

STUDENT'S BOOK

H. Q. Mitchell Marileni Malkogianni



GRADE SEMESTER 2



STUDENT'S BOOK

School	
Name	
Class	

H. Q. Mitchell - Marileni Malkogianni

**Academic Year** 2018-2019





## النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ قَسَمًا بِمَنْ نَشَرَ الضِّياءُ

قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِياءُ سيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ قَطَرٌ بِقَلْبِي سِيرَةٌ عِنٌّ وَأَمْجَادُ الإِبَاءُ قَطَرُ الرِّجَالِ الأَوَّلِين حُمَاتُنَا يَوْمَ النِّدَاءُ وَحَمَائِمٌ يَـوْمَ السَّلامُ جَوَارِحٌ يَـوْمَ الفِـدَاءُ

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11		

Modules	Vocabulary	Grammar	Functions	Reading
6 A modern world p. 61	Conversational English Expressions with make Prepositional phrases with at Word building: adjectives ending in -ful, -less	Future will     Time clauses     be able to	Making predictions     Finding synonyms and antonyms     Making offers, promises, on-the-spot decisions and requests     Understanding language used in advertisements     Expressing ability     Guessing the meaning of unknown words     Asking about and explaining processes	<ul> <li>A magazine article: Life on Earth a hundred years from now</li> <li>An Internet advertisement: Solar cap!</li> <li>A magazine interview about Space Tourism</li> </ul>
	mad Ports - Looking to &6): Analysing and inter		p. 72	
Choices p. 73	Conversational English     Words/Phrases related     to signs     Word building:     opposites with un-, dis-	may, might, could     Conditional Sentences Type 1     if vs. when     Comparisons	Expressing possibility in the present and future     Expressing preference     Guessing the meaning of unknown words     Understanding signs and messages     Talking about conditions and their results     Comparing and contrasting people and situations     Talking about lifestyle changes and intentions     Describing future plans and ambitions	Signs and messages     A magazine article:     What happened to     George Baines?
All the action p. 83	Words/Phrases related to sports     Conversational English     Words/Phrases related to computer/video games	Exclamatory sentences     Clauses of result     have to, don't have to, must, mustn't, need to, don't need to, needn't     Passive Voice (Present Simple - Past Simple)	Expressing enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc.     Expressing result     Guessing the meaning of unknown words     Understanding information on flyers and signs     Expressing obligation, lack of obligation, and prohibition     Talking about computer/video games and expressing opinion	A flyer and an Internet confirmation email     A magazine article: Football Codes
	Bidaa Park - New and In &8): Collaborating with		decision based on specific criteria p. 94	
Facts and figures	Words/Phrases related to banks and money     Conversational English     Words with more than one meaning     Units of measurement	• too / enough • Infinitives • -ing form	Carrying out money transactions Indicating degree and extent Giving and understanding different kinds of instructions Guessing the meaning of unknown words Expressing opinion and giving information	Instructions and labels     A magazine article: Memory
10 That's life p. 105	Words related to travelling     Adjectives + prepositions     Idioms describing feelings     'Strong' adjectives	Conditional Sentences Type 2     Wishes     Reported Speech: Statements, Questions, Commands, Requests	Talking about imaginary situations     Asking for and giving advice     Making wishes and expressing regret     Guessing the meaning of unknown words     Describing feelings     Narrating events     Reporting	<ul> <li>A quiz: What kind of traveller are you?</li> <li>A magazine page: Now that's embarrassing!</li> <li>An extract from a novel: Oliver Twist</li> </ul>
	Day in Oatar in 115			

Culture Page: Pi Day in Qatar p. 115

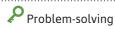
Task (Modules 9&10): Preparing for and taking part in a debate p. 116

Listening (Pronunciation*)	Speaking	Writing	QNCF competencies
<ul> <li>A lecture on carbon footprint</li> <li>A radio interview with an expert on Mars</li> <li>People giving their opinion about the Internet</li> </ul>	Pair work: Role play situations Pair work: Asking about and explaining how to do something  * The contracted form of will	A description of a process      Developing skills:     Linking words/phrases     to express sequence	
A conversation between two friends about which event to go to     Three short dialogues     A discussion between a career counsellor and a secondary school student	Pair work: Discussing and deciding which event to go to     Pair work: Discussing options and persuading     Class discussion about lifestyle changes     Group work: talking about future plans and ambitions	A few sentences about lifestyle changes you would like to make     A covering letter including future plans and ambitions      Developing skills:     Differentiating between formal and informal language	\$ 1 m 10 10
Four people talking about a hockey game     Part of a documentary about the history of computer games	<ul> <li>Pair work: Discussing events, showing enthusiasm and disappointment</li> <li>Group guessing game: Talking about rules at different places</li> <li>Pair work: A sports quiz</li> <li>Group work: Talking about a computer/video game</li> <li>* The schwa sound</li> </ul>	A computer game review  Developing skills:     Organising a computer game review with the help of a plan     Set phrases used in computer game reviews	\$ Q Q \$ \$
<ul> <li>Three short dialogues</li> <li>Five short broadcasts</li> <li>A radio programme with an expert giving tips about memory</li> <li>A radio announcement about an event</li> <li>A conversation about an event</li> </ul>	<ul> <li>Pair work: Role play situations at a currency exchange office, at a store, at the bank and at an ATM</li> <li>Pair work: Asking for and giving instructions</li> <li>Group work: Talking about places you've been to and events you've attended</li> <li>* The different /gh/ sounds</li> </ul>	<ul> <li>A paragraph summarising an essay</li> <li>Developing skills:</li> <li>Identifying topic sentences</li> </ul>	\$ \$ 5 B
Three people describing experiences A girl describing a problem to some friends People giving advice	Pair work: Speculating about imaginary situations Pair work: Giving an account of an experience Class discussion about books Pair work: expressing / responding to common feelings	An email in which the writer expresses / responds to common feelings      Developing skills:     Organising an email with the help of a plan	



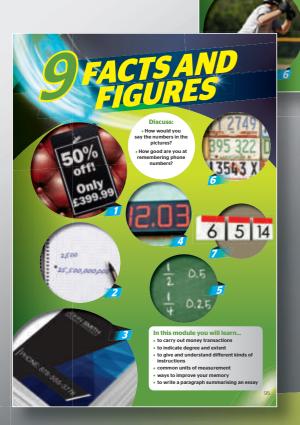


















A Discuss.

- What kind of environmental problems exist in your area/town/city?
- B Read the text quickly (skim) and decide which futurologist's set of predictions is pessimistic and which is optimistic. Justify your answers.

## Life on Earth

a hundred years from now...

Since the 1950s, we have destroyed more than a third of the natural world. Our way of life has caused many serious environmental problems. We use huge quantities of natural resources and produce too much rubbish. Pollution is affecting the climate and our planet is getting warmer. The question is: will things ever change for the better? Some scientists are optimistic and believe that, with the help of science, today's environmental problems will disappear. Other scientists are pessimistic and believe that soon it will be too late to save the planet. We asked two futurologists their views about life on Earth a hundred years from now...

- The global population will increase and reach approximately 16 billion. There won't be enough food or resources for everyone.
- Temperatures will be higher than they are today. As a result, the Amazon rainforest will disappear completely and the area will turn into a desert.
- The ice at the poles will melt and sea levels will rise. As a result, some cities in coastal areas, as well as islands that are not very high above sea level, will flood and disappear.
- Air pollution will keep increasing and people will suffer from lung diseases because of the polluted air.
   Jake Davis
- People will use alternative energy sources, such as solar power and wind power, much more than they do today. However, most of the world's energy will come from cold fusion, a clean, safe and free energy source.
- Scientists will control the weather. It won't be cheap, but they will use technology to prevent natural disasters in certain areas.
- Extensive desert greening will take place and most of the world's deserts will turn into forests.
   Nicola Brand

1.	exist b	oecause
	of our way of life.	
2.	. Humans produce a lot of	
3.	According to Davis, people wor	
4.	. He also believes that	
	, the ice	at the
	poles,ar	
	islands won't exist 100 years fr	om now.
5.	According to Brand, scientists	will be
	able to stop some	
	from happening by using	
	· · · · · · · · · · · · · · · · · · ·	
6.	. She also believes that the Eartl	n will be
	greener and	
	will become forests.	
۵	Look at the text again and fi	nd:
•	nonyms for the words/phrases	
_	•	
	amounts = (intr	
	. waste/litter =(i	
	opinions =(intr	
4.	. worldwide =(D	avis)

C 
Now scan the text. Then read it

carefully and complete the sentences.

antonyms for the words below.6. decrease ≠ (Davis)

**5.** for example =

**7.** exactly ≠ \_\_\_\_\_ (Davis)

**8.** low ≠ \_\_\_\_\_(Davis)

**9.** clean ≠ (Davis)

TIP!

You can increase your vocabulary by also learning synonyms and/or antonyms of new words.

(Brand)



#### The Future will

- A Read the examples. Do the phrases in blue express plans or predictions about the future?
  - I think I will live to be a hundred.
  - The Maldives will soon disappear under water.
  - In a hundred years, there won't be enough resources for everyone.
- B Complete the sentences with the Future will of the verbs in the box.

invent do increase not be become win not do get

1.	Experts predict that e-waste,
	such as old gadgets, devices and
	appliances that people throw away,
	in the next few
	years by 500%.

- 2. Charlie and Jill \_\_\_\_\_ married next year.
- **3.** I think the Mariners the game tonight. What do you think?
- **4.** Scientists believe that there any clean air to breathe in the future.
- **5.** scientists ever flying cars?
- **6.** I think you \_\_\_\_\_ a very successful businessman one day.
- 7. In the future, people \_\_\_\_\_\_ any housework. Robots \_\_\_\_\_ everything.

### C Q Discuss.

Make predictions about the future in fifteen years' time. Talk about:

- your own future and ambitions
- technology
- transport



A Have you ever heard of the term 'carbon footprint'? Read the definition. What sort of activities increase your carbon footprint?

### NOTE

carbon footprint: The amount of carbon dioxide (CO<sub>2</sub>) a person produces by using fossil fuels or products that come from fossil fuels.

- B 🏂 🜓 Listen to a teacher talking to students about carbon footprints and answer the questions. Choose a, b or c.
  - **1.** A flight from London to Hong Kong has the same carbon footprint as using
    - **a.** 100,000 plastic bags.
    - **b.** 200,000 plastic bags.
    - **c.** 300,000 plastic bags.
  - **2.** Which of the following increases your carbon footprint more than the others?
    - a. buying imported bananas
    - b. buying locally produced food
    - **c.** buying flowers that are out of season
  - **3.** When shopping, which packaging should you choose for a smaller carbon footprint?
    - a. paper
    - b. plastic
    - **c.** cardboard
  - **4.** What produces almost two kilograms of carbon dioxide?
    - **a.** travelling in a plane for about six kilometres
    - **b.** using a computer for thirty-two hours
    - **c.** both a and b
- C Listen to two extracts from the lecture. What do the following words mean?
  - 1. equivalent to
    - a. harmful to
    - **b.** different from
    - c. almost the same as
  - 2. origin
    - a. how something travels
    - **b.** where you buy something
    - c. where something comes from



 What information did you find the most surprising about carbon footprints? Why?





A Dook at the advertisement below. What can you guess about the product which is advertised? Then read the advertisement quickly (skim) and check your answers.

- B Now scan the advertisement. Then read it carefully and answer the questions. Choose a, b, c or d.
  - **1.** What kind of people does the advertisement aim at?
    - a. people who enjoy reading
    - **b.** people who often go camping
    - c. people who haven't got a torch
    - **d.** people who are afraid of the dark
  - **2.** Which of the following does the advertisement **NOT** mention?
    - **a.** You pay less if you order online.
    - **b.** They will deliver the solar cap in a week.
    - **c.** They will return the money if you don't like the cap.
    - **d.** They guarantee that the batteries last at least five hours.

# **SOLAR CAP!**

The ideal accessory for your outdoor excursions

£45

During the day, it protects you from the sun, and at the same time it charges up. At night, it's perfect for finding your way in the dark, or simply reading a book.

The batteries last for up to five hours. Say goodbye to torches! The cap has two superbright LED lights and a dimmer switch so you can adjust the brightness.

Get one for your next camping trip.
You won't regret it.

You will love our product! Not 100% satisfied? We will give you your money back. Guaranteed! Allow 7 days for delivery.

Order online now and get a 15% discount!

### C PRead a dialogue between two friends about the advertisement and answer the questions.

- **Phil** Hey, Mark. Check out this cap. It looks really cool and useful. It has lights, and the batteries last for five hours.
- Mark You don't believe that, do you?
  Those companies just want to
  make money. There's no way the
  batteries can last for five hours.
- **Phil** It only costs £45, and I'm making plans to go camping. So, I'll get one.
- **Mark** OK, but I think you're making a mistake. You'll see when you try it out.
- **Phil** Don't worry. It's more likely you'll ask to borrow it...
- Mark We'll see.
- **Phil** I want to order online and get the discount. Will you lend me your credit card? I'll give you the money back as soon as I have the cash.
- **Mark** OK, but before you order, will you make sure that the site is safe?
- **Phil** Sure, I'll check it now. Look, it's safety-guaranteed.

- **1.** Who doesn't believe the advertisement is telling the truth?
- 2. What does Phil think Mark will want to do when he gets the cap?
- 3. What does Phil ask Mark to do?
- 4. What does Mark ask Phil to do?
- **5.** What decisions does Phil make while talking to Mark?

#### NOTE

Use will/won't to make offers, on-the-spot decisions, requests and promises.

I'll carry that for you.

I like the red shirt. I'll buy it.

Will you show me how this works?
I won't borrow your things again without asking first.

### Over to you...

🤃 Discuss.

- Would you like to buy the solar cap? Why? / Why not?
- Have you ever bought anything over the Internet? What? Were you satisfied? Why? / Why not?



## Vocabulary

Complete the sentences with the words in the box to form expressions with 'make.'

	a decision	sense	sure	plans	a diff	erence	predictions	promises	money
adverti	sement carefung over the Int	ılly before			<b>6.</b>	should I ( t's diffici	't make go on holiday ult to make	? Mexico or	Brazil?
_	nd Susan are n	_				he weat			
	r wedding nex ne makes	-	W	/hen			nderstand thi		doesn't
	learning a nev						ke		ı can't keep.
natural					<b>9</b> .	Everyone	e should help	protect the	environment.
	le is a success lots of			ı and			e can help ma		•
	nmar						uncia		
	Clauses						sten and represented in sence in pror		the
A Read t	he example a	nd comp	lete th	e rule.			to university		o university.
As soon as	they deliver t	he produ	ct, <mark>l'II c</mark>	all you.			ad the pairs		
	TIME CLAUSI	E	N	1AIN		1.0			onunciation.
(refe	erring to the fu	uture)	CL	AUSE			Ve have dinne	•	
	r, before, until,		Futi	ire will			We'll have din help my brot	-	
+	Sim	іріе					II help my bro		
	ete with the <mark>I</mark> will of the ve						ou love my d		
	y, Tony. Are yo				<ul><li>b. You'll love my desserts.</li><li>C ◄) Listen and circle what you hear.</li></ul>				
B: Ye	s, I am, Jake.								
<b>A:1</b>	aine of my cor			the		1. a. W	e <b>b.</b> We'll	<b>3. a.</b> They	<b>b.</b> They'll
on			ou			•			
	gine of my car	(leave	)? It wa	S		2. a. l		4. a. l	<b>b.</b> I'll
<b>2</b> ma	ıking a funny ı	noise last	night.		S	2. a. I pea		4. a. l	
<b>2</b> ma <b>B:</b> I d	nking a funny i on't really hav	noise last e time. I <b>3</b>	night.	<u>.</u>		pea ROLE PL	k .ay		<b>b.</b> I'II
<b>2</b> ma <b>B:</b> I d (dd (ge	aking a funny i on't really hav o) it as soon as et) home from	noise last e time. I 3 s I 4 n work.	night.			PEAROLE PL	AY pairs. Act out	t some of th	
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2 ma <b>B:</b> I d (do (ge <b>A:</b> Do (as cal	aking a funny i on't really hav o) it as soon as et) home from n't worry abou k) my cousin v rs to come ove	noise last re time. I 3 s I 4 n work. ut it. I 5 who know er. Maybe (take)	night.  s abou  him ou	it to		Pea ROLE PL Talk in p below. T possible Student	A: you are o	some of the Future will ganising a b help.	b. I'll e situations as much as
2 ma B: I d (do (ge A: Do (as car 6 lur	aking a funny ion't really have) it as soon as et) home from n't worry abouns in vers to come over	noise last re time. I 3 s I 4 n work. ut it. I 5 who knov er. Maybe (take)	night.  ys abou  him ou	it to finish).		Pea ROLE PL Talk in p below. T possible Student Student Student	A: you are of and need	t some of the Future will rganising a b help. o help. to go to the a	b. I'll e situations as much as arbecue
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2 ma B: I d (do (ge A: Do (as car 6 lur 2. A: I w Int 8 B: I 9 do the	aking a funny in on't really have on't really have on it as soon as et) home from n't worry about the or one over the or one o	noise last re time. I 3 s I 4 n work. ut it. I 5 who know er. Maybe (take) mething of never do (you / he (show	vs about the control of the control	ot to finish). efore. please? how to (do)		Pea ROLE PL Talk in p below. T possible Student Student Student Student Student	A: you are fr him/her.  A: you are fr him/her.  A: you are w break it.  A: you find a	rganising a b help. o help. to go to the a ee and offer to borrow St orried Stude	e situations as much as arbecue airport. to take udent B's nt A will on the

Student B: you think it isn't a good idea.



#### A Discuss.

- Would you like to travel to space? Why? / Why not?
- Do you think people will travel to space as tourists soon? Why? / Why not?
- B Read the text quickly (skim) and match the questions a-f with the paragraphs 1-5. There is one extra question which you do not need to use.
  - a. Why do people want to travel to space?
  - **b.** What do we mean by 'space tourism'?
  - **c.** Why is space tourism so expensive?
  - **d.** Do space tourists need to train before their journey?
  - e. Is space tourism only for millionaires?
  - f. Is the trip dangerous?

# SPACE Isita TOURISM

Is it a distant dream for the very wealthy or something that we will all be able to enjoy in the future? We were able to interview a representative from ExploreSpace, Jeff Hilburn, and get some answers.

There are basically two types of space tourism: orbital and sub-orbital, but at present only orbital is available. Russian space companies offer individuals the opportunity to travel on one of their spacecraft for up to two weeks in orbit around the Earth. Sub-orbital flights will be available soon and will take space tourists directly outside the Earth's atmosphere, where they will stay for ten minutes or so.

For two reasons: the spectacular view and zero gravity. Looking down on our beautiful blue planet from space is a sight that only few people have ever witnessed. Also, imagine looking out into space where the stars are closer and brighter than when you're on Earth. It's something the majority of people want to experience along with weightlessness. Floating around is simply fun!

Well, they certainly don't need to be professional astronauts. However, both types of space tourism require training. For orbital space flight, space tourists need at least six months and for sub-orbital not more than a week. Also, space travellers will need to have medical check-ups.

It's for those who can afford it. At the moment, orbital space tourism costs over £20 million for a two-week experience, and only one tourist is able to travel with the Russian team every year. When the sub-orbital flights become available, they will cost about £150,000. Some space tourism companies hope that they will be able to lower the price to £100,000.

5 Space travel has come a long way and technology has improved, so I believe it is safe enough to introduce to the public. However, it is not without risk. People who are eager to find out what it's like in space don't mind taking that risk. For them, it's a dream come true.



- C Now scan the text.
  Then read it carefully
  and write T for True
  or F for False.
- 1. One of the differences between orbital and sub-orbital space tourism is the time they last.
- **2.** The stars seem different when you look at them from space.
- **3.** Sub-orbital space tourism will require one week to six months of training.
- **4.** Russia offers a member of the public one orbital trip a year.
- **5.** Space tourism companies are hoping that orbital flights will soon cost £100,000.
- **6.** It is necessary for someone to have good health and quite a lot of money to be a space tourist.
- **7.** Jeff Hilburn believes that space travel has made great progress but should only be available to astronauts.
- D Prind words/phrases in the text that mean the same as the following:
- 1. chance (para. 1)
- **2.** very impressive, breathtaking (para. 2)
- **3.** the largest part of a group (para. 2)
- **4.** to move slowly in the air (para. 2)
- **5.** to need sth (para. 3)
- **6.** to have enough money to pay for sth (para. 4)
- 7. to make progress (para. 5)
- **8.** all ordinary people (para. 5)
- **9.** the possibility of sth bad happening (para. 5)
- **10.** very interested and wanting very much to do sth (para. 5)
- E PDiscuss.
- Do you think space tourism is worth the money? Why? / Why not?

### Vocabulary

Complete the sentences with the phrases in the box.

at last at least at the beginning at the end at once at first at the latest at the moment at present

- 1. All visitors should leave the space centre by 5.15 \_\_\_\_\_, because we are closina.
- **2.** For a good telescope, you need to pay £150. Don't get anything cheaper.
- **3.** of the race, Brad was doing of the race, he was exhausted and almost didn't finish.
- 4. Linda will call you later, OK? She's watching a documentary about space exploration

### Grammar

### be able to

A Read the examples below and answer the questions.

- 1. No one is able to live on Mars.
- 2. People aren't able to predict the future.
- 3. Are you all able to see what I've written on the board?
- 4. It was a successful trip. Scientists were able to collect rocks from the bottom of the ocean.
- 5. Astronauts weren't able to travel to the moon a century ago.
- **6. Were** they **able to** rescue the cat from the tree?
- 7. We will be able to go to the moon for a holiday very soon.
- 8. I won't be able to help you with your homework.
- 9. Will you be able to fix the bike?
- a. Which sentence(s) express(es) ability or inability in the present?
- b. Which sentence(s) express(es) ability or inability in the past?
- c. Which sentence(s) express(es) ability or inability in the future?
- **d.** Which phrase can we replace with 'can'?
- **e.** Which phrase can we replace with 'couldn't'?
- **f.** Which phrase can we replace with 'can't'?

**Could** expresses general ability in the past. Was/were able to expresses ability in a particular situation in the past. I could swim at the age of five. The rescue team was able to save the boy who fell into the river.

Э.	, i thought my brother was
	joking, but then I realised that he was serious.
6.	, after four days, the scientists
	were able to find what was polluting the river.
<b>7</b> .	, children are not allowed on

I thought my brother was

space flights.

### 8. I need to speak to Mary immediately. Tell her to come here

#### NOTE

at the beginning/end of = the time when sth begins/ends

in the beginning = at first in the end = finally

#### B Rewrite the sentences using the correct form of be able to.

- 1. Two years ago, Jack couldn't speak a word of Spanish.
- **2.** In a few years' time, the team will have the ability to take part in the championship.
- **3.** I'm very upset and I can't talk to you right now.
- **4.** While Sue was in London, she had the ability to do a business course.

Listen to a radio interview with an expert on Mars and answer the questions. Choose a, b or c.

- **1.** When did the **3.** What is a sol? first probe land on Mars?
  - **a.** in 1970
  - **b.** in 1975
  - c. in 1976
- 2. Where is the Viking 1 Lander now?
  - a. in space
  - **b.** on Mars
  - c. on Earth

- a. an Earth day
- **b.** a Martian day
- c. a Martian year
- **4.** What is terraforming?
  - a. looking for life on a planet
  - **b.** the atmosphere and temperature of a planet
  - c. turning a planet into a place where humans can live



### Vocabulary

A Read the note. Which adjectives can you form using the words below?

beauty

peace

home

help

A lot of adjectives are formed by adding a suffix (-ful, -less) to a verb or noun.

NOTE

B Read the speech bubbles. What's the difference between the adjectives careful and careless?

Be careful with `those dishes!





Oops! I'm so careless sometimes.

#### C Complete with the correct form of the words in capitals.

<b>1.</b> The map you gave us was very	yand we didn't get lost.	USE
2. Most snakes are	, but people are still afraid of them.	HARM
3. Richards is a very	player. I think he'll become one of	
the best in the team.		SKILL
<b>4.</b> Charles Dickens was a very	writer of many well-known novels.	SUCCESS
5. I always thought this painting	was worth a lot of money, but in actual fact it's	
!		WORTH
<b>6.</b> Smoking is	to your health and to the health of those around you.	HARM
<b>7.</b> Since I bought a smartphone,	my camera seems I take all my	
photos with my phone now.		USE

### Listen

Listen to four people talking about the Internet and match the names with the statements a-e. There is one extra statement which you do not need to use.

- **a.** The Internet can be dangerous.
- **b.** The Internet is making our brains lazy.
- **c.** The Internet has more advantages than disadvantages.
- **d.** I think the Internet is convenient.
- e. I think the Internet is bad for my health.

### Jack \_\_\_

Frank

Beth	)	

TIP!

Julie ) (

### Speak

Work in pairs. Find out how to complete the tasks in the box.

Then with a different person, take turns asking and explaining how to do them. Use some of the questions and connectors below.

How do you...?

How do you...?
First, open your...
Then what?
Then, put the...

- uploading a video onto YouTube
- downloading photos from your phone to a computer
- starting your own blog
- connecting a phone to a TV to show films
- setting up a social media account
- taking care of a phone that has fallen into water
- cleaning a computer keyboard

#### Askina

Can you explain to me how you...?
Do you know how to...?
Do you know any ways to...?
What do you do next?
Then what?

#### **Explaining**

first, first of all, to begin with second, third, then, next, after that finally, last

- Use the Present Simple in the second person (e.g. First, you lift the cover.) or the imperative (e.g. First, lift the cover.) to explain how to do something.
- Explain the process in the order it happens, using appropriate linking words.
- Correct yourself if you realise you have made a mistake.

### Write

A Read this post on a 'how-to' message board. What is the person's problem?

#### NOTE

message board: a page on a website for posting or responding to messages.



I have got a new 121TYZ printer, but I can't work out how to change the ink cartridge. Can anyone explain what I have to do?

B Read the post again. Then read the description of the process and look at the diagram somebody posted in response, and answer the questions.



Hope this helps:

#### 121TYZ Cartridge Installation

This is a description of the five stages involved in installing an ink cartridge in the 121TYZ printer.

First, you need to turn the printer on, open the printer cover and wait for the ink cartridge holder to move to the left. Second, you pull out the bottom of the cartridge latch so that it disconnects and then gently lift the latch and slide the cartridge out of the holder. The third step is to slide the cartridge into a cartridge protector and keep it there so that the ink does not dry out (if you are removing a cartridge which still contains ink). The fourth step is to remove the protective tape from the cartridge you are going to install without touching the ink holes or metal parts (if you are installing a new cartridge). After that, you take the cartridge and slide it into the cartridge holder, making sure the symbols on the cartridge match those on the holder. Then, you push the cartridge down until it snaps shut. Finally, close the latch and the printer cover.



- **1.** What is the connection between the diagram and the description of the process?
- **2.** Which words/phrases does the writer use to show they are going to talk about the next stage in the process? Underline them.
- **3.** Does the writer explain all of the images in the diagram, or only the most important ones?

- C Write a short post asking for help with a problem (real or imagined) you have with your computer/phone/Internet and give the post to your partner. Your partner will then try to explain what you need to do to solve your problem.
- D Write a description of the process shown in the diagram below.

### REPAIRING A SCRATCHED CD WITH TOOTHPASTE













- Give a heading to your description.
- Use the Present Simple or the imperative to explain the steps in the process.
- Write clearly and accurately to help the reader understand easily what they are meant to do.
- Explain the process in the order it happens, using appropriate linking words, e.g. first, then, finally, and phrases such as the first step is to, the second stage involves + ing, for the final stage you..., etc.
- Use standard grammar and spelling conventions.
- Read through your description carefully to check you have not forgotten to include any stages necessary to carry out the process.

TIP!

# 6 Round-up

	Vo	cabulary	,	
		cabulary loose a, b or c.		
1.	It is extremely sources.	important to fi	nd	energy
	a. ordinary	<b>b.</b> spectacular	<b>c.</b> alter	native
2.	Don't listen to can't keep.	him. He always <b>b.</b> mistakes		
2	You need to fin		•	
Э.	Monday, o	otherwise you'll <b>b.</b> at last	get a D	).
4.	When is ita. pessimistic	for us to meet <b>b.</b> convenient		fied
5.	Our phone doe <b>a.</b> failed	esn't work; it wa <b>b.</b> guaranteed		
6.	-	up a social med th people from <b>b.</b> lift		the world.
7.		sethe car to bick up my frience b. borrow	from th	ne station.
В	Complete wit ending in <i>-ful</i>	•	Score:	<b>()</b> /7)
1.	I really like this		•	OLOUR
2.	People can be They throw rul			CARE
3.	I can't eat this	food. It's compl	etely	
4	Legulda't find		rtunat	TASTE
	I couldn't find I some very directions.	loca	als gave	•
<b>5</b> .	Eating too mar	•		
	•••••	to your health.		HARM
6.	Alex has becon	ne a	dri	ver. SKILI
7.	I like it here; it's	s so		PEACE
				()/7)
G	Grammar	•	(555)	
C	Join the followin brackets. M	wing sentence lake all the ne		
1.	First I will wash will recycle the	n all the plastic em. (as soon as)		. Then I
2.	Type in the add give you the q	dress on the GF uickest route. (a		ı it will
3.	First I'll fix the I'll leave. (befo		en for y	ou. Then

**5.** First the children will finish eating. Then she will clean the house. (until)

			Score: ()/10
D	Choose a, b or c.		
1.	Soon, it		I like this telescope.
	possible for everyor	ıe	I think Iit.
	to travel to space.		a. buy
	<b>a.</b> will be		<b>b.</b> will buy
	<b>b.</b> is going to		c. am buying
	c. will be able to	<b>5</b> .	Three years ago,
2.	You use the		Mark speak a
	printer today. It		word of French.
	doesn't work.		a. can't
	<b>a.</b> won't		<b>b.</b> won't be
	<b>b.</b> don't		c. wasn't able to
	<b>c.</b> won't be able to	6.	When the scientist
3.	me your GPS?		his talk on space
	I need to find the		tourism, he'll answer
	quickest route to a		your questions.
	place.		a. finishes
	a. Do you lend		<b>b.</b> will finish
	<b>b.</b> Will you lend		c. is going to finish
	<b>c.</b> Are you lending		Score 16
			(Score: ( )/6)

### Communication

E Complete the dialogue with the phrases a-e.

A. Hoy Dob 1 this godget				
A: Hey Rob, 1 this gadget.	<b>a.</b> go for it			
<b>B:</b> What is it?	<b>b.</b> such as			
A: It's a Tile. You know how I'm	<b>c.</b> at least			
always losing stuff, right? Well,	<b>d.</b> check ou			
2 now I'll be able to find	<b>e.</b> at once			
them easily with this gadget.	C. at office			
B: So, how does it work?				
A: I put this on objects that I'm alw	ays looking			
for, 3 my keys. When I can't				
I click on the Tile button on my mobile and				
the Tile on the object begins to beep 4				
<b>B:</b> Just make sure you don't lose yo	-			
A: Don't worry. I'm always really ca				
my mobile.	reiui witii			
•	الايامانا			
<b>B:</b> Well, it's a really useful gadget. I	think i ii get			
one too.	ore: ( )/10			
<b>A:</b> Yeari, <b>5</b> !	$\Rightarrow$			
Total sco	re: ( ) / 40			

Now I can	
make predictions about the future	
• refer to the future using appropriate tenses	
• make offers, promises, on-the-spot decisions	
and requests	
• express ability	
ask about and explain processes	
• use linking words/phrases to express sequence	
<ul> <li>write a short description of a process</li> </ul>	

(when)

# Culture Page Hamad Port - Looking to the Future

Today, more than ever, we use a variety of products that come from all over the world. Have you ever wondered how such supplies as food, clothes and technology products get to Qatar? The majority of these goods arrive by sea. During the past years, there has been a significant increase in products that enter the sountry and that are

5 significant increase in products that enter the country and that are sold in the local market as well as products that Qatar sells to other countries. Always keeping an eye on the future, in 2007, authorities in Qatar decided it was time to replace Doha Port with a new modern seaport which would have the latest equipment to keep up with the 10 Qatari residents' and businesses' needs for many years to come.

The creation of Hamad Port is an enormous step forward for the progress of Qatar and its economy. Building began in June 2010 and the port covers a total area of more than 20 km. The actual port is 4 km long and 700 metres wide. There is also a control tower with a unique design with a height of 110 metres. Within the port, which receives all kinds of goods, there are different terminals. There are terminals for general goods, vehicles, cereals as well as one for animals. Other facilities include warehouses, mosques, rest areas and even an area for fishing. The knowledge and services of many

In December 2016, Hamad Port received its first ship. Although the building of the port still continues, it is now able to successfully receive all the ships entering the country. Also, the number of ships that are received and the containers these ships carry are growing from one month to the next. Statistics show that in March of 2018,

20 thousands were needed to make this project a reality.

Hamad Port celebrated receiving its first million containers! When the port is finished, it will be able to receive 7.5 million containers every year. Now that's impressive!

However, these containers will not all be for Qatar! Hamad Port is the biggest in the Middle East, and due to its central location in this region, some of the goods that it receives are for neighbouring countries, such as Kuwait and Iraq. The containers carrying these goods are put on other ships and sent off to the final destination. The port is also very well-connected to the train and the main roads,

35 which makes it easier to move these goods over land to and from Hamad Port. Because of these excellent connections, the transport of goods has become less expensive.

There is no doubt that Hamad Port will be a vehicle that will help Qatar move faster 40 towards the future.



### A 🏚 Discuss.

What do you know about *Hamad Port*?

- B Read the text quickly (skim) and compare with your answers.
- C Now scan the text.
  Then read it carefully
  and write T for True,
  F for False or NM for
  Not Mentioned.
  - 1. All products from abroad arrive in Qatar by sea.
  - **2.** The length of *Hamad Port* is 700 metres.
  - **3.** Hamad Port has more terminals than any other port.
  - **4.** Statistics show that more ships are coming to *Hamad Port* each month.
  - **5.** Hamad Port received 7.5 million containers in March 2018.
  - **6.** Some products that go to Kuwait stop in Qatar first.
  - **7.** There is a train station in the middle of *Hamad Port*.

## PROJECT

Choose another big seaport from anywhere in the world and do some research on it.

#### Find:

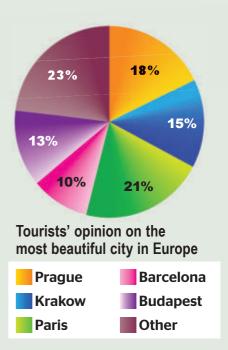
- statistics on the number of containers that it received and sent last year
- pictures of the port
- interesting details about this particular port

Then present the information to the class.

### Task

### (Modules 5 & 6)

- A How much do you know about pie charts? Look at the pie chart below and read the statements. One of the statements is false. Do you know which one?
  - 1. A pie chart presents data and percentages visually.
  - 2. A pie chart has different parts which are called slices.
  - 3. The slices in a pie chart add up to 100%.
  - **4.** 'Other' can be used to make the pie chart complete.
  - **5.** You have to write the names/categories on the slices so that the pie chart makes sense.
  - **6.** Colour-coding helps make the pie chart easier to read.



### B Read the text below and complete the gaps in the pie chart.

hese days tourism is big business and travel agencies try hard to offer the best to their customers. To improve its services a travel agency for young travellers in Miami asked a hundred first-year college students about their favourite types of holiday. Half of the students said that they preferred active holidays. They like taking part in exciting activities such as skiing or water sports, or spending time in the countryside, camping or hiking, for example.

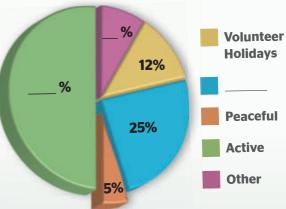
A quarter of the students chose *educational holidays*, visiting historical sites or learning about local culture. Only 5% of the students chose *peaceful holidays* at quiet resorts on the beach or in the mountains.

The survey also showed that some young people think about the environment when choosing their holidays. 12% of the students chose volunteer holidays, which give them the opportunity to see new places and also do something for the environment.

The rest of the students chose other types of holidays such as visiting family or friends or going to health resorts.



First-year college students' holiday choices
Number of students: \_\_\_\_\_



- C Talk in pairs. Discuss the percentages in the pie chart in B. Now think about people of your age in your country. What kind of holidays do they like? Do you think the percentages would be the same or different? Discuss, using some of the phrases in the box.
  - This pie chart shows that...
  - Fewer/More students like... than...
  - Not many students...
  - Half / A quarter of the students chose...
  - A high/low percentage of students...
  - The most common holiday choice is...
  - People our age prefer...
  - I believe... holiday is not very popular because...
  - I think... holiday is more popular because...

### D Discuss.

- Do you think the pie chart is a good way to show the results of a survey? Why?/Why not?
- Have you seen a pie chart before? Where?
- Do you think pie charts are useful for project work or presentations? Why?/ Why not?



- A Read the dialogues quickly (skim) and match them with the statements.
- a. Both people decide to go to the place shown in the picture.
- **b.** Both people decide not to go to the place shown in the picture.
- **c.** One of the people decides to go to the place shown in the picture.
- Lee Hey, Mike. I might go to the sculpture exhibition tomorrow. Are you interested?
  - Mike Tomorrow? No. thanks. It's likely to be really crowded on a Saturday. I'd rather go on a different day, when it's quiet.
  - Lee You may be right. Perhaps we could go on Monday. It's my day off.
  - **Mike** Yes, it will definitely be quieter on Monday. Are you sure it's open then?
  - I'm positive. Look here, it says so on Lee this flyer.
  - **Mike** OK, good. Do you want me to pick you up on Monday morning?
  - I think I might go on my bicycle.
  - **Mike** OK, let me know when you make up your mind.
- Tim Hey, look at what's opened at the Westfield shopping centre. I've never been ice skating before. Why don't we give it a try?
  - Miles No way. You know how clumsy I am. I will most likely fall over the minute I step onto the rink!
  - Oh, come on. It'll be fun! There will probably be Tim instructors there who can show us how to skate.
  - **Miles** Do you think it might be cold in there?
  - **Tim** I'm sure you'll survive.
  - Miles I don't know. I also have studying to do.
  - Fine. I give up. Do as you please. I'm thinking of checking it out later today. Call me if you change your mind.



- Ted I think that Jerry Watson will win the race today.
  - **Brad** I'm not so sure. Don't forget about Massimo Langella. There's a good chance he will do very well, too.
  - I doubt it. He drives better in dry Ted conditions, and it may rain later.
  - **Brad** That's true. So, do you feel like going down to the race track?
  - Ted No, I'd prefer to watch the race from the comfort of my own home. A few friends might drop by later. You're welcome to join us, too.
  - **Brad** No, I'd like to watch it up close and enjoy the whole atmosphere.
  - **Ted** In the rain? It'll be nice and dry at my place. What's more, I'm going to order pizzas. It's up to you.
  - **Brad** Pizzas? In that case, count me in!

- B Match the phrases from the dialogues with their synonyms.
- 1. I'd rather 6. I doubt it
- 7. feel like 2. I'm positive
- 8. drop by 3. make up your mind **9.** it's up
- 4. I give up to you
- **5.** do as you **10.** count please me in
  - **a.** I don't think so
  - **b.** I'm certain
  - c. it's your
  - choice **d.** I'd prefer
- e. I'm going to stop trying
- **f.** want
- **g.** include me
- **h.** do whatever you like
- i. visit someone or a place
- j. decide about something
- C Now scan the dialogues. Then read them carefully and write T for True or F for False.

#### **Dialogue 1**

- 1. Saturday is not a good day to visit the museum.
- **2.** The museum isn't open on Mondays.
- **3.** Lee has already decided how he's going to get to the museum.

#### Dialoque 2

- 4. Miles thinks he'll have an accident while ice skating.
- **5.** Tim stops trying to persuade Miles.

#### Dialogue 3

- **6.** Ted and Brad agree that Massimo Langella will win the race.
- 7. Ted doesn't invite Brad to his house.
- 8. Brad changes his mind about something.

### Over to you...

- Do you like going to art exhibitions? Why? / Why not?
- What does it take to be a good ice-skater?
- Do you prefer watching races/ matches/games up close or from the comfort of your own/ friend's home? Why?



### may, might, could

- A Read the examples from the dialogues. What do the words in blue express in all cases? Choose a, b or c.
  - You may be right.
  - I might go on my bicycle.
  - We could go on Monday.
  - **a.** Something that is likely to happen.
  - **b.** Something that is not likely to happen.
  - **c.** Something that will certainly happen.

We use may not / might not to express improbability in the present or future. Could not expresses lack of ability.

Susan may not / might not go out tonight, but she isn't sure yet. She couldn't find a babysitter.

#### B Rewrite the sentences using the words given.

Perhaps the Bears will lose this game. might
 It's likely that we will go to Spain on holiday. may
 It is possible that Ted won't enjoy car racing. might
 I'm thinking of buying a car, but I haven't made up my mind yet. may
 I don't think Linda will come with us tomorrow. may

6. The café is likely to be noisy at this time of day. could

### Listen & Speak

A 🏂 🖜 Look at the flyers and listen to two friends, Eddie and Mark, talking. Which event do they decide to go to?

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

- **1.** There is information about the events in the newspaper.
- **2.** They think the tickets for the game are too expensive.
- **3.** They think United will win the game.
- **4.** Eddie isn't very good at bowling any more.
- 5. Mark's cousin doesn't like poetry.
- **6.** Eddie and Mark don't know who Glenn Hunt is.
- **7.** Mark and Eddie make plans for dinner after the event.



C Look at the flyers again. In pairs, discuss the events and decide which of them you'd like to go to.

So, what are you doing this weekend?

I may/might go... Do you want to go together?

Not really. It'll probably be boring. Let's do something else.

OK. Do you feel like going...? It may/might/could be interesting.

I doubt it. I'd rather go / I'd prefer to go...
I'm sure it'll be fun.

76

Read

A Pread the signs and messages and choose the best explanation for each.

### LOST



Please call 555-879-8686

HEIGHT RESTRICTIONS
minimum: 1 metre
Check before you pay for ride

Admission is free
But remember: your donation
is what keeps us open

Recommended:

\$7

€6

£5

Thank you for your support

### HEATHROW Express

Non-stop from Heathrow Airport to Central London

#### SPECIAL DEAL!

Heathrow Express Carnet
12 single tickets for the price of 11
(valid for a year)

£198

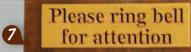


Next-day delivery £6.99

Standard delivery FREE (3-5 business days)

Complaints or comments?

Please fill out form anonymously





- **b.** If you find Twinkle, you should call 555-879-8686.
- **c.** You should call 555-879-8686 if you want to find out more about Twinkle.
- **2. a.** Children have to be at least a metre tall to go on the ride.
  - **b.** Children over a metre tall are not allowed on the ride.
  - **c.** Children can't go on the ride if they are taller than the minimum height.
- **3. a.** Everyone has to pay to enter.
  - **b.** It's up to you whether you give money or not.
  - **c.** Ticket prices depend on the country you are from.
- **4. a.** The Heathrow Express Carnet is valid for eleven journeys.
  - **b.** You have to use the Heathrow Express Carnet within the year.
  - **c.** The Heathrow Express Carnet costs as much as twelve single tickets.

- **5. a.** If you break the glass, you may cause a fire.
  - **b.** You should break the glass if there is a fire.
  - **c.** Be careful. The glass might break when there is a fire.
- **6. a.** Everyone has to pay extra for delivery.
  - **b.** People who pay extra receive the item sooner.
  - **c.** If you pay £6.99, you will receive the item in three to five business days.
- **7. a.** If you think someone needs your attention, ring the bell.
  - **b.** Ringing the bell won't help you get someone's attention.
  - **c.** When you need to get someone's attention, you should ring the bell.
- **8. a.** Every customer has to fill out the form.
  - **b.** Satisfied customers don't need to fill out the form.
  - **c.** Only customers who want to remain anonymous can fill out the form.

#### Discuss.

B Read the signs and messages again.
Where would you most likely find them?

### Conditional Sentences Type 1, if vs. when

A Read the examples and complete the rule.

- If you buy two products, you will get a third one for free.
- If you want to complain, you should fill out the form.
- If Betty needs help, tell her to ask at the information desk.

We use Conditional Sentences Type 1 for something which is likely to happen in the present or future, and they can also be used to give advice and instructions.

- Future
- can, may, might, should,etc.
- + base form
- imperative

#### B Read the examples and answer the questions.

- John: I'll order something if I get hungry.
- Lisa: I'll order something when I get hungry.
- **1.** Do the sentences refer to the present/ future or past?
- 2. Which tense do we use after 'when'?
- **3.** Who is sure / not sure that he/she will get hungry? Why?

#### C Circle the correct words and complete the boxes with if or when.

- 1. A: What are you doing tomorrow?
  - **B:** Well, I'm going on a day trip with my cousin Richard. the weather is / will be good, we go / may go hiking, too. Do you want to join us?
  - A: I'd love to, but my brother is coming to visit me tomorrow.
  - **B:** Tell him to come along, too.
  - A:OK, I ask / 'II ask him arrives, and I'll let you know.
  - B: Sure.
- 2. A: Hi, it's Jamie. Is Danny there?
  - **B:** No, he isn't. He's in the garage. he **gets / will get** back, I tell / 'Il tell him to give you a call. OK, Jamie?
  - A: OK, but he tries / will try to call me and I'm not home, he calls / should call me on my mobile phone, because I'm going out later.
  - B: OK, then.

### Listen

🍜 🕩 Listen to three short dialogues. Which sign/message from page 76 are the people looking at?

Dialogue 1

**Dialogue 2** 

**Dialogue 3** 

### Speak

Look at the poster below advertising an aquarium. Think of a good name for the aquarium and complete the missing information. Then talk in pairs. Discuss your posters and try to persuade each other that your aquarium is the better place to visit.

If we choose to go to AquaWorld, we will see whales.

Yeah, but if we go to AquaPark, we can feed the ... What do you say?

- When discussing a topic, take turns to speak. This is not a monologue.
  - Listen to your partner and respond appropriately (e.g. That's nice, I don't want to do that.), try to persuade him/her and ask for his/her opinion (e.g. What do you think?, What do you say?).





## Read A Discuss.

- Do you know of any people who have made major changes in their lives? Give examples of these changes.
- What makes people want to change their lives?
- B Look at the picture. What do you think happened? Read the text quickly (skim) and find out.

### What happened to George Baines?



We all remember the newsreader George Baines. Last year, millions of people were watching the news on Channel 8, the title sequence ended and there was Baines. He looked into the camera ready to speak, paused and looked down at the desk. Then he did something unexpected. He said: 'I'm sorry, I can't do this anymore!' He then stood up and left the studio. He quit his job and his career in television. But what led him to this major decision?

It seemed like Baines had the perfect life. He had achieved the success he'd always wanted and had a loving family. However, behind the scenes, he was unhappy. At that time, he was working thirteen hours a day, sometimes more. He hardly ever had time to spend with his family and, whenever he did, he was exhausted. His lifestyle was also affecting his health.

15 His doctor had told him to work fewer hours, but he was unable to do so. In addition, he was constantly arguing with the producer because of the quality of the news bulletins. It was all gossip and celebrities and had very few stories about the real issues in the world. He strongly disapproved of this 20 and, that night, it all seemed too much to cope with.

A year later, Baines is living a less complicated life in the countryside. He has just published his first book *The Best Time Is Now!* and also writes a blog. He gives advice to people who live stressful lives and shows them how to change

their lifestyle in a few steps. Baines told us, 'I want people to believe that anything is possible. I turned my life around and it's been the most important decision I've ever made.' Baines spends a lot of time with his children and he also grows his own vegetables. He isn't as stressed

30 as he used to be and he is healthier and more energetic than ever. Many people ask Baines why he chose to quit on air. Baines explains, 'When you realise you need to make a change in your life, you

35 shouldn't keep putting it off. The best time to do it is now.'

- C Now scan the text. Then read it carefully and answer the questions. Choose a, b or c.
  - 1. Why does the writer expect everybody to know who George Baines is?
    - **a.** He often did unexpected things on live TV.
    - **b.** He was the country's most famous newsreader.
    - **c.** He made an announcement on live TV that surprised everyone.
  - **2.** What is true about Baines' life before he quit his job?
    - **a.** He was feeling dissatisfied with his life.
    - **b.** He was unhappy for medical reasons.
    - **c.** His home was the only place where he felt relaxed and happy.
  - **3.** What did Baines believe about the news bulletins?
    - a. They weren't serious enough.
    - **b.** They weren't what the public wanted.
    - **c.** The public wasn't interested enough in them.
  - **4.** What is **NOT** true about Baines a year after he quit?
    - a. He misses his old life.
    - **b.** He has become a writer.
    - **c.** He has more spare time.
  - **5.** What advice does Baines give?
    - **a.** Think hard before you make any decisions.
    - **b.** When you've made up your mind, don't delay.
    - **c.** Talk to lots of people before you make a decision.
  - **6.** What does the writer imply about George?
    - **a.** His doctor and his family saved his life.
    - **b.** He is happier now than he was a year ago.
    - **c.** His dream has always been to write a book.

### Over to you...



- Do you think George Baines made the right decision? Why? / Why not?
- What would you do if you were Baines?

### Vocabulary

A	Q	Find the	opposites	of the	following	words in	the tex	t on page 78.
---	---	----------	-----------	--------	-----------	----------	---------	---------------

expected happy able approve

B PRead the note. Find the opposites of the words in the box and complete the table. Then check your answers in the dictionary.

#### NOTE

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

healthy appear suitable agree natural necessary advantage friendly like (v.) certain

un-	dis-

### rammarر

### **Comparisons**

- A Look at the examples and answer the questions.
- a. Baines is healthier now.
- **b.** Life in the city is more stressful than life in the country.
- c. The most difficult part was telling his friends and family.
- **d.** This is **the happiest** time of his life.
- 1. Which of the examples above include
  - adjectives in the comparative form?
  - adjectives in the superlative form?
- 2. Which word do we usually use
  - after adjectives in the comparative form?
  - before adjectives in the superlative form?

### B Read the example and decide what it means Choose a. b or c.

His new job isn't as stressful as his old job.

- a. His new job is more stressful.
- b. His old job was more stressful.
- **c.** The two jobs have the same amount of stress.
- C Read the example. Which of the sentences that follow are true and which are false?

I think golf is less exciting than football, but tennis is the least exciting of the three.

- 1. Football is more exciting than golf and tennis.
- 2. Tennis isn't as exciting as golf and football.
- **3.** Golf is the most exciting of the three sports.

### D Complete with the correct form of the adjectives in brackets. Add the where necessary.

1. Since I started going to the	ie gym, I don't feel as	(exhausted) as I used to.	
I am(ad	ctive) and feel	(energetic) than before.	
2. The town I live in is	(quiet) and	(peaceful) than the city. Life her	е
might not be as	(exciting) as life in t	the city, but it certainly is	
(little) stressful. For me, tl	ne city is(t	bad) place a person can live in.	
3. My friend Jack is	(outgoing) person	I know. He has(man	y)
friends than me and ever	ybody likes him. I'm not as	(good) as he is at	
making friends, but I'm re	ally trying to change and be	ecome (warm) and	
(friendl	y) than I already am.		

### Speak & Write

A Discuss lifestyle changes you would like to make. Think about the ideas in the box and give reasons for your answers.

- health / exercise education
- eating habits
- work
- personality - social life
- entertainment habits

I want to start exercising more so that I can become healthier.

I'm not as optimistic as I'd like to be, so I might...

I want my university projects to be the best, so I'm going to...

B Write a few sentences about lifestyle changes you would like to make.

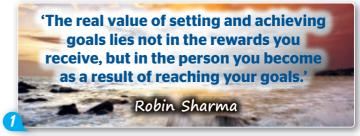


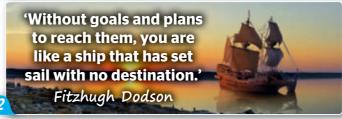
Listen A & Discuss.

- What do you want to do when you finish school? Why?
- Would you go to a career counsellor? Why? / Why not?
- B Listen to the discussion between a career counsellor and a secondary school student. What does Gavin need help with?
- C Now listen again and answer the questions. Choose a, b or c.
  - **1.** What is Gavin certain about concerning his future?
    - a. He knows what he wants to study.
    - **b.** He doesn't want to start working immediately.
    - **c.** He wants to take a year off after finishing school.
  - 2. What does Mr Henderson want to know?
    - **a.** if Gavin is a good student
    - **b.** what Gavin's interests are
    - c. what Gavin does after school
  - **3.** Which school subject is Gavin's least favourite?
    - a. art
    - **b.** music
    - c. history
  - **4.** Why doesn't Gavin want to be a pilot?
    - **a.** Because he would have to work a lot.
    - **b.** Because he could be busy on special occasions.
    - **c.** Because he wants to make a lot of money.
  - **5.** What does Gavin imagine his life will be like in ten years?
    - **a.** He will travel with friends.
    - **b.** He will have his own family.
    - **c.** He will work for a large company abroad.
  - **6.** When will Gavin take the career test?
    - a. on Monday
    - b. the next day
    - c. that same day

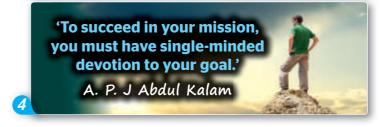


A n groups of four discuss the quotations below. What are they trying to say? How far do you agree with them?









- B Work alone to do the activity that follows.

  Do the steps in the order in which they appear.
  - 1. Brainstorm things that you would like to accomplish in the future. Write as many ideas as you can think of.
  - **2.** Put the ideas that you came up with in order of importance beginning with the most important.
  - **3.** Describe the goal that you consider most important in detail and say why you wish to accomplish it.
  - **4.** Write down the steps you need to take to accomplish this goal and set a realistic timeline for each step.
  - **5.** Identify the things that could possibly prevent you from accomplishing your goal and ways to effectively deal with them.
    - C Work in groups of four to discuss your goals. Each of you should say why you consider your goal important, how you plan on accomplishing it and what kind of timeline you have set for youself.

### Write

#### A Discuss.

- What fields of study often require students to gain some work experience (do an internship) before graduating?
- How can doing an internship be good for a student?
- What kind of information would you include in a covering letter for an internship?
- Why is it important to refer to related goals, hopes and ambitions when writing a covering letter for an internship?

#### NOTE

internship: a period of time when a student is working to gain work experience, especially in what they are studying.

C Read again and tick (V) the statements below that apply to the covering letter.

#### The writer:

- **1.** uses an informal greeting and ending.
- **2.** uses appropriate set phrases to begin and end the email.
- 3. states why he is writing.
- **4.** uses linking words to connect his ideas.
- **5.** uses exclamation marks to express his emotions.
- 6. uses short forms and abbreviations.
- D PRead the email again and find the more formal equivalents of the words/phrases below.
  - **1.** now (para. 2)
  - 2. to use (para. 2)
  - **3.** in a foreign country (para. 3)
  - **4.** to get (para. 3)
  - **5.** to follow, to work towards (para. 3)
  - 6. very interesting (para. 3)
  - 7. make possible (para. 3)
  - 8. perfect (para. 4)

### B Read the email below. Why is Omar interested in doing an internship with Qatar Museums?



#### Dear Sir or Madam,

I would like to apply for a summer internship with Qatar Museums. I learnt of the internship programmes you provide through the Career Services Centre at Qatar University. The Qatar Museums Department of Architectural Conservation advertises two positions that are of particular interest to me. These are the Conservator Intern position and the Architect Intern position.

I am presently studying architecture at Qatar University and will complete my degree this spring. I feel that doing an internship with Qatar Museums will give me the opportunity not only to apply what I have learnt but also to further explore my passion which lies in the conservation and restoration of old buildings and historic landmarks.

After I complete my internship, I plan on doing a master's degree abroad in historic conservation. This will help me acquire the knowledge, skills and professional capabilities to pursue a career in this fascinating field. I will then return to Qatar with a view to working for a museum or, perhaps, even for the Ministry of Culture and Sports. Doing so will enable me to play an active role in the preservation and conservation of our cultural heritage, which I feel very strongly about.

I feel that my particular interest in this field and my ambition to pursue a career in it make me an ideal candidate for these two positions. I hope that you will consider my application and I look forward to hearing from you at your earliest convenience.

Yours faithfully, Omar Abadi

E So You have just been offered a place on a degree course at a university of your choice. You are now interested in applying for a scholarship. Write a covering letter in which you provide any information that may be relevant to your application.

#### Mention:

- why you are applying for the scholarship
- your chosen field of study
- your future goals and ambitions and how they are related to this particular field of study
- why you are an ideal candidate for the scholarship Before you start, read the tip and refer to the plan and layout on pages 118-119.



When writing a covering letter:

- use the appropriate layout, plan and set phrases.
- use formal language and avoid short forms and abbreviations.
- only provide information that is relevant, for example, to the position/internship/scholarship that your are applying for.
- mention plans, goals and ambitions that show your long-term commitment to a particular line of work or field of study.

# Round-up

Vocabulary
A Complete the sentences
with the words in the box.

feed argue unexpected valid clumsy achieve dissatisfied

	Cluffisy	acmeve	dissatisfied
1.	If your ticket	isn't	, you
	will have to p		
2.	Something ve	ery	just
	happened an	d I will be a	little late for work.
3.	The custome	rs were	
	with the serv	ice and mad	de several complaints.
4.	We visited the	e aquarium	last week, but they
	didn't let us		the dolphins.
5.	Don't ask Rar	nia to help i	n the kitchen. She's
	very		•
6.	If you try har	d enough, չ	ou can
		anyt	hing you want in life.
<b>7</b> .	Why do you a		
	with your bro	thers?	Score: ()/7
_	C	91	
	Complete w		
1.			ther this Saturday?
			till next week.
2.	•	•	nts, please fill
2			I drop it in the box.
Э.	-		ow he can cope the volunteer work
	he does.	job ana an	the volunteer work
4.	A: Are you fr	ee tonight?	Do you want to
	•	_	lace? I'm having a
	video gan	ne night.	
	<b>B:</b> Sure. Cou	nt me	•
5.	Ring the bell	in case	fire.
			Score: ()/6)
(	<b>Gramma</b>	ar	
			using the words in
	brackets.		
1.	•	•	at I won't see Jamie
	tonight. (mig		
2	In 2011 the N		n Museum of Art had
			British Museum. (as)
			eum didn't
3.	•		to join us at the
	food festival	•	
	Iony		

4.	In the past, the city v	•			
	polluted as it is now.				
5		who are wealthier than			
٠.	Jack Stannard. (the)	who are wealther than			
	Jack Stannard isn't				
6.	Carol isn't as friendly	as I am. (than)			
	1				
		Score: ()/12			
	Circle the correct w				
1.	a call.	the train station, give me			
2.	If you <b>don't like / wo</b> you should quit.	<b>n't like</b> your job, I think			
3.	What do you do / wil will invite you to her afternoon?	I you do if Kelly invites / get-together this			
4.	Greg couldn't / migh	<b>t not</b> come with us			
_	tonight if he's busy. I won't go out <b>if / wh</b>	on it rains. I don't fool			
Э.	very well.	en it faills. I don't leel			
6.	. Ted and I <b>may try / will try</b> ice skating, but				
	we haven't decided f				
		Score: 0/7			
	Communicat	lon			
Ε	Choose a or b.				
1.	<b>A:</b> Feel like coming	3. A: There's a good			
	jogging with me? <b>B:</b>	chance we'll see your brother at the			
	a. I'd rather not.	shopping centre.			
	<b>b.</b> Do as you please.	B:			
2.	A: I'm not sure if I	<b>a.</b> I give up.			
	should buy this	<b>b.</b> I doubt it.			
	painting.	<b>4. A:</b> Are you sure you have the right			
	<b>B:</b> a. Will you make up	address?			
	your mind?	B:			
	<b>b.</b> Will you change	a. It's up to you.			
	your mind?	<b>b.</b> I'm positive.			
		Score: 0/8			
		Total score: ()/40			
	Now I can				

MOW I CUITIO	
<ul> <li>express possibility in the present and future</li> </ul>	
<ul> <li>express preference</li> </ul>	
<ul><li>understand signs and messages</li></ul>	
<ul> <li>talk about conditions and their results</li> </ul>	
• compare and contrast people and situations	
<ul> <li>talk about lifestyle changes and intentions</li> </ul>	
<ul><li>form opposites using prefixes (un-, dis-)</li></ul>	
<ul> <li>describe future plans and ambitions</li> </ul>	
<ul> <li>write a formal letter/email.</li> </ul>	



A Read the dialogues quickly (skim) and label them.

Before the match... During the match... After the match..

**Doug** So, what were you saying about Pinkman lifting the trophy?

**James** What a disappointment! He's never played like this before. He let down all his fans.

**Doug** I've never seen such a terrible match in my whole life. What a shame!

**James** I know. How embarrassing! He won the first game with those aces. How did he manage to lose?

**Doug** Pinkman was playing so badly after the first game that I was glad when the match was over. What a waste of time and money!

James You can say that again!

2

**Doug** Phew, we made it to our seats just in time.

**James** Yeah, look at how many people have turned out. Andy Pinkman has so many fans!

**Doug** Well, who wants to miss out on such an important match?

**James** Not me. I'm so excited! I can't wait for the match to begin.

**Doug** There he is! Let's cheer him on! Andy! Andy! Yeah!

3

**Doug** Did you see that? What a player!

**James** Unbelievable! Another ace! That was such a fast serve that Wilson didn't have time to react.

**Doug** Pinkman is so talented! Another point. That was so amazing!

James Wilson's in serious trouble now.

**Doug** There's another big serve from Pinkman. He's playing so well! One more point and that's the first game.

James It's over. That was brilliant! What a game!

B Read the dialogues again and answer the questions.

- **1.** Which phrases show that the two men are enthusiastic about the match?
- **2.** How do we know that the men admire Pinkman?
- **3.** Why were the men glad when the match was over?
- **4.** Which phrases show that the men are disappointed?

C Match the highlighted phrasal verbs in the dialogues with the meanings below.
Then check your answers in a dictionary.

1.	to not have the chance to do
	sth that you enjoy:

**2.** to encourage sb by shouting to him/her in a game, race or competition:

**3.** to disappoint:

**4.** to gather together to watch an event:

### Exclamatory sentences, Clauses of result

### A Read the examples. What does the speaker want to emphasise?

- How wonderful!
- It's so cold outside!
- What a nightmare!
- It's such an important game!

#### To make exclamations, use:

- how and so before adjectives/adverbs
- what and such before nouns or adjectives + nouns

#### B Read the examples, answer the questions and complete the rules.

- The game was so exciting that the fans didn't want it to end.
- It was such an exciting game that the fans didn't want it to end.
  - 1. What didn't the fans want to happen?
  - 2. Why didn't they want this to happen?

#### To express result, use:

- so + \_\_\_\_\_ or adverb + (that)...
- such + (a/an) + (adjective) + (that)...

#### C Complete the dialogues with how, what, so or such.

- 1. A: Mark, I have 1 \_\_\_\_\_ amazing news! I've won a trip to China! I can't believe it!
  - **B:2** nice!
  - A: Yeah! I enter 3 many competitions that I had to win something someday.
  - **B:** And **4** a prize to win!
  - A:I know. It was 5 \_\_\_\_\_ a surprise when they called me that I didn't believe it at first!
- **2. A:** I had **6** a bad day!
  - **B:** Why? What happened?
  - **A:** First of all, there was **7** much traffic on the roads that I was two hours late for work. Then my boss gave me a lot of work to do that I left the office at 7 p.m.
  - **B:9** annoying!
  - A: When I finally left, it was 10 late that I missed my karate class. Just great, huh?

### Listen

A 🍮 🌗 Listen to four people talking about an ice hockey match and decide who each person is.



Before you listen, read through the options given and try to imagine each person. Think about how each person might feel and what they might say.

Danny a player

Robert a fan

Craig a coach

Steve a sports commentator

B D Listen again and match the people with the statements.

Dannv thinks a player can make a difference.

Robert thinks the team can play better.

was surprised at the result. Craig

thinks the fans play an important role. Steve

### Speak

Talk in pairs. Imagine you are in the situation below. Have two conversations, one during the event and one after. Show your enthusiasm or disappointment.

#### **DURING**

#### **AFTER**

You're at a basketball game and your team is winning. However, 🔷 Your team lost. the referee has started making lots of bad calls.

This is such an exciting game. Look at Jameson! What a player!

Keep in mind that your tone of voice can help enhance what you are saying. You can show surprise, admiration, enthusiasm, disappointment, anger, annoyance, etc. by using exclamatory sentences and some of the phrases on page 117.





### Read A & Discuss.

- Have you ever been skydiving?
- If yes, what was it like? If not, would you like to try it?
- Do you know of any safety precautions that you have to follow? What are they?

**B** Read the information in the texts below and the sentences 1-10. Write T for True or F for False.

### Looking for a thrill?

Come to Sandy Bay Skydiving Centre for a safe, exciting and unforgettable experience.



### Make the decision to jump: vou won't regret it!

- You must be between 18 and 65 yrs. old.
- You mustn't be over 90 kg.
- · You need to be in good physical condition.
- You have to complete our ground training programme.
- You don't have to bring your own parachute equipment or helmet. We provide everything.

info@sandybayskivingcentre.com



### **Congratulations VICTOR HARPER!** You've booked your first skydive with Sandy Bay!

Some final tips and reminders before your big day:

21 March, 9 a.m.

- Get a good night's sleep.
- Eat a healthy breakfast. You need to have lots of energy to make the most of the experience.
- Wear comfortable clothes.
- If it's very windy, wet or cloudy on that day, contact us. We may have to cancel your jump and book for another day. The same applies if you are ill.
- We can take photos or record video of your experience (at an extra cost). Let us know prior to boarding the aircraft, so that a professional skydiving videographer can jump with you.
- Don't be nervous! Safety is our number one priority.

If you have any questions, don't hesitate to ask.



- 1. You need to be at least 18 to skydive at Sandy Bay Skydiving Centre.
- 2. If you weigh more than 90 kilos, they won't accept you.
- 3. You have to buy the safety equipment before you go.
- 4. You can choose whether you want to do the training or not.
- 5. Victor has never been skydiving at Sandy Bay Skydiving Centre before.

- 6. The centre offers you breakfast.
- 7. If you are ill, you should contact the centre.
- 8. Everyone receives a video recording of their experience before they leave.
- 9. Victor is in good physical condition.
- 10. It is possible that Victor may not be able to jump.



have to, don't have to, must, mustn't, need to, don't need to, needn't

A Read the examples and decide what each of them means. Choose a, b or c.

**a.** It is necessary. **b.** It isn't necessary. **c.** Don't do it!

- **1.** You have to wear special boots to go rock climbing.
- 2. You don't have to wear special clothes.
- **3.** You must be in good shape.
- Inexperienced climbers mustn't climb alone.
- **5.** Inexperienced climbers need to complete a training programme first.
- **6.** Experienced climbers don't need to complete a training programme.
- 7. You needn't worry, experienced instructors will teach you how to climb.
- We use must / have to to express obligation in the present/ future. For other tenses, we use the forms of have to.
   I had to leave work early yesterday.
   I will have to leave work early tomorrow.
- We can use can't instead of mustn't in situations where you are not allowed to do something, especially when a law or rule is involved.

You can't/mustn't park here.

B Look at the signs and make sentences using have to, don't have to, must, mustn't, need to, don't need to and needn't.







DOOR CLOSES AUTOMATICALLY

### Speak



Work in groups of four. Look at the places below. One student chooses one of the places and the other three in the group have to find out which place it is by asking questions about what you can, have to, don't have to, mustn't, etc. do there. Use the ideas in the box.

plane

hospital

museum

theme park

stadium

train

library

- buy tickets
- eat
- take photos
- use mobile phone
- wear seat belt
- be quiet

Do you have to be quiet there?
No, you don't.
Can you use...?



A 🌣 Discuss.

- Do you like football? Why? / Why not?
- How many varieties of football do you know of? What are their differences?

### B Read the text quickly (skim). What is its main purpose?

- **a.** to explain the difference between varieties of sports called football
- **b.** to show the history of football from its origins till modern times
- **c.** to highlight the differences between football in the USA and the UK

# Football GO G

In different parts of the world, the word *football* is used to describe some very different games. These games are called codes, and the only things they have in common are that they are played with a ball, they are all team games and they are related to games played in medieval times.

Most people think that football got its name from the fact that players kick the ball, but that's not true. Different medieval games became known as 10 football because they were played by peasants on foot and not on horseback as the noblemen did.

The game the British know as football is officially called Association Football. People in the USA and Australia call it soccer. In this game, players are allowed to use their feet, heads and bodies, except for the goalkeeper who can use his hands, too. The rules of Association Football were created in the late 19th century, and the first international match took place in 1872 between Scotland and England.

Today, the World Cup is held every four years and is watched by millions of people.

In the USA, football is something different. What Americans call football, the rest of the world calls American Football. In this game, players mostly use their hands. They score points by carrying the ball to score a touchdown or they can kick a field goal through the upright posts. American Football developed from early versions of rugby and Association Football.

- Football for Australians is Australian Rules Football or Aussie Rules and players use their hands and feet to kick, pass and shoot. Aussie Rules began as a way for cricket players to keep in shape during the winter, and it was played on cricket fields. That
- 35 is why the fields used for Aussie Rules are round and much bigger than those that are used for other types of football.

Other football codes include Canadian football, Gaelic football and rugby, which is also considered a football code. One thing's for sure though

40 a football code. One thing's for sure, though, football, whichever game you're talking about, is very popular across the globe.

## C Now scan the text. Then read it carefully and answer the questions. Choose a, b or c.

- 1. What is a football code?
  - **a.** one of the various games that go by the name football
  - **b.** an original form of football that was played many years ago
  - **c.** a description of how different types of football are played around the world
- **2.** According to the text, most people think that football
  - a. is just one type of game.
  - b. became known in medieval times.
  - **c.** received its name because the players use their feet to play the game.
- 3. What is true about Association Football?
  - a. Its official name is soccer.
  - **b.** It is known as soccer in some parts of the world.
  - **c.** None of the players are allowed to use their hands.
- **4.** Which of the statements applies to American Football only?
  - **a.** Goals are scored with feet.
  - **b.** It comes from earlier forms of other games.
  - **c.** It's referred to as just 'football' by some people.
- **5.** What is unique about Aussie Rules?
  - a. It is played only in the winter.
  - **b.** Players use their hands and feet.
  - **c.** Its pitch is a different shape and size.



### Over to you...



Which of the varieties of football do you find the most interesting? Why?

Passive Voice (Present Simple – Past Simple)

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

#### **ACTIVE VOICE**

People play basketball on indoor or outdoor courts.

James Naismith invented basketball in 1891.

#### **PASSIVE VOICE**

Basketball **is played** on indoor or outdoor courts.
Basketball **was invented** by James Naismith in 1891.

B Read the examples again and complete the rules.

#### **ACTIVE VOICE**

Subject + Main Verb + Object

#### **PASSIVE VOICE**

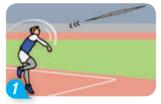
Subject + Verb + Past Participle of the Verb (+ by...)

- C Complete with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.
  - 1. The new Wembley Stadium in London (build) in 2007.
  - 2. Spanish (speak) in Spain but also in many countries in South America.
  - 3. Computers (use) in most schools nowadays.
  - **4.** Brandon is excited because he \_\_\_\_\_(choose) to play for the university basketball team.
  - **5.** The Super Bowl is an event which \_\_\_\_\_ (watch) by millions of Americans every year.
  - **6.** During yesterday's practice, the players (ask) to run around the court for half an hour.

### Vocabulary

Match the pictures with the verbs in the box.

hit shoot catch pass dribble kick throw bounce

















### **Pronunciation**

A () Below are some words that contain the schwa. Listen and repeat.

#### NOTE

The schwa (3) is the most common vowel sound in English and it is almost always unstressed.

banana about comma telaphone refaree

B () In the sentences below, the schwa is highlighted. Read the sentences aloud. Then listen and check your pronunciation.

Football is <mark>an inte</mark>rnational sport. I've never travelled abroad. Ricky is Colombian. I'm Canadian. Steve is a professional hockey player.

### Speak

**SPORTS QUIZ** 

Go to page 117.





# Vocabulary

# A 🔅 Discuss.

 What kind of video/ computer games do you like playing? Why?

action educational adventure mobile sci-fi racing online single player simulation multiplayer

- B P Which of the words
  1-8 below do you
  know? Match them
  with their definitions
  a-h. Then check your
  answers in a dictionary.
  - 1. gamer
  - 2. (computer) graphics
  - 3. game console
  - 4. game controller
  - **5.** platform
  - **6.** score
  - **7.** game over
  - **8.** plot (
  - **a.** the images which are displayed on the screen
  - **b.** the device needed to control a character or object in a game
  - c. a computer system that you connect to a screen in order to play video games
  - d. the end of a game
  - e. the necessary devices and programs for a game
  - **f.** the person who plays games
  - g. the story
  - **h.** the number of points a player gets

# Listen

# A Discuss.

- Do you like playing computer games? Why? / Why not?
- What are the features of computer games that make them different from other types of games?
- B (\*\*) Listen to a part of a documentary about the history of computer games and answer the questions. Choose a, b, c or d.
  - 1. Why did computer engineers create the first video games?
    - a. to build a new technology
    - **b.** to exchange ideas among themselves
    - c. to get the public interested in computers
    - d. to learn more about what computers were able to do
  - 2. According to what you heard, why did Baer create 'The Brown Box'?
    - a. to improve the TV
    - **b.** to get money from his employer
    - c. to put video games in every home
    - **d.** to make it possible for people to play games using their TV



- 3. Which of the sentences below is **NOT** true about the Brown Box?
  - **a.** Scores appeared on the players' screens.
  - b. Scores were not worked out automatically.
  - c. The game cards were put into the console.
  - **d.** It had some common features with the modern video game console.
- 4. What can we infer about the MAGNAVOX ODYSSEY?
  - a. It had lots of fans.
  - **b.** It was a very successful product.
  - **c.** It shaped the future of video games.
  - **d.** It sold more units than was expected.



Speak

Talk in groups. Choose a computer/video/mobile etc. game you have all played and tick ( ) the appropriate box in the table to give your own opinion of each of the features. Then discuss your answers with your group members. Use some of the adjectives in the yellow box.

	5	4	3	2	1
plot					
graphics difficulty					
difficulty					
fun					
adventure					

- brilliant
- original
- surprising
- unexpected
- realistic
- spectacular
- exciting
- amazing
- entertaining
- incredible

- excellent
- fantastic
- awful
- disappointing
- terrible
- boring
- unrealistic
- hilarious
- challenging
- impressive

I thought the graphics in the game were brilliant!

I disagree. I found them unrealistic, but I really liked the plot.

# Write

# A Discuss.

- In your opinion, what makes a game successful?
- Do you read game reviews? Are you influenced by them? Why? / Why not?

# B Read the game review and answer the questions.

- 1. What kind of information is included in the first paragraph?
- 2. In which paragraph does the writer describe how the game is played?
- 3. What tense does the writer use to describe how the game is played?
- 4. Did the writer like the game?
- **5.** In which paragraph does the writer express her opinion?
- **6.** What kind of language does the writer use, formal, neutral or informal? Give some examples.



# **Desert Farmer**

(original title)
Computer Game Review
by Zoe Winters



Desert Farmer is a free online game which came out last year. It is set in a dry area of Africa and focuses on what it is like to be a farmer in the developing world. It is an educational and very original game which teaches players strategy. Also, it helps them to understand what life is like for people and what problems they have in these areas.

Gamers begin with £50, a piece of land and a family; a husband and wife and two children. Every year decisions are made about whether to use the land to grow crops or keep animals. They also have to decide how to spend the money, who is going to help on the farm and how, etc. Unfortunately, many of the problems that real farmers may face, such as illnesses, lack of water and serious financial problems are also experienced. They need to have a strategy to manage the farm and they have to change their strategy in order to survive.

I really enjoyed playing the game and I found the problems I had to face and the decisionmaking quite interesting. The computer graphics were impressive and the situations felt very realistic. It is a fun and simple simulation game which I recommend for all the family.

# Read the plan and the phrases 1-5 below. In which part do they belong? Write the phrases in the plan.

- 1. I was very disappointed by the game.
- 2. Check it out!
- 3. The new edition came out...
- **4.** Gamers must fly the plane through cloudy skies and stormy weather...
- 5. It's suitable for children/adults.

# Plan

A game review

INTRODUCTION Give some general information about the game (title, type of game, year it came out). Use phrases like:

It's a simulation/adventure/online game, etc.

MAIN PART Give a general outline of the plot. Don't include too many details. Use the Present Simple and phrases like:

• The game begins...

conclusion Write your opinion of the game and say whether you recommend it or not. Use the Present Simple or the Past Simple, a variety of adjectives and phrases like:

- Overall, I found the game entertaining/ boring, etc.
- In my opinion, the plot/graphics/etc. is/are...
- · I definitely recommend it.
- I enjoyed this game from start to finish.
- It's a great game for action-lovers / sci-fi fans.
- It's (not) worth playing.
- It was better than I expected.
- It's nothing special.

D Write a review of a game you have recently played and know well or a review of the game you discussed in the 'Speak' activity on page 90. Follow the plan.

TIP!

- Remember to use the Present Simple to describe how the game is played.
   Don't include too many details and don't reveal the ending.
- Use a variety of adjectives to make it more interesting.
- Use the Present Simple or the Past Simple to make comments and give your opinion.
- Use neutral language, neither formal nor informal (e.g. factual rather than emotional, limited use of complex language or slang, etc.).

# 8 Round-up Vocabulary

A Choose a, b or c.
1. Who the ball and broke that window? a. kicked b. dribbled c. lifted
<b>2.</b> Matt has the highest on the new game we play; none of us can beat him.
<b>a.</b> score <b>b.</b> plot <b>c.</b> joystick
<b>3.</b> I made a promise and I'll try my best not to
let you
<b>a.</b> out <b>b.</b> up <b>c.</b> down
<b>4.</b> Julian and Pedro may be brothers, but they have nothing in
<b>a.</b> shape <b>b.</b> line <b>c.</b> common
<b>5.</b> These are ideal for scuba diving and
other water sports.
<b>a.</b> parachutes <b>b.</b> goggles <b>c.</b> helmets
<b>6.</b> The book was; it describes things that
could happen to anyone.
<b>a.</b> unexpected <b>b.</b> realistic <b>c.</b> enthusiastic
7. Tom wants to buy a new so that he can
play with his friends.
<b>a.</b> gamer <b>b.</b> game console <b>c.</b> review
<b>8.</b> Steve should become a sports He's
very good at describing games.
<b>a.</b> coach <b>b.</b> commentator <b>c.</b> referee
Grammar (Score: ()/8)
B Circle the correct words.
1. You don't need to / mustn't buy any sports
equipment. The ski school will provide
everything.
2. You <b>need / must</b> be over fifteen to take part
in the race.
<b>3.</b> I <b>must / had to</b> take a taxi home last night because the buses were on strike.
<b>4.</b> You <b>don't have to / mustn't</b> put electrical
appliances near water. It's dangerous.
<b>5.</b> Why do you <b>must / have to</b> leave so early?
6. Mum, you don't have / needn't worry; I've
already studied for the test. (Score: )/6
C Rewrite the sentences using the words given.
1. That's wonderful news! what
i. Mats wonderfulliews:
<b>a T</b> 1
2. The painting was so beautiful that
I bought it. such
<b>3.</b> The computer graphics were very realistic. <b>so</b>
<b>4.</b> I didn't want to go out because I was very

5. Illat Cal is very last.	such
D Complete with the correct form of the words	Score: /10
<b>1.</b> 80,000 tickets	
last night's football match.	
<b>2.</b> Both English and Spanish (teach) at my son's school.	
3. This book review	(not write)
by Mike Crane but by Sally F	
<b>4.</b> This bag looks new but it	
(design) two years ago.	
<b>5.</b> Nowadays, mobile phones (use) by almost everyone.	
6. This event	(organise) in
a different city every year.	(Score: ()/6)
Communication	
E Complete the dialogue wit	:h a-e.
<b>a.</b> But I thought it was very ur <b>b.</b> I'm not exactly a huge fan o	
<b>c.</b> You can say that again.	or easy games.
<b>d.</b> Overall, it was OK.	
<b>e.</b> They were nothing special.	
A: Did you like the game?	
B: 1	
A: You don't sound very excited	
<b>B:</b> Well, the game review said to on a true story. 2	hat it is based
A: Maybe it was too difficult for	· vou?
<b>B:</b> No, it was OK, I guess. <b>3</b>	,
A: What about the computer gr	aphics?
Weren't they incredible?	
<b>B: 4</b> I don't understand wh is so popular.	y this game
A: Whatever. Well, maybe actio	n games are
not for you.	
<b>B: 5</b> What a waste of time!	Score: <b>/</b> 10
Total	Iscore: ()/40
Now I can	
<ul> <li>talk about sports (equipment, r</li> </ul>	
<ul> <li>express enthusiasm, surprise, a disappointment, anger and ann</li> </ul>	
<ul><li>express result</li></ul>	
<ul> <li>express obligation, lack of oblig</li> </ul>	gation,
<ul><li>and prohibition</li><li>use the Passive Voice</li></ul>	
<ul> <li>use the Passive voice</li> <li>talk about computer/video gan</li> </ul>	nes and
express my opinion	
<ul> <li>write a computer/video game r</li> </ul>	eview

# **Culture Page**

# Al Bidaa Park - New and Improved!

- A 🔅 Discuss.
  - Have you ever been to Al Bidaa Park? What did you do/see there?
  - · What did you like most? Why?
- B Read the text quickly (skim). What is the main message of the text?
  - 1. Al Bidaa Park offers a wide range of attractions.
  - 2. The renovation of Al Bidaa Park has been completed.
  - 3. Al Bidaa park has impressive safety features.

Since the beginning of 2018, Qataris have had a new option concerning where to go in their free time. After four years of renovation, organisers chose the National Sports Day in Qatar, which usually takes place on the second Tuesday of February, to reopen Al Bidaa Park. The park is one of the oldest and most popular public spaces in Doha. It is easily accessible by public transport or by car, as there are approximately 6,000 parking spaces provided. Visitors to Al Bidaa Park now have the opportunity to choose from a large variety of newly added facilities that have something for everyone. The design of the park takes advantage of the area's natural environment, and the main focuses are nature, culture, history, and function.

For those who are looking to explore every part of the park's two million square metres, all they have to do is ask park security staff about the golf buggies which are available. Visitors may prefer them to walking, especially during the hotter months. This will give **them** the chance to admire the park's beauty with its pretty flowers and trees as well as an incredible view of Doha's impressive skyline with its tall, modern buildings that seem to 'jump out' from the park's green hills.

In addition to Al Bidaa offering all of the usual sports activities free of charge, it has also proven to be quite unique with some unexpected activities allowing its guests to experience something out of the ordinary. What many find attractive are the horse and camel paths as well as the human maze, which is a complicated system of paths that is difficult to find your way through. Something else worth mentioning are the zip slides in some of the children's play park areas, which are even popular with some adults!

At Al Bidaa Park, fun and safety go hand in hand. For this reason, the park is full of security cameras and security staff, especially around the areas for children. In addition, there are first-aid stations in each of the park's main areas, and guests can find them on the wayfinder maps which are provided around the park. One feature, however, that parents need to consider is that the park has got main roads around it with nothing to stop children from going into the street, so they must keep a close eye on their little ones. In general, visitors must also be responsible for their own safety as well as the safety of their group and must respect the park rules and understand their limits.

With so many different activities available, it is no wonder that the park has become so popular and as the saying goes, 'variety is the spice of life'!



- C Now scan the text.
  Then read it carefully
  and answer the questions.
- **1.** Which of the sentences below is **NOT** true?
  - a. Al Bidaa Park closed in 2014.
  - **b.** The renovation of the park started on National Sports Day.
  - **c.** The location of the park was taken into consideration when planning its construction.
- **2.** What does the pronoun'them' refer to in *line 16*?
  - a. park visitors
  - b. golf buggies
  - c. park security staff
- **3.** Which sentence best sums up paragraph 3?
  - **a.** Unique activities make Al Bidaa Park special.
  - **b.** People that go to Al Bidaa Park want to try new things.
  - **c.** Al Bidaa Park has more interesting activities than other parks.
- 4. At Al Bidaa park,
  - **a.** first-aid stations are near the maps.
  - **b.** parents must make sure their children are safe.
  - **c.** the security staff is responsible for children's safety.
- **5.** What is the meaning of 'variety is the spice of life'?
  - **a.** Choices make each day more interesting.
  - b. Doing different things is as necessary as spices in our food.
  - **c.** There are many spices just like there are many choices in life.

# PROJECT

Do research on Al Bidaa Park and find information about an activity or a service that the park offers. Then present it to the class. Be sure to include pictures.

# Task

# (Modules 7 & 8)

A Listen to two friends trying to decide which activity to take up together and answer the questions.

- **1.** Which activity did they decide to take up?
  - **a.** scuba diving
  - **b.** astronomy
- **2.** Why didn't they choose to take up the other activity? Choose two reasons.
  - a. time
- **b.** davs
- **c.** cost of equipment
- d. not interesting enough
- B Talk in pairs. Imagine that you and your partner have decided to take up a new activity together. Read the four flyers below and discuss which activity you think is the most suitable for both of you. Talk about the ideas in the box. Make sure you give reasons why you think each activity is or isn't suitable.

time days equipment needed how interesting it is cos





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So, what do you think of...? It might be interesting.

I'd rather...

If we take up..., we will/won't...

OK, I agree. Which days are you free?

... What about you?

... is more convenient for me because...





C 🌣 😷 Tell the class about your decision, giving reasons.

We both like... so...
We are both interested in...
We are both free on... so...
We'd like to take up... because...

# EACTS AND FIGURES



# **Discuss:**

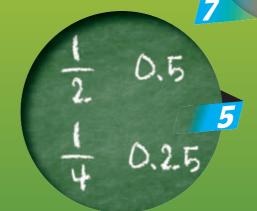
- How would you say the numbers in the pictures?
- How good are you at remembering phone numbers?







2,500 25,500,000,000



# In this module you will learn...

- to carry out money transactions
- to indicate degree and extent
- to give and understand different kinds of instructions
- common units of measurement
- ways to improve your memory
- to write a paragraph summarising an essay



# Read

A Read the dialogues quickly (skim). Where are they taking place?

a. at a bankb. at an ATMc. at a currency exchange office



- **Larry** I won't be too long, Steve. I want to withdraw some money because I'm broke. Oh, no! It won't accept my PIN!
- **Steve** Maybe you entered it incorrectly. Try again.
- Larry I'm confused. I don't remember it.
- **Steve** It happens. Too many numbers to remember nowadays. I usually use my son's date of birth or something like that.
- Larry No, that's not it either.
- **Steve** Careful, that was your second time. If you enter another wrong PIN, it will swallow your card.
- **Larry** It's no use. Steve, I need a favour. I have to get something from the bookshop, so could I borrow...
- **Steve** I'm a little short of cash myself. I only have £20, but you can have it.
- **Larry** That's enough money to buy what I want. Thanks.



- **Bob** Good morning. How may I help you?
- **Max** I'd like to change some euros into British pounds. What's the exchange rate?
- **Bob** One pound is €1.10.
- Max OK, well, I think I will need about £450. Is €500 enough?

**Bob** Yes. Do you mind if I give you fifty-pound notes?

Max No, that's fine.



- **Eric** Excuse me. Am I old enough to open a savings account on my own? I'm eighteen.
- **Fred** Do you have your ID with you?
- Eric Yes.
- **Fred** Then there's no problem.
- **Eric** Do your savings accounts come with debit cards?
- **Fred** Yes, we give you a debit card free of charge.
- **Eric** Great. When I pay for things with a debit card, the amount is taken directly from my account, right?
- Fred Exactly, and online banking is included.
- Eric That's useful.
- **Fred** You will have to make a deposit into your new account, though.
- **Eric** OK, no problem.
- **Fred** We'll take care of that right after you fill out this form.
- **Eric** OK. Thank you.

- B C Guess the meaning of the highlighted words in the text. Then check your answers in a dictionary.
- C Read again and match the two halves of the sentences.
  - 1. When you put your card in an ATM,
  - **2.** When you enter your PIN three times incorrectly,
  - **3.** When you exchange money,
  - **4.** When you want to open a savings account,
  - **5.** When you pay by debit card,
    - **a.** you usually have to fill out a form.
    - **b.** it asks for your PIN.
    - **c.** money is taken directly from your account.
    - **d.** you change money from one currency to another.
    - **e.** the ATM will swallow your card.
- Read again and answer the questions. Write L for Larry, S for Steve, B for Bob, M for Max, E for Eric and F for Fred.

#### Which person...

- **1.** is going to receive money?
- **2.** is going to receive a card?
- **3.** can't use a service?
- **4.** has to give personal information?



# Over to you...

- <page-header> 🎱 Discuss.
- Do you have a bank account? If yes, how often do you make deposits?
- How do you feel about using ATMs? Why?

Vocabulary

Read the tip on the right. What do the words in the box mean? Are they verbs or nouns? Then complete the sentences. You can use some of the words twice.

thow much did they for the repairs to your car?
 Here's your fis in the bag.
 A: That was a great meal. Would you like some dessert?
 B: No, I'm full. Let's ask for the for the receipt is in the bag.

# Keep can ha mean be bo

Keep in mind that some words can have more than one meaning. Also, some words can be both verbs and nouns.

5.	I got a hu	ge telephone	
	How am	going to pay for it?	

- **6.** Could you break a twenty-pound \_\_\_\_\_?
- **7.** You can pay in cash, by credit card or by
- **8.** Have you got any \_\_\_\_\_? I want to buy a soft drink.

# Grammar

too / enough

A Read the examples and complete the rules.

- 1. I'm too short of money to go out tonight.
- **2.** I don't want to spend all my money too quickly.
- **3.** I'm not rich **enough** to buy a house by the beach.
- **4.** My brother is always broke because he doesn't spend his money wisely **enough**.
- **5.** I've got **enough** money for the jacket, but I don't think I need another jacket.
- **6.** I've got too much money and I waste it on things I don't really need.
- 7. We've got too many bills to pay this month.
- 8. I've got enough coins to buy the ticket.

# Meaning:

has a negative meaning and it means more than you need.
has a positive meaning and it means as much as you need.

Use:	
+ adjective	or adverb
adjective or adverb +	
and	+ uncountable nouns
and	+ plural countable nouns

# B Rewrite the sentences using the words in brackets.

- 1. I'm too young to get a driving licence. (enough)
- **2.** Tina has got more clothes than she needs in her wardrobe. **(too)**
- **3.** I can't use the payphone because I've got less change than I need. **(enough)**
- **4.** For some people, online banking isn't easy enough to use. **(too)**

# **Pronunciation**

A () Listen and repeat. What do you notice about the *gh* sound in each word?

flight enough spaghetti

- B () Read the words below. Circle the word in each group that contains a *gh* sound that is different from the rest. Then listen and check your answers.
  - through laugh height
     cough straight daughter
  - 3. weigh neighbour Ghana

# Listen

- **1.** Why does the woman have problems with the payphone?
  - a. It swallowed her money.
  - **b.** Her credit card isn't working.
  - **c.** She hasn't got enough change.
- **2.** How does the man pay?
  - **a.** in euros
  - **b.** in pounds
  - **c.** by cheque
- **3.** Why is the woman angry?
  - a. Because she needs to pay a bill.
  - **b.** Because she had to wait in the queue.
  - **c.** Because the cash machine isn't working.

# Speak

**ROLE PLAY** 

Talk in pairs. Go to the Speaking Activities section on page 117.



# Read

A Look at the abbreviations below and discuss the questions.

- What do you think they stand for?
- · What do they measure?
- Where would you see them?

°C min

B Read the instructions below quickly (skim) and match them with the pictures A-F.

Stir about ½ cup dry mix into 1 cup hot water. Cover and let it stand for 10 mins. Serve.

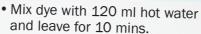


- It is best to take this medicine on an empty stomach. 1 hr before or 2 hrs after meals.
- · Shake well before each use.
- Keep out of reach of children.

  - Fill a large pot with 1 kg of soil.
  - Make 1 cm holes in the soil. Try to keep them 5 cm apart from each other.
  - Plant two seeds in each hole.
  - · Water regularly.
    - 1. Pour 1/2 l of cream into an electric mixer bowl and mix for a few minutes.
    - 2. Add about 7 tbsp powdered sugar. Mix until the whipped cream is thick.
    - 3. Serve immediately.

# Helpful hints

- Make sure the cream is cold.
- If you plan to add any flavourings, such as vanilla or spices, remember to add them with the sugar.



- Wear gloves to protect your hands.
- Apply with 5 cm brush. Make sure you cover hair completely.
- Leave for 60 mins.
- Shampoo hair.



# Make your own birdhouse!

You will need a thin piece of wood 60 cm long and 45 cm wide. Use a ruler to draw the shapes accurately (as shown in the diagram), before you cut them out.



Colour Change

- 1. You should wait before eating the soup.
- 2. You should eat something just after vou have taken the medicine.
- 3. You should plant the seeds at a particular distance from each other.
- **4.** You should put the vanilla into the bowl at the same time as the sugar.
- **5.** You should put the dye on your hair sixty minutes after preparing it.
- **6.** You need a piece of wood in the shape of a square to make the bird house.



Complete the sentences with the measurements in the box.

				_	
$\Box$	n	^	4	h	i
ᆫᆫ	ш	u	ш	ш	

1 inch (in or ") = 2.54 centimetres (cm)

**1 foot** (ft or ') = 30.48 centimetres (cm)

**1 yard** (yd) = 0.91 metres (m)

1 mile (mi) = 1.6 kilometres (km)

# **UNITS OF MEASUREMENT** Weight:

**1 ounce** (oz) = 28.35 grams (g)

1 pound (lb) = 0.45 kilograms (kg)

**1 ton** (tn) = 1,000 kilograms (kg)

# Capacity:

1 fluid ounce (fl oz) = 29.5 millilitres (ml)

1 pint (pt) = 473 millilitres (ml)

**1 quart** (qt) = 0.95 litres (l)

**1 gallon** (gal) = 3.78 litres (l)

- **a.** 180 miles
- **b.** 7 tons
- c. 12 inches
- **d.** 2 quarts
- e. 7 pounds
- f. 3 gallons
- **g.** 29,029 feet
- 1. An adult elephant can weigh about ... 2. A ruler is long. **3.** My family usually drinks about of milk every day. **4.** The distance between Liverpool and London is about \_\_\_\_ **5.** A baby weighs about when it is born. **6.** The highest mountain in the world is hiah.

**7.** I use about of petrol a day to get to and from work.

98

# Grammar

# **Infinitives**

# A Read the examples and complete the rules.

- A: I want to plant these seeds. Is it difficult to do?
- **B:** No. Let me **show** you how **to plant** them. Umm... that pot is too small **to fit** all of them in.
- **A:** I'll go to the shop to get a pot that's big enough to fit all of them, then.
- **B:** Don't forget to ask how often you should water them.

### Use the full infinitive (e.g. to do)

- · to express purpose.
- after certain verbs (e.g. , would like, decide, need, plan, try, offer).
- after it + be + adjective.
- after \_\_\_\_ and enough.
- after question words (e.g. what, where,

# Use the bare infinitive (e.g. do)

- after modal verbs (e.g. can, could, must).
- after the verbs make and

# Listen

A In which type of broadcast would you expect to hear phrases 1-5? Match each one with the broadcasts a-e.

a. a news report

**b.** a talk show

c. an interview

**d.** a weather forecast

e. an advertisement

- **1.** Welcome to the show Bill!
- 2. Get yours today!
- **3.** Temperatures are going to rise...
- **4.** We will keep you informed...
- **5.** Today, with our three brilliant guests, we are going to discuss...
- B 🍎 🕩 Listen to the extracts 1-5 and match them to the appropriate type of broadcast a-e.
  - Extract 1

Extract 4

Extract 2

Extract 5

Extract 3

- C Management Now listen to the extracts again and answer the following questions.
  - 1. During TV and radio broadcasts the second person 'you' is often used to make the viewer/ listener feel like the speaker is talking directly to them. Which extracts include this feature? Can you give some examples?
  - **2.** Which extracts use mostly future tenses? Why? Can you give some examples?

# B Complete with the full or the bare infinitive of the verbs in brackets.

**1. A:** I think we need

	(cut) this piece of	of cardboard first
	Can you	(give) me
	the scissors?	
B:	I can't	(see)
	them anywhere.	Let me
	(check) in the ki	tchen.
2. A:	I've decided	
	(prepare) somet	hing special for
	dessert. I'd like	
	(make) a chocol	ate cake!
B:	Have we got end	ough sugar
	(r	nake) a cake?
	I think you shou	ld
	(check) in the cu	inhoard first

# Speak

Talk in pairs.

**Student A:** Ask Student B for help with one of the following:

ingredients after work.

A: Don't worry. I went to the shop

(get) all the

- how to use something (e.g. *microwave, printer*)
- how to make one of his/her favourite recipes

**Student B:** Give Student A instructions. Use some of the phrases in the box.

How does this... work? /
How can I make...?
Let me show you. First, ...

- First... / Then... / Next... / After that... / Lastly...
- The first/next/last thing you do / have to do is...
- When you finish that...
- Remember to...
- Don't forget to...
- Make sure you...
- Be careful with...
- It is best to...
- Use... to...



# Read A & Discuss.

- What do you know about how memory works?
- How can you improve your memory?
- Read the text quickly (skim) and check your answers.

# Memory

How good are you at remembering names, dates, PIN and telephone numbers? It is not an easy process for all. Memory is one of the most interesting functions of the human brain, which is why scientists spend so much time studying how it works.

Studies have shown that when we learn something new, it stays in our memory for 20-30 seconds. This is our short-term memory and it can hold up to seven bits of information, for example a 7-digit 10 phone number. If we repeat it and use it often, this information can move from short-term to long-term memory, which is the place where memories are stored for a long time. Scientists say that long-term memory will never fill up completely with

Then why do we forget things? Forgetting things that are not important helps our brain to remember things that are. Our brain is always 'cleaning out' useless information to make room

20 for something more useful.

15 memories in one lifetime!

There is no limit to the possibilities of memory. There are many people throughout history who had incredible memories. Winston Churchill, a former prime minister of the UK, knew almost all of

25 Shakespeare's works by heart.

There are even competitions for memory. One of them is the annual World Memory Championship, which was first held in 1991. The winner that year was Dominic O'Brien and he went on to win

30 seven more times. In 1993, he broke the record by memorising 900 random numbers in an hour. However, the current record is 2,660 by Wang Feng from China. O'Brien has written several books on the techniques he uses to improve his memory.

35 If you are interested in improving your memory, apart from using memory

techniques, there are lots of simple things you can do, like eating healthily, sleeping well

40 and exercising daily. Challenging your brain also helps you keep it healthy and active. So, why not start doing puzzles, playing mind games or studying a new

45 language?

C	P Match the highlighted words/phrases
	below from the text with their meanings.
	Then check your answers in a dictionary

1 store (11)		
<b>1.</b> store (v.)	<b>5.</b> by heart	
2. fill up	<b>6.</b> annual	
3. room		
1 primo ministor	<b>7.</b> random	

- **a.** learnt in such a way that you can repeat it exactly from memory
- **b.** without any particular plan or order
- c. happening once a year
- d. space
- e. to become full
- **f.** the leader of the government
- **g.** to save information on a computer or to keep it in your memory

# Now scan the text. Then read it carefully and answer the questions. Choose a, b, c or d.

- **1.** According to the text, what is true about our memory?
  - **a.** There are two different types of memory.
  - **b.** Information remains in our long-term memory forever.
  - **c.** We can remember something new for at least thirty seconds.
  - **d.** Our short term memory can remember up to seven facts of any size.
- **2.** What does the expression 'cleaning out' (line 19) mean in the text?
  - **a.** revising
  - **b.** reducing
  - c. repeating
  - d. removing
- **3.** Winston Churchill is mentioned in the text because he
  - a. had an amazing ability.
  - **b.** liked to memorise Shakespeare.
  - **c.** used to be Prime Minister of the UK.
  - **d.** knew there was no limit to what he could remember.
- 4. Dominic O'Brian
  - a. holds a world record at present.
  - **b.** has written many books about his life experiences.
  - **c.** has shared ways to remember information with others.
  - **d.** won the World Memory Championship a total of seven times.

- **5.** Which sentence best expresses the main idea of the last paragraph?
  - a. Our mind requires lots of sleep to work correctly.
  - **b.** Regular exercise is very important for brain function.
  - **c.** Better eating habits will help us to remember
  - **d.** There are various things that we can do to develop our memory.





- బీ Discuss.
- What is your earliest memory?
- Do you think you have a good memory? Explain what you can do.
- What kind of things do you usually forget?
- Do you know anyone who has an unusually good memory? What can they do?

# Grammar

-ing form

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

# Use the -ing form (e.g. doing)

- I enjoy learning new things.
- · Lots of people try to improve their memory by **doing** crosswords.
- Exercising is good for the body and mind.
- **a.** as a subject of a verb
- **b.** after certain verbs (e.g. *like*, *love*, *enjoy*, *hate*, finish, spend) and expressions (e.g. how about, it's worth)
- **c.** after prepositions such as, *about by, for, from*, etc.

# NOTE

The verbs stop and try are followed either by a full infinitive or an -ing form, but with a different meaning.

- Wayne stopped drinking coffee. (He doesn't drink coffee any more.)
- Wayne stopped to drink coffee. (He stopped the action he was doing to drink some coffee.)
- Try drinking some tea. It'll make you feel better. (Do it as an experiment.)
- I'll try to finish cooking before noon. (I'll make an effort.)

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

- **1. A:** I want \_\_\_\_\_ (go) for a picnic. Would you like (come) with
  - **B:** Yes, but we need (get) some food and something to drink before we leave.
  - **A:** How about (make) something?
  - **B:** No, I'm too lazy (cook) right now
  - **A:** OK, I can (make) some sandwiches. I enjoy (do) that.
- 2. A: Hey, Mom. I'm going out \_\_\_\_\_(get) some fresh air. Do you need anything?
  - **B:** Actually, I do. I forgot (buy) shampoo yesterday, so could you (go) to the supermarket?
  - A: Sure.
  - **B:** Oh, and some toothpaste, please. Are you sure you don't mind (go)? You seem \_\_\_\_ (have) a lot of studying.
  - A: No, it's OK. (walk) will help me relax.

# Listen

A 🕸 Imagine you had to remember the telephone number below and the items on the shopping list. If you couldn't write them down, what would you do to remember them? 247-365-1879

B () Listen to a part of a radio show with an expert giving tips about memory and compare your answers.

C 🔊 🕩 Listen again and complete the blanks.

1. The host isn't good at remembering and

**2.** Making associations means connecting \_\_\_\_\_\_ to information you already know.

**3.** 'Chunking' means putting items into

**4.** To remember the name of a person you meet, you should the person when you say their name.





# Listen

A Piscuss.

- Do you know of any charity events that take place in your city?
- What happens at these events?
- Where does the money they raise go?

B 🍼 🜓 Listen to a radio announcement and complete the poster.



C Now listen to two people talking about the event and answer the questions. Choose a, b or c.

- **1.** How much money did the man spend at the food festival?
  - **a.** £5
  - **b.** £10
  - c. £15
- 2. How long did he stay at the festival?
  - a. about 3 hours
  - b. about 4 hours
  - c. about 7 hours
- **3.** What can we conclude after listening to the dialogue?
  - **a.** The festival is mainly for children.
  - **b.** Driving to the festival is not a good idea.
  - **c.** It's better to go to the festival in the afternoon.

# Speak

A Think about a place you have been to (e.g. museum, restaurant, fitness centre, place of entertainment) or an event you have attended (e.g. sporting event, game, festival). Complete the table below with information about it and give your opinion.



B 🌣 Talk in small groups.

Discuss the place or event you have chosen using the ideas in the box.

#### Talk about:

- where it is / takes place
- when it is best to go
- the age group it is for
- what it is like
- what you can do there
- the cost
- whether or not it is worth going

Last week I went to the new ice-skating rink.
Really? Where is it?

What's it like?



# Write a paragraph summarising an essay

A 🔯 😩 Read the statement below and an essay written in response. What is the writer's opinion on the issue? What arguments does he/she use to justify his/her opinion?

You should always give a percentage of the money you earn to charity.

- 1 Most of us spend the money we earn in more or less the same way. We pay our bills, put petrol in our cars and buy groceries, but what should we do with the sum that is left over? I personally think that if you earn a reasonable income, you should make an effort to support a charity. Doing so will benefit not only the cause you choose to support but also you personally.
- 2 Firstly, the donations that charities receive are an important source of income for them. Without these donations they would struggle to achieve their goals and provide the services they set out to provide. Funds in the form of donations are, therefore, essential to the survival, growth and contribution of a charity.
- 3 Furthermore, people who support charities experience a greater sense of purpose and satisfaction. That's because actively contributing towards a cause fulfills your sense of duty and makes you feel good about yourself. It is a constructive way to give back to your community when you cannot volunteer your time or services.
- 4 I believe that simple acts of charity are what make the world a better place to live in. Regularly donating a percentage of your income can make a big difference both to your life and to the life of those around you because it makes giving a way of life, which is what being part of a social environment is all about.

# Now read the essay again and answer the questions that follow.

- 1. What purpose do the highlighted sentences serve?
- 2. How do these sentences differ from the sentences that follow?

#### NOTE

### **TOPIC SENTENCES**

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

- B Read the essay again and match the paragraphs 1-4 with the descriptions a-d.
  - **a.** The writer presents the first reason, supported with some examples.
  - **b.** The writer sums up and restates his/her opinion.
  - c. The writer introduces the topic and states his/her personal opinion.
  - **d.** The writer presents the second reason, supported with some examples.
  - C Read the essay on page 119. Write a summary of the essay using the plan and TIP below to guide you.

# Plan

# A summary paragraph of an essay

- First, say what the writer of the essay is writing about and sum up the main idea of the first paragraph.
- Next, summarise the main idea of each paragraph of the essay and its supporting details.
- Finally, summarise the main idea of the last paragraph and explain how the writer ends the essay.

- TIP! Read the essay you are going to summarise once to get the main idea, then read it again and make notes on the major ideas included. Then, turn your notes into a paragraph, using the plan above.
  - Do not include your own ideas or opinions about the topic discussed in the essav.
  - Identify the main idea of each paragraph with the help of the topic sentence (if there is one).
  - Include only the writer's main ideas, not unnecessary details.
  - Do not copy sentences or parts of sentences from the essay, but summarise the writer's main ideas in your own words.
  - Use the Present Simple.
  - Use a variety of phrases to show the logical sequence of your sentences, e.g. The writer begins by..., The writer discusses..., The writer also mentions..., The writer concludes by...
  - Use appropriate punctuation.

# Round-up

# Vocabulary

# A Circle the correct words.

- 1. I didn't have any cash / currency on me, so I paid by credit card.
- 2. She gave me a receipt but forgot to give me my change / cheque.
- **3.** That's **exactly / directly** what I mean.
- 4. Don't forget to take your ingredients / medicine before you go to bed.
- **5.** Roger Hill is going to try to **change / break** the national record later this evening.
- **6.** There is a **rate / limit** to how many numbers I can remember.
- 7. What colour did Lisa dye / apply her hair?
- 8. Can I have two litres / kilograms of lemons, please?
- 9. I can't lend you any money. I'm reasonable / broke. (Score: (
- B Complete the sentences with the words in the box

litre	room	bill	withd	lraw
venue	memori	se	metre	repair

- **1.** After I finished my dessert, I asked the waiter for the
- 2. Do you think your uncle can \_\_\_\_ my bike?
- **3.** Did you any cash from the ATM today?
- **4.** We need about half a of milk for this recipe.
- **5.** Is there enough for my suitcase?
- your PIN number, **6.** Try to because it's dangerous to write it down.
- **7.** We need to find a new \_\_\_\_\_ the event.
- **8.** This rope is too long. We only need one

Score:	$\overline{}$	/	8

# Grammar

#### C Circle the correct words.

- 1. This puzzle is too difficult / difficult enough for me to solve.
- 2. I'm sorry but I'm not too strong / **strong enough** to lift this box.
- 3. Tony didn't have money enough / **enough money** so he paid by credit card.

- **4.** The poem was **too long / long enough** for me to learn by heart, so I gave up.
- **5.** The journey up the mountain was **too tiring** / **enough tiring** to complete in a day.
- **6.** I didn't like the special effects. They weren't enough realistic / realistic enough.

Hey, Ricky. Do you know how to use this

(Score:

Total score:

I want an espresso, without sugar.

# Now I can...

carry out money transactions

coffee machine?

- indicate degree and extent
- give and understand different kinds of instructions
- use common units of measurement
- write a paragraph summarising an essay



1 I fell in front of friends.



3 I found somebody's wallet.

# In this module you will learn...

- to talk about imaginary situations
- to ask for and give advice
- to make wishes and express regret
- idioms describing feelings
- to give an account of a true event
- to report statements, questions, commands and requests
- useful phrases to express and respond to common feelings
- to write an email in which you express / respond to common feelings.



# Read

# A Discuss.

- Do you enjoy travelling to other countries? Why? / Why not?
- What do you think the benefits of travelling are?

B Read the quiz carefully.

Answer the questions, add up your score and find out what kind of traveller you are.

# What kind of traveller are you?

# Which of the following would be your ideal trip abroad?

- a. Staying with friends or family abroad.
- b. Going on a package tour abroad.
- **c.** Going to the airport and getting on the first plane out of the country.

# What would you do if you lost your passport while in a foreign country?

- **a.** I'd stay calm and go to the nearest embassy. I always carry photocopies of my passport with me.
- **b.** I'd enjoy the rest of my trip and worry about it later.
- c. I'd panic, be terrified of what would happen, and wish I could wake up and be safely back home.

# What would you do if you got sick while in a foreign country?

- a. I'd ignore my symptoms and keep travelling. Getting sick abroad is an adventure and I'd be happy to lose some weight anyway.
- **b.** I'd take the necessary medicine from my well-prepared medicine bag, and wait to get better.
- c. I'd book the next flight home. Getting sick abroad is too risky.

# What would you do if a waiter suggested an exotic dish without telling you what was in it?

- **a.** I'd say, 'Thanks, but I'm not very hungry.'
- **b.** I'd ask what's in the dish and then make up my mind.
- c. I'd definitely taste it. I always enjoy trying new dishes.

# What would you do if you got lost while in a foreign city?

- **a.** I'd go to the nearest police station and ask them to drive me to my hotel.
- **b.** I'd celebrate the experience. When you get lost, you discover the best places in a city.
- c. I wouldn't get lost in the first place! I always carry a map and a GPS with me and have a good sense of direction.

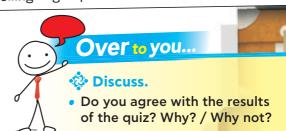
# What would totally ruin your trip abroad?

- a. Losing a suitcase at the airport.
- **b.** Realising that hardly anyone speaks my language.
- **c.** Realising that the place is very similar to my home country.

tel.				L
Sc	ore:	3		3
	<b>a.</b> 0	<b>b.</b> 1	<b>c.</b> 2	6
2	<b>a.</b> 1	<b>b.</b> 2	<b>c.</b> 0	ĕ
3	<b>a.</b> 2	<b>b.</b> 1	<b>c.</b> 0	
4 5	<b>a.</b> 0	<b>b.</b> 1	<b>c.</b> 2	Ħ
5	<b>a.</b> 0	<b>b.</b> 2	<b>c.</b> 1	
6	<b>a.</b> 1	<b>b.</b> 0	<b>c.</b> 2	
		47		_
				10

# **Results:**

- **9-12:** You're a confident and adventurous traveller who is very curious about the world. You want to live life to the fullest and do things that are out of the ordinary. You feel that life isn't worth living otherwise. However, you sometimes take risks which could have negative consequences.
- **5-8:** You're a very organised and practical traveller. You always plan ahead, you prepare to the last detail and are usually ready for unexpected events. You enjoy travelling when it is safe and no risks are involved. You always consider the results of your actions.
- **0-4:** You're a nervous traveller who is afraid of trying new things and of being in unfamiliar environments. You can't cope with unexpected events and refuse to take risks or try anything out of the ordinary. You might enjoy travelling in groups more than travelling independently.



# Vocabulary

A Look at the adjectives below. Which prepositions are they followed by? Find the adjectives in the quiz/results and check your answers.

terrified	similar	curious	ready	afraid

B Complete the table with the adjectives in the box. Then make sentences using some of these adjectives.

nervous popular allergic scared proud satisfied excited responsible worried full suitable addicted disappointed famous married

+ about	+ for	+ to	+ of	+ with
nervous				

# Grammar

# **Conditional Sentences Type 2, Wishes**

- A Read the examples, answer the questions and complete the rule.
- a. A: What would you do if you had lots of money?B: If I had lots of money, I would travel around the world.
- **b.** If I were you, I wouldn't go there.
- 1. In which example does the speaker give advice?
- **2.** In which example does the speaker refer to an imaginary situation?

CONDITIONAL	SENTENCES TYPE 2
If + Past Simple → could + base form	

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

**Alex** I wish I could travel around the world.

- 1. Can Alex travel around the world?
- **2.** Does the sentence refer to the past or present/future?

Omar I'm late again. I wish I had set my alarm for 6.00 a.m.

- 3. Did Omar set his alarm for 6.00 a.m.?
- **4.** Does the sentence refer to the past or the present/future?
- C Read the rules and match the examples in activity B with the uses of wish.
  - **a.** We use **wish + Past Simple** to make a wish about a present or future situation which we would like to be different.
  - **b.** We use **wish + Past Perfect Simple** to express regret or sorrow about something that happened or didn't happen in the past.

- D Complete the dialogues with the correct form of the verbs in brackets.
  - **1. A:** I don't know where to go on holiday this summer.

<b>B:</b> II	(be) you, i
2	(visit) a foreign country.
A.P.	Hike that It would be great if I

A:I'd like that. It would be great if I		
3	(can) visit Australia, but	
it's ver	ry far and very expensive to get there	

B: That's a	nice idea, out of the ordinary.
If I 4	(have) the money
15	(lend) it to you.

- 2. A: Where did you go on holiday last year?
  - **B:** My brother and I went to Scotland.
  - A: So, how was it?

D 16 1 4

- **B:** Well, Scotland is a beautiful country but I wish the weather **6** (be) better than it was.
- **A:** What about the food? Did you try any Scottish traditional dishes?
- **B:** Yes, we did. It was great but I wish everything **7** (not/cost) so much.
- **A:** Well, I wish I 8 (can) visit Scotland too some time in the future.

# Speak

Talk in pairs. Go to the Speaking Activities section on page 117.

Vocabulary

Read the sentences below and decide what the idioms in bold express. Do the people feel shocked, embarrassed or annoyed?

- a wrong name, I went red as a beetroot.
- 2. Linda couldn't believe her eyes when she waved at the monkey and it waved back.
- **3.** My neighbour keeps throwing rubbish in my garden and it's driving me up the wall.
- 1. When I realised I had introduced my boss with 4. I didn't enter the competition because I wasn't prepared and I knew I would make a fool of mvself.
  - **5.** When the phone rang in the middle of the night, I nearly jumped out of my skin.
  - **6.** I fell flat on my face in the middle of the square. I wanted the ground to open up and swallow me.

# Read

A PLook at the pictures. What do you think happened? Read the texts quickly (skim) and check your answers.



1 So, there I was, sitting at the station waiting for my train. I was reading my book and wasn't really paying attention to what was going on around me. The train approached and when it stopped, I picked up my bag and quickly got on. Then I heard a woman shouting, 'Stop, thief!' I looked around and saw the woman get on the train and walk straight up to me. I couldn't believe my ears! She kept saying that I was a thief and that I had stolen her bag. That's when I realised I had my bag on my shoulder, and her bag in my hand. I apologised and told her that I had done it by accident, but I don't think she believed me. Luckily, she didn't call the police.



I was in the car with two friends the other day when my sister called to say she needed a bottle of milk. We stopped at a shop on the way and my friends waited in the car while I went to buy the milk. When I got into the back seat of the car, I closed the door and told them that we could leave, but nothing happened and the car didn't move. That's when I noticed a man and a lady looking at me in surprise. I was in the wrong car! When I realised my mistake, I went red as a beetroot.

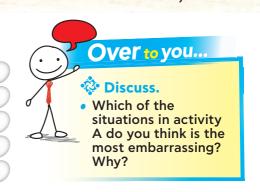




This happened during one of my lunch breaks from work. I was eating a sandwich in the park, and some kids were playing football nearby. They were kicking the ball in my direction and almost hit me a couple of times. I tried to ignore them but they were really driving me up the wall. I told them I wanted some peace and quiet, but they didn't go away. Eventually, the ball hit me right on the head. I was furious. So, I took the ball and kicked it in the opposite direction. Unfortunately, it smashed into a shop window. It was a ridiculous reaction, I know. I just wanted the ground to open up and swallow me! Henry Walker

B Read the texts again and write L for Linda, C for Carl or H for Henry for the statements below.

- **1.** I reacted without thinking.
- **2.** Someone thought I had done something on purpose.
- **3.** Someone said I had done something I hadn't.
- **4.** Some people thought I had done something strange.
- **5.** I was angry with what had happened to me.



# Grammar

# **Reported Speech: Statements**

A Read the examples, answer the questions and complete the rules.

DIRECT SPEECH		REPORTED SPEECH		
	• 'You are a thief!' the woman said.	The woman said that I was a thief.		
	• 'I did it by accident,' I said to the woman.	• I told the woman that I had done it by accident.		
	'We can leave,' I said to my friends.	I told my friends that we could leave.		
	Wiles and the same of Developing Control Control 10			

- When do we use Reported Speech?
- In the examples above, which words have changed in Reported Speech?

•	Say and tell are	reporting verbs. Use		before an indirect object (person)
	and	when there i	s no indirect obje	ect.
•	Pronouns and po	ossessive adjectives chang	ge according to th	ne meaning of the sentence.
•	Tenses, modal v	erbs and time expressions	usually change a	s follows:
	<b>DIRECT SPEECH</b>	REPORTED SPEECH	<b>DIRECT SPEECH</b>	REPORTED SPEECH
	Present	→	this	→ that
	Past	→	today	→ that day
	Present Perfect	→ Past Perfect	yesterday	→ the previous day / the day before
	will	→ would	last week	→ the previous week / the week before
	can	→	tomorrow	→ the next day / the following day
	should	→ should	next vear	→ the following year

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

1. 'I felt so embarrassed yesterday,' Lisa said to me. Lisa told me	<b>.•</b>
2. 'I can give you a ride to the airport tomorrow,' Fred said to Mike.  Fred told	<b>.•</b>
<b>3.</b> 'We've never been to this restaurant before,' the girls said.  The girls said	<b>.•</b>
4. 'We'll go skiing together next year,' Thomas said to Paul.  Thomas told	<b>.•</b>
5. 'My brother washes his car once a week.' Tim said.	

# Listen

# Listen to three people describing experiences they have had and answer the questions. Choose a, b or c.

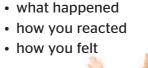
- **1.** Why did Ethan's friend miss his interview?
  - **a.** He woke up late.

Tim said

- **b.** He had an accident.
- c. He couldn't get out of the house.
- **2.** How did George feel about what he had done at the airport?
  - **a.** He was angry.
  - b. He felt embarrassed.
  - c. He thought it was very funny.
- **3.** Why were the clients looking at Mike strangely?
  - a. They couldn't understand him.
  - **b.** They didn't like his presentation.
  - c. There was something between his teeth.

# Speak

Talk in pairs. Think of a funny, embarrassing or annoying experience that you have had and describe it to your partner. Answer any questions he/she may have. Think about:







# Read A & Discuss.

- Have you read Charles Dickens' Oliver Twist? If so, what did you like about it?
- What do you know or can you guess about life in England in the 19<sup>th</sup> century? How do you think poor/rich people lived?

B Read the following extract from an adapted version of the novel, Oliver Twist, quickly (skim). What is happening?

# THE



t last, it was evening. The large stone hall of the workhouse filled with hungry, skinny, young orphans dressed in filthy rags. Perhaps the word

hungry doesn't accurately describe their grumbling, empty little stomachs. Starving would probably be more suitable. They had three meals a day, which consisted of only one bowl, and no more, of watery, tasteless soup; except on special occasions when they enjoyed a tiny piece of bread, too.

Moments after the food was served, it disappeared. The boys licked bowls, spoons and fingers and searched busily for a splash that they hadn't noticed. Because of this, the bowls never needed cleaning. Then they stared, as they always did, at the huge copper pot that held the soup. That evening appeared to be no different from any other. It was, though.

Before dinner, all the boys had held a meeting and had made a decision. They couldn't suffer any longer. They had to act and it was Oliver Twist who was chosen to perform the task. First, the boys whispered to each other, then they winked at Oliver. The boy next to him nudged him and told him to go and ask for more food. It was time. Perhaps it was the hunger, or the misery that comes with it that gave him courage. He rose from the table and walked up to the master, bowl and spoon in hand, and said:

'Please, sir, I want some more.'

The whole room fell silent. The master's face turned white, not believing what he was hearing. He stared at Oliver for a few long seconds, speechless. All eyes were on the master, half fear, half hope.

'What?' he said angrily. Without hesitating, again Oliver asked if he could have some more soup. The master was furious and did not reply. He raised his ladle high, not to serve more soup, but to hit poor Oliver violently on the head.

The men in charge of the workhouse were shocked when the master rushed into their room.

'I beg your pardon, sir! Oliver Twist asked if he could have some more!'

They quickly decided that they had to do something at once. The next morning, there was a poster at the gate of the workhouse offering five pounds to anyone who would take Oliver 40 Twist off their hands.

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

orphan
 wink
 rags
 nudge
 stare
 courage
 whisper
 speechless

- **a.** to quickly close and open one eye as a signal to sb
- b. old, torn clothes
- c. not able to speak because you are very angry, surprised, etc.
- **d.** to give a little push to sb especially with your elbow
- the ability to do sth difficult or dangerous without showing fear
- **f.** a child whose parents have died
- **g.** to speak very quietly so that other people cannot hear you
- **h.** to look at something/ someone for a long time without moving your eyes
- D Now scan the text.

  Then read it carefully and answer the questions.

  Choose a, b, c or d.
  - **1.** What's the main message of the 1st paragraph?
    - a. The food was awful.
    - **b.** The children needed new clothes.
    - **c.** The children didn't get enough food.
    - d. The children looked forward to special occasions.
  - **2.** The bowls didn't need cleaning after the children finished eating because
    - **a.** the soup tasted good.
    - **b.** the soup disappeared.
    - **c.** the children ate from the copper pot.
    - d. the children cleaned everything with their tongues.

- 3. What did the other boys want Oliver to do?
  - a. find a solution
  - b. to eat more food
  - c. to make a request
  - **d.** act in a performance
- **4.** The first time Oliver asked for more soup, the master
  - a. didn't react.
  - b. was shocked.
  - c. started shouting.
  - d. hit Oliver on the head.
- 5. What does 'ladle' (line 31) mean?
  - a. pot
  - b. hand
  - c. voice
  - d. spoon

# Over to you...

a. punish him

b. get rid of him

**c.** help him escape



- Why do you think the master hit Oliver?
- What do you think will happen next?

**6.** What did the people responsible for the

workhouse want to do with Oliver?

**d.** give him one more chance

 Do some research and find another book written by Charles Dickens that you would like to read.

# Vocabulary

- A Look at the adjective 'furious' (line 31).
  What do you think it means?
  - a. very angry
  - b. very scared

# NOTE

Strong adjectives are a stronger version of other more common adjectives, often called weak adjectives, e.g. 'huge' means very big.

B Read the first paragraph of the text again and find adjectives which mean:

very thin	
very dirty	
very hungry	
very small	

# Grammar

# Reported Speech: Questions-Commands-Requests

A Read the examples and answer the questions.

# Jack: Can I have some more? Mr Colridge: Why do you want some more? Mr Colridge: Why do you want some more? Mr Colridge asked why he wanted some more.

- What comes after *asked* when the question begins with a question word?
- What comes after asked when we report a Yes/No question?
- Are the verbs in reported questions in the affirmative or in the question form?
- animative of in the question form?

# B Read the examples and complete the rule.

DIRECT SPEECH	KEPOKIED SPEECH				
Jack: Please, give	Jack asked Mr Colridge				
me some more.	to give him some more.				
Mr Colridge: Don't	Mr Colridge told him				
ask for more!	not to ask for more.				
The imperative changes to:					
base form and the negative imperative					
(don't) changes to:+					
base form.					

- C Complete the sentences using Reported Speech.
  - 'Where have you put the keys? Mario asked me. Mario asked me
  - **2.** 'Please show me the way to the station,' Mandy said to the woman.

Mandy asked the woman

- **3.** 'Don't eat the cake!' Kim said to Gary. Kim told Gary
- **4.** 'Do you want some coffee?' Dave asked me. Dave asked me
- **5.** 'Sit down at once!' Mrs. Humphrey said to the student.

Mrs. Humphrey told the student

**6.** 'Why are you whispering?' Fred asked Tony. Fred asked Tony

# Speak

- Discuss the following.
- Do you like reading books? What kind?
- Who is your favourite author?
- Can you describe the main character from your favourite book?
- What was the title of the book you last read? What was it about?

# Listen A & Discuss What kind of

- What kind of problems do you have with your family and friends?
- How do you solve these problems?
- · Who do you turn to when you need advice?
- B 🏂 🜓 Listen to the first part of a conversation. Tanya is describing a problem she has to some friends. What is Tanya's main problem?
  - a. Tanya wasn't accepted to a university.
  - **b.** Tanya's cousin is jealous of her because she was accepted to a university.
  - c. Tanya is having difficulty persuading her cousin to apply to a different university.
- C Talk in pairs. What advice would you give to Tania? Why?
- D Now listen to the second part of the conversation. Three of Tanya's friends are giving her advice. Match each person with the statements below. There is one extra statement which you do not need to use.

	Maria	
	Kelly	
_		

- a. Be nice to your cousin and she will get over it.
- **b.** Explain to your cousin that she shouldn't behave like that.
- c. Wait for your cousin to make the first move.
- **d.** Help your cousin to build her confidence.

# Speak

★ Talk in pairs. Take turns to be Student A and Student B.

**Student A:** Imagine you are calling Student B. Tell him/her about something that happened to you (either good or bad) and say how you felt about it. Use some of the adjectives in the box below.

#### **Adjectives expressing feelings**

sad angry upset annoyed worried disappointed proud surprised pleased happy glad excited satisfied concerned

**Student B:** Respond to Student A's news by expressing an appropriate feeling. Use some of the phrases in the boxes below.

# **Expressing surprise and interest**

- What a surprise!
- I (still) can't believe it!
- · It's unbelievable!
- Really?/ You did?/ You are? / etc.
- How interesting!

# **Expressing disappointment and disapproval**

- That's too bad.
- · What a disappointment!
- · How disappointing!
- I don't think so.
- I don't think it's a good idea.
- If I were you, I would / wouldn't...

### **Expressing excitement and enthusiasm**

- Congratulations!
- That's so exciting!
- · That's great news!
- What wonderful news!
- · How exciting!
- That's fantastic!
- Good for you!
- · I'm really happy for you.

### **Expressing sympathy and regret**

- I'm so sorry to hear that.
- What/That's a shame/pity!
- · It's such a shame/pity.
- · That's sad.
- You poor thing!
- I'm sorry to say...
- I wish I had / hadn't...

# Write

A Read the extracts from the emails 1-5 below and match them with the appropriate response (a-e). What feelings are expressed in each situation?

- Remember how I told you that I didn't like my job and wanted a new one? Well, last month I applied for a job in Glasgow and I got it! I'll be leaving next month.
- We just got back from our trip to Qatar. It was great! We visited many amazing places there. The place I enjoyed the most was the Museum of Islamic Art.
- You know my favourite football player. Well, I saw him walking down the street, so I went to talk to him. He was very friendly and even gave me his autograph.
- 4. I finally went to the travel agent's and booked our tickets for Australia. We're leaving on 7 May and returning on 3 June. I know you wanted to stay a bit longer, but the prices went up a lot after the third.
- Remember how I told you that I was supposed to go to Hong Kong for work? Well, they decided to send someone else. I was rather disappointed when they told me, but they said that next time a position opens up they would consider me.
- B Read the email Jason wrote to his friend Omar. How does Jason feel? If you were Omar, how would you respond?



#### Hi Omar,

I haven't heard from you for ages. What have you been up to? I hope you are well. I just thought I should drop you a line and tell you my news.

Guess what! I've decided to try skydiving. I've discussed it with my dad and he has given me his permission. My mum is trying to discourage me because she's afraid of heights. Anyway, I've done a lot of research on the Internet about skydiving and I've learnt quite a few things. My first lesson is next Saturday and I can't wait! I've always wanted to try an extreme sport and I had thought about bungee jumping or rock climbing. But then a friend of mine went skydiving last week. He loved it and suggested that I should try it. He's even offered to come to the first lesson with me.

Well, that's all for now. Please write back and tell me what you think.

Best wishes, Jason

- a. Don't worry about it.

  It's only a few days
  anyway. This is going
  to be great! I can't wait.
- **b.** Are you serious? Where did that happen? Did you get a photo of him?
- c. Really? How was it? I haven't been there yet, but I really want to go. You'll have to tell me all about it next time I see you.
- **d.** I'm sorry to hear that! I know how excited you were about the opportunity to go abroad. It's such a pity!
- e. That's fantastic! Congratulations! If you need any help packing, let me know.

C Write an email to a friend giving him/her some good/bad news and explain how you feel. Then swap with another student and write a response to him/her. Use some of the phrases and adjectives in the boxes on page 112.

# Plan

An email in which the writer expresses / responds to common feelings.

### GREETING

### OPENING PARAGRAPH

Begin your email by saying why you are writing or responding to the email you have received.

#### MAIN PART

Give your news and say how you feel about it.

Respond in an appropriate manner and say how you feel.

#### CLOSING PARAGRAPH

End your email in an appropriate way, by either asking for a response or making a suitable comment.

SIGNING OFF

# 10 Round-up

	Vocabulary	
	A Choose a, b or c.	<b>6.</b> 'Take these vitamins for a month,' the
1.	What were you doing there in the first?	doctor said to me.
	<b>a.</b> direction <b>b.</b> argument <b>c.</b> place	
2.	That car is similar my brother's car.	7. 'Delia hasn't returned my book yet,' said
_	<b>a.</b> to <b>b.</b> with <b>c.</b> for	Norma.
3.	Try not to make a of yourself out there	
	on the football pitch today. <b>a.</b> fun <b>b.</b> face <b>c.</b> fool	(Score: ( ) /14)
1	It takes a lot of to stand up and speak in	Communication
₹.	front of hundreds of people.	D Read and choose a or b.
	<b>a.</b> courage <b>b.</b> hope <b>c.</b> fear	
5.	There's no need to We have lots of time.	<b>1. A:</b> How did you feel when the bird smashed
	<b>a.</b> stare <b>b.</b> rush <b>c.</b> nudge	into the window?
6.	It's nice to know that your friends are there	B:
	toyou.	a. I fell flat on my face.
_	<b>a.</b> turn <b>b.</b> support <b>c.</b> stand	<b>b.</b> I nearly jumped out of my skin.
/.	I'm	2. A: My grandfather is taking part in the marathon.
Ω	<b>a.</b> starving <b>b.</b> filthy <b>c.</b> jealous My little brother is very ; he's always	B:
U.	asking questions about everything.	a. Wow! He lives life to the fullest, doesn't he?
	<b>a.</b> unfamiliar <b>b.</b> risky <b>c.</b> curious	<b>b.</b> Wow! He has a sense of direction, doesn't he?
$\mathcal{C}$	Grammar Score: 0/8	,
		3. A: I bet you were embarrassed!
D	Complete with the correct form of the verbs in brackets.	B:
A:	I'm going to Korea next month.	<b>a.</b> Yes, I couldn't believe my eyes.
	Really? That's great. If I 1 (be) you,	<b>b.</b> Yes, I wanted the ground to open up
D.	I 2 (get) a phrasebook before I left.	and swallow me.
۸.	Good idea. If I 3 (have) more time,	4. A: Are you ready for your trip?
A	14 (take) a Korean language	B:
	course. I'd love to learn Korean.	a. Yes, I've planned everything to the last detail.
	Me too. How long are you staying?	<b>b.</b> Yes, I like doing things that are out of the
		ordinary.
A:	Just a week. I wish I 5 (have) more	·
_	time off to stay longer.	<b>5. A:</b> Those children are always screaming.
B:	Yeah. If I 6 (visit) Korea,	B:
	(stay) for a month. There's so	<b>a.</b> Yes, they drive me up the wall.
	much to see and do.	<b>b.</b> Yes, I go red as a beetroot.
A:	I know. I wish you 8	Score: 7/10
	(can) come with me. Score: (/8)	Total score: () / 40
C	Rewrite using Reported Speech.	Now I can
	'Do you like mountain biking?' my brother	
	asked me.	talk about imaginary situations
		ask for and give advice
2.	'I bought two kilos of apples yesterday,' said	<ul> <li>ask for and give advice</li> <li>make wishes and express regret</li> <li>use idioms describing feelings</li> <li>give an account of a true event</li> <li>report statements, questions, commands</li> </ul>
	Oliver.	• use idioms describing feelings
		• give an account of a true event
3.	'I'll do the chores this weekend,' said Fiona.	• report statements, questions, commands
		<ul><li>and requests</li><li>use different phrases to express and</li></ul>
4.	'Don't play football in the house,' John's	respond to common feelings
	mother said to him.	write an email in which I express common

feelings

**5.** 'Why can't you come to the museum tomorrow?' Brian asked Tiffany.

# Culture Page Pi Day in Qatar

A Dook at the picture on the right. What does it show? What do you know about this symbol? Read the first paragraph of the text quickly (skim) and check your answers.

The number Pi ( $\pi$ ) is used in mathematics to show the relationship between a circle's circumference (the line around the circle) and its diameter (a straight line through the centre of a circle, from one side to the

- other). In other words, to find the circumference of a circle, you can multiply the diameter of the circle by the number Pi. Pi was first referred to by the mathematician Archimedes in ancient Greece in approximately 250 BCE. When used to work out maths problems, Pi is usually
- o written as the number 3.14. However, it is considered a unique number because there are many more digits after the decimal point (.). In fact, they continue without end. So far, mathematicians have managed to work out Pi to several trillion places, and trying to remember as
- many numbers as possible from Pi without checking has become a popular memory game for many people.
  - Pi Day falls on the 14<sup>th</sup> of March, a date which is sometimes written as 3/14 (this spells out the first few numbers of Pi, which was why it was picked). It
- is a mathematical event that takes place around the world, and Qatar in particular celebrates the occasion with a competition designed specifically to encourage secondary school students across the country to develop their interest in mathematics.
- The Pi Day competition takes place at the Carnegie Mellon University in Qatar, which is part of Doha's famous Education City. It is open to all secondary school students in the country, but only four teams are chosen to compete on the final day. In February, a
- month before the competition, various teams of young mathematicians battle it out to beat each other to solve mathematical problems. In two hours, they must answer 60 tricky questions based on maths they have learnt as part of their school lessons. The top four teams go
- on to compete in the final competition on Pi Day, where they must work together to solve difficult mathematical problems until one team wins the day.

The final round is a tough challenge of mathematical ability. Although the teams face only 16 mathematics 40 problems in the final, they are given just 90 seconds to find the answer to each one. Anyone who takes part in the competition receives a certificate, even if they are not chosen to compete in the final competition on Pi Day. The students who make up the four final teams 45 receive special awards.



- B Now scan the text.

  Then read it carefully and write T for True, F for False or NM for Not Mentioned.
  - **1.** Pi is a number used to measure part of a circle.
  - **2.** If you try to fully work out Pi, you will never stop.
  - **3.** The 14<sup>th</sup> of March was chosen for Pi Day by chance.
  - **4.** Qatar was the first country to celebrate Pi Day.
  - **5.** Teams must show their maths skills to get a place in the final.
  - **6.** In the competition, students answer questions using maths they have never seen before.
  - **7.** There are four students on each team in the final.
  - **8.** In the final, teams have to answer 16 questions in 90 seconds.

# PROJECT

Do research and find some information about what schools did on Pi Day last year. Write a short paragraph and then present the information to the class.

# Task

# (Modules 9 & 10)

A P • Look at the statement below. Do you agree or disagree? Why? / Why not?

'Travelling in a group is better than travelling alone.'

B 🍮 🜓 Listen to four monologues and decide which speaker is FOR (F) and which speaker is AGAINST (A) the above statement.

Speaker 1

Speaker 3

Speaker 2

Speaker 4

C 🚅 🜓 Listen again and answer the questions.

# Which speaker...

- a. thinks you learn more by travelling alone?
- **b.** thinks travelling alone is more expensive?
- c. thinks it's less stressful to travel alone?
- **d.** thinks it's safer to travel as part of a group?
- D 🎱 🔅 Work in groups. Read the statement below. Group A should think of arguments FOR 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, keeping any necessary notes.

It's better to travel by car than by plane when travelling within a country.'

#### Think about:

- how convenient it is
- the time required
- the cost
- safety
- how bad it is for the environment

E P Debate with the other group and try to persuade them that your view is the correct one. Use some of the phrases in the box.

First of all.... To begin with,... Secondly,...

In our opinion/view,... is better/worse than... We believe/think... because...

The way we see it,...

In addition.... The main advantage/disadvantage of... is...

Furthermore.... As for...

One of the best/worst things about What is more,... Finally,...

travelling by... is that...

We agree, but think about... You have a point, but... We don't agree because... We don't think so because...



# Speaking Activities



# EXPRESSING INTEREST, SURPRISE AND DISAPPOINTMENT

- How interesting / exciting!
- I can't believe it! / Unbelievable!
- What a surprise!
- You're kidding!
- · Get out of here!
- That's the last thing I expected!
- That's too bad.
- What / That's a shame/pity.
- It's a great shame/pity.
- · How awful/terrible!



#### **PAIR WORK**

Talk in pairs. Form questions using the prompts below and the Present or Past Simple Passive, and try to guess the answers. Then check the answers with your teacher.

# **QUESTIONS**

What / Beijing National Stadium / also call?

Which sport / invent / Massachusetts, USA / 1895?

Which stadium / build / Rio de Janeiro / 1950?

Where / elephant polo / play?

When / first modern Olympics / hold?

Which sport / play / in the French Open?

Where / bicycle polo / invent?

How many points / score / by Wilt Chamberlain / NBA basketball game / 1962?

When / yellow tennis balls / use / first time / at Wimbledon?

How many goals / score / 2012 / by Lionel Messi?

# **ANSWERS**





How would you feel / What would you do if you...? I would...



#### **ROLE PLAY**

Talk in pairs. Act out the following conversations.



When having a conversation with somebody, listen carefully. If you don't understand something, ask him/her to repeat or clarify what they are saying.

# Asking for clarification and repetition

Sorry?

Did you say...?

Sorry, I don't understand. What does... mean?

What do you mean by that?

I'm not following you.

I'm not sure I get what you mean.

Sorry, I didn't get that.

Could you say/explain that (again)?

Could you repeat that, please?

- 1. Student A: You see your friend (Student B) in a shop and ask him to lend you some money. **Student B:** You are in a shop when you see your friend (Student A) who asks to borrow some money.
- 2. Student A: You are at a bank and you want to open a new account / withdraw some money / make a deposit. Talk to Student B who is a cashier. Student B: You are a cashier at a bank and Student A is a customer. Help him/her.
- 3. Student A: You are at an ATM but it's your first time using it. Ask Student B for help. **Student B:** You are passing by an ATM. Student A is there and needs some help. Tell him/her how to use it.



# Speak

Talk in pairs. Imagine that you are in a foreign country. How would you feel and what would you do if the following things happened to you?

- Someone offers you something to eat but you can't eat it.
- You lose your wallet on the underground.
- You need to communicate but can't speak the language.
- You get lost while exploring the city centre.

# Writing Reference

# 7d

# Plan

# A covering letter

# GREETING

# Use a formal greeting.

- Dear Sir/Madam,
- Dear Mr/Mrs/Miss/Ms + last name,
- Dear Sirs,

# **OPENING PARAGRAPH**

Use set phrases to state the position/ internship/scholarship you are interested in applying for and say where/when you came across the relevant information.

- I am interested in applying for...
- I am writing to apply for... as advertised in/on...
- I am writing with regard to / in connection with...

### MAIN PART (2 PARAGRAPHS)

Describe the following if they are relevant to the position/internship/scholarship you are interested in. Include only important information.

- State your qualifications and any experience.
- State your present/previous position/work experience.
- State why you are interested in the position/ internship/scholarship you are applying for and why you are a suitable/ideal candidate.
- State any personal qualities (e.g. I am well-organised) that make you a more valuable candidate.
- State any future plans, goals and ambitions that are in any way relevant to the position/ internship/scholarship you are applying for, and that show that you are committed to this line of work or field of study and that you are goal-driven and action-oriented.

# Use phrases like:

- I have been working for/at/in...
- I am currently/presently working/learning...
- At present I am...
- I have previous experience working for/at/in...
- It is evident/clear from my marks that...
- My marks prove that...
- I am presently working towards...
- I hope to one day...
- I am fulfilling my lifelong dream of...
- The goal I have set for myself is...
- This year I definitely plan on...
- I am determined to...
- I am planning to/on...
- I would like to...
- I am thinking of...
- I believe I am suitable for this position/ internship/scholarship because...

#### **CLOSING PARAGRAPH**

#### Use set phrases like:

- I look forward to your response.
- I look forward to receiving your reply.
- I hope my application will be taken into consideration.
- I am available for an interview at your convenience.

#### SIGNING OFF

Use a formal signature ending and print your full name underneath.

- Yours faithfully, (when you do not know the name of the person you are writing to)
- Yours sincerely, (when you know the name of the person you are writing to)



### A FORMAL LETTER

A formal letter is written to someone you don't know personally and it is usually of a business nature. Note the layout below:

Position of the person you are writing to and/ or name of company (start one line below the date).

Address of the person or company you are writing to.

# **GREETING:**

on the lefthand side of the page (leave a blank line before and after the greeting).

#### **SIGNING OFF:**

on the lefthand side of the page, followed by a comma.

Your signature and your full name clearly written underneath.

# **YOUR ADDRESS:**

on the right-hand side of the page (without your name).

#### **DATE:**

below the address, leaving a blank line in between.

92 Park Lane Bidston, Lancs. LA4 7PL 18<sup>th</sup> April, 20....

Human Resources Manager Tropical Swimming Pool 72 Albany Road Manchester, M11 4LR

Dear Sir or Madam,/ Dear Mr Jones,

Yours faithfully, / Yours sincerely,

Jill Thomas (Ms)

### **PARAGRAPHING:**

You can indent or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.

TIP!

In a formal letter/email, when you don't know the name of the person you are writing to, begin with Dear Sir/Madam and sign off with Yours faithfully. If you know the name (e.g. Dear Mr Smith) sign off with Yours sincerely. When you are writing to a woman and are unsure of her marital status, begin with Dear Ms + surname.



# THE IMPORTANCE OF COMMUNICATION SKILLS

A recent government report has shown that a large number of young children in the UK are suffering from communication problems. Education professionals suggest that a lot more emphasis has to be placed on the development of communication skills in primary schools. In fact, communication is the key life skill that children need in order to learn all other skills.

To begin with, the report showed that about 50,000 children starting school in the UK have significant speech difficulties and approximately 6,000 have serious communication difficulties. In addition, in some regions of England it was found that up to 50% of school children have communication problems. Although it is not clear what causes these problems, researchers believe that lifestyle plays an important role and factors such as, exposure to video games and television at an early age, are partly responsible.

Consequently, government researchers recommend that parents should spend more time with their children in order to improve their communication skills. For example, families should eat meals together or do fun activities that require conversation. Furthermore, teachers and other education professionals should be better trained to help children with their communication needs.

In summary, parents and teachers should focus on helping children improve their communication skills. Young children need to spend more time interacting verbally with their family and teachers so that they will learn how to communicate effectively.

# Grammar Reference

# Module 6

Future will

#### **AFFIRMATIVE**

I/He/She/It We/You/They

will work

#### **NEGATIVE**

I/He/She/It will not / We/You/They won't work

#### **QUESTIONS**

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

#### **SHORT ANSWERS**

I I
Yes, he/she/it will. No, he/she/it won't.
we/you/they we/you/they

We use the **Future** will for:

offers.

I'll help you with everything.

• promises.

I promise, I'll be there for you.

• requests.

Will you do me a favour?

warning and threats.

Be careful, you'll drop those plates!

• on-the-spot decisions.

Fine, I'll meet you in an hour.

 predictions, usually with the verbs think and believe.

I think he will be a great businessman one day.

# TIME EXPRESSIONS

tomorrow, tonight, soon, next week/month, in an hour/week, etc.

#### NOTE

We use the **Future** *be going to* and the **Present Progressive** for future plans and arrangements.

I'm going to take part in 'Plant-A-Tree Day' next Saturday.

We're travelling to the Maldives this summer.

#### Time Clauses

 Time clauses begin with when, after, before, as soon as, until, etc.  When the sentence refers to the future, we usually use the Present Simple in the time clause and the Future will in the main clause.

TIME CLAUSE	MAIN CLAUSE
As soon as I know,	I'll tell you.
Before I leave,	I'll help you with
	the housework.

#### NOTE

When the **time clause** comes before the **main clause**, the two clauses are separated by a **comma**.

#### be able to

 We usually use can to express ability in the present.

The baby can speak.

 We usually use could to express ability in the past.

I could climb trees when I was young.

 Be able to expresses ability and forms all tenses. It is mainly used in tenses where we cannot use can.

Jack will be able to play football on Saturday. He's feeling better.

#### NOTE

**Could** expresses general ability in the past. **Was/were able to** expresses ability in a particular situation in the past. *I could draw well at the age of five.* 

I was able to draw well at the age of five.

The firefighters **were able to** put out the fire after two hours.

The firefighters could put out the fire after two hours.

# Module 7 may/might/could

The verbs *may*, *might* and *could* are modal verbs so they:

- are followed by the base form of the verb.
- are the same in all persons in the singular and plural.
- form the questions by putting the modal verb before the subject and the base form of the verb after the subject.
- form the negative by putting not after the modal verb.

The modal verbs may/might/could express possibility in the present/future. We may/might/could go to the new amusement park next week.

# NOTE

We use **may not / might not** to express improbability in the present or future.

We may not / might not go to the art exhibition on Thursday.

# **Conditional Sentences Type 1**

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future, and they can also be used to give advice and instructions.

Conditional Sentences consist of the if-clause and the main clause.

IF - CLAUSE	MAIN CLAUSE
If + Present Simple	Future will Modal Verbs (may, might, can, should) Imperative

If I find the book, I'll buy it for you. If you go to the gym early, you might see him there.

If you see her, ask her about the meeting.

#### NOTE

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

### If vs. When

**When** is used to refer to the time something is going to happen, while **if** refers to the possibility of something happening.

I'll tell him when I see him. (= I will definitely see him.)

I'll tell him if I see him. (= I may not see him.)

# **Comparative and Superlative forms**

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the superlative of adjectives when we compare one person, animal or thing with several of the same kind.

# 

#### **SUPERLATIVE**

John is the oldest boy in his class. This watch is the most expensive of all.

All one-syllable and most two-syllable adjectives (short adjectives) take -er / -est.	short - shorter - shortest
One-syllable adjectives ending in -e take -r / -st.	safe - safer - safest
One-syllable adjectives ending in one vowel + one consonant, double the consonant before the -er / -est.	big - bigger - biggest
Adjectives ending in a consonant + -y, drop the -y and take -ier /-iest.	easy - easier - easiest
Adjectives with three or more syllables (long adjectives) and some two-syllable adjectives (short adjectives) take more + adjective / most + adjective.	dangerous - more dangerous - most dangerous

IRREGULAR FORMS				
POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM		
good	better	the best		
bad	worse	the worst		
far	farther further	the farthest the furthest		
many / much	more	the most		
little	less	the least		

# Other Forms of Comparison

as + adjective + as

My car is as fast as yours. (=My car and your car are equally fast.)

not as + adjective + as

He's not as smart as you are. (=You are smarter than he is.)

• less + adjective + than

Ted is less active than Harry. (=Harry is more active than Ted.)

the least + adjective + of/in

I am the least active of all my friends. (=All my friends are more active than I am.)

# Module 8

# **Exclamatory Sentences**

We use **exclamatory sentences** to give emphasis to the meaning of the adjective/ adverb or noun. They are used to express enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc.

- how + adjective / adverb
   How wonderful!
   How beautifully she paints!
- what + (a/an) + (adjective) + noun What a beautiful day!
- so + adjective/adverbIt was so funny! He reads poetry so well!
- such + (a/an) + adjective + noun He's such an unusual man!

# **Clauses of Result**

We use Clauses of Result to express the result of an action or a conclusion:

- so + adjective/adverb + (that)

  He was so bored (that) he left before the end
  of the game.
- such + (a/an) + (adjective) + noun + (that)
   It was such a hot day that we all went swimming.

#### NOTE

- We say so + much/many, but such a lot of.
- *That* can be omitted, especially in spoken English.

There was so much traffic (that) he was late for work.

There were such a lot of people waiting for the bus (that) I decided to take a taxi.

# have to / don't have to / must / mustn't / need to / don't need to / needn't

 We use must and have to to express obligation in the present/future.
 I must buy John a present.
 You have to wear a helmet when you go skydiving.

#### NOTE

We use **have to** to form all the other tenses. We had to work overtime yesterday.

- We use need to when it is necessary for us to do something. (We have no other choice.)
   I need to talk to you.
- We use don't have to, don't need to and needn't when it isn't necessary for us to do something (to express lack of necessity/ obligation).

You don't have to eat it if you don't like it. You don't need to give the money back. She needn't buy me a present.

 We use mustn't and can't when we are not allowed to do something.
 You mustn't / can't smoke inside the building.

#### NOTE

#### **Need** is used:

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

# AFFIRMATIVE I need

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

### **NEGATIVE**

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

#### QUESTION

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

#### **NEGATIVE**

I He/She/It needn't go We/You/They

# QUESTION

l Need he/she/it go? we/you/they

# **Passive Voice**

#### Use

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

#### **Formation**

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

# **Present Simple Passive**

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

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

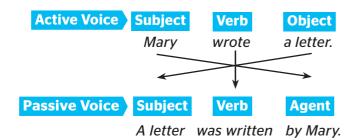
QUESTIONS				
Am	I			
ls	he/she/it	called / given?		
Are	we/you/they			

# **Past Simple Passive**

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

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

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



# NOTE

The person who causes or carries out the action is called the **agent** and is preceded by the preposition **by**. We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
   My bag was stolen! (by someone who we do not know)

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

# Module 9

# too / enough

- We use too before adjectives and adverbs.
   Too has a negative meaning and it means 'more than necessary.'
   This coffee is too hot. I can't drink it.
   Slow down, you're driving too fast.
- We use enough after adjectives and adverbs.
   Enough has a positive meaning and it means as much as necessary.
  - The weather is warm enough for a picnic.
- We use too many with plural countable nouns.
   We have got too many eggs. What are we going to do with them?
- We use **too much** with uncountable nouns.

  There's too much salt in this soup. I can't eat it.
- We use enough before plural countable nouns and uncountable nouns.
   Are your friends hungry? There are enough

I can't buy those boots. I haven't got enough money on me.

sandwiches for everyone.

### NOTE

**Too** and **enough** can be followed by **to + base form** of the verb:

He's too young to travel by himself. He isn't old enough to go out alone.

# Grammar Reference

# **Infinitives**

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

- to express purpose.

  I'm going to the supermarket to get some fruit.
- after certain verbs: want, would like, would love, hope, decide, manage, plan, arrange, advise, choose, learn, offer, promise, afford, agree, expect, seem, forget, teach, need, try, tell, refuse, remember, etc.
   I haven't managed to find it yet.
- after it + be + adjective
   (it's nice, it was stupid, etc.)
   It's difficult to explain.
- after certain adjectives: afraid, surprised, free, happy, ready, sorry, pleased, etc. Are you afraid to ask him?
- after too and enough
   You're too young to stay out late.
   I'm strong enough to carry the box.
- after question words (who, how, what, etc.) in indirect questions
   Do you know how to get there?

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

- after modal verbs (can, could, will, would, should, may, might, must).
   Could you give me a glass of water?
   You must visit the doctor today.
- after the verbs *let* and *make* (in the active voice). *She makes me study all the time.*

#### NOTE

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

I always help my brother **do** his homework. I always help my brother **to do** his homework.

# -ing form

#### We use the **-ing** form:

- after certain verbs: like, love, hate, enjoy, prefer, suggest, start, finish, continue, keep, stop, begin, avoid, imagine, spend (time), etc.
   I like watching TV, but I hate watching the news.
- after certain expressions: don't mind, can't stand, be interested in, it's worth, How/What about...?, I look forward to, be good at, etc. I look forward to seeing you.
- after prepositions such as, about, by, for, from, etc. I'm so excited about going on this trip.
- as a subject of a verb.
   Smoking is a bad habit.

### NOTE

The verbs **stop** and **try** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning.

- Ken stopped watching the news. (He didn't watch the news any more.)
- Ken stopped to watch the news.
   (He stopped the action he was doing to watch the news.)
- Try studying for the exams early in the morning. (Do it as an experiment.)
- I'll try to finish this project today. (I'll make an effort.)

# Module 10

# **Conditional Sentences Type 2**

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

IF-CLAUSE	MAIN CLAUSE		
if + Past Simple	would/could + base form		

If I had enough money, I would buy a bigger flat. You could get that job if you took my advice.

# NOTE

- In Conditional Sentences Type 2, were is often used instead of was in the if-clause for all persons.
  - If Mary were older, she could take driving lessons.
- We use if I were you to express an opinion or give advice.
   If I were you, I'd take it easy.

#### Wishes

### We use:

 wish + Past Simple: to make a wish about a present or future

**situation** which we would like to be different. *I wish I didn't have to take any more exams.* 

wish + could + base form:

to express **regret** about something we cannot do at **present**.

I wish I could help you!

wish + Past Perfect Simple:

to express **regret** about something that happened or didn't happen in the **past**. *I wish I had brought a torch with me. I can't see a thing.* 

### NOTE

We usually use **were** for all persons in wishes. *I wish this course were easier.* 

# **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.

Irina said, 'Tina 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.

Irina said that Tina was on the phone.

# NOTE

- We use **say** when there is no indirect object. *'I'll be there,' he said.* 
  - He said that he would be there.
- We use tell when there is an indirect object.
   'I'll call you, Mark,' she said.
   She told Mark she would call him.
- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb come changes to go.

**You** look great in **your** new dress,' said Dora. Dora said that I looked great in **my** new dress. Kelly said, 'I'll **come** to the shopping centre with you.'

Kelly said she would **go** to the shopping centre with me.

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

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

Steve said, 'I want to go bowling.'
Steve said (that) he wanted to go bowling.

# **Present Progressive** → **Past Progressive**

Beth said, 'I'm reading a novel.' Beth said she was reading a novel.

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

Pete said, 'Mum made some sandwiches.'
Pete said his mum had made some sandwiches.

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

Jo said, 'I've worked hard today.'
Jo said she had worked hard that day.

# will → would

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

#### can → could

Jane said, 'I can help you with your homework.' Jane said she could help me with my homework.

#### may → might

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

#### must → had to

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

#### now → then

Tina said, 'I'll call him now.'
Tina said she would call him then.

#### here → there

Eric said, 'I saw it here.'
Eric said he had seen it there.

# ago → before

Bill said, 'I bought this house two years ago.' Bill said he had bought that house two years before.

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

Mary said, 'We're having pizza for lunch today.' Mary said they were having pizza for lunch that day

# yesterday → the previous day / the day before

Dad said, 'I visited the doctor yesterday.' Dad said he had visited the doctor the previous day.

# this morning/year, etc. → that morning/year, etc.

Beth said, 'I haven't bought anything this year.' Beth said she hadn't bought anything that year.

# tomorrow → the next day / the following day

Lynn said, 'I'm flying to Mexico tomorrow.' Lynn said she was flying to Mexico the following day.

last week/month, etc. → the previous week/month etc. / the week/month, etc. before
Colin said, 'I met her last year.'

Colin said he had met her the previous year.

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

Bob said, 'I'll finish the report next week.' Bob said he would finish the report the following week.

### NOTE

- The Past Perfect and the verbs could, might, should, would and used to do not change in Reported Speech.
- The **Past Progressive** usually doesn't change in Reported Speech.

# Grammar Reference

# Reported Speech (Questions)

- We usually introduce reported questions with the reporting verb ask.
- Reported questions follow the word order of affirmative sentences.
   'Why did he come back?' he asked.
   He asked me why he had come back.
- If the direct question begins with a question word, the reported question also begins with the same question word.
   'What are you doing?' she asked.
   She asked me what I was doing.
- If the direct question does not begin with a question word, the reported question begins with if/whether.
   'Did you enjoy the game?' he asked.

  He asked me if/whether I had enjoyed the game.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

# Reported Speech (Commands - Requests)

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

*'Stay there,' said the man. The man told me to stay there.* 

'Don't take this away, please,' she said. She asked me not to take that away.

# NOTE

When the request is in question form, in Reported Speech it commonly 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.

# Irregular Verbs

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

# Project Skills

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**BRAINSTORM** 

PI AN

**RESEARCH** 

**CREATE** 

**PROOFREAD** 

PRESENT

# STEP 1

### BRAINSTORM

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



# STEP 2

#### **PLAN**

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

# STEP 3

### RESEARCH

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

# STEP 4

# CREATE

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

# STEP 5

#### **PROOFREAD**

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

# STEP 6

### **PRESENT**

#### A presentation consists of 3 stages:

#### **Stage 1: Before the presentation**

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

#### **Stage 2: During the presentation**

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

#### **Stage 3: After the presentation**

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

# TIP!

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

# Project checklist

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

# Learning Tips

# In class

### How to learn better in class

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

# Outside the class

# How to learn better outside the class

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

# Vocabulary

# How to learn vocabulary better

- Write down new words in a notebook.
   Together with the English word:
  - write the translation in your language
  - write an example sentence.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Some words are very similar in meaning and can easily be confused. Try to remember the context where they are usually used.
- Pay attention to cognates and false friends.
   Cognates are English words which are similar in form and meaning to words in your language. False friends are English words which have a similar form to words in your language, but they have a different meaning.
- Refer to the Word List.
- Practice the spelling and pronunciation of new words.

- Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

# Grammar

# How to learn grammar better

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

# Speak

### How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.
- When talking to another person, listen carefully to what he/she is saying so that you can respond appropriately. Also, remember that a good way to maintain the conversation is by asking Wh-questions to find out about certain details. Avoid asking Yes/No questions.
- When expressing your opinion, always try to give reasons. Don't worry if you disagree with someone else. Remember, no answer is right or wrong as long as it is justified.
- Keep in mind that your tone of voice can help enhance what you are saying. You can show concern, surprise, admiration, enthusiasm, anger, disappointment, etc.
- When discussing with someone, listen carefully. If you haven't understood something, ask them to repeat or clarify what they are saying (Could you please repeat that?, What do you mean?).
- When you need more time to think about what to say, use phrases like: 'Well, let's see now' or 'Well, let me think'.

 When talking in pairs or groups, help each other if one of you gets stuck, by asking a question, for instance.

# Read

# How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
  - Read the words before and after the unknown word and think of the context.
  - Try to figure out what part of speech the unknown word is.
  - See if the unknown word is similar to other words in English or in your language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Read the whole text before you do an exercise. Sometimes the answers require overall understanding.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) and the adverbs (here, there, etc.) refer to in the text.
- Don't rely on your general knowledge to answer questions. Check your answers with the information given in the text.
- When answering multiple choice questions, read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found. Also, make sure you have chosen the correct answer by eliminating the wrong options.

# Listen

# How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.

- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.
- When completing sentences, make sure that your answers make sense with the rest of the sentence.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision.
- Pay attention to the speakers' tone of voice to understand how they are feeling.

# Write

# How to do better when doing writing tasks

- Make sure you write what the rubric asks you to. Don't include irrelevant information.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to come up with ideas as well as organise them.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Use linking words/phrases (and, but, so, because, also, What's more, etc.) to join your ideas and make your writing flow.
- Use time linkers (*first, then, after that, when, while, as soon as,* etc.) to show the order in which events happen.
- Use a variety of adjectives (e.g. fantastic, wonderful, terrible, awful) and adverbs/ adverbial phrases (e.g. luckily, all of a sudden) in your writing to make it more interesting for the reader.
- Use words like *he, she, it, them, there*, etc. to avoid repeating the same words.
- When you are asked to write a letter or an email, try to understand why you are writing (to give news, to invite, etc.). Also, think carefully about your relationship with the person you are writing to (is he/she a friend, a stranger, etc.?) and write in an appropriate style (formal or informal). Remember to use set phrases in the opening and closing paragraph.
- Write neatly.
- Write your first draft and correct it. Then write your final draft.
- Edit your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

# Wordlist

# Module 6 Cover

robot solar power touchscreen

# 6a

air alternative energy approximately as a result as well as breathe carbon footprint

certain climate decrease disease e-waste fossil fuel global

low natural resources

increase

packaging pessimistic polluted predict prediction product quantity rubbish source such as take place

view (=opinion) way of life

weather conditions wind power

# 6b

adiust advertisement

allow borrow brightness cash delivery discount excursion Go for it quarantee (v.) lend

promise (v.)

regret (v.)

satisfied simply

# **Expressions** with 'make'

make a decision make a difference make a mistake make a prediction make a promise make money make plans make sense

# 6c

ability afford along with astronaut atmosphere (air) bottom dream (n.) eager exploration float (v.) gravity individual (n.) interview (v.) lower (v.) majority medical check-up millionaire opportunity ordinary possibility require risk (n.) rock (n.) space spacecraft spectacular telescope

# tourism training wealthy

the public

**Prepositional** phrases: 'at'

at first at last at least at present at the end (of) at the latest

# 6d

account advantage careless circular cloth connect convenient diagram disadvantage disconnect dry (v.) edge fail (=not work) harm harmless helpless holder hole ink ink cartridge

motion own (v.) process repair set up skilful slide so that squeeze stage toothpaste

useless wash off wipe worthless

# Module 7 7 cover

choice

# **7**a

atmosphere (mood) car racing change one's mind clumsv contest count sb in cup final drop by dry (adj.)

feel like doing sth festival

flyer sure free entry from the comfort of one's home give sth a try ice-skating make up one's mind rink skate (v.)

# **Phrases and** expressions

track

Do as you please. I doubt it. I give up. I'd prefer... I'd rather... I'm not so sure. I'm positive. It's up to you. There's a good chance...

#### **7**b

admission adopt anonymous bell comment (n.) complain complaint deal (n.) depend on donation express (adj.) feed fill out form (n.) in case of minimum remain ride (n.) ring (v.) single ticket standard support (n.) valid

# 7c

whale

achieve approve argue career complicated cope with delay (v.)

whether... or...

disapprove dissatisfied energetic expected (adj.) gossip (n.) lead (v.) lifestyle make a change make an announcement miss sth newsreader on air pause (v.) producer publish put sth off quality quit stressful studio unable uncertain unexpected unfriendly unnatural unnecessary unsuitable

#### **7d**

acquire ambition application appropriate candidate capability conservation covering letter degree devotion emotion enable express field of study gain goal heritage internship mission passion presentation provide pursue restoration scholarship

# Phrases and expressions

at your earliest convenience set a goal set phrase work towards

# Module 8

8a
admire
be over
cheer on
coach
enthusiastic about
just in time
let sb down
lift (v.)
miss out (on)
play a role
referee
sports commentator
tennis match
trophy
turn out (=be present)

# Phrases and expressions

What a disappointment! What a nightmare! What a shame! You can say that again!

### 8b

a good night's sleep aircraft automatically complete (v.) contact (v.) hesitate in shape inexperienced make the most of sth physical condition priority provide skydiving thrill video record (v.)

#### **Sports equipment**

bat board goal goggles helmet knee pads net parachute racket stick wetsuit

#### 8c

across the globe basket be related to cricket describe except (for) goalkeeper have in common hold (an event) international mostly origin points round (adj.) rugby rules whichever

# Verbs related to sports

bounce catch dribble hit kick pass shoot throw

#### **8d**

be set in challenging crops developing world device display edition face (v.) financial problems from start to finish hilarious illness image in order to internet connection lack of land (n.) manage original poor

realistic

unrealistic

# Types of computer/ video games

action adventure educational interactive mobile multiplayer online racing sci-fi simulation single player

# Words/Phrases related to computer/ video games

character
computer graphics
game console
game controller
game over
gamer
plartform
plot
score (n. + v.)

# Phrases and expressions

It's nothing special. Overall, I found...

# Module 9

9 cover

facts and figures

# **9**a

**ATM** be broke be short of cash bill (n.) break (money) change (n.) charge (n./v.) cheque (n.) currency currency exchange office debit card directly exactly exchange rate free of charge incorrectly It's no use.

make a deposit

state (v.)

value

note
online banking
open a savings account
payphone
PIN
receipt
repair (n.)
spaghetti
swallow
waste (money)
withdraw

9b apply brush (n.) cardboard cover (v.) distance draw dye

electric mixer

fill

ingredients keep out of reach

medicine

on an empty stomach

pot pour

powdered sugar

seed

shampoo (v.) shape soil spices stir

tablespoon (tbsp.)

thick use (n.) vanilla wide

#### **Units of measurement**

centimetre
fluid ounce
foot
gallon
gram
inch
kilogram
kilometre
litre
metre
mile
millilitre

ounce

pound quart

pint

ton yard

9c annual bits brain

break a record by heart challenge (v.)

digit
fill up
limit
memorise
memory
mind (n.)
prime minister
puzzle

repeat room (=space) shampoo (n.)

store (v.) throughout winner

# 9d

charity contribution

duty earn effort entrance fee essential fulfill funds aroceries growth income percentage raise money reasonable refreshments satisfaction struggle

# Module 10

10 cover insect That's life

#### 10a

sum

venue

a sense of direction actions addicted (to) adventurous

celebrate consequence curious embassy excited exotic home country ianore in the first place independently live life to the fullest organised out of the ordinary package tour photocopy (n.) plan ahead riskv scare to the last detail unfamiliar

# 10b

worried

well-prepared

approach be going on (=happening) by accident eventually furious in the opposite direction lady on purpose peace and quiet ridiculous shoulder smash into sth the other day thief wave (v.)

#### **Idioms**

drive sb up the wall fall flat on your face go red as a beetroot make a fool of yourself nearly jump out of your skin not believe your eyes/ ears want the ground to open up and swallow

10c courage

you

elbow fear (n.) filthy hope (n.) hunger nudge orphan poor push rags raise sth rush signal (n.) silent skinnv special occasion speechless stare starving torn whisper

#### 10d

wink

build one's confidence concerned consider extreme sport jealous make the first move pleased rather rock climbing sad support (v.) turn to unfair

# Phrases and expressions

How disappointing!
I don't think it's a
good idea.

I haven't heard from you for ages.

I just thought I should drop you a line.

I wish I had / hadn't...
If I were you, I would /

wouldn't... I'm sorry to say...

It's such a shame/pity! What would you do if

you were...?

# Portal to English 9B Student's Book

H. Q. Mitchell - Marileni Malkogianni

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# PORTAL TO ENGLISH



equips English language learners with the skills and knowledge they need to excel in an increasingly connected and ever-changing world.

# **Key features**

- A course following the requirements of the CEFR, integrating the New Curriculum Standards for the State of Qatar, and focusing on the systematic development of the main QNCF competencies
- Topic-based modules allowing learners to deal with a variety of topics in depth
- Motivating and contemporary topics with multi-cultural and cross-curricular information
- Lively dialogues and comic strips presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented through an inductive approach and practised in context
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- Progressive development of speaking skills through functional language
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
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- Culture pages focusing on certain aspects of the Qatari culture
- Task-based activities preparing learners for the real world







