and friends are one of the strongest influences on a person's character, so it's important to have strong ties with them.
- I think one of my greatest strengths is that I rarely give up. If I decide to do something, I persist and keep trying until I succeed. This also means that I put in a lot of hard work. Another of my strengths is that I find it easy to get on well with people and build strong relationships.
- Possibly my greatest accomplishment was when I won an award for excellence at my school. This took a lot of hard work and effort, but I managed to get really good marks all year. I put in a lot of work, especially in subjects that I was struggling with, and I was very pleased with myself because I learnt that if I try hard enough, I can succeed even at things I find difficult.
- I think my greatest failure was when I failed my English exam. I found English very difficult when I was younger, and I got a terrible mark in the exam in the first year. It was my own fault, because I gave up and stopped trying to study and, as a result, I did really badly. This is why I now always make an effort and keep trying until I succeed - so at least this failure taught me a useful lesson. Next time, I will stay positive and keep trying to the best of my ability.
- Most of the time I feel happy and satisfied with life, because I have my family and my friends, and I enjoy my life. However, I do also feel stress and anxiety, and this is usually caused by school work or exams.
- If I could change something about myself, I would give myself more patience. I find that I often become frustrated when I can't do something, and it takes a lot of willpower to keep going and put in the effort that's needed to become good at it. If I were less impatient, I think I would find this easier.
- In the future, I want to travel abroad to go to university, possibly in the UK or the USA. To do this, I will need to get really good marks at school, so I will need to work very hard. I will also need to make sure my level of English is good enough. I think, with enough hard work, I will be able to do this.

Writing

W1.5

- Have Ss read the rubric and the questions, and check their understanding.
- Ask Ss why setting goals for oneself is important. Inform them that research shows that people who set goals for themselves tend to be more focused and are, therefore, more likely to succeed. The reason is that goals give you a sense of direction, help motivate you, enable you to monitor your progress and make you accountable. Point out that it is easier to accomplish a goal if it is specific, measurable, possible to achieve, relevant to their lives and time-bound. For instance, if you wish to lose weight it is better to say how much weight you wish to lose and by when than to merely state that you wish to lose weight.

- Tell Ss that they are expected to elaborate on a goal that they mentioned in the questionnaire. If, however, they wish to choose another goal to reflect on, they may. The point of the activity is to have Ss seriously consider a goal that they wish to achieve. The process of contemplating a goal will benefit them because it will raise their awareness of goal-setting and how to approach it.
- Remind Ss that to successfully accomplish the task they must answer all the questions.
- Point out that they must use a variety of linking words to connect their ideas and create a coherent and cohesive text.
- Allow Ss enough time to do the activity in class.
- Ask some Ss to volunteer to read out their response.

Suggested answer

HEV

My goal for the future is to enter university and study something to do with the environment, probably to do with plants that can survive in salt water or to do with the fishing industry. This is important to me because I take food and the environment very seriously, and if I study one of these subjects, I could do something very beneficial for my country in the future.

In order to achieve my goal, I will need to get very good marks at school and make sure my English is good so I can read international scientific papers and journals. The personal skills I will need to develop include good coping, time management and organisational skills. I will also have to become a lot more disciplined, focused, self-reliant and responsible.

Concerning the sacrifices I will have to make, I will have to spend several years studying really hard, and more importantly, I might be spending time away from my family and friends. I know that this will be very difficult. As for the obstacles I will encounter, it might be difficult to get a place as I will be competing with students from all over the world. The only thing I can do is make sure that I get the best marks I can in all my exams. Hopefully I will have a place at university by the time I finish school. If not, I will take a year off and apply for the following year.

If I manage to achieve this goal, I think I will feel proud of myself, but also relieved. It's something that I've wanted for a long time, so it will be a great feeling. Achieving this goal will obviously mean that I will have the opportunity to get a good job in the future and do something really useful for other people. I suppose my parents will also benefit, because they will feel proud of me. I think my school will also benefit, because I will be able to come back and talk to younger students who want to do something good for their country, and give them advice.

Speaking



The following activity requires you to work individually first, then to pair and share.

1. Work alone to answer the questions on the self-awareness questionnaire.



Discovering Myself



1. How would I describe myself?



2. What is important to me? Why?



3. What are my greatest strengths?



4. What do I consider my greatest accomplishment to be? What did I do that helped me achieve it?



5. What do I consider my greatest failure to be? What could I do differently next time?



6. What emotions do I most often experience and what causes them?



7. What would I like to change about myself? Why?



8. What are my goals and ambitions for the future? How do I plan on accomplishing them?

2. After you have completed the questionnaire, work in pairs and share your responses to the questions above.

Writing



Write a detailed description of one of the goals you mentioned in the questionnaire above. Use the questions below to come up with the details.

1. What is the goal that you wish to achieve?
Remember to make it as specific and realistic as possible.
2. Why is it important to you?
3. What do you need to do to achieve this goal?
4. What personal skills do you need or will you have to develop to achieve this goal?
5. What sacrifices will you have to make?
6. What obstacles might you encounter in your pursuit of this goal?
7. How do you plan on dealing with these obstacles?
8. When would you like to have achieved this goal by?
9. How will you feel when you manage to achieve it?
10. How will achieving this goal impact your life?
11. Will anyone else benefit from you achieving this goal? Who and why?

Reading

A.   Discuss in pairs/groups.

- How would you define the term *values*?
- How important are values in our lives?
- What resources do we obtain our values from?

Read the quotations and answer the questions that follow.

'Education is teaching our children to desire the right things.'

'Intelligence plus character – that is the goal of true education.'

'The aim of education is the knowledge, not of facts, but of values.'

'Education is what remains after one has forgotten what one has learnt in school.'

- What do these quotations have in common and what point are they trying to make?
- To what extent do you agree with these statements?

B.  Read the text quickly and answer the questions that follow.

- 1 When considering the purpose of education, one should take into account that it changes to meet the demands of the times. So, what is the role of education in the 21st century, an era characterised not only by rapid technological and social change but also by a constant flow of easily accessible information? It seems clear to me that education should focus on teaching values. A value-based education will help children develop good morals and strength of character, and will give them a sense of direction in an unpredictable world that is constantly changing.
- 2 To begin with, instilling important moral values in children will go a long way towards building their character. Children with a strong moral character will be better-equipped to deal with the uncertainties of the modern world. Their strong value system will enable them to achieve a higher level of self-awareness and a clearer sense of purpose. They will, as a result, be better decision-makers as they will be able to think critically and make ethical choices. A strong value system will also enable them to maintain a positive attitude and make it easier for them to deal with failure, as they will understand the role that perseverance and hard work play in achieving success.
- 3 In addition, instilling shared values helps children understand the importance of belonging and of contributing to the greater good. If we wish to create a society that lives in peace, understanding and unity and has the ability to make progress, we have to instil the religious, cultural and moral values that we consider important in our children. Doing so will ensure that they will grow up respecting and protecting the value system that forms the basis of our national identity. It will also ensure that they will become responsible, compassionate, contributing members of society.
- 4 Finally, teaching positive human values prepares children for their role as global citizens. The world is becoming increasingly interconnected. This means that children need to develop a value system that will enable them to interact with people that come from completely different cultural backgrounds. They need to develop an appreciation of and respect for different viewpoints and ways of life while maintaining a strong sense of self and cultural identity.
- 5 To sum up, I believe that the main purpose of education in the 21st century is to teach values. Our values are an important part of who we are. They impact our lives by informing our decisions and determining how we approach, view and interact with the world around us. Actively teaching them to students has, in my opinion, never been as important as it is today. In our uncertain times, what greater purpose could there possibly be than fostering children's moral development?

1. What type of text is it?

- a. a story b. a report c. an essay d. an announcement

2. Which option best indicates the purpose of the text?

- a. to outline solutions to a problem
 b. to express the writer's personal opinion on an issue
 c. to outline the findings of a research project and make recommendations
 d. to discuss the advantages and disadvantages of a specific course of action



Learning Standards

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

Vocabulary

accessible admiration appreciation constant
constantly flow (n.) foster identity instil
interconnected maintain moral (n./adj.) perseverance
rapid remain responsible sense steady
uncertainty unpredictable

Reading

A. S1.1, S2.3

- Have Ss read the questions and the quotes, and check their understanding.
- Elicit answers and initiate a short discussion.

Suggested answers

- A person's values are his/her guiding principles or the beliefs that determine his/her perception of what is important and what is right or wrong.
- Our values are incredibly important, because they influence the choices we make in our lives.
- We obtain our values from the Holy Qur'an and the Sunnah.
- All of these quotations address the issue of education and the importance of teaching values. Our needs, wants and desires, as well as the decisions we make, are a reflection of our values and beliefs. The first and third quotations are, thus, saying that the main purpose of education is the teaching of values as they guide our actions and determine the choices we make. The second quotation suggests that education is not limited to building a person's ability to think and understand. True education is only achieved when equal attention is paid to the building of a person's character. A person of character values integrity and is ethical, consistent, responsible and compassionate. He/She is, thus, of service to society. The fourth quotation stresses the fact that the factual information that we learn at school is forgotten over time, and what is left is the character we have built in the process of learning. What we learn has thus got a powerful effect on us, in that it shapes our minds, beliefs, characters and behaviour. When viewed in this light, it becomes evident that the teaching of values is an essential part of education.
- Regarding to what extent I agree with these quotations, I would say that I agree wholeheartedly with all four statements. Children and teenagers are still in the process of developing not only physically and cognitively but also socially, emotionally and morally. The instillation of values should, thus, constitute a primary goal of education. Individuals with a strong moral fibre are well-balanced individuals and constitute an asset to society.

- Draw Ss attention to the pictures and ask them to tell you what values they reflect (faith/religion, family, charity, justice/equality, cultural heritage and traditions, learning / the pursuit of knowledge). To help **lower-performing Ss**, you may provide them with a jumbled version of the list above and have them identify the values being depicted.
- Ask Ss why these values are important.
- Elicit answers and initiate a short discussion.

B. R2.3

- Ask Ss to read through the rubric, the questions and the options and check their understanding.

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

1. c 2. b 

C. R2.1

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

What is the 21st century characterised by? rapid technological and social change and a constant flow of easily accessible information

What will a value-based education help children develop? good morals and strength of character

What will a value-based education give children? a sense of direction

What will children with a strong moral character be better-equipped to deal with? the uncertainties of the modern world
What will they most likely be? better decision-makers

Why will they most likely be better decision-makers? Because their strong value system will enable them to think critically and make ethical choices.

What will a strong value system give them? a clearer sense of purpose

What will a strong value system help them maintain? a positive attitude

What will they have a better understanding of? the importance of perseverance and hard work in achieving success

What do we need to do if we wish to create a society that lives in peace, understanding and unity and has the ability to make progress? instil the religious, cultural and moral values that we consider important in our children

What will instilling the religious, cultural and moral values that we consider important in our children do? It will ensure that they will grow up respecting and protecting the value system that forms the basis of our national identity, and that they will become responsible, compassionate, contributing members of society.

What is the world becoming? increasingly interconnected

What do children need to do? develop a value system that will enable them to interact with people that come from completely different cultural backgrounds

What do they need to develop? an appreciation of and respect for different viewpoints and ways of life

What do they need to maintain? a strong sense of self and cultural identity

How do our values impact our lives? by informing our decisions and determining how we approach, view and interact with the world around us

What does the writer say has never been more important than it is today? actively teaching values to students

- Draw Ss' attention to activity C1.
- Have Ss read the rubric and the summary, and check their understanding.
- Tell Ss that they must find one suitable word from the passage for each gap.
- Allow Ss enough time to do the activity.
- To help **lower-performing Ss**, you may provide them with the first letter of each missing word, or with a jumbled list of the missing words so that they have to choose the correct one for each gap.
- Check the answers with the class.

- | | |
|------------------|------------------|
| a. values | f. shared |
| b. unpredictable | g. belonging |
| c. character | h. compassionate |
| d. ethical | i. global |
| e. failure | j. respect |

- Draw Ss' attention to activity C2.
- Have Ss read the rubric and the options and check their understanding.
- Point out that one of the options will be used more than once.
- Allow Ss enough time to do the activity.
- Check the answers with the class, asking for context clues.

- a. 2** (...they will understand the role that perseverance and hard work play in achieving success.)
- b. 1** (So, what is the role of education in the 21st century, an era characterised not only by rapid technological and social change but also by a constant flow of easily accessible information?)
- c. 4** (The world is becoming increasingly interconnected.)
- d. 3** (If we wish to create a society that lives in peace, understanding and unity and has the ability to make progress, we have to instil the religious, cultural and moral values that we consider important in our children. Doing so will ensure that they will grow up respecting and protecting the value system that forms the basis of our national identity.)
- e. 5** (In our uncertain times, what greater purpose could there possibly be than fostering children's moral development?)
- f. 1** (When considering the purpose of education, one should take into account that it changes to meet the demands of the times.)

D. R4.1, R4.2

- Draw Ss' attention to the highlighted words in the text.
- Explain to Ss that they should try to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

- Encourage Ss to find the meanings of the unknown words in a dictionary. Encourage **higher-performing Ss** to use the words in new sentences.

E. R2.3

- Ask Ss to read the questions and check their understanding.
- Draw Ss' attention to the underlined sentences in the text, and explain that these sentences are called topic sentences.
- To help **lower-performing Ss**, you may write the following two options on the board and have them choose the one that best outlines the function of the underlined topic sentences:
 - to introduce the main idea of the paragraph
 - to summarise what the writer has said in the previous paragraph
- Ask Ss the questions and discuss their answers as a class.

1. Their purpose is to introduce the central idea of the paragraph. Topic sentences usually feature as the first sentence in a paragraph.
2. Topic sentences introduce the main idea, while the sentences that follow serve to develop the ideas presented by expanding on them and giving examples.
3. Topic sentences make both reading and writing a text easier as they present the single unifying idea of a paragraph. Topic sentences allow the writer of the essay to present his/her points in an organised fashion. This improves the readability of the text and makes it easier for the reader to follow the writer's argumentation.

F. S1.1

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

Suggested answers

- Yes, I do. I think that values should be a key focus of education, and that the aim of schooling should indeed be to instil values rather than to merely pass on factual information. Information changes over time and can be acquired when needed, while values require a lot of time and effort to build. In addition, young minds are more impressionable. This presents a unique opportunity as instilling positive values can help shape their character. I think that teaching values is the first step to building strong, independent-minded, caring, compassionate, responsible individuals with a strong moral backbone.
- good health, strength of character, strong moral principles, a positive mindset/outlook, a supportive social environment, a natural curiosity and a commitment to learning, 21st-century skills and competencies (collaboration, communication, critical thinking and creativity), etc.

C.  Now read the text carefully and do the activities that follow.

1. Complete the summary using one word from the passage in each gap.

The writer argues that the main aim of education is to teach a _____. He feels this will help create individuals capable of coping with the **b** _____ nature of the era in which we live. He raises three arguments to justify his opinion. The first argument is that values help to develop a child's **c** _____. In discussing this point, he mentions benefits to the child, such as the increased ability to make **d** _____ decisions and to cope with **e** _____. The second argument concerns the role **f** _____ values play in developing children's sense of **g** _____ and their desire to actively contribute to society. He feels that these values make children both responsible and **h** _____. The third argument is about how an awareness of human values promotes **i** _____ citizenship and intercultural appreciation and **j** _____.

2. Indicate which paragraph contains the following information. Write the correct number **1-5** in the boxes **a-f**. One of the options will be used more than once.

- a.** what it takes to succeed
- b.** a question the writer is attempting to answer
- c.** a reference to increased interaction between countries
- d.** the conditions required to create a strong national identity
- e.** a question the writer asks to persuade readers that he is right
- f.** something that must be kept in mind when thinking about the role of education

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

- | | | | |
|------------------|--------------------------|-------------------|--------------------------|
| 1. rapid | <input type="checkbox"/> | 5. perseverance | <input type="checkbox"/> |
| 2. flow | <input type="checkbox"/> | 6. identity | <input type="checkbox"/> |
| 3. unpredictable | <input type="checkbox"/> | 7. interconnected | <input type="checkbox"/> |
| 4. instil | <input type="checkbox"/> | 8. appreciation | <input type="checkbox"/> |

- a.** to put a concept, feeling or idea into somebody's mind
- b.** smooth, steady movement in one direction
- c.** having parts that are somehow joined or linked together
- d.** happening very quickly
- e.** an understanding and admiration of the value that someone or something has
- f.** the quality of not giving up
- g.** likely to change without warning
- h.** the combination of characteristics that defines a person or thing

E.  Read the extract again and answer the questions that follow.

1. What is the function of the underlined sentences in the text?
2. How do these sentences differ from the ones that follow in the paragraph?
3. How does using sentences such as these make writing and reading the text easier?

F.  Discuss in pairs/groups.

- Do you agree with the writer's opinion? Why? / Why not?
- What do you think a person needs in order to be able to cope with the uncertainty of the modern world?



Vocabulary

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

sibling spouse

- I have one brother. How about you? Have you got any _____?
- I first met my _____ at her father's house.

inheritance heritage

- You can learn a lot about your _____ by visiting the National Museum.
- The _____ was shared between the two brothers.

ancestor descendant

- One of my _____ was a fisherman in Portugal.
- Charles and Brenda Turnbull moved to this town in 1890, and their _____ still live in the area.

marriage wedding

- What are you going to wear to the _____?
- They were very happy together and their _____ lasted for many years.

bride groom

- The _____ wore a beautiful long white dress.
- The _____ looked at his new wife and smiled.

nuclear family extended family

- A(n) _____ consists of parents, children, uncles, aunts, grandparents, cousins, etc.
- A(n) _____ consists of parents and their children.

grow grow up raise

- Tina's parents died in an accident so she was _____ by her aunt and uncle.
- Ahmed has _____ so much since I last saw him! Look how tall he is now!
- I was born in India but I _____ in Qatar.

B. Read the sentences below and try to guess what the phrases in bold mean. Then try to create your own sentences using these phrases.

- I'm usually a **good judge of character**, but I was wrong about Nancy. She's very reliable.
- Alan will always be very ambitious. It's **in his DNA**.
- She can be annoying sometimes, but she's a good person **at heart**.
- Kevin is very shy. It's not really **in his nature** to be loud and outgoing.
- Khalid has a reputation for being strict, but **deep down** he's a gentle guy.

Grammar Countable / Uncountable nouns, Quantifiers → pp. 166-167

A. Which of the words below are usually countable (C), which are usually uncountable (U) and which are commonly used as both (B)? Write the correct letter in each box.

meat	<input type="checkbox"/>	chocolate	<input type="checkbox"/>	job	<input type="checkbox"/>	health	<input type="checkbox"/>	time	<input type="checkbox"/>	flour	<input type="checkbox"/>
milk	<input type="checkbox"/>	work	<input type="checkbox"/>	chicken	<input type="checkbox"/>	trip	<input type="checkbox"/>	money	<input type="checkbox"/>	hair	<input type="checkbox"/>
problem	<input type="checkbox"/>	cake	<input type="checkbox"/>	light	<input type="checkbox"/>	flower	<input type="checkbox"/>	bread	<input type="checkbox"/>		
information	<input type="checkbox"/>	advice	<input type="checkbox"/>	glass	<input type="checkbox"/>	vegetable	<input type="checkbox"/>	trouble	<input type="checkbox"/>		

Learning Standards

SB: S1.1, L1.1, L2.1, S2.2

Functions

Distinguishing between words easily confused
Expressing quantity
Speculating about a situation
Expressing agreement or disagreement
Describing personality

Structures

Countable/Uncountable nouns, Quantifiers

Vocabulary

a good judge of sth adore at heart bride
deep down descendant empty-handed entirely
extended family florist flour gentle groom (n.)
grow up inheritance judge (v.) marriage nuclear
family raise (children) self-respect spouse strict
tend to truthfulness waffle wedding

Phrases

It's in one's DNA It's in one's nature On the contrary
That doesn't sound like him/her

Vocabulary

A.

- Ask Ss to read through the sets of sentences and the sets of words in the boxes, and check their understanding.
- Have Ss do the activity and check their answers.
- If necessary, provide Ss with further explanations.

- | | |
|----------------|---------------------|
| 1. siblings | 9. bride |
| 2. spouse | 10. groom |
| 3. heritage | 11. extended family |
| 4. inheritance | 12. nuclear family |
| 5. ancestors | 13. raised |
| 6. descendants | 14. grown |
| 7. wedding | 15. grew up |
| 8. marriage | |

Language plus

sibling = a brother or a sister

spouse = a husband or a wife

inheritance = the money and/or property that somebody gets when a friend or relative dies

heritage = features like history, traditions or buildings that have been passed down from older generations

ancestor = a person that is a relative and lived in the past

descendant = a person who is related by birth to someone who lived long ago

marriage = a relationship between a husband and a wife that is legally accepted

wedding = the celebration and ceremony in which two people get married

bride = a woman on the day of her wedding

groom = a man on the day of his wedding

nuclear family = a family unit that includes a father, a mother and their children

extended family = a family unit that includes members like aunts, uncles, grandparents, etc.

grow = to increase in size

grow up = to mature into an adult over time

raise = to take care of a person until they become an adult

B.

- Ask Ss to read through the sentences 1-5.
- Have Ss do the activity and check the answers.
- If necessary, provide Ss with any further explanations.

- a good judge of character** = somebody who has a good instinct about understanding another person's character
- in his DNA** = a part of his personality/character
- at heart** = basically
- in his nature** = in agreement with his character or personality
- deep down** = basically

- Encourage Ss to come up with their own sentences using the phrases in bold.

Grammar

A.

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

meat U	job C	time B
milk U	chicken B	money U
problem C	light B	bread U
information U	glass B	trouble B
chocolate B	health U	flour U
work B	trip C	hair B
cake B	flower C	
advice U	vegetable C	

B.

- Have Ss read through the sentences, paying attention to the words in blue, and check their understanding.
- Remind Ss that the words in blue are quantifiers: they indicate quantity and precede nouns. Some of them are used with countable, uncountable or both types of nouns.
- Have Ss do the activity and check their answers.
- Encourage Ss to come up with their own sentences using the quantifiers from the activity.
- Refer Ss to the Grammar Reference (pp. 165-166).

<ol style="list-style-type: none"> 1. some → both 2. no → both 3. much → uncountable nouns 4. a lot of / lots of → both 5. many → countable nouns 6. plenty of → both 7. a little → uncountable nouns 8. little → uncountable nouns 9. a few → countable nouns 10. few → countable nouns 11. hardly any → both 	KEY
---	------------

C.

- Ask Ss to read through the text and check their understanding.
- Write the following sentences on the board: *Sadly, **few** people can still make this type of carpet. Interestingly, **a few** people can still make this type of carpet.*
- Elicit from Ss the difference between *few* and *a few* (*few* means 'not many', often implying 'not enough', whereas *a few* means 'a small number').
- Write the following sentences on the board: *There is **little** time left, so we can't play another game. There is **a little** time left, so let's play another game.*
- Elicit from Ss the difference between *little* and *a little* (*little* means 'not much', often implying 'not enough', whereas *a little* means 'a small amount').
- Have Ss do the activity.
- Check the answers with the class.

<ol style="list-style-type: none"> 1. many 2. some 3. much 4. little 5. hardly any 6. some 7. a few 8. a lot of 9. a little 10. a little 11. a few 12. some 13. no 	KEY
---	------------

Listening

A. S1.1

- Ask Ss the questions in the rubric.
- Elicit answers and initiate a short discussion.
- Have Ss provide justification for their answer.

Suggested answer

I personally think that all of these values are important. If, however, I were to single one out, I would choose the value of family. I feel that I owe everything I am to my family. If I have virtues, values and morals which define me as an individual and of which I am proud, I owe them to my parents, who have always been there to guide me and show me right from wrong.

They provided me with a loving, supportive family environment. An environment in which to thrive and grow. They raised me to believe in myself, aspire to be the best that I can be and persevere in my efforts regardless of the obstacles I encounter.

B. L1.1

- Ask Ss to listen carefully.
- Play the recording and have Ss do the activity.
- Check the answers with the class.
- Have Ss provide justification for their answers.

<ol style="list-style-type: none"> 1. e 2. a 3. d 4. f 5. b 	KEY
--	------------

C. L2.1

- Ask Ss to read through statements a-f and check their understanding.
- Play the recording and have Ss do the activity.
- Check the answers with the class.
- Have Ss provide justification for their answers.
- If necessary, play the recording again in order to clarify any questions Ss may have.

<ol style="list-style-type: none"> 1. d 2. a 3. c 4. e 5. b 	KEY
--	------------

Speaking

S2.2

- Divide Ss into groups. Draw Ss' attention to the situations on p. 158 and explain the task.
- Point out the boxes with the phrases. Explain any unknown words.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Choose some groups to act out their dialogues.

Suggested answer

- A:** What do you think Heather would do if she inherited all that money?
- B:** She would probably give some to her friends!
- C:** I don't think so. Do you remember that time when Heather won a cake and she didn't give any of it to us? She just sat and ate it by herself. I wouldn't be surprised if she kept all the money for herself.
- D:** I don't agree with you. I was just thinking that if Heather had a lot of money, she'd first buy things for herself but she'd buy presents for her friends as well.
- E:** From what I know, Heather really needs a car, so she'd probably buy herself a really expensive sports car.
- D:** You're absolutely right. Also, deep down Heather is quite generous. I bet she'd buy her friends sports cars, too.
- A:** Very true. She'd probably buy cars for all of us, lots of designer clothes and a big, expensive house for herself.
- B:** If I were her, I'd give some of the money to people who really need it. Do you think she'd give any of it to charity?
- C:** No!



B. Read the examples below. Which of the words/phrases in blue refer to countable nouns, uncountable nouns or to both?

1. Would you like **some** milk and **some** cookies?
2. I can't make a cake because there is **no** milk and there are also **no** eggs.
3. There isn't **much** flour left for me to make waffles with.
4. She gave me **a lot of / lots of** advice and **a lot of / lots of** suggestions as to how I could deal with the problem.
5. She has a constant supply of fresh eggs, even though she doesn't have **many** chickens.
6. You need **plenty of** meat and **plenty of** potatoes to prepare a meal for ten people.
7. I wasn't feeling well so I had **a little** soup and went to bed early.
8. There's very **little** coffee left, so I'll run to the supermarket to get some.
9. Get me **a few** flowers from the shop so that I can make an arrangement for the dinner table.
10. **Few** people have good communication skills.
11. Your diet can't be healthy if there is **hardly any** fruit or **hardly any** vegetables in it.

C. Read the text below and circle the correct words.

If I had known how badly things would turn out, I would never have decided to have so **1 many / much** people over for dinner. Because I had worked overtime the day before, I got off work early to start my preparations. On my way home, I decided to stop at the florist's to buy **2 few / some** flowers. After waiting in the long queue, I finally got to the counter only to find that I didn't have **3 much / many** money on me. In fact, I had so **4 few / little** that I had to leave the shop empty-handed. When I got home, I realised that I had **5 hardly any / some** time to prepare the meal I had planned to serve my guests. So, I decided to order **6 some / little** chicken and bake **7 a few / a little** potatoes in the oven. After making a huge salad and boiling **8 plenty / a lot of** vegetables, I was on my way to making a success of my dinner party. I had **9 much / a little** time to spare, so I decided to quickly make a basic butter cake. I was relieved to find that I had **10 little / a little** milk and **11 a few / few** large eggs, which I quickly mixed with the rest of the ingredients. As I was about to put the mixture in the cake pan, the bowl slipped from my hands and **12 some / many** of the mixture landed on the floor. Unfortunately, I had **13 any / no** time to clean up the mess before my first guests arrived. How embarrassing!



Listening

A.  Discuss in pairs/groups. Look at the values listed below. Which one is the most important to you? Why? Can you give an example from your life that shows why it is so important?

- | | |
|-----------------|-----------------|
| a. compassion | d. hard work |
| b. family | e. truthfulness |
| c. self-respect | f. perseverance |

B.  You will hear five people talking about values. Which of the values above does each person consider the most important? Write a-f in the boxes 1-5 below. There is one extra letter which you do not need to use.

Speaker 1	<input type="checkbox"/>	Speaker 4	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>	Speaker 5	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>		

C.  Listen again and match the statements below to the correct speaker. Write a-f in the boxes 1-5 below. There is one extra letter which you do not need to use.

- It may be necessary to work on building this value before trying to help others.
- I learnt the importance of a value through a difficult situation.
- Without this value, even the best natural talent could go to waste.
- People sometimes mistakenly think it's best to go against this value.
- This value is about not giving up easily when we face obstacles.
- Some people are born with this value while others have to try to develop it.

Speaker 1	<input type="checkbox"/>	Speaker 4	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>	Speaker 5	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>		

Speaking

 Work in groups. Turn to page 158 in the Speaking Activities section and do activity 6b.

Writing An opinion essay

A. Discuss in pairs/groups.

- In your opinion, are people born with a personality, or do they develop one?

B. Read the writing task and the essay below.

Then do the activities that follow.

Some people argue that our personality is determined only by our genes. Do you agree?

Write an essay in which you express your opinion on the issue and provide a justification for your point of view.



formal education

People have always been interested in the factors responsible for differences in personality. Initially, it was believed that one's personality was only determined by one's genes. However, developments in the social sciences have since shed light on other factors which are now considered equally important. I am convinced that these play an important role in shaping our personality.

To begin with, the influence that our environment has on the development of our personality cannot be ignored. We are brought up in different physical, social and cultural environments and experience different events and circumstances. These factors play a very important role as they determine which aspects of our personality will find expression.

Another factor that must be taken into consideration is our education. Our education consists of the formal education we receive and the beliefs, customs, values and ideals that we are brought up with. To a great extent, these determine the way we perceive the world around us and how we think, feel and act in specific situations.

In addition, we must keep in mind that as human beings we have the ability not only to think and feel but also to make choices. Our free will enables us to pursue personal growth and development. It makes it possible for us to make conscious decisions about who we want to be and what aspects of our personality we wish to work on improving.

To sum up, I believe that our personality is the outcome of a combination of factors. Although our genes play an important role, they are by no means the only factor at play in the development of our personality. Our environment, education and free will are clearly important parts of the equation. Their influence in shaping us is evident in the complexity and uniqueness of each individual that exists.

1. Read the following statements. Tick (✓) those that apply to the essay.

The writer:

- | | | | |
|--|--------------------------|---|--------------------------|
| a. gives a title. | <input type="checkbox"/> | f. raises new arguments in the conclusion. | <input type="checkbox"/> |
| b. uses informal language. | <input type="checkbox"/> | g. provides justification for the ideas he/she mentions. | <input type="checkbox"/> |
| c. uses linking words/phrases. | <input type="checkbox"/> | h. uses topic sentences to introduce the topic of each paragraph. | <input type="checkbox"/> |
| d. actively expresses his/her opinion. | <input type="checkbox"/> | | |
| e. uses short forms and abbreviations. | <input type="checkbox"/> | | |

2. Has the writer done what he/she was requested to do? What makes you say so?
3. What is the writer's point of view? How does he/she justify his/her opinion?
4. What style is this text? What are the characteristics of this writing style?
5. Is the text written in an informal, formal or neutral register?



physical, social and cultural environment



beliefs & values



DNA

Learning Standards

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

Functions

Expressing opinion

Vocabulary

acquaintance argue belief bring up casual
circumstance combination common ground
complexity conscious custom factor form (v.)
formal education free will friendship gene ideal
ignore initially justification mindful parenting
part of the equation perceive relate to responsive
shed light on specific take into consideration
to a great extent transformation uniqueness

Writing

A. S1.1

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

Suggested answer

- I think that people are born with certain characteristics that are determined by their genes, but research has shown that environmental factors, such as the way somebody is raised and the relationships he or she develops in the family and at school, also play a great role in forming that person's personality.

B. R2.3

- Have Ss read the writing task and the essay that follows, and check their understanding.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What have people always been interested in? the factors responsible for differences in personality

What did people initially believe? one's personality was only determined by one's genes

What have developments in the social sciences since done? They have since shed light on other factors which are now considered equally important.

What cannot be ignored? the influence that our environment has on the development of our personality

Where are we brought up? in different physical, social and cultural environments

What do we experience? different events and circumstances
What is another factor that must be taken into consideration? our education

What does our education consist of? It consists of the formal education we receive and the beliefs, customs, values and ideals that we are brought up with.

What do these determine? They determine the way we perceive the world around us and how we think, feel and act in specific situations.

What else must we keep in mind? As human beings we have the ability not only to think and feel but also to make choices.

What does our free will enable us to do? to pursue personal growth and development

What else does it make it possible for us to do? to make conscious decisions about who we want to be and what aspects of our personality we wish to work on improving

What conclusion does the writer reach? He concludes that our personality is the outcome of a combination of factors.

What does the writer say about our genes? He says that although our genes play an important role, they are by no means the only factor at play in the development of our personality.

What other parts of the equation are important? our environment, education and free will

How is their influence in shaping us evident? in the complexity and uniqueness of each individual that exists

- Ask Ss to read the questions and check their understanding.
- Have Ss do the activities.
- Check the answers with the class.

1. c, d, g, h

2. Yes, the writer has expressed his/her opinion on the issue and provided a justification for his point of view.

3. The writer believes that our personality is the product of a combination of factors, not just one. He/She justifies this view by giving examples of ways in which our environment can influence how we grow up, and by explaining how free will allows us to make conscious choices about the ways in which we want to grow and develop.

4. **Style:** This essay is argumentative/persuasive.

Note: There is a fine line between an argumentative and a persuasive essay. The difference is the purpose of the essay / intention of the writer. In a persuasive essay, the writer is actively trying to persuade the reader to adopt his/her point of view. In contrast, in an argumentative essay, the writer is merely taking a stand on an issue where two opposing viewpoints exist. He/She may not necessarily be trying to persuade the reader to adopt his/her point of view, but the more valid his/her points and the sounder his/her argumentation, the greater the chance of that happening.

Characteristics: Persuasive/Argumentative writing is informative because the arguments presented are plausible/valid. The writer takes a stand on an issue and presents a definite point of view. He/She tries to present arguments that are clear, logical, focused and convincing. In addition, he/she may keep personal references to a minimum to come across as being impartial, or cite research findings to add an air of authority to his/her writing.

5. The text is written in a formal register. Verb contractions are not used; for example, *I am convinced* is used instead of *I'm convinced*. Formal set phrases are used instead of informal ones: for example, 'another factor that must be taken into consideration', not 'another thing we should think about'.

C. R1.1, R2.1, R2.3  

- Ask Ss if they remember what a topic sentence is and what role it plays (it is usually the first sentence in a paragraph; it introduces the central idea of the paragraph).
- Remind them that the other sentences in the paragraphs develop the idea introduced in the topic sentence by justifying and expanding on it.
- Ask Ss to read the paragraphs 1-3 and the topic sentences a-e, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. e 2. c 3. a

REV

- Ask Ss in which part of the essay they would expect to find the two remaining options.
- Elicit answers.

- b.** Sentence **b** is the topic sentence for the conclusion. This is evident from the transition phrase (*To sum up*) which is used when introducing a concluding paragraph. It indicates that the writer is providing a summary of the information that he/she has already discussed.
- d.** Sentence **d** could function as the topic sentence for the first paragraph of the essay. It is a general statement that serves to introduce the topic of discussion.

REV

D. W2.1 

- Ask Ss to read the writing task, and explain any unknown words.
- Elicit answers and explain any unknown words.

The following words should be underlined: one or two really close friends, better than, many casual acquaintances, do you agree, essay expressing your opinion, justifying point of view

REV

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

1. friendship
2. to write an essay expressing my opinion on whether it is better to have one or two close friends than to have many casual acquaintances
3. argumentative/persuasive: informative, clear, logical, focused, convincing

REV

E. W1.4, W2.1, W3.2 

- Read out and explain the writing task.
- Draw Ss attention to the TIP.
- Allow Ss enough time to write their essays.
- Have some Ss read out their essays.

Suggested answer

REV

When it comes to making friends, there are many different kinds of friendship that exist. Sometimes we form very close friendships with one or two people, and other times we may be on good terms with a wide group of different people without really being especially close to any of them. While people often disagree over which of these kinds of friendship is the most valuable, I believe that the benefits of having one or two really close friends to be much more beneficial.

The first and main advantage of a close friendship is that it brings mutual support. Everyone is able to put in the time and energy needed to get to know each other properly and to come to care about one another's lives and problems. This means that close friends can always rely on finding help and support when they need it. On the other hand, having a large group of friends means that everyone has to divide their time and will not always be there for one other.

Furthermore, it cannot be ignored that time spent with close friends is often more meaningful and enjoyable than time spent with a group of casual acquaintances. In large groups, where people do not know each other very well, the conversation often remains at the level of 'small talk', which many find boring. Close friends, on the other hand, are able to discuss many things in greater depth, which helps to build a more meaningful bond between them.

Another factor that must be taken into consideration is how likely a friendship is to last the test of time. Because the relationship between casual acquaintances is not as strong, these friendships are more likely to be lost if one person moves away or simply becomes too busy with something else. On the other hand, true friends will always make time for each other, no matter what happens in their lives.

It is often said that it is better to be alone than surrounded by people who don't really care about you. I believe that, while there are benefits to being friends with a large group of different people, it is always better to have one or two close friends whom you can rely on to be there for you in times of need. These friendships are stronger and more valuable for everyone involved.

C.  The three paragraphs below form the main part of an essay about today's parents and their relationship with their children. Read the paragraphs and the topic sentences a-e. Then choose the topic sentence that is most suitable for each paragraph. In which part of the essay would you expect to find the other two sentences. Why?

1 They are not only in a position to do research online on issues that concern them as parents, but also to obtain advice on forums from both experts and parents with hands-on experience. They are, therefore, a lot more informed than they used to be which enables them to deal with parenting issues more effectively.

2 As a result, they choose to use a more open-minded and communicative approach to raising their children. Because they are more responsive to their children's needs, they tend to foster a stronger and more open relationship with them.

3 For example, a lot of parents go to the gym, surf the net or even play computer games with them. Consequently, they find common ground and relate more easily to each other.

- a. Regarding personal interests, it is not uncommon nowadays for parents to share the same interests as their children.
- b. To sum up, nowadays parents are indeed more informed and actively involved in their children's lives.
- c. Moreover, parents tend to be more mindful of the impact that their parenting style has on their relationship with their children and their children's development.
- d. The information age has brought about a significant transformation in the parent-child relationship.
- e. Nowadays, parents have access to a lot of information about parenting.

D.  Read the writing task below and underline the key words/phrases. Then answer the questions that follow.

Having one or two really close friends is better than having many casual acquaintances. Do you agree? Write an essay expressing your opinion and justifying your point of view.

1. What is the topic of discussion?
2. What have you been requested to do?
3. What writing style should you use?

E.  Read the writing task in activity D again and the TIP below. Then go to the Workbook pp. 79-81 to plan and write your essay.

When writing an opinion essay:

- think about the topic carefully.
- use topic sentences to present the central idea of each paragraph.
- develop the paragraphs by justifying and expanding on the idea in the topic sentence. When possible, illustrate your ideas through the use of evidence and examples.
- write in a formal style.
- summarise the points you raised and restate your opinion in the conclusion. Remember not to raise any new ideas when concluding your essay.
- use a variety of linking words/phrases to introduce points, add points, give examples, give your opinion and conclude the essay.

TIP



friendship

A. Complete the text with the words in the box.

spontaneous stubborn characteristics
intuition greedy extrovert ideals
caring reliable ambitious

Mike and Tom are brothers, so it is not surprising that they share some **1** _____. For example, if they say that they will do something, you can be sure that they will do it; they are both very **2** _____. They are also both very **3** _____ and will never accept that they are wrong about something. There are, however, many differences between the two brothers. Mike likes going out with friends, while Tom isn't **4** _____ at all and prefers to be on his own. That doesn't mean that Tom is not a(n) **5** _____ person. On the contrary, he shows great concern for his family and loved ones. The problem is that Tom is too involved in his career. He is very **6** _____ and hopes to become the CEO of the company he works for one day. Some say that he is very **7** _____ and that no amount of money could ever satisfy him. The truth, however, is that Tom likes to set goals and work hard to achieve them. Mike, on the other hand, is very **8** _____ and does not like to plan his life out. He likes to rely on **9** _____ rather than logic. However, what people admire most in him is that he fights for his **10** _____.

B. Choose a, b, c or d.

- Everyone looked nervous, so I decided to ___ by telling a funny story.
 - break the ice
 - break a record
 - break the law
 - break their hearts
- Don't talk to him in the morning; he is always very ___ when he wakes up.
 - conscientious
 - irritable
 - generous
 - tolerant
- Many people think he is a bad person, but I can tell you that he's really a good person ___ heart.
 - at
 - in
 - of
 - with
- The bride was dressed ___ in white on the day of her wedding.
 - initially
 - steadily
 - constantly
 - entirely
- Nasser always takes other people's feelings into consideration. He's ___.
 - quick-witted
 - stubborn
 - sensitive
 - selfish
- Don't be so childish! It's time for you to ___ and face your fears!
 - raise
 - grow
 - grow up
 - bring up
- She may have many ___, but she has few close friends.
 - uncertainties
 - acquaintances
 - motives
 - circumstances
- Aisha always helps the poor; it is in her ___ to be kind.
 - nature
 - sense
 - mood
 - principle

C. Join the sentences using *who, whom, which, whose, when* or *where*. Add commas where necessary.

- My colleague is from Sheffield. He does karate.

- That's Mrs Miller. Her daughter has a degree in law.

- I gave you a book. Did you read it?

- The restaurant is in Markland Avenue. My father used to work there.

- It was last September. I joined the team then.

- Kevin bought me a new car. It cost a fortune.

- Aliyah has two sisters. One sister is in my class.

D. Circle the correct options.

- A:** Do we have **no / any** carrots? I want to make soup for dinner.

B: Well, not that **some / many**. How **much / many** soup do you want to make?

A: Just **a little / little**. Only enough for the two of us.

B: OK, then I think we have enough.
- A:** Since Britney went to a new school, she has **few / hardly any** time for us.

B: She's probably made **much / some** new friends.

A: Well, that's **little / no** excuse. I have **plenty of / lots** new friends, but I still have time for my old ones.
- A:** Would you like **some / little** coffee?

B: Yes, but just **a little / few**. I'm trying to cut down.

A: Why? Is it affecting your sleep?

B: Not all the time, but there have been **a few / hardly any** times when I could not fall asleep. And when I don't get **plenty / lots of** sleep, I'm in a bad mood all day.

Self-assessment

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

NOW I CAN...

- ▮ discuss issues relating to self-awareness, personality traits, values, goals and relationships with family and friends
- ▮ use vocabulary relating to personality traits and idioms with *break*
- ▮ refer to, define, and give additional information about people, places and things
- ▮ refer to countable and uncountable nouns and describe quantity using quantifiers
- ▮ learn how to ask and answer questions about personality, values, strengths, weaknesses, emotions, goals and ambitions
- ▮ learn how to make speculations and express agreement and disagreement
- ▮ write an opinion essay

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

A.

1. characteristics
2. reliable
3. stubborn
4. extrovert
5. caring
6. ambitious
7. greedy
8. spontaneous
9. intuition
10. ideals

B.

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

C.

Suggested answers

1. My colleague, who does karate, is from Sheffield. / My colleague, who is from Sheffield, does karate.
2. That's Mrs Miller, whose daughter has a degree in law.
3. Did you read the book which/that I gave you?
4. The restaurant where my father used to work is in Markland Avenue.
5. It was last September when I joined the team.
6. The new car which Kevin bought me cost a fortune. / Kevin bought me a new car, which cost a fortune.
7. Aliyah has two sisters, one of whom is in my class.

D.

1. any, many, much, a little
2. hardly any, some, no, plenty of
3. some, a little, a few, lots of

Self-assessment

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

Learning Standards

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

A. S1.1, S2.3  

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

Suggested answers

- Yes, I do. Islam emphasises the importance of many values, including an appreciation of tradition and culture, respect for oneself and others, hard work and effort, and kindness and compassion towards everyone. One of the many ways these values are taught is through stories and tales. These stories allow readers to think for themselves, draw their own conclusions, and come to understand the importance of the values through familiar examples. Storytelling as a means of teaching values is especially effective with children. The idea is that telling stories is more effective than simply lecturing children on how to behave. These stories aim to present important life lessons in a memorable and relatable way.
- Well, I know the story of The Emperor and the Seed, which teaches truthfulness, honesty and courage. This story tells of an emperor who wishes to find his successor. To do so, he summons all the young people living in the kingdom and gives each and every one of them a seed. He tells them that they must sow the seed, water it and take care of the plant for a year, after which they must bring the plant to the palace. He then tells them that he will inspect the plants and decide who will be his successor. The story goes on to tell of a boy named Ling, who, despite his efforts, does not manage to make his plant grow. He, nevertheless, attends the event and is, to everyone's surprise, announced as the new emperor. The emperor explains that the seeds had been boiled and could, thus, not grow into a plant. It was, thus, perfectly evident that the rest of the contenders for the throne had substituted the seed they had been given with another seed. They had, therefore, cheated.

KEY

B. R1.1 

- Ask Ss to read the three stories quickly and decide which morals correspond to which stories.
- Inform Ss that some of the stories correspond to more than one moral.
- Check the answers with the class.

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

KEY

C. R2.1 

- Ask Ss to read through the questions a-f and check their understanding.
- Have Ss read the texts again.
- Have them underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

The Tale of Two Frogs

*Where were the frogs when they fell into the hole? the forest
What did the other frogs tell the frogs that had fallen into the hole to do? to give up*

What did the frogs outside the hole continue to do? They continued to shout that it was no use.

What did the first frog do? He gave up and lay down on the ground, exhausted.

What did the second frog say to the other frogs? He told them that he couldn't hear very well, and that he saw them up there waving their hands and thought that they were cheering him on.

The Ship Engine that Failed

What did the owner of the large ship do? He spent a long time working on the ship's engine, but he couldn't fix it.

What did he do when he saw that he couldn't fix it? He called an old man who knew a lot about ships.

What had the old man been doing all his life? He had been fixing ships.

What did the old man do when he arrived? He inspected the engine carefully.

What did the old man do after he had inspected the engine carefully? He opened his bag and took out an old hammer, which he used to tap against the engine.

What happened when the old man tapped the hammer against the engine? It burst into life.

What did the old man do next? He put his hammer away and nodded at the ship's owner.

When did the owner receive the bill? the next day

How did the owner of the ship react when he received the bill? He was horrified.

Why was the owner of the ship horrified? Because he thought that the old man had hardly done anything and that the bill he had sent him was too expensive.

How much did the old man charge the ship owner for his know-how? QR29,000

The Story of the Carpenter

Why was the employer sad to lose the old carpenter? Because the carpenter was very skilled.

What did the employer ask the old man to do before retiring? He asked him to build one last house.

What did the old man do? He agreed to build the house, but didn't pay much attention to his work.

*What kind of materials did the old man use? poor materials
Why did the old man pay very little attention to his work? Because he no longer cared.*

What happened when the house was ready? The carpenter's employer came to see him.

What did the old man's employer do? He gave him a pile of papers and the key to the house.

Why did the old man's employer give him the house? He gave it to him as a gift for his retirement.

- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

a. F b. T c. F d. T e. NM f. T

KEY

Optional activity

- For the next lesson, tell Ss to do some research and find a traditional story with a moral to it.
- Ss will be required to present the story to the class, and their peers will have to work out the moral.
- The point of the activity is to encourage a lively discussion about values and ethical behaviour.

A.   Discuss in pairs/groups.

- Do you think stories are a good way to teach values? Why? / Why not?
- Do you know any famous stories with a moral? If yes, share it with your partner/s.

B.  Read the three stories quickly and write 1, 2 or 3 next to the moral/s that correspond to each story.

- | | |
|--|--|
| a. Do not underestimate the value of knowledge and experience. <input type="checkbox"/> | d. You never know how you will benefit from work well done. <input type="checkbox"/> |
| b. In life, you get what you give. <input type="checkbox"/> | e. Choose your words wisely, as they have the power to impact another person's life. <input type="checkbox"/> |
| c. With perseverance comes success. <input type="checkbox"/> | |

1 The Tale of Two Frogs

Some frogs were hopping through the forest when suddenly two of them fell into a hole in the ground. They tried to jump out, but the hole was too deep. The other frogs looked into the hole and told the two frogs to give up. 'You will never be able to jump high enough,' they said. The two frogs in the hole kept jumping, while the other frogs continued to shout that it was no use. Time passed, and the two frogs soon became tired. 'You're right,' said the first one. 'I can't jump that high.' He gave up and lay down on the ground, exhausted. Then, amazingly, the second frog gave a huge leap and managed to jump out of the hole. The other frogs gathered around him. 'Why did you keep jumping?' they asked. 'We told you it was impossible.' 'I can't hear very well,' said the frog. 'I saw you up there waving your hands and I thought you were cheering me on!'



2 The Ship Engine that Failed

One day, the owner of a large ship found that his ship's engine would not start. He had no idea how to fix it. He spent a long time working on it, but eventually he called an old man who knew a lot about ships and had been fixing them all his life. The old man arrived with his bag of tools and inspected the engine carefully. Then, after a few minutes, he opened his bag and took out a small hammer. He took the hammer and tapped it against the engine. Immediately, the engine burst into life. The old man put his hammer away and nodded at the ship's owner. 'I will send you the bill,' he said, and left. The next day, the bill arrived. The ship's owner was horrified when he opened it. 'This bill is for 30,000 riyals!' he cried. 'But all he did was tap the engine with a hammer. He hardly did anything!' He wrote back to the old man, asking why the bill was so expensive. The next day, a new bill arrived. It said:
Tapping the engine with a hammer: QR1,000
Knowing exactly where to tap: QR29,000

3 The Story of the Carpenter

There was once an old carpenter who was ready to retire. He was very skilled, and his employer was sad to lose him. 'Before you retire,' his employer asked, 'would you build one last house? Do it as a favour to me.' The carpenter agreed, but his heart wasn't really in it. As a result, he didn't pay much attention to his work. He even used poor materials. It was the worst house he had ever built, but he no longer cared because he was just looking forward to retiring. When the house was ready, the carpenter's employer came to see him. To the carpenter's surprise, his employer handed him a pile of papers and the key to the house. 'Here, this is your house,' he said. 'It is my gift to you for your retirement.'



C.  Read the stories and write T for True, F for False or NM for Not Mentioned.

STORY 1

- a.** The first frog gave up without making any effort to get out of the hole.
- b.** The second frog thought the other frogs were giving him encouragement.

STORY 2

- c.** The old man tried several things to fix the engine.
- d.** The owner of the ship thought the bill was too expensive.

STORY 3

- e.** The carpenter's employer didn't pay him very well for building houses.
- f.** The carpenter was not expecting to receive the house as a gift.

A. Look at the cartoon below. How can we make presentations more appealing to audiences?



I can see this is your first time at one of his presentations...

B. You will hear an IT teacher giving advice to students on how to create a slideshow presentation. Listen to the first part and complete the three given slides with the information (a-j) in the box.

Slide 1

1. _____

2. _____

3. _____

- a. reemalansari@maillinx.com
- b. Contact Information
- c. Lecturer in Modern Arabic Literature
- d. beginnings: a chance encounter
- e. the critics respond
- f. www.qatarlitblog.org
- g. Outline
- h. Reem Al Ansari
- i. common themes in the novels
- j. The Novels of Abdulaziz Al-Mahmoud

Slide 2

4. _____

5. _____

6. _____

7. _____

C. Now listen to the rest of the discussion and answer the questions.

1. How is a slideshow presentation like an essay?
2. What does the amount of information you give your audience depend on?
3. How much information should be on each slide?

D. Work in groups. Brainstorm on the subject of 'Remarkable achievers'. Choose a person or group of people who struggled and managed to achieve something that you think is really important. Share anything you know about what they had to do to reach their goal.

E. Work in groups. Prepare a slideshow presentation for the class based on the subject and discussion from activity D. Keep in mind the advice the IT teacher gave in the listening activity, as well as anything you know from your own experience.

F. Present your slideshow presentation to the class. Ask the audience for feedback on what impressed them the most and what they would have done differently.

... Slide 20 (last slide)

8. _____

9. _____

10. _____

Task Modules 5&6

Learning Standards

SB: S1.1, L2.1, S2.3, S2.5, W1.6, W2.1, S5.1

A. S1.1

- Draw Ss' attention to the cartoon and ask them to tell you what they see (*three people listening to a boring presentation; one of them is sleeping*).
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

- I think that presentations can be made more appealing to audiences if the speaker sticks to the main, interesting points, instead of spending too much time on details. People can get easily distracted, so in order to hold their attention, the speaker should attempt to incorporate useful, but also fascinating, information in a presentation. The slideshow is particularly important. Each slide should include just a few words to avoid confusing and tiring the audience, and images should be carefully selected to send the right message.

B. L2.1

- Ask Ss to read through the phrases a-j and check their understanding.
- Explain to Ss that they will have to put the information in the correct order according to the advice given in the listening activity.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

Slide 1	Slide 2	Slide 3
1. j	4. g	8. b
2. h	5. d	9. a / f
3. c	6. i	10. f / a
	7. e	

C. L2.1

- Have Ss read through the questions and check their understanding.
- Play the recording.
- Check the answers with the class.

Suggested answers

1. It has a beginning, a middle part and an end.
2. It depends on what kind of people your audience is made up of.
3. The slides should contain as few words as possible. They should have bullet points and each should make a key point in one to three words, a short sentence at the most.

D. S2.3, S2.5

- Have Ss read through the rubric and check their understanding.
- Divide Ss into small groups. Point out to them that they should choose a subject based on the topic mentioned in the rubric and discuss it within their group.
- Monitor Ss from a distance. Do not interrupt or correct them.

E. W1.6, W2.1

- Explain to Ss what they have to do and have them work in groups.
- Remind Ss to keep in mind the advice the IT teacher gave about creating a slideshow presentation.
- This activity can also be given as homework. Ss are encouraged to research information about the subject they have chosen at home before working together to make their presentations.

F. S5.1

- Allow Ss some time to prepare how they will present their slideshow presentation to the class. One or two Ss from each group can present the slideshow presentation to the class.
- After all the groups have presented their slideshow presentations, initiate a discussion about which groups used the techniques mentioned in the listening activity.

Recap:

- Ask Ss the following questions:

1. **What have you learnt to do in this specific task?**
(to research information for a specific topic, to organise, create and deliver a slideshow presentation)
2. **What language did you need to use?**
(various tenses such as Present Simple, Past Simple, Past Perfect Simple, Past Perfect Progressive and the Future 'will', as well as topic-related vocabulary)
3. **When/Where will this task help you in life?**
(when I need to make an interesting presentation; when I need to work together with a group to make a decision. It will also help me with my presentation skills.)

STUDENT'S BOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 98
R1.1	Creative and critical thinking	Reading B p. 98
R2.1	Inquiry and research	Reading C p. 99
R4.1	Problem-solving	Reading D p. 99
R4.2	Problem-solving	Reading D p. 99
S1.1	Communication	Reading E p. 99
S2.3	Creative and critical thinking	Reading E p. 99
R4.1	Problem-solving	Vocabulary A p. 100
R4.2	Problem-solving	Vocabulary A p. 100
S1.1	Communication	Grammar E p. 101
S1.1	Communication	Listening A p. 102
S2.3	Creative and critical thinking	Listening A p. 102
L1.1	Creative and critical thinking	Listening B p. 102
L2.1	Creative and critical thinking	Listening C p. 102
S1.1	Communication	Listening D p. 102
S2.3	Creative and critical thinking	Listening D p. 102
S1.1	Communication	Speaking p. 102
S2.5	Creative and critical thinking	Speaking p. 102
R2.3	Creative and critical thinking	Writing A p. 102
R2.3	Creative and critical thinking	Writing B p. 103
R1.1	Creative and critical thinking	Writing C p. 103
R2.1	Inquiry and research	Writing C p. 103
W1.6	Creative and critical thinking	Writing D p. 103
S1.1	Communication	Reading A p. 104
S2.3	Creative and critical thinking	Reading A p. 104
R2.3	Creative and critical thinking	Reading B p. 104
R1.1	Creative and critical thinking	Reading C p. 104
R2.1	Inquiry and research	Reading D p. 105
R2.2	Creative and critical thinking	Reading E p. 105
R4.1	Problem-solving	Reading F p. 105
R4.2	Problem-solving	Reading F p. 105
S1.1	Communication	Reading G p. 105
S2.3	Creative and critical thinking	Reading G p. 105
R4.1	Problem-solving	Vocabulary A p. 106
R4.2	Problem-solving	Vocabulary A p. 106
L1.1	Creative and critical thinking	Listening A p. 107
L2.1	Creative and critical thinking	Listening B p. 107
S1.1	Communication	Listening C p. 107
S1.1	Communication	Speaking A p. 107
S2.3	Creative and critical thinking	Speaking A p. 107
S2.5	Creative and critical thinking	Speaking B p. 107
S2.3	Creative and critical thinking	Speaking C p. 107
S3.1	Communication	Speaking C p. 107
S1.1	Communication	Writing A p. 108
S2.3	Creative and critical thinking	Writing A p. 108
R2.1	Inquiry and research	Writing B p. 108
R2.3	Creative and critical thinking	Writing C p. 108
R2.3	Creative and critical thinking	Writing D p. 108
R2.2	Creative and critical thinking	Writing D p. 108
R2.3	Creative and critical thinking	Writing E p. 109
R2.3	Creative and critical thinking	Writing F p. 109
W2.1	Creative and critical thinking	Writing G p. 109

W2.1	Creative and critical thinking	Writing H p. 109
W3.2	Creative and critical thinking	Writing H p. 109
W1.6	Creative and critical thinking	Writing H p. 109

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Creative and critical thinking	Activity D p. 96

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

7a (pp. 98-99)

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

7a (pp. 100-101)

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

7a (pp. 102-103)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer more complex texts (L2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)

7b (pp. 104-105)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)

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

7b (pp. 106-107)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately (S3.1)

7b (pp. 108-109)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)

7 Review

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

Vocabulary

informed media the paper

- Draw Ss' attention to the title of the module and the picture on the page, and ask them to tell you what they think the module is going to be about (*the information age, technology, the Internet, social media/networking, etc.*).
- Elicit answers.
- Have Ss read through the questions in the *Discuss* section and check their understanding.
- Have Ss answer the questions and initiate a short discussion.

Suggested answers

KEY

- I use different types of media in order to keep up with current events. In the morning, I spend 20 minutes reading the news from major news websites online. I might get a newspaper to read while I'm on my way to work on the metro. Throughout the day, I stay informed by using some social media sites. At night after work, I usually watch the news on television.
 - In the past, we received news through radio and TV, which were the fastest way to get information, and newspapers were another form of media. Nowadays, the Internet allows us to receive news instantly because, when something occurs, news websites are updated within minutes. Social networking sites are also one of the fastest ways to get information.
 - Firstly, you should make sure that the source you are getting your information from is valid and reliable. You can do this by finding out who the author is and what his/her credentials are. When looking into the author, you should consider various things, such as whether he/she is qualified in the subject or whether he/she works for a specific organisation, which might have a specific agenda. You should also determine how the author got his/her information, and if references have been provided, you should determine their credibility. In addition, you should always crosscheck information against different sources to see if there are inconsistencies.
- Read out the objectives in the *In this module you will...* section.
 - Explain any unknown words.

Discuss:

- How do you usually get your information? Do you read the paper or watch the news on TV? Do you use any other media to stay informed?
- How has technology affected the way that we receive news?
- In what ways can you judge the validity of certain news?

In this module you will...

- discuss issues relating to the media and communication
- learn vocabulary related to the Internet, idioms with *touch*, topic-related vocabulary and prepositional phrases with *in*
- learn how to emphasise an action rather than the doer of the action using the Passive Voice
- learn how to express emphasis
- learn how to give suggestions/instructions and respond to instructions
- learn how to structure discourse by interrupting, asking to speak, indicating a wish to continue, and indicating that you are coming to an end
- learn how to interpret information in a pie chart

Reading 🗣️

A. 🗣️ Discuss in pairs/groups.

- What do you use the Internet for?
- Can you imagine what life was like before the Internet?
- What if the Internet ceased to exist?

B. 🧠 What do the following refer to? Put them in the order in which you think they were first used. Then, read and check your answers.

:-) @ WWW

Internet history

The first...

...email

American programmer Ray Tomlinson sent the first email in 1971. He was also the one who decided to use the @ symbol in an email address to separate the user's name from the user's machine. This all happened before the Internet existed. At that time a network called ARPANET was being used by the US Department of Defense.

...emoticon

The first person to distinguish a joke from a serious post by typing :-) to **symbolise** a sideways smiley face was computer scientist Scott Fahlman. He was worried about people **misinterpreting** comments on the online noticeboard at Carnegie Mellon University, so he posted a message on 19th September, 1982 that read, 'I propose the following character **sequence** for joke markers: :-)'.


...malware

From the beginning, programmers experimented with viruses to see their effect on a network of computers. The first virus was called the *Creeping Virus* and was created in 1971. It displayed a message that said, 'I'm the creeper, catch me if you can!' but it didn't do any harm. The first true malware on the Internet was created by Robert Tappan Morris, a student at Cornell University, in 1988. It was called the *Morris Worm* and it spread across the Internet.

...website

The World Wide Web was created by Tim Berners-Lee, a physicist working at CERN (the European Organisation for Nuclear Research) back in 1990. The first website was *info.cern.ch*, and the first web page on this site had information about the World Wide Web project. You can still see a copy of that original web page on CERN's website.

...webcam

Webcams are used all over the world for video links, video conferences and security **surveillance**. However, the first webcam was created by researchers in a computer lab at Cambridge University in 1991 to see if there was any coffee in the pot. The camera, which was pointed at the pot in the coffee room, helped people in other parts of the building see the coffee situation and avoid any pointless trips.

Learning Standards

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

Vocabulary

character chatroom co-founder computer lab
 content (n.) distinguish edit emoticon experiment
 (v.) forum function (n.) gather launch link (n.)
 malware manage misinterpret noticeboard original
 physicist point (v.) post (n./v.) separate (v.)
 sequence sideways smiley face surveillance
 symbol symbolise upload (v.) video conference
 virus webcam web page

Reading

A.S1.1

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

Suggested answers

- I use the Internet in order to communicate and interact with friends and family, especially those who live far away. I also use the Internet to find information for homework tasks and presentations, and to watch videos in English on YouTube to help learn the language. In addition, I often use the Internet to book tickets and shop online.
- I imagine it was more difficult and expensive to keep in touch with friends and family, since the only way to do that was by writing to them or calling them. Also, doing research used to be much harder because you had to use an encyclopedia or go to the local library, whereas now you can find all this information on the Internet.
- I personally believe that if the Internet ceased to exist, it would cause major setbacks. We have come to rely on it to such an extent that everything is sure to come to a complete standstill. I mean, just think about it: the Internet is a network so vast that it spans the globe. No doubt, global companies would suffer massive financial losses and there would be a major communication breakdown, which would adversely affect both businesses and private citizens.

B. R1.1

- Draw Ss' attention to the title as well as to the pictures accompanying the text.
- Tell students that the pictures are abstract representations of the Internet and all the things you can do on it, such as send emails/messages, access social media sites, post/watch/store (music) videos, post/store/photoshop pictures, make video/voice calls, hold web conferences, conduct/attend webinars, etc.
- Ask Ss to tell you what they think the text is about (*the history of the Internet*).
- Ask Ss to put the symbols in the order in which they think they were first used. Do not correct Ss at this stage.

Background knowledge

- Before the development of email, messages could only be sent to different users of the same computer. Once computers were able to communicate with each other through a network, there was a need to distinguish both the user and the computer that was to receive the email. The @ symbol was chosen to indicate that a message was being sent from one computer to another, and it showed the name of the user as well as the name of the computer in the following form: *name-of-user@name-of-computer*.

- Check the answers with the class.
- Ask Ss to provide justification for their answers.

1. @ (It was first used in 1971.)
2. :-) (It was first used in 1982.)
3. www (It was first used in 1990.)

- You may ask **higher-performing Ss** to tell you what other Internet icons they know of and what they mean.

Suggested answers

-   = **Wi-Fi**
-  = **Twitter**
-  = **Facebook**
-  = **Ooredoo**
-  = **GPS / location service**
-  = **5G cellular data connection**
-  = **Search icon**
-  = **Settings**
-  = **email**
-  = **cellular signal strength**
-  = **Bluetooth**

C. R2.1

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

Who was the first person to use the @ symbol? the American programmer Ray Tomlinson
What did he use the @ symbol for? to separate the user's name from the user's machine in an email address
What was the equivalent of Internet at that time? a network called ARPANET
Who used ARPANET? the US Department of Defense

Who was the first person to use an emoticon? the computer scientist Scott Fahlman
What for? He wanted to distinguish a joke from a serious post by typing :-) to symbolise a sideways smiley face.
Why did he do that? He was worried about people misinterpreting comments on the online notice board at Carnegie Mellon University.

Why did programmers experiment with viruses? to see their effect on a network of computers
What was the first virus called and when was it created? It was called the Creeper Virus and it was created in 1971.
What did it do? It displayed a message that said, 'I'm the creeper, catch me if you can!' but it didn't do any harm.
When was the first true malware created? in 1988
By whom? by Robert Tappan Morris, a student at Cornell University
What was the first true malware called? the Morris Worm

Who created the World Wide Web? Tim Berners-Lee, a physicist working at CERN
What was the first website? info.cern.ch
What kind of information did the first web page on this site have? It had information about the World Wide Web project.
Can you access the original web page? Yes, you can still see a copy of it on CERN's website.

What are some uses of a webcam? video links, video conferences and security surveillance
Who created the first webcam? researchers in a computer lab at Cambridge University
When? in 1991
Why did they create a webcam? to see if there was any coffee in the pot in the coffee room

What is a wiki? It is a website where users can freely create and edit web page content.
What was the name of the first wiki and when was it introduced? It was called WikiWikiWeb and it was launched on 25th March, 1995.
Who was the creator? Ward Cunningham
Which is the most famous wiki site today, and when was it launched? The most famous wiki site today is the free Internet encyclopedia Wikipedia, which was launched in 2001.

Where did people gather together in order to keep in touch in the early days of the Internet? in chatrooms and forums
What was the first social networking site that focused on finding and managing friends called? sixdegrees.com
When was it launched? in 1997
Was it similar to modern social network sites? Yes, it was. It had most of the same functions, like a list of friends, inviting new contacts, and seeing whether someone is online or not.

How many hours of video are uploaded every minute to YouTube? over 400 hours 'and counting' was a reference to the number of videos on the site, which is not asked for here
What was the first video uploaded on the site? a 20-second video of co-founder Jawed Karim at the San Diego Zoo
When was it uploaded? on 23 April 2005

- Ask Ss to read through the statements 1-8 and check their understanding.
- Allow them some time to do the activity.
- Check the answers with the class.
- Ask Ss to provide justification by indicating where they found their answers in the text.

1. T	5. F
2. T	6. NM
3. F	7. NM
4. T	8. F

D. R4.1, R4.2

- Have Ss read through the meanings a-e and make sure that they do not have any unknown words.
- Draw Ss' attention to the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context and choose the correct meaning.
- Have Ss do the activity.
- Check the answers with the class.

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

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

Note: Reading out loud benefits Ss in various ways and they should, thus, be encouraged to make systematic use of this practice. Establishing it as a classroom routine helps teach its importance and also provides you with the opportunity to intervene when problems concerning intonation, stress, rhythm and pronunciation occur. Additional benefits include sharpening focus, enhancing comprehension, improving listening and reading skills and enriching vocabulary.

E. S1.1, S2.3

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

Suggested answers

- It has greatly improved our lives because it has saved us precious time we used to dedicate to tiring tasks, such as paying bills, buying tickets, dealing with banks and public services, etc. Also, it has improved the quality of products available to us because we can choose from a wider variety. In addition, the Internet has given us unlimited access to information from all over the world.
- I think that in the near future we will be able to control almost any machine remotely via the Internet. Although remote technology is available, such as the technology for regulating the thermostat, lighting and the shutters in our apartments, it is not widely used at present. In the future, the use of this technology will be mainstream. The key technology that enables the connection of machines to the Internet will also play an important role in furthering the development of scientific research and 3D technology. This will open up very important business opportunities for inventors and entrepreneurs.



...wiki

A wiki is a website where users can freely create and edit web page content. The first wiki was called WikiWikiWeb and it was **launched** on 25th March, 1995. It was created by Ward Cunningham for the Portland Pattern Repository. The most famous wiki site today is the free Internet encyclopedia *Wikipedia*, which was launched in 2001.

...social media site

From the early days of the Internet, there were communities of people who gathered together in chatrooms and forums. The first social networking website that focused on finding and managing friends was called *sixdegrees.com* and was launched in 1997. It had most of the functions of modern social network sites, like a list of friends, inviting new contacts, and seeing whether someone is online or not.

...YouTube video

Over 400 hours of video are uploaded to YouTube every minute, and the number of videos on the site is presently over 5 billion and counting. The very first video on the site was a 20-second video of co-founder Jawed Karim at the San Diego Zoo. It was uploaded on 23rd April, 2005 and it can still be viewed today.



C. Read the statements and write T for True, F for False or NM for Not Mentioned.

1. The first email was sent before the Internet was created.
2. The smiley face emoticon was invented to stop messages from being misunderstood.
3. The Creeper Virus caused many problems to early computer networks.
4. You could learn about the World Wide Web on the first web page.
5. Live images of a coffee pot at Cambridge University could be seen all over the Internet.
6. A wiki is a good place to find information on a variety of topics.
7. *Sixdegrees.com* only ran for five years before shutting down.
8. Jawed Karim's video at the San Diego Zoo can no longer be viewed on YouTube.

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

1. symbolise
2. misinterpret
3. sequence
4. surveillance
5. launch

- a. the careful watching of sb or sth
- b. the order in which a series of things appears
- c. to understand wrongly
- d. to make sth available to the public for the first time
- e. to represent

E. Discuss in pairs/groups.

- Do you think the Internet has improved our lives? In what ways?
- What do you think the Internet will be used for in the future?

Vocabulary

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

- Saeed** Hey, did you see my last **post** ?
- Majed** No, I haven't read your blog for ages.
- Saeed** Well, I wrote about my trip to Scotland.
- Majed** Great!
- Saeed** It took me ages to upload all the **content** . There are some really great videos and I've added **links** to web pages about all the places I went to.
- Majed** What's the name of your blog again? I had it **bookmarked** on my old laptop, but I can't seem to find it on my new one.
- Saeed** You can find it at *saeed.com/saeedsblog*.
- Majed** Hey, you have your own **domain name** !
- Saeed** That's right.
- Majed** Brilliant!

- a. the name that defines a website or group of websites
- b. a piece of writing that forms part of a blog
- c. to record an address of a page on the Internet so you can find it quickly
- d. information or other material contained on a website
- e. a connection between two electronic documents

- Ann** Look at this new website I found, Kelly. It has some cool stuff like free wallpapers, games, screensavers, you name it!
- Kelly** What's the **URL** ?
- Ann** It's *www.freedownloadsforyou.com*. I found it using that **search engine** you recommended.
- Kelly** Be careful, Ann. Those websites can harm your computer.
- Ann** What do you mean? How?
- Kelly** First of all, you need to create a user account for this 'free' service with your email address, right?
- Ann** I think so. Let me check the **FAQ** section... Yeah, you do.
- Kelly** Well, once you sign up, your **inbox** will start filling up with **spam** .
- Ann** So what? I can just ignore or delete those.
- Kelly** Sometimes you can't tell it's spam. And as soon as you open the email, you've downloaded some **spyware** onto your system.
- Ann** Oh, no.
- Kelly** Yep. Then your personal information, like logins, passwords and computer files, could fall into the wrong hands.
- Ann** Wow. I didn't realise there are so many dangers in **cyberspace** !

- a. the world of online communication
- b. (Frequently Asked Questions) a text that contains common questions and answers about a subject
- c. unwanted email, usually advertising sth
- d. the area in your email account where new messages arrive
- e. a software program that records what is done on a computer and sends such information to another computer without the user's knowledge
- f. programs or websites that search for information on the Internet based on keywords and questions the user enters
- g. (Uniform Resource Locator) an address for an Internet resource such as a web page, usually beginning with *https://www*.

B. Below are some words/phrases that are related to the topic of keeping informed. Complete the sentences with the words in the box.

know caught fill latest notify minute keep update date posted

1. Did Lucy tell you the _____ news? She quit her job!
2. My secretary will _____ you on the newest information.
3. Let me _____ if you're coming to our barbecue on Saturday.
4. I like keeping up-to-_____ with fashion.
5. Jenna and I went for coffee and we _____ up on each other's news.
6. This news website can help you _____ up with current events.
7. The school will _____ the parents if a student fails to attend lessons.
8. Well, got to go now. Keep me _____ on how your new job is going!
9. We have to go to Majed's house immediately. I'll _____ you in with the details on the way.
10. Visit this website for up-to-the-_____ sports news.

Learning Standards

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

Functions

Emphasising an action rather than the doer of the action

Structures

Passive Voice I

Vocabulary

bookmark (v.) catch up on (news) current events
 cyberspace define delete domain name
 download (v.) fall into the wrong hands
 FAQ (Frequently Asked Questions) file (n.) fill sb in
 inbox keep sb posted keep up to date keyword
 login material modernise notify password
 record (v.) roll-up screensaver search engine
 section spam (n.) spyware system tell the
 latest unwanted update (v.) up-to-the-minute
 URL (Uniform Resource Locator) wallpaper wrist
 you name it

Vocabulary

A. R4.1, R4.2 🔑

- Ask Ss to read through the dialogues and focus on the words in bold. Have them read through the meanings on the right and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

post : b
 content: d
 links: e
 bookmarked: c
 domain name: a
 URL: g
 search engine: f
 FAQ: b
 inbox: d
 spam: c
 spyware: e
 cyberspace: a

- Explain any unknown words or phrases.

B.

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

1. latest 6. keep
 2. update 7. notify
 3. know 8. posted
 4. date 9. fill
 5. caught 10. minute

- To challenge **higher-performing Ss**, you may have them write sentences using the words in the box on a piece of paper. You may then collect these pieces of paper and write some of these sentences on the board, omitting the target vocabulary. Have **lower-performing Ss** complete the sentences for extra practice.

Grammar

A.

- Ask Ss to read through the two examples and draw their attention to the words in blue.
- Ask Ss to read through the questions and the respective answer choices, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

Which of the two is more important? b
What is the meaning of the sentence? b

- Point out that we use the Passive Voice when we want to emphasise an action rather than the doer of the action.

B.

- Ask Ss to tell you how the Passive Voice is formed in each example, building on the previous activity.
- Have Ss do the activity.
- Check the answer with the class.

Passive Voice: subject + verb **to be** + past participle

C.

- Have Ss read through the sentences 1-8 and passive tenses a-h, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

- Ask Ss to find examples of the Passive Voice in the text on pages 98-99 (*a network called ARPANET was being used... / The World Wide Web was created... / Webcams are used..., etc.*).
- For further practice, ask Ss to come up with their own examples of the Passive Voice.
- Refer Ss to the Grammar Reference (p. 167).

D.

- Ask Ss to read through the text and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. changed
2. is being used
3. have shown
4. have seen
5. was considered
6. can choose
7. will be informed

- Provide Ss with any further explanations, if necessary.

E. S1.1

- Divide Ss into pairs.
- Have them decide who will be Student A and who will be Student B, and ask them to go to the corresponding pages in the Speaking Activities section 'do the task' is given in a separate instruction below
- Ask Ss to read through the rubric and the example, and check their understanding.

- Have Ss do the activity.
- Go around the class helping Ss when necessary.

GPS

It was made available for public use in the 1980s. It is used to determine the position of an object. Efforts are currently being made to modernise the existing system.

email

It was invented by Ray Tomlinson in the early 1970s. It is used to exchange messages. Since its introduction, it has been used widely / has been widely used by businesses.

the television

In the mid-1960s, colour broadcasting was introduced in most countries.

It is used for advertising, entertainment and news. In the near future, devices with a roll-up screen will be made available.

the smartwatch

It is worn on the wrist.

It can be used to record a person's level of physical activity.

Over the years, these devices have been improved to have similar functions to a smartphone

Grammar Passive Voice I → p. 168

A. Look at the following examples of the Passive Voice and answer the questions that follow.

Millions of videos **have been uploaded** to YouTube by people of all ages.

Which of the two is more important?

- a. the people who are uploading the videos
- b. the fact that the videos have been uploaded

Users of social media sites **are encouraged** by experts to be aware of privacy issues.

What is the meaning of the sentence?

- a. Social media site users encourage experts to be aware of privacy issues.
- b. Experts encourage social media site users to be aware of privacy issues.

B. Look at the examples above and complete the rule for how the Passive Voice is formed.

Passive Voice: subject + verb _____ + past participle

C. Match the examples 1-8 with the correct passive tense a-h.

1. All the employees **had been informed** about the meeting.
2. Twitter **is used** for finding out the latest news.
3. The first social media sites **were created** many years ago.
4. Social media sites **could be used** to post negative comments.
5. The students **will be given** new passwords for their online accounts.
6. Lots of comments **have been posted** on the newspaper's website.
7. A new communications network **is** currently **being developed**, which will provide users with superfast services.
8. Mubarak **was being interviewed** when his mobile phone rang.

Passive Voice

a. Present Simple

am/is/are + past participle

b. Present Progressive

am/is/are + being + past participle

c. Past Simple

was/were + past participle

d. Past Progressive

was/were + being + past participle

e. Present Perfect Simple

have/has + been + past participle

f. Past Perfect Simple

had + been + past participle

g. Future *will*

will + be + past participle

h. Modal Verbs

can/must/may/should/could, etc. + be + past participle

D. Read the text below and circle the correct verb form.

Before the Internet, the only way to receive information on current events was through television, radio and newspapers. The Internet **1 changed / was changed** people's lives and it **2 is using / is being used** by more and more people every day as a means of communication as well as a way to keep up to date. Specifically, recent studies **3 have shown / have been shown** that about 30% more people rely on the Internet for their information than in 2007. Barry Smith, the owner of the NewsforU website, says, 'We **4 have seen / have been seen** a major increase in the number of people who visit our website in the last years. In the past, news websites weren't as popular and television **5 considered / was considered** the best way to keep up with current events. Now people **6 can choose / can be chosen** from thousands of sites which ones they **7 will inform / will be informed** by, instead of relying only on a few channels on TV or newspapers at the newsstand.'

E.  Work in pairs to do the Grammar Production Task in the Speaking Activities section. Student A, turn to page 160, and Student B, turn to page 163.

Listening

A.   Discuss in pairs/groups.

- What effect do you think social media sites have on young people?
- Do you think social media sites will grow even more popular, or will people gradually lose interest in them? Why?

B.  Listen to an interview with Jessica Franklin about social media. What issue is she discussing?

- what a person's profile page on social media says about them
- how people connect with others through social media sites
- the link between social media sites and a user's emotional state

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

- What made the author interested in social media at first?
 - She realised how much her niece used social media.
 - She noticed how big the social media industry had become.
 - She was interested in the fact that young people used these sites every day.
- When did the author decide to research the matter further?
 - when her niece told her about her feelings
 - when her niece introduced her to a new site
 - when she started feeling sad
- What is one of the things the university study asked students about?
 - how many online friends they have
 - their use of a particular social media site
 - how the Internet is making their lives easier
- According to the study, what is it common for people to do?
 - to compare their lives to other people's online
 - to know a lot about our online friends' real lives
 - not to pay attention to other people's profiles
- What do users of social media sites usually do?
 - create an honest image of themselves online
 - try to show off the best bits of their life
 - complain all the time about the negative events in their lives
- Who is most negatively affected by social media sites?
 - those who have the fewest friends
 - those who update their profile most frequently
 - those who take a greater interest in other people's profiles

D.   Discuss in pairs/groups.

- Do you agree that social media sites affect people in different ways?
- What would you do if a friend of yours was spending too much time on the Internet?

Speaking

  Work in pairs. Turn to page 159 in the Speaking Activities section and do activity 7a.

Writing A procedural text

A.  Read the text quickly and answer the questions that follow.

- Where would you expect to find a text like this?
- Who is this text aimed at?
- What is the purpose of this text?



First of all, go to the game's web page and click on the 'Download now' button. The download should begin automatically.



Once the download is ready, run the program file and click 'Install now' on the screen that appears. Follow the instructions on-screen to install the game. After that, choose the option to update the game.

Learning Standards

SB: S1.1, S2.3, L1.1, L2.1, S2.5, R2.3, R1.1, R2.1, W1.6

Functions

Giving suggestions/instructions
Responding to instructions
Describing a procedure

Vocabulary

account automatically geographical procedural
proceed profile quest server username

Listening

A. S1.1, S2.3

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

Suggested answers **KEY**

- Social media sites have both positive and negative effects. Young people can use them to socialise and interact with their friends, as well as to keep up with current events and trends. Unfortunately, though, they can also make young people spend too much time on their computer when they should be studying or working and make them lose interest in 'real' life.
- I think that as time goes by social media sites will become more popular. People might lose interest in those that are widely used today, like Facebook and Twitter; however, new ones will be created.

B. L1.1

- Have Ss read through the answer choices and check their understanding.
- Play the recording and have Ss listen and do the activity.
- Check the answers with the class.

c **KEY**

C. L2.1

- Ask Ss to read through the questions 1-6 and their respective answer choices and check their understanding.
- Play the recording again and have Ss do the activity.
- Check the answers with the class.
- Have Ss provide justification for their answers. If necessary, play the recording again in order to clarify any questions Ss may have.

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

D. S1.1, S2.3

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

Suggested answers **KEY**

- Social media sites have a different effect on different people. For example, people who are already very popular and extroverted will increase their popularity and will exhibit higher levels of online engagement. On the other hand, people who are shy or introverted might choose not to participate, especially when they tend to compare themselves with other, more popular people online.
- The first thing would be to try to engage him/her in other activities, such as going to the library, hanging out with friends or playing sports. If this didn't work, I would try to talk to him/her about the consequences this could have on his/her social life.

Speaking

S1.1, S2.5

- Divide Ss into pairs and have them turn to the relevant page in the Speaking Activities section.
- Have Ss read the instructions and check their understanding.
- Have Ss do the activity.
- Encourage Ss to cooperate and participate equally in the activity.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out their dialogues.

Suggested answer **KEY**

Student B: IT support here; how can I help you?
Student A: Hi, I'm having a problem with my computer. I think there's something wrong with the keyboard—it's not working.
Student B: I see. Can you type anything at all?
Student A: No, nothing.
Student B: Have you tried restarting the computer?
Student A: Yes, I tried that already, but it didn't fix it.
Student B: OK... try unplugging the keyboard and plugging it back in again.
Student A: No, I tried that as well. It didn't work.
Student B: OK, now we need to look at the software then. First of all, click on this link I'm sending you.
Student A: OK. It's asking me to download a program. Do I click 'yes'?
Student B: Yup.
Student A: OK... there, it's downloaded. What do I do now?
Student B: Run the program. It will search for any problems with your keyboard software.
Student A: Great. What should I do next?
Student B: Just follow the instructions on the screen. If your keyboard still isn't working after that, give me another call.
Student A: OK, I'll do that. Thanks very much.

Writing

A. R2.3

- Ask Ss to read the text and the questions quickly, and check their understanding.
- Have Ss answer the questions.
- Check the answers with the class.

- on the Internet
- a person interested in playing a video game
- to provide instructions on downloading, installing and playing a video game.

B. R2.3

- Have Ss read the statements 1-10 and check their understanding.
- Tell Ss to tick the ones that apply to the procedural text.
- Check the answers with the class.

1, 2, 4, 6, 7, 10

C. R1.1, R2.1

- Ask Ss to read the rubric and tell them they are required to choose the correct linking words.
- Have Ss do the activity.
- Check the answers with the class.

1. To begin with
2. Once
3. At this point
4. then
5. Subsequently
6. After
7. Finally

D. W1.6

- Have Ss read the rubric and TIP, and check their understanding.
- Tell them that they have to write a procedural text similar to the one that features on the page.
- Explain to them that they have been given an option and may choose the one that they would like to do.
- Allow Ss enough time to write their procedural texts.
- Have some Ss read out their texts.

How to create a social media account

1. Choose your social media site. Go to the web page of the social media site of your choice. You will see two options: 'Log in' and 'Create new account'. Click on 'Create new account'.
2. Create your account. You will be asked to provide your name, date of birth and email address. Then you will need to create a password. Make sure you remember this because you will need it to sign into the account later. Once you have done this, click on 'Sign up'.
3. Confirm your email address. Open your email inbox. You will receive an email asking you to confirm your email address. Click on the link in the email. It will take you back to the social media site. Use your email address and password to sign in.
4. Set up your profile. You will be asked to add different information about yourself to your profile. Answer the questions and start using your account.

How to check a computer for viruses

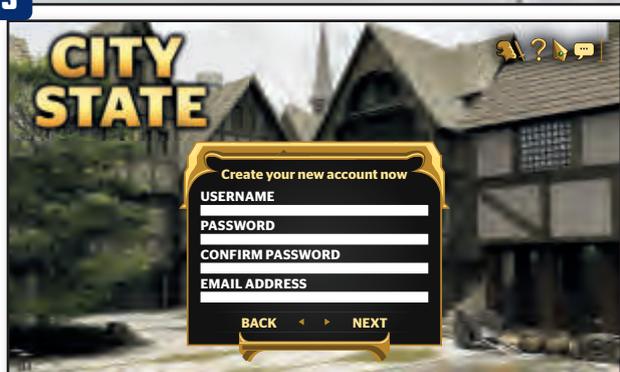
1. Start up your antivirus program. Find your antivirus program on your computer and open it. Once it starts, you will see several options down the side. Click on 'Scan computer'.
2. Choose what to scan. You will be asked to choose which devices or drives you want to scan. Select your main hard drive.
3. Run the virus scan. Press 'Start scan', and the program will automatically check the drive for viruses. This may take some time. Once it has done this, a box will appear with the results of the virus scan.
4. Remove any problems and close the program. If the program finds a problem, it will give you the option to 'Fix problems'. Click on this. Once any problems are fixed, you will see a box with a green light and the words, 'Your computer is safe'. When you see this, close the program.

Optional activity

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

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

3



Once the game has updated, you will need to create your account with a username, password and your email address. After that, click 'Next'.

4



Choose your server. Several servers are available to play on, depending on your geographical location (Europe, Asia, etc.). Select a server that suits your needs and click 'OK'.

5



You will be asked to type in the name you wish to give your city. Below that, you can see different options for its location (in the mountains, by the sea, etc.). Choose a location. Then, click 'Let's go' to begin playing the game.

B. Read the text again and tick the statements that apply to it.

The writer:

1. uses linking words.
2. introduces each step with a short phrase.
3. gives examples and justifies them.
4. uses formal language.
5. gives his/her opinion.
6. organises the procedure into steps.
7. uses imperative forms.
8. uses passive forms.
9. always writes in the past tense.
10. provides images to help understanding.

C. Circle the correct words/phrases.

Start the intro. When the game loads, the player character wakes up inside a house. **1 Meanwhile / To begin with**, go outside and talk to the old man.

2 Meanwhile / Once you have spoken to the old man, choose your story. **3 At this point / Up to this point**, you can choose to head either east or west. You will **4 after that / then** be sent to collect some items from your house.

The items you pick up in the house determine what kind of character you will play. For each item you pick up, you will be asked if you are sure about your choice. Click 'Yes' for each one.

5 During this time / Subsequently, head out of the house again.

You will come across the old man again. **6 After / Next** you have spoken to him, you will be asked to select rewards for the quest. **7 In conclusion / Finally**, click on the 'Finish intro' button and proceed to the rest of the game.

D. Read the writing task below and write a procedural text similar to the one above.

Your teacher has asked for your help with several tasks. Choose one of the tasks from the list below and write a procedural text explaining how to carry it out.

- How to check a computer for viruses
- How to upload a video to the Internet
- How to create a social media account

When writing a procedural text, do the following:

- keep in mind who you are writing for and make sure to write in an appropriate style (formal/informal).
- divide the process into clear steps and organise the text into separate paragraphs for each step.
- use short introductory sentences for each step.
- add numbers to each step to make the process clearer.
- include diagrams if possible.
- use a variety of linking words/phrases.

TIP

Reading

A.   Discuss in pairs/groups.

- Have you ever seen anyone behaving badly online? What did you do?
- Do you think it is important to have rules for online behaviour? Why? / Why not?

B.  Read the text quickly. Where would you expect to find a text like this? What is it trying to do?

C.  Read the text again and match the headings to the correct paragraphs.

a. **Think Critically**

c. **Behave Responsibly**

b. **Respect the Privacy of Others and Yourself**

d. **Exercise Honesty**

Citizenship in the Digital Age

The Internet has brought new opportunities that never existed before. However, with these possibilities comes a responsibility to behave respectfully and sensibly. It may seem that the digital age presents new challenges to what it means to be a citizen of the world; however, if we view the online world simply as an **extension** of our real lives, it soon becomes clear that we have the same responsibilities towards each other whether we are face-to-face or behind our keyboards.

1 In the real world, the rules of social behaviour are often cultural and are instilled in us from a young age. Online, rules can be harder to see, and it is not always clear what they actually are. In addition, the fact that online actions are often **anonymous** means it is sometimes tempting to use the Internet as a place to speak or behave in ways we wouldn't in reality. It's important to place the same filter on our online behaviour as we do on our real-world behaviour; before you post something, re-read it and think about who might see it and whether you would be comfortable saying it out loud to someone in real life. If the answer is no, perhaps it's better to press the delete button.

2 The Internet has made content easier to create, and this is an opportunity that is open to everyone. However, the other side of this is that we must be more alert to what we read. Why was this content created? By whom? Just as in our offline lives, there are many things online which can influence or mislead us. This may be something obvious, like an advert designed to attract us to click on it, or it could be something more **subtle** - such as an article written to persuade readers to adopt a certain point of view, or even just an informational site that is outdated or incorrect. We need to exercise good judgment when deciding what we trust, particularly if we want to use that information or pass it on to others.

3 While it is easy to understand when something doesn't belong to you in the real world, it can sometimes be less clear online whether information belongs to someone else or is free to use. Digital tools are a great way of making content available to **vast** numbers of people, and many people distribute content for free to create an audience. However, the rule to remember is: just because something is available doesn't mean you can take it. It is our responsibility to make sure that we respect other people's property - which means not using anything we find online for ourselves without first asking permission.

4 As in the real world, treat people the way you would want to be treated. However, while we have a responsibility to respect the privacy of others, we are also responsible for making sure that we ourselves behave in a way that limits the possibilities of other people disturbing our own **privacy**. This means, for example, not making personal details available online, making online purchases only from websites you trust, and making sure we use secure passwords to keep our data protected from others.



Learning Standards

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

Vocabulary

alert anonymous comfortable conduct (n.)
disturb extension filter (n.) judgment outdated
permission privacy respectfully responsibility
responsibly secure (adj.) sensibly simply subtle
tempting treat (v.) vast

Reading

A. S1.1, S2.3

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

Suggested answers

- Unfortunately, I often see people behaving quite badly online. Especially when I play online games, I see players being very rude to each other. When people get this way, I find the best thing to do is just to ignore them. They are trying to get a reaction out of you so, if you don't give them the attention they want, they usually stop. However, if the person behaving badly is a friend of mine, I will usually say something to them.
- Personally, I believe that there should be rules about how we behave online. We have rules about behaviour in real life because there are consequences to bad behaviour: we can hurt people's feelings, we can damage how other people see us, and we can even leave ourselves open to crime. These consequences are still there on the Internet as well, and some of them are actually greater online. So, if we decide that rules are necessary offline to keep people safe, they should be necessary online as well.

B. R2.3

- Ask Ss to read the rubric and check their understanding.
- Have them read the text quickly and answer the questions.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.
- Highlight the values that exist in this text (respect and compassion, personal rights, responsibility and integrity).

It is an article about online values and behaviour. It would, therefore, most probably feature in a magazine about technology or the Internet that seeks to raise people's awareness of important issues such as Internet safety. It could also feature on a website about Internet behaviour and protocols. Furthermore, it could be an informational leaflet of the kind handed out in schools or workplaces to guide people on how they are expected to behave online. The article aims to inform readers about digital citizenship and the responsibilities of a good digital citizen. It is trying to explain that online behaviour is really no different from offline behaviour, and it seems overall to be asking people to think before they act.

C. R1.1

- Have Ss read the rubric and the headings a-d, and check their understanding.
- Ask Ss to read the text again and allow them some time to do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers by referring to the actual text.

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

KEY

D. R2.1

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:
 - What has the Internet brought? new opportunities that never existed before*
 - What comes with these possibilities? a responsibility to behave respectfully and sensibly*
 - What becomes clear if we view the online world simply as an extension of our real lives? It becomes clear that we have the same responsibilities towards each other whether we are face-to-face or behind our keyboards.*
 - What is true about the rules of social behaviour in the real world? They are often cultural and are instilled in us from a young age.*
 - What are we often tempted to do on the Internet? to behave in ways we wouldn't in reality*
 - What is it important for us to do? to place the same filter on our online behaviour as we do on our real-world behaviour*
 - What has the Internet made it easier to do? to create content*
 - What do we need to do as a result? We need to be more alert to what we read.*
 - What do we need to do when reading online content? We need to exercise good judgment when deciding what we trust, particularly if we want to use that information or pass it on to others.*
 - What can sometimes be less clear online? It can sometimes be less clear online whether information belongs to someone else or if it is free to use.*
 - What is the rule that we need to remember? We need to remember that just because something is available, it does not mean you can take it.*
 - What is our responsibility? to make sure that we respect other people's property*
 - How should you treat people? the way you would want to be treated*
 - Besides respecting the privacy of others, what do we have a responsibility to do? We have a responsibility to make sure that we ourselves behave in a way that limits the possibilities of other people disturbing our own privacy.*
 - What should we not do? We should not make personal details available online.*
 - Where should we make online purchases from? only from websites we trust*
- Ask students to read the rubric and the example, and check their understanding.
- Explain to Ss that they have to find information in the text that addresses the points and write it down in note form.
- Allow Ss some time to do the activity.
- To help **lower-performing Ss**, you may write the notes found in the key in a jumbled fashion on the board, and then ask them to decide which points they correspond to.
- Check the answers with the class. Note that Ss should all try to identify the most important points but there may be some variation in answers.

2. If it belongs to someone
If it is accurate
Who created it
Why it was created

3. Rules can be harder to see
Actions are often anonymous
Not always clear whether available content is free to use

4. Don't make personal details available
Make online purchases only from websites you trust
Use secure passwords

Suggested answers

- Well, all the points mentioned are important but if I were to choose one, I would choose behaving responsibly. I think people my age are often rude and treat people with disrespect on the Internet. I have often witnessed someone being mean or cruel to someone else.
- If there is one piece of advice I would give people my age, it would be that they must be very careful when talking to strangers. The Internet offers people anonymity, which means that you cannot be sure if the person you are talking to is actually who he/she says he/she is.

E. R2.2 

- Ask Ss the questions and have them write down their answers.
- Tell Ss to use information from the text to support their answers.
- Check the answers with the class.

Suggested answers

1. The writer believes that our online responsibilities are the same as our responsibilities in the real world as one is simply an extension of the other.
2. Digital technology has made it very easy to obtain information, but has made it harder to evaluate it as we now have to judge more often whether something is reliable or not.
3. If you cannot tell whether it belongs to someone, you should avoid using it; if you know who it belongs to, you can ask the owner's permission to use it.

F. R4.1, R4.2 

- Draw Ss' attention to the highlighted words in the text.
- Explain to Ss that they should try to deduce the meaning of the words from the context.
- Have Ss do the activity, prompting them to extract the contextual clues.
- Check the answers with the class.

1. subtle
2. extension
3. vast
4. privacy
5. anonymous

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

G. S1.1, S2.3  

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.
- Instruct students to underline the pieces of advice that feature in the text.



D.  Use information from the text to make notes on the points below. The first one has been done for you.

1. what to consider before making a post
 - who might see it
 - whether you would be comfortable saying it in real life
2. things to consider about online content
3. reasons it is tempting to behave differently online
4. how to keep yourself safe online

E.  Read the text again and provide a written response to the following questions in your own words. Use information from the text to support your answers.

1. According to the writer, how do our online responsibilities relate to our responsibilities in the real world?
2. How has digital technology changed the ways we obtain and evaluate information?
3. What can you do if you want to use something you find online in part of your own work?

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

1. difficult to notice

2. another part that is added to something

3. very large in size or amount

4. someone's right to keep his/her personal matters unknown to others

5. used to describe someone whose name is not known

G.  Discuss in pairs/groups.

- Which piece of advice mentioned in the article do you consider most relevant for people your age? Why?
- Is there any other piece of advice you would give to people your age concerning safety and conduct on the Internet?



Vocabulary

A.  Read the sentences and match the idioms in bold with their meanings a-f. Then check your answers using a dictionary.

1. I'm just putting the **finishing touches** to this painting before I sell it.
2. Thank you for coming in for the interview. We'll **be in touch**.
3. The teacher's comment about John's poor mark in the test **touched a sore spot** because he had studied very hard for it.
4. I was deeply **touched** by the gift they gave me.
5. Julie and I **lost touch** after she got married and moved to Sweden.
6. My dad used to cook great meals but I think he's **losing his touch**.

- a. having strong feelings; being moved emotionally
- b. no longer be able to do sth as well as you did before
- c. to refer to a sensitive topic which may upset sb
- d. no longer have contact with sb
- e. to communicate with sb by phone or in writing
- f. the final details to complete sth

B. Complete the sentences with the words in the box to form prepositional phrases.

comparison favour honour connection need contact

1. Has Haya been **in** _____ **with** any of her university friends?
2. The police would like any information **in** _____ **with** the fire.
3. Are you **in** _____ **of** the new law or against it?
4. Please ask the teacher if you are **in** _____ **of** help.
5. The food here is very good **in** _____ **to** other restaurants in town.
6. We are holding an event **in** _____ **of** the founder of the organisation.

Grammar Passive Voice II → p. 168

A. Look at the examples of the Passive Voice and answer the questions.

- Facebook **is said to be** the most popular social media site.
- **It is said** that Facebook is the most popular social media site.

1. Which is probably the most popular social media site?
2. Who says so?
3. Do the two sentences have the same meaning?

B. Read the dialogue and answer the questions.

- A:** Will they give all the employees laptops?
B (1): Yes, laptops **will be given** to all the employees.
B (2): Yes, all the employees **will be given** laptops.

1. What are the two objects of the verb *give* in the question? Which one is the direct and which one the indirect object?
2. What's the difference between the two answers?

C. Read the dialogue and answer the questions.

- A:** My manager **made me work** overtime until eight o'clock yesterday.
B: Well, you're lucky, because I **was made to work** overtime every day last week.

1. Which of the two sentences is in the Active Voice and which is in the Passive Voice?
2. What is *make* followed by in the Active Voice? And in the Passive?

Learning Standards

SB: R4.1, R4.2, L1.1, L2.1, S1.1, S2.3, S2.5, S3.1

Functions

Emphasising
Interrupting / Asking to speak
Indicating a wish to continue
Indicating that one is coming to an end
Making general statements

Vocabulary

addict against argument avatar brainwash
commercial compare couch potato debate
emphasise gradually inappropriate informative
intelligence jump in passive activity rating
satellite TV stress (v.) think critically view viewer
violence

Idioms with *touch*

be in touch be touched by lose one's touch
lose touch put the finishing touches touch a sore spot

Prepositional phrases with *in*

in comparison to in connection with in contact with
in favour of in honour of in need of

Vocabulary

A.R4.1, R4.2

- Ask Ss to read through the sentences 1-6 and guess the meaning of the idioms from the context.
- Ask Ss to read through the meanings a-f and check their understanding.
- Have Ss do the activity and check their answers.

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

B.

- Draw Ss' attention to the words in the box.
- Point out the prepositions in bold in the sentences.
- Have Ss do the activity and check their answers.

1. contact 4. need
2. connection 5. comparison
3. favour 6. honour

- Ask Ss to come up with their own examples.

Language plus

in comparison to = if you compare it with/to
to be in favour of = to support or approve of sth/sb
in honour of = expressing respect for sth/sb
in connection with = with reference to sth/sb
to be in need of = needing sth; when sth is essential for sth/sb
to be in contact with = to communicate with sb

Grammar

A.

- Ask Ss to read through the sentences and answer the questions.
- Check the answers with the class.

1. Facebook 2. people 3. yes

- Explain to Ss that there are verbs (e.g. *believe, say, think, know, consider*) which have both an impersonal and a personal construction of the Passive Voice.
- Refer Ss to the Grammar Reference (p. 167).

- Pair **higher-performing Ss** with **lower-performing Ss** and have them come up with their own examples of the impersonal and personal construction of the Passive Voice.
- Go around the class helping Ss when necessary.

B.

- Ask Ss to read through the dialogue and answer the questions.
- Check the answers with the class.

- objects: all the employees (indirect), laptops (direct)
- The first response stresses the word *laptops*, whereas the second response stresses the phrase *all the employees*.

- Point out to Ss that when the verb in an active sentence has two objects, the one that becomes the subject in the Passive Voice is the one we want to place emphasis on.
- Refer Ss to the Grammar Reference (p. 167).
- Ask Ss to come up with their own examples practising the Passive Voice of verbs with two objects (e.g. *show, send, offer*).

C.

- Ask Ss to read through the dialogue and answer the questions.
- Check the answers with the class.

- The first sentence is in the Active Voice and the second one is in the Passive Voice.
- The verb *make* is followed by a bare infinitive in the Active Voice. The verb *make* is followed by a full infinitive in the Passive Voice.

- Refer Ss to the Grammar Reference (p. 167).
- Ask Ss to come up with their own examples in the Passive Voice.

D.

- Ask Ss to read through the sentences.
- Have Ss do the activity and check their answers.

- ...is expected that smartphones will have even faster Internet connections in the future.
- ...was made to go to the event (by my mother) even though I didn't want to.
- ...is believed (by many people) to be old-fashioned.
- ...was offered some coffee by the secretary.
- ...message has been sent to all the employees by the manager.
- ...is thought that technology can solve any problem.
- ...is known to be dangerous.

Listening

A. L1.1

- Have Ss read through the options a-d and check their understanding.
- Play the recording and have Ss listen to the interview.
- Have Ss do the activity.
- Check the answer with the class.

b

B. L2.1 

- Ask Ss to read through the questions 1-8 and check their understanding.
- Play the recording a second time and have Ss listen and do the activity.
- Check the answers with the class. Have Ss provide justification for their answers.
- If necessary, play the recording again in order to clarify any questions Ss may have.

1. F 2. T 3. F 4. T 5. T 6. T 7. F 8. F

KEY

C. S1.1 

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

Suggested answer

- I don't think I would be able to live like Ronnie for a year. I would miss my friends and family and I would hate working from home. I would definitely feel lonely and miserable, and all the things I enjoy doing online, such as logging onto social media sites and reading news or watching my favourite TV series, would be meaningless without anybody to talk to and socialise with.

KEY

Speaking

A. S1.1, S2.3  

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

Suggested answers

- I don't spend much time watching TV. When I do, however, I prefer to watch sitcoms, because they are funny and they help me relax.
- open answer
- Yes, I think that there are many TV programmes of good quality, such as documentaries or films that are interesting and informative. / No, most TV programmes are of bad quality. Most of them don't stimulate us in any way and can be considered rubbish.
- Unfortunately, most programmes on television aren't very stimulating or educational. TV could be improved if there were more high-quality programmes that could teach us new things as well as entertain us.

KEY

B. S2.5 

- Draw Ss' attention to the statement in red and the list of ideas and check their understanding.
- Divide Ss into two groups and allocate roles.
- Monitor Ss from a distance at this stage. Do not interrupt.

*Suggested ideas:***IN FAVOUR OF THE STATEMENT**

- has low-quality programmes that aren't educational
- is a passive activity that doesn't allow people to think critically
- takes time from other, more stimulating activities (e.g. *reading books*)
- advertisements can trick people into buying products they don't need

KEY

AGAINST THE STATEMENT

- is informative: helps inform us about news, events and products
- can benefit different age groups in different ways (e.g. *young children can watch special documentaries or educational cartoons*)
- viewers can choose what they want to see; they aren't obliged to watch everything
- can help people relax after a long, hard day

C. S2.3, S3.1  

- Ask Ss to read through the phrases in the box and check their understanding.
- Have the two groups hold a public debate in which they discuss the statement, putting forward the arguments they have thought of.
- Encourage Ss to cooperate and participate equally in the activity, but do not interrupt the flow of interaction.
- At the end of the debate, put Ss into pairs consisting of one person from each group and have them assess which group was more persuasive and why.

Suggested answer

Group A: On the topic of television and its negative influence on viewers, we are in favour of this statement for many reasons. First of all, most TV programmes are low quality and boring. Many studies have shown that watching countless hours of TV can lower your IQ.

Group B: Excuse me. May I interrupt for a second?

Group A: Just one moment, please. So, by watching TV, people become couch potatoes and TV addicts and just sit around wasting their time. People could be doing much more stimulating activities like reading books.

Group B: I disagree. I would like to emphasise the fact that viewers are free to choose what they watch as well as for how long. There are plenty of programmes that have high ratings and aren't low quality.

Group A: Could I say something before you continue?

Group B: Please let me finish. Watching TV is also a great way to get information about what's happening in the world. Additionally, through advertisements and commercials you can also get information on new products.

Group A: May I speak now? Most commercials can brainwash viewers into thinking that they should buy things they don't need. I must stress the fact that it's better to use the Internet to get information because it has many more news sources to choose from than TV. In conclusion, I think that TV can have a negative influence on viewers.

Group B: Do you mind if I add something?

Group A: Go ahead.

Group B: Something of great importance is watching TV within some limits, which can be beneficial and not harmful. To finish, I would like to say that as long as viewers are careful and picky regarding what they watch on TV, it won't have a negative influence on them.

KEY

D. Rewrite each of the following sentences in the Passive Voice starting with the words given.

1. People expect that smartphones will have even faster Internet connections in the future.

It _____

2. My mother made me go to the event even though I didn't want to.

I _____

3. Many people believe that sending letters is old-fashioned.

Sending letters _____

4. The secretary offered me some coffee.

I _____

5. The manager has sent a message to all the employees.

A _____

6. People think that technology can solve any problem.

It _____

7. Everybody knows that spam is dangerous.

Spam _____

Listening

A.  Listen to a radio interview. What is the main topic of discussion?

- a. Ronnie's thoughts and feelings about documentaries
- b. Ronnie's feelings and reactions during an experiment
- c. Ronnie's next documentary
- d. Ronnie's views on technology

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

- 1. *Technotrap* is Ronnie's first documentary.
- 2. Ronnie stayed isolated in his flat for 365 days.
- 3. He earned a living by writing books.
- 4. He stopped taking care of his looks because he was living through his avatar in the game *Second Life*.
- 5. He gained lots of weight during the experiment.
- 6. Ronnie's friends were worried about him during the experiment.
- 7. He didn't manage to show what he wanted through the experiment.
- 8. When the experiment was over, it took Ronnie three months to be able to get out of his flat.

C.  Discuss in pairs/groups.

- Would you be able to live like Ronnie for a year?
How would you feel?

Speaking

  Work in groups. Turn to page 160 in the Speaking Activities section and do activity 7b.



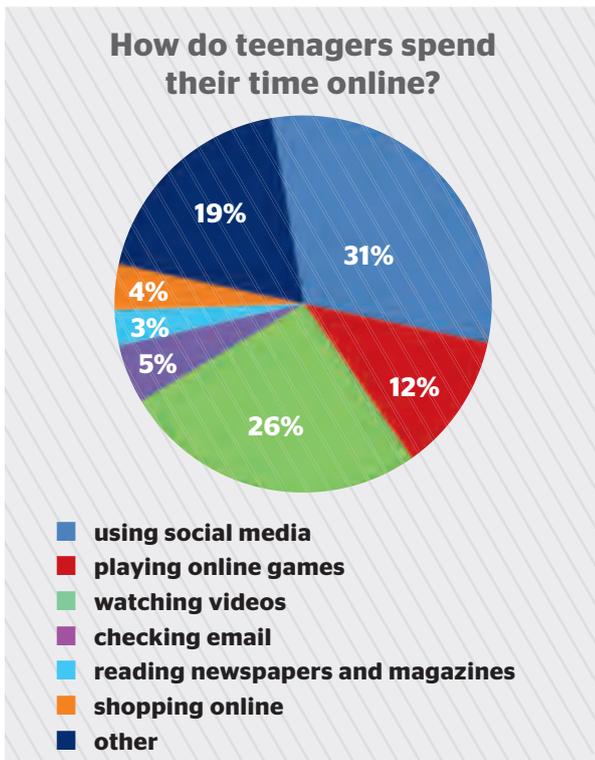
Writing Interpreting a pie chart

A. Discuss in pairs/groups.

- What online activities do you spend a lot of time doing?
- What do you think is the most popular online activity for people your age?



B. Your class has done a school survey. The results are shown in the pie chart below. Look at the pie chart and answer the questions.



- What does the pie chart show? What question is it answering?
- How many different activities are mentioned?
- Which online activity is the most popular?
- Which online activity is the least popular?
- What percentage of teenagers chose each different activity?

D. Read the text again. Then do the activities that follow.

1. Read the statements and tick (✓) those that apply to the text.

The writer:

- a. introduces the topic by paraphrasing the information at the top of the chart.
- b. lists the percentage of every activity on the chart.
- c. explains how the information on the charts was obtained.
- d. describes the results and draws a conclusion.
- e. divides the description into paragraphs.
- f. uses past tenses to refer to the trends described.
- g. describes what a pie chart is before presenting the findings.
- h. compares the dominant trends.

2. What conclusion does the writer reach? Do you agree with it?

C. Read the text below. What purpose does it serve?

The pie chart **shows** the results of a survey about which activities teenagers are occupied with most when they are online. It shows the percentages for six different activities, and there is also one category for other activities that are not specified.

From the chart, it is clear that the **majority** of teenagers spend most of their time online using social media sites. In **contrast** to this, the **least** popular activity is reading newspapers and magazines, as it is mentioned by only a small **proportion** (3%) of teenagers. In addition, a considerable number of teenagers - over a **quarter** - spend their time watching videos. Playing online games is **less** popular, as only twelve **per cent** of teenagers reported doing this activity.

In **conclusion**, it is clear that almost **half** of the teenagers in the survey spend most of their time online doing activities that involve interacting with others, either through social media or through online games. As a large percentage of time is also spent consuming online entertainment, it **seems** likely that teenagers in this school use the Internet mostly for relaxation and entertainment rather than for educational or practical purposes.

Learning Standards

SB: S1.1, S2.3, R2.1, R2.3, R2.2, W2.1, W3.2, W1.6

Functions

Interpreting information in a pie chart

Vocabulary

a quarter of account for approximately
considerable consume depict evident finding
majority minority occupied paraphrase
percentage pie chart proportion slice specify
survey

Writing

A. S1.1, S2.3

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

Suggested answers

- I spend most of my time using social media and watching videos.
- I think that most teenagers do more or less what I do on the Internet. There are, however, a lot of teenagers who play online games and some who do their shopping online.

B. R2.1

- Have Ss read the rubric and the information in the pie chart, and check their understanding.
- Allow Ss enough time to answer the questions.
- Check the answers with the class.

- The pie chart shows how teenagers spend their time online. It is answering the question shown above the chart.
- The pie chart is divided into seven slices, of which six refer to specific activities. The remaining slice represents other activities which are not specified.
- The most popular activity is the use of social media sites.
- The least popular activity is the reading of online newspapers and magazines.
- 31% - using social media sites
- 26% - watching videos
- 19% - other
- 12% - playing online games
- 5% - checking email
- 4% - shopping online
- 3% - reading newspapers and magazines

C. R2.3

- Ask Ss to read the rubric and check their understanding.
- Have Ss quickly read through the text.
- Ask Ss the question.
- Elicit answers.

The text serves to describe the main trends depicted in the pie chart and draw a conclusion regarding how most teenagers spend their time online.

D. R2.3, R2.2

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss to read the statements and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. a, d, e and h should be ticked
2. The conclusion the writer reaches is that teenagers spend a large percentage of their time online engaging in entertainment as opposed to using the Internet for educational or practical purposes. I personally agree with this opinion.

E. R2.3 

- Have Ss read the rubric and draw their attention to the highlighted words in the text.
- Tell them they have to use these words to complete the phrases in the vocabulary box.
- Instruct Ss to read the phrases in the box and check their understanding.
- You may elicit the help of **higher-performing Ss** to help explain any unknown words to **lower-performing Ss**.
- Have Ss do the activity.
- Check the answers with the class.

- KEY

 1. shows
 2. majority
 3. proportion
 4. per cent
 5. quarter
 6. half
 7. least
 8. less
 9. contrast
 10. conclusion
 11. seems

F. R2.3 

- Ask Ss to read the rubric and check their understanding.
- Tell them that to successfully complete the task they have to look at the information in the pie chart, read the text and find phrases that best complete the gaps.
- Inform Ss that there is more than one correct answer for some of the gaps.
- Have Ss do the activity.
- Check the answers with the class.

- KEY

 1. the majority / a significant/large/ considerable number
 2. a quarter
 3. In contrast/comparison
 4. proportion/percentage
 5. per cent
 6. In conclusion / Overall / To summarise
 7. half
 8. It seems likely / It is evident/clear / It can be concluded

G. W2.1 

- Have Ss read the writing task and underline the key words.

KEY

The following words should be underlined:
survey, devices students, prefer, when accessing social media, results, pie chart, Describe, selecting and reporting, main features, make comparisons

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

- KEY

 1. the devices students prefer to use for accessing social media
 2. to describe the information by selecting and reporting the main features and to make comparisons
 3. objective, factual, clear, concise and informative

H. W2.1, W3.2, W1.6 

- Ask Ss to read the TIP and check their understanding.
- Ask Ss to go to the Workbook, pages 92-94, read through the plan, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what kind of information the description should contain.
- Ask Ss to go to the Workbook page 92 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their descriptions, following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on Workbook page 94 to make sure they have carried out the task correctly.
- Have some Ss read out their descriptions.

KEY

Suggested answer

The pie chart shows the results of a survey about which devices students in the school prefer to use when accessing social media. It shows the percentages for four different devices, and there is also a category for other devices which are not specified.

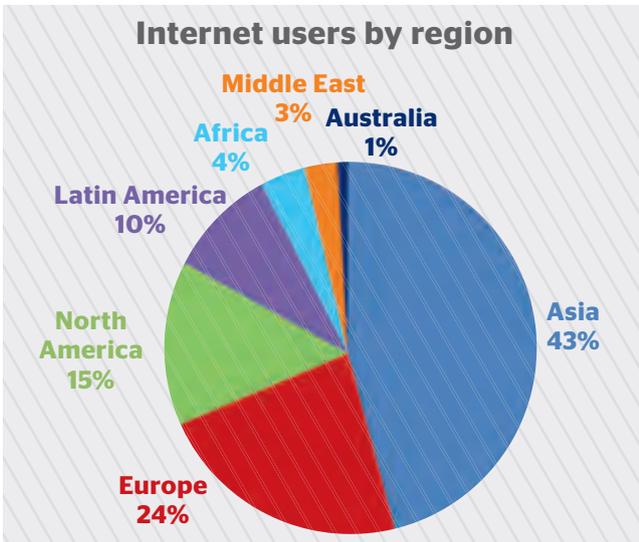
The chart shows that the majority of students use either a laptop or a smartphone to access social media, and that these two devices are almost equally popular, with figures of 30 and 32 per cent respectively. In contrast, the least popular device is the desktop computer, which only 13% of students reported using for social media.

Overall, the chart shows that the smartphone is the most popular device - although only by a very small percentage. This is likely because smartphones are convenient to carry around, and students usually have them with them at all times. This allows them to access social media while they are going about their day or travelling. Laptops are also extremely popular, again because many students likely carry a laptop around with them for their school work.

E. Look at the highlighted words in the text and complete the phrases in the vocabulary box below.

The pie chart is about... / The pie chart **1** _____ / illustrates/represents/depicts the results of... / The slices of the pie chart compare the... / The pie chart gives/provides/presents data/information on...
 Few teenagers... / The minority of teenagers... / A (small) number of teenagers...
 Most teenagers... / The **2** _____ of teenagers... / A (significant/large/considerable) number of teenagers...
 a (large/high/small/low) percentage/ **3** _____ of teenagers...
 12% / **4** _____ / twelve out of a hundred students...
 (Over/under/roughly/approximately) 25 per cent / a **5** _____ of the teenagers...
 (almost/over/roughly/approximately) **6** _____ of the teenagers... / 50 per cent of the teenagers...
 Reading newspapers and magazines was / made up / accounted for 3% of the chart.
 The most/ **7** _____ popular activity...
 ... is more/ **8** _____ popular than...
 In comparison/ **9** _____
 Overall / In **10** _____ / To summarise / It can be concluded that...
 It **11** _____ / appears (likely) that... / It is clear/evident that... / It can be seen from the pie chart that... /
 As is shown/depicted/illustrated by the pie chart...

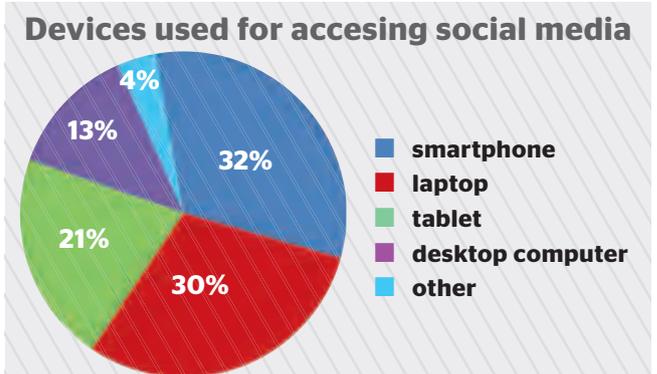
F. Look at the chart below and use the information it shows to complete the description with phrases from the vocabulary box in activity E.



The pie chart shows the percentages of Internet users that come from the different regions of the world. It clearly shows that **1** _____ of Internet users come from Asia. Just under **2** _____ of users come from Europe, and large percentages come from North America and Latin America as well. **3** _____ to this, the chart shows that only a small **4** _____ of users come from Africa and the Middle East. The region with the fewest Internet users is Australia, as only one **5** _____ of users come from this region. **6** _____, the graph illustrates that, while large numbers of Internet users come from Europe and the Americas, almost **7** _____ of all users come from Asia. **8** _____ that this is due to the high populations found in countries of this region.

G. Read the writing task below and underline the key words/phrases. Then look at the pie chart and answer the questions that follow.

Your class has done a survey to see which devices students in the school prefer to use when accessing social media. The results are shown in the pie chart below. Describe the information by selecting and reporting the main features of the chart and make comparisons where relevant.



1. What information does the pie chart show?
2. What are you required to do?
3. What writing style should you use?

H. Read the writing task in activity G again and the TIP below. Then go to the Workbook pp. 92-94 to plan and write your description.

When writing a description of a pie chart, do the following:

- look at the chart and make notes of the key information shown.
- state what the chart is about / what question it is answering.
- use the Present Simple when summarising the information in the pie chart and the Present Progressive when talking about trends.
- give details about any parts of the chart that stand out (e.g. the biggest/smallest sections). Choose carefully which information you think is important.
- draw a conclusion based on an overall understanding of the information shown in the chart.

TIP

A. Complete the dialogue with the words in the box. There are two extra words which you do not need to use.

link virus URL spyware
 search engine spam cyberspace
 screensaver password

Henry Yesterday I received an email that I thought was from my brother, but in fact it was **1** _____. There was a **2** _____ at the bottom of the message that would send me to a site where I could get information about my favourite football player. The **3** _____ was www.allaboutfootball.com and it seemed suspicious.

Tom What did you do? Those emails often contain a **4** _____ that allows the person sending it to you to steal your **5** _____ and other private information.

Henry That's why I didn't click the link. You know, that happened to my brother once. He downloaded **6** _____ that followed his every move without him realising it. When he finally realised it, he got a computer technician to fix it. He also installed some software to protect him from the many dangers of **7** _____.

B. Choose a, b, c or d.

- Fahad is ___ speaking in front of large groups.

a. informed	c. occupied
b. evident	d. comfortable
- The novel is almost ready; the writer is just putting the finishing ___ to it.

a. effects	c. touches
b. points	d. spots
- The ___ show that 71% of teens believe social media have a positive impact on their lives.

a. findings	c. accounts
b. judgments	d. perspectives
- Millions of phones were sold on the day that the latest model was _____.

a. downloaded	c. uploaded
b. launched	d. broadcast
- Is Rashid in ___ of the plan or against it?

a. comparison	c. connection
b. favour	d. honour
- What ___ of teenagers spend their free time reading books?

a. majority	c. proportion
b. minority	d. slice

C. Read the text and circle the correct verb form.

If you **1 check / are checked** your social media accounts every few minutes, then you might be addicted to social media. Social media sites **2 created / were created** for communication, information and entertainment purposes. Nowadays, researchers **3 have found / have been found**

that many people, especially younger ones, are becoming addicted to these sites. Somebody who spends so much time on social media sites that he or she **4 faces / is faced** problems in their daily life **5 can consider / can be considered** a social media addict. These problems have to do with daily activities such as work, school or face-to-face social interaction. Social media addiction **6 thinks / is thought** to be a new form of Internet Addiction Disorder, which **7 appeared / was appeared** in the 1990s when the Internet **8 was using / was being used** for the first time. Even then, many people **9 claimed / are claimed** that the Internet could influence daily life and interactions. Now, many people **10 prefer / are preferred** to spend time on social media sites instead of working, studying or meeting up with friends. Are you one of them?

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

- Everyone knows that mobile phones might be harmful to one's health.
It _____
- My husband gave me an interesting book to read.
I _____
- They say that this building is the oldest one in town. This building _____
- My doctor has made me wait for an hour already.
I _____
- I will inform Ibraheem about our decision.
Ibraheem _____
- Techworld is providing our company with new computers.
Our company _____

Self-assessment

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

now I can...

- ▮ discuss issues relating to the media and communication
- ▮ use vocabulary related to the Internet, idioms with *touch*, phrases related to the topic of being informed, and prepositional phrases with *in*
- ▮ emphasise an action rather than the doer of the action using the Passive Voice
- ▮ express emphasis
- ▮ structure discourse by interrupting, asking to speak, indicating a wish to continue, and indicating that I am coming to an end
- ▮ interpret information in a pie chart

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

A.

- 
1. spam
 2. link
 3. URL
 4. virus
 5. password
 6. spyware
 7. cyberspace

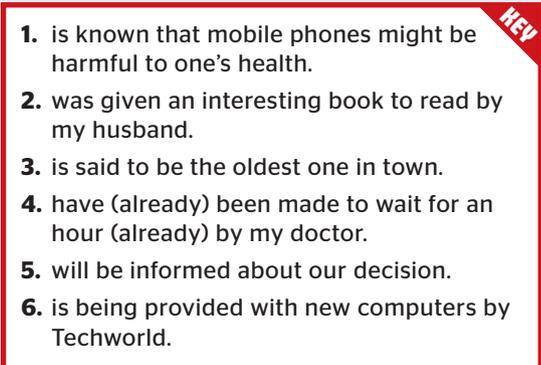
B.

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

C.

- 
1. check
 2. were created
 3. have found
 4. faces
 5. can be considered
 6. is thought
 7. appeared
 8. was being used
 9. claimed
 10. prefer

D.

- 
1. is known that mobile phones might be harmful to one's health.
 2. was given an interesting book to read by my husband.
 3. is said to be the oldest one in town.
 4. have (already) been made to wait for an hour (already) by my doctor.
 5. will be informed about our decision.
 6. is being provided with new computers by Techworld.

Self-assessment

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

STUDENT'S BOOK

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 112
R1.1	Creative and critical thinking	Reading B p. 112
R2.1	Inquiry and research	Reading C p. 113
R4.1	Problem-solving	Reading D p. 113
R4.2	Problem-solving	Reading D p. 113
S1.1	Communication	Reading E p. 113
S2.3	Creative and critical thinking	Reading E p. 113
R4.2	Problem-solving	Vocabulary D p. 115
S1.1	Communication	Grammar D p. 115
L2.1	Creative and critical thinking	Listening p. 116
L2.2	Communication	Listening p. 116
S2.3	Creative and critical thinking	Speaking p. 116
S2.5	Creative and critical thinking	Speaking p. 116
R2.3	Creative and critical thinking	Writing A p. 117
W1.1	Creative and critical thinking	Writing B p. 117
W1.2	Communication	Writing B p. 117
W4.1	Communication	Writing B p. 117
S1.1	Communication	Reading A p. 118
S2.3	Creative and critical thinking	Reading A p. 118
R2.3	Creative and critical thinking	Reading B p. 118
R2.1	Inquiry and research	Reading C p. 119
R4.1	Problem-solving	Reading D p. 119
R4.2	Problem-solving	Reading D p. 119
S1.1	Communication	Reading E p. 119
S2.3	Creative and critical thinking	Reading E p. 119
R4.1	Problem-solving	Vocabulary p. 120
R4.2	Problem-solving	Vocabulary p. 120
S1.1	Communication	Listening A p. 121
L2.1	Creative and critical thinking	Listening B p. 121
L2.1	Creative and critical thinking	Listening C p. 121
S1.1	Communication	Listening D p. 121
S1.2	Communication	Speaking p. 121
S2.5	Creative and critical thinking	Speaking p. 121
S1.1	Communication	Writing A p. 122
R2.1	Inquiry and research	Writing B p. 122
R2.3	Creative and critical thinking	Writing C p. 122
R1.1	Creative and critical thinking	Writing D p. 123
R2.3	Creative and critical thinking	Writing D p. 123
W2.1	Creative and critical thinking	Writing E p. 123
W1.6	Creative and critical thinking	Writing F p. 123
W2.1	Creative and critical thinking	Writing F p. 123
W3.2	Creative and critical thinking	Writing F p. 123
W4.1	Communication	Writing F p. 123
S1.1	Communication	Culture page A p. 125
R1.1	Creative and critical thinking	Culture page B p. 125
R2.1	Inquiry and research	Culture page C p. 125
S1.1	Communication	Task A p. 126
L2.1	Creative and critical thinking	Task B p. 126
W2.1	Creative and critical thinking	Task C p. 126
S2.3	Creative and critical thinking	Task D p. 126
S2.5	Creative and critical thinking	Task D p. 126
W1.6	Creative and critical thinking	Task E p. 126
W2.1	Creative and critical thinking	Task E p. 126

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R2.1	Inquiry and research	Activity A p. 106
L1.1	Creative and critical thinking	Activity C p. 108

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

8a (pp. 112-113)

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

8a (pp. 114-115)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding. (R4.2)
- communicate independently a personal response to real and fictional events. (S1.1)

8a (pp. 116-117)

- understand and respond independently to the detail in longer, more complex texts (L2.1)
- understand and respond independently to attitudes and opinions in longer, more complex texts (L2.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- communicate independently a personal response to real and fictional events (W1.1)
- express and respond independently to common feelings such as surprise, interest and regret (W1.2)
- use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts (W4.1)

8b (pp. 118-119)

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

8b (pp. 120-121)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including texts on unfamiliar topics (R4.1)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events. (S1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- express and respond independently to common feelings such as surprise, interest and regret (S1.2)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)

8b (pp. 122-123)

- communicate independently a personal response to real and fictional events. (S1.1)
- understand and respond independently to detail in longer, more complex texts. (R2.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)
- use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts (W4.1)

Culture Page (p. 125)

- communicate independently a personal response to real and fictional events. (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts. (R1.1)
- understand and respond independently to detail in longer, more complex texts. (R2.1)

Task modules 7 & 8 (p. 126)

- communicate independently a personal response to real and fictional events. (S1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

8 Review

- understand and respond independently to detail in longer, more complex texts (R2.1) WB
- understand and respond independently to the main ideas in longer, more complex texts (L1.1) WB

Vocabulary

at your service chairman construction courteous
fire (v.) hospitality reservation treatment utility

- Draw Ss' attention to the title of the module and ask them to tell you what it might mean (*that somebody is ready to help you*).
- Draw Ss' attention to the pictures and their labels. Ask them what these pictures have in common (*they depict different types of services*).
- Ask Ss what kind of services they think each category includes.
- Elicit answers.

- **Hospitality services** are services related to travel, such as hotels, travel agencies, restaurants, museums and airlines.
 - **Food & beverage services** include restaurants and cafés.
 - **Healthcare services** are services that cater for people's medical needs. They cover preventative, rehabilitative, emergency, hospital and diagnostic services, as well as primary, outpatient and home care.
 - **Utility services** are basic amenities provided by the government or by private organisations in service of the public. Amenities include the provision of water, electricity, natural gas and broadband Internet, and services such as transportation, sewage and wastewater management and waste disposal.
 - **Construction, maintenance and cleaning services** include building, renovating, customising, repairing and cleaning buildings and residences.
 - **Education and childcare services** are services such as crèches, kindergartens, schools and universities.
- Note:** Point out to Ss that some of these industries overlap; for instance an airline can be considered part of the hospitality, travel or transportation industry.

- Have Ss read the questions and the quotations in the *Discuss* section and check their understanding.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answer

All of these quotations are basically saying that it is very important to provide good, quality service to customers, because their opinion is highly significant for the business. More specifically:

'*The customer is always right.*' This basically means that a customer's satisfaction constitutes a priority and that his/her complaints should be taken seriously. I personally agree with this quotation as I feel that the success of a business ultimately depends on how happy its customers are.

'*Courteous treatment will make a customer a walking advertisement.*' This means that a customer relays his experiences to people that he/she knows. His/Her opinion can thus impact, either positively or negatively, the reputation of a business. I wholeheartedly agree with this statement.

'*There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money somewhere else.*'

A business survives by selling its products and/or services. It, thus, goes without saying that if people choose not to buy a company's products and/or services, it will soon go bankrupt and everyone from the chairman to the salespeople will lose their jobs. '*If you make customers unhappy in the physical world, they might each tell 6 friends. If you make customers unhappy on the Internet, they can each tell 6,000 friends.*' With the Internet and social media, it is easy for people to instantly inform others on whether or not they enjoyed the product/service provided by a business, and when customers express dissatisfaction about a specific company, consequences for that company may be disastrous.

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

At Your Service 8



Hospitality services

Discuss:

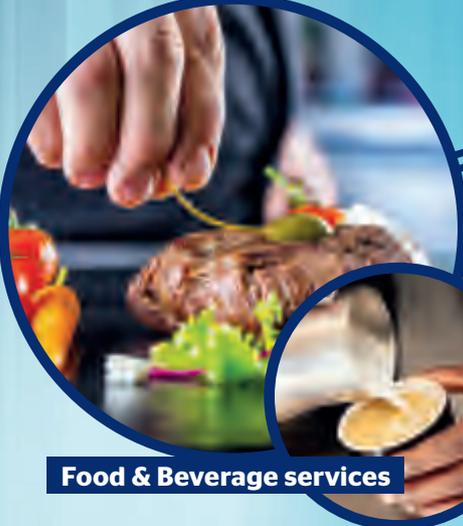
- Read the following quotations. What are they trying to say? How far do you agree with these statements?

❦ *The customer is always right.* ❧

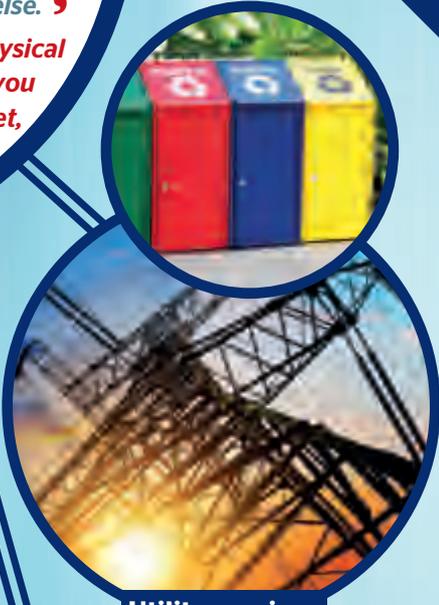
❦ *Courteous treatment will make a customer a walking advertisement.* ❧

❦ *There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money somewhere else.* ❧

❦ *If you make customers unhappy in the physical world, they might each tell six friends. If you make customers unhappy on the Internet, they can each tell 6,000 friends.* ❧



Food & Beverage services



Utility services



Healthcare services



Construction, Maintenance & Cleaning services

In this module you will...

- discuss various services provided by the service sector
- learn vocabulary relating to the hospitality industry, banking and finance; prepositional phrases with *at* and *by*; and easily confused words
- learn how to express purpose and result
- learn how to offer assistance, make a request, agree willingly and refuse politely
- learn how to describe a graph, express agreement with reservation and reach a decision through negotiation
- learn how to write a report based on a graph



Education & Childcare services

Reading

A.  Discuss in pairs/groups.

• What kind of services/facilities do hotels offer guests? What else would you like them to offer?

B.  Read the two texts. What is the main purpose of these texts?

a. to help guests make the most of their stay

c. to advertise the hotel/hostel

b. to persuade guests to extend their stay

d. to stress the advantages the hotel/hostel has over other hotels/hostels

Serenity BEACH HOTEL

Dear Guest(s),

We are delighted to welcome you to the Serenity Beach Hotel. In order to make your stay with us as comfortable and relaxing as possible, our friendly staff is at your service 24 hours a day. Simply dial 0 from the telephone in your room. Breakfast is served from 7 a.m. to 10 a.m. in the restaurant. However, if you prefer, you can have your meals served in your room any time, day or night. Please complete the menu and leave it outside your door by 11 p.m. the night before so that a member of staff can take your order.

For your convenience, the hotel provides free Wi-Fi, as well as computers in the lobby for guests to use.

There is a fully equipped gym on the 6th floor, open from 7 a.m. until 10 p.m. Extra towels are provided for use in the swimming pool area.

Free laundry service is available for all guests staying 7 nights or more.

For any valuable belongings, all rooms are equipped with a safe. Please follow the instructions to set your own PIN.

A **limousine service** to and from the airport is available upon request and at a small fee.

So as to constantly improve the quality of our service, we kindly ask you to complete our short questionnaire at the end of your stay. Your **feedback** is so valuable to us that we offer a 10% discount on any future booking when we receive your completed form.

We **trust** you will enjoy your stay with us and look forward to seeing you again.

Steve Richardson

Hotel Manager



Learning Standards

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

Vocabulary

atmosphere belongings clean up after sb delighted
dormitory equip extend fee feedback
free of charge guest guide (n.) hostel laundry
limousine lobby lodging observe outing permit (v.)
plus pool (n.) questionnaire reception regulation
safe (n.) safekeeping storage switch off throughout
towel trust (v.) upon request

Reading

A. S1.1

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

Suggested answer

- Services like 24-hour room service, wake-up call service, transport to and from the airport, daily housekeeping service, etc. are offered by hotels. Hotels often have facilities such as business rooms, gyms and swimming pools. I think I would like the hotel to have a games room so that there is something interesting to do in the evenings.

B. R1.1

- Draw Ss' attention to the titles as well as to the pictures accompanying the two texts, and ask them to tell you what they see (*a hotel lobby and reception desk, a luxurious hotel room, a restaurant, a seaside pool area, a sign with the word 'hostel' written on it, and some numbered hotel key rings/tags*).
- Ask Ss to tell you what type of text they are (*leaflets*) and what kind of information they contain (*information about the services/facilities offered by two different types of accommodation*).
- Ask Ss to read the question and the options and check their understanding.
- Have Ss read the texts quickly and choose the most appropriate answer.
- Check the answer with the class.
- Ask Ss to provide justification for their answer.

a

C. R2.1

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

Serenity Beach Hotel

What should you do in order to contact reception? You should dial 0 from the telephone in your room.

When is breakfast served? from 7 a.m. to 10 a.m.

What do you have to do to have your meals served in your room? You have to complete the menu and leave it outside your door by 11 p.m. the night before so that a member of staff can take your order.

Where and when can you work out in the hotel? You can work out in the fully equipped gym on the 6th floor, which is open from 7 a.m. until 10 p.m.

Where can you keep valuable belongings? You can keep your valuable belongings in the safe found in your room.

Is there a transport service to and from the airport? There is a limousine service to and from the airport available upon request and at a small fee.

What do guests get for completing a questionnaire about the quality of the hotel service? a 10% discount on any future booking

Ladybug Backpackers Hostel

What is the goal of the Ladybug Backpackers Hostel? Their goal is to make sure that guests have such a great time there that they tell all their friends to visit the hostel when they're in town.

What can guests do in order to entertain themselves? They can use the games room, which is equipped with table tennis and pool tables, video games and a DVD player.

Can they wash their clothes? Yes, they can. They can use the laundry facility found on the premises.

What can you do with your luggage? You can store it in the luggage storage space.

What should you do if you need maps and guides on the local area? You can go to the hostel information point.

What is great for people who like walking? the fact that the hostel offers free weekly walking tours

How often are the towels changed? every day

Can you prepare your own food? Yes, you can. You can prepare your own food in the common kitchen area.

Does the hostel charge guests for tea, coffee and milk? No, it doesn't. They are available free of charge.

What time do you check in and out? You check in at 1.30 p.m. and you check out at 10.30 a.m.

Can you smoke in the hostel? No, you can't.

What should you do after 10 p.m.? After 10 p.m. you should observe silence in the dormitories so as to respect others who may be sleeping.

Until what time are outside guests allowed in the dormitories? until 9 p.m.

What should you do if you note any suspicious or irresponsible behaviour? You should report it to a member of staff.

What can Matt help you with? Matt can help you with organising your onward journey (booking flights, buses, trains, etc.).

What kind of atmosphere do they like having? a relaxed and cheerful one

- Draw Ss' attention to activity C.
- Have Ss read the rubric and the questions and check their understanding.
- Allow Ss some time to do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

- KEY

 1. LB
 2. B
 3. LB
 4. N
 5. B
 6. LB
 7. SB
 8. N
 9. LB
 10. SB
 11. SB

D. R4.1, R4.2

- Draw Ss' attention to the highlighted words in the text and their meanings a-f.
- Explain to Ss that they should deduce the meaning of the words from the context and choose the correct meaning. Point out that there is one extra meaning which will not be used.
- Have Ss do the activity.
- Encourage them to use a dictionary to check the meaning of the words.
- Check the answers with the class.

- KEY

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

- Elicit the help of **higher-performing Ss** to explain any unknown words from the text.
- Choose some Ss to read out the texts.

E. S1.1, S2.3

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

Suggested answer

- KEY

 - I would prefer to stay in a budget hostel so that I could enjoy myself on this beautiful, tropical island for a week. I believe that when you visit a place of natural beauty, you need to spend a lot of time outdoors, relaxing on the beach and doing activities such as scuba diving or surfing. I don't think that a luxury hotel is that important if you have good company and the surroundings outside the hotel are beautiful.

Welcome to the **Ladybug** Backpackers Hostel!

Our goal is to make sure you have such a great time here that you tell all your friends to visit us when they're in town! In order to make sure that this happens, we have made all the following fantastic facilities available to you free of charge:



- Wi-Fi throughout the building, plus computers in the lobby
- Games room with table tennis, pool tables, video games and DVD player
- Laundry facility
- Locker room for valuable belongings
- Luggage storage space
- Information point with maps and guides on the local area
- Weekly walking tours
- Clean towels every day
- Common kitchen area to prepare your own food
- Tea, coffee and milk
- Regular group outings to local restaurants and sights

We ask all guests to respect the following rules and regulations so as to make sure everyone's stay with us is safe and problem-free:

- Check-in time: 1.30 p.m.
- Check-out time: 10.30 a.m.
- Smoking is not permitted anywhere in the building.
- After 10 p.m., **observe** silence in the **dormitories** so as to respect others who may be sleeping (switch off mobile phones, etc.).
- No outside guests in the dormitories after 9 p.m.
- Keep all areas neat and clean so that the next guest doesn't have to clean up after you.
- The bathrooms are not for washing clothes. Please use the laundry facility.
- Store all valuables in the locker room.
- Share the facilities in the games room so that all guests can enjoy them.
- Report any suspicious or irresponsible behaviour to a member of staff.
- Have fun!



For help with organising your onward journeys (booking flights, buses, trains, etc.) please talk to Matt at reception. For any other questions, please talk to Beth at the café, who will be happy to help. We like to have a relaxed and cheerful atmosphere at our hostel, so please help us to keep it that way.

C. Decide if the statements below refer to Serenity Beach Hotel (SB), Ladybug Backpackers Hostel (LB), Both (B) or Neither (N).

Which of the two lodgings states that it

1. hopes that you'll recommend the accommodation to others?
2. offers free Wi-Fi and computers to guests?
3. offers guests the use of a recreation room?
4. arranges free transport to and from the building?
5. provides for the safekeeping of valuables?
6. offers tours and information about the area?
7. has 24-hour room service?
8. provides rooms with a kitchen?
9. requires you to switch off your mobile phone at night?
10. gives you free laundry service under certain conditions?
11. gives guests better prices on their next stay if they provide some feedback?

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

1. limousine service
2. feedback
3. trust
4. observe
5. dormitories

- a. to respect, to obey, to keep
- b. to hope, to expect, to believe
- c. rooms where large numbers of people sleep
- d. helpful information given to improve sth
- e. the provision of a vehicle to carry people to and from a place
- f. to watch, to look at carefully

E. Discuss in pairs/groups.

- You are visiting a beautiful, tropical island. You can afford to stay in either a luxury hotel for 3 days or a budget hostel for a week. Which would you choose? Why?

Vocabulary

A. Read the text and match the highlighted words/phrases with their meanings a-l.



We came to the three-**1 star** Hotel Corleone hoping for the holiday of a lifetime, but staying there was a complete nightmare. As soon as we arrived, the **2 porter** came outside and put all our suitcases on the **3 luggage trolley** while we made our way to the **4 front desk** to check in. Unfortunately, we were told that there was no reservation in our name, but not to worry because there were plenty of vacancies—easy to understand why, now. We ended up waiting for two hours in the **5 lobby** before everything was sorted out. When we were finally given our **6 key card** , we took the lift to our room on the third floor. The porter arrived with our suitcases and after we gave him a **7 tip** , we started looking around. We had booked a room with a view of the sea, but all we could see from our room was the car park. That was the least of our problems, however, because the room was filthy. The **8 linen** was so dirty that we called **9 housekeeping** and asked them to come and change it. That's when we noticed that the mattress had holes in it and was falling apart. We went to a shop and bought a blow-up mattress to sleep on. The next morning we missed our **10 complimentary** breakfast because we hadn't received our **11 wake-up call** as we had requested. We were, therefore, forced to order room service, which was expensive and slow. We had booked a room for two nights but wanted to leave as soon as possible. We couldn't leave fast enough and would have left even sooner if the **12 valet** hadn't lost the keys to our car!

- a. the reception area in a hotel where guests check in and are helped with other requests
- b. a small amount of extra money given to sb for his/her services
- c. a small vehicle with wheels which is used for carrying things
- d. a telephone call that is made to a hotel guest in order to wake them up
- e. a symbol in a rating system that judges the quality of hotels and restaurants
- f. the person who parks cars at a hotel, restaurant, etc.
- g. a person who helps hotel guests with their luggage
- h. offered for free
- i. the area in a large building or hotel near the entrance
- j. a plastic card that is used to open a door that has an electronic lock
- k. bed sheets, blankets, pillow cases, towels
- l. the department in a hotel that is responsible for cleaning

B. Read the extract from the text on page 112 and the prepositional phrase in bold. Then complete the table with the words/phrases in the box to form more prepositional phrases.

In order to make your stay with us as comfortable and relaxing as possible, our friendly staff is **at your service** 24 hours a day.

chance least (the) risk (of) a loss air surprise
a distance oneself taxi all costs credit card
accident once present mistake work

at	by

C. Read the sentences and circle the correct prepositional phrase.

- Hassan was so shocked that he was **at a loss** / **at a distance** for words.
- I'm sorry. I dropped it **by accident** / **by chance**.
- I saw a friend from school **at once** / **by chance** when I was on holiday in Doha.
- By mistake** / **At the risk of** sounding rude, I'm afraid I don't like your new hairstyle.
- You won't go through this **by yourself** / **by surprise**. You can always count on me, no matter what happens.
- The missing documents must be found **at all costs** / **at least**.
- Call for an ambulance **at present** / **at once**!
- When I told my brother the news, his reaction took me **at a loss** / **by surprise**.

Learning Standards

SB: R4.2, S1.1

Functions

Distinguishing between easily confused words

Structures

Subject/Object questions

Vocabulary

aide convenient count on sb escort (n.) fall apart
fill in/out filthy form (n.) make one's way
on a regular basis one's details precious reduction
refund (n.) sort out

Words related to hotels

blanket complimentary front desk housekeeping
key card linen luggage trolley mattress
pillow case porter sheets three-star tip (n.)
valet wake-up call

Prepositional phrases with at

at (the) risk (of) at a distance at a loss at all costs
at least at once at present at work

Prepositional phrases with by

by accident by air by chance by credit card
by mistake by oneself by surprise by taxi

Vocabulary

A.

- Have Ss read through the text and check their understanding.
- Ask Ss to tell you what the text is about (*a negative experience at a hotel*).
- Explain to Ss that they should deduce the meaning of the highlighted words from the context.
- Have Ss do the activity.
- Check the answers with the class.

1. e 2. g 3. c 4. a 5. i 6. j
7. b 8. k 9. l 10. h 11. d 12. f

- Elicit the help of **higher-performing Ss** to explain any unknown words or phrases.

B.

- Ask Ss to read the extract and draw their attention to the phrase in bold. Ask them the meaning of the phrase.
- Elicit answers (*that somebody is ready to help you*).
- Have Ss read through the box with the words/phrases and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

at	by
least	chance
(the) risk (of)	air
a loss	surprise
a distance	oneself
all costs	taxi
once	credit card
present	accident
work	mistake

C.

- Have Ss read through the sentences 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|-------------------|-----------------|
| 1. at a loss | 5. by yourself |
| 2. by accident | 6. at all costs |
| 3. by chance | 7. at once |
| 4. At the risk of | 8. by surprise |

- To challenge **higher-performing Ss**, you may have them write compound/complex sentences on a piece of paper using the prepositional phrases they have learnt. You may then collect these pieces of paper and write some of these sentences on the board, making sure to omit the preposition at/by or the whole prepositional phrase. You may then have **lower-performing Ss** complete the sentences using the target vocabulary.

D. R4.2

- Ask Ss to read through each set of sentences and the words in the boxes, and check their understanding.
- Have Ss do the activity.
- Encourage Ss to check the definitions of the words in a dictionary.
- Check the answers with the class.

- | | | |
|----------------|------------------|---------------|
| 1. expensive | 8. questionnaire | 15. aide |
| 2. precious | 9. survey | 16. regular |
| 3. valuable | 10. reduction | 17. usual |
| 4. useful | 11. refund | 18. normal |
| 5. convenient | 12. discount | 19. clients |
| 6. comfortable | 13. guide | 20. guests |
| 7. form | 14. escort | 21. customers |

- Provide Ss with any necessary explanations.

Language plus

valuable (adj.) = worth a lot of money; having great importance or usefulness

expensive (adj.) = having a high price; costly

precious (adj.) = of great personal/emotional value to sb

convenient (adj.) = well suited to sb's plans or needs

comfortable (adj.) = providing relaxation and/or freedom from physical pain

useful (adj.) = helpful in accomplishing sth; having several practical uses

questionnaire (n.) = a series of questions, often providing standard answers to choose from

form (n.) = a document with blank spaces that are to be completed with specific information

survey (n.) = a set of questions used to gather information or opinions from many people

discount (n.) = an amount deducted from the normal price of sth

refund (n.) = a return of money that has been paid, typically to a dissatisfied customer

reduction (n.) = the result of sth becoming smaller in amount or size; a decrease

guide (n.) = a knowledgeable or well-informed person who takes others to a place and shows them around

escort (n.) = a person or people who accompany sb/sth for protection or security; a social companion

aide (n.) = a person whose job is to assist sb

regular (adj.) = happening repeatedly, with a consistent schedule

normal (adj.) = consistent with what is typical or expected of sb/sth

usual (adj.) = happening or done in accordance with what is normal/expected OR happening or done in accordance with past experience/practice

guest (n.) = a person who is hosted somewhere, e.g. at a hotel or hostel

customer (n.) = a person that obtains [OR pays for] goods and/or services from a place of business

client (n.) = a person/organisation that obtains professional services, e.g. from a lawyer or financial advisor

Grammar

A.

- Have Ss read the questions 1-4, match them with the answers a-d and then answer the questions.
- Check the answers with the class.

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

- 2, 3
- 1, 4

- Remind Ss that when we ask about the subject of the verb, there is no inversion and no use of auxiliary verbs, as is the case with questions concerning the object of the verb.
- Refer Ss to the Grammar Reference (p. 168).
- Have Ss come up with their own examples and provide them with any further explanations and/or clarifications.

B.

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

- We have no specific information and the object is one among many others.
- There is a choice to be made between a set number of objects, e.g. two or three, and we already have an idea of what they are.

- Refer Ss to the Grammar Reference (p. 169).
- Have Ss come up with their own examples and provide them with any further explanations and/or clarifications.

C.

- Have Ss read the questions 1-8 and the answers a-h, and do the activity.
- Check the answers with the class.

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

D. S1.1

- Divide Ss into pairs.
- Have them decide who will be Student A and who will be B, and ask them to go to the corresponding pages in the Speaking Activities.
- Ask Ss to read through the rubric and the question prompts, and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.

Reach Out To Asia

Student A: What is the name of the programme?

Student B: Reach Out To Asia.

Student A: When was it founded?

Student B: It was founded in 2005.

Student A: Who is the programme leader?

Student B: Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani.

Student A: What is the name of the parent organisation?

Student B: Education Above All.

Student A: What types of services does it provide?

Student B: Education to primary and secondary school children.

Student A: Where do volunteer activities take place?

Student B: It depends on the project. They could take place in the community, like on a beach for a beach clean-up, or you could assist in schools as a teacher or mentor.

Student A: How old do you have to be to volunteer?

Student B: There is no age restriction. Anyone can volunteer.

Student A: How long do you need to commit for?

Student B: Depending on the project, it could be one time only, or twice a month for up to six months.

Student A: What type of experience do you need to have?

Student B: It depends on the activity. Teachers and mentors need previous teaching experience.

Quality of Life

Student A: What is the name of the programme?

Student B: Quality of Life.

Student A: When was it founded?

Student B: It was founded in 2014.

Student A: Who is the programme leader?

Student B: Professor Hisham Morsi.

Student A: What is the name of the parent organisation?

Student B: Hamad Medical Corporation.

Student A: What types of services does it provide?

Student B: It provides services to improve the daily lives of cancer patients.

Student A: Where do volunteer activities take place?

Student B: Either in the National Centre for Cancer Care and Research or in the community.

Student A: How old do you have to be to volunteer?

Student B: Eighteen.

Student A: How long do you need to commit for?

Student B: Four hours per week, with a minimum of one hundred hours total.

Student A: What type of experience do you need to have?

Student B: None.

D. Complete the sentences with the correct words. Use a dictionary to check the definitions of the words.

valuable expensive precious

- I can't afford it. It's too _____.
- It's from my aunt so it's very _____ to me.
- Waleed has some very _____ stamps in his collection.

convenient comfortable useful

- This tool is very _____. You can open a tin can with it, cut paper or use it as a torch.
- The flat is very _____. It is close to everything.
- Don't worry; the bed is _____. You'll have no problem sleeping.

questionnaire form survey

- Can you fill in this _____ with your details?
- Would you like to answer this _____? It's about diet and health.
- She's doing a _____ on family relationships.

discount refund reduction

- There's been a _____ in costs.
- The radio wasn't working, so I returned it and they gave me a _____.
- Staff get a 20% _____ on food and drink.

guide escort aide

- A(n) _____ took us around the city and told us about all the major sights.
- The President's vehicle never goes anywhere without a police _____.
- Penny works at a hospital as a nurse's _____.

regular normal usual

- We hold staff meetings on a _____ basis.
- We have more business than _____ this year.
- Gerry's late but that's _____ for him.

guests customers clients

- Mr Jones, the firm's top lawyer, is in an important meeting with one of his _____.
- Two new _____ arrived at the hotel this morning.
- There were no _____ in the shop this afternoon.

Grammar Subject/Object questions and Question words → pp. 168-169

A. Read the questions in the box below and match them with the answers a-d. Then answer the questions that follow.

- What did you buy at the newsagent's?
- Which supermarket has better prices?
- Who was on the phone earlier?
- Who did you buy a gift for?

- A fashion magazine and a newspaper.
- Tom. He said he'd be late.
- Cathy. She had a baby yesterday.
- The East End Supermarket.

- In which of the questions do the question words ask about the subject of the verb?
- In which of the questions do the question words ask about the object of the verb?

B. Read the questions below. What is the difference between *what* and *which*?

- What car did your brother buy?
- Which T-shirt did you choose, the blue one or the purple one?

C. Match the questions 1-8 with the answers a-h.

- Which is the best MP4 player?
- What did they plan?
- Who was talking to Jill outside?
- What do you do for a living?
- Who is the letter from?
- Who is the coffee for?
- How did Saud get to the conference yesterday?
- What did the email say?

- That the project deadline is Friday.
- Her husband.
- It's from my aunt in Scotland.
- He took a taxi.
- A fundraiser.
- They're basically all the same.
- I'm a firefighter.
- It's for my boss.

D. Work in pairs to do the Grammar Production Task in the Speaking Activities section. Student A, turn to page 161, and Student B, turn to page 163.

Listening

  You will hear four different dialogues. There are two questions for each dialogue. Choose the correct answer, a, b or c.

Dialogue 1

You hear a hotel guest calling room service.

- Why does the hotel guest ask room service what they have?
 - He can't read the menu.
 - He didn't see the menu.
 - There is no menu in the room.
- In the end, what did the guest order to eat?
 - chips, omelette and salad
 - omelette, salad and a juice
 - pancakes, omelette and salad

Dialogue 2

You hear two people at a bank.

- What does the customer want to do?
 - check a client's account
 - transfer money into his savings account
 - pay some money into his landlord's account
- Why can't the customer carry out his transaction?
 - He needs to call his landlord for some details.
 - Money from a client hasn't been deposited yet.
 - The bank doesn't transfer the amount he wants.

Dialogue 3

You hear a man talking with an estate agent.

- What's wrong with the first flat the agent recommends?
 - It isn't in a quiet area.
 - It's much too expensive.
 - It isn't very near the beach.
- Which of the following is not a requirement made by the client?
 - price
 - location
 - central air conditioning

Dialogue 4

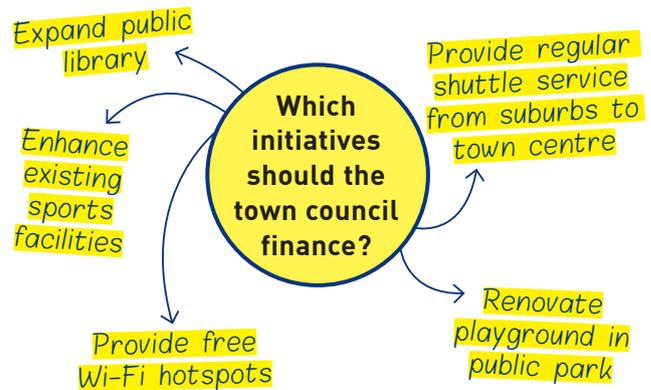
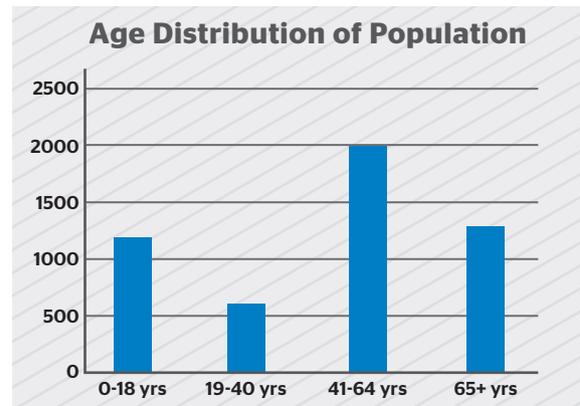
You hear a man talking with someone at a customer service department.

- Why won't the company refund the man's money?
 - Refunds are against company policy.
 - They need to get the tablet back first.
 - There is nothing wrong with the tablet.
- How does the man feel about the assistant's suggestions?
 - He'd rather not take the tablet into the shop.
 - He's not convinced the help section will be useful.
 - He thinks reading the instructions will solve the problem.

Speaking

 Work in groups.

Imagine you live in a small town of approximately 5,000 residents. You are members of the town council, which has to select two of the initiatives below to finance. Look at the graph to find out information about the population. Discuss each initiative and who will benefit from it most. Finally, decide which two initiatives the town council will finance. The phrases/expressions in the boxes below may help you.



Describing a graph:

As we can see from the graph, ...

If we take a look at the graph, we will notice that...

According to the graph, ...

As the graph shows, ...

A considerable/small percentage of the population...

The majority/minority of the population...

More/Less than half of the population...

Expressing agreement with reservation:

I suppose so.

Perhaps so, but...

Fair enough.

I'm not so sure.

Up to a point, yes.

I wonder if that's true.

Reaching a decision through negotiation:

I don't fully agree, but let's go with your choice.

I think we should compromise.

Since we don't agree, perhaps we could choose one of your options and one of mine.

Let's try and find a middle way.

If I agree to..., would you be willing to agree to...?

I think we can find common ground.

Learning Standards

SB: L2.1, L2.2, S2.3, S2.5, R2.3, W1.1, W1.2, W4.1

Structures

Describing a graph
Expressing agreement with reservation
Reaching a decision through negotiation

Vocabulary

all-inclusive attach bargain for be entitled to
booking confirmation carry out central heating
common ground compromise deposit distribution
enhance expand fair enough finance full board
go with graph handle hot spot landlord
legal action middle way neglect obliged policy
refund (n.) renovate savings account shuttle service
transaction transfer untrue up to a point

Listening

L2.1, L2.2  

- Ask Ss to read through the questions and the options, and check their understanding.
- Play each dialogue twice and have Ss do the activity. When you play the dialogues for the second time, you can make frequent pauses to concept-check, if necessary. This will allow **lower-performing Ss** to catch up.
- Check the answers with the class.

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

- If necessary, play the recording again in order to clarify any questions Ss may have.

Speaking

S2.3, S2.5 

- Divide Ss into groups and assign roles. Ensure that each group contains both **higher-** and **lower-performing Ss**.
- Draw Ss' attention to the rubric, graph and graphic organiser, and check their understanding.
- Tell Ss that the graph depicts the age distribution of the population, while the graphic organiser shows various initiatives that, if undertaken, could benefit members of the public.
- Point out that, depending on which age group they belong to, the members of the public benefit from each initiative to a greater or lesser extent.
- Inform Ss that they are required to choose two initiatives to finance. To do so, they must consider which age group benefits most from each initiative.
- Tell Ss to read through the phrases/expressions in the box and ensure their understanding.
- Have Ss do the activity.
- Encourage Ss to cooperate and participate equally in the activity.
- Go around the class helping Ss if necessary.
- Choose a few groups to act out the dialogue. Designate a **higher-performing Ss** in each group as 'head' of the town council, and give these Ss the responsibility of ensuring all group members participate in the discussion.

Suggested answer

KEY

- A:** As we can see from the graph, a considerable percentage of the population in our town are young people aged up to 18, and that is why I think we should enhance the existing sports facilities. Young people are really into sports.
- B:** Perhaps so, but instead of enhancing the existing sports facilities, why don't we rather expand the public library? The sports facilities will be used primarily by younger residents while the library will, most probably, be used by different age groups. Everyone can benefit from library services. Parents can teach their children the importance of reading books from a young age by encouraging them to borrow books from the lending library. Students can use the study area to do their homework in peace and quiet and the computers to do research. And... let us not forget the elderly who, as we can see from the graph, make up a large percentage of the population. Most of them enjoy reading and because they are used to using paper books, they are very likely to make good use of the library's services.
- C:** I personally agree with you. I am also in favour of providing free Wi-Fi hotspots throughout the town. This will benefit people of all ages. They could use it for work, education or pleasure.
- B:** Fair enough. In addition, according to the graph, a large number of our residents are between forty-one and sixty-four years of age. For this reason, I think that a regular shuttle service from the suburbs to the town centre is a must. Don't you think it's important for the most productive members of our community to be able to get to work on time?
- A:** I'm not so sure, most of them probably drive, because it's more convenient. Maybe we should take into account the needs of the children in our area and renovate the playground in the public park. As the graph shows, a considerable percentage of the population would benefit from such a renovation.
- C:** I'm not sure. I don't think that the playground is in need of immediate renovation. Let's face it, kids could just play in the park!
- A:** I don't fully agree, but I think we should compromise.
- B:** Let's try and find a middle way. So, what do you think?
- A:** Well, you put forward a fairly convincing argument about the expansion of the public library, so I think I will back you up on that one. What about you? Which one of the initiatives do you think we should finance?
- B:** Well, I think I'm going to stick to my first suggestion, in other words, the expansion of the public library. How about you, Ahmed? Which initiative do you propose we finance?
- C:** I'm fine with the one you two have chosen. Now, for the second one, I think we should choose the provision of free Wi-Fi hotspots. I personally think it's the best service for the community. Do you agree?
- A:** I suppose so.
- B:** It seems we've decided which two initiatives to finance.

Writing

A. R2.3

- Ask Ss to read the email and have them underline any unknown words.
- For the first activity, ask Ss to read through the statements a-f and check their understanding.
- Tell Ss to write the numbers 1-4 in the boxes to show in which paragraph the writer has done what each statement says. Point out that each number can be used more than once.
- Have Ss do the activity.
- Check the answers with the class.

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

- For the second activity, ask Ss to read through the statements a-f and check their understanding.
- Tell Ss to tick the ones that apply to the email.
- Have Ss do the activity.
- Check the answers with the class.

a, c, d, e

- Elicit the help of **higher-performing Ss** to explain any unknown words.

B. W1.1, W1.2, W4.1

- Have Ss read the rubric and check their understanding.
- Explain to Ss that they have to write an email of complaint similar to the one that features on the page.
- Draw their attention to the TIP and explain it.
- Allow Ss enough time to do the activity in class.
- Choose several Ss to read out their emails of complaint.

Suggested answer

Dear Sir/Madam,

I am writing to complain about the quality of accommodation and services which my family and I received when we visited the Forest Hotel from the 9th to the 12th of August 2019.

The problems with our stay began almost immediately. The clerk at the front desk informed us that the family room we had booked was unavailable and we would have to squeeze into a small standard room. This meant that the extra cot brought in to accommodate our son blocked the balcony doors, making it impossible for us to go outside. To make matters worse, the air-conditioning unit in the room was out of order.

Unfortunately, our stay did not improve. The complimentary breakfast included in the cost of our room consisted of little more than toast. We were informed that we could order breakfast items off the menu, but at an extra charge. Finally, we were very disappointed to discover that both the pool and the children's play area were closed for renovations.

I have included a copy of my reservation confirmation from your hotel showing both the type of room reserved, as well as the services promised. I think it is clear that your hotel has not met its obligations in this regard, and I, therefore, expect a full refund. Should you not provide one, I will be forced to seek legal counsel.

Yours faithfully,

Colleen Lakewood

Colleen Lakewood

Writing A letter/email of complaint

A.  Read the email of complaint and do the activities that follow.

1. Each of the following statements corresponds to a paragraph in the email. Write the numbers 1-4 in the boxes provided.

In this paragraph the writer:

- a. outlines the problems he experienced.
- b. mentions when the incident took place.
- c. warns of possible consequences.
- d. expresses what steps he took when the problem arose.
- e. explains why he is writing.
- f. asks for specific action to be taken.

2. Read the following statements and tick (✓) the ones that apply to the email.

The writer:

- a. uses a formal greeting and closing.
- b. avoids using the first person.
- c. uses firm but polite language.
- d. explains his complaints clearly and justifies them.
- e. uses appropriate set phrases and linking words.
- f. makes use of abbreviations and short forms.

B.   You recently visited a hotel and were very disappointed with the service there. Write a letter of complaint to the hotel manager outlining the reasons you were disappointed and what action you expect to be taken.

When writing a letter of complaint:

- use a formal greeting: *Dear Sirs, Dear Sir/Madam, To whom it may concern.*
- use a formal salutation: *Yours faithfully* (if you don't know the name of the person you are writing to) or *Yours sincerely* (if you know the name of the person you are writing to).
- state clearly why you are writing in the opening paragraph.
- include details such as dates or reservation numbers.
- give specific examples about your complaints.
- be clear about what action you want taken.
- be firm but polite.

TIP



Dear Sir/Madam,

- 1 I am writing to complain about the Serengeti Safari Package Tour I booked through Liberty Travel from 21 to 31 March. I was terribly dissatisfied with the tour and feel obliged to complain as what we got was not what we were promised.
- 2 Firstly, we had booked an all-inclusive package, but there were additional costs involved. The package clearly stated we would receive complimentary transfer from the airport to our hotel and that full board was included in the price. However, we were expected to take a taxi to the hotel and only breakfast was provided. In addition, we were told by the travel agent who booked our tour that March was a great time of the year to see a variety of wildlife. This turned out to be untrue as it was the rainy season and, as a result, we were unable to see many of the animals.
- 3 While there, I made several attempts to contact your agency to inform them of the situation. I was, however, repeatedly told that the employee who handles complaints was unavailable and that she would contact me in due course. She, unfortunately, neglected to do so.
- 4 All in all, we ended up paying a lot more than we had bargained for and saw very little of what we had expected to see. Given the circumstances, I feel that I am entitled to a full refund. I have attached a copy of the booking confirmation, which clearly outlines what was supposed to be included in the package. Please see that this matter is resolved for if it is not, I will be forced to take legal action.

Yours faithfully,

Marcus Meridian

Marcus Meridian



Reading A.   Discuss.

- What things must you consider when organising an event?
- Why would somebody seek a professional to organise a business event?

B.  Read the text below quickly. What kind of text is it?

- a. a magazine article b. a promotional brochure
c. an instruction manual d. a blog entry



PrimePlan

THE CORPORATE EVENT PLANNERS
BUSINESS EVENTS MADE EASY

Whatever the cause,
theme or celebration...

Whatever the size and
scope of your next event...

PrimePlan can make
it the talk of the town.

PrimePlan is a one-stop shop
where you can find it all!

You no longer need
to call six different companies
to handle all the separate
aspects of your next event
because with **PrimePlan** you
get all those companies in one.

We pay full attention
to the needs of our
clients because we want
to take the stress out of
your next business function.

We take your
event as seriously
as you take your work.

Contact us:

268 Bond Street,
London

Telephone:

0207 222 8439

Visit www.primeplan.co.uk for
a full portfolio of our work.

Business functions should be as **memorable** as personal events.
Fortunately, delivering a **top-notch** corporate event is just a phone call away.

PrimePlan

We organise corporate functions

Small and large business dinners, product launches, presentations,
shows/exhibitions, conferences, team-building events,
executive weekends and company picnics

Your job is to tell us what you want.

Our job is to do it for you.

As corporate event planners we know the tricks of the trade to make your
business event one that clients and competitors will talk about for years to come.

Having been in the business since 1982, we excel at event planning. Our
personnel can offer you a large number of suggestions regarding venue
choices, catering ideas, entertainment proposals and a variety of other services
such as video coverage and childcare facilities during your event, as well as
accommodation options for your attendees and transport to and from your event.
In fact, PrimePlan can make organising your next function a breeze by doing
everything, from carefully designing your invitation and publicising the event, right
through to **conducting** evaluations of the event, well after it has ended.

So what are you waiting for? Invite us to organise your next company function and
put your mind at ease!

Read **testimonials** from some of our satisfied customers:

*'Thank you, thank you, thank you. Our tropical-themed business event
was everything we had hoped for! Our company and business partners
had such a great night. We enjoyed everything from the decorations to the menu!'*
Jessica Plink, President of Plink Juices

*'At first, I was wary of **delegating** our corporate function to someone else,
but it was a wise decision. Right from the start, PrimePlan handled our event
with unsurpassed professionalism so that we didn't have to worry about any
of the details. From now on, we know where to go for our annual luncheon.'*
Suzie Klatchett, Abstil Marketing Director

*'The superb team-building events that PrimePlan prepares for
our company has helped our company grow without growing apart.'*
Riley Johnson, Yomo CEO

*'I'd like to thank you for your contribution as volunteers for the Help
the Children's benefit dinner. I'm sure we wouldn't have raised
so much money if PrimePlan had not organised and publicised the event.'*
Reginald Tobias, Founder of Help the Children

Our involvement is determined by each client's needs and budget,
and fees are based on the extent of involvement we have in helping you
plan your special event. Discounts are available for new customers.

Learning Standards

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

Vocabulary

attendee business partner cater for catering
 childcare competitor (in business) conduct (v.)
 contribution corporate coverage delegate
 evaluation excel executive extent function (=event)
 grow apart involvement marketing director
 memorable personnel publicity publicise
 put one's/sb's mind at ease regarding sample
 social gathering superb team-building testimonial
 theme top-notch training session trick of the trade
 undertake venue wary

Reading

A. S1.1, S2.3

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

Suggested answers

- There are many things that should be taken into consideration when one is organising an event, such as the type of event one is organising, the goal/purpose of the event, the number of people that are expected to attend, the date, the venue and the catering service.
- Organising a business event isn't an easy task, especially if this event is going to be attended by a lot of people. In this case, when it is a promotional event in which a product is going to be launched or a conference showcasing the importance of the company, it's better to seek a professional to help you organise it. In addition, it will save you a lot of time and energy you could devote to your actual work.

B. R2.3

- Draw Ss' attention to activity B.
- Have Ss read the question and the options a-d, and check their understanding.
- Ask Ss to read through the text quickly and to tell you what it is about (*a company that organises social events*).
- Have them do the activity.
- Check the answer with the class, asking for justification.

b

C. R2.1 

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

'PrimePlan is a one-stop shop where you can find it all!' What does the sentence mean? It means that you no longer need to call six different companies to handle all the separate aspects of your next event because with PrimePlan you get all those companies in one.

Why does PrimePlan pay full attention to the needs of their clients? Because they want to take the stress out of their clients' next business function.

What kind of corporate functions does PrimePlan organise? PrimePlan organises small and large business dinners, product launches, presentations, shows/exhibitions, conferences, team-building events, executive weekends and company picnics.

Since when has PrimePlan been in business? since 1982

What does the personnel of PrimePlan offer? They offer a large number of venue choices, catering ideas, entertainment proposals and a variety of other services such as video coverage and childcare facilities during the event, as well as accommodation options for the attendees and transportation to and from the event.

Why does Suzie Klatchett think that delegating their corporate function to someone else was a wise decision? Because PrimePlan handled their event with unsurpassed professionalism so that they didn't have to worry about any of the details.

Why does Reginald Tobias thank PrimePlan? Because he is sure they wouldn't have raised so much money if PrimePlan had not organised or publicised the event.

What does PrimePlan offer to new customers? discounts

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

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

D. R4.1, R4.2 

- Draw Ss' attention to the highlighted words/phrases in the text.
- Explain to Ss that they should try to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

- Elicit the help of **higher-performing Ss** to explain any unknown words.

E. S1.1, S2.3  

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

Suggested answers

- I once participated in organising a fund-raiser to raise money for a charity. Initially, it seemed like an easy event to organise, but it turned out to be quite difficult. There were so many things to do, such as find the perfect theme, venue and catering service, print the tickets, advertise the event, decorate the venue, look for sponsors who would provide us with the gifts we would give away in the lottery, etc. Fortunately, the event was a success and it turned out to be worth all the effort and work that went into organising it.
- I would definitely hire PrimePlan for a professional function because it seems to take many things into consideration when it comes to organising a business event. Also, the testimonials show that the clients are satisfied with the services provided by PrimePlan. / No, I wouldn't hire PrimePlan unless somebody I knew had hired them before. Promotional brochures always present businesses in a positive light, so they might not be as good as they are made out to be. For a corporate event, I would want to feel confident that I was choosing a company capable of making it a resounding success.

NEW



C. 📖 Read the text again and choose a, b, c or d.

1. Which of the following can PrimePlan help you with?
 - a. the preparation of any social gathering
 - b. a weekend training session for your staff
 - c. a children's party, including food and a clown
 - d. your wedding, including guest accommodation
2. The text states that if you go to PrimePlan...
 - a. your competitors will try to copy you.
 - b. you'll get more publicity than elsewhere.
 - c. they'll handle all aspects of your function.
 - d. they'll give you a refund if you are not satisfied.
3. Who used PrimePlan to organise an event for them specifically to help employees bond?
 - a. Riley Johnson, Yomo CEO
 - b. Jessica Plink, President of Plink Juices
 - c. Suzie Klatchett, Abstil Marketing Director
 - d. Reginald Tobias, Founder of Help the Children
4. Which of the following affects the price that clients pay PrimePlan to organise their function?
 - a. the type of event
 - b. whether they are a charity
 - c. the location of the business
 - d. how much work PrimePlan undertakes
5. Which of the following is NOT mentioned in the text?
 - a. The people at PrimePlan cater for their clients' needs.
 - b. You can view a sample of previously organised events.
 - c. PrimePlan has been keeping up to date with modern ideas.
 - d. The people at PrimePlan have vast experience in planning events.

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

- | | | |
|---------------------------|--------------------------|--|
| 1. memorable | <input type="checkbox"/> | a. to give sb the responsibility to do sth |
| 2. top-notch | <input type="checkbox"/> | b. the staff |
| 3. personnel | <input type="checkbox"/> | c. a statement showing appreciation for services |
| 4. conduct | <input type="checkbox"/> | d. unforgettable |
| 5. put one's mind at ease | <input type="checkbox"/> | e. to organise and carry out an activity |
| 6. testimonial | <input type="checkbox"/> | f. to make sb stop feeling worried |
| 7. delegate | <input type="checkbox"/> | g. of a very high standard or quality |

E. 🗣️ Discuss in pairs/groups.

- Have you ever been involved in organising a social event? What for? What did it involve?
- Would you consider using PrimePlan if you had to organise a business function? Why? / Why not?



Vocabulary

🔑 Read the text. Then match the words/phrases in bold, which feature in the boxes below, with their meanings. Then check your answers using a dictionary.

Credito Emiliano (or Credem) in northern Italy is a **financial institution** like any other, where you can open a **bank account** or **get a mortgage** for a home. It even has **branches** across Italy, as well as **cash dispensers** where you can use your debit card to **make a withdrawal** at any time of day or night. The only difference between Credem and any other bank is that this bank doesn't deal only in money, gold or diamonds, but it also accepts cheese as **currency**.

Rather than sprinkle Parmesan cheese over your spaghetti, you can **deposit** it in the bank. Italian Parmesan makers are taking advantage of this and using their cheese as security deposits for small loans. If a cheese maker doesn't pay back the loan, the bank has the cheese to sell. Credem charges a fee for looking after the Parmesan and also sends its clients monthly **bank statements** to let them know how their cheese is valued.

financial institution bank account get a mortgage
branch cash dispenser/machine

- division of a bank found at different locations

- to get a loan by placing your home or property as a security deposit for its repayment _____
- an arrangement with a bank that allows you to put in and take out money _____
- an electronic machine that can be used to get money with the use of a plastic card _____
- a business that provides services that have to do with money, e.g. a bank, an insurance company, etc. _____

make a withdrawal currency
deposit bank statement

- to place money in the bank _____
- money used in a particular country, e.g. dollar, euro, riyal etc. _____
- a piece of paper from the bank that gives information about sb's money/savings

- to remove money from the bank

Grammar

Full infinitive, bare infinitive, **-ing form** → pp. 169-170

A. Look at the following examples of full infinitives (e.g. *to go*), bare infinitives (e.g. *go*) and **-ing forms** (e.g. *going*) from the texts on pages 112-113 and complete the rules.

...please talk to Beth at the café, who will be happy **to help**.

...you can **have** your meals served in your room any time, day or night.

We trust you will enjoy your stay with us and look forward to **seeing** you again.

- The _____ is used after:
 - modal verbs (*can, could, must, should, may*, etc.)
 - let* and *make* in the active voice
 - would rather* and *had better*
- The _____ is used after:
 - certain verbs (*want, would like, hope, decide, manage, agree, refuse, seem, promise*, etc.)
 - be* + adjective (*it's nice, I was happy*, etc.)
 - too* and *enough*
 - question words (*how, what, when, where*, etc.)
- The _____ is used after:
 - certain verbs (*avoid, enjoy, love, hate, finish, imagine, mind, risk, suggest, consider*, etc.)
 - certain expressions (*how about, don't mind, can't stand, it's no use, it's no good, look forward to, be used to*, etc.)
 - prepositions (*for, about, without*, etc.)



Learning Standards

SB: R4.1, R4.2, S1.1, L2.1, S1.2, S2.5

Functions

Offering assistance
Requesting
Agreeing willingly
Refusing politely

Vocabulary

auditorium bank cashier bank statement barely
branch Can I be of any assistance?
cash dispenser/machine charge currency debit card
diamond financial institution gallery
get a mortgage identification insurance company
loan make a deposit make a withdrawal
open/close a bank account pay back prayer room
sign take advantage of underneath with pleasure
withdraw money

Vocabulary

A. R4.1, R4.2

- Have Ss read the text and ask them what it's about (*a financial institution which, apart from money, gold or diamonds, also accepts cheese as currency*).
- Draw Ss' attention to the words in bold and ask them to work out their meaning.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|----------------------------------|-----------------------------|
| a. branch | f. deposit |
| b. get a mortgage | g. currency |
| c. bank account | h. bank statement |
| d. cash dispenser/machine | i. make a withdrawal |
| e. financial institution | |

Grammar

A.

- Ask Ss to read the examples from the texts on pp. 112-113 and draw their attention to the words in blue.
- Point out that these are examples of full and bare infinitives as well as the *-ing* form.
- Make sure that Ss understand the difference between the full (*to + base form of the verb*) and the bare infinitive (*base form of the verb*).
- Have Ss do the activity.
- Check the answers with the class.

1. bare infinitive
2. full infinitive
3. *-ing* form

- Refer Ss to the Grammar Reference (p. 169).
- For further practice, ask Ss to find examples in the text on page 118 (PrimePlan can **make**..., ...you no longer need **to call** six different companies **to handle**..., ...because we want **to take**..., Business functions should **be**..., Your job is **to tell**..., ...PrimePlan can make **organising**..., ...a breeze by **doing**..., ...from carefully **designing** your invitation and **publicising** the event, right through to **conducting**..., ...I was wary of **delegating**..., etc.).
- To challenge **higher-performing Ss**, you may ask them to come up with their own examples.

B.

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

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

- Refer Ss to the Grammar Reference (p. 170), and if necessary draw time lines on board to illustrate the sequence of actions.
- To challenge **higher-performing Ss**, you may have them come up with their own sentences using the verbs *try*, *remember*, *forget* and *stop*. Tell Ss to come up with two sentences for each verb: one in which the verb is followed with the full infinitive and one in which the verb is followed by the *-ing* form. Ask them to write their sentences on a piece of paper. You may then write some of these sentences on the board, making sure to leave out the full infinitive or the *-ing* form in each case. The base form of these words should appear in brackets instead. **Lower-performing Ss** should then be requested to change the base form of these words into the full infinitive or the *-ing* form to successfully complete the sentences.

Listening

A. S1.1

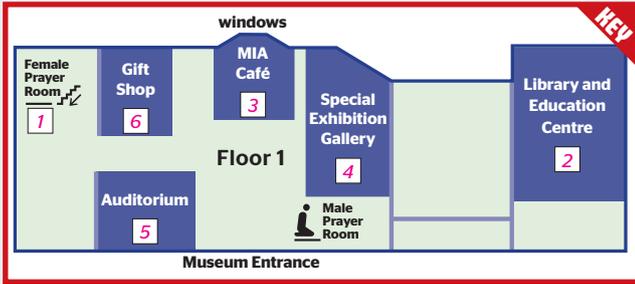
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answer

- Yes, I have. Firstly, it is located on one end of the Corniche in Doha and stands on a peninsula near the traditional harbour. The building itself is really impressive, especially at night when it is lit up. It combines modern and traditional elements of architecture. I particularly liked the central atrium, as the ceiling is adorned with Islamic patterns. It also has a very impressive staircase, above which hangs a beautiful, metallic chandelier. The north facade of the building is made of glass and provides a breathtaking view of the Arabian Gulf. The museum houses a fascinating collection of Islamic art. In fact, it has one of the world's most complete collections of Islamic artefacts. Its collection consists of things such as metal work, ceramics, jewellery, textiles and manuscripts.

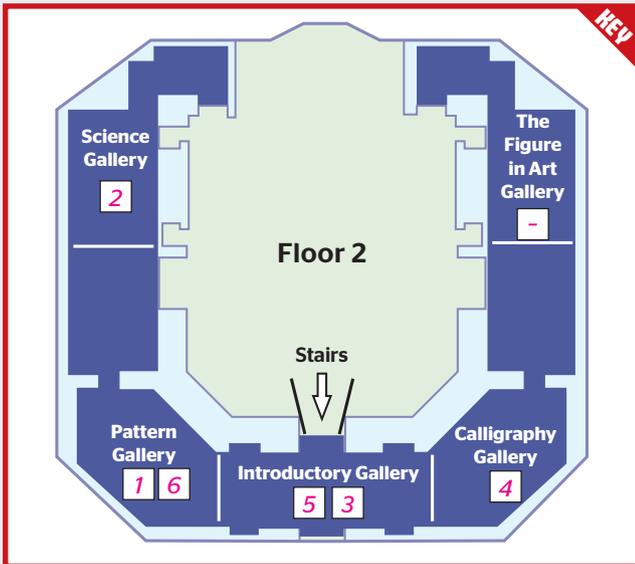
B. L2.1

- Draw Ss' attention to activity B.
- Have Ss read the rubric and look at the map, and check their understanding.
- Tell Ss that the activity involves listening to a guided tour of the Museum of Islamic Art and determining the order in which the places on the map are mentioned.
- Ask Ss to listen carefully and number the places on the map 1-6 according to the order in which they are mentioned.
- Play the recording and have Ss do the activity.
- If necessary, play the recording a second time, pausing and concept-checking as necessary.
- To make the activity less challenging for **lower-performing Ss**, you may ask them to find the correct order of any three places on the map.
- Check the answers with the class.



C. L2.1

- Draw Ss' attention to activity C.
- Have Ss read the rubric and look at the map, and check their understanding.
- Tell Ss that the activity involves listening to the continuation of the guided tour and determining in which gallery the items 1-6 are exhibited.
- Before playing the recording, encourage Ss to predict where the listed items are exhibited. Tell them that predicting involves using clues to make educated guesses.
- Play the recording and have Ss do the activity.
- If necessary, play the recording a second time, pausing and concept-checking as necessary.
- To make the activity less challenging for **lower-performing Ss**, you may omit three of the items.
- Check the answers with the class.



D. S1.1

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

Suggested answer

I think I would be interested in seeing two of the artefacts that were mentioned. The first is the necklace from India that dates back to the 17th century. The reason I would like to see it is that it is adorned with different kinds of stones, so it must be very beautiful. The second is the wooden door that comes from a mosque, as it is decorated with a particularly complex geometric pattern and I happen to love intricate patterns.

Speaking

S1.2, S2.5

- Divide Ss into pairs and have them turn to the relevant page in the Speaking Activities section.
- Have Ss read the instructions and check their understanding.
- Have Ss do the activity.
- When they finish the first dialogue, have them swap roles.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out one of their dialogues.

Suggested answers

opening a bank account

- B:** May I help you?
A: Yes, please. I'd like to open an account. What exactly do I have to do?
B: I need to see some identification, please.
A: I have my passport with me. Will that do?
B: Certainly. What kind of bank account are you interested in?
A: I want to open a savings account.
B: OK. Will you please fill out this form with your details?

transferring money to another account

- A:** Could you possibly help me out with something?
B: Yes, of course I can.
A: I would like to transfer money to my sister's account in Jordan. Do you know if there is an extra charge for that?
B: No, it's free of charge.
A: How many days will it take for the money to go into my sister's account?
B: About a week, sir.
A: Is there anything I can do to make it get there faster?
B: No. I'm afraid it's impossible.

exchanging currency

- B:** Can I be of any assistance?
A: Yes, please. Could you show me where I can exchange some euros for Qatari riyals?
B: I can help you with that. How many euros would you like to exchange?
A: 300 euros. What commission do you charge for this transaction?
B: 1%, sir. Here you go. Please sign at the bottom of the page.

B. Read the following sets of sentences and match them with the statement, a or b, which is closer in meaning.

- | | | |
|--|--------------------------|---|
| 1. I must remember to send the email after lunch. | <input type="checkbox"/> | a. First, I remember, then I do it. |
| 2. I remember sending the email after lunch. | <input type="checkbox"/> | b. I remember that I have done something earlier. |
| 3. Sara stopped taking pictures when she saw the 'No photos' sign. | <input type="checkbox"/> | a. Sara took pictures after she stopped doing something else. |
| 4. Sara stopped to take some pictures of the nice view. | <input type="checkbox"/> | b. Sara was taking pictures and then stopped doing it. |
| 5. Ted tried to unlock the door, but he couldn't. | <input type="checkbox"/> | a. He made an effort. |
| 6. Ted tried unlocking the door with a different key. | <input type="checkbox"/> | b. He did something to see what effect it would have. |

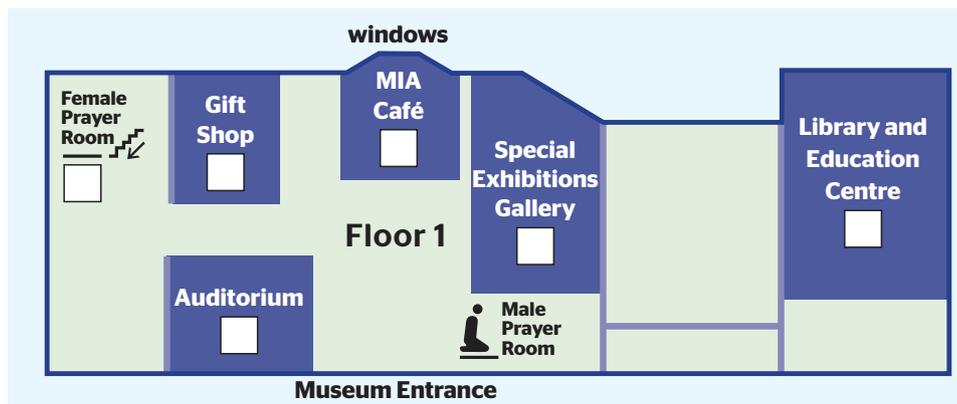
Listening

A.  Discuss in pairs/groups.

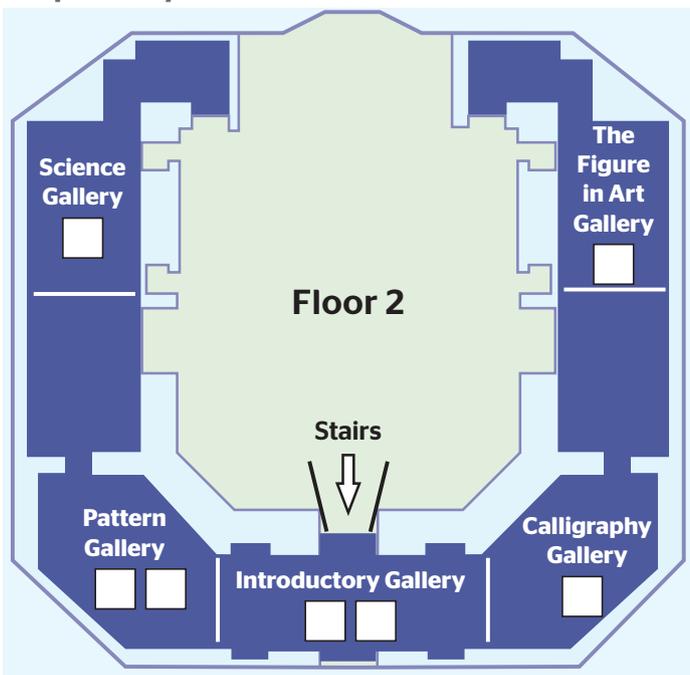
- Have you ever visited the Museum of Islamic Art in Doha? What do you know about it?

B.  You will hear part of a guided tour of the Museum of Islamic Art in Doha. Number the places on the map 1-6 in the order in which they are mentioned.

The Museum of Islamic Art



C.  Now listen to the continuation of the guided tour. Look at the map below and write the correct number 1-6 in the boxes to show in which gallery the items are exhibited. There is one extra box on the map which you do not need to use.



1. part of a door with examples of geometric art
2. a device used by travellers in the past
3. a pearl and gemstone necklace
4. an ancient book of stories
5. a ninth-century bowl showing Arabic writing
6. a container that was used to store medicine

D.  Discuss in pairs/groups.

- Which item mentioned in the listening would you be most interested in seeing from up-close?

Speaking

 Turn to page 162 in the Speaking Activities section and do activity 8b.

Writing A report based on a graph

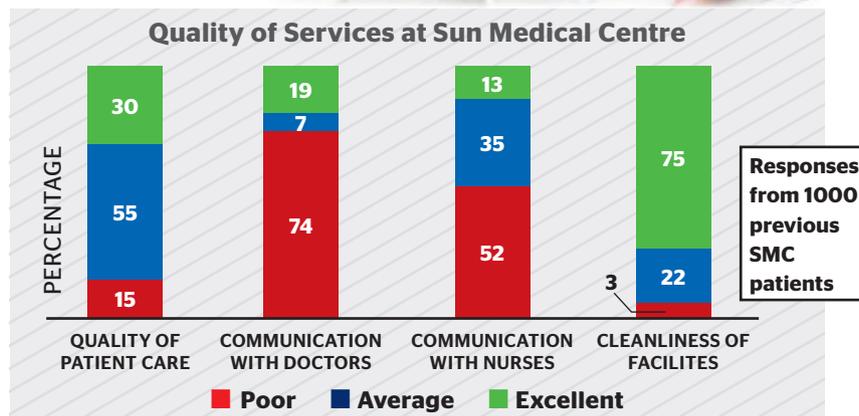
A. Discuss in pairs/groups.

- What different kinds of services do you utilise every day?
- Which services are most important to you? Why?



B. Look at the graph and answer the questions that follow.

1. What does the graph illustrate?
2. What three categories do the survey questions examine?
3. Which service was viewed most favourably by respondents?



C. Read the writing task and report below. Then, do the activities that follow.

The health clinic you work for has requested a study examining the quality of services they provide. The results of the survey are displayed in the graph above. Write a report to the clinic director summarising the findings of the survey and making recommendations for improvement.

● ● ●

To: Director MacMillan
From: Jonathan Watson
Subject: Improving Services at Sun Medical Centre

Introduction
 As requested, this report describes the results of a survey conducted in order to determine the quality of care provided here at Sun Medical Centre. One thousand previous patients were surveyed and asked to rate the hospital in terms of quality of care, communication with staff and cleanliness.

Quality of Care
 A majority of those surveyed felt that the quality of care at Sun Medical Centre was at least average. Patient care was viewed very highly by approximately one in three respondents. On the other hand, 15% of those surveyed felt that the quality of care was poor.

Communication with Staff
 Unfortunately, communication with both doctors and nurses on staff at Sun Medical Centre was viewed very poorly. Nearly three quarters of respondents described communication with doctors as poor. Nurses did only slightly better, with just over half of those surveyed identifying communication as poor.

Cleanliness
 The facilities here at Sun Medical Centre were given high marks for cleanliness. In fact, the vast majority rated the cleanliness of clinic facilities as excellent. Only 3% characterised the cleanliness of facilities as poor.

Recommendations
 To sum up, it is clear that some changes are needed here at Sun Medical Centre. Improving communication between patients and staff, especially doctors, must be given top priority. Additionally, there is room for improvement in terms of patient care. Taking these steps will do much to boost the overall quality of services provided here at Sun Medical Centre.

1. Read the following statements. Tick (✓) those that apply to the report.

The writer:

- a. addresses the report to a specific recipient
- b. uses headings to organise information.
- c. mentions all the information depicted on the graph.
- d. uses abbreviations and short forms.
- e. explains how the information on the graph was obtained.
- f. makes personal comments throughout the report.
- g. uses the findings to make recommendations.

2. What information is included in the Introduction section of the report? Where did the writer get this information?
3. Why does the writer use headings before each paragraph?
4. Has the writer included all the statistical information from the graph in the report? Why / why not?
5. Find and underline the sentences in which the Passive Voice has been used. Why has the writer made use of the Passive Voice?

Learning Standards

SB: S1.1, R2.1, R2.3, R1.1, W2.1, W1.6, W3.2, W4.1

Functions

Writing a report
Summarising information on a bar graph
Making recommendations

Vocabulary

average boost cleanliness clinic evaluate
inclusion nurse report utilise

Writing

A. S1.1

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

Suggested answers

- Transportation services, health services, banking/financial services, educational services, entertainment services.
- Well, I use public transportation very often, so I consider this service very important. I also consider utility services such as the provision of water and electricity very important. I can't even begin to imagine what life would be like without them.

KEY

B. R2.1

- Have Ss read the rubric and the questions, and have them look at the graph.
- Check their understanding.
- Have them do the activity.
- Check the answers with the class.

1. The graph illustrates the statistical results of a survey.
2. Quality of Patient Care, Communication with Doctors and Nurses, Cleanliness of Facilities
3. Cleanliness of Facilities

KEY

C. R2.3

- Have Ss read the writing task and the report, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. a, b, e, g
2. The introduction includes the purpose of the report, who was surveyed and what categories were examined. The writer got this information from the headings and axis labels on the graph.
3. To organise the report and clarify information for the reader.
4. No, he/she hasn't. The writer summarises the information in order to focus on the most important findings.
5. ...previous patients were surveyed and asked..., Patient care was viewed..., The facilities here at SMC were given..., ...especially doctors, must be given..., etc. The Passive Voice is used to present information in a formal and impersonal way.

KEY

D. R1.1, R2.3 

- Draw Ss' attention to activity D and check their understanding.
- Tell Ss that they are required to do two things. The first is to find an appropriate heading for each paragraph. The second involves changing the highlighted sentences from Active Voice to Passive Voice.
- Have Ss do the activity.
- Check the answers with the class.

- KEY

 1. Introduction
 2. Quality of Instruction,
 3. Career Guidance
 4. Extracurricular Activities,
 5. Recommendation
 2. a. Students were encouraged (by the surveyors) to comment on their experiences with these services (by the surveyors).
 - b. The excellent interaction between teachers and students was also mentioned by many students.
 - c. Unfortunately, the guidance programme was described as very poor by nearly a quarter of the students.
 - d. Water polo and pottery were suggested by a significant number of students.
 - e. some steps should be taken by Middleton College to improve its career guidance programme. / some steps to improve its career guidance programme should be taken by Middleton College.

E. W2.1 

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

KEY

The following words/phrases should be underlined:
shopping and entertainment centre Sunrise Mall
survey young customers rate the quality of services
write a report managing director
summarising the findings making recommendations
improvement

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

- KEY

 1. the quality of services at Sunrise Mall
 2. from the headings and labels on the graph
 3. neutral, formal and informative, succinct and to the point

F. W1.6, W2.1, W3.2, W4.1  

- Read out and explain the writing task.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 103-105 and read through the plan, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what kind of information the report should contain.
- Ask Ss to go to Workbook page 103 and complete the plan before they start the writing task.

- Allow Ss enough time to write their reports, following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on the Workbook page 105 to make sure they have carried out the task correctly.
- Have some Ss read out their summaries.

*Suggested answer***To:** Director Stevens**From:** Martha Cook**Subject:** Quality of services at Sunrise Mall**Introduction**

As requested, this report outlines the findings of a survey into the quality of services provided here at Sunrise Mall. In the survey, 500 young people aged 16-25 were asked about the variety of shops, the food court and the entertainment center and to rate them as either poor, average or excellent.

Variety of Shops

A large majority of respondents felt the variety of shops offered here at Sunrise mall was average. While almost a quarter felt the shop selection was excellent, there was a small minority which felt it was poor.

Food Court

The young people surveyed took a very dim view of the food court. Over half of those surveyed characterised the services provided at the food court as poor. In contrast, less than 10 percent gave the food court a rating of excellent.

Entertainment Center

The entertainment centre at Sunrise Mall is very popular with our young customers. Over half of the respondents rated the mall's entertainment services as excellent, and about one in three viewed it as average.

Recommendation

In light of the survey results, steps should be taken to improve certain service areas. Of primary importance is the quality of services at the food court, which must be addressed immediately. Additionally, retail services could be improved by expanding the variety of shops the mall offers.



D.  Read the report about educational services below and do the activities that follow.

1. _____

As requested, this report outlines the findings of a survey conducted by Middleton College to evaluate the services it provides to its students. Students were asked to rate the quality of instruction, the career guidance programme and the extracurricular activities provided by the university on a scale of 1 (very poor) to 5 (excellent).

The surveyors encouraged students to comment on their experiences with these services.

a. _____

2. _____

The results clearly indicate that students view the quality of instruction at Middleton College very highly. A vast majority of the students surveyed rated instruction as excellent or very good. Many students also mentioned the excellent interaction between teachers and students.

b. _____

3. _____

Reaction by students to the career guidance programme at the university is mixed. Approximately half described the programme as adequate and about 20% of the students said the programme was very good. Unfortunately, nearly a quarter of the students described the guidance programme as very poor.

c. _____

4. _____

About three-quarters of respondents had a positive view of extracurricular activities at Middleton, with less than 10% characterising them as poor or very poor. However, many students took this opportunity to suggest new activities they would like to see offered. A significant number of students suggested water polo and pottery.

d. _____

5. _____

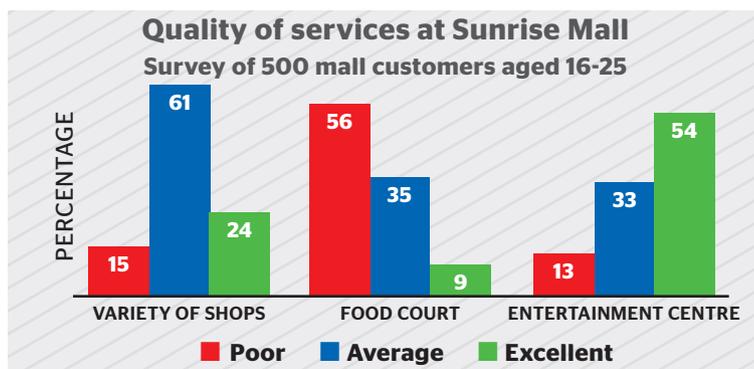
Based on the above results, it seems clear that Middleton College should take some steps to improve its career guidance programme. Moreover, students would welcome the inclusion of a number of new activities such as water polo and pottery.

e. _____

1. Write appropriate headings (1-5) for each section. 2. Rewrite the highlighted sections using Passive Voice (a-e).

E.  Read the writing task below and look at the accompanying graph. Underline the key words/phrases in the task. Then answer the questions.

The shopping and entertainment centre you work for, Sunrise Mall, conducted a survey asking its young customers to rate the quality of the services it provides. Write a report to the managing director summarising the findings of the survey and making recommendations for improvement.



1. What is being discussed?
2. Where should you get the information you need to complete the task?
3. What writing style should you use?

F.   Read the writing task in activity E again and the TIP below. Then go to the Workbook pp. 103-105 to plan and write your report.

When writing a report based on a graph:

TIP

- examine the graph carefully and decide which trends are worth mentioning before you begin to write.

- start your report with the following:

> To:
> From:
> Subject:

- use headings to indicate what topic each paragraph focuses on.
- present the information in an impersonal, formal way. One way of doing this is by using the Passive Voice.
- avoid using the 1st person. Use it only when introducing the topic and when making recommendations.



A. Choose a, b, c or d.

- We would like to improve our service, so please give us your _____.
a. transaction c. details
b. feedback d. treatment
- You should ____ advantage of the hotel facilities and relax.
a. make c. get
b. give d. take
- I got a bank ____ to grow my business.
a. loan c. fee
b. currency d. deposit
- There was a 20-percent ____ on our meal.
a. discount c. refund
b. reduction d. contribution
- ____ the risk of seeming rude, I asked the cashier to check the account again.
a. For c. With
b. By d. At
- Sorry, I left the window open last night ____ mistake.
a. at c. by
b. with d. for
- By going on a conservation holiday, you will get ____ experience that will help you with your career.
a. precious c. complimentary
b. expensive d. valuable
- Wait here. I'll ask the ____ to get our car.
a. landlord c. escort
b. cashier d. valet
- The company is very well known and has ____ all over the country.
a. branches c. amenities
b. policies d. functions
- Sue has decided to install a new alarm system in order to put her ____ at ease.
a. heart c. mind
b. brain d. thoughts
- Salman ____ a withdrawal from his bank account to buy a new car.
a. took c. borrowed
b. got d. made
- Don't carry all that money around. Put it in the ____ in the hotel room.
a. lobby c. safe
b. storage d. account

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

- A: (bank cashier) _____?
B: He told me that **there isn't enough money in my account to pay my bill.**
- A: (room) _____?
B: I'm staying in **room 51.**
- A: (mortgage payment) _____?
B: It's due **on 16 December.**
- A: (key card) _____?
B: It's **Adham's.**

- A: (reception) _____?
B: I'm calling **for room service.**
- A: (airport) _____?
B: I took a **taxi.**

C. Complete the text with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

The Internet is a place where many crimes can 1 _____ (take) place. That's why people worry about 2 _____ (get) tricked on the Internet. Unfortunately, every day thousands of people become victims of what is known as cybercrime. Sometimes it is difficult 3 _____ (recognise) the dangers on the Internet. Many criminals want 4 _____ (make) money by 5 _____ (deceive) others, so they try 6 _____ (obtain) their personal information to do so. You may be wondering what you can do 7 _____ (protect) yourself from these crimes. Generally, you should 8 _____ (be) careful when using the Internet. Avoid 9 _____ (give) out personal information on websites that seem 10 _____ (be) suspicious as you risk 11 _____ (fall) victim to many online scams and frauds. Many experts suggest 12 _____ (use) only trustworthy sites when making a purchase online. Furthermore, having strong antivirus software on your computer helps 13 _____ (protect) you from dangerous websites and emails. Also, you'd better not 14 _____ (click) on links in suspicious emails, because they could lead to viruses. If you follow these simple safety measures, you'll manage 15 _____ (avoid) cybercrime.

Self-assessment

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

now I can...

- ▶ discuss various services provided by the service sector
- ▶ use vocabulary relating to the hospitality industry, banking and finance, and prepositional phrases with *at* and *by*
- ▶ express purpose and result
- ▶ offer assistance, make a request, agree willingly and refuse politely
- ▶ describe a graph, express agreement with reservation and reach a decision through negotiation
- ▶ write a report based on a graph

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

A.

- | | | | | | |
|------|------|------|-------|-------|-------|
| 1. b | 2. d | 3. a | 4. a | 5. d | 6. c |
| 7. d | 8. d | 9. a | 10. c | 11. d | 12. c |

KEY

B.

- | |
|--|
| 1. What did the bank cashier tell you? |
| 2. Which room are you staying in? / In which room are you staying? |
| 3. When is your mortgage payment due? |
| 4. Whose key card is this? |
| 5. Why are you calling reception? |
| 6. How did you get to the airport? |

KEY

C.

- | | |
|-----------------|------------------|
| 1. take | 9. giving |
| 2. getting | 10. to be |
| 3. to recognise | 11. falling |
| 4. to make | 12. using |
| 5. deceiving | 13. (to) protect |
| 6. to obtain | 14. click |
| 7. to protect | 15. to avoid |
| 8. be | |

KEY

Self-assessment

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

Learning Standards

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

A. S1.1

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

Suggested answers

- Things that make an educational institution attractive include a pleasant and inclusive learning environment, interesting course content, quality accommodation, a well-stocked library, internationally acclaimed academic staff and state-of-the-art research laboratories.
- Education City is situated on the outskirts of Doha and is one of the world's leading educational complexes. It houses multiple educational and research institutes.

B. R1.1

- Draw Ss' attention to activity B.
- Tell Ss to read the question and write down their predictions (the university's location, its facilities, what makes it special, what you can study there, how many students are enrolled, what the university's core values are, etc.)
- Have Ss quickly read the text and check their predictions.

C. R2.1

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:
 - Where is Education City situated? on the outskirts of Doha*
 - When was Education City launched? in 1997*
 - Who launched Education City? the Qatar Foundation*
 - How many universities is Education City home to? It is home to 8 top universities from the United States and Europe, as well as Qatar's Hamad Bin Khalifa University and the Qatar Faculty of Islamic Studies.*
 - How many students are there at present? over 3000*
 - How many of these students are Qatari? about half*
 - What do the students at Education City have access to? a truly unique educational experience*
 - What are the students at Education City allowed to do? They are allowed to take classes at any of the universities on campus.*
 - How are the residence halls described? They are described as state of the art.*
 - What are Ss encouraged to do? Students are encouraged to play sports, participate in organised excursions to local landmarks and volunteer in the community.*
 - What is the Education City Stadium for the 2022 FIFA World Cup being built to resemble? a glittering diamond*
 - What is Education City reflective of? core Qatari values*
 - When did the Sidra Medical and Research Centre open? It opened in 2018.*
- Ask Ss to read the questions 1-5 and their options, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

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

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

A.  Discuss in pairs/groups.

- In your opinion, what features make an educational institution attractive?
- What do you know about Education City?

B.  What information would you expect to find in an article about Education City? Read the text quickly and check your predictions.

C.  Read the text and answer the questions that follow.

Education City

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On the outskirts of Doha, on a campus of over 1000 hectares, the future of education is taking shape. Launched in 1997 by the Qatar Foundation, Education City is home to eight top universities from the United States and Europe, as well as Qatar's Hamad Bin Khalifa University and the Qatar Faculty of Islamic Studies. Do you want to study foreign affairs at Georgetown, medicine at Weill Cornell or business administration at HEC? Well, you no longer need to fly all the way to Washington D.C., New York or Paris because Education City has brought all these universities and more to a single modern campus to provide the very best in inclusive education.

There are over 3000 students currently enrolled at the various universities in Education City. About half of these are Qatari with the other half representing over ninety nationalities from around the globe. These students have access to a truly unique educational experience which allows them to take classes at any of the universities on campus. So, a medical student at Weill Cornell can take a course on biomedical engineering at Texas A&M. Compared to their counterparts in the US and Europe, classes here are small—increasing opportunities for learning and interaction. What's more, opportunities for research, internships and studying abroad are widespread.

Outside of academics, student life here provides all you would expect from an international university experience. State-of-the-art residence halls provide common areas like coffee houses, study halls and prayer rooms, and organise an endless variety of activities. Students are encouraged to play sports, participate in organised excursions to local landmarks and volunteer in the community. In addition, the campus is home to far more than universities. Qatar National Library, which boasts a collection of over one million books, and the Arab Museum of Modern Art both make their home here. Also on-site are the Qur'anic Botanic Garden and the Qatar Science and Technology Park, which houses such tech innovators as Microsoft, GE and Cisco. Truly a jewel in the Qatari educational crown, the planned Education City Stadium for the 2022 FIFA World Cup is being built to resemble a glittering diamond. Such amazing facilities have made attendance at the universities here very attractive and applications are increasing every year.

Perhaps more importantly, Education City is reflective of core Qatari values and is a place which gives back to the community. The Sidra Medical and Research Centre, which opened in 2018, has 400 beds and can serve over 275,000 people a year. In addition, preparatory schools from pre-K to 12 ensure primary and secondary education of the very highest standard. Finally, architectural wonders such as the award-winning masjid at the Qatar Faculty of Islamic Studies provide a place for education, faith and culture to interact in harmony.



Alex Sergeev/commons.wikimedia/CC BY-SA 3.0

1. Education City
 - a. has both local and international universities.
 - b. is located on a large campus in the centre of the capital.
 - c. requires students to study both locally and in the U.S. or Europe.
 - d. requires students to study either foreign affairs, medicine or business.
2. What opportunity do students in Education City have that students who study at the same universities in the U.S. and Europe do not?
 - a. the opportunity to study abroad
 - b. a chance to interact with professors
 - c. the ability to participate in a wide variety of activities
 - d. the opportunity to take courses at different universities
3. Which activity is NOT mentioned in the text as available to students?
 - a. sightseeing
 - b. seeing a play
 - c. playing sports
 - d. viewing an art collection
4. Applications to universities in Education City are
 - a. falling.
 - b. on the rise.
 - c. less competitive than in the past.
 - d. more likely to come from foreign students.
5. Which statement best describes Education City?
 - a. a system of schools focusing on science and research
 - b. a place where students can meet famous artists, tech leaders and athletes
 - c. a unique environment which provides students with a variety of opportunities for education and personal growth
 - d. a system of cultural and community projects designed to improve both health and education for the people of Qatar

A. Look at the three surveys below about the use of social media in business. What kind of answers are required in each?

Benefits of Using Social Media in Business

How much have social media helped you...	1	2	3	4	5
• turn your business into a household name?	<input type="checkbox"/>				
• reduce your overall marketing expenses?	<input type="checkbox"/>				
• generate new business partnerships?	<input type="checkbox"/>				
• increase the number of your clients?	<input type="checkbox"/>				
• improve your ranking in search engines?	<input type="checkbox"/>				

Does Your Organisation Use Social Media to...

	Yes	No
• share news about new products or services?	<input type="checkbox"/>	<input type="checkbox"/>
• advertise sales or special offers?	<input type="checkbox"/>	<input type="checkbox"/>
• hold contests?	<input type="checkbox"/>	<input type="checkbox"/>
• get information from customers?	<input type="checkbox"/>	<input type="checkbox"/>
• handle customer service?	<input type="checkbox"/>	<input type="checkbox"/>
• If other, please describe here: _____		

1. How old are you?

18-25 26-35 36-45
 46-55 56+

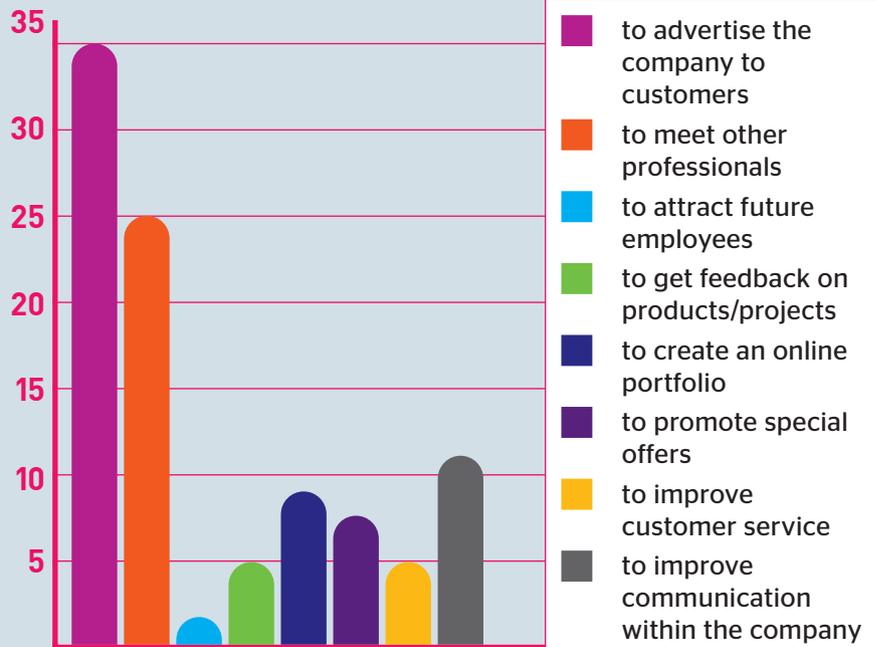
2. Occupation: _____

3. Which of the following social networking sites are you a member of?

MySpace Facebook
 LinkedIn Instagram
 Twitter

B. First look at the graph. Then listen to a radio presenter commenting on it and answer questions 1-3.

What is the main reason your business uses social media?



1. What did the radio presenter find predictable?
2. Why does the radio presenter think that some small businesses will be improving very quickly?
3. Which of the facts made an impression on the radio presenter?

C. Work in pairs and create a survey. Choose one of the survey topics below on social media and come up with questions for the participants. Decide on the type of answers you want (refer to activity A).

D. Conduct the survey by asking your classmates the questions on the survey form you created.

E. Create a bar graph to visually represent your findings and write a small paragraph explaining key findings, what surprised you, what you found predictable, and anything else worth commenting on. Report to the class.

How important is social media in your personal life?

How important is social media in your professional life?

Are you a social media addict?

Task Modules 7&8

Learning Standards

SB: S1.1, L2.1, W2.1, S2.3, S2.5, W1.6, W2.1

A. S1.1

- Draw Ss' attention to the three surveys and check their understanding.
- Point out to Ss that different types of questions are used in surveys, depending on what kind of information they want to gather.
- Have Ss answer the question in the rubric.
- Check the answers with the class.

Suggested answers

1. a close-ended ranking answer choice, on a scale of 1 to 5, with 5 being the highest
2. a yes or no answer choice and an open-ended answer.
3. a multiple-choice question with only one answer allowed, an open-ended answer and a multiple-choice question with multiple answers allowed

B. L2.1

- Draw Ss' attention to the bar graph and ask them to tell you what it shows (*reasons businesses use social media*). Make sure they do not have any unknown words.
- Make sure Ss can relate the legend on the right to the bars in the graph which show the percentages for each reason (*legend: a list or table written next to a graph or chart that explains what each colour stands for*).
- Ask Ss questions like, *What is the main reason most companies use social media?*, *What percentage of companies use social media to create an online portfolio?*
- Ask Ss to read through the questions and check their understanding.
- Play the recording and have Ss listen to the radio presenter.
- Have Ss do the activity.
- Check the answers with the class.

1. The fact that thirty-five percent of businesses which use social media do so to advertise their company to customers.
2. They use social media to connect to people who are in the same line of business and are facing similar problems, so small businesses will be getting stronger very quickly because of their connection with other businesses.
3. The fact that eleven percent of the businesses said they use social media to improve communication within the company.

C. W2.1

- Divide Ss into pairs and explain what they have to do.
- Have Ss refer to activity A to help them form the questions on the survey. In pairs, Ss have to decide what type of questions they will ask according to the survey topic they have chosen.
- Have Ss create the survey form that will be given to the rest of the class.
- Monitor Ss from a distance. Do not interrupt.

Suggested ideas

Multiple-choice questions

- What is the main reason you use social media sites?
Which of the following social media sites do you have an account on?
How often do you use social media sites?
Which of the following social media sites do you use most often?

Rating scale questions

- How much has social media helped you professionally?
How likely are you to join new social media sites that become available?

Open-ended questions

- Which is your favourite social media site?
How many hours a week do you spend on social media sites?

Yes-No questions

- Do you have social media apps on your smartphone?
Do you use any translator apps to help you communicate on social media?

D. S2.3, S2.5

- Have each pair of Ss conduct their survey in class.
- Monitor Ss from a distance. Do not interrupt.

E. W1.6, W2.1

- Ask Ss to depict their findings from the previous activity on a bar graph.
- Ss work together with their partners to prepare a small paragraph explaining key findings.
- Point out to Ss that they should refer to the bar graph in activity B as well as what they heard in the listening activity to prepare the bar graph and paragraph about their findings.
- Allow Ss some time to prepare how they will present their findings.
- Ask each pair to come to the front of the class and present their bar graph and findings.

Recap:

- Ask Ss the following questions:
 1. **What have you learnt to do in this specific task?**
(*to create and conduct a survey; to compare the findings of a survey and create a bar graph; to analyse and interpret bar graphs and discuss the findings*)
 2. **What language did you need to use?**
(*various tenses such as Present Simple to talk about the findings, comparisons as well as topic-related vocabulary*)
 3. **Where will this task help you in life?**
(*for project work and presentations at university or at work; to create and conduct surveys in order to come to a conclusion about a topic*)

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN ONCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 128
R1.1	Creative and critical thinking	Reading B p. 128
R2.3	Creative and critical thinking	Reading B p. 128
R2.1	Inquiry and research	Reading C p. 128
R2.1	Inquiry and research	Reading D p. 129
R4.1	Problem-solving	Reading E p. 129
R4.2	Problem-solving	Reading E p. 129
S1.1	Communication	Reading F p. 129
S2.3	Creative and critical thinking	Reading F p. 129
R4.2	Problem-solving	Vocabulary C p. 130
S1.1	Communication	Grammar E p. 131
S1.1	Communication	Listening A p. 132
L1.1	Creative and critical thinking	Listening B p. 132
L2.2	Communication	Listening B p. 132
L2.1	Creative and critical thinking	Listening C p. 132
S1.1	Communication	Listening D p. 132
S2.3	Creative and critical thinking	Listening D p. 132
S1.1	Communication	Speaking pp. 132-133
S1.2	Communication	Speaking pp. 132-133
S2.3	Creative and critical thinking	Speaking pp. 132-133
R2.3	Creative and critical thinking	Writing A p. 133
R2.3	Creative and critical thinking	Writing B p. 133
W4.1	Communication	Writing C p. 133
S1.1	Communication	Reading A p. 134
S2.3	Creative and critical thinking	Reading A p. 134
R1.1	Creative and critical thinking	Reading B p. 134
R2.1	Inquiry and research	Reading C p. 135
R2.1	Inquiry and research	Reading D p. 135
R4.1	Problem-solving	Reading E p. 135
R4.2	Problem-solving	Reading E p. 135
S1.1	Communication	Reading F p. 135
S2.3	Creative and critical thinking	Reading F p. 135
R4.1	Problem-solving	Vocabulary p. 136
R4.2	Problem-solving	Vocabulary p. 136
L2.1	Creative and critical thinking	Listening A p. 137
L2.1	Creative and critical thinking	Listening B p. 137
L2.2	Communication	Listening B p. 137
S1.1	Communication	Speaking p. 137
S1.1	Communication	Writing A p. 138
R2.3	Creative and critical thinking	Writing B p. 138
R2.3	Creative and critical thinking	Writing C p. 139
W2.1	Creative and critical thinking	Writing D p. 139
R2.2	Creative and critical thinking	Writing E p. 139
W1.4	Creative and critical thinking	Writing F p. 139
W2.1	Creative and critical thinking	Writing F p. 139
W3.2	Creative and critical thinking	Writing F p. 139
W4.1	Communication	Writing F p. 139

WORKBOOK		
LEARNING STANDARDS	MAIN ONCF COMPETENCIES	ACTIVITIES
L2.1	Creative and critical thinking	Activity D p. 120

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

9a (pp. 128-129)

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

9a (pp. 130-131)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events (S1.1)

9b (pp. 132-133)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to attitudes and opinions in longer, more complex texts (L2.2)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- express and respond independently to common feelings such as surprise, interest and regret (S1.2)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts (W4.1)

9b (pp. 134-135)

- communicate independently a personal response to real and fictional events (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)

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

9b (pp. 136-137)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- understand and respond independently to attitudes and opinions in longer, more complex texts (L2.2)
- communicate independently a personal response to real and fictional events (S1.1)

9b (pp. 138-139)

- communicate independently a personal response to real and fictional events (S1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text (W1.4)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)
- use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts (W4.1)

9 Review

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

- Draw Ss' attention to the title of the module and ask them to tell you what they think it means (*this phrase is an emphatic way of asking where something is*).
- Draw Ss' attention to the pictures on the page and ask them what they have in common (*they all depict buildings found in Qatar*).
- Have Ss read through the questions in the *Discuss* section and check their understanding.
- Elicit answers and initiate a short discussion.

Background knowledge

- **Doha Tower** (Burj Doha / Burj Qatar) – 2012 – West Bay – Office building – Modern skyscraper with ancient Islamic design elements
 - has a cylindrical shape
 - has a height of 238 metres
 - has 46 floors above ground, 3 below
 - connects modern architecture with ancient Islamic designs (Mashrabiya)
 - Islamic screens shade the building from high temperatures and sand
 - received the CTBUH (The Council on Tall Buildings and Urban Habitat) Skyscraper Award for the Best Tall Building Worldwide in 2012
 - cost \$125 million to build
 - is currently the sixth tallest building in Qatar
- **Tornado Tower** – 2008 – West Bay – Office building – Modern skyscraper
 - has an hourglass shape
 - depicts a whirlwind in a desert storm
 - has a height of 195 metres
 - has 51 floors above ground, 3 below
 - has a helicopter landing pad on the roof
 - has a complex external lighting system programmed with 35,000 different light displays
 - cost \$200 million to build
 - is currently the eleventh tallest building in Qatar
- **Qatar Islamic Cultural Centre / Sheikh Abdulla bin Zaid Al Mahmoud Islamic Cultural Centre / Fanar Cultural Centre** – 2008 – Close to Doha Corniche and Souq Waqif – Cultural centre and Mosque – Traditional Islamic Architecture
 - used for religious, social and educational activities
 - provides courses in Arabic, and Qatari and Islamic culture
 - houses a library
 - its most distinctive feature is its mosque which is the tallest in Qatar and has a unique spiral minaret
 - its mosque is open to tourists / non-Muslims
- **Sidra Medical and Research Centre** – 2018 – Education City – Hospital, biomedical research facility – Modern with historical design elements
 - is part of a huge initiative undertaken by Qatar Foundation
 - has dedicated divisions for children's health, women's health and adult acute care
 - is a teaching hospital for Weill Cornell Medical College
 - has 400 beds
 - future plans include expanding inpatient facilities
 - when fully operational it will be able to serve more than 275,000 patients per year
 - the three signature atriums were inspired by the sails of dhows (the small wooden fishing boats traditionally used by pearl divers)
 - 14 giant bronze sculptures by Damien Hirst are found outside the hospital
 - the sculptures show a baby's development in the uterus from conception to birth
 - the sculptures are called *The Miraculous Journey*
 - \$7.9 billion was allotted by the Qatar Foundation for the building of the hospital
- **Museum of Islamic Art** – 2008 – Doha Corniche – Museum – Modern geometric design with strong influence of Islamic architecture

- was built on an artificial island
- the architect, I.M. Pei, was ninety-one years old when he started the project and he spent 6 months travelling the Muslim world to get inspiration for the design
- contains a collection dating from the 7th century
- has one of the most complete collections of Islamic artefacts
- has a park and workshops for schools and general public
- **National Museum of Qatar** – 2019 – Doha Corniche – Museum – Design inspired by the desert rose crystal
 - has a large auditorium, research centre, restaurants, artificial lagoon, parking and surrounding park
 - designed to celebrate the culture, heritage and future of the Qatari people
 - museum collection is strong in the areas of Islamic art, modern Arab art, pearls, dhows, photography
 - cost \$434 million to build
- **State Grand Mosque / Imam Muhammad ibn Abd al-Wahhab Mosque** – 2011 – City centre – Mosque – Traditional Islamic architecture with modern features
 - is the national mosque of Qatar
 - can hold 30,000 people
 - the central hall of the mosque can hold 11,000
 - has 99 domes

Sources:

<http://www.skyscrapercenter.com>

<https://www.qatarliving.com/mosques-islamic-organizations/fanar-qatar-islamic-cultural-center>

<https://www.sidra.org/about-us/>

<https://www.qm.org.qa/en>

<https://www.iloveqatar.net/guide/places/imam-abdul-wahhab-mosque-the-state-grand-mosque-of-qatar>

Suggested answers

- I know the building that features in the first picture. It is the Doha Tower. My father works there. / I recognise the State Grand Mosque in picture 6 because I go there with my father for Friday prayers. / I recognise the National Museum of Qatar, but I haven't been there yet.
- I know that the Sidra Medical and Research Centre is in Education City and that it is a hospital for women and children. / At the Qatar Islamic Cultural centre you can take Arabic lessons, and a lot of tourists go there because the mosque is open to non-Muslims.
- Personally, I like the Qatar Islamic Cultural Centre best. The spiral minaret is really beautiful and it is a wonderful place to worship and learn about Islamic values. / The Sidra Medical Centre appeals to me most because I love the design of the building and the materials that were used to build it. I also love the sculptures found outside that show the development of a baby in the uterus.
- I think the quote means that something is only beautiful if it serves a purpose. / I think it means that beauty is about finding a balance between how something looks and what it does.
- I think the quote makes sense. Beauty is found in balance, and aesthetics and function should complement each other. In recent years, many spectacular buildings have been constructed that are truly amazing to look at. They look like works of art. Take, for instance, the Guggenheim Museum Bilbao in Spain; one is left speechless by its bold, revolutionary design. However, it is not enough for the aesthetic qualities of a building to be exceptional. A building should effectively serve its purpose and this means that its design should be functional.

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

Where on earth...? 9



Discuss:

- Can you identify any of these iconic buildings in Qatar?
 - What do you know about these buildings?
- Which building appeals to you most? Why?

Read the quotation and answer the questions that follow.

'Beauty is the harmony of purpose and form.'

- What do you think the quotation means?
- Do you agree with it?



Alex Sergeev/commons.wikimedia/CC BY-SA 3.0



In this module you will...

- discuss issues relating to places of interest and different aspects of culture
- learn vocabulary relating to places, geographical features and architectural features, and descriptive adjectives
- learn how to form derivatives with the suffixes *-ity*, *-ence*, *-ance*, and *-ness*
- learn how to report statements, questions, commands and requests
- learn how to write a persuasive essay

Reading

A.  Discuss in pairs/groups.

- Have you ever been to an unusual holiday destination? What was so unusual about it?
- When planning a holiday, where do you get your information from?

B.  What kind of information would you expect to find in a travel brochure?

Quickly read the one below and check your answers.



DAY 1

Fly to Kayseri Erkilet Airport where you will be met by your guide and driver. Your first stop is Paşabağ, where you can wander around the unique rock formations that look like giant chimneys. Continue on to the Roman castle of Uçhisar, which is **carved** out of the rock on the highest point in Cappadocia and has breathtaking views over the valley. Finally check into your hotel situated in the 3,000-year-old town of Göreme.

DAY 2
Take an early morning balloon ride over the valley and enjoy the sunrise and amazing view from above. Back on land, you will head to Kaymakli, the widest underground city in Cappadocia. End the day with a picnic of local **delicacies** under the starlit sky.



DAY 3

Enjoy a morning trek through Ihlara Valley, one of the deepest **gorges** in Turkey, or go on an optional horse safari and take in the views of Göreme National Park on horseback*. Then it's on to Derinkuyu underground city, which is the deepest in Cappadocia. Before heading to the airport, you will stop in Avanos, a charming town overlooking the Kizilirmak River, which is famous for its pottery.

**Riders must be experienced. Additional charges apply.*



PACKAGE INCLUDES

- Round-trip airfare from Istanbul
- All local transport, guide and driver
- 3-star accommodation in traditional hotel with breakfast
- Special picnic feast
- All tours & site entrance fees

EAGLE EYE Travel

1441 Kamal Dr. Istanbul

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3-DAY PACKAGE TOUR TO
CAPTIVATING CAPPADOCIA
€359

C.  Read the brochure again and decide if the statements are True, False, or Not Mentioned.

Write T, F, or NM.

1. The Roman castle of Uçhisar was built using bricks.
2. Your hotel is located in a town with a long history.
3. The balloon ride is included in the cost of the package.
4. In Kaymakli you will see wall paintings.
5. You will visit two different underground cities.
6. Ihlara Valley has the deepest gorge in the world.
7. Anyone can take part in the horse safari.
8. The town of Avanos is filled with souvenir shops.

Learning Standards

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

Vocabulary

ash balloon brochure carve chamber charming chimney column delicacy erode erupt feast formation geologist gorge grain harsh livestock narrow overlook package tour passage picnic point pottery provision round trip shelter soaring souvenir spectacular store stretch thick tower tunnel turn into underground valley ventilation shaft vertical volcanic wander well

Reading

A. S1.1

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

Suggested answers

- Yes, I have. I visited the Giant's Causeway in Northern Ireland. It lies at the foot of some cliffs on the coast. It consists of columns of rock which were formed years ago as a result of a volcanic eruption. There are approximately 40,000 columns, the tops of which form stepping stones. These stepping stones lead from the cliffs and continue out into the sea, where they disappear. I had never seen anything like it before in my life and I was left speechless by the spectacular beauty of this rock formation.
- I like to use a variety of sources, such as travel brochures, travel magazines and online travel sites. This helps me get a pretty good idea of the places that are worth visiting and the things that are worth doing at the destination that I am planning on visiting.

B. R1.1, R2.3

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*a travel brochure*) and where they could find it (*at a travel agent's*).
- Ask Ss what kind of information they would expect to find in a travel brochure and have them write their answers down.
- Have Ss read the text quickly and check their answers.

Suggested answers

The information that you would expect to find in a travel brochure includes details concerning the package tour being advertised, such as the accommodation, the cost, the duration of the tour, the sites that will be visited, the activities that are included and information about the travel agency, such as their telephone number, email address and the address of their site.

C. R2.1

- Have Ss read the text again.
- Have them underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:
How long is the tour? 3 days
How do you get to Cappadocia? by plane
What is the name of the travel agency? Eagle Eye Travel
When can you take a balloon ride? on the second day
What is special about the picnic? It consists of local delicacies and takes place under the starlit sky.
Is airfare included? Yes, it is.
Where will you go trekking? Ihlara Valley
What will be your last stop before going to the airport? the charming town of Avanos

- Draw Ss' attention to activity C.
- Have Ss read the statements and check their understanding.
- Ask Ss to do the activity.
- Check the answers with the class, asking Ss to justify/reference their answers.

1. F 2. T 3. T 4. NM 5. T 6. F 7. F 8. NM

KEY

Background knowledge

- **Göreme National Park**
 - located in a volcanic region of central Turkey
 - covers approximately 100 sq. kilometres
 - filled with unique rock formations, towers and chimneys
 - UNESCO World Heritage Site since 1985
- **Paşabağ**
 - located on the northern border of Göreme National Park
 - has unique rock formations with twin- and triple-shaped chimneys called mushroom chimneys
 - has the largest concentration of rock formations in the region
- **Uçhisar Castle**
 - located at the southwest border of Göreme National Park
 - sits on the highest point in the valley
 - carved out of the rock in similar way to the underground cities
 - named a UNESCO World Heritage Site in 1985
 - dates back over 2,000 years
- **Kaymakli Underground City**
 - located 25 km south of Göreme National Park
 - has over 100 tunnels and rooms
 - said to have housed between 3,500 and 5,000 people
 - earliest caves may be over 2,500 years old
 - connected to Derinkuyu by an 8-km-long tunnel
- **Ihlara Valley**
 - located southeast of Göreme National Park
 - created by a volcanic eruption
 - 16 km long and about 100 m deep
 - a large river flows through the valley
 - famous for hiking and horseback riding tours
- **Derinkuyu Underground City**
 - located 35 km south of Göreme National Park
 - about 600 secret doors lead into the city
 - was able to house 20,000 people
 - the deepest underground city with a depth of over 60 metres
 - connected to Kaymakli via an 8-km-long tunnel
- **Avanos**
 - located just north of Göreme National Park
 - famous for its pottery
 - potters use red river mud to make ceramics
 - cobbled streets with nice views of the river
 - live pottery demonstrations

Pronunciation guide

Avanos – 'arvarnos	Kaymakli – kaymak'ler
Cappadocia – kappa'doshia	Kayseri – 'kayseri
Derinkuyu – der'inkooyoo	Kizilirmak – ker'zerlermak
Göreme – 'gyereme	Paşabağ – 'pashabah
Ihlara – lk'h'lara	Uçhisar – 'oochisar

D. R2.1 

- Draw Ss' attention to activity D.
- Have them read the rubric and check their understanding.
- Discuss the picture, elicit ideas and initiate discussion.
- Ask Ss to read the text quickly and then ask them what the text is about (*the rock formations and the underground cities found in Cappadocia*).
- Ask Ss to read the text again and have them underline any unknown words.
- Encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

According to geologists, how was the landscape of Cappadocia formed? It was formed after several volcanoes erupted millions of years ago and covered the whole area in thick ash. This ash eventually turned into soft rock and was eroded by wind and water over thousands of years.

How high are the tallest rock formations? The tallest rock formations stretch as high as forty metres into the sky.

Besides the spectacular landscape, what else makes the area special? the fascinating world found underneath the soaring columns and towers

What did humans start doing thousands of years ago? They started carving into the rock.

What did they create? They created multi-level underground cities consisting of chambers connected by a vast network of passages and tunnels.

What were these underground cities initially used for? They were used for shelter from wild animals and harsh weather conditions.

What purposes did the chambers serve? The chambers served different purposes which ranged from sleeping and cooking to storing water and grain and keeping livestock, such as sheep and horses.

- Give Ss enough time to do the activity.
- To help **lower-performing Ss**, you may refer them to the specific lines/paragraphs where they can find the answers.
- Check the answers with the class, asking Ss to justify/reference their answers.

1. wind, water
2. passages, tunnels
3. livestock
4. Ventilation shafts
5. Underground

E. R4.1, R4.2 

- Draw Ss' attention to the highlighted words in the texts and their meanings a-f, and check their understanding.
- Explain to Ss that they should try to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Encourage Ss to use a dictionary to check the meaning of the words they are unsure of.
- Check the answers with the class.

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

- To help **lower-performing Ss**, you may either provide one or two answers or turn the activity into a multiple-choice activity. Encourage **higher-performing Ss** to help explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

F. S1.1, S2.3  

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

Suggested answer

- Yes, I would. For one, seeing a landscape such as the one in Cappadocia is a once-in-a-lifetime experience. It has been shaped both by the forces of nature and by human inhabitants. A guided tour of the underground cities is sure to be an unforgettable experience. The place has so much history that learning about it would be a real eye-opener, as one would understand not only how people lived so many years ago but also how they adapted and shaped the landscape to suit their needs.

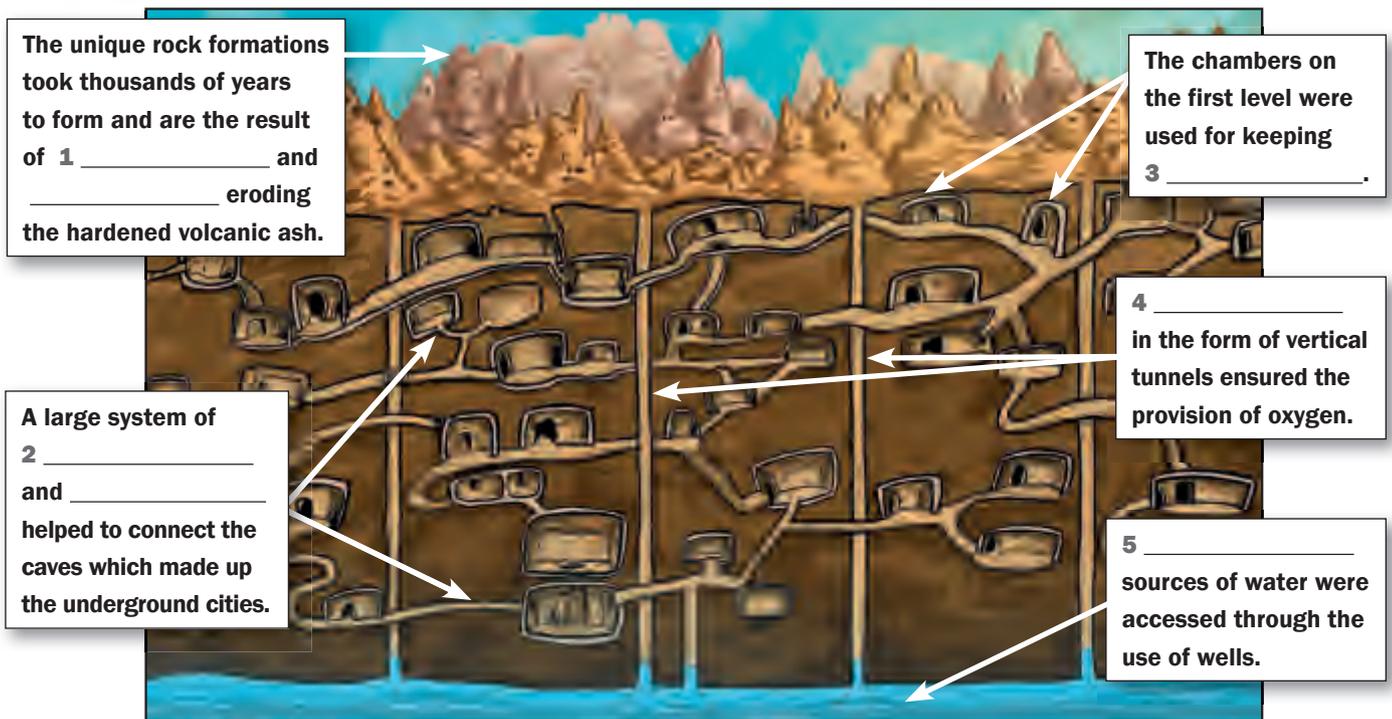
D.  Now read the extract from a travel guide to Cappadocia and label the diagram. Choose **NO MORE THAN TWO** words from the passage for each answer.

Geologists explain that the landscape of Cappadocia was formed after several volcanoes erupted millions of years ago and covered the whole area in thick ash. This ash eventually turned into soft rock and was **eroded** by wind and water over thousands of years. The result is a landscape full of unusual formations that stretch as high as forty metres into the sky.

Besides the spectacular landscape, what makes the area special is the fascinating world found underneath the soaring columns and towers. Thousands of years ago, humans began carving into the rock. They created multi-level underground cities consisting of chambers (rooms inside a cave) connected by a vast network of passages and tunnels.

These underground cities were initially used for **shelter** from wild animals and harsh weather conditions. The chambers served different purposes which ranged from sleeping and cooking to storing water and grain and keeping livestock, such as sheep and horses. Livestock was kept on the first level, whereas living areas and storage facilities were found on the lower levels.

A number of large vertical tunnels, which connected all the levels, served as ventilation shafts to provide fresh air to the city. In addition, fresh water was made available through the use of **wells** which were dug to reach underground water supplies.



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

- | | | |
|-------------|--------------------------|--|
| 1. carve | <input type="checkbox"/> | a. to gradually destroy over time |
| 2. delicacy | <input type="checkbox"/> | b. to cut into a surface |
| 3. gorge | <input type="checkbox"/> | c. a deep hole in the ground to get water from |
| 4. erode | <input type="checkbox"/> | d. temporary protection from bad weather or danger |
| 5. shelter | <input type="checkbox"/> | e. a valley that is narrow and deep |
| 6. well | <input type="checkbox"/> | f. food that is considered a treat to eat because it is rare |

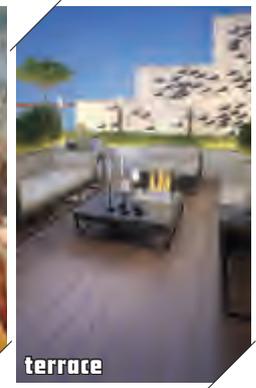
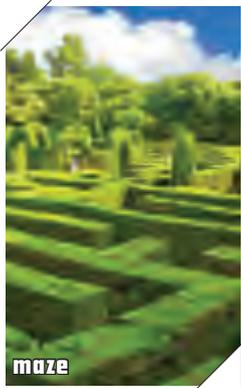
F.   Discuss in pairs/groups.

- Would you like to visit Cappadocia? Why? / Why not?



Vocabulary

A. Look at the pictures. Then complete the sentences with the correct form of the names of the architectural features.



- I knew they were at home because I saw smoke rising from the _____.
- Do you want to sit out on the _____ and watch the sun go down?
- The _____ was a lot of fun. It took us over an hour to get out!
- There are 180 steps up to the top of the _____.
- The walls are covered in beautiful brightly coloured _____.
- At the entrance to the museum there are four _____ with statues of lions on them.

B. Look at the sentence below. What adjective is the noun in bold formed from? What suffix has been added to form the noun?

The size and **complexity** of the underground cities is mind-boggling.

Many nouns are formed from adjectives by adding the suffixes **-ity, -ence, -ance** or **-ness**.

C. Form nouns by adding a suffix to the adjectives in the box and write them under the correct heading. Make any necessary spelling changes. Then check your answers using a dictionary.

significant absent curious sweet public relevant conscious patient
tolerant serious convenient ignorant real careless innocent fatal

-ity	-ence	-ance	-ness

D. Complete the sentences with nouns formed from the adjectives in capitals.

- There is no proof of the _____ of life on other planets. **EXISTENT**
- We need to raise people's _____ of environmental issues. **AWARE**
- Can you find all the _____ and _____ between the two pictures? **SIMILAR, DIFFERENT**
- Jane lost _____ in herself after failing the driving test. **CONFIDENT**
- Do you know the _____ from Doha to Al Rayyan? **DISTANT**
- The _____ of tablets is constantly growing. **POPULAR**
- I can't stress enough the _____ of regular exercise. **IMPORTANT**
- If you're suffering from _____, you should do something about it fast. **LONELY**
- For _____ reasons, this door opens only from the inside. **SECURE**
- Fred tried to hide his _____, but couldn't. **NERVOUS**

Learning Standards

SB: S1.1, R4.2

Functions

Reporting

Structures

Reported Speech (statements)

Vocabulary

absence absent carelessness complexity
 confidence conscious curiosity difference
 distant existence fatal fatality fresco
 ignorance ignorant innocence loneliness maze
 mind-boggling nervousness popularity relevance
 relevant seriousness significance significant
 similarity sweetness terrace tolerance

Vocabulary

A.

- Draw Ss' attention to the pictures and the words written on them.
- Have Ss deduce the meaning of these words from the pictures.
- Ask Ss to read the sentences 1-6 and check their understanding.
- Have them do the activity.
- Check the answers with the class.

- | | |
|------------|-------------|
| 1. chimney | 4. tower |
| 2. terrace | 5. frescoes |
| 3. maze | 6. columns |

B.

- Draw Ss' attention to the sentence and specifically to the word in bold.
- Have Ss answer the questions.
- Check the answers with the class.
- Have Ss read through the note and give any necessary explanations.

The adjective is the word **complex**.
 The suffix added is **-ity**.

C. R4.2

- Ask Ss to read the adjectives in the box and check their understanding.
- Have Ss do the activity.
- Encourage Ss to use a dictionary to check the words they have written in the boxes.
- Check the answers with the class.
- To challenge **higher-performing Ss**, ask them to form pairs of sentences, one using an adjective and the other using the noun derived from it.

-ity	-ence	-ance	-ness
curiosity	absence	significance	sweetness
publicity	patience	relevance	consciousness
reality	convenience	tolerance	seriousness
fatality	innocence	ignorance	carelessness

D.

- Ask Ss to read through the sentences 1-10 and the adjectives, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- | |
|------------------------------|
| 1. existence |
| 2. awareness |
| 3. similarities, differences |
| 4. confidence |
| 5. distance |
| 6. popularity |
| 7. importance |
| 8. loneliness |
| 9. security |
| 10. nervousness |

Grammar

A.

- Have Ss read through the sentences and check their understanding. Help Ss understand that these sentences are examples of Reported Speech.
- Have Ss do the first part of the activity.
- Check the answers with the class.

1. It will take us/you an hour to get to the archaeological site.
2. It is the first time I have been to the museum.
3. Bill is making dinner.

- Explain to Ss that Reported Speech is used when we report what someone said without using their exact words.
- Ask Ss the question in the rubric and elicit answers.
- Point out to Ss that *told* is used only with an indirect object. *Said* is used when there is no indirect object, and *said to* is used with an indirect object.
- Read out and explain the note.

B.

- Have Ss go through the table and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

Direct Speech	Reported Speech
Present Simple	Past Simple
Present Progressive	Past Progressive
Past Simple	Past Simple / Past Perfect Simple
Present Perfect Simple	Past Perfect Simple
Present Perfect Progressive	Past Perfect Progressive
can	could
will	would
must	had to
today	that day
yesterday	the previous day
last week	the previous week
tomorrow	the next day
now	then
tonight	that night

- Read out and explain the note.
- Refer Ss to the Grammar Reference (pp. 170-171).

C.

- Have Ss read the sentences and answer the question in the rubric.
- Check the answers with the class.

- Both these sentences are a reported version of the direct statement in the speech bubble. The difference is that sentence *b* is a reported version of the actual words uttered by the receptionist whereas sentence *a* is not. Sentence *a* utilises a special introductory verb which helps to relay the meaning of what was said without the use of the words themselves.

- Have Ss read the rule and check their understanding.
- Explain to Ss that we can use these special introductory verbs to report announcements, explanations, advice, suggestions, promises, etc.
- Refer Ss to the Grammar Reference (p. 171).
- Have Ss come up with their own examples of Reported Speech and provide them with any further explanations and/or clarifications.

D.

- Ask Ss to read through the sentences 1-6 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. ... to spend the night at Laura's house.
2. ... Steve to pay more attention in class.
3. ... us that she would never stay at that hotel again.
4. ... going / that we (should) go on a cruise to the Caribbean.
5. ... to help Sally with the housework.
6. ... (that) Layla couldn't go to the supermarket because she was working.

E. S1.1

- Draw Ss' attention to activity E.
- Divide Ss into pairs and have them go to their respective pages in the Speaking Activities section.
- Have them read through the rubric and check their understanding.
- Model the activity with a **higher-performing S** or have two **higher-performing Ss** model it.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Encourage Ss to participate and cooperate equally in the activity.
- Choose some pairs to act out their dialogues.
- To help **lower-performing Ss**, you can allow each pair to work on only one set of sentences.

Student A in response to Student B's sentences:

1. You denied eating / having eaten all the cake.
2. You apologised for being so late.
3. You asked if I could help you with that task.
4. You suggested (that) I (should) get more exercise.
5. You threatened to tell the teacher if I kept talking.
6. You announced that you won / had won the poetry competition.
7. You complained that the task was too difficult.
8. You warned me not to buy that phone (because it would fall apart).

Student B in response to Student A's sentences:

1. You suggested (that) I (should) try the dates.
2. You denied taking / having taken my bag.
3. You asked if I could help you fix your computer.
4. You warned me not to drink the grape juice (because it was terrible).
5. You threatened to tell my father if I did it.
6. You announced that your sister was getting married the following week.
7. You complained that it was too hot.
8. You apologised for eating / having eaten all the cookies.

Optional activity

The instructions here concern the Writing activity which is found on page 133. They are given in advance so that you may prepare ahead of time for the activity. Instruct Ss to bring pictures from magazines, newspapers or websites for the next lesson. These should depict famous places in a city that people would visit if they were going on a sightseeing trip. Ss may also bring felt-tip pens, colouring pencils and coloured construction paper. These will be used to create flyers.

Grammar Reported Speech (statements) → pp. 170-171

A. Read the following statements and write the speakers' exact words. What's the difference between *said* and *told*?

1. The guide told us it would take us an hour to get to the archaeological site.

The guide said to us, '_____.'
_____.'

2. Mona told me it was the first time she had been to the museum.

Mona said to me, '_____.'
_____.'

3. My friend said that Bill was making dinner.

My friend said, '_____.'
_____.'

We use Reported Speech:

when we report what someone said without using their exact words.

Apart from *say* and *tell*, other verbs used to introduce reported statements include *add*, *exclaim*, *explain*, *inform* and *wonder*.

B. Match the verb tenses, modals and time expressions below to indicate how they change in Reported Speech.

Direct Speech	Reported Speech
Present Simple	Past Perfect Progressive
Present Progressive	Past Perfect Simple
Past Simple	Past Simple
Present Perfect Simple	Past Progressive
Present Perfect Progressive	
can	had to
will	could
must	would
today	the next day
yesterday	that night
last week	then
tomorrow	the previous day
now	that day
tonight	the previous week

The Past Perfect and the modal verbs *should*, *could* and *might* do not change.

C. Read the statements below. What is the difference between the two reported statements?

- The hotel receptionist apologised for having made a mistake.
- The hotel receptionist said she was sorry that she had made a mistake.

I'm sorry I made a mistake.

We use the special introductory verbs below to report the message of the speaker rather than his/her exact words.

- suggest, deny
- apologise for, insist on
- agree, promise, refuse
- advise, remind
- announce, complain



D. Rewrite the following sentences starting with the words given.

1. 'I don't want to spend the night at Laura's house,' said Heather.

Heather refused _____
_____.

2. 'You should pay more attention in class, Steve,' Tony said.

Tony advised _____
_____.

3. 'I will never stay at that hotel again,' Haya said to us.

Haya told _____
_____.

4. 'Let's go on a cruise to the Caribbean,' Martin said to me.

Martin suggested _____
_____.

5. 'I won't help you with the housework, Sally,' said Linda.

Linda refused _____
_____.

6. 'Layla can't go to the supermarket because she is working,' said Ameena.

Ameena said _____
_____.

E. Work in pairs to do the Grammar Production Task in the Speaking Activities section. Student A, turn to page 159, and Student B, turn to page 161.

Listening

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

- What kind of places do you like visiting when you go to a new city?
- Do you enjoy visiting museums?

B.   **Listen to a brother and sister talking about the Acropolis Museum in Athens, Greece. What is their overall opinion?**

C.  **Listen again and decide if the statements are True (T) or False (F).**

1. Mark was posting some comments on a website when Julie interrupted him.
2. Mark and Julie agree that it's best if tourists visit the Acropolis Museum first and then the Acropolis itself.
3. Mark's favourite part of the museum were the ancient ruins under the glass floor at the entrance.
4. Mark believes that the inside of the museum was well designed.
5. Julie was annoyed by the strong light coming in through the museum windows.
6. Mark and Julie agree that they should have got a guide.
7. Julie was satisfied with the size of the museum gift shop.
8. Julie recommends visitors plan their visit to the Acropolis Museum when there is a full moon.

D.   **Discuss in pairs/groups.**

- Would you be interested in visiting the Acropolis Museum?
- If you visited a new place, would you share your opinion of it on the Internet?

Speaking

  **Talk in pairs. Imagine that you are interested in going on a 4-day trip to one of the following European destinations. Discuss each one and make a joint decision about which appeals to you most.**



LONDON

EXPERIENCE

the British Museum, Madame Tussauds, Big Ben, Harrods, Selfridges, the London Eye, Hyde Park, double-decker buses, the London Tube

-  Great museums
-  Beautiful green spaces
-  Theatre and cultural events
-  Shopping destination
-  Accommodation to suit all budgets from luxury hotels to B&B
-  English-speaking country
-  Expensive city
-  Rainy weather



PARIS

EXPERIENCE

the Louvre Museum, beautiful bridges, the River Seine, the Eiffel Tower, the Champs-Élysées, Eurodisney, Asterix Park, Galleries Lafayette

-  Great museums
-  Historic buildings and gardens
-  Famous French cuisine
-  Shopping and fashion
-  Theme parks
-  Boat trip down the River Seine
-  Few people speak English
-  Expensive city

Learning Standards

SB: S1.1, L1.1, L2.2, L2.1, S2.3, S1.2, R2.3, R4.1

Functions

Creating a flyer

Vocabulary

ancient ruins B&B (Bed and Breakfast) botanical/
botanic catch (v.) cosmopolitan cuisine double-
decker bus full moon joint spread out the tube
tranquil tuck into vibrant

Listening

A. S1.1

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

Suggested answers

- I like visiting sights and museums. However, when I have finished with sightseeing, I also visit parks, cafés and restaurants.
- I love going to museums because some are very interesting and educational. Visiting exhibits is much more interesting than studying history, so I try to visit as many museums as I can.

B. L1.1, L2.2

- Introduce the activity.
- Play the recording once and have Ss do the activity.
- Check the answer with the class.

They really liked the museum and they have a very positive opinion of it.

Background knowledge

The Acropolis Museum is an archaeological museum in which one can see findings from the archaeological site of the Acropolis of Athens. It opened to the public in June, 2009 and has almost 4,000 objects in it. The museum was established to become home to all the findings from the site of the Acropolis from the Greek Bronze Age to Roman and Byzantine Greece.

C. L2.1

- Ask Ss to read through the sentences 1-8 and check their understanding.
- Play the recording again and have Ss do the activity.
- Check the answers with the class.
- If necessary, play the recording again in order to clarify any questions Ss may have.

1. T 2. F 3. T 4. T 5. F 6. T 7. T 8. T

D. S1.1, S2.3

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

Suggested answers

- Yes, I would. I have read that the Acropolis Museum houses some really beautiful and historically significant artefacts and I would, therefore, be very interested in seeing these up close.
- Yes, I would. I think that we are very fortunate to have the Internet at our disposal. It gives us the unique opportunity to voice our opinion on places of interest and to provide useful tips to people interested in visiting the same place we have visited. This can help make their experience of a place more enjoyable.

Speaking

S1.1, S1.2, S2.3

- Divide Ss into pairs.
- Draw Ss' attention to the information in the boxes about the three different cities and check their understanding.
- Explain to Ss that they should discuss each choice and then make a joint decision about which city appeals to them the most.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out their dialogues.

Suggested answer

- A:** I've always wanted to visit London, because I want to visit all the amazing museums, like the British Museum and Madame Tussauds. Also, we could check out Big Ben and spend time relaxing in Hyde Park. I'd also like to go shopping at Harrods and Selfridges.
- B:** Really? Do you realise that London is a very expensive city? How could we afford a trip like that?
- A:** Well, true, it is kind of pricey, but think of all the great museums and shops.
- B:** Look, if we decided to go, we would probably have to stay at a cheap B&B, but I would still prefer a different destination. The parks and the beautiful green spaces sound nice but how will we enjoy them if it is constantly raining? The only advantage of such a trip that I see is that it is an English-speaking country!
- A:** OK, true. Let's look at our next choice.
- B:** I think Paris is a very interesting European destination. We'll have the opportunity to visit the Louvre and go on a cruise down the Seine. We can also admire the views from the Eiffel Tower and take a stroll down the Champs-Élysées!
- A:** I couldn't agree more. I can't wait to taste authentic, French cuisine and shop at Galleries Lafayette.
- B:** The downside, however, is that we can't speak a word of French and few people speak English there. Also, it's quite expensive. What do you think?
- A:** I admit it isn't cheap, but think of the exciting boat trips and Asterix Park. It would be great!
- B:** Let's be realistic. If we go to Paris, we'll spend a lot of money. I don't think we can afford it. Let's move on... What is the third choice?

A: We could try out Berlin. I have heard that it is a beautiful destination. The Brandenburg Gate, the Berlin Wall Memorial and the Reichstag are all very famous sights. I think we would be very fortunate to see them from up close.

B: I've also seen some pictures of the Botanical Garden and I think that both of us would really enjoy spending an afternoon there. It boasts a rich diversity of plants. In fact, I recently read that it has a collection of about 20,000 different plant species.

A: OK. I think we should weigh the pros and cons of Berlin. Firstly, the museums and sights are amazing. In addition, public transport is both easily accessible and reasonably priced so won't have a problem getting around.

B: And... in contrast to the other holiday destinations, it's not very expensive so we won't have to blow all our savings.

A: True, but the weather is very cold and everything is spread out, so seeing all the sights is going to be very tiring and time-consuming.

B: Look, all the options are going to have disadvantages. I think that we can both agree that we don't want to spend all our savings, so it seems pretty obvious to me that we should choose Berlin. The other two options are too expensive. Besides, I don't really mind travelling long distances.

A: OK, then. Berlin it is!

Writing

A. R2.3

- Draw Ss' attention to activity A.
- Have Ss read the questions and check their understanding.
- Ask Ss to read the flyer and have them answer the questions.
- Check the answers with the class.

1. Flyers are basically distributed in public places, such as outside shops or in malls, handed out at events like trade shows, or distributed door to door. They may also be inserted in newspapers, magazines, retail customer bags, bills and packages sent to customers.
2. prospective customers, service users and potential event attendees
3. to reach a prospective audience and to promote the QIFF

B. R2.3

- Instruct Ss to read the flyer again and underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Have them read the statements 1-8 and check their understanding.
- Tell Ss to tick the ones that apply to the flyer.
- Check the answers with the class.

1, 3, 4, 7, 8

- Encourage **higher-performing Ss** to help explain any unknown words.

C. W4.1

- Have Ss read the rubric and TIP and check their understanding.

Suggested answer

Doha City Tour!

Every Saturday from October to April



- **Trained English-speaking guides for an informative tour!**
- **Audio tour available in 7 languages!**
- **Complimentary refreshments for all passengers!**
- **Plenty of time to explore each site and shop for souvenirs!**
- **Lunch included!**

Join the best sightseeing tour in town and experience the real Doha. Every Saturday from October through April, we tour the sights of the Peninsula's most enchanting city. Indulge in the traditional smells and tastes of Souq Waqif, visit the National Museum of Qatar and the Museum of Islamic Art, walk around Katara Cultural Village and take in the view from the revolving restaurant atop Aspire Tower.

Buses leave at 9 a.m. from the Sharq Village and return at 5 p.m.



BERLIN

EXPERIENCE

the Brandenburg Gate, the Berlin Wall Memorial and Checkpoint Charlie Museum, the Reichstag parliament building, the River Spree, the Berlin Zoo, Botanical Garden and Museum

- 😊 Excellent museums
- 😊 Not too expensive
- 😊 Places of historical interest
- 😊 Great parks and zoo
- 😊 Easy and inexpensive public transport
- 😊 Cosmopolitan city
- 😞 Very cold weather
- 😞 Very spread out

Writing A flyer

A. 🧠 Quickly read the flyer below and answer the questions that follow.

1. Where would you expect to find a text like this?
2. Who is this text aimed at?
3. What is the purpose of the text?

B. 🧠 Read the flyer again and tick (✓) the statements that apply to it.

The writer:

1. has included a heading.
2. uses formal phrases and expressions.
3. makes use of exclamations.
4. speaks directly to the reader.
5. provides a detailed description of the event.
6. has an introduction, body and conclusion.
7. uses an interesting design to catch the reader's attention.
8. provides the date, time and location of the event.

QATAR INTERNATIONAL FOOD FESTIVAL

20-30 March
#QIFF2019



Over 150 food and beverage stalls!

30 local and international celebrity chefs from 14 countries!

Kid-friendly food and activities!

Qatar India 2019 Year of Culture Specialties!

Join us for the 10th annual Qatar International Food Festival from 20 to 30 March in Oxygen Park, Education City. Experience the diversity of the Doha food scene, enjoy the vibrant live-cooking theatre, eat fresh local produce and tuck into fantastic cultural specialties.

Don't miss the cultural event of the year!

3.30 p.m.–12 a.m. (weekdays)

3.30 p.m.–1 a.m. (weekends)

C. 🗣️ Create a flyer advertising a sightseeing trip around your city. Remember to read the TIP and include the key features that you identified in activity B.

When creating a flyer:

- use a heading.
- address your reader directly.
- mention the name, date, time and location of the event.
- tell your reader what they can do at the event, but don't go into too much detail.
- use a design and colours that will catch your reader's attention.
- make use of the imperative to encourage people to action.
- use adjectives to make your descriptions more vivid and colourful.
- express enthusiasm through the use of exclamations.

TIP

Reading

A.   Discuss in pairs/groups.

- What makes one culture different from another?
- Look at the different aspects of culture below. Which do you consider most important?
- What other aspects of culture can you think of?

Food

Customs

Lifestyle

Communication

Artistic traditions

B.  Read the texts below and choose one aspect of culture from the list above as a heading for each text.

1.

Despite the appeal of urban life, thousands of Mongols continue to preserve the nomadic way of life of their ancestors. They too follow their herds across the flat Mongolian steppe and live in large tents about 10 meters in diameter called *gers*. Each ger has a small kitchen area on one side with beds laid out on the other. There is a fireplace in the centre and smoke rises through a hole in the roof that is covered with a tarpaulin when it rains. Most Mongolian nomads **migrate** at least four times a year, though those with large herds move much more often to find food for their animals. Nowadays, the majority of gers have solar panels, which power televisions and refrigerators.

2.

Why would you eat something you know to be poisonous? The inhabitants of Japan have been eating pufferfish, or fugu, for centuries. In fact, fugu bones have been found in archaeological sites dating back at least 10,000 years, and the fish is mentioned in Japan's first historical records. Fugu can, however, kill you and chefs must train a full 3 years in order to be licensed to prepare the fish. In fact, fugu is so deadly that it is the only food the leader of Japan **is forbidden** by law to eat. Despite this, 10,000 tons of fugu are eaten in Japan each year. In one fishing village in southern Japan, where fugu is an important source of income, there is even a special fish market whose only purpose is the sale of freshly caught fugu to **high-end** restaurants in Tokyo and Osaka.

Culture defines us!

What is culture?

The term may mean different things to different people, but it is widely accepted that culture covers different aspects of our lives such as lifestyle, religion, customs, food, dress, arts, language and communication.

3.

How we say hello and goodbye varies from one culture to another. In Malaysia, the common verbal greeting is 'Salaam'. On meeting a group of people, the oldest should always be greeted first as a sign of respect. When greeting someone of the same **gender**, it is traditional to take the other person's hands briefly in yours and upon releasing them to bring your right hand to your heart while nodding slightly. When greeting someone of the opposite gender, rather than shaking hands, simply place your right hand over your heart. This gesture is meant as a symbol of **goodwill** and means, 'I greet you with an open heart.'

4.

Since pre-Islamic times, poetry has been central to Qatari culture. Jassim bin Mohammed Al Thani, the founder of the state of Qatar, was himself a great poet. In the past, poetry in Qatar was an oral art form which allowed traditions to be passed down from generation to generation. Today, poetry has a strong presence at weddings, national events and even social gatherings, and museums around Qatar regularly hold poetry **recitals**. In order to preserve this art form, the Ministry of Culture and Sports founded the Qatar Poetry Centre (*Diwan Al Arab*) in 2017 on 21 March, which is World Poetry Day. The goal is for the centre to organise and publish historic Qatari poems in collections (*diwans*) and provide analysis.

5.

Traditional practices for special occasions often play a special role in culture. In Germany, the night before a wedding takes place, the bride and groom participate in *Polterabend*. Outside the bride's house, friends and family gather with the couple to break things. Porcelain, ceramics, stoneware, flowerpots and even sinks are **smashed** and left on the ground. Afterwards, the couple must clean up the mess together as a symbol of the hard work and cooperation they will need to show in the future.



Learning Standards

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

Vocabulary

appeal ceramics cooperation culture deadly
diameter dough elaborate fireplace flowerpot
forbid gender goodwill handshake high-end kill
license living quarters migrate nod nomadic oral
pass down poisonous recital sink smash steppe
tarpaulin the norm

Reading

A. S1.1, S2.3

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

Suggested answers

- There are many things that make one culture different from another. For instance, people who come from different cultural backgrounds have a different perception of reality, time, modesty, aesthetics, justice and what constitutes an acceptable way to dress or conduct oneself. The norms, values, history, language, beliefs, lifestyle and cuisine of people who come from different cultural backgrounds also differ.
- I personally think that all aspects of culture are important. However, if I had to choose the most important, I would select customs and lifestyle. Our customs play an important role in determining our beliefs, values and interests, while our lifestyle is defined as our established way of life or the patterns of behaviour that we routinely engage in. These two aspects of culture are closely connected as our belief system is often evident in the lifestyle choices we make.
- Other aspects of culture with examples could be: dress, like the traditional thobe; religion and how it influences our lives, like fasting at Ramadan; economy and economics, like capitalism, market economies, Islamic banking, etc.; history and how past historical events have shaped the way we live now.

B. R1.1

- Ask Ss to read the rubric and check their understanding.
- Have Ss read the text and do the activity.
- Check the answers with the class.

1. Lifestyle
2. Food
3. Communication
4. Artistic Traditions
5. Customs

C. R2.1 

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:
What do thousands of Mongols continue to do? They continue to preserve the nomadic way of life of their ancestors.
What do they do? They follow their herds across the flat Mongolian steppe and live in large tents.
What are the tents they live in called? gers
What is in the centre of the ger? a fireplace
How often do most Mongolian nomads migrate? at least four times a year
What do the majority of gers have nowadays? solar panels which power televisions and refrigerators

Where have fugu bones been found? They have been found in archaeological sites dating back at least 10,000 years.
How many tons of fugu are eaten each year? 10,000 tons
What does one fishing village in Japan have? It has a special fish market whose only purpose is the sale of freshly caught fugu to high-end restaurants.

What is the common verbal greeting in Malaysia? Salaam
What should you do before bringing your hand to your heart? release the other person's hands
What do you do while bringing your hand to your heart? nod slightly
What does this gesture mean. It means, 'I greet you with an open heart'.

Since when has poetry been central to Qatari culture? since pre-Islamic times
Who was a great poet? Jassim bin Mohammed Al Thani
Where does poetry have a strong presence? at weddings, national events, social gatherings and museums
What do museums around Qatar regularly hold? poetry recitals
What has the Ministry of Culture and Sports done to preserve this art form? It has founded the Qatar Poetry Centre (Diwan Al Arab).
When was this centre founded? on 21 March 2017
What is the goal of the Qatar Poetry Centre? It is to organise and publish historic Qatari poems in collections and provide analysis.

What kinds of items are smashed during Polterabend? porcelain, ceramics, stoneware, flowerpots and even sinks
What is the cleaning-up process symbolic of? It is symbolic of the hard work and cooperation the couple will need to show in the future.

- Draw Ss' attention to activity C.
- Have Ss read through questions 1-5 and the options, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

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

D. R2.1 

- Draw Ss' attention to activity D.
- Have Ss read the rubric and sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

E. R4.1, R4.2 

- Draw Ss' attention to the highlighted words in the texts.
- Explain to Ss that they should try to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Encourage Ss to use a dictionary to check the meaning of the words they are unsure of.
- Check the answers with the class.

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

F. S1.1, S2.3  

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

Suggested answers 

- I think we need to build more museums to preserve our national treasures. We should also focus on education to make sure children learn the history, traditions, customs and values that form the backbone of our culture. Learning the Holy Qur'an is essential for maintaining values, ethics and integrity in our community.

Optional activity

The instructions here concern the Speaking activity which is introduced on page 137 after the Listening activities. They are given in advance so that you may prepare ahead of time for the task. Instruct Ss to do some research at home, online or otherwise, to find out about two iconic buildings in Qatar. Ask them to take notes on the information they find and to bring their notes to the next lesson. They will use this information when playing a guessing game with a partner. The game requires Ss to think of an iconic building in Qatar and to take turns asking questions to determine which building their partner is thinking of.

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

- According to the text, what is true of Mongolian nomads?
 - They move around to avoid bad weather.
 - They live in tents that are fairly small in size.
 - They have only recently started living a nomadic lifestyle.
 - The size of their herds determines how often they move around.
- From the text you could conclude that
 - anyone can prepare fugu.
 - fugu is a recent addition to the cuisine of Japan.
 - in fishing villages, fugu contributes to the local economy.
 - the leader of Japan is required by law to eat fugu on special occasions.
- What is true of how people traditionally greet each other in Malaysia?
 - Handshakes are the norm.
 - The elderly are greeted last.
 - How you greet a person depends on their gender.
 - The hand you bring to your heart varies depending on the gender of the person you are greeting.
- Traditionally, Qatari poetry
 - was written down.
 - was key to preserving tradition.
 - was about the lives of national heroes.
 - was restricted to weddings and social gatherings.
- What is true of the German wedding custom Polterabend?
 - It takes place at the groom's house.
 - It takes place on the night of the wedding.
 - It involves the couple cleaning up broken objects.
 - It is only attended by the bride's and groom's close relatives.



D.  Read the cultural examples below. Match each example with an aspect of culture from the box.

- In Samoa, the traditional living quarters, called *fales*, have no walls and up to 20 people live in a *fale* together.
- Smoke signals were used by Native American tribes to send messages from one village to another.
- Tamales are a traditional Mexican dish made from corn dough which is wrapped in a banana leaf and then steamed.
- In China, a person doesn't open a gift in front of the person who has given it, but puts the gift aside to be opened later.
- Traditional Persian carpets are made of sheep's wool and are prized for their elaborate design.

- | |
|--|
| <p>a. Food</p> <p>b. Customs</p> <p>c. Lifestyle</p> <p>d. Communication</p> <p>e. Artistic traditions</p> |
|--|



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

- | | |
|--|---|
| <p>1. migrate <input type="checkbox"/></p> <p>2. is forbidden <input type="checkbox"/></p> <p>3. high-end <input type="checkbox"/></p> <p>4. gender <input type="checkbox"/></p> <p>5. goodwill <input type="checkbox"/></p> <p>6. recital <input type="checkbox"/></p> <p>7. smash <input type="checkbox"/></p> | <p>a. kind and friendly feelings</p> <p>b. expensive, luxury</p> <p>c. to break something into small pieces</p> <p>d. to move from one place to another</p> <p>e. not allowed</p> <p>f. being male or female</p> <p>g. a public performance</p> |
|--|---|

F.   Discuss in pairs/groups.

- How do you think we can best preserve our culture?



Vocabulary

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



Describing places/buildings

- The house was **spacious** and could easily fit the whole family.
- I love all the noise and excitement of living in a crowded, **bustling** city.
- We spent four nights in a beautiful and **tranquil** village. It was so relaxing.
- I live in a **residential** area with no shops nearby, so I have to drive to the market.
- Let's get out of here—this old house is really **creepy** and I'm starting to feel frightened.
- Instantly recognisable, the Eiffel Tower is one of the most **iconic** buildings in the world.
- Overlooking the valley, the **picturesque** 19th-century town has a lovely traditional charm.
- Tracy finds the architecture of this period to be nothing special. In fact, she finds it quite **dull**.
- No one had lived in the old, **abandoned** house for years and it was filled with dust and rubbish.
- The first time I saw the Al Janoub Stadium I couldn't believe my eyes. It really is a **stunning** example of modern architecture.

- very impressive
- boring, uninteresting
- causing feelings of fear
- large with lots of room
- attractive in an old-fashioned way; scenic
- famous; representing a place or idea
- calm and peaceful, without noise
- busy with people and activity
- having houses but not commercial areas or factories
- sth people have left forever, permanently empty

Grammar Reported Questions, Commands and Requests → pp. 171-172

A. Read the examples and answer the questions that follow.

- John asked her why she had gone to the doctor.
- John asked him if he would go to China again.

- What questions did John actually ask?
- Which words do the reported questions begin with?
- Are the verbs in the reported questions in the affirmative or in question form?

We commonly introduce reported questions with *ask*, *wonder* and *want to know*.

B. Read the dialogues below and answer the questions that follow.

Guide Follow me, please.

Sana What did he say?

Dana He asked us **to follow** him.

Mrs Smith Don't be rude, Lindsay.

Tina What did she say to Lindsay?

Dina She told her **not to be** rude.

- Which verb is used to report a command?
- Which verb is used to report a request?
- What does the imperative (e.g. *Follow*) change to in Reported Speech?
- What about the negative imperative (e.g. *Don't be*)?

We commonly introduce reported commands and requests with *ask*, *tell* and *order*.

Learning Standards

SB: R.4.1, R.4.2, L.2.1, L.2.2, S.1.1

Vocabulary

abandoned accurate bustling cost a fortune
creepy flourish housing picturesque possession
residential scenic source stock exchange trade
trader

Vocabulary

R.4.1, R.4.2 🔍

- Ask Ss to read through the sentences 1-10 and the definitions a-j, and check their understanding.
- If necessary, prepare some appropriate visuals and use them to present the words.
- Have Ss do the activity.
- Check the answers with the class.

1. d 2. h 3. g 4. i 5. c
6. f 7. e 8. b 9. j 10. a

KEY

Grammar

A.

- Have Ss read through the sentences and explain to Ss that these are reported questions.
- Have Ss do the activity.
- Check the answers with the class.

1. Why did you go to the doctor?
Will/Would you go to China again?
2. They begin with the words *why* and *if*.
3. They are in the affirmative form.

KEY

- Read out and explain the note in the box.
- Refer Ss to the Grammar Reference (p. 171).
- Have Ss come up with their own examples, and provide any further explanations.

B.

- Have Ss read through the dialogues.
- Help Ss understand that the first dialogue has a reported request and the second dialogue has a reported command.
- Have Ss do the activity.
- Check the answers with the class.

1. The verb *tell*.
2. The verb *ask*.
3. It changes to **to + base form**.
4. It changes to **not to + base form**.

KEY

- Read out and explain the note in the box.
- Refer Ss to the Grammar Reference (p. 171).
- Have Ss come up with their own examples, and provide any further explanations.

C.

- Have Ss do the activity.
- Check the answers with the class.
- To challenge **higher-performing Ss**, encourage them to convert examples of Reported speech in the text back into the original (Direct) speech.

1. he could go
2. to go
3. if it would cost
4. was lucky
5. he would think
6. not to wait
7. she liked
8. had always dreamt
9. to book
10. they wouldn't regret

Listening

A. L2.1

- Ask Ss to read through the questions 1-5 and their respective options, and check their understanding.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the recording again in order to clarify any questions Ss may have.

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

B. L2.1, L2.2

- Ask Ss to read through the questions 1-5 and their respective options, and check their understanding.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the recording again in order to clarify any questions Ss may have.

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

Speaking

S1.1

- Divide Ss into pairs and have them turn to page 164 in the Speaking Activities section.
- Have Ss read the instructions, the example and the words/phrases in the boxes.
- Check their understanding and encourage **higher-performing Ss** to explain any unknown words.
- Model the activity with a **higher-performing S** or have two **higher-performing Ss** model it.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Encourage Ss to participate and cooperate equally in the activity.

Suggested answer

Student B: Is it in the city centre?

Student A: No, it isn't

Student B: Is it located in the suburbs?

Student A: Yes, it is

Student B: Do a lot of tourists go there?

Student A: No, not really.

Student B: So, it's more popular with the local population?

Student A: Yes, definitely.

Student B: Was it built recently?

Student A: Yes, it was

Student B: Is it located on a university campus?

Student A: Yes, it is.

Student B: Has it received many architectural awards?

Student A: Yes, it has.

Student B: Is it a multi-purpose building?

Student A: Yes, it is.

Student B: Is it the Faculty of Islamic Studies in Education City?

Student A: Yes!

f. Read the text below and circle the correct options.

THE SOUTH AFRICAN TRIP

Jim wanted to go on a trip to an exotic destination, so he decided to get some advice from his friend Mike, who worked at a travel agency. He asked Mike where **1 could he go / he could go**. Mike advised him **2 go / to go** on a package tour to South Africa, which was a very interesting destination. The package tour included visits to peaceful and scenic landscapes along the Garden Route, excellent views of Cape Town from the top of Table Mountain, as well as many entertaining activities in Sun City. Jim liked the idea but wanted to know **3 if it would cost / if it will cost** a fortune. Mike told him that he **4 is lucky / was lucky**, because there was a discount on that specific package. Jim told Mike that **5 he would think / would he think** about it and went home to do some research on South Africa. Mike had warned him **6 to not wait / not to wait** too long to make up his mind because the offer would only be available for a short period of time. Jim asked his wife if **7 she liked / she likes** the destination and she said that she **8 could always dream / had always dreamt** of going on a trip like that. That is when Jim called his friend and told him **9 to book / book** the trip for them. Mike informed Jim that **10 they wouldn't regret / wouldn't they regret** their choice!



Listening

A.  Listen to a tour guide addressing a group of tourists and answer the questions.

1. What does the guide warn everyone to do?
 - a. look before crossing the road
 - b. be careful when riding a bike
 - c. watch out for bicycles on the pavement
 - d. step off the pavement if they see a bicycle coming
2. What does the speaker say about Amsterdam's Golden Age?
 - a. The arts flourished at that time.
 - b. Central Station was built in this period.
 - c. None of the buildings built then have survived.
 - d. It was a time of great international business activity.
3. What does the guide remind people to do?
 - a. visit the cafés
 - b. listen to the musicians
 - c. look after their possessions
 - d. photograph the street artists
4. What does the guide want to avoid on Damrak Street?
 - a. bicycles
 - b. Dam Square
 - c. tourist shops
 - d. lots of people
5. What helped Amsterdam become a centre of trade?
 - a. its canals
 - b. its stock exchange
 - c. the traders that lived there
 - d. the river connecting it to the North Sea

B.  Listen to a teacher addressing a class and answer the questions.

1. What information does the teacher hand out?
 - a. the history of Botswana
 - b. a case study of a country
 - c. an explanation of the project
 - d. a summary of the term's topics
2. What is one reason the teacher suggests that people migrate to cities in Botswana?
 - a. to get better housing
 - b. to escape pollution problems
 - c. to find jobs building new roads and railways
 - d. to feel the benefits of having good transport networks
3. What is each student supposed to do?
 - a. compare Botswana to their home country
 - b. research official websites about Botswana
 - c. produce a case study of their home country
 - d. research another country and produce a case study
4. Why has the teacher recommended certain websites?
 - a. They have good information on Botswana.
 - b. They include other similar projects there.
 - c. They explain why people are moving to cities.
 - d. They have the latest information from official sources.
5. What do students need to do to get a good grade?
 - a. mention key points but avoid going into detail
 - b. provide details to support conclusions
 - c. include up-to-date graphs but not include any maps
 - d. avoid discussing their home country

Speaking

 Work in pairs. Turn to page 164 in the Speaking Activities section and do activity 9b.

Writing A persuasive essay

A.  Discuss in pairs/groups.

Read the quotation and answer the questions that follow.

'Who lives sees much. Who travels sees more.'

- Arab proverb

- Do you agree with the proverb? Why? / Why not?
- What kind of things can you do while travelling that you might not have the chance to experience at home?
- Do you know any other proverb/quote related to travel? What?



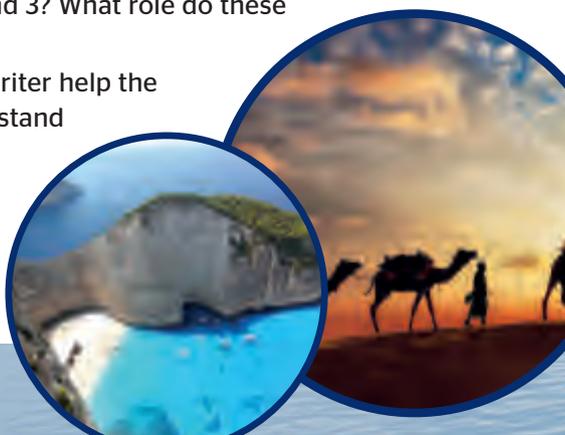
B.  Read the writing task and the essay below. Then do the activities that follow.

In your English class you have been talking about travel. Now your English teacher has asked you to write an essay in response to the question, **'Does travel broaden the mind?'** In your essay you must use logic and reason to persuade the reader to adopt your point of view on the topic of discussion.

- 1 The widespread availability and accessibility of travel opportunities has made it possible for us to visit places and experience things that our grandparents could not even have dreamt of. This has made travel a popular recreational activity, so popular, in fact, that global tourism has hit a record high with more people travelling more often in search of a more educational and immersive cultural experience. **That's because exploring distant places and cultures can help us grow both intellectually and personally in ways that cannot be doubted.**
- 2 To begin with, through travel we are given the chance to experience new things directly. This helps us gain first-hand knowledge of the world around us and develop an appreciation for the diversity of natural and man-made environments that exist. Diving in a coral reef doesn't just stimulate our senses, it makes us aware of the delicate environment we live in. Seeing the buildings in a faraway city doesn't just inform us about architecture, it provides us with a window into the history and culture of the place we are visiting.
- 3 What is more, when we travel, we have the unique opportunity to interact and connect with the locals and learn about their culture, traditions, customs and values. What better way is there to challenge our preconceptions and force ourselves to think more critically? It is perfectly clear that doing so will help us reject stereotypes and make us more capable of accepting and appreciating people who come from a different background. In a few words, travel can go a long way toward breaking down cultural barriers.
- 4 To sum up, travel clearly broadens our minds and expands our horizons. We not only gain crucial knowledge of the world around us but we also gain valuable insight into the very nature of the people whose country we are visiting. It is clearly evident that we can and must use travel to enrich our lives and deepen our understanding of the world we live in. What could possibly be more important than that?

1. Look at the highlighted sentence. What role does it play in the essay?
2. What stand does the writer take on the issue?
3. Which sentences function as topic sentences in paragraphs 2 and 3? What role do these sentences play?
4. How does the writer help the reader to understand the ideas presented in the topic sentences?

5. The writer has used the following persuasive writing techniques to make his argument more convincing. Find examples of them in the text.
 - a. using a rhetorical question to make a point and make the reader think
 - b. repeating the same sentence structure to create emphasis and rhythm
 - c. using linking words to show logical progression
 - d. repeating the same word for emphasis
 - e. using modal verbs to express necessity
 - f. using the Impersonal *it* to give the impression that something is commonly understood



Learning Standards

SB: S1.1, R2.3, W2.1, R2.2, W1.4, W2.1, W3.2, W4.1

Functions

Writing a persuasive essay

Vocabulary

appreciate background barrier crystal clear doubt
emphasis enrich faraway high hit a record
immersive insight insignificant landmark paramount
preconception progression quotation stereotype
stick to sth stimulate thought-provoking trivial

Writing

A. S1.1

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

Suggested answers

- Yes, I do. I think that travelling is a real eye-opener. If you are open to new experiences, you stand to benefit greatly from travelling, especially if it involves travelling abroad where a whole new reality awaits you.
- Well, you can discover a place's culture and history by visiting museums and archaeological sites. You can learn about other peoples' mentalities, ways of thinking, behaviour, attitudes and orientations. You can also taste local food or attend events.

B. R2.3

- Have Ss read the writing task and the essay that follows, and check their understanding.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What has the widespread availability and accessibility of travel opportunities made it possible for us to do? It has made it possible for us to visit places and experience things that our grandparents could not even have dreamt of.

What has this done? It has made travel a popular recreational activity.

What has hit a record high? global tourism

What effect has this had? This has resulted in more people travelling more often in search of a more educational and immersive cultural experience.

What can exploring distant places and cultures do? It can help us grow both intellectually and personally in ways that cannot be doubted.

What does travel give us a chance to do? to experience new things directly

What does experiencing new things help us gain? first-hand knowledge of the world around us

What does experiencing new things help us develop? an appreciation for the diversity of natural and man-made environments that exist

What does diving in a coral reef make us aware of? the delicate environment we live in

What does seeing buildings in a faraway city provide us with? a window into the history and culture of the place we are visiting

When we travel, what do we have the unique opportunity to do? We have the unique opportunity to interact and connect with the locals and learn about their culture, traditions, customs and values.

What is perfectly clear? It is perfectly clear that challenging our preconceptions and forcing ourselves to think more critically will help us reject stereotypes and make us more capable of accepting and appreciating people who come from a different background.

What do we gain from travel? We gain crucial knowledge of the world around us and valuable insight into the very nature of the people whose country we are visiting. What is clearly evident? It is clearly evident that we can and must use travel to enrich our lives and deepen our understanding of the world we live in.

- Ask Ss to read the questions and check their understanding.
- Have Ss do the activities that follow.
- To help **lower-performing Ss** with question five, you may provide them with the number of the paragraph in which the respective persuasive writing technique is being used.
- Check the answers with the class.

- 
1. The highlighted sentence is the thesis statement. The thesis statement clarifies the position you are taking or the claim that you are making.
 2. The writer supports that travel does, in fact, broaden the mind.
 3. (paragraph 2) - To begin with, through travel we are given the chance to experience new things directly. (paragraph 3) - What is more, when we travel, we have the unique opportunity to interact and connect with the locals and learn about their culture, traditions, customs and values. These sentences justify the position taken in the thesis statement.
 4. The writer provides supporting sentences in the form of examples, reasons, descriptions and explanations to help the reader understand the ideas he/she has presented in the topic sentences.
 5. **a.** (paragraph 3) - What better way is there to challenge our preconceptions and force ourselves to think more critically? (paragraph 4) - What could possibly be more important than that?
b. (paragraph 2) - Diving in a coral reef doesn't just stimulate our senses, it makes us aware of the delicate environment we live in. Seeing the buildings in a faraway city doesn't just inform us about architecture, it provides us with a window into the history and culture of the place we are visiting.
c. (paragraph 2, 3, 4) - To begin with, What is more, In a few words, To sum up
d. (paragraph 1) - ...that global tourism has hit a record high with **more** people travelling **more** often in search of a **more** educational and immersive cultural experience. (paragraph 4) - We not only **gain** crucial knowledge of the world around us but we also **gain** valuable insight into the very nature of the people whose country we are visiting.
e. (paragraph 4) - ...that we **can** and **must** use travel to enrich our lives and deepen our understanding of the world we live in.
f. (paragraph 3) - **It is perfectly clear** that doing so will help us reject stereotypes and make us more capable of accepting and appreciating people who come from a different background. (paragraph 4) - **It is clearly evident that** we can and must use travel to enrich our lives and deepen our understanding of the world we live in.

C. R2.3 

- Draw Ss' attention to activity C.
- Have Ss read the rubric and the sentences, and check their understanding.
- Ask Ss to do the activity.
- Check the answers with the class.

KEY

1. What better way is there to learn about the culture of a country?
2. Visiting historical landmarks helps you understand a country's past. Talking to the local population helps you understand a country's present.
3. It is well known that package tours are a great way to see a country.
4. Travelling exposes us to new places, new ideas and new customs.
5. If you want to learn about new cultures, you must / should / have to / ought to travel.
6. What could be more important than acquiring knowledge and experience?
7. First, we went on a balloon ride and then we visited the stadium at noon and the museum after lunch. As a result, were very tired
8. To learn about people's daily habits you must / have to / ought to talk to them.

D. W2.1 

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

KEY

The following words should be underlined:
package tours, use logic and reason to persuade the reader to adopt your point of view, package tours best way to see a country

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

KEY

1. package tours and if they constitute the best way to see a country
2. to write an essay in which I use logic and reason to persuade the reader to adopt my point of view on the topic of discussion
3. persuasive - is equipped with valid reasons, arguments and justifications, uses persuasive language techniques and is formal, subjective and informative

E. R2.2 

- Draw Ss attention to activity E.
- Ask them to read the rubric and the statements, and check their understanding.
- Have them do the activity.
- Check the answer with the class.

KEY

Tick: 1, 3, 4

Optional activity

Divide students into two groups and tell them they are going to participate in a debate about the statement posed in activity D. First, students should brainstorm with their group to come up with examples to support the arguments they selected in activity D. The groups should then participate in a debate using the arguments and examples.

FOR:	
Package tours allow you to see a wide variety of destinations and do a wide variety of things.	<ul style="list-style-type: none"> Package tours allow you to visit historical sites / ancient ruins, but also modern ones too, like shopping centres. Package tours can organise things like balloon rides or horseback riding so you can experience things in a different way.
You will be provided with lots of information from an experienced local guide.	<ul style="list-style-type: none"> Local guides know more because they are talking about their own culture and history. Local guides can answer your questions and make sightseeing much more interesting.
On a package tour you do not have to worry about organising all the details.	<ul style="list-style-type: none"> Everything from hotels to restaurants is arranged for you. Local organisers know the best things to see and do in a country and can plan accordingly.
AGAINST:	
When travelling with a package tour you will be with a large group of people you don't know.	<ul style="list-style-type: none"> Other people may have different interests than you have. Large groups can be tiring, and the guides may not have time to answer everyone's questions.
Package tours require you to stick to a schedule.	<ul style="list-style-type: none"> You won't be able to linger in a place even if you find it interesting. All that shuttling on and off busses can be tiring and you can't set your own pace.
You will only get to see the most well-known landmarks and attractions.	<ul style="list-style-type: none"> Out of the way landmarks may be more interesting but not on the programme.

F. W1.4, W2.1, W3.2, W4.1  

- Have Ss read the writing task in activity D again and provide any necessary explanations.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to Workbook page 116 and read through the plan, and provide them with any necessary explanations and clarifications.
- Ensure Ss understand what each paragraph should be about and what information it should contain.
- Ask Ss to go to Workbook page 116 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their essays, following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on Workbook page 118 to make sure they have carried out the task correctly.
- Have some Ss read out their essays.
- Anonymously, take some essays and prompt Ss to correct and/or improve them.

C.  Rewrite the sentences below using the persuasive writing technique in brackets.

1. There is no better way to learn about the culture of a country. (**rhetorical question**)
What better _____ ?
2. If you want to understand a country's past you should visit its historical landmarks. Talking to the local population helps you understand the country's present. (**repeating the same sentence structure**)
Visiting historical landmarks helps _____.
Talking _____ the country's present.
3. Everybody knows that package tours are a great way to see a country. (**the Impersonal it**)
It is well _____.
4. Not only does travelling expose us to new places, it exposes us to ideas and customs that we haven't seen before. (**repeating the same word for emphasis**)
Travelling exposes us to new places, new _____ customs.
5. If you want to learn about new cultures, travelling is the right way to do it. (**modal verb**)
If you want to learn about new cultures, you _____.
6. There is nothing more important than acquiring knowledge and experience. (**rhetorical question**)
What could _____ ?
7. We went on a balloon ride in the morning. We visited the stadium at noon and the museum after lunch. We were very tired when we were done. (**linking words**)
_____, we went on a balloon ride and _____ we visited the stadium at noon and the museum after lunch. _____, we were very tired.
8. The best way to learn about people's daily habits is to talk to them. (**modal verbs**)
To learn about _____
_____ to them.

D.  Read the writing task below and answer the questions that follow.

In your English class you have been talking about package tours. Now your English teacher has asked you to write an essay in response to the question below. In your essay you must use logic and reason to persuade the reader to adopt your point of view on the topic of discussion.

Are package tours the best way to see a country?

1. What is the topic of discussion?
2. What are you required to do?
3. What writing style should you use?

E.  Now look at the statements 1-6 below that correspond to the writing task in activity D. Tick (✓) the statements that you can use when arguing in favour of package holidays.

1. Package tours allow you to see a wide variety of destinations and do a wide variety of things.
2. When travelling with a package tour you will be with a large group of people you don't know.
3. You will be provided with lots of information from an experienced local guide.
4. On a package tour you do not have to worry about organising all the details.
5. Package tours require you to stick to a schedule.
6. You will only get to see the most well-known landmarks and attractions.



F.  Read the writing task in activity D again, the statements in activity E and the TIP below. Then go to the Workbook pp. 116-118 to plan and write your essay.

When writing a persuasive essay:

- carefully consider the topic and decide which side of the argument you want to argue.
- write a thesis statement that clearly states your position on the issue and the purpose of your essay.
- make sure each paragraph has a clear topic sentence followed by examples and justification.
- summarise your arguments in the conclusion.
- end your essay in a thought-provoking manner.
- use persuasive writing techniques (rhetorical questions to make a point and make the reader think, the impersonal *it* to suggest that something is commonly understood, modal verbs to express necessity, the repetition of a sentence structure or words for emphasis, etc.).
- use emphatic adjectives/adverbs and collocations: enormous, huge, tiny, insignificant, unique, essential, paramount, invaluable, crucial, trivial, extremely, totally, completely, fully, perfectly clear, crystal clear, strongly recommend, fully recognise, highly unlikely, etc.

TIP

A. Choose a, b, c or d.

- The hotel has a beautiful rooftop _____ where guests can relax and enjoy the view.
a. maze c. tower
b. terrace d. chimney
- The city's new arts programme has really helped local artists _____.
a. stimulate c. appreciate
b. flourish d. overlook
- There are people from many different parts of the world living in New York, making it a very _____ city.
a. tranquil c. cosmopolitan
b. bustling d. extensive
- Omar came up with a(n) _____ plan to help his brother.
a. iconic c. abandoned
b. elaborate d. immersive
- I really don't see the _____ of living in the countryside. It's so boring!
a. loneliness c. insight
b. emphasis d. appeal
- The street was too _____ for the car to drive down.
a. accurate c. scenic
b. narrow d. distant
- He always said that travelling was the best way to _____ his life.
a. enrich c. erupt
b. stretch d. smash
- The _____ of the issue made it difficult to fully understand.
a. complexity c. similarity
b. fatality d. popularity
- The nearby river ensured the _____ of water to the village.
a. possession c. preconception
b. formation d. provision
- It started out as a(n) _____ issue, but it soon developed into a crucial one.
a. trivial c. vibrant
b. charming d. ignorant

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

- Ali was in a hurry and the mistake he made was the result of _____. **CARELESS**
- I don't see the _____ of your question. **RELEVANT**
- I didn't need to buy anything; I just went into the shop out of _____. **CURIOUS**
- I enjoy the _____ of living near the underground. **CONVENIENT**
- He has no _____ for people who constantly break the law. **TOLERATE**
- The actress has received a lot of _____ for her latest film. **PUBLIC**

- He hit his head on the wall and lost _____ for a few minutes. **CONSCIOUS**
- He had always been very quiet and his _____ was hardly noticed by anyone. **ABSENT**

C. Rewrite the following sentences starting with the words given.

- 'I will always be by your side,' Jerry said to me. Jerry promised _____
- 'I will definitely go to that restaurant again!' Carl said to us. Carl told _____
- 'Let's have some apple pie for dessert tonight,' Jane said to me. Jane suggested _____
- 'Don't forget to go on a hot air balloon ride!' Omar said to us. Omar told _____
- 'I met Salem yesterday,' Saud said. Saud said _____
- 'When are we going to the gorge?' Tina asked. Tina wanted to know _____
- 'You should go to the doctor tomorrow, Elaine,' Mary said. Mary advised _____
- 'I've been waiting here for over an hour!' Sally said. Sally complained _____
- 'Do you want to take a stroll along the beach?' Mousa asked me. Mousa asked _____
- 'Show me your driving licence!' the police officer said to the man. The police officer ordered _____

Self-assessment

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

NOW I CAN...

- ▶ discuss issues relating to places of interest and different aspects of culture
- ▶ use vocabulary relating to places, geographical features and architectural features, and descriptive adjectives
- ▶ form derivatives with the suffixes *-ity*, *-ence*, *-ance* and *-ness*
- ▶ report statements, questions, commands and requests
- ▶ write a persuasive essay

Suggested answers

With the massive upswing in travel nowadays, there are more options available for tourists when visiting a country. How can we see the most sights and learn the most about the people and the culture in the fewest number of days? There is no better way to see a country and experience all that it has to offer than a package tour.

First and foremost, when participating in a package tour you receive a lot of important information from an experienced local guide. Having someone on hand with local knowledge of sights and landmarks is invaluable because nobody knows the customs and history better. A guide can bring the past to life and provide fascinating information about the present. What better way is there to learn about a country?

Furthermore, when you take a package tour you do not have to worry about all the details. Planning and organising a trip to a foreign country can be complicated and it is often difficult for a foreigner to know the best things to see and do. But package tours are organised by people who are in the know. Booking flights and ferry tickets is no longer a burden. Finding the right restaurant is no longer your concern. This frees you up to truly enjoy your travel experience and immerse yourself in the sights, sounds and flavours of the culture around you.

In conclusion, taking a package tour is clearly the best way to get the most out of a visit to a foreign country. Not only are we able to rely on the valuable insight of local guides and organisers but we are also free to truly enjoy the experience. It is perfectly clear that taking a package tour provides visitors with opportunities they would never have otherwise, providing the perfect recipe for the perfect holiday.

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

A.

1. b 2. b 3. c 4. b 5. d
6. b 7. a 8. a 9. d 10. a

B.

1. carelessness
2. relevance
3. curiosity
4. convenience
5. tolerance
6. publicity
7. consciousness
8. absence

C.

1. to always be by my side. / (that) he would always be by my side.
2. us (that) he would definitely go to that restaurant again.
3. having / (that) we (should) have some apple pie for dessert that night.
4. us not to forget to go on a hot air balloon ride.
5. (that) he had met Salem the previous day.
6. when we were going to the gorge.
7. Elaine to go to the doctor the following/next day.
8. (that) she had been waiting there for over an hour.
9. (me) if I wanted to take a stroll along the beach.
10. the man to show him his driving licence.

Self-assessment

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

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Communication	Reading A p. 142
S2.3	Creative and critical thinking	Reading A p. 142
R1.1	Creative and critical thinking	Reading B p. 142
R2.1	Inquiry and research	Reading C p. 143
R2.1	Inquiry and research	Reading D p. 143
R4.1	Problem-solving	Reading E p. 143
R4.2	Problem-solving	Reading E p. 143
S1.1	Communication	Reading F p. 143
S2.3	Creative and critical thinking	Reading F p. 143
R4.1	Problem-solving	Vocabulary A p. 144
R4.2	Problem-solving	Vocabulary A p. 144
S1.1	Communication	Grammar D p. 145
S1.1	Communication	Listening A p. 146
L1.1	Creative and critical thinking	Listening B p. 146
L2.1	Creative and critical thinking	Listening C p. 146
L2.2	Communication	Listening C p. 146
S2.3	Creative and critical thinking	Listening D p. 146
S1.1	Communication	Listening D p. 146
S2.3	Creative and critical thinking	Speaking A p. 146
S2.5	Creative and critical thinking	Speaking A p. 146
S2.3	Creative and critical thinking	Speaking B p. 146
R1.1	Creative and critical thinking	Writing A p. 147
R2.3	Creative and critical thinking	Writing B p. 147
R2.3	Creative and critical thinking	Writing C p. 147
W1.6	Creative and critical thinking	Writing D p. 147
S1.1	Communication	Reading A p. 148
S2.3	Creative and critical thinking	Reading A p. 148
R1.1	Creative and critical thinking	Reading B p. 148
R2.1	Inquiry and research	Reading C p. 149
R2.2	Creative and critical thinking	Reading D p. 149
R2.3	Creative and critical thinking	Reading E p. 149
R4.1	Problem-solving	Reading F p. 149
R4.2	Problem-solving	Reading F p. 149
S1.1	Communication	Reading G p. 149
S2.3	Creative and critical thinking	Reading G p. 149
R4.2	Problem-solving	Vocabulary A p. 150
S1.1	Communication	Listening A p. 151
L2.1	Creative and critical thinking	Listening B p. 151
L2.2	Communication	Listening B p. 151
L2.1	Creative and critical thinking	Listening C p. 151
L2.4	Communication	Listening C p. 151
S2.3	Creative and critical thinking	Listening D p. 151
S2.3	Creative and critical thinking	Speaking p. 151
S2.5	Creative and critical thinking	Speaking p. 151
S1.1	Communication	Writing A p. 152
S2.3	Creative and critical thinking	Writing A p. 152
R2.3	Creative and critical thinking	Writing B p. 152
R2.3	Creative and critical thinking	Writing C p. 153
W2.1	Creative and critical thinking	Writing D p. 153
W1.6	Creative and critical thinking	Writing E p. 153
W2.1	Creative and critical thinking	Writing E p. 153
W3.2	Creative and critical thinking	Writing E p. 153
S1.1	Communication	Culture page A p. 155
R1.1	Creative and critical thinking	Culture page B p. 155
R2.1	Inquiry and research	Culture page C p. 155
S2.5	Creative and critical thinking	Task A p. 156
R2.1	Inquiry and research	Task B p. 156
S2.5	Creative and critical thinking	Task C p. 156
L2.2	Communication	Task D p. 156
L2.1	Creative and critical thinking	Task E p. 156
S1.1	Communication	Task F p. 156
S1.1	Communication	Task G p. 156

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Creative and critical thinking	Activity B p. 131
R2.1	Inquiry and research	Activity C p. 132

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

10a (pp. 142-143)

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

10a (pp. 144-145)

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

10a (pp. 146-147)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (L1.1)
- understand and respond independently to the detail in longer more complex texts (L2.1)
- understand and respond independently to attitudes and opinions in longer more complex texts (L2.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)

10b (pp. 148-149)

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

- texts, including texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

10b (pp. 150-151)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the detail in longer, more complex texts (L2.1)
- understand and respond independently to attitudes and opinions in longer more complex texts (L2.2)
- follow and respond independently to a wide range of longer, more complex questions (L2.4)
- develop independently a clear argument to support their opinions on a wide range of familiar topics (S2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)

10b (pp. 152-153)

- communicate independently a personal response to real and fictional events (S1.1)
- recognise and identify independently typical features at word, sentence and text levels of a wide range of text types (R2.3)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)
- plan and draft an extended complex text with a little support and modify the draft in response to feedback (W3.2)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)

Culture Page (p. 155)

- communicate independently a personal response to real and fictional events (S1.1)
- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)

Task: Modules 9 & 10 (p. 156)

- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (S2.5)
- understand and respond independently to attitudes and opinions in longer more complex texts (L2.2)
- understand and respond independently to the detail in longer more complex texts (L2.1)
- communicate independently a personal response to real and fictional events (S1.1)

10 Review

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

Vocabulary

a penny saved is a penny earned budget charity
consumerism material possessions

- Draw Ss' attention to the title of the module and ask them to tell you what they think it means (*it's good to save money*).
- Ask Ss to look at the pictures and tell you what they think the module is going to be about (*charity, advertising, online shopping, budgeting, banking*).
- Elicit answers.
- Have Ss read through the questions in the *Discuss* section and check their understanding.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- Money is really important because it allows me to fulfil basic human needs, such as shelter and food. It also gives me the opportunity to be independent and to improve the quality of my life by living in a spacious house, eating good food and travelling whenever I get the chance.
 - I personally think that money is a means to an end and not an end in itself. Although it is a necessity, it is only of value to us because it enables us to acquire the things we need to live a comfortable life. It does not in itself bring fulfillment and should, thus, not constitute our primary goal in life.
 - Yes, I do. Our lives revolve around buying new things every day and spending money. Our society does indeed place a great deal of importance on material possessions, because advertising and commercials convince us that happiness can be bought or achieved through acquiring new possessions. Although buying something new may make you feel good, the feeling doesn't last very long because material possessions do not constitute the true source of happiness.
 - I spend a lot of money on gadgets because I am a gadget freak. For instance, whenever a smartphone comes out with brand new functions, I want to buy it. I also spend money on books, because I enjoy reading in my spare time.
 - Islam instructs people to earn money from legitimate sources and spend it through legitimate outlets. The Islamic view on dealing with money is based upon principles of ethics and transparency. Allah's Messenger told us that a slave of Allah will remain standing on the Day of Judgment till he is questioned about four things, one of which is his wealth and how he acquired it and in what way he spent it.
- Read out the objectives in the *In this module you will...* section.
 - Explain any unknown words.

10 is A penny saved is a penny earned



online shopping



charity

Discuss:

- How important is money in your life?
- Do you consider money to be a means to an end or an end in itself?
- Do you think that society places too much importance on material possessions?
- When you go shopping, what kind of things do you spend money on?
- How is money dealt with according to Islamic principles?



consumerism



budgeting



banking

In this module you will...

- discuss issues relating to charity, money, shopping, consumerism and advertising
- learn verbs, idioms and collocations relating to money, shopping and budgeting, and prepositions used in expressions
- learn to distinguish between easily confused words and to form nouns denoting occupations
- learn how to express hypotheses about what is likely or unlikely to happen in the present/future, express general truths and facts, express opinion, give advice, express uncertainty and ask for confirmation
- write an essay discussing advantages and disadvantages



advertising

SEO

Reading

A.   Discuss in pairs/groups. Read the quotation below and answer the questions that follow.

'When a man dies, his deeds come to an end except for three things: *Sadaqah Jariyah* (ceaseless charity); knowledge which is beneficial; or a virtuous descendant who prays for him (for the deceased).'

- Prophet Muhammed (PBUH)

- What do you think the quotation means?
- Why is it important to give to charity?

B.  Quickly read the text below and choose the most appropriate title.

Sharing is Caring

In for a Penny, in for a Pound

Money Makes the World Go Round

Charitable giving has a long historical tradition that bridges across cultures. The word **philanthropy**, which comes from the Greek word *philanthropia* meaning love of humankind, was first used in literature over 2,500 years ago to describe the act of charitable giving. The first Roman leader created a system of public charity for over 20,000 people in need. Today charitable giving is encouraged across the world through a variety of economic and social programmes. In Qatar, charitable giving is deeply rooted in the cultural identity and includes Zakat, which is one of the five pillars of Islam. Charity powerfully impacts those who give as well as those who receive, and we talked to four people about their experiences with charitable giving.

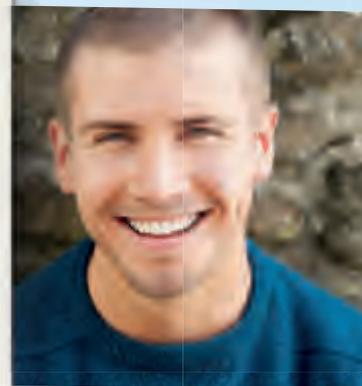


Fatima:

There are so many **worthy** charitable causes to choose from and if it were possible, I would donate to all of them! As a mother, I think it's very important for my children to be a part of the process and every year we decide together which charitable organisations we are going to support. In the last few years, we have chosen to support charities that fight poverty and we've even done some hands-on volunteer work. I think being actively involved has helped my children develop an understanding of the importance of **generosity**.

Frank:

When I finished university, I spent a year with the United Nations in Latin America and it was a wonderful, life-changing experience. I was able to see first-hand how charitable organisations make a difference in poor nations. Even more importantly, I learnt that charity is not just about the rich giving to the poor. The people I met make giving and charity a part of their everyday lives and I saw how charitable even the poorest people can be towards one another. If I get the opportunity, I will go back there someday. Until then, I'm working full time for an international health charity and I'm trying to **set aside** a small part of my salary for donations.



Hassan:

When I was a boy, my father always took care of my charitable contributions and every year he would sit down and calculate the Zakat for myself and my brothers. He always told us how important it was to support those in need. Now that I am older, I calculate my own Zakat. It's so **gratifying** to know I am helping the needy and the poor. I've also found that the process helps me. I know that when I sit down to calculate my Zakat, I take a good look at the state of my personal finances. For me, personal financial responsibility has been an unexpected side benefit of giving to charity.

Learning Standards

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

Vocabulary

be rooted benefit bridge (across) calculate charitable contribution deserve donate donation faith finances first-hand generosity giving gratifying hands-on homeless shelter humankind in for a penny, in for a pound money makes the world go round philanthropy pillar pitch in poverty set aside sharing is caring side benefit state tax break the needy the poor worthy

Reading

A. S1.1, S2.3

- Ask Ss to read the quotation and the questions.
- Elicit answers and initiate a short discussion.
- Encourage Ss to participate and cooperate equally in the activity.

- The quotation is reminding us that you reap the benefits of ongoing charity in the Hereafter. **KEY**
- Giving to charity is important because it reminds us of our shared humanity. We must help those who are less fortunate than ourselves.

B. R1.1

- Draw Ss' attention to activity B.
- Have them read the headings, and check their understanding.
- Ask Ss what these expressions mean.

Language plus

Sharing is Caring means you have to share what you have to show you care for those who are less fortunate.

In for a Penny, in for a Pound means you are willing to see something through no matter how much money or effort it takes.

Money Makes the World Go Round means that money is essential to the interaction of people around the world and to everyday life.

- Have Ss read the text and do the activity.
- Check the answer with the class.
- Have Ss provide justification for their answer.

Sharing is Caring **KEY**

C. R2.1 

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

When was the word philanthropy first used in literature over 2,500 years ago

What example of charitable giving is used for Qatar? Zakat

Do Fatima and her children always support the same charitable organisations? No, every year they decide which charitable organisation to support.

Who have Fatima and her children been giving to in recent years? to organisations that fight poverty

How long did Frank spend with the United Nations in Latin America? one year

Would he like to go back to Latin America? Yes, he would.

Who used to be responsible for calculating Hassan's Zakat? his father

Who is responsible for calculating his Zakat now? He is.

Why does Hilda like to focus her giving on programmes for the local community? Because she wants to see first-hand how she is helping people.

What does Hilda do every Saturday? She volunteers at a homeless shelter.
- Draw Ss' attention to activity C.
- Have Ss read the questions 1-6 and the options, and check their understanding.
- To challenge **higher-performing Ss** you may modify the activity from multiple-choice to open-ended questions. Write questions 1-6 on the board (without the options), ask Ss to cover Activity C in their books and have them answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Have Ss do the activity and then peer-check their answers.
- Ask Ss to provide justification for their answers.
- Check the answers with the class.

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

NEW

D. R2.1 

- Draw Ss' attention to activity D.
- Have Ss read the questions 1-3 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

Suggested answers

1. In the introduction, the text mentions charitable giving in ancient Rome and in Qatar. The text also talks about charitable giving in Latin America and through companies in the US.
2. Family influenced Fatima because she wanted to provide a good example for her children and to teach them to be generous. For Hassan, he saw the example of his father calculating his Zakat and later learnt what it meant to do that for himself.
3. Fatima and her children volunteer whenever they can. Hilda volunteers every Saturday at a homeless shelter. Frank works for a charitable health organisation.

NEW

E. R4.1, R4.2 

- Draw Ss' attention to the highlighted words in the text.
- Explain to Ss that they should deduce the meaning of the words from the context.
- Have Ss do the activity.
- Encourage them to use a dictionary to check the words they are unsure of.
- Check the answers with the class.

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

NEW

- Encourage **higher-performing Ss** to explain any unknown words and have some Ss read out the text.

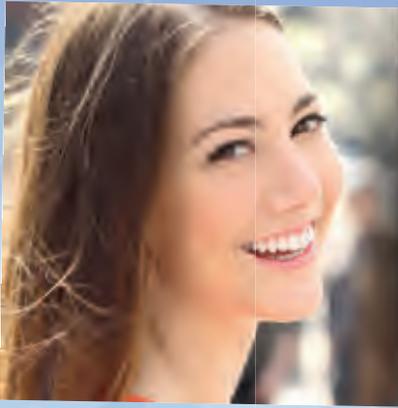
F. S1.1, S2.3  

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

Suggested answers

- When you donate to charity, you feel better about yourself because you know that you are doing something important to help those in need.
- In Qatar charity is very important because it is tied both to faith and to what it means to be a Qatari, and it reflects the Qatari values of respect and compassion, which are essential for the fair and equitable treatment of others. Many of our great leaders have set examples of this by giving generously and setting up charitable foundations.

NEW



Hilda:

I work for one of over 150 companies in the US that has a gift-matching policy. A gift-matching policy means that for every dollar I donate to charity, my employer will make a donation of the same amount. So, I really do a lot of research before I donate. Although you can choose any charity to support, I personally like to focus on programmes that give back to my local community, because I get to see first-hand how my money (and my employer's money) is helping people. It's a wonderful feeling to know you've been a part of building a school or feeding the poor. I also try to **pitch in** every Saturday at a homeless shelter.

C. Read the text again and answer the questions.

Choose a, b, c or d.

- According to the text, what is true of philanthropy?
 - It is a modern concept.
 - It is limited to specific cultures.
 - The term philanthropy was first used by a Roman leader.
 - It constitutes one of the underlying principles of Islamic faith.
- For Fatima, giving to charity allows her to
 - spend more time with people in need.
 - teach her children an important lesson.
 - understand that personal wealth is not so important.
 - be generous even though she really doesn't have the time.
- Frank's experience in Latin America
 - left him with mixed feelings.
 - taught him a valuable lesson about charity.
 - occurred while he was studying at university.
 - made him realise that he must put money aside to secure his future.
- What is true of Hassan?
 - He only found out about Zakat when he grew up.
 - When he was younger, he would calculate his brothers' Zakat.
 - Giving to charity has made him better at managing his finances.
 - Helping people in need has made him realise that he enjoys advantages that most people don't.
- According to the text, how does the gift-matching policy work?
 - The company donates as much as the employee does.
 - The company provides the employee with a tax break.
 - Employees are obliged to choose a local programme to support.
 - Companies whose employees donate research the charity before contributing to it.
- What do all four of the people have in common?
 - They all feel they benefit personally from giving.
 - They all mention the importance of family in motivating them.
 - They all work as volunteers in addition to making charitable donations.
 - None of them have had any hands-on experience working with a charitable organisation.

D. Provide a written response to the following questions in your own words. Use information from the text to support your answers.

- What evidence does the text give to support the claim that charitable giving is a tradition across cultures?
- How has family influenced Fatima's and Hassan's views on charity?
- Apart from giving money, what other ways have people in the texts found to support charities?

E. Look at the highlighted words and phrases in the text and match them with their meanings. There are two extra meanings which you do not need to use.

- | | | | |
|-----------------|--------------------------|---------------|--------------------------|
| 1. philanthropy | <input type="checkbox"/> | 4. set aside | <input type="checkbox"/> |
| 2. worthy | <input type="checkbox"/> | 5. gratifying | <input type="checkbox"/> |
| 3. generosity | <input type="checkbox"/> | 6. pitch in | <input type="checkbox"/> |

- giving a sense of satisfaction
- the practice of providing support, financial or otherwise, to people in need
- the quality of being generous or willing to give
- causing concern
- to keep money for a special purpose
- to contribute time, effort or money towards an activity
- to work in the field or court
- deserving of attention

F. Discuss in pairs/groups.

- In what ways do you think people who give to charity benefit?
- Why do you think charitable giving is so important in Qatari culture?

Vocabulary

A. Complete the sentences using the correct form of the words in the boxes. Some of the words can be used more than once. Then check your answers using a dictionary.

cheque
change
cash
receipt
bill

- My brother gave the waiter QR400 and told him he could keep the _____.
- Mr Mustafa wrote a _____ for QR1,000 as a donation to Qatar Charity for digging fresh water wells in Africa.
- Stop at that cash machine. I need some _____.
- Do you have any _____ for the metro ticket? I need 2 riyals.
- I realised I had paid for things I didn't buy when I looked carefully at the _____.
- We waved the waiter over and asked for the _____.

bill
fine
fee
tip
note

- You have to pay a delivery _____ for us to bring the furniture to your home.
- Why is the electricity _____ so high this time?
- Keith had to pay a small _____ for not returning his library books on time.
- Don't forget to leave a _____ for the waiter.
- The other day, I found a QR500 _____ on the street.

deposit
instalment

- She paid a 20 percent _____ on the house.
- I'm paying for the car in _____.

loan
debt
expense

- Hopefully, Ronald will pay off his credit card _____ when he gets a job.
- People often take out _____ in order to buy houses.
- I can't seem to make ends meet. I need to reduce my household _____.

B. Complete the sentences using the prepositions in the box.

in to by on from for on up at back by of on in of on

- Omar borrowed QR5,000 _____ his brother last year, but he's having a hard time paying him _____.
- Carl owes a lot of money _____ the bank. He's _____ debt.
- A: Excuse me, what forms of payment do you accept?
B: You can pay _____ credit card, _____ cash or _____ cheque.
- Hey, Susan. Do you have any money _____ you? I need to pay _____ these tickets and I'm a little short _____ money.
- How much did you spend _____ that new laptop?
- Despite being _____ a tight budget, we managed to travel around the country without much difficulty.
- Why waste money _____ designer labels when you can buy nice clothes at cheaper shops?
- I'm saving _____ for a deposit on a new car.
- Shopping bags are not free _____ charge. They are provided _____ an extra cost.

C. Read the sentences and match the idioms in bold with the correct meaning.

- The new luxury car **cost** Mohammed **an arm and a leg** but he feels it was worth it.
- My grandfather enjoys telling us his life story of how he **went from rags to riches**.
- Zainab doesn't have financial problems. Her family **is rolling in money**.
- I really like my new job, but I **get paid peanuts**.
- As a student abroad, I was living **on a shoestring**.
- Stop spending so much money! **It doesn't grow on trees**, you know!
- You don't have any savings because you keep **throwing money around**!
- I want you to show me the best leather boots you have. **Money is no object**.

- to become wealthy and successful after starting your life very poor
- without spending much money
- to spend money carelessly, on things that are not necessary
- money is not easily obtained so you shouldn't waste it
- to be extremely well-off
- to be very expensive
- to have a very low salary
- money is not an important issue



Learning Standards

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

Functions

Distinguishing between easily confused words
Expressing hypotheses about what is likely or unlikely to happen in the present/future
Expressing general truths and facts
Expressing opinion and giving advice.

Structures

Conditional Sentences Type Zero, 1, 2

Vocabulary

Words related to money

bill (n.) cash (n.) change (n.) cheque (n.) debt
deposit (n.) expenses fee fine free of charge
instalment loan (n.) note (n.) on a tight budget
payment receipt tip (n.) well-off

Idioms

be rolling in money cost an arm and a leg
get paid peanuts go from rags to riches
money doesn't grow on trees money is no object
on a shoestring throw money around

Vocabulary

A. R4.1, R4.2

- Ask Ss to read through each set of sentences and draw their attention to the words in each box. You may need to explain these sets of words, with reference to the *Language Plus* note.
- Have Ss do the activity.
- You can split the activity up into two or four parts to accommodate for differences in the learning pace and abilities of your students.
- Check the answers with the class and provide Ss with any necessary explanations.

- | | | |
|------------|-------------|-----------------|
| 1. change | 7. fee | 13. instalments |
| 2. cheque | 8. bill | 14. debt |
| 3. cash | 9. fine | 15. loans |
| 4. change | 10. tip | 16. expenses |
| 5. receipt | 11. note | |
| 6. bill | 12. deposit | |

Language plus

cheque = written order on a standard printed form, directing a bank to pay money to its holder
change = money returned to someone as the balance of the amount paid for something purchased; money which is coins instead of banknotes
cash = money in coins and banknotes
receipt = a piece of paper on which the things that you buy or the services that you pay for are listed with the total amount paid and the prices for each
bill = a printed or written statement of the money owed for goods or services
note = a piece of paper money
fine = a sum of money imposed as a penalty by a court of law or other authority
fee = an amount that is paid for work done
tip = an extra amount of money paid to a person who has provided a service in order to thank them
deposit = an initial payment made when something is bought, which is only part of the total cost

instalment = a sum of money paid as one of several equal payments for something, spread over an agreed period of time

loan = a sum of money given that is expected to be paid back

debt = a sum of money owed or due

expenses = the money that is spent on something

B.

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

1. from, back
2. to, in
3. by, in, by
4. on, for, of
5. on
6. on
7. on
8. up
9. of, at

C.

- Ask Ss to read through the sentences 1-8.
- Ask Ss to read through the meanings a-h and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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

Grammar

A.

- Ask Ss to read through the first set of sentences and make sure that they understand that they are conditional sentences.
- Ask Ss the questions and elicit answers.
- Follow the same procedure with the other two examples.
- Check the answers with the class.

Sentences 1 and 2

- These sentences refer to *something that is generally true* (a).
- Yes, they are.

Sentences 3 and 4

- These sentences refer to *something that is probable now or in the future* (b).
- *Unless* in sentence 4 means *if not*.

Sentences 5 and 6

- These sentences refer to *unreal present* (a).
- The purpose of the clause in sentence 5 is *to express opinion and give advice*.
- Yes, you can.
- Yes, it does. *Might* shows that it is probable that they will feel better whereas *would* expresses certainty that this will happen.

B.

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

If or When + Present Simple → **Present Simple**

If + **Present Simple** → will/can/must/should/may/might + base form

If + **Past Simple** → would/could/might + base form

- Ask Ss to find examples in the text on pages 142-143 (*...if it were possible, I would donate to all of them!* [Fatima], *If I get the opportunity, I will go back there someday.* [Frank]).
- To challenge **higher-performing Ss**, you may have them write sentences on a piece of paper using the conditionals they have learnt. You may then collect these pieces of paper and write some of these sentences on the board, making sure to jumble the main clauses so that they do not correspond to the if clauses found next to them. You may then have **lower-performing Ss** match the two halves of the sentences to form meaningful conditionals.
- Refer Ss to the Grammar Reference (p. 172).

C.

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

- | | |
|-------------------|----------------------|
| 1. Would, invest | 7. would, see |
| 2. take | 8. (will) have to |
| 3. will need | 9. don't advise |
| 4. were | 10. would do |
| 5. would consider | 11. get |
| 6. knew | 12. will, be able to |

D. S1.1

- Divide Ss into groups.
- Have them turn to the relevant page in the Speaking Activities section.
- Ask Ss to read through the instructions and the example and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Choose a member of each group to read out their chain stories.

Suggested answer

If you want to do something for your community,... donate to charity.

If you donate to charity, the charity has more money at its disposal.

When the charity has more money at its disposal, it will help more people in need.

If it helps more people in need, our community will become better.

When our community becomes better, we all benefit from it.

If I were you, I would donate to charity.

When you think carefully before you buy something,... you spend wisely.

When you spend wisely, you don't buy anything you don't need.

When you don't buy anything you don't need, you avoid wasting money.

If you avoid wasting money, your finances will improve.

If your finances improve, you will be able to give more money to charity.

If you give more money to charity, you contribute towards the community.

When you contribute towards the community, you fulfil your civic responsibilities.

When you fulfil your civic responsibilities, you uphold important values, such as human rights, freedom, equality and diversity.

When you uphold important values, you set a good example.

If you set a good example, people you know will do as you do.

If people you know do as you do, your community will thrive.

When your community thrives, everyone benefits.

If I were you, I would think carefully before buying something.

If you want to save money,... you have to make a budget.

When you make a budget, you consider what your income and expenses are.

If you consider what your income and expenses are, you will find out where you have been overspending.

If you find out where you have been overspending, you can make changes to your spending habits.

If you make changes to your spending habits, you will quickly see savings.

If I were you, I would draw up a budget and stick to it.

NOTE: You can provide **lower-performing Ss** with the first or second clause from each sentence in the suggested answers above. They must then complete the sentence.

Grammar Conditional Sentences Type Zero, 1, 2 → p. 172

A. Read the sentences and answer the questions.

1. When you **open** a bank account, they **give** you a debit card.
2. If you **deposit** money every month, your account balance **grows**.

- These sentences refer to:
 - a. something that is generally true
 - b. something that is probable
- Are *When* and *If* interchangeable in sentences 1 and 2?

3. If you **are** careful with your money, you **may save** enough to buy a car.
4. Unless you **pay** your bills, they **will turn off** the power.

- These sentences refer to:
 - a. something that probably happened in the past
 - b. something that is probable now or in the future
- *Unless* in sentence 4 means _____.

5. If I **were** you, I **would talk** to the bank manager.
6. If they **saved** their money, they **might feel** more financially secure.

- These sentences refer to:
 - a. unreal present
 - b. unreal past
- What purpose does the clause *If I were you* serve in sentence 5?
- Can you replace *might* in sentence 6 with *would*?
- Does it change the meaning of the sentence?

B. Look at the sentences again and complete the rules below.

- **Zero Conditional** = a general truth/fact or something that always happens
If or When + Present Simple → _____
- **Conditional Sentences Type 1** = something which is likely to happen in the present or future
If + _____ → will/can/must/should/may/might + base form
- **Conditional Sentences Type 2** = something imaginary, unreal, or unlikely to happen in the present or future
If + _____ → would/could/might + base form

C. Complete the dialogue with the correct form of the verbs in brackets.

- A:** 1 _____ you _____ (invest) your savings in the stock market if you wanted to make money?
- B:** Probably not. I tend to be very careful with my money and when you invest in the stock market, you 2 _____ (take) a risk.
- A:** Really? I'm trying to find a good investment. If I get into medical school, I 3 _____ (need) more savings.
- B:** If I 4 _____ (be) you, I 5 _____ (consider) a safer investment. The stock market is an easy way to lose your money, especially if you're hoping to make a quick profit. In fact, if everyone 6 _____ (know) the risks involved, they probably wouldn't take the chance.
- A:** I'm surprised to hear that. I thought if I put money in the stock market, I 7 _____ definitely _____ (see) a profit in just a few months.
- B:** In most cases, you 8 _____ (have to) wait at least a year if you want to see a good return on your investment. So, unless you are willing to wait, I 9 _____ (not / advise) it.
- A:** Well, I guess if it were that easy, everybody 10 _____ (do) it. I just don't know what to do. When I think about the future, I 11 _____ (get) really nervous. I guess I could try talking to a financial advisor. Unless I make an effort to learn more, I 12 _____ never _____ (be able to) pay for university.



- D.**  **Work in groups. Turn to page 164 in the Speaking Activities section and do the Grammar Production Task.**

Listening

A.  Discuss in pairs/groups.

- Where do you like going shopping? Why?
- Is there anything that annoys you about going shopping? What is it? Why?

B.  You will hear a brother and sister, Kyle and Sally, talking about shopping and making plans. What do they decide to do in the end?

- a. visit the shopping centre c. eat at a restaurant
b. go window shopping d. go to the local cinema

C.  Listen again and decide whether the opinions 1-7 are expressed by only one of the speakers or both. Write K for Kyle, S for Sally or B for Both, where they agree.

- It's a pity the shops in the town centre are shutting down.
- You can't be sure whether fruit and vegetables are covered in pesticides or not.
- Big chains are responsible for some workers' low salaries.
- Local shops often have better quality products.
- People don't want to have to go shopping at different places.
- Window shopping is a waste of time.
- The cinema in the town centre is very cheap.

TIP
Try to understand what each speaker is saying. Sometimes it may seem that the two speakers agree when in fact they do not. Before you write the letter B for Both, make sure both speakers mention a point, and/or make sure one speaker has added a word of agreement when the other has spoken.

D.  Discuss in pairs/groups.

- Do you think big chain stores and shopping centres are forcing small shops to go out of business? Why? / Why not?

Speaking

A.  Work in groups. Below are some expressions about money and wealth. First, talk together about what they might mean and say whether you agree with them or not. Then choose the one expression you consider most true. The words/phrases in the boxes below may help you.

- Some people are so poor, all they have is money.
- You have to spend money to make money.
- The best things in life are free.
- You get what you pay for.
- A fool and his money are soon parted.
- All that glitters is not gold.

Making assumptions

I think it's about...	It implies that...
I think it means...	Say you want to...
I suppose...	If you..., then...
I guess... is a good thing.	Doing this would...
I imagine...	What if...?

spend/waste/budget your money/time	material possessions
spend wisely/poorly	wealth
make/earn a living	poverty
be worth it	investment
top/poor quality	



B.  Report your group's decision to the class. Explain why you believe this expression to be most true.

Learning Standards

SB: S1.1, L1.1, L2.1, L2.2, S2.3, S2.5, R1.1, R2.3, W1.6

Functions

Making assumptions

Vocabulary

blank (n.) blank (adj.) chain store coin dryer
fool glitter go out of business inspector it's a pity
manufacture metal part pesticide plate poor
poorly press price tag punch raise stamp
varnish vault washer window shopping wisely

Listening

A. S1.1

- Ask Ss the questions. Then, let Ss discuss in pairs.
- Elicit answers and initiate a short discussion.
- Present vocabulary if necessary.

Suggested answer

- I like going shopping in shopping centres because it is very convenient to park your car in the car park and do all your shopping in one place, without worrying about the weather conditions. Besides that, a shopping centre offers a variety of restaurants or cafés that are ideal for when you've finished shopping.
- Sometimes you have to go to different shops in order to find the things you need and this can be time-consuming. Also, I hate waiting in long queues at the fitting rooms or at the till, so I try to avoid shopping during times of the day that most people do, like in the afternoon.

B. L1.1

- Play the recording once and have Ss do the activity.
- Check the answer with the class.
- Have Ss provide justification for their answer.

C

C. L2.1, L2.2

- Ask Ss to read through the statements 1-7 and check their understanding.
- Read out the TIP and explain it.
- Play the recording again and have Ss do the activity.
- Check the answers with the class.
- Have Ss provide justification for their answers.
- If necessary, play the recording again in order to clarify any questions Ss may have.

1. B 2. S 3. K 4. K 5. S 6. K 7. B

D. S2.3

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

Suggested answer

- I think it's obvious that big chain stores and shopping centres are forcing small shops to go out of business because they can afford to offer competitive prices, which small shops can't possibly compete with. In addition, a lot of people nowadays prefer to go shopping at one place, like a shopping centre for example, where they can save time by finding everything they need.

Speaking

A. S2.3, S2.5

- Divide Ss into groups of four.
- Draw Ss' attention to the expressions and explain the activity.
- Then ask them to go through the lists of words and phrases in the boxes and encourage **higher-performing Ss** to explain any unknown words.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Encourage Ss to participate and cooperate equally in the activity.
- Remind them that they must also choose the expression they consider most true and report back to the class.

Suggested answer

- A:** I think the first expression is about how money and material possessions are not so important. You can be rich but still be poor if you have no friends or family to support you.
- C:** I agree. And I think the third expression is basically saying the same thing. It means that things like love, family and health are the most important and they don't cost anything.
- A:** Do you agree with these expressions?
- B:** I do. But I don't know if I agree with the second one. It says you have to spend money to make money. I don't know what that means.
- D:** I think it means if you invest money, you might make more money over time. Take for example when you buy land in an undeveloped area, the value of the land increases as the area develops.
- B:** I suppose so. But I don't know if I think it's really true. What about the next one?
- C:** I think this expression means that the price of a product very often reflects its quality.
- D:** Yes, I agree. But that's not always the case. If you go shopping during the sales, you can find quality products at very good prices.
- A:** Yes, that's true. But still, most of the time if you buy something that's cheap, it will be of poor quality.
- B:** Personally, I agree with the next expression. It implies that if you don't save your money, and spend it wisely, you will become poor.
- C:** Yes, because someone can always trick a fool into wasting money or buying something they don't need.
- D:** I agree, but I still think that the first and the third expressions are most true. Without family, friends and health we can never be truly happy. Don't you agree that these things are more important than money and being rich?
- B:** Definitely!
- C:** Me too. And I think the third quote says it best.
- A:** Great, we're all in agreement.

B. S2.3

- When the groups have reached a decision, one member of each group should present the chosen expression to the rest of the class.

Suggested answer

We chose the expression 'The best things in life are free'. Money cannot make you truly happy. The things that make us happy are things like family and friends and these things are not things you have to pay for. Other things that bring us joy and that we should be grateful for are good health and the beauty of the natural world that surrounds us that we, more often than not, take for granted.

Writing

A. R1.1

- Draw Ss' attention to activity A.
- Have Ss look at the diagram and answer the question.
- Check the answer with the class.

The diagram depicts the various stages of coin manufacture.

B. R2.3

- Have Ss read the rubric and check their understanding.
- Instruct them to read the description of the process and have them underline the words and phrases that appear in the diagram.

The diagram shows the main stages involved in the process of coin manufacture. To begin with, blank coins are punched out from sheets of metal. The waste metal is recycled, and the coins are heated to make them stronger. After this, they are washed, then dried and then pressed, in order to give them the raised edges we see on our coins. Once this is complete, the coins are stamped with a design. At this point in the process, they are inspected; damaged coins are removed and recycled, while undamaged coins continue on to the counting machine. In the final stage of the process, the finished coins are taken and placed in a vault to be distributed.

- Ask Ss what they notice about how the writer uses the information.

all stages are mentioned; the vocabulary is often lifted from the diagram; some phrases are rephrased

C. R2.3

- Instruct Ss to read the description again and circle any unknown words.
- Have them read the statements 1-9 and check their understanding.
- Tell Ss to tick the ones that apply to the description.
- Check the answers with the class.

1, 6, 7, 8

- Encourage **higher-performing Ss** to help explain any unknown words.

D. W1.6

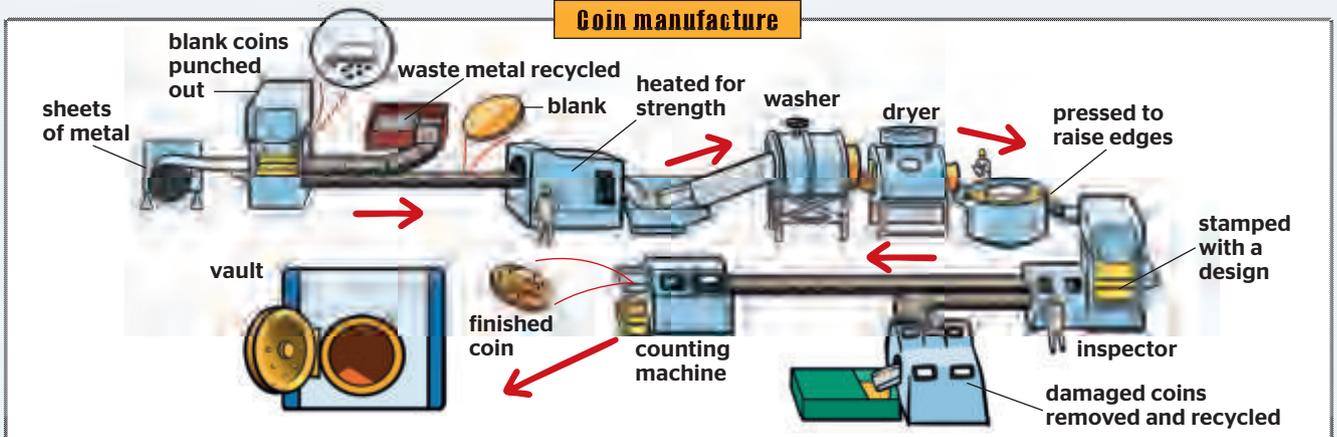
- Have Ss read the rubric and the TIP and check their understanding.
- Tell them that they have to write a description of a process similar to the one that features on the page.
- Have Ss look at the diagram and encourage **higher-performing Ss** to help explain any unknown words.
- To help **lower-performing Ss**, you may pair them up with **higher-performing Ss** and have them discuss the process depicted in the pictures.
- Allow Ss enough time to do the activity in class.
- Check the answers with the class.

Suggested answer

This diagram shows the process of printing banknotes. To begin with, the banknotes are designed by a graphic designer. The printing plates are created from this design. Then, sheets of paper are put into the printer and printed on both sides. In the next step, security features are added to the paper. After that, the notes are printed with numbers. Finally, varnish is added, and then the sheets of paper are cut into individual notes. In the final stage of the process, the notes are inspected and then packed in preparation for distribution.

Writing Describing a process

A. Look at the image below. What is the purpose of this diagram?



B. Below is a description of the process shown in the diagram. Go through the description and underline the words and phrases that appear in the diagram. What do you notice about how the writer uses the information?

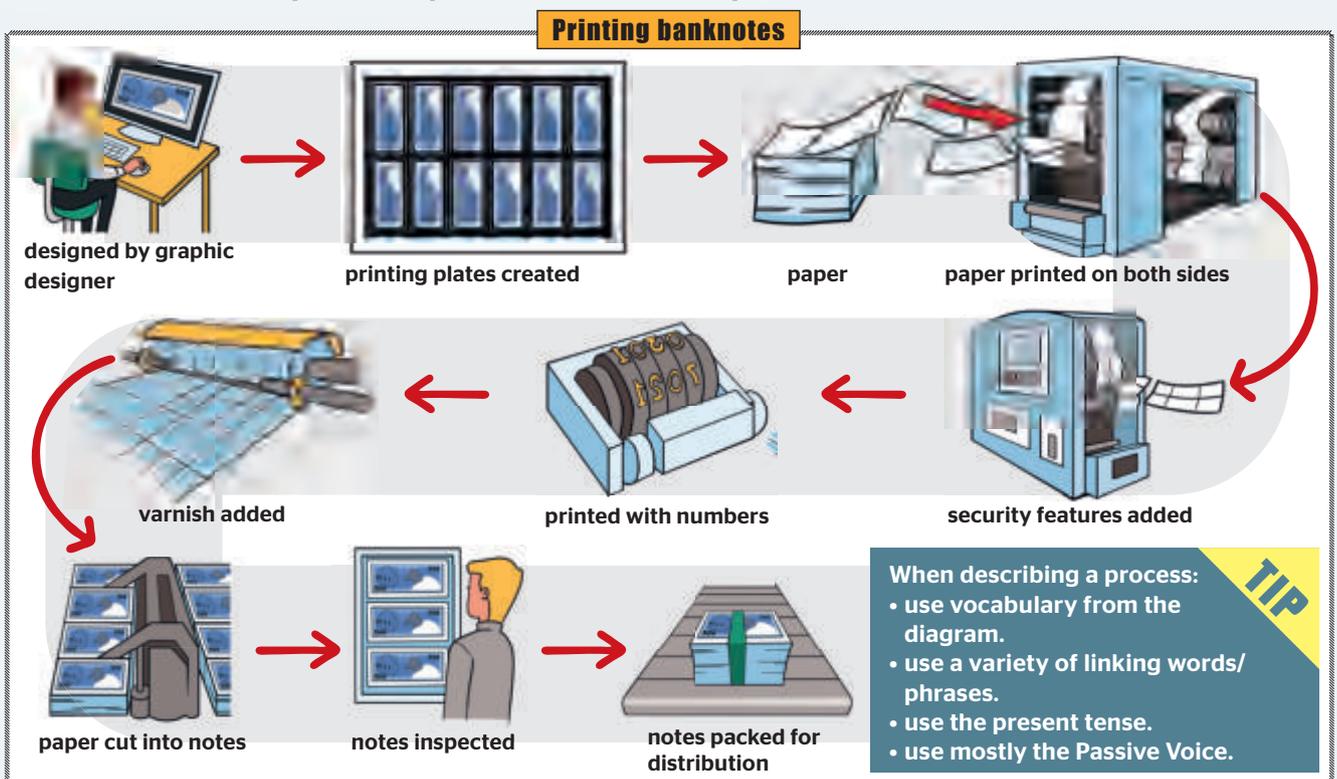
The diagram shows the main stages involved in the process of coin manufacture. To begin with, blank coins are punched out from sheets of metal. The waste metal is recycled, and the coins are heated to make them stronger. After this, they are washed, then dried and then pressed, in order to give them the raised edges we see on our coins. Once this is complete, the coins are stamped with a design. At this point in the process, they are inspected; damaged coins are removed and recycled, while undamaged coins continue on to the counting machine. In the final stage of the process, the finished coins are taken and placed in a vault to be distributed.

C. Read the description again and tick (✓) the statements that apply to it.

The writer:

- | | | | |
|--|--------------------------|---|--------------------------|
| 1. mostly uses the Passive Voice. | <input type="checkbox"/> | 6. uses a variety of linking words. | <input type="checkbox"/> |
| 2. describes the images shown in the diagram. | <input type="checkbox"/> | 7. uses vocabulary given in the diagram. | <input type="checkbox"/> |
| 3. writes in the past tense. | <input type="checkbox"/> | 8. mentions every stage shown in the diagram. | <input type="checkbox"/> |
| 4. uses informal language. | <input type="checkbox"/> | 9. gives an opinion on the process. | <input type="checkbox"/> |
| 5. selects a few main points from the diagram. | <input type="checkbox"/> | | |

D. Look at the diagram below and write a description of the process shown. Remember to read the TIP and include the key features you identified in activity C.



TIP
When describing a process:
• use vocabulary from the diagram.
• use a variety of linking words/phrases.
• use the present tense.
• use mostly the Passive Voice.

Reading

A.   Discuss in pairs/groups.

- Do you only buy things you need or do you sometimes buy things just because you want them?
- What do you think it means to be a 'good' consumer?

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

1. to persuade readers to reject consumerism
2. to outline how consumer societies developed
3. to evaluate the advantages and disadvantages of consumerism
4. to describe how people can use consumerism to their advantage
5. to recommend steps that can be taken to limit the negative effects of consumerism

Consumerism

- 1 The term consumerism was first used in 1915 to refer to the protection of consumer rights. Over time, it evolved and came to mean the continuous cycle of buying and selling goods. This shift in how consumerism is perceived and, thus, defined brought with it a great deal of **controversy** regarding the general impact that consumerism is having. Some maintain that it offers considerable benefits, while others believe that the drawbacks far **outweigh** the benefits. A look at how consumers, businesses and society as a whole are affected by the advantages and disadvantages of consumerism will help us gain a clearer perspective on the issue.
- 2 Consumerism has both benefits and drawbacks for consumers. The main advantage for consumers is that they have access to a limitless variety of goods and services, which are not only **affordable** but also of increasingly better quality. In an effort to beat the competition, companies are constantly working towards creating products and services that not only meet consumers' needs but also are innovative, reliable and good value for money. On the **downside**, this widespread availability can often result in consumers spending money that they could put to better use (or that they don't have, through the use of credit cards), to buy things that they don't need or which they could do without.
- 3 Consumerism also has advantages and disadvantages for businesses. On the one hand, small businesses can **thrive** in consumer economies and a person with an innovative idea can become a success. This is because the competitive climate both encourages and rewards creativity and innovation. On the other hand, when companies are forced into competition with one another, smaller companies may find it difficult to compete. For example, a small, local bookseller may not be able to provide his products at the same prices as a large chain store and be forced to close down.
- 4 Last but not least, consumerism also impacts society both positively and negatively. Consumerism stimulates economic growth. Increased production to meet consumer needs means more jobs, higher wages and more spending, which in turn means a higher standard of living and quality of life for society as a whole. **Conversely**, consumerism harms the environment because scarce resources, such as water and raw materials, are used up and large amounts of waste, both industrial and household, are produced. A polluted and depleted environment impacts the health and general well-being of all members of society.
- 5 In conclusion, it is clear that there are both benefits and drawbacks to consumerism. While consumerism can provide a large variety of affordable goods and can encourage both businesses and economies to grow, it can also lead to **mindless** spending, small businesses being forced to close down and the environment being pushed to its limits. For this reason, we have a duty to become responsible consumers and carefully consider how our purchases affect both ourselves and the world we live in.



Learning Standards

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

Vocabulary

affordable bookseller climate close down competitively controversy conversely cycle depleted downside drawback force harm industrial limitless mindless outline outweigh progressively raw material reject shift thrive widespread

Reading

A. S1.1

- Ask Ss to look at the pictures and the questions and initiate a short discussion.

Suggested answers

- I try to buy only the things I really need. There are, however, times when I come across something that I really like. In cases like these, I might make an exception and buy it even though I might not really need it.
- I think that what it means to be a 'good' consumer depends on whose perspective you are looking at it from. If you are looking at it from a manufacturer's perspective, a good consumer is someone who tends to spend a lot of money, replaces products when new ones come out, buys on impulse, is not well informed and is easy to coax into buying products/services that he/she is not in need of. If you are looking at it from a consumer's perspective, a good consumer is someone who researches the product/service he/she wishes to buy, is well informed about different products and services, takes the time to read through important information, asks questions and seeks clarification before making a purchase, does not engage in impulse buying and buys brands that use sustainable production practices and eco-friendly materials.

B. R1.1

- Draw Ss' attention to activity B.
- Ask Ss to read the rubric and the options 1-5, and check their understanding.
- Introduce the concept of controversy since it is key to understanding the purpose and the genre of the essay .
- Have Ss read the text and do the activity.
- Ask pairs to discuss their answers.
- Check the answer with the class.

3

C. R2.1

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:
 - According to the text, when was the term consumerism first used? in 1915*
 - Over time what did the term consumerism come to mean? the continuous cycle of buying and selling goods*
 - What has the shift in how it is defined brought? a great deal of controversy and debate with regard to its impact*
 - What will a look at the advantages and disadvantages help us do? put things into perspective*
 - What is the main advantage for consumers? The main advantage is that they have access to a limitless variety of goods and services, which are not only affordable but also of increasingly better quality.*
 - What are companies doing in an effort to beat the competition? They are constantly working towards creating products and services that not only meet consumers' needs but also are innovative, reliable and good value for money.*
 - What can this widespread availability do? It can result in consumers spending money that they could put to better use or that they don't have, through the use of credit cards, to buy things that they don't need or which they could do without.*
 - What can small businesses do in consumer economies? thrive*
 - What is the downside of forcing companies into competition with one another? Smaller companies find it difficult to compete.*
 - What does consumerism stimulate? It stimulates economic growth.*
 - What does increased production to meet consumer needs mean? It means more jobs, higher wages and more spending, which in turn means a higher standard of living and quality of life for society as a whole.*
 - What does consumerism harm? It harms the environment.*
 - Why does consumerism harm the environment? Because scarce resources are used up and large amounts of waste are produced.*
 - What does a polluted and depleted environment do? It impacts on the health and general well-being of all the members of society.*
 - What do we have a duty to do? to become responsible consumers*
- Draw Ss' attention to activity C.
- Have Ss read the questions 1-4 and the options, and check their meaning.
- Have Ss do the activity.
- Ask Ss to provide justification for their answers.
- Check the answers with the class.

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

D. R2.2 

- Draw Ss' attention to activity D.
- Have Ss read the rubric and questions, and check their understanding.
- Tell Ss to answer the questions.
- To help **lower-performing Ss**, you may point out which paragraphs contain information that may help them answer the questions.
- Have them write their answers down.
- Check the answers with the class.

Suggested answers

KEY

1. Consumerism encourages spending in a variety of ways. Firstly, the large variety of inexpensive products at our disposal encourages us to buy things that we may not have any use for. In addition, economic growth puts more money in our pockets, which makes it more likely that we will spend more than what we should.
2. The writer presents a balanced argument on the issue. This in and of itself is proof that he/she feels that we need to keep a clear perspective on the issue. He/She clearly believes that there are valid arguments both in favour of and against consumerism. Nevertheless, he/she ends by suggesting that as consumers we have a duty to keep our spending habits in check.

E. R2.3 

- Tell Ss to read the questions in activity E, and check their understanding.
- Have them read the text again and do the activities.
- Check the answers with the class.

1. b

2. **a.** (P1, S5) A look at how consumers, businesses and society as a whole are affected by the advantages and disadvantages of consumerism will help us gain a clearer perspective on the issue.
 - b.** (P1, S1 and S2) The term consumerism was first used in 1915 to refer to the protection of consumer rights. Over time, it evolved and came to mean the continuous cycle of buying and selling goods.
 - c.** (P1, S3 and S4) This shift in how consumerism is perceived and, thus, defined brought with it a great deal of controversy regarding the general impact that consumerism is having. Some maintain that it offers considerable benefits, while others believe that the drawbacks far outweigh the benefits.
3. Sentence **a** is the thesis statement. It tells us the essay will be about consumerism and that it will examine both the advantages and disadvantages.

KEY

F. R4.1, R4.2 

- Draw Ss' attention to the highlighted words in the text.
- Explain to Ss that they should try to deduce the meaning of these words from the context.

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

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

KEY

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

G. S1.1, S2.3  

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.
- Encourage Ss to participate and cooperate equally in the activity.

Suggested answers

KEY

- I don't think it's really a problem. We all need to buy things, and consumerism means we can get things cheaper. It's also good that there is competition among companies and people are given more information about the products they buy. / Yes, I do think it's a problem because we forget that material wealth is not as important as people, values and our heritage. Consumerism is also a problem because it encourages people to get into debt.
- We need to read labels, and learn where the things we buy come from. We should also make sure we only buy the things we need and we must avoid using credit cards and buy only what we can really afford.

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

- The term consumerism
 - only refers to business.
 - has changed in meaning over the years.
 - has been controversial throughout history.
 - has a more positive meaning than it used to.
- According to the text, competition among companies has resulted in
 - products that do not satisfy consumer needs.
 - a decrease in the demand for products and services.
 - products and services being more competitively priced.
 - the quality of available products becoming progressively worse.
- According to the text, what is true of a consumer economy?
 - It harms creativity.
 - It benefits only big companies.
 - It can create an environment that helps companies develop.
 - It forces small businesses to charge more for their products and services.
- According to the text, consumerism
 - helps to reduce waste of raw materials.
 - can create conditions that help people live a more comfortable life.
 - increases the amount of raw material available for the production of goods.
 - can have a negative impact on people's health as they are obliged to work longer hours.

D. Provide a written response to the following questions in your own words. Use information from the text to support your answers.

- In what way does consumerism encourage spending?
- What is the writer's opinion about consumerism?

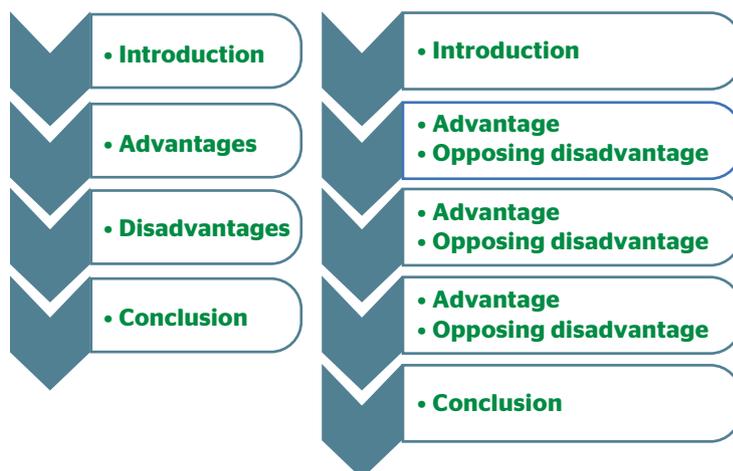
E. Read the essay again and do the activities that follow.

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

a. Outline 1



b. Outline 2



2. Look at the introduction (paragraph 1) and identify the sentence or sentences that:

- tell the reader what the essay is going to be about and what type of essay it is.
- give a broad general statement to introduce the topic.
- identify the problem or controversy.

3. A **thesis statement** is the most important sentence in an essay as it establishes the specific focus of investigation. Which sentence **a**, **b**, or **c** above is the thesis statement? What does it tell us about the topic and the focus of the essay?

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

- | | | |
|----------------|--------------------------|--|
| 1. controversy | <input type="checkbox"/> | a. to be of greater importance than something else |
| 2. outweigh | <input type="checkbox"/> | b. inexpensive, reasonably priced |
| 3. affordable | <input type="checkbox"/> | c. thoughtless, foolish |
| 4. downside | <input type="checkbox"/> | d. disagreement, heated debate |
| 5. thrive | <input type="checkbox"/> | e. to succeed, to do very well |
| 6. conversely | <input type="checkbox"/> | f. disadvantage, drawback |
| 7. mindless | <input type="checkbox"/> | g. in contrast, on the contrary |

G. Discuss in pairs/groups.

- What is your opinion on consumerism?
- How do you think we can become responsible consumers?



Vocabulary

A. Form the occupations that correspond to the words in the box by adding a suffix (-er, -or, -ian, -ist). Then complete the table. Make any necessary changes. Then check your answers using a dictionary.

investigate politics economy science trade statistics
philanthropy manage mathematics invest cash financial advice bank
technology supervise reception govern journal library loan office

Nouns denoting occupations are often formed by adding a suffix to a verb or another noun, e.g. *write* - *writer*, *music* - *musician*.

-er	-or	-ian	-ist

B. Complete the sentences using occupations from the table above.

- Abdulrahman is a well-known _____ who has spent his life organising charitable events to raise money for the poor.
- If you are having trouble with your computer, you should take it to a licensed _____ to have it fixed.
- My great-grandfather was a _____, who travelled to China to exchange pearls and other valuables from Qatar for spices and silks.
- For the average _____ in the stock market, it is important to be prepared to wait at least a year before expecting to make a profit.
- She got her start as a _____ at a local newspaper and then got a job with a popular Internet magazine.



C. Match the words in the two groups to form collocations related to shopping.

- | | | | |
|-------------|--------------------------|------------|-------------|
| 1. window | <input type="checkbox"/> | a. hunting | f. price |
| 2. fitting | <input type="checkbox"/> | b. sale | g. label |
| 3. shopping | <input type="checkbox"/> | c. offer | h. shopping |
| 4. car boot | <input type="checkbox"/> | d. goods | i. trolley |
| 5. chain | <input type="checkbox"/> | e. store | j. rooms |
| 6. designer | <input type="checkbox"/> | | |
| 7. special | <input type="checkbox"/> | | |
| 8. half | <input type="checkbox"/> | | |
| 9. damaged | <input type="checkbox"/> | | |
| 10. bargain | <input type="checkbox"/> | | |



D. Complete the sentences using collocations from activity C above.

- Sylvia can't afford to buy anything but she enjoys _____.
- The Smiths are getting rid of all their old things and making money too, by having a _____.
- Tara and I are going _____ for a new camera. Hopefully, we'll find the cheapest.
- There was a _____ on these shoes. They were actually _____.
- _____ clothes usually come with an expensive price tag.
- I'd like to try this dress on. Can you tell me where the _____ are?

Grammar Question tags → p. 172

A. Read the examples and circle the correct words to complete the rules about question tags.

- You understand what I'm saying, **don't you?**
- That's a breathtaking view, **isn't it?**
- You haven't been to the new café, **have you?**

- Question tags are short questions placed at the **beginning / end** of a statement. We use them when we are not sure of something or when we ask for confirmation.
- Question tags are formed with the **auxiliary / main** verb and a subject personal pronoun.
- If the statement is positive, the question tag is **positive / negative**.
- If the statement is negative, the question tag is **positive / negative**.

Learning Standards

SB: R4.2, S1.1, L2.1, L2.2, L2.4, S2.3, S2.5

Structures

Question tags

Vocabulary

banker bargain hunting catchy counselling
damaged goods designer label economy
economist endorsement evoke fitting room
govern governor half price make a lasting
impression on sb investigator investor journalist
loan officer loyalty manager mathematician
philanthropist politician politics pop-up
message promotional second-hand shopping
trolley shut down silk slogan special
offer spice statistician statistics supervise
supervisor target audience technician trend
word of mouth

Vocabulary

A. R4.2 🔍

- Draw Ss' attention to the note and the words in the box and explain to them that we use the suffixes *-er*, *-or*, *-ian* or *-ist* to refer to occupations.
- Have Ss do the activity and encourage them to use digital/print dictionaries to check the words they have written in the box.
- Check the answers with the class.

-er	-or	-ian	-ist
trader	investigator	politician	economist
manager	investor	statistician	scientist
cashier	financial advisor	mathematician	philanthropist
banker	supervisor	technician	receptionist
loan officer	governor	librarian	journalist

- Ask Ss to come up with more nouns that refer to occupations using the same suffixes (*physicist, conductor, electrician, financier, falconer, cost estimator, HR specialist, cashier, dry cleaner, astronomer, builder, dermatologist, baker, interpreter, driver, cartoonist, cardiologist*, etc.).

B.

- Have Ss read the sentences 1-5, and check their understanding.
- Instruct Ss to complete the sentences using occupations from the table.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|--------------------------------|---------------|
| 1. philanthropist | 3. trader |
| 2. technician/
technologist | 5. journalist |

C.

- Have Ss read the words 1-10 and a-j, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- | | | | | |
|------|------|------|------|-------|
| 1. h | 2. j | 3. i | 4. b | 5. e |
| 6. g | 7. c | 8. f | 9. d | 10. a |

D.

- Have Ss read the sentences 1-6, and check their understanding.
- Instruct Ss to complete the sentences using collocations from activity C.

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

- | | |
|--------------------|------------------------------|
| 1. window shopping | 4. special offer, half price |
| 2. car boot sale | 5. Designer label |
| 3. bargain hunting | 6. fitting rooms |

- To challenge **higher-performing Ss**, you may have them write sentences using the collocations they have learnt. You may then collect some of these sentences and write them on the board making sure to omit one word from each collocation. You may then have **lower-performing Ss** complete the collocations. This will give **lower-performing Ss** extra practice.

Grammar

A.

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

- | | | | |
|--------|--------------|-------------|-------------|
| 1. end | 2. auxiliary | 3. negative | 4. positive |
|--------|--------------|-------------|-------------|

- Point out to Ss that in statements that feature the verb *to be*, the question tag is formed using the verb itself, not an auxiliary. Also point out that when the statement is positive and in the first person singular, the question tag is formed using the verb *to be* in the second person.
I am your best friend, aren't I?

- Refer Ss to the Grammar Reference (p. 172).
- Have Ss come up with their own examples of question tags and provide them with any further explanations and/or clarifications.

B.

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

- | | | |
|----------------|----------------|--------------|
| 1. aren't you | 5. won't I | 9. aren't I |
| 2. weren't you | 6. have I | 10. shall we |
| 3. is it | 7. haven't you | |
| 4. isn't there | 8. isn't it | |

Listening

A. S1.1 🗣️

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

Suggested answers

- I don't really give advertisements any thought. In fact, I think I am completely oblivious to them. When I was younger, they would make a lasting impression on me and I would often remember the catchphrase of an advertisement, especially if it was funny.
- I think that advertisements that have a story to tell that resonates with viewers can make a meaningful impression. When something resonates with you, it creates an emotional response, which helps to make the experience more memorable. Another thing that helps an advertisement make a lasting impression is strong visuals. Most people respond to visual content because as the adage says 'a picture is worth a thousand words'. This basically means that complex ideas can be conveyed through the use of a single picture.

B. L2.1, L2.2 🧠 🗣️

- Tell Ss that they are going to listen to the first part of an interview.

- Have Ss read the TIP, the questions 1-4 and the options, and check their understanding.
- Play the recording and have them do the activity.
- If need be, you may play the recording a second time.
- Check the answers with the class.
- Have Ss provide justification for their answers.

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

KEY

C. L2.1, L2.4



- Draw Ss' attention to activity C.
- Inform Ss that they are going to listen to the second part of the interview.
- Have them read the TIP and the questions, and check their understanding.
- Point out that they should write no more than three words for each answer.
- Play the recording and have them do the activity.
- If need be, you may play the recording a second time.
- Check the answers with the class.

1. monthly 4. (by) email
2. airline tickets 5. share their experiences
3. searching other sites 6. think carefully

KEY

D. S2.3



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

Suggested answers

Yes, I do. I think that it is very important for consumers to know what techniques, such as emotional appeals, endorsements, promotional advertising and 'facts and statistics', are used to capture their attention and interest and make them buy. If consumers are aware of these techniques, they will be able to make more informed choices. This will benefit not only them as consumers but also society as a whole and the environment. It's a tremendous waste of valuable resources to buy something that you don't really need just because you were unwittingly coaxed into doing so.

KEY

Speaking

S2.3, S2.5



- Divide Ss into groups and have them turn to the relevant page in the Speaking Activities section.
- Have Ss read the questions, and check their understanding.
- Ask Ss to look at the pictures and ask some questions to lead them into the activity.
 - *What do you think the target audience might be for the sports car? Why? I think the target audience is men between the ages of 25 and 45. Women are not as interested in cars and a sports car has no room for child seats.*
 - *Can you think of any famous slogans? Just do it, A diamond is forever*
 - *Should the mobile phone campaign focus on children or parents? I think the campaign for mobile phones should focus on parents because children don't have the money to buy phones themselves.*
 - *What can you do to set a product apart? Add new features, use brightly coloured packaging, offer a discount, etc.*
 - *How do you think product packaging influences buyers? Can you think of an example? Well, the appearance of the packaging or product is what initially catches your eye. After all, we all want to buy something that looks nice. For example, designer stores make their products even more appealing by*

wrapping your purchases so that they look nice.

- *What kind of advertising do you think is most effective? I think getting celebrities to promote a product is really effective. We identify with different people for different reasons. So, if your favourite football player is advertising a product, you might be tempted to try it. It just makes you feel that you have something in common with that person. People we admire tend to influence us one way or another.*
- Point out to Ss that they should use the vocabulary in the box provided.
- Encourage **higher-performing Ss** to explain the meaning of any unknown words. Alternatively, if dictionaries are available you may have Ss look up the words before beginning the activity.
- Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the activity.
- At the end of the activity each group should choose one student to present their advertising campaign to the class.

Suggested answers

- A:** What product do you think we should use? I like the mobile phone.
- B:** OK. I think that's a good choice. We should probably think about who we are going to be directing our campaign to first.
- A:** Yes, I agree. I think that smartphones are popular with people of all age groups, but maybe we should target an audience over the age of 16.
- C:** Yes, that makes sense to me. Younger people don't have their own money to buy a nice new phone. What should we focus on to make people buy our product? We need to show that we are different from the competition.
- D:** Yes, and to do that we first need to think of a slogan. Something catchy. When I think about mobile phones there are no slogans that come to mind, so maybe that's how we can beat the competition.
- B:** OK, a slogan? Hmm... what about 'when the world calls' or 'calling the world'?
- A:** But mobile phones are for so much more than just telephone calls nowadays.
- C:** Yes, you're right. Maybe we should use something more general then. How about 'connecting you'? That way it can mean 'connecting you' through the Internet, through the telephone, through messaging, whatever.
- D:** Oh, that's a great idea. I really like it. So, now we need to decide how to make our product more attractive. I think packaging is something we can change here. I mean, everybody buys a case to protect their mobile phone, but what if our phone came with a special case already included?
- B:** Yes, and we could have really high-end cases, like with crystals on them so that people will want to show off their trendy new phone.
- A:** OK. That sounds perfect.
- B:** So, now we need to think about the campaign itself.
- C:** Yes, how are we going to advertise our phone? Personally, I think we should find a really well-known celebrity and get a celebrity endorsement. We can get them to do commercials and a print campaign too.
- D:** I agree, but I also think we need to use social media. People spend so much time on social media that we can definitely find a lot of customers there.
- A:** OK. So, we'll set up accounts on various social media sites.
- B:** Yes. And I think we should have our celebrity post the first message.
- C:** Who do you think we should use?
- B:** I think we should get Sebastián Soria to do it!
- D:** Perfect! We're sure to get lots of customers if he is the face of our brand!

KEY



B. Complete the dialogue with the appropriate question tags.

- Harun** Hi, Mateo! You're going home, **1** _____?
- Mateo** Hi, Harun! Yes, I've just finished work. You were away on a trip, **2** _____?
- Harun** Yes, I was in Germany on a business trip. I'm on my way to the supermarket because my fridge is completely empty. I got home late last night and didn't have anything to eat!
- Mateo** Oh, that's right. The supermarket isn't open after 10 p.m., **3** _____?
- Harun** No, it isn't. I also need some cash. There is a cash machine outside the supermarket, **4** _____?
- Mateo** Yes, I think so.
- Harun** I guess I'll find out when I get there, **5** _____? What about you? Any news?
- Mateo** I haven't told you about my new car, **6** _____?
- Harun** No, you haven't. You bought a new car? That's great! You've been wanting to get one for ages, **7** _____? Let me guess. It's that blue one over there, **8** _____?
- Mateo** Yes. I'm becoming predictable, **9** _____?
- Harun** No, I just know you really well. Listen. When I finish, let's go grab a bite to eat, **10** _____?
- Mateo** Great idea! That way we can catch up!
- Harun** OK, I'll call you in about an hour. How's that?
- Mateo** Perfect! See you later!

Listening

A. Discuss in pairs/groups.

- Do you pay attention to advertisements? Why? / Why not?
- What kind of advertisements do you feel make a lasting impression?

B. Listen to the first part of a radio interview and answer questions 1-4. Choose the correct letter, a, b or c.

TIP Before listening, read through the questions and the options. Underline key words to listen out for in the recording. Listen for synonyms and ways they have been rephrased. Do not choose an option just because it includes a word you hear in the recording.

1. What does Laurel say about adverts in everyday life?
 - a. Most people have learnt to ignore them.
 - b. They have to change to keep people's attention.
 - c. We take in information from them without realising.
2. Laurel implies that good products
 - a. have the most entertaining adverts.
 - b. will sell without using advertising tricks.
 - c. often sell better when their adverts are honest.
3. Truthful adverts can help a company's business because
 - a. they are cheaper to create.
 - b. they require less effort and creativity to create.
 - c. they can inspire confidence in the company.
4. Laurel believes that the best adverts
 - a. evoke an emotional response.
 - b. cost a lot of money to get right.
 - c. try to do something wild and exciting.

C. Listen to the second part of the interview and answer questions 1-6. You should write NO MORE THAN THREE WORDS for each answer.

TIP Before listening, read through the questions. Underline key words to listen out for in the recording. Check the word limit carefully. What parts of speech do you think the answers will be? Do you think you will be looking for the same parts of speech for each question? Remember that you will not need to change the words you hear in the recording.

1. How often is the organisation's e-magazine produced? _____
2. On which goods did the study mentioned examine pop-up messages? _____
3. What do the pop-up messages try to prevent customers from doing? _____
4. How can someone receive the organisation's e-magazine? _____
5. What can people do on the organisation's website? _____
6. What does the speaker want people to do when they look at adverts? _____

D. Discuss in pairs/groups.

- Do you think consumers should be made aware of the techniques used by advertisers to make sales?

Speaking

 **Work in groups.** Turn to page 165 in the Speaking Activities section and do activity 10b.

Writing An advantages and disadvantages essay

A. Discuss in pairs/groups.

- Do you see a lot of advertisements in the course of the day?
- How do consumers benefit from advertising?
- What is the main disadvantage of advertising for consumers?

B. Read the writing task and the essay below. Then do the activities that follow.

We are exposed daily to advertisements through various forms of media (press, TV, radio, billboards, displays, Internet, etc.). In what ways do people benefit as consumers from advertising and what are the drawbacks it has for them? Support your views with examples.

- Advertising is the main means of communication used by businesses to market a product or service. In recent years, it has become even more prevalent as a result of digital media, which have enabled businesses to impact more consumers through more effective, targeted digital advertising. Consumers are, as a result, bombarded with personalised advertisements every minute of the day. This has resulted in a fierce debate regarding the impact that advertising is having on us. To develop a clear perspective on the issue we must examine the advantages and disadvantages of advertisements for consumers.
- On the one hand, advertising has many advantages for consumers. Through advertisements, consumers become informed about new products and services as well as their quality and price. For example, telecommunication companies advertise the next generation of phones, and let consumers know what they do and how much they cost. This can help improve consumer awareness and enable them to make more informed choices when spending their money. In addition, advertising allows consumers to take advantage of sales and special offers that they might not otherwise hear about. Moreover, when one company advertises a sale, other companies often follow in order to remain competitive. In this way, opportunities for consumers to save money are clearly created.
- On the other hand, not all of the effects advertising has on consumers are positive. Advertisements can be misleading or inaccurate. For instance, an insurance company may advertise the cost of a health plan but neglect to mention that the cost will increase after one year. Furthermore, advertisements make consumers feel pressured to buy a product in order to attain a certain status or maintain a certain image. Children and young people are especially vulnerable to this. The result is that a lot of money is wasted on things people do not actually need.
- To sum up, advertising obviously has both benefits and drawbacks for the consumer. While advertisements may be of benefit to consumers by providing useful information, they may also be deceptive and encourage wasteful spending. In light of that, it is important that consumers remember to think critically when exposed to advertisements.

1. Each of the following statements refers to a paragraph in the essay.

Write the numbers 1-4 in the boxes provided.

In this paragraph / these paragraphs the writer:

- | | |
|---|--|
| a. discusses how advertising benefits consumers. | <input type="checkbox"/> |
| b. makes use of an example to explain a point. | <input type="checkbox"/> <input type="checkbox"/> |
| c. introduces the topic of discussion. | <input type="checkbox"/> |
| d. discusses the disadvantages of advertising for consumers. | <input type="checkbox"/> |
| e. provides a balanced summary of the arguments. | <input type="checkbox"/> |
| f. gives a statement which outlines the specific purpose and form of the essay. | <input type="checkbox"/> |
| g. uses linking words to organise arguments. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- Has the writer done what he/she was requested to do? What makes you say so?
- How is the outline of this essay different from the one on page 148?
- What style is the text? What are the characteristics of this writing style?



Learning Standards

SB: S1.1, S2.3, R2.3, W2.1, W3.2, W1.6

Functions

Discussing advantages and disadvantages

Vocabulary

attain billboard bombard consumer critically
deceptive demand expose generation image
inaccurate maintain market misleading obviously
personalised press pressured prevalent status
targeted wasteful

Writing

A. S1.1, S2.3

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

Suggested answers

- Yes, I do. Advertisements are everywhere. I see them online, on TV, on posters and billboards in the street. We are quite literally surrounded by them.
- Well, I think that the primary benefit for consumers is that they find out about available products and services. One can say that advertisements play a very important role in keeping consumers informed.
- The main disadvantage has got to be the fact that consumers are inundated with advertisements and infomercials on a daily basis. This exposure never stops. In addition, advertisers often use exaggeration and deceit to get consumers to buy their products.

B. R2.3

- Have Ss read the writing task and the essay, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

2. Yes, because the essay clearly presents both the advantages and disadvantages of advertising for consumers.

3. In this essay the writer focuses on the advantages in one paragraph and then the disadvantages in the next paragraph. The essay on page 148 looked at one advantage and then a contrasting or juxtaposed disadvantage in each paragraph.

Note: Draw Ss' attention to the fact that how they choose to organise/present information depends on the topic they are dealing with. An outline which presents the advantages in one paragraph and the disadvantages in the next works best when the points are unrelated or do not correspond. This can be seen in the sample writing. However, an outline such as the one on page 148 is more effective when the advantages and disadvantages clearly refute one another, providing point and counterpoint. For example: *Online shopping saves time, as it's not necessary to brave traffic to go the shops. On the other hand, people waste hours shopping online because they can't see the products first hand.* This kind of outline is also useful when you have subtopics like in the reading text on page 148, for example, when discussing the advantages and disadvantages of consumerism for consumers, businesses and society as a whole.

4. The text is formal, subject oriented, impartial and informative.

C. R2.3

- Draw Ss' attention to activity C.
- Ask them to go through the activities, and check their understanding.
- Have them do the activities.
- Check the answers with the class.

1. Broad general statement: Advertising is the main means of communication used by businesses to market a product or service. In recent years, it has become even more prevalent as a result of digital media, which have enabled businesses to impact more consumers through more effective targeted digital advertising.

Statement identifying the problem or controversy:

Consumers are, as a result, bombarded with personalised advertisements every minute of the day. This has resulted in a fierce debate regarding the impact that advertising is having on us.

Thesis statement: To develop a clear perspective on the issue, we must examine the advantages and disadvantages of advertisements for consumers.

- 2. a.** Unsurprisingly, buying on credit is quite controversial, with opponents maintaining it is unwise and supporters arguing for its convenience.
- b.** However, juggling work and studies is no mean feat and has, thus, become the source of considerable debate.
- c.** But this 24-hour access comes at a price and has, thus, become increasingly controversial.

Note: Teachers should explain to students that they can use the same format for writing introductions for all essay types simply by changing the way the thesis statement is written. For example, the thesis statement for the sample essay in Activity B could be rewritten in the following essay types as follows:

Persuasive essay: *A closer inspection of the issue makes it perfectly clear that consumers benefit greatly from advertising.*

Opinion essay: *I personally think that advertising plays a vital role in our lives.*

In an advantages and disadvantages essay, your thesis statement should clearly tell the reader that you are going to explore both sides of the argument. Keep in mind that the essays presented in this module are written in a neutral fashion and the writer is not taking a clear stand on the issue. However, an essay discussing advantages and disadvantages can be written with a clear intention to present a stronger argument for either the benefits or the drawbacks. In cases such as this, even though both the advantages and disadvantages are discussed, the writer is actively advocating a particular stand on the issue. This affects the thesis statement, content in the main body and the conclusion.

D. W2.1 

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

The following words should be underlined: buying, on the Internet, popular, advantages and disadvantages, online shopping, consumers

KEY

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

1. online shopping
2. to write an essay discussing the advantages and the disadvantages of online shopping for consumers
3. expository - informative, subject oriented, formal, objective

KEY

E. W2.1, W3.2, W1.6 

- Read out and explain the writing task.
- Draw Ss' attention to the TIP and inform them on how to go about doing the writing. Tell them to:
 - read a variety of print and digital resources to find out about online shopping its advantages and disadvantages.
 - take brief notes when they are doing their research on the information they find interesting and would like to include in their essay.
 - to fill in the mind map in their Workbook to organise their information and establish connections.
- Allow Ss enough time to write their essays.
- Have some Ss read out their essays.

Suggested answer

As the Internet has become more a part of our daily lives, its uses have greatly increased. One such use is online shopping, which has become a booming industry with increasingly more products being made available online. This increased availability and abundance of shopping opportunities has, however, given rise to a heated debated about its impact on consumers. To truly understand the impact of online shopping, we need to look into both the advantages and disadvantages.

Online shopping presents quite a few advantages for consumers. In the first place, online shopping provides greater access to both goods and services. This is especially true for those who live outside metropolitan areas because they can buy products which are not available in their local shops.

Additionally, people who live in big cities can also benefit because they no longer need to contend with traffic jams on their way to shopping centres.

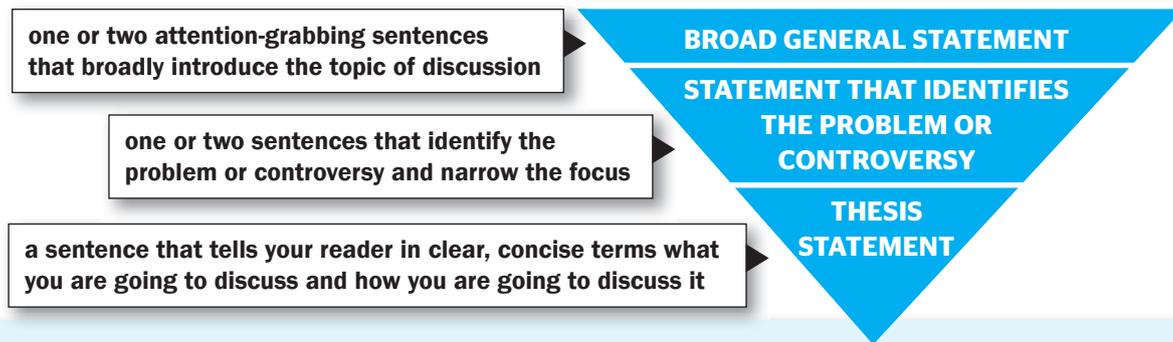
Buying online allows people to get what they need from the comfort of their home, delivered right to their door. Lastly, products purchased online are often cheaper since the sellers do not have to spend money on retail space, so they can afford to charge less for the products they sell.

However, the drawbacks of online shopping should not be overlooked. Online sellers promise quality and services that customers cannot verify. When customers find out that the product they have ordered is damaged or of poor quality, it is often difficult to return the item and get a refund. Moreover, it can be difficult for consumers to judge things like size when they are shopping for clothes without seeing them first-hand. Last but not least, people often put their personal data at risk by inputting credit card information into sites that are not secure. This can lead to identity theft.

KEY

In conclusion, it seems clear that online shopping has both pros and cons for consumers. Although online shopping can be a time-saving, convenient solution, consumers run the risk of buying poor quality products and even of data theft. With that in mind, it would be best if people made the most of online shopping but exercised caution by using secure servers and not buying from unknown sellers.

C. Look at the diagram about writing introductions below and do the activities that follow.



1. Now look at the essay in activity B and identify the broad general statement, the statement identifying the problem/controversy and the thesis statement.
2. Look at the essay topics in the boxes and the introductions next to them. The broad general statements and thesis statements have been done for you. **Complete the paragraphs by writing a statement identifying the problem or controversy.**

Buying on credit

- a. Who needs cash nowadays when with a swipe of a card or a quick trip to the bank you can buy whatever you want on credit?

In fact, buying on credit presents both advantages and disadvantages which need to be examined.

Working during university studies

- b. Anybody who wants to get ahead in our society must gain knowledge through both academic studies and practical experience.

But, working while studying has both benefits and drawbacks which must be taken into consideration.

Shopping centres should be open 24 hours a day

- c. With shopping centres open all hours of the day and night, you can have access to what you want, when you want it.

There are both pros and cons to keeping shopping centres open 24 hours a day and both sides deserve consideration.

D. Read the writing task below and underline the key words and phrases. Then answer the questions that follow.

Buying things on the Internet, from clothes to airline tickets, is becoming more and more popular. What are the advantages and disadvantages of online shopping for consumers? Support your arguments with examples.

1. What is the topic of the essay?
2. What have you been requested to do?
3. What writing style should you use?

E. Read the writing task in activity D again and the TIP below. Then go to the Workbook pp. 128-130 to plan and write your essay.

When writing an essay about advantages and disadvantages:

- use a variety of print and digital resources to find information on the topic.
- create a mind map to establish connections and organise the information.
- write a well-organised introduction which includes a broad general statement, a statement identifying the problem or controversy and a thesis statement.
- use one of the two outlines featured in this module, depending on how you want to present your information.

- write in a formal style.
- use topic sentences and a variety of linking words and phrases to organise your essay in a clear, logical way.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- write a short, balanced conclusion summarising both sides.
- When writing your introduction, you should paraphrase the task. For example, if the task asks you to talk about advantages and disadvantages, you should use either *benefits and drawbacks* or *pros and cons*.

TIP

A. Choose a, b, c or d.

- Fahad gave the porter a ____ for carrying our luggage.
 - bill
 - fine
 - fee
 - tip
- Craig borrowed money to put a(n) ____ down on a house.
 - debt
 - deposit
 - instalment
 - loan
- The members of my family make regular ____ to charity.
 - donations
 - kindness
 - philanthropy
 - generosity
- My family's new house cost an arm and a(n) ____ but it was worth it!
 - fortune
 - expense
 - leg
 - budget
- We are bargain ____ for a new car because we want to get the best value for our money.
 - offering
 - hunting
 - looking
 - buying
- When I volunteered my services to a local charity organisation, I got to see ____ how acts of kindness benefit those in need.
 - someday
 - life-changing
 - direct
 - first-hand
- Don't expect to be rolling in money if you get a job at this company. My boss pays _____.
 - shoestrings
 - peanuts
 - rags
 - change
- The ____ supply of goods and services has helped drive down prices.
 - limitless
 - deceptive
 - poor
 - depleted
- Consumerism brings about a higher standard of living by ____ economic growth.
 - outweighing
 - demanding
 - stimulating
 - evolving
- I take a ____ approach to making a difference, so I volunteer at the local animal shelter.
 - first-hand
 - well-off
 - hands-on
 - top-notch

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

- The new _____ promised to tackle the problem of unemployment. **GOVERN**
- My grandfather was a _____ who devoted most of his life to doing works of charity. **PHILANTHROPY**
- The _____ was called in to collect and examine the evidence at the scene of the accident. **INVESTIGATE**
- Loan _____ usually work for banks and mortgage companies and are responsible for evaluating loan applications. **OFFICE**
- My great-grandfather was one of the greatest _____ of his time. **MATHEMATICS**
- The politician agreed to talk to a _____ from the local paper. **JOURNAL**

C. Rewrite the sentences using conditional sentences.

- I might finish work early tomorrow, so I'll probably make dinner.

- I want to buy a new car, but I don't have the money.

- My cousin lives far away, and I don't see her very often.

- I can't help you, because you haven't told me what happened.

- Majed doesn't eat breakfast, and that's why he's so hungry at lunchtimes.

D. Complete the dialogues with the appropriate question tags.

- A:** You don't have any plans for later, _____?

B: No, not really. Why?

A: There's this interesting exhibition I want to go to at the Science Museum. You can join me after work, _____?

B: Sure! Let's meet up when I get off, _____?

A: OK! I'll be doing some shopping, so call me when you get to the centre, _____?
- A:** Jack said he would be late, _____?

B: I think so. It's OK if we start dinner without him, _____?

A: I'm sure he won't mind.
- A:** I saw your cousin Ahmad yesterday.

B: It's been a while since you last saw him, _____?

A: Yes. He's very enthusiastic about his new job. He loves it, _____?

B: Yes, very much.

Self-assessment

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

NOW I CAN...

- ▶ discuss issues relating to charity, money, shopping, consumerism and advertising
- ▶ use verbs, idioms and collocations relating to money, shopping and budgeting, and prepositions used in expressions
- ▶ form nouns denoting occupations
- ▶ express hypotheses about what is likely or unlikely to happen in the present/future, express general truths and facts, express opinion, give advice, express uncertainty and ask for confirmation
- ▶ write an essay discussing advantages and disadvantages

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

A.

1. d 2. b 3. a 4. c 5. b 6. d
7. b 8. a 9. c 10. c

B.

1. government/governor
2. philanthropist
3. investigator
4. officers
5. mathematicians
6. journalist

C.

1. If I finish work early tomorrow, I'll make dinner.
2. If I had the money, I would buy a new car.
3. If my cousin lived closer/nearer / didn't live so far away, I would see her very/more often.
4. Unless you / If you don't tell me what happened, I can't help you.
5. If Majed ate breakfast, he wouldn't be so hungry at lunchtimes.

D.

1. do you, can't you, shall we, will you
2. didn't he, isn't it
3. hasn't it, doesn't he

Self-assessment

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

Learning Standards

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

A. S1.1

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

Suggested answers

Actually, I am familiar with all four of them. Qatar National Bank is the largest bank in Qatar and it provides financial services. Qatar Airways is a state-owned airline. It has its headquarters in the Qatar Airways Tower in Doha. Qatar Airways has an oryx, a symbol for wildlife in Qatar, as its logo. Ezdan Holding Group is a real estate and development company. I think this company is presently building a number of residential villages in Al Wukair area. As for Ooredoo, it's an international telecommunications company that provides mobile, wireless, wireline and content services. They also have their headquarters in Qatar.

B. R1.1

- Have Ss read the text quickly and decide which title is the most appropriate.
- Inform Ss that the titles they are required to choose from contain idioms. Tell them that idioms are often used in titles / as titles as they convey meaning that is deeper than the actual words themselves and do so in just a few words. They, thus, have a powerful effect.
- Check the answers with the class.

Charity Begins at Home for Qatari Businesses

Language plus

business as usual - used to say that something continues to work in the usual way in spite of difficulties or disturbances

charity begins at home - used to say that priority should be / is given to the needs of one's family, friends and country; also used to say that the value of charity is instilled in children at home (In this case, the idiom is being used to indicate that successful companies are making a difference and giving back to society by engaging in works of philanthropy.)

the sky's the limit - used to indicate that there are no limitations/restrictions to what can be achieved and that anything is possible (especially when talking about a person/company who/which is showing signs of unprecedented success)

C. R2.1

- Ask Ss to read the statements 1-8 and check their understanding.
- Have Ss read the text again and decide which company/ companies the statements describe.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

- Encourage **higher-performing Ss** to explain any unknown words.

A.  Discuss in pairs/groups.

- Look at the names of the companies (a-d) in the text below. Which ones do you recognise? What do you know about these companies? What kinds of services do they provide?

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

Business as Usual in Qatar Charity Begins at Home for Qatari Businesses For Qatar's Finest the Sky's the Limit

a. Qatar National Bank

Qatar National Bank was founded in 1964 and was the very first Qatari-owned commercial bank. Since then, it has grown into the largest bank in Qatar and the largest financial institution in the Middle East and Africa. QNB operates 42 branches in the region, 11 of which are dedicated to Islamic finance services. But QNB is not all about money. It has an important community programme which focuses on supporting local businesses through events like Made in Qatar 2018. QNB also supports local education through its extensive scholarship programme and is the official sponsor of Qatari football.



b. Qatar Airways

Serving more than 160 destinations worldwide, Qatar Airways connects the Middle East to the world. Established in 1993 with just two Airbus A310's, the airline has grown into a major industry player with over 200 aircraft and 43,000 employees. Qatar Airways has an excellent reputation for both safety and quality of service. Airlineratings.com gave it a full seven stars for safety and in 2019 the aviation organisation Skytrax rated it as the best airline in the world. But it is not just business for Qatar Airways: through programmes like Educate a Child, the Children's Brain Tumor Foundation and Autism Speaks, the company has dedicated itself to improving the quality of children's health and education.



c. Ezdan Holding Group

Originally begun as a private company in 1960 by Sheikh Thani bin Abdullah al-Thani, Ezdan Holding Group is now the largest real estate company in the Arabian Gulf. Employing an estimated 18,000 people, Ezdan Holding Group has been responsible for some of the most impressive real estate projects in Qatar, such as the Ezdan Oasis and the Curve Hotel, as well as retail spaces like the Ezdan Mall. However, what really sets the company apart is its dedication to helping people and preserving the environment. For its charitable and humanitarian contributions, the Ezdan Holding Group received the Best Social Responsibility Initiative Award in Construction and Development in 2014. It has also won awards for water and energy conservation.



d. Ooredoo

With over 115 million customers around the world, Ooredoo is one of the Middle East's largest mobile telecommunications companies. Founded in Doha in 1987, Ooredoo is active in 10 countries across the Middle East, North Africa, and Southeast Asia. In May 2018 the company made history when it became the first operator in the world to launch a live 5G network. But that's not all: Ooredoo takes its commitment to social responsibility very seriously. In 2013 it announced its Mobile Health Clinics Initiative which provides free medical treatment for young people in hard-to-reach communities. The company has also partnered with the Leo Messi Foundation to sponsor projects aimed at promoting growth and development across the Middle East, North Africa and Southeast Asia.



C.  Read the text again and decide which business(es) the statements describe. Write the letters a, b, c or d in the boxes provided.

Which company:

1. is the oldest?
2. is involved in sports?
3. is well known for its safety?
4. sponsors education programmes?
5. tries to protect the environment?
6. is involved in improving children's health?
7. received an award for its works of public philanthropy?
8. did something no other company had done before?

A. Look at the table below and answer the questions that follow.

1. What kind of information does it give you?
2. Do any of the percentages in the table surprise you?

2016-2017 Average consumer spending habits (percentage of income spent)

	HOUSING	FOOD & DRINK	CLOTHING	MEDICAL EXPENSES	TRANSPORTATION	RECREATION	EDUCATION
CANADA	29.2%	13.4%	5.3%	4.1%	19.9%	4.3%	2.8%
IRAN	35.5%	22.9%	4.3%	5.9%	10.6%	6.1%	1.9%
JAPAN	13.4%	25.7%	3.8%	4.5%	14%	9.9%	3.9%
MALAYSIA	24%	18%	3.4%	1.9%	13.7%	5%	1.3%
UK	16.7%	5.1%	3.4%	1.2%	8.3%	4.8%	1.4%

B. Look at the table again and answer the questions.

1. Overall, in which two areas do people spend the most?
2. In which three categories do the Japanese spend more than people in other countries?
3. In which two categories are the spending habits of all the countries most alike?

C. Look at the countries with the highest and the lowest scores in each category. Can you think of reasons that would justify the differences?

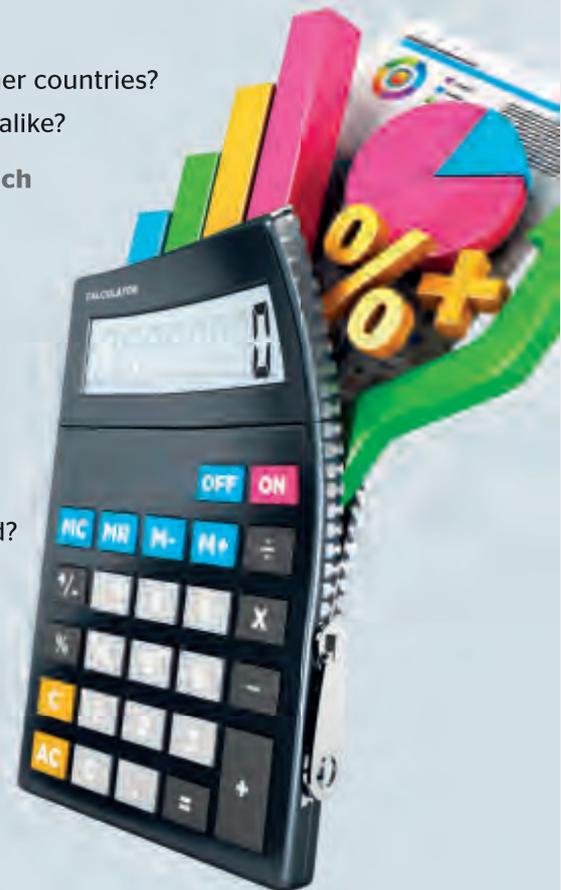
D. Listen to a couple in Japan discussing the table above and check to see if their justifications match your own ideas.

E. Listen again and answer the questions.

1. Why does the woman say that she and her husband may not be Japanese after all?
2. According to the woman, how do they save on food?
3. What explanation is given for why people in the UK spend so little on food?
4. According to the couple, why do people in Canada spend so much on transportation?

F. Talk in pairs. Discuss how much your family spends on average on the different categories mentioned in activity A. Which things do you spend the most money on and which the least on? Are there any changes you would like to make? Report to the class.

G. If you wanted to save more money, which areas of your life would be most affected? Report to the class.



Task Modules 9&10

Learning Standards

SB: S2.5, R2.1, L2.2, L2.1, S1.1

A. S2.5

- Draw Ss' attention to the table and check their understanding.
- Have Ss answer the questions.
- Elicit answers and initiate a short discussion.

- KEY**
1. This table provides information about the spending habits of people in five different countries in seven different categories.
 2. I was surprised to see that people spend that much money on food and drink in Japan and Iran. A quarter of their income is a lot.

B. R2.1

- Ask Ss to read through the questions, and check their understanding.
- Have Ss do the activity and check their answers.

- KEY**
1. People spend the most on housing and food and drink.
 2. The Japanese spend more on food and drink, recreation and education.
 3. The spending habits are most alike for clothing and education.

C. S2.5

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

KEY

Suggested answer

In the category food and drink Japan has the highest score whereas the UK has the lowest. This may be because the Japanese eat out more and they prefer more expensive foods like sushi. In the UK people probably grow their own vegetables and eat home-cooked meals.

D. L2.2

- Have Ss read the rubric, and check their understanding.
- Play the recording once and have Ss do the activity.
- Elicit answers.

KEY

Suggested answer

No, their justifications do not match mine. Japanese people apparently don't eat out much, and in the UK they are said to eat really cheap, pre-cooked, frozen meals.

E. L2.1

- Have Ss read the questions, and check their understanding.
- Play the recording again and have Ss do the activity.
- Check the answers with the class.

- KEY**
1. Because the numbers for Japan are not representative of their own spending habits.
 2. They save a lot by not eating in restaurants.
 3. Because they prefer to eat cheap, pre-packaged meals and heat them up in the microwave.
 4. Because public transportation is expensive and the long distances force people to spend a lot on fuel.

F. S1.1

- Have Ss read through the activity and check their understanding.
- In pairs, Ss discuss the things they spend the most and the least money on and any changes they would like to make.
- Monitor Ss from a distance at this stage. Do not interrupt.
- Encourage Ss to participate and cooperate equally in the activity.
- Choose some Ss to report their spending habits to the class.

KEY

Suggested answer

- A:** Personally, I spend most of my money on food and drink and recreation. I like to eat out with my friends and often we go to sporting events together. I don't have to pay for housing because I live with my parents so I guess I spend the least there.
- B:** Me too. Also, I've never had to pay money for health care or education. I definitely spend a lot on food and drink. I also spend a lot on clothing but I think that is something I should try to change. I need to budget more.
- A:** If I were to change my spending habits, I think I would try to spend less money eating out and eat at home more.

G. S1.1

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

KEY

Suggested answer

If I wanted to start saving more money, I think I would have to limit my spending on food and drink and recreation. I would have to eat out less and perhaps go out less with my friends.

Recap:

- Ask Ss the following questions:
 1. **What have you learnt to do in this specific task?**
(to interpret tables, to talk about information on average consumer spending habits, to talk about my own spending habits)
 2. **What language did you need to use?**
(Various tenses such as the Present Simple, modal verbs, infinitives, -ing forms, comparisons, Conditional Sentences Type 2 as well as topic-related vocabulary)
 3. **Where will this task help you in life?**
(It will help me to become more aware of issues concerning spending money and to reconsider my spending habits. It will also help develop my presentation skills.)

6a Grammar Production Task

Work in groups. You will play a guessing game using the pictures you were instructed to bring to class. Take it in turns to select one of your pictures and to provide the other members of your group with a clue as to what it depicts. The clue you provide should include a relative clause and make use of one of the relative pronouns found in the box below. If the members of your group are having difficulty guessing the answer, you should provide them with another clue. This can be done up to three times, after which you must show the picture to the members of your group and put it aside. When a student manages to identify the item, place, person, etc. being described, he/she is given the picture. The pictures count as points, so the student with the most pictures wins. Once all the pictures have been seen, you and the members of your group must work together to create sentences with a relative clause for the pictures that were set aside.

who whom that which whose where

Example:

Student A: This item of food, which is very sweet, is used in many traditional desserts.

Student B: Is it honey?

Student A: No, it isn't.

Student C: Oh, I know. Are you talking about figs?

Student A: No, I'm not. It is an item of food that is used to make khabees.

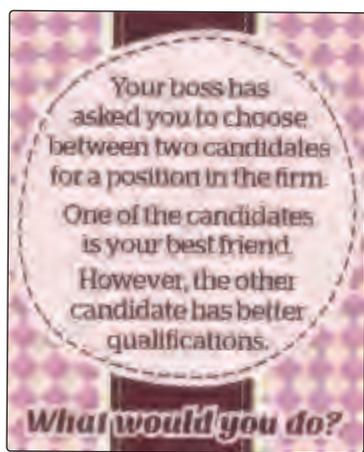
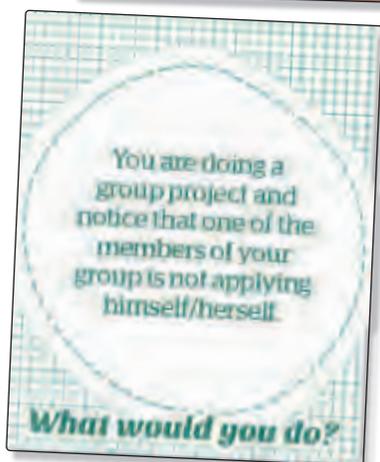
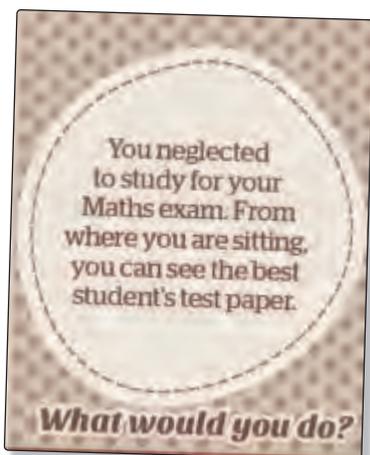
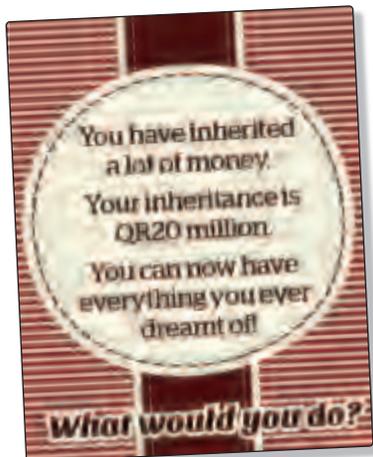
Student D: You're referring to dates, aren't you?

Student A: Yes, I am.



6b Group Work **How well do you know your classmates?**

You will play a game. The aim of this game is to predict how one of your classmates would behave in a certain situation. One member of each group sits apart from the group. Each group chooses a situation from those below. Then the group discusses how the missing member of the group would react in the situation described, based on his/her character, and writes down the prediction. When all groups have finished, the missing members of each group are asked how they would react in the particular situation. If their group's prediction is correct, the group scores a point. Once all the situations have been discussed, the group with the most points wins.



Describing personality
 From what I know, he/she is...
 Judging from his/her past behaviour, I think...
 It's in his/her DNA/nature to...
 He/She is... at heart.
 Deep down, I believe he/she is...

Speculating
 What do you think he/she would do?
 How would he/she react?
 He/She would probably... because he/she tends to...
 He/She would never...
 Perhaps he/she might...
 He/She adores/hates... so he/she would...
 He/She is bound/likely/sure to...
 He/She will definitely...
 I wouldn't be surprised if he/she...
 If he/she had a choice, he/she would...
 If I were him/her, I'd...

Expressing agreement
 You're absolutely right.
 I think so too.
 I don't think so either.
 You have a point.
 That's a good point.
 Very true.
 I couldn't agree more.
 I was just thinking that.

Expressing disagreement
 That's different.
 I disagree / don't agree with you.
 That's not entirely true.
 I'm not so sure about that.
 On the contrary, ...
 I don't think so.
 I think you're wrong about that.
 That doesn't sound like him/her.

9a Grammar Production Task

Student A

You and your partner each have a set of eight sentences in Direct Speech and a box of special introductory verbs. Take turns reading out one of the sentences on your list. Your partner must then use one of the special introductory verbs to report the meaning of what you said, without using the exact words you used.

Example:

Student A: *I'm sorry I ate all the cookies.*

Student B: *You apologised for eating all the cookies.*

1. You should try the dates.
2. I didn't take your bag.
3. Could you help me fix my computer?
4. Don't drink the grape juice, it's terrible!
5. If you do it, I'll tell your father!
6. My sister is getting married next week.
7. It's too hot!
8. I'm sorry I ate all the cookies.

Special Introductory Verbs

warn
apologise
ask
threaten
suggest
complain
deny
announce

7a Pair Work

Work in pairs. Student A is having a problem with their computer and calls Student B (IT support) for help.

Student A: describe your problem and respond to Student B.

Student B: make suggestions and give Student A instructions.

Use the boxes below to help you.

<p>Giving suggestions/instructions</p> <p>Have you tried...? What about...? Before you begin, you must... First of all... then... Be sure to... If this doesn't work, try... Now you need to... The next step is to... Remember to... It's important (not) to... Be careful (not) to... Once you have done this, you must... When you have completed all the steps, ...</p>	<p>Requesting / Responding to instructions</p> <p>I'm having trouble... Can you show me how to...? Do you know how to... How do I go about...? What do you suggest I do if...? What is the best way to...? What should I do if...? What should I do next? What do I need to do now? It worked / didn't work.</p>
<p>Restart the computer... Turn on/off / Switch on/off... Attach/Connect the.. Proceed/Continue by... Unplug the... Clean the...</p>	<p>Install the... Check that... Click on... Press the... Download the...</p>

7a Grammar Production Task

Student A

You and your partner will play a guessing game. Take it in turns to describe the items related to the information age that feature on your page. Use the prompts next to each picture to create sentences in the Passive Voice. If your partner is having difficulty guessing the item, you may come up with additional clues to provide him/her with as long as you use the Passive Voice.



GPS

- it / invent / more / forty years / ago
- it / make available / public use / 1980s
- it / use / determine / position / object
- efforts / currently make / modernise / existing system

Example: It was invented more than forty years ago.

email

- it / invent / Ray Tomlinson / early 1970s
- it / use / exchange messages
- since its introduction / use widely / businesses



7b Group Work

A. Discuss in pairs/groups.

- What do you usually watch on TV?
- What are some popular TV programmes in your country?
- Would you say that most TV programmes are of good quality? Why? / Why not?
- Can you make any suggestions about how to improve TV?

B. Work in groups. Read the statement below. Group A should think of arguments **IN FAVOUR** OF the statement and Group B should think of arguments **AGAINST** it. Think about the ideas given and also add your own. Make sure you support your arguments by giving persuasive reasons. Discuss your ideas with your group, using the words/phrases in the box. Make any necessary notes.

Television has a negative influence on viewers.

Think about:

- the quality of TV programmes
- how TV affects different age groups
- how commercials influence our choices
- how viewers choose what to watch

entertaining	intelligence
stimulating	brainwash
informative	inappropriate content
educational	violence
passive activity	think critically
couch potato	programmes with high/low ratings
TV addict	satellite TV
viewing	
creativity	

C. Present your arguments and try to win the other group over to your point of view. Use some of the phrases in the boxes.

<p>Emphasising</p> <p>especially/extremely/particularly</p> <p>Something of great importance is the fact that...</p> <p>I would like to emphasise that...</p> <p>I must stress the fact that...</p>
<p>Interrupting / Asking to speak</p> <p>Excuse me.</p> <p>May I interrupt you for a second?</p> <p>May I jump in here?</p> <p>Could I say something before you continue?</p> <p>One moment, please.</p> <p>Sorry to interrupt, but...</p> <p>May I speak (now)?</p> <p>Do you mind if I add something?</p>
<p>Indicating a wish to continue</p> <p>Just one moment / a minute, please.</p> <p>Please let me finish.</p> <p>I have just one thing left to say.</p> <p>As I was saying, ...</p>
<p>Indicating that one is coming to an end</p> <p>Finally, ...</p> <p>To finish, I would like to say...</p> <p>In conclusion, ...</p>

8a Grammar Production Task

Student A

You and your partner are both interested in taking part in a community volunteer programme. You each have a fact sheet with information about a different programme. Take it in turns to ask each other questions about the points in the box. Then decide which volunteer programme you wish to participate in and why.

- name of the programme
- date/year founded
- programme leader / parent organisation
- types of services provided
- place
- age restrictions for volunteers
- commitment required
- amount of experience required

Quality of Life Programme Hamad Medical

The Hamad Medical Corporation was founded by Emiri decree in 1979. Its Quality of Life programme, run by professor Hisham Morsi, was started in 2014 and is dedicated to improving the daily lives of cancer patients. Volunteers can help organise community programmes in the education department of the National Centre for Cancer Care and Research, or by giving direct help, such as driving patients to treatment. Volunteers are asked to devote four hours per week and make a minimum commitment of one hundred hours. Volunteers must be adults and no previous experience is necessary.



مؤسسة حمد الطبية
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9a Grammar Production Task

Student B

You and your partner each have a set of eight sentences in Direct Speech and a box of special introductory verbs. Take turns reading out one of the sentences on your list. Your partner must then use one of the special introductory verbs to report the meaning of what you said, without using the exact words you used.

Example:

Student B: *I won the poetry competition.*

Student A: *You announced that you had won the poetry competition.*

1. I didn't eat all the cake.
2. I'm sorry I'm so late.
3. Could you help me with this task?
4. You should get more exercise.
5. If you keep talking, I'll tell the teacher!
6. I won the poetry competition.
7. This task is too difficult.
8. Don't buy that phone, it will fall apart!

Special Introductory Verbs

warn
apologise
ask
threaten
suggest
complain
deny
announce

8b Pair Work

Work in pairs. Take it in turns to play the roles of a bank cashier and customer.

Student A

Imagine that you are a bank cashier. You are responsible for serving customers. Respond to Student B. Use some of the phrases in the box.

Offering assistance

- Can/May I help you?
- What can I do for you?
- Is there anything (else) I can help you with?
- Would you like any more information?
- Can I be of any assistance?

Requesting

- I need to see some identification, please.
- Do you have any identification / your account number?
- Would you please fill in/out this form with your details?
- Please sign at the bottom of the page.
- Would you mind signing underneath your name?
- What kind of account are you interested in?

Agreeing willingly

- Certainly.
- With pleasure.
- Yes, (of course) I will.
- It's not a problem at all.
- Anything I can do to help.

Refusing politely

- No, I'm sorry but I can't.
- I'm afraid it's impossible / not possible.
- I'm afraid I won't be able to help you with that.
- There seems to be a problem with that.

Student B

Imagine that you are a bank customer. Ask the bank cashier for assistance with or information about some of the topics below. Use some of the phrases in the box.

Topics

- opening a bank account
- closing a bank account
- transferring money to another account
- withdrawing money
- making a deposit
- getting a loan
- exchanging currency
- reporting a lost debit card
- asking for information about your account

Requesting

- I want to...
- I'd like to...
- Could I...?
- Is it possible for me to...?

- open a personal/business/savings account
- close my current account
- transfer some money from my account to this account
- withdraw some money from my account
- make a withdrawal
- make a deposit (into my savings account)
- deposit 500 riyals into my account
- get a student loan
- (ex)change some pounds into euros
- report a lost credit card
- ask about my balance
- get a bank statement

Could you possibly...?

- tell/inform me about...
- tell/inform me whether...
- help me out with something/this
- help me fill in/out this form
- show me how/where...

- What do I need to do to...?
- What exactly do I have to do?
- Do you know if there's an extra charge for the transaction?
- Will I be charged extra for this?
- What's the exchange rate for euros?
- How many days will it take to...?
- I have my ID card / driving licence / passport with me. Will that do?

Example:

- Student A:** What can I do for you?
- Student B:** I'd like to open a bank account, please.
- Student A:** Certainly. What kind of account are you interested in?
- Student B:** A savings account.
- Student A:** I need some identification, please.

8a Grammar Production Task

Student B

You and your partner are both interested in taking part in a community volunteer programme. You each have a fact sheet with information about a different programme. Take it in turns to ask each other questions about the points in the box. Then decide which volunteer programme you wish to participate in and why.

- name of the programme
- date/year founded
- programme leader / parent organisation
- types of services provided
- place
- age restrictions for volunteers
- commitment required
- amount of experience required

Reach Out To Asia (ROTA)

Reach out to Asia, which is part of the Education for All programme, was founded in 2005 and is guided by Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani. ROTA is dedicated to providing quality education to primary and secondary school children throughout Asia and the Middle East. Any Qatari resident, regardless of age, can volunteer with ROTA (children under thirteen should be accompanied by a parent or guardian). Commitment times and project locations vary depending on the project: it could be a one-time activity, e.g. a beach cleanup, or a twice-a-month commitment for up to six months, e.g. a patient support or mentoring programme. Not all volunteers need experience, but some activities such as teaching and mentoring, require previous teaching experience.



7a Grammar Production Task

Student B

You and your partner will play a guessing game. Take it in turns to describe the items related to the information age that feature on your page. Use the prompts next to each picture to create sentences in the Passive Voice. If your partner is having difficulty guessing the item, you may come up with additional clues to provide him/her with as long as you use the Passive Voice.



the television

- it / first made available / public / late 1920s
- mid-1960s / colour broadcasting / introduce / most developed countries
- it / use / advertising, entertainment and news
- near future / devices with a roll-up screen / make available / public

Example: It was first made available to the public in the late 1920s.

the smartwatch

- it / wear / wrist
- it / can / use / record / person's level of physical activity
- over the years / these devices / improve / to have similar functions to a smartphone



9b Pair Work

You and your partner will play a guessing game. You each have to think of a famous building in Qatar. You must then take turns trying to guess which building your partner is thinking of. To do so, you must ask him/her YES/NO questions about the building. He/she can only answer YES or NO. Try to ask questions about where the building is located, its purpose/function, when it was built and who designed it, what it looks like or what condition it is in, what makes it famous/unique, etc. Use the vocabulary provided in the boxes below to help you.

Example:

Student A: *Is it located in the city centre?*
Student B: *No, it isn't.*
Student A: *How about by the sea? Is it there?*
Student B: *Yes, it is.*
Student A: *Is it a residential building?*
Student B: *No, it isn't.*
Student A: *Is it a sight that tourists must see when visiting Qatar?*
Student B: *Yes, it definitely is.*
Student A: *Does it have a large park surrounding it?*
Student B: *Yes, it does.*
Student A: *Are there a lot of famous works of art there?*
Student B: *Yes, there are.*
Student A: *Does it have a library that houses specialist books on Islamic art?*
Student B: *Yes, it does.*
Student A: *Is it the Museum of Islamic Art?*
Student B: *Yes!*



Locations
in the city centre
by the sea
in the countryside
capital city
university campus
harbour
Corniche
in the suburbs
in the desert
on an island

Descriptive vocabulary	
spacious	crowded
residential	run-down
commercial	picturesque
bustling / lively	popular
abandoned / empty	touristy
stunning / impressive	tranquil
cosmopolitan	creepy
old-fashioned	ancient
charming	gloomy
multi-purpose	

10a Grammar Production Task

Work in groups. You and the other members of your group are going to make chain stories using conditionals. The first clause has been written for you. For each new sentence, you must begin with the second clause of the previous one, making any necessary changes. Work with your group to write as many sentences as you can to continue the chain. At the end of your chain there should be a piece of advice! The group with the longest chain wins.

- Choose one of the clauses below to start your story**
- If you want to do something for your community, ...
 - When you think carefully before you buy something, ...
 - If you want to save money, ...

Example:

When you plan on going shopping, make a shopping list.
 If you make a shopping list, you'll know what you need to buy.
 If you know what you need to buy, you can estimate how much it will cost.
 If you estimate how much it will cost, you will know how much money to take with you.
 If you know how much money to take with you, you won't overspend.
 If you don't overspend, you manage your finances better.
 If I were you, I'd make a shopping list when going shopping.

	If clause	Main clause
Zero Conditional	If/When + Present Simple	Present Simple
1st Conditional	If + Present Simple,	Future <i>will</i>
		Modal verb + base form
		Imperative
2nd Conditional	If + Past Simple	would/could/might + base clause

10b Group Work

You and the members of your group have to develop an advertising campaign to promote one of the following: a car, a mobile phone or a shopping centre. First, look at the example. Then, work together to discuss the questions below and to create a table similar to the one in the example. When you have completed the activity, choose a member of your group to present the different aspects of your advertising campaign to the class.

- Who is your target audience?
- What is the defining feature of your product/service? What sets it apart?
- What is your slogan?
- What type of advertising (print, TV, Internet, celebrity endorsements, etc.) are you going to use?
- How will this help you better target your audience?
- What are you going to do to beat the competition (special offers, eye-catching packaging, coupons, etc.)?
- Why will these things influence your target audience?

You can use the **words/phrases** in the vocabulary box below.

CAR



MOBILE PHONE



SHOPPING CENTRE



Example:

Product/Service		
GYM 	Target audience	Ages 18-45
	Defining features	<ul style="list-style-type: none"> • separate male and female training areas • wide variety of group classes • state-of-the-art equipment • indoor swimming pool / racetrack • cycling studio • juice and snack lounge • childcare services with playroom • in-house dietitian and nutritionist • personal training programmes
	Slogan	Too Fit to Quit!
Advertising terms catchy slogan latest trend customer loyalty beat the competition special offer ad campaign social media target audience promote celebrity endorsements word of mouth promotional	Advertising	<ul style="list-style-type: none"> • flyers • TV commercial • social media marketing • newspaper advertisement • radio advertising • celebrity endorsement: Ahmed Hassan Abdullah (long-distance runner)
	How to beat the competition	<ul style="list-style-type: none"> • special offers (sign up now and get one month free special) • no sign-up fee • free nutrition counselling and weight loss coaching

Module 6

Relative Clauses

Relative clauses are introduced by relative pronouns (**who, which, that, whose**) and relative adverbs (**where, when**).

	PEOPLE	THINGS ANIMALS IDEAS	POSSESSION
Pronouns	who/that	which/that	whose

	PLACE	TIME
Adverbs	where	when

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

The family who/that live next door are very friendly.
The team (which/that) I support is doing well this year.

- **Who, which** and **that** can be omitted when they are the object of the verb in the relative clause. **Whose** and **where** cannot be omitted or replaced with **that**.
- In **formal language** prepositions appear at the beginning of the relative clause, and **whom** is used instead of **who** after prepositions and when **who** is the object of the verb. In **informal language** they appear at the end of the relative clause.
*The man **to whom** she was talking is her boss.*
*The man **whom** she mentioned is leaving.*
*The man (who/that) she was talking **to** is her boss.*

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.
Our car, which cost us a lot, keeps breaking down.

- **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses, nor can they be replaced with **that**.
- Prepositions usually appear at the beginning of non-defining relative clauses.
*This box, **in** which I keep my old toys, hasn't been cleaned for ages.*
- **Which** may also refer to a whole sentence.
He offered to give me a lift, which was very kind of him.

Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an, one** in the singular and **some, any, (a) few**, etc. in the plural.

- The following nouns are always in the plural: **people, clothes, goods, police**.
His clothes are always clean.
- Nouns that consist of two parts, such as **glasses, trousers, jeans, sunglasses** and **scissors** are also always in the plural. We use the expression *a pair of* to express quantity with these words.
Angie wears glasses.
George has bought two pairs of jeans.
- Words such as **family, team, group, audience, class, government** and **crew** are **collective nouns** and may take either a singular or a plural verb.
Tina's family is rich. Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some, any, much, little, a lot of**, etc.

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, etc.
some concrete nouns	traffic, furniture, money, luggage, etc.

- With uncountable nouns for **food** or **liquid**, we can use the following expressions to show quantity: **bottle, cup, glass, can, slice, piece, loaf, carton, box, bag, pound, litre, bar, bowl**, etc. + **of**
a loaf of bread four cartons of milk
- Certain words like **hair, light, glass, wood, experience, time, chicken, iron** can also be used as countable nouns with a difference in meaning.

Steve's hair is dark.	There are dog hairs on the sofa.
My room doesn't get much light .	The lights are on, but there's nobody home.
This isn't a diamond, it's just glass .	Please pour the orange juice into the glasses on the table.
This table is made of wood .	Would you like to go for a walk in the woods ?
Do you have any previous job experience ?	We had some fascinating experiences when we visited China.
Hurry! We don't have much time .	Lucy has been to the cinema three times this week.
There's some chicken on your plate. Are you going to eat it?	My mum bought a chicken from the supermarket. It was 30% off.
The gate is made of iron .	We need a new iron . This one doesn't work.

Quantifiers

some / any / no

- **some + uncountable / plural countable nouns**
is used in affirmative sentences and in questions when we offer something or ask for something politely.
There are some biscuits in the cupboard.
Would you like some cake?
Could I have some juice, please?
- **any + uncountable / plural countable nouns**
is used in questions and negative sentences.
Is there any cake left?
We don't need any butter.
- **no (= not any) + uncountable / plural countable nouns**
is used in affirmative sentences to give a negative meaning.
There is no time left. (= There isn't any time left.)

many / much / a lot (of) / lots (of) / plenty (of)

- **many + plural countable nouns**
is used mainly in questions and in negative sentences.
How many books have you read this year?
There weren't many people on the train this morning.
- **much + uncountable nouns**
is used mainly in questions and in negative sentences.
How much milk do we have?
There wasn't much traffic, so we arrived early.
- **a lot / lots / plenty** are always used with *of* when they are followed by a noun.
They are used with:
 - plural nouns and a plural verb.
There are a lot of things you can do.

- uncountable nouns and a singular verb.
Have some more food. There's lots left.
Do you have enough money? Yes, plenty.

- **Many** and **much** are used in affirmative sentences with **too, so, how, as**.
There's too much sugar in my coffee.
- **Much** is used with **very** as an adverb (or on its own in negative sentences).
I miss my family very much.
She didn't like the food (very) much.
- **A lot (of) / Lots (of) / Plenty (of)** are informal, so in formal writing it is better to use *many* or *a number of* with countable nouns and *much* or *a great deal of* with uncountable nouns.
A number of / Many people believe that recent technological developments have improved our lives.
A great deal of / Much stress is often experienced by people who work in offices.
- **A lot (of) / Lots (of) / Plenty (of)** are not used with measurements of time or distance.
I was sick for many weeks.

a few / a little / few / little / hardly any

- **a few** (= a small number, some) is used with plural nouns and a plural verb.
I need a few more things from the supermarket.
There are a few coins on the table.
- **a little** (= a small amount, some) is used with uncountable nouns and a singular verb.
There's still a little cake left in the fridge.
- **few** (= not many) is used with plural nouns and a plural verb.
Very few people disagreed with him.
- **little** (= not much) is used with uncountable nouns and a singular verb.
There was little evidence to support his claim.
- **hardly any** is used with plural countable nouns and uncountable nouns and means *very few* and *very little* respectively.
There's hardly any coffee left.

- For emphasis we can use:
 - **very, so, too** + little / few
There's very little milk in my coffee.
 - **only** + a little / a few
He has only a few friends.
- **Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.
Do you have any money? No, I don't have any.
We didn't buy any bread. We have plenty.

Module 7

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 + the **past participle** of the **main verb**.

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

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
The bank was robbed! (by someone who we do not know)
English is spoken in Australia. (by people)

Present Simple	Past Simple
I am needed. Are you needed? They aren't needed.	I was needed. Were you needed? They weren't needed.

Present Perfect Simple	Past Perfect Simple
I've been told. Have you been told? They haven't been told.	I'd been told. Had you been told? They hadn't been told.

Future Will	Modal Verbs
I'll be needed. Will you be needed? They won't be needed.	I can be told. Should you be told? They mustn't be told.

For a list of irregular verbs, go to page 173.

We form the **Progressive tenses** in the Passive Voice with the appropriate form of the verb **to be** + **being** + **the past participle of the main verb**.

Present Progressive	Past Progressive
I am being followed. Are you being followed? They aren't being followed.	I was being followed. Were you being followed? They weren't being followed.

Passive Voice II

- Verbs such as **know, believe, say, think, consider, expect** and **report** are often followed by a *that*-clause in the Active Voice and can be used to make general statements.

People think that these animals are dangerous.

The Passive Voice can be formed in two ways:

It + passive form of verb + that clause

(impersonal construction)

It is believed that he is very rich.

subject + passive form of verb + to + base form

(personal construction)

He is believed to be very rich.

- Some verbs (**give, offer, send**, etc.) usually take two objects in the Active Voice, the direct (thing) and the indirect (person):
They offered Tracy some flowers. / Some flowers were offered to Tracy.

The Passive Voice can be formed in two ways:

Tracy was offered some flowers.

Some flowers were offered to Tracy.

- The verbs **make, see, hear**, etc. are followed by a **bare infinitive** in the Active Voice but in the Passive Voice they are followed by a **full infinitive**.
My mum made me eat all of the soup. → I was made to eat all of the soup.

Module 8

Subject - Object Questions

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

What woke you up?

A loud noise (woke me up).

- **Object Questions:** When we use the question words **who/whom, which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who/whom / what + verb** in the **question form**).
Who/Whom did you ask to help you?
(I asked) Laila.

What are you learning?

(I'm learning) Spanish.

Question words

Question words	We ask about	Examples
Who	people (subject or object)	<i>Who is that man over there?</i> (subject) <i>Who are you working with?</i> (object)
Whom	people (only object)	<i>Whom are you working with?</i>
Which	people or things (limited choice, subject or object)	<i>Which book won the award?</i> (subject) <i>Which of the books do you prefer?</i> (object)
What	things (unlimited choice) actions and activities general descriptions specific information (subject or object)	<i>What made that noise?</i> (subject) <i>What did you find?</i> (object) <i>What is the story about?</i> (subject) <i>What do you like doing in your free time?</i> (object)
Whose	possession (subject or object)	<i>Whose are these keys?</i> (subject) <i>Whose keys did you find?</i> (object)
Why	reason, purpose	<i>Why did he leave?</i>
When	time	<i>When are you leaving?</i>
Where	place	<i>Where did you go yesterday?</i>
How	manner specific information quantity (subject or object) someone's health frequency	<i>How did it happen?</i> <i>How do we play the game?</i> <i>How many people are going with you?</i> (subject) <i>How much money do we need?</i> (object) <i>How is Ali feeling now?</i> <i>How often do you visit your grandparents?</i>

Infinitives

The **full infinitive** is used:

- to express purpose.
*I went to the post office **to post** some letters.*
- after *it + be + adjective* (*it's nice, it was stupid, etc.*)
*It was great **to see** you after such a long time.*

- after *the first/second/last/best, etc.*
*Neil Armstrong was the first man **to walk** on the moon.*
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry.*
*At last he was free **to do** what he wanted.*
- after *too* and *enough*.
*Laura is too tired **to go** jogging today.*
*It isn't warm enough **to go** to the beach yet.*
- after certain verbs (afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.)
*I hope **to see** you again soon.*
- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)
*It was Robert who encouraged me **to take** part in the competition.*
- after question words (how, what, when, where, etc. but not *why*.)
*I don't know what **to do**.*

The **bare infinitive** is used:

- after modal verbs (can, may, must, should, etc.).
*You should **start** thinking about your future.*
- after the verbs *let* and *make* in the Active Voice.
*My parents **let** me stay up later at weekends.*
*Our teacher **made** us retake the test.*
- after *would rather* and *had better*.
*I'd rather **go** to the cinema tonight.*
*You'd better **tell** me everything you know about this.*

-ing forms

The **-ing form** is used:

- as a noun (subject or object of a verb).
***Exercising** is a good way of staying in shape.*
- after the verb *go*, indicating physical activities.
*We often go **fishing** in the summer.*
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.)
*Martin suggested **going** to the theatre on Thursday.*
- after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.)
*It's no use **trying** to do everything yourself.*
Ask Ethan for help.
- after prepositions (for, about, without, etc.)
*I'm so excited about **going** to university next year.*

- We can use the verb *help* with a bare or full infinitive.
*I always help my mother **clean / to clean** the house.*
- Some verbs such as *like, dislike, love, prefer, hate, start, begin, continue, intend*, etc. can be followed by either the full infinitive or the *-ing* form with no difference in meaning.
*It started **to rain / raining** a minute ago.*
*I like to **eat / eating** healthy snacks.*
- The verbs *see, watch, hear, feel*, etc. in the Active Voice are followed by the object and either the *-ing* form or the bare infinitive.
*I saw him **walking** to school.* (for actions which are incomplete or still in progress)
*I saw him **walk** into the classroom.* (for completed actions)
- Some verbs can be followed by either the full infinitive or the *-ing* form, but with a difference in meaning.
try + -ing form = do something to see what effect it will have
If you have a sore throat, try drinking hot tea.
try + full infinitive = make an effort
I'll try to come later, but it depends on work.
remember + -ing form = remember something that has already happened
Do you remember meeting Max last year?
remember + full infinitive = remember something before doing it
Did you remember to lock the door today?
forget + -ing form = forget something that has already happened
I'll never forget visiting Istanbul.
forget + full infinitive = forget something you are supposed to do
Steve forgot to say that he is leaving early.
stop + -ing form = terminate an action and no longer do it after that time
Stop making up excuses all the time!
stop + full infinitive = pause temporarily in order to do something else
I was working, but I stopped to make tea.

Module 9

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, 'Bilal is on the phone.'

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.

Omar said that Bilal was on the phone.

- We use **say** when there is no indirect object.
'I can't fix the car,' he said.
He said that he couldn't fix the car.
- We use **tell** when there is an indirect object.
'I'll be late, Amal,' she said.
She told Amal she would be late.

- 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**.
'I like **your** new bike,' said Ian.
*Ian said that **he** liked **my** new bike.*
- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple → Past Simple

*Karen said, 'I **want** to buy a new car.'*
*Karen said (that) she **wanted** to buy a new car.*

Present Progressive → Past Progressive

*Alan said, 'I'**m** **having** breakfast.'*
*Alan said he **was having** breakfast.*

Past Simple → Past Perfect Simple

*Salman said, 'I **saw** a bear in my village.'*
*Salman said he **had seen** a bear in his village.*

Present Perfect Simple → Past Perfect Simple

*Tim said, 'I'**ve** **seen** the Eiffel Tower.'*
*Tim said he **had seen** the Eiffel Tower.*

Present Perfect Progressive → Past Perfect Progressive

*Andy said, 'I'**ve** **been** waiting for an hour.'*
*Andy said he **had been** waiting for an hour.*

will → would

*Jassem said, 'I'**ll** call you later.'*
*Jassem said he **would** call me later.*

can → could

*Mina said, 'I **can** show you the way.'*
*Mina said she **could** show me the way.*

Conditional Sentences Type 1 → Conditional Sentences Type 2

*Diane said, 'If we **take** a taxi, we'll get there quicker.'*
*Diane said if they **took** a taxi, they would get there quicker.*

may → might

*Paula said, 'I **may** go to the market.'*
*Paula said she **might** go to the market.*

must → had to

*Jim said, 'You **must** work hard.'*
*Jim said I **had to** work hard.*

now → then

Yousef said, 'I'll talk to him **now**.'

Yousef said he would talk to him **then**.

today, tonight → that day, that night

Tom said, 'We're meeting Tim **today**.'

Tom said they were meeting Tim **that day**.

yesterday → the previous day / the day before

Hassan said, 'I visited my lawyer **yesterday**.'

Hassan said he had visited his lawyer **the previous day**.

this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't eaten anything since **this morning**.'

Mark said he hadn't eaten anything since **that morning**.

tomorrow → the next day / the following day

Sally said, 'I'm flying to Paris **tomorrow**.'

Sally said she was flying to Paris **the following day**.

ago → before/earlier

Fahad said, 'I bought this car two days **ago**.'

Fahad said he had bought that car two days **before/earlier**.

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

Dave said, 'I called Waleed **last week**.'

Dave said that he had called Waleed **the previous week**.

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

Gary said, 'I'll return the book **next week**.'

Gary said he would return the book **the following week**.

here → there

Eric said, 'I saw it **here**.'

Eric said he had seen it **there**.

Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- **verb + full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.)
'I'll babysit for you,' said Aisha.
Aisha offered to babysit for me.
- **verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)
'You should take better care of yourself, Ted,' said Gregg.
Gregg advised Ted to take better care of himself.
- **verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)

'George upset me,' said Brian.

Brian accused George of upsetting him.

- **verb + that-clause** (add, admit, agree, announce, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)
'You didn't do a good job,' he said.
He complained that I hadn't done a good job.

- 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,' Simon said.
Simon said (that) he **enjoys** cooking.
'I will move to Doha next year,' Eric **says**.
Eric **says** he will move to Doha next year.
- The Past Perfect and the verbs **could, might, should, would** and **used to** do not change in Reported Speech.
- We can report someone's words either a short time after they were said (up-to-date reporting) or a long time after (out-of-date reporting).
Up-to-date reporting
Tenses either change or remain the same in reported speech.
Direct speech: He said, '**I heard** the news yesterday.'
Reported speech: He said he **heard/had heard** the news yesterday.
Out-of-date reporting
The introductory verb is in the past simple and the tenses change.
Direct speech: He said, 'I **heard** the news ages ago.'
Reported speech: He said he **had heard** the news ages ago.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.
- Conditional Sentences Types 2 and 3 do not change in Reported Speech.

Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs **ask** and **wonder**, and the expression **want to know**.
- The verbs in reported questions are in the affirmative form.
'Why did you go to the doctor?' he asked.
He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'**Where** are you going?' she asked.
She asked me **where** I was going.

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

'Did you enjoy the meeting?' he asked.

*He asked me **if/whether** I had enjoyed the meeting.*

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

Reported Speech

(Commands and Requests)

- We commonly use **tell, beg, command, 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**.
'Sit down, Rex,' said Don. → Don told Rex to sit down.
'Don't tell anyone, please,' Laura said. → Laura asked me not to tell anyone.

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.*

Module 10

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.

If/When you turn on the computer, it makes a strange sound.

Conditional Sentences Type 1

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

if-clause	Main clause
if + Present Simple	• Future <i>will</i>
	• Modal Verbs (can, may, might, must, should) + base form
	• Imperative

If I see James, I'll give him his book back.

If you want a pet, you must promise to take care of it.

If you go to the supermarket, buy some milk.

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/might + base form

If I found a wallet, I would take it to the police station.

You could lose some weight if you went on a diet.

I might move to London if I got a good job there.

- In Conditional Sentences Type 2, **were** is often used instead of **was** in the if-clause.
If I were younger, I would play football all day.
- We use **If I were you** to express an opinion or to give advice.
If I were you, I would take a long holiday.
- **Unless** can be used instead of **if... not...** in all conditional sentences.
I won't go to summer camp unless you come with me (= if you don't come with me).
- When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

if-clause	Main clause
If + Past Perfect	would/could/might + have + past participle

Question tags

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

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

We form question tags with the **auxiliary** or **modal verb** of the sentence and a **personal pronoun** in the same person as the subject.

You couldn't see her, could you?

Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.
The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
She hasn't seen the doctor yet, has she?
- Point out to Ss that in statements that feature the verb *to be*, the question tag is formed using the verb itself, **not** an auxiliary.
I am not stubborn, am I?
He is very polite, isn't he?

Note: When the statement is positive and in the first person singular, the question tag is formed using the verb **to be** in the second person.

I am your best friend, aren't I?

Also note the following exceptions:

- **Let's do something together tonight, shall we?**
- **Open the window, will / can / could you?**
- **Don't forget to call me, will you?**
- **Somebody is at the door, aren't they?**
- **Nobody is home, are they?**

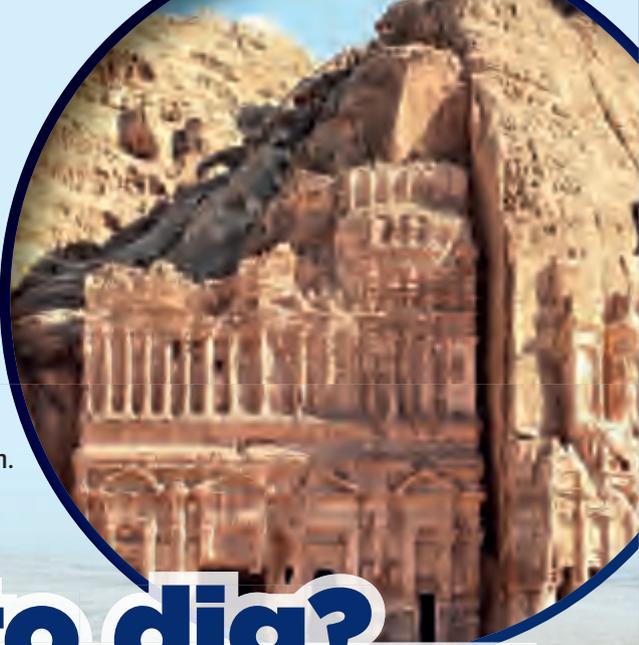
Base form	Past Simple	Past Participle
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
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
dream	dreamt/dreamed	dreamt/dreamed
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
lie	lay	lain
light	lit	lit

Base form	Past Simple	Past Participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
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
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
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
speed	sped	sped
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
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

Stream Reading



- A.**  Read the text quickly. Then choose the sentence that best summarises its main idea.
- This text introduces a new development in archaeological surveying.
 - This text discusses different methods of surveying archaeological sites.
 - This text discusses the importance of digging to uncover archaeological remains.
 - This text provides a detailed explanation why we should avoid using traditional methods of excavation.



- B.**  Read the text again and answer the questions that follow.

To dig or not to dig?

A The traditional method of excavation, while revealing the most detailed and complete analysis of a site, has one significant drawback: the process destroys a large part of the evidence that is found underground. This is because a lot of archaeological information is contained in the patterns and layers of soil at a site, which are destroyed by excavation. Among other things, this means that the study of these soil layers is an action that cannot be repeated. Several survey techniques aim to build a detailed digital image of what lies below the ground without actually digging. This allows the survey to be repeated if necessary, and may even provide enough information to make excavation unnecessary—or, if not, at least provide an accurate map of where excavation should take place.

B One way of doing this is using magnetometry. A magnetometer measures changes in the magnetic properties of soil, which allows archaeologists to locate former sites of human activity. For example, as topsoil is more magnetic than deeper soil, magnetometry can reveal features such as ditches below the ground, because areas filled in at a later date with topsoil will show different magnetic readings from the surrounding soil. Similarly, places exposed to heat, for example from cooking fires, also show up. Magnetometers can provide images for up to one metre below the soil, and are particularly effective at locating items below the surface that contain iron. However, naturally magnetic rocks or pieces of modern rubbish that contain iron can affect results.

C Another way of obtaining images from below the surface is the use of resistivity meters. This involves measuring the time it takes for an electric current to pass through the ground to different points. The results show the levels of water in the soil (as current travels faster through areas with high water content), and this can be used to work out where different features lie: for example, filled-in areas such as ditches or graves contain higher levels of water than surrounding soil, while dense structures such as walls and roads or paths have lower. By taking several readings around a buried feature, archaeologists can obtain a rough image of the surrounding area. However, the accuracy of this method is limited, and problems can occur when it is used with soil types that hold more water than others or if it is carried out during wet weather conditions.

D One of the more complex ways of collecting data is through the use of ground-penetrating radar (GPR). This involves sending an electromagnetic pulse into the ground and using a sensor to record not only the time it takes for the signal to reflect back but also its strength. This reveals information not only about the depth of objects and buried materials but also about soil changes. When hundreds of these 'reflections' are gathered, a detailed image of what lies below the surface can be constructed. This procedure is difficult to extract information from, and learning to interpret results can be time-consuming; however, it can provide images of a wide variety of features at up to ten metres below the surface.

GLOSSARY

archaeological - involving the study of old objects and buildings with a view to learning about past cultures and societies

dense - closely pressed together

ditch - a hole dug in the ground in the form of a long, narrow passage, often used for directing water

electric current - a flow of electricity

excavation - the process of digging up an archaeological site

grave - a place where someone was buried

magnetic - being attracted by a magnet

penetrate - to enter or go through an object/area

reflect - to send back sound, heat, light, etc.

sensor - a special device which detects and responds to changes in the environment

topsoil - the upper layer of soil where plants grow

Questions 1-2

Choose the correct letter, a, b, c or d.

1. What is true of the patterns found in soil layers in archaeological sites?
 - a. They are destroyed by the act of digging.
 - b. They do not appear on digital images of sites.
 - c. They are impossible to study without excavation.
 - d. Early archaeological methods did not take them into account.
2. According to the text, which of the following is true of the digital survey methods mentioned?
 - a. They require a lot of physical effort.
 - b. They can easily be carried out again.
 - c. They destroy a large part of the existing evidence.
 - d. They are always carried out instead of excavation.

Questions 3-8

Do the following statements agree with the information given in the text?

In boxes 3-8, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

- | | |
|---|---|
| 3. Many archaeologists still prefer excavation over digital surveys. <input type="checkbox"/> | 6. Resistivity meters work on the principle that electric currents cannot travel through wet soil. <input type="checkbox"/> |
| 4. Carrying out a digital survey can make a future excavation easier. <input type="checkbox"/> | 7. Resistivity meters can only take readings from very shallow depths. <input type="checkbox"/> |
| 5. Other factors besides the properties of the soil can affect readings when using magnetometry. <input type="checkbox"/> | 8. GPR readings do not provide information about changes in the soil. <input type="checkbox"/> |

Questions 9-13

In which paragraph is the following information contained?

Write the correct letter A-D in boxes 9-13.

9. areas that have been filled in have different properties
10. an archaeological survey based on water levels in the ground
11. the method that provides the most in-depth and complete analysis of a site
12. a complicated method that can provide information about a wide range of features
13. a way of identifying areas where fires were built

C  Read the text again and do the writing task below.

You are an archaeologist who plans to carry out excavations in the Al Zubarah area located on the north-west coast of Qatar. Write a short text discussing which survey method you would use and why. Explain your reasons for not choosing the other methods.

Use information from the text to provide details and justify your opinion.

A.  You are going to read a text about the possibility of making Mars an inhabitable environment. Before you read the text, think of some questions you would like answered about this possibility. Then read the text quickly and underline any information that answers your questions.

B.  Read the text again and answer the questions that follow.

THE MISSION TO COLONISE MARS

A Of all the known planets in the solar system, Mars is considered our best possibility for a planet that can support life. Although it currently has a dry, uninhabitable climate, it has many features in common with Earth, including a variety of necessary chemical elements, an atmosphere, the presence of water in the form of ice, and even similar seasons to Earth. In fact, it is likely that, in the past, Mars had a rich environment that once supported some basic forms of life—until the planet somehow lost its magnetic field, almost in its entirety. This meant that water and gas disappeared into space, severely reducing the atmosphere and leaving the planet cold and dry.

B There are many problems facing any possible attempt for humans to live on Mars. The lack of atmosphere means that solar heat is not retained, resulting in temperatures that are far too low to support life. Similarly, without a thick atmosphere and a magnetic field to protect it, the planet is exposed to high levels of harmful radiation from the Sun. The low temperatures also prevent liquid water from existing: although Mars appears to be a dry planet, it actually has a large amount of water, but this is frozen in a planet-wide permafrost and polar ice caps consisting of frozen water and carbon dioxide (CO₂). Because of the low air pressure, any liquid water that does form is quickly blown away by solar winds. To make the environment on Mars suitable for life, all of these issues would have to be addressed and the level of oxygen in the atmosphere would have to be increased. Finally, some way of replacing the magnetic field would have to be found.

C Fortunately, most of these problems are interconnected. The planet's distance from the Sun means it gets enough solar heat to maintain a survivable temperature, so a thicker atmosphere would retain this heat, creating a warmer surface temperature; it would also offer some protection against radiation. As we know so well from our own planet, greenhouse gases such as CO₂ in the atmosphere trap heat; introducing them to the Martian atmosphere would raise the temperature, causing the ice on the surface to melt. This ice contains more CO₂, which would be released into the atmosphere, increasing the greenhouse effect and warming the planet further. This would create an environment where basic forms of photosynthetic bacteria could survive, and these would gradually increase the amount of oxygen in the atmosphere. This could eventually create an ozone layer which would offer enough protection from radiation to allow more complex forms of life to survive.

D So how could we trigger one of the conditions above and start the series of events that could transform Mars into a liveable environment? One suggestion involves placing giant mirrors around the planet to direct solar heat onto the polar ice in order to melt it and release the vast amounts of CO₂ it contains into the atmosphere. Other suggestions include recreating global warming on Earth by using factories to pump man-made gases into the atmosphere, or even by directing asteroids onto the planet's surface (the impact of a large asteroid could release enough energy to raise temperatures and melt enough ice to create about a trillion tonnes of water). There are also potential solutions to the planet's lost magnetic field. For example, it could be replaced by an artificial field, created using a powerful electric circuit—although this technology is still a little futuristic.

GLOSSARY

asteroid - a body of rock that moves around the Sun

colonise - to take control of an area and send people to inhabit it

element - a simple substance consisting of only one kind of atom

ozone layer - a layer in the atmosphere that absorbs radiation from the Sun

permafrost - a permanently frozen area of land

photosynthetic bacteria - microorganisms capable of releasing oxygen when they convert light, water and CO₂ into energy

polar ice cap - a sheet of ice found at the poles of a planet

trillion - a number equal to a thousand billion or a million million

Questions 1-2

Choose the correct letter, a, b, c or d.

- What is the writer's purpose in writing this passage?
 - to compare different ways of adapting Mars' atmosphere
 - to show how space exploration has advanced
 - to explain why living on Mars may one day be possible
 - to explain how Mars can be used to rid Earth of global warming
- According to the first paragraph, which of the following statements is true about Mars?
 - It lost the features it had in common with Earth.
 - It has a thicker atmosphere than Earth.
 - It has several chemical elements that Earth needs.
 - It may once have been able to support life.

Questions 3-8

Complete the sentences below. Choose **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in the spaces provided.

- Without a thicker atmosphere, the _____ on Mars will remain low.
- A thicker atmosphere would _____ the planet from radiation.
- Mars is close enough to the Sun to receive enough _____ to sustain life.
- To warm the planet, levels of _____ such as carbon dioxide need to increase.
- Directing heat at the polar ice caps through the use of _____ would help release large amounts of CO₂.
- _____ could release man-made gases to increase global warming.

Questions 9-13

In which paragraph is the following information contained? Write the correct letter A-D in boxes 9-13.

- one reason Mars needs more oxygen in its atmosphere
- a phenomenon that can be seen on Earth
- a change caused by planet-warming would raise temperatures further
- a description of the current state of water on Mars
- an unexplained event that changed the conditions on Mars

Read the text again and use the information provided to create an infographic based on the outline below.

Could Mars ever support life?

mirror



STEP ONE

Giant mirrors direct solar heat onto the planet's solar ice caps.

STEP TWO



STEP THREE



STEP FOUR

As the temperature rises, the permafrost melts and turns to water.



oxygen



bacteria

STEP FIVE

STEP SIX

ozone





A.  Read the text quickly. Then choose the best title for the text, **a**, **b** or **c**.

- a.** Redefining Mass Media Communication
- b.** Theories on the Effects of Mass Communication
- c.** How to Make Mass Communication More Effective

B.  Read the text again and answer the questions that follow.



Mass communication refers to the use of mass media channels to convey a message from a single source to a large group of the anonymous public. Its history is relatively brief: it developed significantly with the introduction of television, and has been revolutionised in modern times as people began to realise the full potential of the Internet as a communication tool. The term 'mass media' covers a wide variety of media that perform a gatekeeper function: they have the responsibility of choosing which information to make available, while making sure it is reliable and presenting it in a way that the general public will understand—for example, by simplifying technical language so that it can be understood by non-specialist readers or viewers. Interestingly, however, this information is not received by the public in a uniform manner. Instead, there are several theories that explain how mass communication may influence and affect receivers.

Hypodermic Needle Theory This early theory of mass communication was based on the idea that information shown in the media remained unchanged by distribution, and arrived in the minds of all receivers in its original form. It is now generally accepted, however, that this concept was incorrect. It assumed that individuals shared a common consciousness, and therefore did not allow for the impact of receivers' own knowledge and experiences on how they understand the information. It also failed to consider the idea that messages could be received only in part, or that other available information might affect how new information is received.

Cultivation Theory This theory revolves around the idea that too much exposure to mass media communications can alter attitude and perception. It explains, for example, why receivers often quickly come to agree with opinions that frequently appear in the media, regardless of their original thoughts on the matter. It shows how mass media can influence how receivers view the real world. A good example of this would be receivers who overestimate the probability of experiencing dangerous situations because they frequently see media coverage of such issues and have received the impression that they are more common than is perhaps accurate.

Agenda-Setting Theory Generally speaking, media coverage of an issue makes that issue more prominent in the minds of receivers. Consequently, this theory refers to the power of the media to make issues of their choosing seem more significant by giving them repeated coverage—and to make other issues seem less important by doing the opposite. A development on this theory is **Framing Theory**, which refers to the way that information can be given different meanings through being placed within different contexts that influence how the public receive it. For example, when discussing an issue, a 'frame' can be built by using keywords, positive (or negative) language, or comparing it to other issues. In this way, different media can influence how receivers receive information, even if the information itself is the same in each case.

The Spiral of Silence Theory The mass media have the ability to present a view and promote it as the opinion of the public majority. This can result in what is known as a spiral of silence for those who do not share this view; as the opinion is distributed through various media, those who disagree with it become convinced that they are in the minority. They therefore keep silent, as they do not want to isolate themselves and go against popular opinion. This lack of disagreement, of course, further increases the general impression that the opinion shown in the media is indeed held by the majority.

GLOSSARY

consciousness - perception/understanding/awareness
context - a setting; information and circumstances surrounding a particular event, idea, statement, etc.
convey - to make information known/public/understood
distribution - the provision/delivery of sth to a large number of people
gatekeeper - a person or thing that controls access to sth

impression - idea/feeling/thought
mass media - the means, such as television, radio and Internet, used to provide information to a wide audience
negative - relating to bad or unwelcome aspects of sth
receiver - someone who gets or is given sth, e.g. *information*
revolutionise - to transform / change for the better
spiral - a process that continues and builds upon itself

Questions 1-5

Complete the table below. Choose **NO MORE THAN ONE WORD** from the text for each answer. Write your answers in the spaces provided.

THEORIES	CORE PRINCIPLE
Hypodermic Needle Theory	Messages arrive at each receiver unchanged by the process of 1 _____.
Cultivation Theory	High levels of media 2 _____ alter a receiver's worldview.
Agenda-Setting Theory	Receivers view frequently covered issues as more 3 _____.
Framing Theory	Different contexts can change how the public receive 4 _____.
The Spiral of Silence Theory	Receivers whose views are not represented in the media do not express their 5 _____.

Questions 6-10

Choose the correct letter, **a, b, c** or **d**.

- In stating that mass media have a 'gatekeeper function', the writer means
 - they decide the form of media used.
 - they control public access to information.
 - they are responsible for creating information.
 - they have an interactive relationship with the public.
- According to the writer, the problem with the Hypodermic Needle Theory is that it assumes that
 - all receivers are individuals.
 - individuals share a common consciousness.
 - receivers have access to different forms of media.
 - experience and knowledge affect the way a message is received.
- The text states that media coverage of dangerous situations can result in individuals who
 - are better prepared to deal with life's difficulties.
 - consider their lives difficult, even when they are not.
 - experience more difficulties in life than most people.
 - expect more difficulties than they are likely to encounter.
- According to the text, which of the following is **not** a way of framing information?
 - selecting certain words
 - adapting language style
 - changing the information given
 - comparisons to other situations
- According to the writer, why do people often stay silent when they disagree with an opinion seen in the media?
 - They assume they have misunderstood.
 - They don't trust information in the media.
 - They believe that their views are unpopular.
 - They don't want to express a majority opinion.

Questions 11-13

What three factors are mentioned as affecting how receivers interpret information? Choose **THREE** letters.

- the context in which information is placed
- the type of media that conveys the information
- personal history and experience
- related knowledge and other information
- whether or not technical language is used

 Read the text again and do the writing task below.

Imagine a situation where you see an advertisement for a sale. Write a short paragraph explaining what factors could influence the way people would judge this information, using at least one of the theories mentioned in the text.



A.  Before you read the text, write a sentence in which you briefly say what kind of information you expect to find in a text about stress in the workplace. Then read the text quickly and check your predictions.

B.  Read the text again and answer the questions that follow.



Stress in the workplace

Stress in the workplace, or occupational stress, refers to ongoing, long-term and often increasing stress that develops as a result of working conditions and environment. The nature of this stress—i.e., that it lasts over long periods of time—separates it from stress in other areas of life. It can be due to a variety of factors, including working environment, overwork, bad time management, and limited possibilities for professional growth. Once occupational stress hits, it can affect performance and efficiency, as well as physical and mental health. Studies show that it is a key cause of employees taking time off, and that an estimated 91.5 million working days are lost each year to stress-related illnesses. It is therefore important for every workplace to develop strategies for combating stress.

Occupational stress responses typically pass through three stages. The first of these is the alarm phase, when a situation triggers the body's 'fight or flight' response. This involves the body producing a rush of adrenaline, which is the natural response to any stressful situation. In cases where the stress is the result of a single factor or event, this phase passes quickly as the source of the stress is dealt with. With occupational stress, however, where the source of the stress is ongoing, this phase can continue over the long term. It eventually leads to the second stage.

This is the resistance phase. After being under the long-term influence of adrenaline, the body increases production of calming chemicals to counter it. This helps it cope with the stress levels; however, it comes at a high energy cost. If the source of the stress persists, as with occupational stress, the body is forced to keep this activity up long-term. This can lead to sleep loss, tiredness and concentration issues, and will eventually lead into the final stage: exhaustion. At this point, the body has lost so many of its resources that it becomes unable to function properly. The body's defence systems are weakened, increasing the chances of illness.

To combat occupational stress, the first step is to identify it. There are some common symptoms that can indicate if someone is suffering from occupational stress.

These may include lack of motivation, missing deadlines, an irritable mood, or difficulty communicating. To then combat this, workers should practise a positive attitude and good work habits, for example by working at a steady rate and employing good time management. They should also engage the help of the Human Resources department. This is one of the most important tools for fighting workplace stress: at a basic level, Human Resources can provide a place where employees feel safe to discuss problems and look for advice and solutions, and it can even take a more direct role by, for example, promoting wellness programmes or flexible working options.



GLOSSARY

adrenaline - a hormone that prepares the body for action

combat (v.) - to act to reduce or eliminate something

deadline - a date or time by which something must be completed

identify - to recognise or understand that something exists or is happening

motivation - the feeling of wanting to do or accomplish something

occupational - having to do with one's job

ongoing - happening without interruption or on a regular basis

trigger (v.) - to start something happening

wellness - a state of good mental and/or physical health

Questions 1-3

Choose the correct letter, a, b, c or d.

1. What is the purpose of this text?
 - a. to show how stress can damage a business
 - b. to encourage people to reduce their stress levels
 - c. to help employees recognise when they feel stressed
 - d. to explain the negative impact of work-related stress
2. How is occupational stress different from other forms of stress?
 - a. It has an impact on health.
 - b. It is harder to notice in other people.
 - c. It lasts for an extended amount of time.
 - d. It is caused by factors out of one's control.
3. What does the writer say about stress and the workplace?
 - a. Most employees have taken a day off because of stress.
 - b. Around 91.5 million people each year take time off for stress.
 - c. Few workplaces have effective strategies for combating stress.
 - d. Stress is one of the most common reasons people take time off.

Questions 4-10

Complete the flow-chart below. Write **NO MORE THAN ONE WORD** for each answer. Write your answers in the spaces provided.

THE STAGES OF OCCUPATIONAL STRESS

Alarm phase

In a stressful situation, the body produces 4 _____. This is part of the body's fight or flight response. If the 5 _____ of stress is not dealt with, this phase may continue long-term.

Resistance phase

The body produces 6 _____ to counter the adrenaline. This reduces stress but takes a lot of 7 _____ from the body.

8 _____ phase

The body stops working properly due to loss of 9 _____. There is a risk of 10 _____ at this stage as the body's defences are weakened.

Questions 11-13

Choose the correct ending for each sentence. Write the correct letter a-e in boxes 11-13. There are two endings that you do not need to use.

11. To combat stress in the workplace,
12. Employees can take action
13. The Human Resources department should be a place where

- a. to reduce stress levels on their own.
- b. workers are able to deal with the pressures of the job.
- c. building a healthy working environment for all.
- d. we must first be able to recognise it.
- e. employees feel safe discussing any issues they have.

1.  Read the text again as well as the information in the flyer below and do the writing task.

Write a summary of how to recognise whether someone is suffering from occupational stress and what they can do to combat it.

Use information from the text and the flyer to provide details.

COPING WITH STRESS AT WORK



MANAGE YOUR TIME

Make a list of everything you have to do and underline the most important items. Be realistic about how many things you can do in one day.



TAKE A BREAK

Get up every hour and walk around to stretch your legs.



BREATHE DEEPLY

Try breathing exercises to relax. Count out ten deep breaths, breathing in through your nose and out through your mouth.



EAT A HEALTHY DIET

Eating well can boost calming brain chemicals, lower stress chemicals and reduce blood pressure.



COMMUNICATE WITH OTHERS

Talk to your friends, family or colleagues about any issues. Hearing someone else's point of view can often help you see things in a different way.



TALK TO SOMEONE WHO CAN HELP

If you are still struggling, ask to speak to someone in Human Resources. They should be able to help you find solutions.

A.  Read the text quickly. Which of the sentences below best summarises the definition of a soliloquy?

- a. a speech made by one character to others in the play
- b. a single speech made by a character addressing the audience
- c. a speech made by a character alone that reveals their inner thoughts

B.  Read the text again and answer the questions that follow.

The Art of the Soliloquy

A soliloquy is a popular dramatic device that is found in plays in various forms. It is generally accepted to have reached peak popularity during the sixteenth and seventeenth centuries, when it was used particularly skilfully by William Shakespeare, perhaps the best-known playwright in the English language. The word 'soliloquy' comes from the Latin words *solus* (alone) and *loqui* (to speak); in essence, then, a soliloquy is a speech made by a character who is alone on stage. It is important to note that a soliloquy is different from a monologue (a speech made by one character to other characters in a play) or an aside (a short comment, usually negative, that is directly addressed to the audience).

While it is clear what a soliloquy isn't, its exact definition is not always fixed. There are some generally accepted rules, the most important of which is that a soliloquy represents a piece of thought rather than actual speech in the world of the play. This means that, while other characters may be present on the stage during the soliloquy, the convention is that these others cannot hear it. If they could, it would not be a soliloquy but a monologue. The information revealed in a soliloquy is generally not passed on to other characters, which means that they cannot take action based on it. Instead, the speech simply reveals the thoughts and intentions of the speaker to the audience.

The role of the audience in a soliloquy has changed over the years. In most modern plays, it is assumed that the audience or viewers are separated from the performance by 'the fourth wall', an imaginary obstacle that stops the two interacting. As a result, soliloquies are usually not addressed to them. In Shakespeare's time, however, the idea of the fourth wall did not yet exist, and soliloquies were often spoken directly to the people in the audience: in some cases to explain a character's motivations and future plans—an approach favoured by villains, such as Iago from *Othello*—and in others, seemingly to ask for the audience's help in confronting a problem. Perhaps the most famous line Shakespeare ever wrote, Hamlet's 'To be or not to be', presents the dilemma to the audience and invites their silent input.

Soliloquies are a powerful dramatic device, not only because they can move the plot forward and build suspense by laying out a basis for future decisions, but mostly because they provide insight into a character's state of mind, and reveal inner tensions that cannot be displayed only through the dialogues between characters. There is no other device that can convey a character's inner thoughts without consideration of other motivations, such as who they are addressing—soliloquies allow characters to drop the mask that they wear in front of other characters and display complex emotions or reveal weaknesses that help to make them relatable in the eyes of the audience.

GLOSSARY

address (v.) - to speak to someone

dilemma - a problem where somebody has to make a difficult choice between two or more options

essence - the basic nature or most important quality of a person, thing or idea

intention - something that one plans or is determined to do

negative - expressing criticism or dislike

peak (adj.) - at the point of greatest or maximum value, interest, level, etc.

playwright - someone who writes plays

relatable - easy for people to feel a connection with

tension - conflict or emotional drama

Questions 1-7

Do the following statements agree with the information given in the text?

In boxes 1-7, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

1. Soliloquies are more popular today than at any point in the past.
2. The first soliloquies ever written were in Latin.
3. Soliloquies are the only form of solo speech found in drama.
4. During a soliloquy, there are always other characters on stage.
5. In a monologue, other characters in the play can hear the speaker.
6. In some plays, soliloquies directly address the audience.
7. Soliloquies are often used to add interest to scenes with low drama.

Questions 8-13

Complete the summary below. Choose **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in the spaces provided.

A soliloquy is a dramatic 8 _____ used to reveal a character's inner thoughts at a certain point in the play. Conventionally, other characters, even those on 9 _____ at the time of speaking, cannot hear it. This means that it is solely for the benefit of the play's 10 _____. In some cases, a soliloquy may even break the 11 _____ to address them directly. Soliloquies are often used as a powerful way of moving a 12 _____ forward and building strong, relatable characters by giving insight into their 13 _____ and weaknesses.

1.  Read the text again and do the writing task below.

Write a short text in which you explain the differences between a soliloquy, a monologue and an aside.

Use information from the text to provide details.

A.  Read the text quickly. Then choose the sentence that best summarises it.

This text is about

- the various systems that make up the human body.
- the importance of maintaining a healthy heart.
- how blood is transported around the human body.
- the importance of delivering oxygen to different parts of the body.



B.  Read the text again and answer the questions that follow.

The Human Cardiovascular System

The cardiovascular system consists of the heart and the circulatory system (blood and the blood vessels that transport it). This system performs a vital life function, as it delivers nutrients and oxygen to the various parts of the body. In human beings, the circulatory system is in fact a double system, as the blood follows two separate circuits and passes through the heart twice.

One of the main purposes of the circulatory system is to deliver oxygen to the various parts of the body. When we breathe in air, oxygen is taken into the bloodstream through the lungs, and this blood then travels to the heart. Blood that carries oxygen is called 'oxygenated blood', and the circuit between the heart and the lungs is the first circuit of the circulatory system. It is called the pulmonary circuit, and it transports oxygenated blood to the heart and collects deoxygenated blood (blood that has delivered oxygen and is no longer carrying it) and takes it to the lungs to be reoxygenated.

Blood becomes deoxygenated as it travels through the systemic circuit. This system pumps blood between the heart and the rest of the body. When oxygenated blood from the lungs reaches the heart, it is pumped into the systemic circuit and travels through blood vessels around the body, delivering oxygen and nutrients and carrying away waste material such as carbon dioxide. Once the blood returns to the heart, it re-enters the pulmonary circuit in order to become oxygenated once more—and then returns to the heart to circulate again.

The heart is thus, literally, at the heart of the double circulatory system. It is found in the chest, and it pumps blood continuously around the body. It is divided into two separate halves: the left side receives the oxygenated blood from the lungs and sends it to the rest of the body, while the right side receives the deoxygenated blood that has already circulated around the body and returns it to the lungs. To keep the two sides of the heart and the two kinds of blood separate, there is a thin wall of muscle called the septum which runs down the middle of the heart.

Each half of the heart consists of two chambers: the atrium, which is found in the upper part, and the ventricle, which is found in the lower part. Blood travels from the lungs to the heart via the pulmonary vein, entering the left atrium. It then passes into the left ventricle, from where it is pumped into the aorta, the main artery which sends the blood to the rest of the body. It returns to the heart via the right atrium, then passes through the right ventricle and into the pulmonary artery, which transports it to the lungs where it takes on oxygen again. This process is repeated continuously to ensure that all parts of the body are maintained.

GLOSSARY

chamber - a hollow area inside a body or organ

circuit - a route that starts and finishes in the same place

circulate - to move around a system

heart - the organ responsible for moving blood around the body

lungs - the organ you use to breathe air with

nutrient - a substance that is needed for the maintenance and growth of living things

oxygen - a gas found in the air, which is essential for life

pump - to cause something (usually a liquid) to move in a certain direction

vein / blood vessel - a thin, long, hollow pipe that carries blood from different parts of the body to the heart

vital - necessary or essential

Questions 1-4

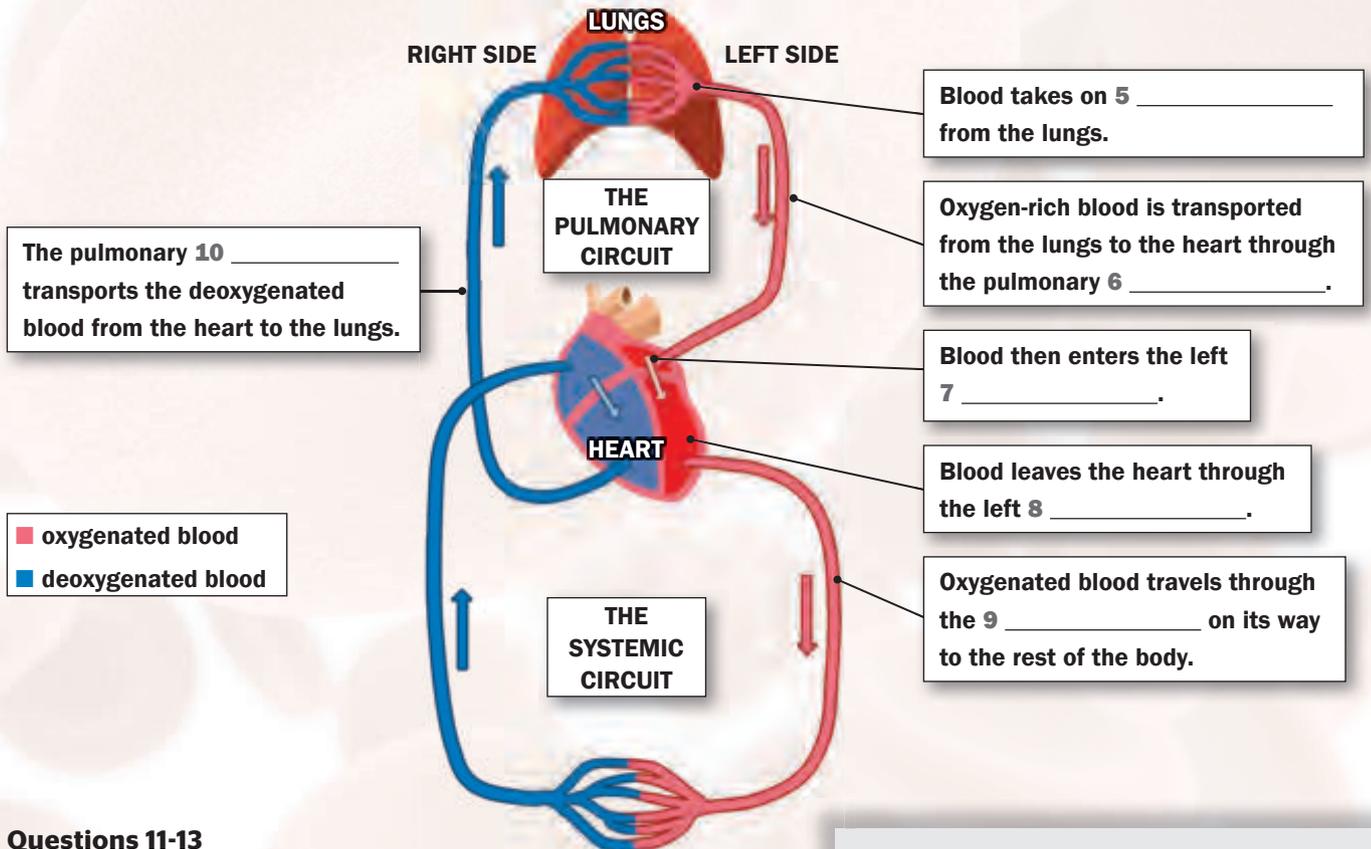
Choose the correct ending for each sentence. Write the correct letter **a-e** in boxes 1-4. There are two endings that you do not need to use.

- The pulmonary circuit enables
- The systemic circuit carries
- The heart pumps
- The cardiovascular system is made up of

- blood through both circuits of the double circulatory system.
- the lungs and the pulmonary vein.
- blood between the heart and the rest of the body.
- blood to become oxygenated and transports it to the heart.
- oxygen into the lungs.
- blood, blood vessels and the heart.

Questions 5-10

Look at the diagram below. Write **NO MORE THAN ONE WORD** from the text for each answer. Write your answers in the spaces provided.



Questions 11-13

Choose the correct letter, **a, b, c** or **d**.

- What is true of the cardiovascular system?
 - It consists of one circuit.
 - It is responsible for creating nutrients.
 - It turns oxygen into the nutrients required by the heart.
 - It ensures that the body receives both the nutrients and the oxygen it requires.
- What is **not** true of the systemic circuit?
 - It consists of blood vessels.
 - It is the first circuit of the circulatory system.
 - The blood in it is responsible for removing waste materials.
 - While travelling through it, blood loses the oxygen it is carrying.
- What is true of the heart?
 - It has a pump called the septum.
 - It only deals with oxygenated blood.
 - It consists of four chambers in total.
 - It is covered by a thin wall of muscle.

1. Read the text again and do the writing task below.

Write a short summary in which you describe the different parts of the human cardiovascular system and how they work.

Use information from the text and from the diagram above to provide details.



- A.**  Read the text quickly. Then choose the sentence that best summarises its main idea.
- This text explains how Victorian poetry influenced the modern poems of today.
 - This text shows how and why the portrayal of nature changed in Victorian poetry.
 - This text is about how Victorian poetry reflected the catastrophic effects of technological progress on the environment.

- B.**  Read the text again and answer the questions that follow.

Nature in Victorian Poetry

1 Throughout the ages, the way nature appears in literature has gone through many changes. Poetry of any period is influenced by the events of the time, the beliefs that are most popular, and the social issues that exist at the time of writing, and these influences are particularly noticeable in the nature poetry of the Victorian era—that is, the years 1837 to 1901. This period marks a distinct change from older forms of the art, making it an important step on the way to the modern era of poetry.

2 Before the Victorian period, the main trend in poetry was to follow the poets of the Romantic movement, an eighteenth-century style that focused on the power of emotion. Nature was a common topic for these earlier artists, who portrayed it as a powerful force, mostly for good, but with dangerous consequences if ignored. The Victorian period, a time of great industrial advancement, invention and technological progress, changed this.

3 Influenced by the events of the time, the Victorian worldview came to be more heavily based on science and technology. The thinkers of the era were starting to challenge accepted knowledge and beliefs and to consider the scientific truth behind nature, and this view is a trend that is reflected in the literature and poems that were created during this time. If we look at the extract below, which is taken from 'Dover Beach', a poem written in 1851 by the poet Matthew Arnold, we see a view of nature as something that is wild, unreliable and even cruel:

*... for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new,
Hath really neither joy, nor love, nor light,
Nor certitude, nor peace, nor help for pain... (ll. 30-34)*

4 Here, nature is not seen as a generous force that provides life, but as something that does not care for human pain. And yet, it is still a thing of beauty—'like a land of dreams,' as the poem states. The Victorian poets also used their understanding of nature to express and reflect human emotion. For example, in Tennyson's 'Mariana' (a poem which adopts Victorian themes even though it was published in 1830, a few years before the beginning of the Victorian age), the dark description of nature left to run wild mirrors how the main character of the poem is feeling.

5 Despite their sense of nature as something wild and uncontrollable, Victorian poets also gave the impression that it all worked in a strict order. The poems show evidence that the writers understood that nature followed the laws of science—even though the science had not yet developed enough to provide all the answers. For this reason, the natural world that appears throughout the poems of Victorian England is full of wonder and uncertainty—but, beneath that, there is the idea that it works on a basis of order and logic, even if it cannot always be understood.

GLOSSARY

distinct - easily perceived

literature - pieces of written work, especially poetic or fictional ones

poet - a person who writes poetry

portray - to describe something so as to create a particular impression

reflect - to show or represent the character or nature of something

Questions 1-5

Choose a heading for each paragraph in the text. Write the correct letter A-G in boxes 1-5 provided in the text. There are two headings that you do not need to use.

List of headings

- | | |
|------------------------------------|--|
| A. From Romantic to Victorian | E. Nature and its effect on technology |
| B. The science of nature | F. Art as a product of its time |
| C. Using nature to show emotion | G. The Victorian way of thinking |
| D. Nature as a compassionate force | |

Questions 6-14

Do the following statements agree with the information given in the text?

In boxes 6-14, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

- | | |
|---|--------------------------|
| 6. All poetry is a reflection of the events that are happening when it is written. | <input type="checkbox"/> |
| 7. Victorian poetry deals with many of the same topics as modern poetry. | <input type="checkbox"/> |
| 8. Nature first appeared as a topic in poems in the Victorian era. | <input type="checkbox"/> |
| 9. The Victorian era began in 1901. | <input type="checkbox"/> |
| 10. During the Victorian era, people's understanding of the world was changing. | <input type="checkbox"/> |
| 11. 'Dover Beach' shows nature as something that is beautiful but uncaring. | <input type="checkbox"/> |
| 12. In Tennyson's 'Mariana', nature is depicted in a positive light. | <input type="checkbox"/> |
| 13. The way nature was described could also show the emotions of characters in the poems. | <input type="checkbox"/> |
| 14. Many scientific ideas from the Victorian era were not accepted until much later. | <input type="checkbox"/> |

C.  Read the text again and do the writing task below.

Think of a poem written by a poet of your choice and write a summary in which you discuss the underlying theme of the poem, for example nature, society or charity, how this theme is developed and what effect this has. Refer to parts of the poem to clarify the points you make.



A.  **Read the text quickly. Then choose the sentence that best summarises it.**

This text is about

- a. how the supply of products increases over time.
- b. how supply and demand help determine price.
- c. how consumer demand controls the market.
- d. how our economy creates rising prices.

B.  **Read the text again and answer the questions that follow.**



SUPPLY AND DEMAND

The concepts of supply and demand are at the root of our economy. In simple terms, they form a model that determines the price of a product or service based on the relationship between how much is on offer in the market and how much consumers want or are able to buy. The price of the product is then a reflection of the relationship between these two forces.

The relationship between supply and price states that if a product sells for a higher price, the number of people or companies willing to supply that product will increase. This indicates that there is a positive relationship between supply and price. On a graph, the supply curve shows that, if all other factors remain equal, an increase in price leads to an increase in supply, while a decrease in price leads to a fall in supply. This relationship between price and supply is influenced by the force of demand, which has a negative relationship to price. The demand curve on a graph shows that as prices rise, there is a drop in demand and as prices fall, demand rises.

When the supply and demand curves are placed on a graph together, the two lines meet at a certain point, called the equilibrium point. This point indicates a theoretical price for the best use of resources, where the market is in balance and the amount of goods demanded is equal to the amount supplied. Setting the price above or below the equilibrium price leads to an imbalance between supply and demand. If the price is too low, the demand increases but producers are unwilling to create the supply. If it is set too high, supply increases as producers hope to make a profit, but demand decreases as consumers become less willing to pay.

Of course, this perfectly balanced model only holds true in theory. In reality, supply and demand do not exist in a vacuum, and many factors influence them. Supply can be affected by a variety of factors other than sale price—for example, a rise in the cost of labour or the price of raw materials—and supply shortages can occur due to production problems such as bad weather or transport delays. Similarly, demand can change due to the season, the prices of other similar products on the market, the disposable income of consumers, and even popular opinion: for example, media influence could lead to increased demand for a certain product.

When the supply and demand curves shift, the equilibrium price changes. For example, if there is more demand for a product than there is supply, the price will rise as consumers compete with each other for the limited goods. If there is more supply than demand, suppliers will lower prices to move goods. This shows how the two forces work to find a balance for the price in the market.



GLOSSARY

curve - a line on a graph that shows a relationship between two things

disposable income - what is left from one's earnings after all necessary expenses have been paid

imbalance - a state in which the normal relationship between two or more things is upset or becomes unequal

move - to sell, especially something that exists in large or unwanted supply

shift (v.) - to move or change over time

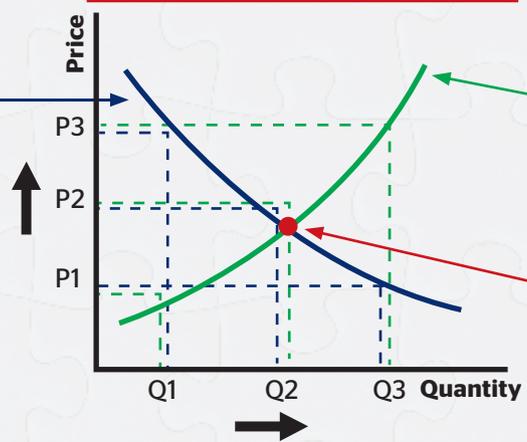
vacuum - an environment free from outside influences

Questions 1-6

Complete the diagram using **NO MORE THAN ONE WORD** from the text for each answer. Write your answers in the spaces provided.

The demand curve shows that lowering the price of a product increases demand, while raising the price results in a 1 _____ in demand. The relationship between price and demand is 2 _____.

SUPPLY AND DEMAND



The 3 _____ curve shows that a price increase leads to a supply increase and a price decrease to a supply decrease. There is a(n) 4 _____ relationship between the two factors.

The point where the two lines meet is called the 5 _____ point. Here, the quantity of goods supplied is 6 _____ to the quantity demanded.

Questions 7-10

Choose the correct ending for each sentence. Write the correct letter **a-f** in boxes 7-10. There are two endings that you do not need to use.

- 7. There are many different factors
- 8. A variety of production problems
- 9. The equilibrium price changes to
- 10. If the supply of a product is too high,

- a. suppliers may lower the price to increase demand.
- b. the relationship between these two forces.
- c. that can influence supply and demand.
- d. reflect changes in the supply and demand curves.
- e. due to the season.
- f. bring about a shortage of supply.

Questions 11-13

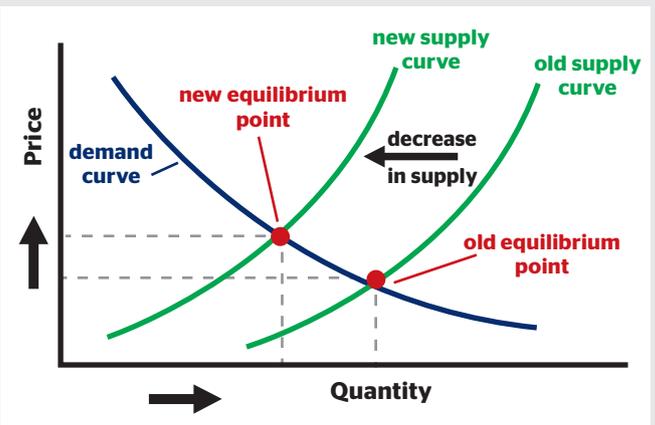
Choose **THREE** letters, **a-e**. Which **THREE** factors does the writer say can reduce supply?

- a. increasing demand for a product
- b. lowering the price of a product
- c. increasing the cost of making a product
- d. raising the price of similar products
- e. problems with the production process

1. Read the text again as well as the information provided in the graph and do the writing task below.

The graph shows the effects of a decrease in supply of a particular product while consumer demand stays the same. Write a summary in which you describe how a decrease in supply affects price and demand.

Use information from the text and the graph to provide details.



Module 6**cover (p. 81)**

capacity
honesty
motive
personality trait
self-awareness
speculation
tendency

6a (pp. 82-83)

abstract concept
be fond of
bore (n.)
break a promise
category
characteristic (n.)
compassionate
concentrate
conflict (n.)
conform
criticism
decisiveness
direct (adj.)
emotion
emotional
excite
exhibit (v.)
extrovert (adj.)
in control of
interact
introvert (adj.)
intuition
let down
logic
mesmerising
natural-born
observant
philosophical

principle
quick-witted
rational
reason (n.)
reliable
sense (n.)
sensitive
sensitivity
spontaneous
stability
the centre of attention
theoretical
trustworthy
willpower

6a (pp. 84-85)

aggressive
ambitious
award (v.)
break a/the habit
break a/the record
break sb's heart
break the ice
break the law
break the news
break the rules
break the silence
caring
conscientious
generous
greedy
irritable
liar
look down on
obey
selfish
sibling
snobbish
standard (adj.)
stubborn
the poor
tolerant
violent

6a (pp. 86-87)

accomplishment
account (n.)
autobiography
blind (adj.)
chronological order
deaf
fever
greatness
instructor
lack (v.)
obstacle
pursuit

6b (pp. 88-89)

accessible
admiration
appreciation
constant
constantly
cope
determine
equipped
flow (n.)
foster
identity
instil
interconnected
maintain
moral (adj.)
moral (n.)
perseverance
persuade
rapid
remain
responsible
sense (n.)
steadily
uncertainty
unpredictable

6b (pp. 90-91)
a good judge of sth/sb

adore
at heart
bride
deep down
descendant
empty-handed
entirely
extended family
florist
flour
gentle
groom (n.)
grow up
inheritance
it's in one's DNA
it's in one's nature
judge (v.)
marriage
nuclear family
on the contrary
raise (v.)
self-respect
spouse
strict
tend to
That doesn't sound like
him/her.
truthfulness
waffle
wedding

6b (pp. 92-93)

acquaintance
argue
belief
bring up
casual
circumstance
combination
common ground
complexity
conscious (adj.)
custom
factor

form (v.)
formal education
free will
friendship
gene
ideal (n.)
ignore
initially
justification
mindful
parenting
part of the equation
perceive
relate to
responsive
shed light on
specific
take into consideration
to a great extent
transformation
uniqueness

Module 7

cover (p.97)

informed
media
the paper

7a (pp. 98-99)

character
chatroom
co-founder
computer lab
content (n.)
creator
distinguish
edit
emoticon
experiment (v.)
forum
founder
function (n.)
gather
launch (v.)

link (n.)
malware
manage
misinterpret
noticeboard
original (adj.)
physicist
point (v.)
post (n.)
post (v.)
separate (v.)
sequence (n.)
shortened version
sideways (adv.)
smiley face
surveillance
symbol
symbolise
tweet (n.)
upload (v.)
video conference
virus
webcam

7a (pp. 100-101)

bookmark (v.)
catch up on (news)
current events
cyberspace
define
delete
domain name
download (v.)
fall into the wrong
hands
FAQ (Frequently Asked
Questions)
file (n.)
fill sb in
inbox
keep sb posted
keep up-to-date
keyword
login

material (n.)
notify
password
record (v.)
screensaver
search engine
section
spa
spyware
system
tell
the latest
unwanted
update (v.)
up-to-the-minute
URL (Uniform Resources
Locator)
wallpaper (n.)
you name it

7a (pp. 102-103)

account (n.)
automatically
geographical
log in
modernise
procedural
proceed
profile (n.)
quest
roll-up (adj.)
select
server
username
web page
wrist

7b (pp. 104-105)

alert (adj.)
anonymous
comfortable
conduct (n.)
disturb
extension

filter (n.)
judgment
outdated
permission
privacy
respectfully
responsibility
responsibly
secure (adj.)
sensibly
simply
subtle
tempting
treat (v.)
vast

7b (pp. 106-107)

addict
against
argument
avatar
be in touch
be moved (emotionally)
be touched by
brainwash
commercial
compare
couch potato
debate (n.)
emphasise
gradually
in comparison to
in connection with
in contact with
in favour of
in honour of
in need of
inappropriate
informative
intelligence
jump in
link (n.)
lose interest
lose one's touch

lose touch
 passive activity
 put the finishing touches
 rating
 satellite TV
 show off
 stress (v.)
 think critically
 touch a sore spot
 view (v.)
 viewer
 violence

7b (pp. 108-109)

a quarter of
 account for
 approximately
 considerable
 consume
 depict
 evident
 finding
 majority
 minority
 occupied
 paraphrase
 percentage
 pie chart
 proportion
 slice (n.)
 specify
 survey (n.)

Module 8**cover (p. 111)**

at your service
 chairman
 construction (services)

courteous
 fire (v.)
 hospitality (services)
 reservation
 treatment
 utility (services)

8a (pp. 112-113)

atmosphere
 belongings
 clean up after sb
 delighted
 dormitory
 equip
 extend
 fee
 feedback
 free of charge
 guest
 guide (n.)
 hostel
 laundry
 limousine
 lobby (n.)
 lodging
 observe
 outing
 permit (v.)
 plus
 pool
 questionnaire
 reception
 regulation
 safe
 safekeeping
 storage
 switch off
 throughout
 towel
 trust
 upon request

8a (pp. 114-115)

aide
 at (the) risk (of)
 at a distance
 at a loss
 at all costs
 at least
 at once
 at present
 at work
 blanket
 by accident
 by air
 by chance
 by credit card
 by mistake
 by oneself
 by surprise
 by taxi
 complimentary
 convenient
 count on sb
 escort (n.)
 fall apart
 fill in
 fill out
 filthy
 form (n.)
 front desk
 housekeeping
 key card
 linen
 luggage trolley
 make one's way
 mattress
 on a regular basis
 one's details
 pillow case
 porter
 precious
 reduction
 refund (n.)
 sheet

sort out
 three-star
 tip (n.)
 valet
 wake-up call

8a (pp. 116-117)

all-inclusive
 attach
 bargain for
 be entitled to
 carry out
 central heating
 common ground
 compromise (v.)
 considerable
 deposit (v.)
 distribution
 enhance
 expand
 fair enough
 finance (v.)
 full board
 go with
 graph
 handle (v.)
 hotspot
 landlord
 legal action
 middle way
 neglect (v.)
 obliged
 policy
 refund (v.)
 renovate
 savings account
 shuttle service
 transaction
 transfer (n.)
 untrue
 up to a point

8b (pp. 118-119)

age

attendee
business partner
cater for
catering
childcare
competitor (in business)
conduct (v.)
contribution
corporate
delegate (v.)
evaluation
excel (v.)
executive (adj.)
extent
function (n.)
grow apart
involvement
marketing director
memorable
personnel
publicise
publicity
put one's/sb's mind at ease
regarding
sample (n.)
social gathering
superb
team-building
testimonial
theme
top-notch
training session
trick of the trade
undertake
venue
wary

8b (pp. 120-121)

auditorium
bank cashier
bank statement
barely
branch

Can I be of any assistance?
cash dispenser/machine
charge (v.)
currency
debit card
diamond
financial institution
gallery
get a mortgage
identification
insurance company
loan (n.)
make a deposit
make a withdrawal
open/close a bank account
pay back
prayer room
sign (v.)
take advantage of
underneath
with pleasure
withdraw money

8b (pp. 122-123)

average (adj.)
boost (v.)
cleanliness
clinic
evaluate
inclusion
nurse (n.)
report (n.)
utilise

Module 9

cover (p. 127)

form (n.)
harmony
iconic
persuasive
purpose
Where on earth?

9a (pp. 128-129)

ash
balloon
brochure
carve
chamber
charming
chimney
column
delicacy
erode
erupt
feast (n.)
formation
geologist
gorge
grain
harsh
livestock
narrow
overlook
package tour
passage
picnic
point (n.)
pottery
provision (n.)
round trip
shelter (n.)
soaring
souvenir
spectacular
store (v.)
stretch
thick
tower
tunnel
turn into
underground
valley
ventilation shaft
vertical
volcanic

wander
well (n.)

9a (pp. 130-131)

absence
absent
carelessness
complexity
confidence
consciousness
curiosity
difference
distant
existence
fatal
fatality
fresco
ignorance
ignorant
innocence
loneliness
maze
mind-boggling
nervousness
popularity
relevance
relevant
seriousness
significance
significant
similarity
sweetness
terrace
tolerance

9a (pp. 132-133)

ancient ruins
B&B (Bed and Breakfast)
botanical/botanic
catch (v.)
cosmopolitan
cuisine
double-decker bus
full moon

joint (adj.)
spread out
the tube
tranquil
tuck into
vibrant

9b (pp. 134-135)

appeal (n.)
ceramics
cooperation
culture
deadly
diameter
dough
elaborate (adj.)
fireplace
flowerpot
forbid
gender
goodwill
handshake
high-end
kill
license (v.)
living quarters
migrate
nod (v.)
nomadic
oral
pass down
poisonous
recital
sink (n.)
smash
steppe
tarpaulin
the norm

9b (pp. 136-137)

abandoned
accurate
bustling
cost a fortune
creepy (adj.)
flourish
housing (n.)
picturesque
possession
residential
scenic
source
stock exchange
trade (n.)
trader

9b (pp. 138-139)

appreciate
background
barrier
crystal clear
doubt (v.)
emphasis
enrich
faraway
hit a record high
immersive
insight
insignificant
landmark
paramount
preconception
progression
quotation
stereotype
stick to sth
stimulate
thought-provoking
trivial

Module 10**cover (p. 141)**

a penny saved is a penny earned
budget (v.)
charity
consumerism
material possessions

10a (pp. 142-143)

benefit (v.)
bridge (v.)
calculate
charitable
deserve
donate
donation
faith
finances
generosity
giving
gratifying
hands-on
homeless shelter
in for a penny, in for a pound
money makes the world go round
philanthropy
pitch in
poverty
set aside
sharing is caring
side benefit
state (n.)
tax break
the needy
the poor
worthy

10a (pp. 144-145)

be rolling in money
bill
cash

change (n.)
cheque
cost an arm and a leg
debt
deposit (n.)
expenses
fee
fine (n.)
get paid peanuts
go from rags to riches
instalment
money doesn't grow on trees
money is no object
note (n.)
on a shoestring
on a tight budget
payment
receipt
throw money around
tip (n.)
well-off

10a (pp. 146-147)

blank (adj.)
blank (n.)
chain store
coin
dryer
fool (n.)
glitter (v.)
go out of business
inspector
it's a pity
manufacture (n.)
metal
part (v.)
pesticide
plate
poor
poorly
press (v.)
price tag
punch (v.)

raise (v.)
stamp (v.)
varnish (n.)
vault
washer
window shopping
wisely

10b (pp. 148-149)

affordable
bookseller
climate
close down
competitively
controversy
conversely
cycle (n.)
depleted
downside
drawback
evolve
force (v.)
harm (v.)
industrial
limitless
mindless
outline (v.)
outweigh
progressively
raw material
reject (v.)
shift (n.)
thrive
widespread

10b (pp. 150-151)

banker
bargain hunting
catchy
counselling
damaged goods
designer label
economy
economist

endorsement
evoke
fitting room
govern
governor
half price
have a lasting
impression on sb
investigator
investor
journalist
loan officer
loyalty
manager
mathematician
philanthropist
politician
politics
pop-up message
promotional
second-hand
shopping trolley
shut down
silk
slogan
special offer
spice
statistician
statistics
supervise
supervisor
target audience
technician
trend
word of mouth

10b (pp. 152-153)

attain
billboard
bombard
consumer
critically
deceptive
demand (n.)

expose
generation
image
inaccurate
maintain
market (v.)
misleading
obviously
personalised
press (n.)
pressured
prevalent
status
targeted
wasteful

STUDENT'S BOOK pp. 176-177

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W1.4	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text (W1.4)

To dig or not to dig?

A. R1.1 

b 

B. R2.1 

1. a
2. b 

3. NOT GIVEN
4. TRUE
5. TRUE
6. FALSE
7. NOT GIVEN
8. FALSE 

9. B, C
10. C
11. A
12. D
13. B 

C. W1.4 

Suggested answer 

The archaeological site of Al Zubarah is of great importance as it is one of the world's most outstanding cultural heritage sites. It constitutes one of the best-preserved examples of an 18th and 19th century merchant town in the Arabian Gulf. Bringing this archaeological wonder to the surface will go a long way towards providing important insight into the history, traditions and heritage of Qatar. The need to preserve it means that great care must be taken when exploring the site. For this reason, as an archaeologist commissioned to explore the site, I would initially use non-invasive survey methods as the soil itself constitutes one of the most valuable sources of information on how people lived in the past. The site has, over the centuries, been left largely undisturbed, which means that everyday objects remain intact underneath the layers of sand, which over the years have covered and preserved them. It is, thus, essential that data about what lies below the surface be collected before excavations begin.

I think that the best way to collect data would be through the use of ground-penetrating radar. This survey method will enable us not only to locate buried objects and materials, but it will also enable us to determine the changes that have occurred to the soil. Carrying out multiple readings will provide us with a comprehensive image of a wide variety of features and give us a real understanding of what is buried there. Although this method is time-consuming, I believe that it is worth it. As for which method is the least appropriate, I personally believe that the use of a resistivity meter would be an ineffective way to explore the area. Resistivity meters measure the levels of water in the soil. Although wells once existed there, they have long dried up and the hot as well as dry climatic conditions make using a method such as this highly ineffective. As for using magnetometry, I consider this a good method, as it would enable us to locate former sites or human activity. However, this survey method can only provide images for up to one metre below the soil, which means that anything that lies beyond this depth would remain undiscovered.

STUDENT'S BOOK pp. 178-179

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W2.1	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

The mission to colonise Mars

A. R1.1

Open answers 

B. R2.1

1. c 
2. d

3. temperature/temperatures 
4. protect
5. (solar) heat
6. greenhouse gases
7. (giant) mirrors
8. Factories

9. C 
10. C, D
11. C
12. B
13. A

C. W2.1

Step one: *answer given* 

Step two: The ice caps melt and release CO₂ into the atmosphere.

Step three: CO₂ in the atmosphere traps heat and raises the temperature.

Step four: *answer given*

Step five: Photosynthetic bacteria release oxygen into the atmosphere.

Step six: An ozone layer is created around the planet. More complex life can now survive.

STUDENT'S BOOK pp. 180-181

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W1.4	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text (W1.4)

Theories on the effects of mass communication

A. R1.1 

b

B. R2.1 

1. distribution
2. exposure
3. significant
4. information
5. disagreement

6. b
7. b
8. d
9. c
10. c

11-13: a, c and d

C. W1.4 

Suggested answer

An advertisement for a sale would be received in different ways by different people, depending on their individual perception. This perception depends on their existing knowledge and experience, as well as their exposure to other messages and information. In the case of an advertisement for a sale, they would probably judge value for money—and this would depend on their knowledge of the items on sale, as well as information about similar sales. If, for example, they had seen a lot of sales advertisements, they would judge any new advertisements in comparison to the ones they had already seen. However, following Agenda-Setting Theory, if they kept seeing the same advert over and over again, they might start to view it as popular and therefore worth considering.

STUDENT'S BOOK pp. 182-183

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W2.1	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

Stress in the workplace

A. R1.1 

Open answer

KEY

B. R2.1 

1. d
2. c
3. d

KEY

4. adrenaline
5. source
6. chemicals
7. energy
8. Exhaustion
9. resources
10. illness

KEY

11. d
12. a
13. e

KEY

C. W2.1 

Suggested answer

KEY

There are several signs that can indicate that someone is suffering from occupational stress. Someone under stress might show signs of sleep loss, tiredness, concentration issues and a lack of motivation. They might, for example, start missing deadlines at work or have difficulty communicating with others. If this happens, they can combat stress by, first of all, trying to keep positive and by balancing their work through proper time management and taking regular breaks. They should take care of their overall well-being by doing breathing exercises and eating healthily, and they can also try talking about their problems with friends and family. Finally, they can decide to talk to someone in Human Resources. Here, they will be able to discuss their problems in a safe space and look for solutions and changes that can be made in their workplace, their lifestyle or the way they work.

STUDENT'S BOOK pp. 184-185

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W2.1	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

The art of the soliloquy

A. R1.1 



B. R2.1 

-
1. FALSE
 2. NOT GIVEN
 3. FALSE
 4. FALSE
 5. TRUE
 6. TRUE
 7. NOT GIVEN

-
8. device
 9. stage
 10. audience/viewers
 11. fourth wall
 12. plot
 13. emotions

C. W2.1 

Suggested answer

The main differences between a soliloquy, a monologue and an aside are who is able to hear it and the reason it is being spoken. Soliloquies and asides are heard only by the audience, while monologues are also heard by other characters on stage at the time. Both soliloquies and asides can break the fourth wall, but asides are always spoken directly to the audience, while soliloquies may not be. In addition, these two devices have a different purpose: a soliloquy reveals a character's inner thoughts and plans, while an aside is a short remark usually made to make fun of another character.

STUDENT'S BOOK pp. 186-187

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W2.1	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts (W2.1)

The human cardiovascular system

A. R1.1

c 

B. R2.1

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

5. oxygen 
6. vein
7. atrium
8. ventricle
9. aorta
10. artery

11. d 
12. b
13. c

C. W2.1

Suggested answer

The human cardiovascular system is made up of the heart and the circulatory system. The circulatory system is a double system made up of two parts: the pulmonary circuit and the systemic circuit. The pulmonary circuit allows oxygen to enter the blood and transports this oxygenated blood to the left side of the heart. The blood is pumped by the heart into the systemic circuit, which transports it around the body, delivering oxygen and nutrients. Once the blood has delivered its oxygen, it becomes deoxygenated and returns to the heart, where it enters the right side. From there, it is pumped into the pulmonary circuit again and returns to the lungs to become oxygenated once more.

STUDENT'S BOOK pp. 188-189

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W1.4	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text (W1.4))

Nature in Victorian poetry

A. R1.1 

b

B. R2.1 

1. F
2. A
3. G
4. C
5. B

6. TRUE
7. NOT GIVEN
8. FALSE
9. FALSE
10. TRUE
11. TRUE
12. FALSE
13. TRUE
14. NOT GIVEN

C. W2.1 

Suggested answer

In 'Mariana', Alfred Tennyson portrays nature as something that has been left to run wild. Everything in the garden is uncared for and has fallen to pieces: moss has grown over the flower beds, the pear tree has come away from the wall, and weeds have grown in the thatched roofs of the 'broken sheds'. At the end of the extract, the poem's main character says that her 'life is dreary' as she waits for someone who is not coming, and we can see that the description of the landscape around her is a reflection of her emotional state.

STUDENT'S BOOK pp. 190-191

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Inquiry and research	B
W1.6	Creative and critical thinking	C

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

- understand and respond independently to the main ideas in longer, more complex texts (R1.1)
- understand and respond independently to detail in longer, more complex texts (R2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas (W1.6)

Supply and demand

A. R1.1

b 

B. R2.1

1. drop / fall 
2. negative
3. supply
4. positive
5. equilibrium
6. equal

7. c 
8. f
9. d
10. a

11-13: b, c, e 

C. W1.6

Suggested answer 

This graph shows the effect of a decrease in supply on prices when demand stays the same. A shortage of supply means that consumers have to compete with each other for limited goods. This leads to rising prices, as the new equilibrium point on the graph shows. In time, the higher prices will lead to a decrease in demand, because demand drops as prices rise.

Module 6

6a

As you all know, we have dedicated the final part of each show to exploring the lives of famous people. Today, we are going to find out about a remarkable woman, one who has gone down in history as a powerful symbol of hope. The person I am talking about is Helen Keller.

Helen Adams Keller was born on 27 June 1880 in Tusculum, Alabama. She was a very bright child and showed signs of early development, including starting to speak at only six months of age. Unfortunately, in 1882, when Helen was just nineteen months old, she came down with 'brain fever'. Helen suffered from a very high fever for quite a few days. It was only after the fever broke that Helen's parents realised the damage that the illness had caused. Helen was now blind and deaf.

As Helen grew, she became a very difficult child. Her inability to communicate meant that she had a very hard time connecting with the people around her. When Helen was six, her parents went to see Alexander Graham Bell, the inventor of the telephone, who was then working with deaf children. He advised them to go to Boston, Massachusetts, to the Perkins Institution for the Blind. There, the director of the institution recommended that Helen work with Anne Mansfield Sullivan, one of their brightest students.

Anne met Helen for the first time on 3 March 1887. This served as a turning point in Helen's life and marked the beginning of a very strong teacher-student relationship that would last for 49 years. Anne, who was also partially blind, was a very talented teacher. One of the very first words she taught Helen was the word *water*, which she taught by spelling the word out on one of Helen's hands with her finger while pouring water over her other hand.

With Anne's help and support, Helen became an expert at using different means of communication, such as

lip-reading by touch, speaking, typing and finger spelling. She also learnt how to read French, German, Greek and Latin in Braille. She graduated with honours from Radcliffe College at the age of 24 and, in doing so, became the first deaf-blind person to earn a Bachelor of Arts degree.

Helen also wrote 11 books, of which the first, *The Story of my Life*, was translated into 50 languages and made into a television drama in 1957. Besides this, she co-founded the American Civil Liberties Union (ACLU) and became a champion of human rights. Helen achieved more than most people could ever dream of achieving in a lifetime. It is for this reason that she has become a powerful symbol of hope and strength. She is proof that determination, strong will and hard work can help you overcome all obstacles in life.

6b

Speaker 1

Everyone tells lies sometimes, right? Even if it's just small, 'white' lies, like telling your friend that an ugly hat really suits him, or assuring your sister that her awful painting is actually really good. Actually, I try to avoid telling even small lies like that. People argue that they do it to help... they don't want to hurt people's feelings... but I think they just want to get out of an uncomfortable situation, and that's not really helping anyone but themselves. If they really wanted to help the other person, they would give them an honest opinion so they know what they need to work on. If I ask someone for an opinion, I know that's what I want.

Speaker 2

I think what's most important in life is showing compassion and charity to others... taking care of the people around you. However, when you learn how to respond in an emergency, the first thing they tell you is to take care of yourself first... make sure your oxygen supply is working before you help people around you with theirs, that sort of thing. It makes sense. If you're struggling, you're of no use to anyone else. I think this applies to everything in life, really. If you don't respect yourself and take care of yourself, you can't really be in a position to help others in any way.

Speaker 3

People say that hard work can't compete with talent, but I don't necessarily agree. It's great to be naturally good at something, of course, but I think that sometimes this can make people a little lazy. If something comes easily to them, they think they don't have to work very hard at it. That's when someone without natural talent, someone who has put in a lot of hard work instead, can catch up with them and even become better than them. I see this a lot, whether it's school subjects or sports. That's why I think the people who are really great at something are the ones who found it difficult and had to work really hard to become skilled at it.

Speaker 4

I once had a teacher who said, 'Failure is the first part of succeeding.' I thought it was a strange thing to say at the time, but as I got older, I realised how often this is true. There are so many stories of successful people - well-known businessmen, for example, or even writers - who failed time and time again before they finally made it. For me though, this just goes to show that it's not necessarily failure that's important... it's more about the fact that they kept on trying, no matter how far away success seemed. They didn't give up, and they didn't let their failures get them down. I think that's really the lesson we need to learn here.

Speaker 5

For me, the most important thing is family. When I was younger, I was always busy with my school work and my hobbies and, in my free time, I preferred to hang out with my friends instead. I didn't have a lot of time for my family. Then, my parents were in a car crash. They were fine in the end, but there were several days where we didn't know what was going to happen. During that time, I realised that we can't always take for granted that we will have time in the future because we never know what will happen. Now I'm very careful to make time for everyone in my life: family and friends.

Task: Modules 5 & 6

Part 1

- T:** OK everyone, today we're going to continue looking at how to create a slideshow presentation. Last time we talked about all the technical stuff, like how to add videos to a presentation... Now, I'm going to focus on content; in other words, how to organise your slides and what to include. So, from your experience so far, what is usually included on the first slide?
- S1:** Um, the title?
- T:** Exactly. Just remember that with titles, all words are capitalised, except for prepositions and words like 'and', 'but' or 'the'. Now, what else would you put on that first slide?
- S2:** Probably the presenter's name and info.
- T:** What do you mean by 'info'?
- S2:** Their email, perhaps.
- T:** Well, not necessarily. We do include the presenter's name and perhaps an academic or business title if they have one, like Spencer Matthews, Assistant Professor, or Spencer Matthews, Chief Engineer, but we put contact information, such as an email address or a blog to follow, on the last slide. Now, on the second slide you might want to briefly outline what the talk is going to cover. For example, let's say your presentation is about the latest version of a computer program. So you might want to write something like this in bullet points: original version, new features, predictions for next version. This way, you're letting your audience organise the presentation in their minds and help them pay closer attention.
- S1:** Like we do in the first paragraph of an essay?
- T:** Exactly.

Part 2

- T:** In many ways, organising a slideshow presentation is like writing an essay; you have a beginning, a middle part and an end. In the beginning, you want to tell them what the topic is and give them an idea of what the rest of your presentation is going to be like. Then you move

on to the main part of your presentation. And at the end, you summarise the information given in the presentation and draw conclusions. Any questions so far?

- S1:** No, it's all pretty clear.
- T:** So with all the information you are offering the audience, you want to progress from what they know to what they don't know. I just want to point out that the amount of information you give them depends on what kind of people your audience is made up of. For instance, if you're talking to people from the company that created the computer program, you'll present a quick summary of the product. If they're new employees, though, who were hired to work on a future version, you might need to give them more detailed information to work with. And the final point I want you to remember is how much information you're going to put on the actual slides. What do you think? How many words should be included on each slide?
- S2:** A small paragraph?
- S1:** Nah, it would take ages to read. How about a few sentences?
- T:** I'm afraid you're both a bit off. Don't forget that a slideshow presentation is just a visual aid that you use to accompany your presentation. So, instead of just talking to your audience, you use a slideshow presentation to give them something to look at while listening to you. Visual aids are used because if your audience has a picture in their mind, it's easier to remember what they heard. That's why your slides should contain as few words as possible. You want to use bullet points, and each should make a key point in one to three words, a short sentence at the most. You want your audience to maintain eye contact with you, not the slides. And use pictures or charts if you can. You can give out a lot of information with a single picture, so choose wisely. However, don't fill your presentation with pictures. You didn't invite them to watch a cartoon, after all. OK, any questions? Yes, Tim?

Module 7

7a

- A:** You're listening to Nate Robinson on this sunny Wednesday afternoon on RiversideFM. I'm joined in the studio today by Jessica Franklin, author of the recently published book *Youth and Social Media*. Jessica, welcome to the show.
- B:** Thank you for having me.
- A:** So tell us, Jessica, what first got you interested in this subject?
- B:** Well, as we all know, social media is a part of everyday life for billions of people across the world. In fact, most young people cannot imagine life without it. I guess the sheer size of the industry first got me thinking, and then one day I was talking to my niece online and she told me that she was feeling sad but she didn't really know why. We talked about the site she was using and her feelings, and I started thinking there was a connection. That was what made me want to research the matter further.
- A:** I see. So what did you find?
- B:** Well, I learnt that several studies had already been carried out on the subject. For example, one university asked 425 students about the amount of time they spent on a popular social media site, as well as about their happiness. They found that the longer people spent on the site, the more they expressed negative feelings about themselves and their lives. They were also more likely to believe that other people's lives were better than their own. Researchers say that this is a common trait we all have as humans: we tend to jump to conclusions based on limited knowledge. So on social media sites, it's common for people to think other people's lives are better than their own, based purely on the information users upload on their profile pages.
- A:** Of course, and people usually want to show the best of themselves on their profiles, don't they?
- B:** Absolutely. People are much more likely to upload happy photos or comments about their lives than anything that might be seen as negative. So, when some people

view these profiles, they may jump to the conclusion that those people's lives are better, happier or more successful. According to the study, the kind of people that are most at risk of feeling depressed when using social media sites are those who do not participate actively. You know, the kind of people who spend a long time looking at other people's profiles and very little time updating their own. These types of users were found to express feeling less happy after spending time on a site. It was also found that having lots of 'contacts' or 'friends' who you don't actually know personally is linked to an increase in negative feelings when using the site.

A: That's really sad to hear. But surely not everyone feels unhappy after using these sites?

B: Oh, no. Absolutely not, and of course many people feel more connected to their friends, less lonely and have a lot of fun online. It's just important to remember that it's not the case for everyone and we need to watch out for that...

7b

A: Hello, Ronnie Brewster. What a pleasure it is to finally meet you. I really enjoyed your last documentary, *Social Me Dear*.

B: Thank you. It's very nice of you to say so. And thank you so much for inviting me on your programme today.

A: Ronnie, tell us a bit about your new documentary.

B: Well, it's about social isolation, and I'm in the process of editing it now.

A: Social isolation? That documentary sounds a bit like your previous one.

B: Actually, *Technotrap* is quite the opposite. My previous documentary was a social experiment on whether a person can live without any contact with technology. This time, it's a personal experiment about whether we can function by relying solely on technology.

A: What do you mean?

B: Basically, I locked myself up in a flat

and didn't leave it for 365 days.

A: That sounds lonely. Did you rely on friends for necessities like food?

B: No. I ordered everything online. Delivery people left things on my doorstep and I didn't have face-to-face contact with any of them.

A: What about money? I guess you needed your friends to pay for things - unless, of course, you lived off your savings.

B: Actually, I worked. I wrote for a magazine and also translated a book during my year at home. My meetings with colleagues were done through teleconferences and sometimes Skype.

A: Did you have contact with friends?

B: Yes, but the only contact I had with people was through a telephone or computer screen.

A: What did you do for entertainment? Were you bored?

B: I've always enjoyed reading so I continued to order books online. But as time went by, I couldn't concentrate. I began to lose my sense of time. I'd get up in the middle of the night and log onto Second Life, a 3D virtual world. After a while, I began to live through my avatar on Second Life. And as I socialised as an avatar instead of myself as a real person, the way I saw myself changed.

A: What do you mean by that? Do you mean that your character changed?

B: No, not my character. My personal habits did, though. I used to really take care of my looks, but gradually, I lost interest. The more good-looking my avatar on Second Life got, the less interested I'd get. There were days when I wouldn't brush my teeth, my hair grew long, I stopped shaving...

A: I guess it was hard to exercise and stay in shape without leaving your house.

B: I put on twenty-five kilos in one year. At first, I was quite disciplined with my time. I'd eat, work, exercise, sleep at specific times, but as I lost sense of time I'd sleep at odd hours, I would crave human contact online and eventually gave up exercising completely.

A: It sounds like a very dangerous experiment. Weren't you depressed at all?

B: Unfortunately, I was. That's why I found it difficult to do the simplest

of things. At one point friends advised me to stop the experiment altogether because I was losing touch with reality. But I just couldn't stop.

A: What did you want to show by putting yourself through all of this?

B: I wanted to show what we are turning into as a society. We rely on technology for convenience but the more we rely on it, the more we are trapped, losing control of our time, our friendships, and our lives.

A: I guess you were really excited to get out of that flat?

B: After being stuck inside for so long, I was actually rather scared to step out the door once the experiment ended. First, a doctor examined me and found out that I was in bad shape. The stress of being in solitary confinement had done bad things to both my body and mind. I put off seeing my friends and family. I was almost afraid that they wouldn't want to see me.

A: Well, you look fine now.

B: Yes, it's been three months, and I feel so much better now. I'm looking through all the footage from the cameras around my house and I find it hard to relate to some of the reactions I had. It's like I'm watching a different person.

A: So, when do you think *Technotrap* will be ready for audiences?

B: Well, that depends on...

Module 8

8a

1.

A: Hello. Is it too early for room service?

B: No, sir. The kitchen is open. What would you like?

A: What do you have?

B: There's a menu by the telephone, sir.

A: Oh, yes. Umm... pancakes, I think. No, one minute, I'd like an omelette.

B: Certainly. With or without chips?

A: Without chips, thanks. But with the green salad.

B: Is that all, sir?

A: No. What kind of fruit juice do you have?

B: Orange, apple and peach.

A: Umm, an orange juice, please, and can I order an English-language newspaper too?

B: Certainly. Which one?
A: A local paper, please.
B: We have a copy of *The Peninsula*.
A: OK.

2.
A: What can I do for you?
B: I need to transfer some money.
A: Certainly. Which account do you want to take the money from?
B: From my savings account.
A: Where are you transferring the money to?
B: I would like it transferred to my landlord's account. Here are the details.
A: How much?
B: 3,000 riyals.
A: I'm afraid that won't be possible.
B: Why not?
A: You only have 1,000 riyals in your account.
B: Really? How's that possible?
A: I can give you a print-out of your recent transactions if you like.
B: Please. Oh, wait. I think a payment from a client hasn't gone through yet. I need to make a phone call and I'll be right back.
A: Certainly.

3.
A: Good morning! How can I help you?
B: Hello! I'm looking for a flat to rent.
A: OK. How many bedrooms?
B: I'm looking for a two-bedroom flat and I'd like it furnished, if possible.
A: OK, and do you have a particular area in mind?
B: I'd like a flat in Onaiza, close to Katara Beach.
A: Well, there are a few flats available in that area. How much are you willing to pay?
B: I can pay up to 6,000 riyals a month.
A: Let me check... OK, I have a flat in Onaiza Street you might be interested in.
B: Umm. I'm not sure. Onaiza Street is a little noisy.
A: It's actually very nice. It's a fully furnished two-bedroom flat on the first floor with central air conditioning. It's a five-minute walk from the beach and the rent is 5,500 a month.
B: Well, maybe. Do you have anything else?
A: How about this one in Labhariya Street? It's very quiet. It has two bedrooms and it's 6,000 a month.

B: Oh, that sounds nice. Can I see it today?
A: I can show you the flat at six if you're available then.
B: Can we make it six thirty?
A: No problem. May I have your name and phone number, please?

4.
A: Thank you for calling Electronic Supplies. My name is Abdulrahman. How can I help you?
B: Hi. I'm calling about a tablet I bought from your online shop. I got it in the mail today, but it doesn't work. I'd like my money back.
A: I'm sorry to hear that. If you package the tablet and ship it back to us, we can refund your money or send you a replacement.
B: No, I don't want to send it back. I want my money back.
A: Yes, sir. I understand that, but we can only give you a refund if you send back the tablet.
B: I'm not happy about this.
A: I'm sorry, sir, I'm afraid it's company policy. Could you tell me what's wrong with the tablet?
B: I was playing a game when the screen went completely blank.
A: Was the battery fully charged?
B: Yes, I think so.
A: May I suggest you read the instructions again. There is a help section.
B: Yeah... I don't know.
A: If it still doesn't work, perhaps you could take it in to one of our shops and one of our technicians can help you.
B: Umm, OK. I could do that, I suppose. But where is your nearest shop? I live in Rawdat Al Hamama.
A: Wadi Al Askar Street, opposite Ikea.
B: OK, thanks.
A: You're welcome. Have a nice day.

8b

Part 1

Welcome, everyone, to Doha's Museum of Islamic Art. I will be your guide for our tour today, which will take us round some of the key highlights found in the museum. As you can see, this is the main building here in front of us. If you'd like to follow me inside, we will start our tour. Here at the entrance, you can really appreciate the architecture of the building. See how the lights and the round stairway up ahead are carefully arranged to create a pattern

of circles? The stairs you see in front of us lead up to the galleries where our collections live. To our right is one of our prayer rooms - for men. The female prayer room is downstairs on the left side of the building. Next to the male prayer room you can see a corridor that leads away from the main museum. That runs down to a courtyard and to the far side of the building. I won't take you down there on this tour, but you're free to have a look later on your own - that's our Library and Education Centre. The library contains many specialist Islamic books and books about the collections here in the museum. Straight ahead of us you will see the café. We will be coming back there after our tour so there will be plenty of time to relax and have a bite to eat. The room positioned to the right of the café is the Special Exhibitions Gallery. They are presently working on installing a new exhibition so, unfortunately, we won't be going in there today. To make it up to you, I have arranged for you to see a twenty-minute documentary on Islamic architecture and art. That's where we are heading now - the auditorium - which is used not only for film viewings but also for talks, lectures and even poetry recitals. Opposite the auditorium is the gift shop. There are plenty of souvenirs available, including some beautifully designed items inspired by some of the pieces on display in the museum.

Part 2

Now, we will move on to the second floor. If you would like to follow me up the stairs here. Straight ahead of us is the Introductory Gallery. If you follow me... you can see one of the most famous pieces here. This bowl comes from Basra, and shows some of the earliest forms of Arabic writing. It dates back to the ninth century. Here we have another beautiful piece. This necklace comes from India, from around the 17th century. Among the different types of stones on it, you can see there are many pearls. Of course, pearl diving was an important industry in Qatar, once upon a time... but we will come back to that later. Now, let's proceed. Next, we have the Pattern Gallery. Of course, Islamic decoration makes great use of patterns, and we have some particularly fine examples. This here is part of a wooden door... it originally

came from a mosque. As you can see, it's decorated with a particularly complex geometric pattern.... Over here, this jar you see is an albarello. Jars like this came from the Middle East, and were used by apothecaries - that is, the pharmacists of the past - to store their goods.

Continuing round, we find ourselves in the Science Gallery. Just over here are some of my favourite items in the museum... these are astrolabes. They were used to navigate - for example, travellers to Mecca would have used a device like this to find their way. Astrolabes existed in the ancient world, but they were greatly developed later on by Arab scientists. Because of their design and craftsmanship, they were not just useful devices - they were also works of art. This one here, for example, is from the 10th century.

I'll give you a few minutes to walk around this gallery, and then we will head over the walkway to the other side of the floor where there are two more galleries: The Figure in Art and the Calligraphy Gallery. There is a particularly beautiful book in the Calligraphy Gallery that I want to show you... it's hundreds of years old and tells some fantastic stories from the ancient world. So, take a look around and we will head over there in a few minutes... *(fade out)*

Task: Modules 7 & 8

...in the social networking world. So as more and more companies are joining social media sites, they are also trying to figure out how to use them to their best advantage. A recent survey done by StatsGroup, which included more than 3,000 small businesses from all over the country, found that thirty-five percent of businesses which use social media do so to advertise their company to customers; in other words, to let people know about their products and services. A predictable finding, I'd say. A quarter of businesses, though, use these sites to meet other professionals, which means they are connecting to people who are in the same line of business and are facing similar problems.

So, I think it's safe to say that we'll be seeing a lot of small businesses in the future getting stronger very quickly because of this connection with other businesses. The rest of the businesses said that they use social media to attract future employees, get useful feedback on products or projects, create an online portfolio, advertise special offers and improve customer service. All very beneficial functions for a business, but what surprised me was the eleven percent that actually said they use social media to improve communication within the company. Now we all know that lack of communication is a problem most businesses face. And it's encouraging to see that instead of sticking to the traditional, and may I say not very effective, solution of organising multiple company meetings per week, they choose to make things really simple and go for a type of communication that guarantees everyone will get the message and in record time, too. In another survey done by...

Module 9

9a

A: Hey, Mark. What are you doing?

B: I thought I'd spend some time writing a few words about our holiday in Greece.

A: Really? To whom?

B: Well, I found this great site where people from all over the world write about the places they've visited. So, let's say you're planning a trip to Italy. You can check out what other people's opinions are and where they suggest you go.

A: Sounds helpful.

B: I had just started writing a few things about the Acropolis Museum when you came in.

A: Great! What have you written so far?

B: Well, that the first thing you notice is how close to the actual Acropolis it is, across the road, really. So, it's a good idea for someone to spend the morning at the Acropolis site before it gets too hot, and then when the sun starts to burn, go to the air-conditioned museum and continue on the same topic.

A: I agree.

B: OK. Then I want to mention what struck me the most, my favourite part of the museum. Do you remember the first thing we saw before we entered the museum?

A: You mean the actual building? Oh, yes. It's wonderful, modern and simple.

B: It is, but I was referring to what you see when you look down through the glass floor - the ruins below the entrance walkway. I love the way they made it so that you can see the archaeological ruins they're still digging through underneath part of the museum. That was the highlight for me.

A: It was a nice idea, and we both enjoyed it, but what about people who have a fear of heights? Having to walk over that must make them very nervous.

B: Perhaps. I hadn't thought of that. But think about the general layout, especially the inside of the building. The more I think about it, the clearer it becomes to me that they designed it in a rather intelligent way. The museum itself is huge but easy to walk around. It didn't take us more than, what, a couple of hours? I didn't feel tired or feel like it was crowded, even though there were so many tourists there at the time.

A: Yeah, that's not something easily done, and we've been to so many museums. They usually feel so stuffy and smell old, but this one was so airy. And it was very smart of them to take advantage of the almost constant sunlight they have in Greece. All those windows let natural light shine on the displays, making them almost come alive, don't you think?

B: Mmm, yes, I was really fascinated. It was a pity we didn't hire a guide, though. The explanations were good, but I think a guide would have been able to piece the information together for us and give us a better understanding of it all.

A: True. Still, the fifteen-minute video at the end was nice. It was enough information for me to absorb and I think it summed up everything

nically. Besides, I remember I was starting to get hungry by then, and I really wanted to go and sit outside at the terrace restaurant.

- B:** All right, I'll write something about the terrace, too. Oh, one last thing. What did you think of the museum gift shop?
- A:** I liked it. It had a great collection of books and in quite a few languages.
- B:** Yes, but don't you think it could have been larger? With all the visitors it gets, I'm sure they could put a bigger collection on display.
- A:** They could, but it's not like you can't get souvenirs from the nearby shops instead. Oh, and don't forget to write that it's best if people try to visit on a full moon. It was wonderful, the way we sat outside on the museum steps looking at the displays inside through the windows and the Acropolis all lit up behind us. I believe it should be number one on the list of things to do, wouldn't you say?

9b

A.
Welcome, everybody, to today's walking tour of Amsterdam. Now, as we're a big group, it's best if we all wear our headsets so that everyone can hear me, OK? A word of warning, though: accidents can happen in a city with over 600,000 bicycles, so make sure you do a double or triple check before you step off any pavement. Okay, so let's get started. Straight ahead of us we can see Central Station, Amsterdam's bustling train station built in the 19th century. Right here used to be the city's busy port. During the Golden Age in the 17th century, Amsterdam was an international sea trading centre and the richest city in the world. Many of the buildings that were built back then in the 1600s are still standing today. Remember to take care of your personal belongings because just like in those days, the area around the station is a lively mix of street artists, shoppers and traders but, unfortunately, pickpockets too. Now, let's turn around. You can see

the many canals and streets that spread out into the city. Right ahead is the famous Damrak Street, home to the Stock Exchange and leading to Dam Square. Let's head there now before the crowds arrive. Damrak Street was once the site of a wide river that connected Amsterdam to the North Sea, helping to make the city a centre of international trade. Try and imagine these buildings as harbour-side storerooms filled with exotic goods from all over the world...

B.

Good morning. Today I'm going to explain the assignment that you all have to complete by next Thursday. As you know, this semester we've been looking at urbanisation in developing countries. I'd like you all to take a look at this case study of Botswana. Here, everyone, take a photocopy. As you can see, over 65% of the total population now live in urban areas, and that figure is growing every year. Look at the map showing the locations of roads, rivers and railway lines; it's not hard to see why so many people are moving to the cities, which have much better access to transportation networks, industry and stable food supplies. But as we can see, the capital city is now overpopulated and this is causing problems such as pollution, lack of housing and unemployment. What I would like you all to do is select another country that is experiencing rapid urbanisation and create a case study like the one I have just given you. Remember to get up-to-date information from official sources; I've listed some good websites at the bottom of the page. Explain why you think people are moving to the cities in that country. Provide information about transportation networks, weather conditions, landscape and anything else you think might have contributed to this trend. Finally, compare your chosen country to your home country. Make sure you include diagrams and maps to support your conclusions, but don't just list facts and figures. Remember you need to go into detail to get a good grade!

Module 10

10a

- A:** I can't believe it, Sally! I was just in the town centre. All the small shops are gone. Even Drew's CDs and the florist have shut down. It's like an abandoned town. What happened?
- B:** It's been like that for a year now, Kyle. It's the big chains like Lo'price that are making all the shops go out of business. The small shops can't compete with their prices.
- A:** It's a shame. I liked those shops.
- B:** Yes, it's awful. But then again, Lo'price is very convenient. It has parking, you can get everything you need and the prices are the cheapest in town.
- A:** Yes, but the fruit and vegetables are all imported and covered in pesticides, and they have no taste.
- B:** How do you know they're covered in pesticides?
- A:** They're far too shiny... and whenever I eat some of their fruit, my face gets all red.
- B:** Do you wash the fruit well? I think you're overreacting, you know. Besides, you can get bad fruit anywhere. The fruit in shops comes from lots of different places. You don't know what they've sprayed on them.
- A:** I just think we should support local shops more. The big chains don't pay farmers very well, which means that the farmers don't pay their workers well. And fruit from local shops tastes far better, whatever you say.
- B:** You can't generalise. Not all big chains are the same. And you have to accept the fact that people don't have time to go to lots of different shops. They want to find everything in one place. Speaking of which, d'you want to come to Grand Central with me tomorrow?
- A:** Not really. I don't like shopping centres.
- B:** Why not?
- A:** They're too big and busy - and anyway, I'm saving up for my holiday.
- B:** You don't have to buy anything. We can just go window shopping.
- A:** Window shopping? Now that's something I've never understood. What's the point?

- B:** It's relaxing. I like looking at all the window displays.
- A:** Not me. I'd rather go for a walk on the beach and relax by looking at the sea or go for a bike ride.
- B:** Grand Central is fun, you know. It has a cinema complex, a big aquarium and a huge food court.
- A:** I didn't know it had a cinema complex. What's on at the moment?
- B:** Well, lots of films, but that new superhero film seems to be the most popular one right now.
- A:** That was good. I saw it at that small cinema in the town centre. I like it there. The prices are low and it's right across the street from Skyline.
- B:** That's true, it's very cheap. And Skyline - now that's a great place to grab a bite to eat. I know, maybe we should go there tomorrow instead?
- A:** Sure. I'd rather do that than go to the shopping centre.
- B:** Great, Skyline it is then.

10b

Part 1

- A:** Today, we have here Laurel Barnes from *AdsOpen*, an organisation which supports honest advertising. Laurel, thanks for coming in today.
- B:** Thank you for having me. I'm delighted to be here.
- A:** So, adverts... haven't we all just learnt to ignore them by now?
- B:** You might think so, but even though we say we don't really pay attention to adverts, we take in more information than we realise. We are surrounded by them, after all.
- A:** So, what does your organisation do?
- B:** Well, we argue that all advertising should be open and honest. We believe that adverts shouldn't need to use tricks to make people buy a product - after all, if you need to do that, it can't be a very good product!
- A:** And how do you make sure that this happens?
- B:** We work with companies to make

sure that when they advertise something, they are not misleading people in any way. Companies spend a lot of money on advertising, so it's important that it achieves the right things - and most companies want their advertising to be truthful because this is what shows off their company. They can use them to create a good reputation and build up loyal customers.

- A:** Doesn't this mean that adverts will become less creative... less entertaining?
- B:** No, not really. Promotion is an art, after all, and a good advert can be fun and creative, and it can promote something without misrepresenting the truth. The best adverts aren't the ones that make the wildest, most exciting claims or have had the most money thrown at them - they're often just simple and honest, and play on our emotions, whether that's, say, sympathy or humour.

Part 2

- A:** You also produce an e-magazine, don't you? What's that all about?
- B:** Ah yes, our monthly e-magazine. Well, part of it looks at good adverts - creative or particularly funny adverts and how they were created. We also have some more serious parts though. For example, we recently carried out a study on online pop-up messages on airline tickets.
- A:** These are the ones on websites that say 'Only one seat left at this price!' - that sort of thing?
- B:** That's right. Messages like this are designed to make customers worried so that they buy quickly rather than go searching other sites.
- A:** Because they might find cheaper prices there.
- B:** Exactly.
- A:** What did the study show?
- B:** Well, as you might imagine, we found that these messages are not usually true. Of course, a lot of people will say that this isn't a surprise - but the study is still a good read for anyone who's interested in how airlines try to get customers to buy. You can visit our website and sign up to receive a

copy of our magazine by email.

- A:** So, you want people to be more aware of things like this that advertisers are doing to make sales?
- B:** Definitely. In addition to our magazine, we also have a forum on our website where people can share their experiences. This is actually where the idea for the online pop-up study came from; someone made a post asking about them.
- A:** Do you think the world would be a better place without any adverts at all?
- B:** Oh no, not at all! In fact, we love good adverts, and we believe advertising is an important part of the modern world. That's exactly why we want to see it done properly. Advertising can be fun, too, and there are a lot of clever, well-made adverts out there. We just want companies to act responsibly, and people to think carefully about how they respond to advertising.

Task: Modules 9 & 10

- A:** Hey, did you see this table with average consumer spending habits in the newspaper? It includes Japan, you know.
- B:** Yes, I took a quick look at it. The numbers for Japan don't really represent us, do they? Perhaps we're not Japanese after all, ha, ha!
- A:** Well, we just got married, no kids yet so no school expenses and no serious medical expenses. I'd hardly say we're the typical consumer.
- B:** And we definitely spend more on housing with our new loan. But we don't spend nearly that much on food. I mean, we like our food to be organic, but we save a lot by not eating out at restaurants.
- A:** I know, but we don't spend as little as they do in the UK, which is only five percent. Incredible! Why do you think that is?
- B:** I'm not sure, but I do remember watching a documentary on their eating habits that mentioned that a lot of people now prefer buying those really cheap, pre-cooked, frozen meals and just heating them up in the microwave.
- A:** Sounds possible. I wonder why

housing is so expensive in Iran?
I bet it's because so much of the population lives in the capital city, Tehran. Capital cities are always so much more expensive.

B: Sure. I think capital cities are more expensive everywhere. But what really surprised me was how much they spend on transportation in Canada. Nearly twenty percent of their income. That's a lot!

A: Well, you remember my friend Jens from university? She grew up in Toronto and always said how expensive public transport was there. Plus, it's such a big country. I bet people have to drive long distances and pay lots of money for petrol.

B: That makes sense. I bet they spend more on clothing there too because it's so cold. I know I'd be buying clothes to bundle up if I lived there. What surprised me most was how little people pay for health care in the U.K. and Malaysia. I guess they must have really good state coverage in both countries. Either that, or the people there lead really healthy lifestyles.

A: Healthy lifestyles with pre-cooked, frozen meals? Something doesn't add up there...

Module 6

6a (Student's Book pp.81-83)

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

- B. 1. quick-witted 6. direct
2. trustworthy 7. spontaneous
3. reliable 8. sensitive
4. rational 9. observant
5. compassionate

The word is: character

6a (Student's Book pp.84-85)

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

- B. 1. break the ice
2. broke the record
3. has broken / broke the rules
4. broke the news
5. broke the silence
6. break the habit
7. broke the law
8. will break... heart

- C. 1. a 2. c 3. b
4. c 5. b 6. c

- D. 1. (who) 5. who
2. when 6. which
3. (which) 7. where
4. whose 8. which

- E. 1. Did you read the text message (which / that) I sent you?
2. Patrick, who became a basketball player, is very tall. / Patrick, who is very tall, became a basketball player.
3. Fred, whose wife is an architect, wants to become mayor.
4. This is the restaurant where we celebrated our 10th anniversary.
5. It was in the year 2012 when / that my daughter was born. / 2012 is the year when / in which my daughter was born.

6. The room which/that is upstairs needs to be painted. / The room which/that needs to be painted is upstairs.

6a (Student's Book pp.86-87)

- A. 1. deaf
2. biographies
3. obstacle
4. accomplishment
5. fever
6. lack
7. account
8. chronological

- B. 9, 6, 7, 3, 2, 1, 4, 8, 5

6b (Student's Book pp.88-89)

- A. 1. constant 5. maintain
2. cope 6. flow
3. instil 7. moral
4. remain 8. sense

- B. 1. admiration
2. interconnected/connected
3. accessible
4. responsible
5. constantly
6. unpredictable/predictable
7. perseverance
8. steadily

- C. Across: Down:
2. identity 1. foster
4. rapid 3. determine
5. uncertainty
6. convince
7. equipped

6b (Student's Book pp.90-91)

- A. 1. siblings 7. grow
2. inheritance 8. extended
3. wedding 9. descendants
4. bride 10. raise
5. ancestors 11. nuclear
6. marriage 12. down

- B. 1. character 5. nature
2. judging 6. ambitious
3. strict 7. gentle
4. tend to

- C. 1. some 6. many
2. plenty of 7. some
3. a little 8. plenty of
4. a few 9. some
5. much

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

- E. 1. little milk left
2. (only a) few friends
3. plenty of vegetables to
4. are no students
5. a few people are
6. don't / didn't put much
7. have a lot of problems
8. hardly eats any meat

6b (Student's Book pp.92-93)

- A. 1. on 5. specific
2. will 6. argue
3. consideration 7. remain
4. determines 8. custom

- B. 1. c 2. f 3. e 4. a 5. b

6 Review

- A. 1. b 2. c 3. b 4. c
5. b 6. a 7. b

- B. 1. (new) laptop that I bought
2. let Fay down
3. hardly any information
4. are (only a) few tomatoes
5. is fond of
6. broke Mary's heart
7. who is a nurse
8. the park where

- C. 1. in 5. little
2. who / that 6. into
3. of 7. to
4. which 8. On

- D. 1. successful
2. father
3. (very old) clothes
4. (formal) education
5. the (local) library
6. typewriter
7. a (local) newspaper
8. satisfied

- E. 1. c 2. a 3. d 4. c 5. c

Module 7

7a (Student's Book pp.97-99)

- A.** 1. post 5. separates
2. links 6. manage
3. content 7. upload
4. gathers 8. edit
- B.** 1. co-founder 6. physicist
2. malware 7. misinterpret
3. emoticon 8. computer lab
4. symbolise 9. sequence
5. noticeboard 10. surveillance

- C.** 1. functions 3. original
2. distinguish 4. launched

7a (Student's Book pp.100-101)

- A.** 1. keep 5. fall
2. catch 6. notify
3. current 7. update
4. posted

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

- C.** 1. were created
2. using
3. have found
4. states
5. have been expressed
6. had already changed
7. have been influenced
8. be replaced
9. will gain

- D.** 1. A virus was accidentally downloaded onto the computer (by the students).
2. Sites like Wikipedia are often visited (by many people) for information or facts (by many people).
3. I was told to ask Mousa.
4. The children were being watched by their parents as they played in the park. / As they played in the park, the children were being watched by their parents.
5. The house has recently been painted (by the owners).
6. The tickets will be booked

- tomorrow (by my cousin).
7. This website can also be used to post photos.
8. Your car is being washed with eco-friendly products.

7a (Student's Book pp.102-103)

- A.** 1. account 6. quest
2. server 7. profile
3. geographical 8. username
4. proceed 9. modernise
5. automatically

7b (Student's Book pp.104-105)

- A.** 1. permission
2. treating
3. extension
4. simply
5. alert

- B.** 1. b 2. b 3. a 4. b

- C.** 1. outdated
2. privacy
3. subtle
4. tempting
5. respectfully
6. anonymous
7. responsibly

7b (Student's Book pp.106-107)

- A.** 1. finishing 5. emphasise
2. lose 6. addict
3. arguments 7. intelligence
4. sore 8. satellite

- B.** 1. interest 5. brainwash
2. informative 6. critically
3. log 7. passive
4. inappropriate 8. couch

- C.** 1. of 5. with
2. with 6. in
3. in 7. of
4. in 8. in

- D.** 1. c 2. d 3. b 4. a 5. c

- E.** 1. is believed that the Internet has a lot of dangers.
is believed to have a lot of dangers.

2. in Physics was given to him. was given the Nobel Prize in Physics.
3. will be shown a documentary about whales (by the teacher). about whales will be shown to the students (by the teacher).
4. were offered dessert (by the waiter). was offered to them (by the waiter).
5. has been sent the documents (by the manager). have been sent to Mr Rogers (by the manager).
6. is said that Ahlam is the best student in her class. is said to be the best student in her class.

7b (Student's Book pp.108-109)

- A.** 1. findings 5. evident
2. proportion 6. occupied
3. majority 7. approximately
4. percentage 8. for

- B.** 1. most 5. illustrates
2. under 6. over
3. between 7. four
4. more 8. two

7 Review

- A.** 1. considerable
2. viewers
3. gradually
4. connection
5. symbolise
6. misinterpreted
7. informative
- B.** 1. was made to do
2. is set in
3. lost touch / not kept in touch
4. in need of (any) help
5. haven't / have not been notified
6. was being served
7. is thought to be good

- C.** 1. been 5. keep
2. that 6. by
3. In 7. be
4. up 8. have

- D.** 1. b 2. c 3. b 4. a 5. a 6. b

Module 8

8a (Student's Book pp.111-113)

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

- B. 1. plus
2. delighted
3. guests
4. questionnaire
5. trust
6. fill

C. ACROSS

1. charge
4. fee
5. limousine
6. disturb

DOWN

2. hostel
3. feedback
7. safe

8a (Student's Book pp.114-115)

- A. 1. convenient
2. survey
3. refund
4. aide
5. customer
6. form
7. guests

- B. 1. d 2. a 3. c 4. d 5. a 6. c 7. a

- C. 1. at once
2. At the risk
3. by credit card
4. by mistake
5. at a loss
6. by myself
7. at present
8. by taxi
9. At a distance
10. by chance
11. at least
12. by surprise

- D. 1. Who gave Paul the notebook? /
Who gave the notebook to Paul?
2. Who/Whom are you going to
pick up from work?
3. Which shoes are more
comfortable?
4. Why did you take the bus?
5. When is Patrick returning from
Prague?
6. What did you buy for Alice?

- E. 1. Where, g
2. Who/Whom, h
3. Whose, d
4. Why, c
5. Which, a
6. When, f
7. What, b
8. How, e

8a (Student's Book pp.116-117)

- A. 1. finance
2. shuttle service
3. hotspot
4. go with
5. legal action
6. considerable
7. deposits
8. landlord
9. renovate
10. transactions
11. compromise
12. bargained for

8b (Student's Book pp.118-119)

- | | |
|----------------|--------------|
| A. 1. majority | B. 1. apart |
| 2. memorable | 2. personnel |
| 3. gatherings | 3. extent |
| 4. marketing | 4. excel |
| 5. publicity | 5. publicise |
| 6. competitors | 6. top-notch |
| /competition | 7. samples |
| 7. involvement | |

8b (Student's Book pp.120-121)

- A. 1. assistance, get, loans
2. landlord, deposited
3. statement, pay me back
- B. 1. branch
2. transaction
3. sign
4. identification
5. withdrawal
6. closed

- | | |
|---------------|------------|
| C. 1. talking | 6. to go |
| 2. to close | 7. to see |
| 3. to drive | 8. take |
| 4. moving | 9. setting |
| 5. fishing | 10. to get |

- D. 1. get
2. to steal
3. to throw
4. breaking
5. to rob
6. go
7. to steal
8. to shout / shouting
9. put
10. go
11. to commit

- E. 1. suggested going /
(that) we (should) go/went
2. about coming
3. refused to forgive Martha
4. made him give back/return
5. did Mary avoid speaking
6. don't/won't let me drive

8b (Student's Book pp.122-123)

- A. 1. 30
2. increased
3. greater/more
4. 50
5. 2015/2016
6. decreased
7. 40
8. increased
9. public, Arabic private
10. decreased

8 Review

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

- B. 1. not
2. order
3. for/to
4. so
5. so
6. have/get
7. to
8. at

- C. 1. a 2. a 3. c 4. c 5. b 6. a

Module 9

9a (Student's Book pp.127-129)

A. 1. a 2. a 3. b 4. a 5. a

B. 1. d 2. d 3. b 4. d
5. a 6. b 7. b

C. 1. shelter 5. feast
2. charming 6. underground
3. overlooks 7. souvenir
4. brochures 8. erupts

9a (Student's Book pp.130-131)

A. 1. absence 4. ignorance
2. tolerance 5. curiosity
3. carelessness

B. 1. ability 5. significance
2. possibility 6. distance
3. seriousness 7. popularity
4. fatalities

C. 1. the following 5. left
2. told 6. had to
3. had bought 7. for
4. boils 8. on

D. 1. Yousef refused to go to that place ever again.
2. Jessica complained that Anne never calls/called her.
3. The manager announced that all employees should dress formally.
4. Joyce advised me to leave that job.
5. Waleed suggested ordering / (that) we order Thai food that night.
6. John reminded me to pay the electricity bill.
7. Will denied breaking / having broken / that he had broken my mobile phone.
8. Mansoor promised to come back / (that) he would come back as soon as he could.

E. 1. Martha said (that) she would be cleaning the house the following/next day.
2. Mousa told Ahmad (that) he might go to the bank before work.

3. Victor said (that) he had lost his wallet the previous day / the day before.
4. Kate told her sister (that) she had already been to the supermarket.
5. Nasser said (that) I could ask Hamad for help.
6. My uncle said (that) he didn't try / hadn't tried diving until he visited Turkey.
7. Rashid told me (that) they/we would be going to the Museum of Islamic Art that night.

9a (Student's Book pp.132-133)

A. 1. vibrant 4. cosmopolitan
2. tube 5. tuck into
3. cuisine

B. 1. Australian's → Australia's
2. around from → from around
3. on action → in action
4. must have been accompanied → must be accompanied
5. 7.00 am. → 7.00 a.m.
6. the adult → an adult
7. speacialities → specialities
8. 18 century → 18th century

9b (Student's Book pp.134-135)

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

B. ACROSS

2. handshake
3. sink
5. tarpaulin
8. appeal

DOWN

1. poisonous
4. migrate
6. recital
7. gender

9b (Student's Book pp.136-137)

A. 1. fortune
2. full moon
3. creepy
4. scenic
5. joint

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

C. 1. she hadn't eaten
2. me if/whether I like/liked
3. Larry how often he goes/went
4. to know if/whether I had
5. not to lose
6. wondered if/whether Dina had visited
7. Darla not to shout

9b (Student's Book pp.138-139)

A. 1. stereotypes
2. preconceptions
3. hit
4. appreciate
5. background
6. enriched
7. immersive
8. barriers

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

9 Review

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

B. 1. activities
2. seriousness
3. silence
4. dizziness
5. darkness
6. necessity
7. majority

C. 1. me 5. on
2. would/could/ should 6. find/make/take
3. to 7. on
4. not 8. without

D. 1. c 2. g 3. a 4. e 5. d

Module 10

10a (Student's Book pp.141-143)

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

B. 1. donation
2. benefit
3. budget
4. generosity
5. gratifying
6. Philanthropy

10a (Student's Book pp.144-145)

- A.** 1. budget
 2. throwing
 3. arm and a leg
 4. cash
 5. doesn't grow on trees
 6. paid peanuts

- B.** 1. b 2. b 3. c 4. b 5. d

- C.** 1. on 5. in
 2. up 6. for
 3. on 7. from
 4. by 8. back

- D.** 1. b 2. a 3. a 4. b 5. b 6. d

- E.** 1. ... I didn't have a doctor's appointment, I would/could go for coffee
 2. ... there is a fire, which exit do we use
 3. ... we don't hurry, we'll be late
 4. ... the weather is bad / there is bad weather, will the match be cancelled
 5. ... you train hard, you won't win the race
 6. ... I were you, I would go on a trip to Qatar

F. Suggested answers

1. I would take up another hobby.
 2. I won't do well in my exams.
 3. you improve / will improve people's lives.
 4. they die.
 5. I would make my ears smaller.

G. Suggested answer

1. I would like there to be peace everywhere. I would make it rain more in places with very low rainfall so more food could be grown. I would make the weekend three days instead of two.

2. You wake up in a good mood.
 3. I will study archaeology or history.

10a (Student's Book pp.146-147)

- A.** 1. wisely 6. pity
 2. fool 7. vault
 3. pesticides 8. investment
 4. glitter 9. raised
 5. metal
- B.** 1. poor 4. tag
 2. parted 5. window
 3. business 6. distribution

10b (Student's Book pp.148-149)

- A.** 1. a 2. b 3. a 4. b 5. b
 6. a 7. b 8. b 9. a 10. a
- B.** 1. d 2. c 3. a 4. d 5. d 6. b

10b (Student's Book pp.150-151)

- A.** 1. h 2. d 3. i 4. b 5. j
 6. c 7. g 8. a 9. f 10. e

- B.** 1. shopping trolley
 2. fitting rooms
 3. half price
 4. price tag
 5. car boot sale
 6. damaged goods
 7. window shopping

- C.** 1. receptionist
 2. statistician
 3. economists
 4. technician
 5. banker
 6. philanthropist

- D.** 1. will you, aren't I, do I
 2. shall we, hasn't it, would you, do you, will you

10b (Student's Book pp.152-153)

- A.** 1. misleading 5. billboards
 2. Demand 6. status
 3. expose 7. press
 4. attain 8. image

- B.** 3, 4, 5, 1, 6, 2

Par. 2: The advantages... obvious.
 The biggest is that... flatmate.
 This is because... bills.

Par. 3: However, ... as well.
 You may end up... expenses.
 This could happen... expected.

10 Review

- A.** 1. had, play, would join
 2. don't stop, don't avoid, won't stay

- B.** 1. b 2. c 3. b 4. d 5. b 6. c

- C.** 1. D 2. A 3. C 4. A 5. B
 6. B 7. A 8. C 9. D 10. B

6 review

I know most people consider me successful, and it's true I live a very comfortable life now. But it wasn't always like that, and in many ways I believe my difficult childhood contributed to my successful career. I was born into a large family, with 6 brothers and 3 sisters. I lived with my family in a small house and my father worked day and night to try and put food on the table. Other kids made fun of me and my siblings because we all wore very old clothes. I learnt quickly that it was pointless to get angry with them, and I got very good at ignoring them.

I had very little formal education, because I had to work from a very young age. There were very few books in the house, but from an early age I realised how much I loved reading. One day, my mother took me to the local library, and that was it. I was hooked for life. I spent all my spare time there reading all kinds of books. It was always warm in the library, and I could escape from my real life and enter the fantasy world of the many adventures I read. I saved up all my money for a whole year and then bought myself a typewriter. I drove the rest of my family crazy clicking those keys all day, but I couldn't stop writing. I loved it. In the beginning, my stories weren't very good, and most people either didn't understand them or thought they were boring. However, that didn't stop me from writing. In fact, it had the opposite effect. It made me write even more. I just had to find that special ingredient that makes a book great.

One day, without me knowing, my mother sent a story of mine to a local newspaper which was having a writing competition. When the results arrived, and revealed that I had won, the whole family was excited, except for me. I would have preferred it if my mother had chosen a different story. But that's just me. I'm never satisfied with my work and I'm always looking to improve.

7 review

- A:** Did you ask your sister about next week?

B: No, I've been meaning to call her, but my phone is dead.

A: Why don't you send her an email instead?

B: I can't be bothered. Besides, I'd rather talk to her.

A: Well, what about talking to her on Skype? You don't need your phone for that, and you can even use a

webcam. It will be just like talking to her in person.

B: OK. That's not a bad idea.
How is the girl going to talk to her sister?

- A:** So, what do you feel like seeing tonight? A comedy?

B: No, not again. I'm in the mood for some action.

A: OK. Let's go and see that movie about that man who gets lost in space.

B: That's not really an action movie. It's more of a drama. But OK. Let's watch that one.

Which movie are the boys going to see?

- A:** What's this? I didn't know you have a blog.

B: I don't. This is my website.

A: You made it yourself? That's impressive.

B: It's pretty simple. I still need to add a few more things, though.

A: Like what?

B: Well, I write reviews of new electronic devices. So I want to add stars to every review so other people can come to my page and rate the products themselves.

A: That's a good idea. What about a link to the store that sells the device, too?

B: No, I don't want to advertise the stores. The reviews are for people like us, not the companies. I might add some more pictures, though.

What does the boy not want to add to his website?

- A:** So what kind of phone are you looking for?

B: Something simple, but it needs to have a big screen. I hate trying to read on a tiny screen. It gives me a headache.

A: What about a tablet, then? It has a big screen, and it can do everything a computer can.

B: I don't think so. I have my laptop for that. Besides, I want something that I can fit in my pocket and carry around - just with a slightly bigger screen than my last one.

What is the girl going to buy?

- A:** Hurry up, the show is about to start!

B: What? It's not starting for another hour.

A: No, look here in the TV guide. It says 7.30. And look at the clock.

B: Yes, it says 7.30, but haven't you forgotten something?

- A:** What?
- B:** We were supposed to put the clocks back an hour today. My phone updates automatically, so I never forget.
- A:** So, it's actually 6.30.
- B:** A quarter after, to be exact. See? That one is a little fast as well.

What time is it at the moment?

- A:** So, which one is your avatar? Actually, don't tell me. Let me guess.

B: OK. Go ahead.

A: Well, you're always wearing a baseball cap, so your avatar is the one with the cap.

B: Wrong! That's my friend Mark's avatar. I'm the one in the winter coat.

A: The one wearing sunglasses?

B: Yeah. And my cool scarf, of course.

Which is the boy's avatar?

8 review

- A:** I'd like a wake-up call for tomorrow morning, please.

B: Certainly, sir. What time?

A: Well, my flight doesn't leave till ten thirty and I should be at the airport by eight thirty so maybe an hour earlier.

B: So, seven thirty, then?

A: Let's say 7.00 to be sure I'm not late.

What time will the woman call the man?

- A:** How was the hotel? I heard it has a great view of the mountains.

B: Yeah, but the room was tiny and the linen was filthy!

A: Wow! That bad?

B: It gets worse! The porter actually asked for a tip!

A: Did you complain about him?

B: Of course I did! He really annoyed me.

What did the man complain about?

- A:** You look upset. What's wrong?

B: I went to the ATM last night to make a withdrawal and the machine kept my card.

A: That's strange! Did you call the bank?

B: No. I visited the branch this morning and told them I was having trouble with my card.

A: And what happened?

B: It turns out I was using the wrong PIN number!

What did the man not do?

4.

A: Thank you for staying with us, sir. We hope you enjoyed your stay.

B: I certainly did. Thank you for your top-notch service.

A: Would you be so kind as to fill this out? Your feedback is very important to us.

B: My pleasure.

What did the woman give the man?

5.

A: Excuse me, how much does this coat cost?

B: The price was £100 but there is a 20% discount this week.

A: That's kind of expensive. How about this jacket?

B: It's initial price was £50, but with the 25% discount you get £13 off so it goes down to £37.

A: Can I pay by credit card?

B: Of course.

How much will the man pay?

6.

A: Let's go bowling.

B: Sorry, I'm broke. Let's just hang out at my house.

A: Come on. Let's go out. How about a coffee?

B: But I've run out of money.

A: My treat! What are friends for?

B: Thanks. I owe you one!

Where will they go?

9 review

Speaker 1

I wanted to visit this cosmopolitan city because it is well known for its art galleries, museums and architecture. I was told that the beautiful frescoes and the bustling neighbourhoods would take my breath away. However, what I didn't know was that it would cost a fortune to see them all. I couldn't afford to visit all of the museums, so I settled for taking long strolls down the cobblestone streets and admiring the buildings, which was free!

Speaker 2

I'm really glad we decided to go there. It was so lively and exciting. There was always something going on, either in the museums and galleries or in the streets in the city centre. Whether we were in the mood for a play, or if we just wanted to enjoy the local cuisine, we had countless choices. Of course, it was costly, but friends had warned us. We worked all summer so we had plenty saved and didn't have a problem coping.

Speaker 3

As soon as I got there, I knew I had made the right choice. A friend had told me that it wouldn't be difficult to find cheap accommodation, and I'm glad I listened to him. It wasn't just the lodgings, though; everything was very reasonably priced and top quality, too. I spent most of my time in the parks and cafés, and walking around the narrow streets in the heart of the city, exploring every part of it. The locals were very hospitable, and I returned home with some cash still in my pocket! Not bad at all!

Speaker 4

Since visiting, I have really tried hard to promote the village. It was so tranquil. I have even started an Internet blog about it, where I have posted numerous photographs that I took during my stay. It is such a charming village and the residents are so hospitable that it was without a doubt the best holiday I have ever had. Friends have even suggested that I move there permanently. However, I tell them that, for now, it is a place I want to visit again and again.

Speaker 5

When we set off, I was sure I would get bored. I had no background knowledge about the place. All I knew was that it was up on the peak of a mountain. However, when we arrived, things changed. What I thought would be a bland destination turned out to be one of the most wonderful places I've ever seen. There were carvings right on the rock surface and tall columns of stone which have formed naturally over time. What's more, our hotel was actually a converted cave! I couldn't believe nature had such hidden beauty.

10 review

When I first moved here, my job kept me very busy. Often, I was too

busy to find time for myself—and I definitely didn't have time to cook. I ordered out almost every night, and lived off a variety of unhealthy snacks during the day.

After a couple of months, I realised that I was wasting too much money this way. I had to make a change. I made the decision to dedicate time every evening to cooking a proper meal. It wasn't as difficult as I had expected. I stocked up on fresh food from the supermarket once a week, and cooked a healthy meal every night. If anything was left over, I ate it for lunch at work the next day. I soon found I was saving money. It became a habit. I also found that I had more energy. I was eating nutritious food and my diet was healthier than ever. One day, a colleague mentioned that he grew all his vegetables in a little garden behind his apartment building. 'Is that really possible in the city?' I thought. 'Surely with so many cars driving on our streets, the air isn't clean enough to grow anything healthy or nutritious.' However, I decided to see for myself.

My apartment building doesn't have an area for gardening, but I do have a small balcony, which I soon filled with potted plants. Obviously, you can't grow everything you need, but it's not hard to plant a couple of tomato plants, or even vegetables like lettuce or spinach.

The first year I planted sweet peppers and lettuce. The peppers grew wonderfully, but the lettuce dried up and died as soon as the weather changed. I asked around and they told me to plant them in the shadow of taller plants for protection in the future.

My advice to anyone trying to grow their own vegetables is: live and learn. Start small; fill a couple of pots at first and learn how to take care of them. Don't worry if your first try isn't a success. At some point, success will come. You will never stop making mistakes and there is always more to learn. One thing you need is plenty of patience—not easy in a bustling city, I know! But nature does go at its own pace, and there is nothing you or I can do to speed it up. Besides, watching your garden slowly develop from seed to plate can be rewarding in itself.

I still go to the supermarket ... but whatever I can grow at home saves me from buying it from the supermarket. In this case, money actually does grow on trees, or should I say plants! Of course, everything I grow is 100% organic. I know it is free of pesticides...

Glossary of key words used in Teacher's Book

- act out:** to take the role of a character in a dialogue or story and say his/her words
- allocate:** to give something to someone to be used for a specific purpose
- brainstorming:** an activity in which people work as a group and try to come up with ideas
- context:** the parts of a text before and after a specific word/phrase which enable the reader to understand the meaning of the word/phrase
- deduce:** to reach a conclusion by considering and analysing given information
- definition:** what a word, phrase or expression means
- demonstrate:** to show and explain how something should be done
- draft:** a piece of text including someone's original ideas, which has not been fully developed and taken its final form
- edit:** to improve a text by making corrections and adding or removing information and/or ideas
- elicit:** to do or say something to get a response from someone
- extract:** a part of a longer text
- function:** the communicative effect of a specific utterance
- gist:** the main idea in a text
- higher-performing Ss:** students whose level is above average
- initiate:** to start something
- intonation:** the rise and fall of the voice when speaking
- layout:** how a text and visual material accompanying it is arranged
- lower-performing Ss:** students whose level is below average
- mind map:** a diagram used to visually outline relevant information
- monitor:** to watch and make necessary comments to ensure that an activity is done in a proper way
- objective:** the goal which someone sets and the outcome they plan to achieve through an activity
- prompts:** words/phrases and/or pictures provided to students to facilitate spoken or written production
- rubric:** the instructions for a task or activity
- scan:** to read a text quickly in order to locate specific information
- skim:** to read a text quickly in order to understand its main idea(s), without paying attention to details
- swap:** to exchange

ABBREVIATIONS USED IN TEACHER'S BOOK

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

Portal to English 11B

Teacher's Book

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