



Academic Year
2018–2019

10A

PORTAL

TO ENGLISH

TEACHER'S NOTES

H. Q. Mitchell
Marileni Malkogianni



GRADE **10**

SEMESTER 1



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

النشيد الوطني

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

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INTRODUCTION

Objectives

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

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- a table of contents presenting the topics, vocabulary, structures, functions, pronunciation focus as well as the language skills practised in each module. The main Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.
- five modules, each divided into a cover page, two lessons and a Review page
- a speaking activities section including pair/group work activities
- a writing reference section
- a grammar reference section with useful tables, examples and explanations of the structures dealt with in each module
- a list of irregular verbs
- a wordlist containing the active vocabulary in alphabetical order per lesson

Teacher's Notes

The Teacher's Notes provide the key to all activities in the Student's Book. The transcripts for all the listening activities are also provided. Furthermore, there is a photocopiable section (Extra Practice) with extra grammar activities per module.

Audio Material

This CD includes all the recordings of the listening and pronunciation activities in the Student's Book. Each recording is marked with a track number (for the CD) for easy reference.

THE STRUCTURE OF THE MODULES

Modules 1-5 (an overview)

Each module is 10 pages long and is divided into two parts, a and b. In both parts, the target language (vocabulary, grammar, functions) is presented and practised extensively, while at the same time the four basic skills (reading, listening, speaking, writing) and micro-skills are developed.

The structure of each module is as follows:

- Cover page (1 page)
- Part **a**: - reading, vocabulary, grammar (2 pages)
 - vocabulary, grammar, intonation/ pronunciation, listening, speaking (2 pages)
- Part **b**: - reading, vocabulary, listening (2 pages)
 - speaking, writing (2 pages)
- Review (1 page)

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

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion while being presented with some new topic-related vocabulary. The purpose of this discussion is to activate Ss' background knowledge and create a sense of anticipation. There is also a set of learning objectives on the cover page. Ss read about

what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

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

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

Reading

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

A. PRE-READING

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

B. READING FOR GIST

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

C. READING FOR DETAIL

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

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

D. GUESSING THE MEANING OF UNKNOWN WORDS

This activity requires students to guess the meaning of certain unknown words appearing in the text by looking for clues in the context. It is worth mentioning that some of the words appearing in this activity may be beyond the level of B1 students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

E. POST-READING

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

Grammar

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

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

Pronunciation / Intonation

It is important to sensitise Ss to the different sounds of the foreign language, as well as to different intonation patterns and to give them as much practice as possible. The aim is not for Ss to acquire a native-like pronunciation, but to enable them to speak intelligible English. The pronunciation and intonation sections deal with significant aspects of spoken English in an organised manner and, wherever possible, is linked to the language of each module. These sections present and provide controlled practice of individual sounds, as well as sentence stress and intonation patterns.

The International Phonetic Alphabet (IPA) transcription system has been used to indicate the pronunciation of individual sounds.

Listening

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

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

Speaking

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

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

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

Writing

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

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

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, Ss could work in pairs and correct each other's work before giving it to the teacher. Moreover, Ss should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

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

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation.

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

Review

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

Culture Pages

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

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

Task

These meaningful tasks don't only focus on language skills. They focus on life skills and link the English lesson with real-life needs that the Ss will face in their everyday life outside the classroom. This section focuses on the systematic development of key competences, the promotion of critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration skills. First the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and/or speaking), which are usually done in pairs or groups. These activities require Ss to find and/or exchange information, take notes, negotiate, make a decision, etc. At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active participation of the teacher. The final stage of the task requires Ss to

give feedback in spoken or written form and serves as performance evidence. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions. In the Teacher's Book you will find a Recap section where the Ss are encouraged to become aware of what they have practised in each task, as well as where and how they can apply the strategies in real life.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires Ss to do by doing the first item together. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding can be explained.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.
- It is advisable that teachers use L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, or to explain grammar rules).

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

| LEARNING STANDARDS | MAIN QNCF COMPETENCIES | ACTIVITIES |
|--------------------|--------------------------------|--------------------|
| R1.1 | Cooperation and participation | Reading B p. 8 |
| R2.1 | Creative and critical thinking | Reading C p. 8 |
| R2.2 | Creative and critical thinking | Reading C p. 8 |
| R4.1 | Communication | Reading E p. 9 |
| S1.1 | Cooperation and participation | Speaking A p. 9 |
| R1.1 | Cooperation and participation | Speaking A p. 9 |
| S2.3 | Inquiry and research | Speaking B p. 9 |
| R4.1 | Communication | Vocabulary A p. 9 |
| R4.2 | Problem-solving | Vocabulary A p. 9 |
| R4.1 | Communication | Vocabulary B p. 9 |
| R4.2 | Problem-solving | Vocabulary B p. 9 |
| S1.1 | Cooperation and participation | Vocabulary A p. 10 |
| R4.1 | Communication | Vocabulary B p. 10 |
| R4.2 | Problem-solving | Vocabulary B p. 10 |
| L1.1 | Communication | Listening p. 11 |
| L2.1 | Communication | Listening p. 11 |
| S1.1 | Cooperation and participation | Speaking p. 11 |
| S4.1 | Communication | Speaking p. 11 |
| R1.1 | Cooperation and participation | Reading B p. 12 |
| R2.1 | Creative and critical thinking | Reading C p. 13 |
| R4.1 | Communication | Reading D p. 13 |
| R4.2 | Problem-solving | Reading D p. 13 |
| S1.1 | Cooperation and participation | Reading E p. 13 |
| R1.1 | Cooperation and participation | Reading E p. 13 |
| R2.2 | Creative and critical thinking | Reading E p. 13 |
| L1.1 | Communication | Listening p. 13 |
| S1.1 | Cooperation and participation | Speaking p. 13 |
| S2.3 | Inquiry and research | Speaking B p. 14 |
| W4.1 | Communication | Writing A p. 14 |
| R1.1 | Cooperation and participation | Writing B p. 14 |
| R2.1 | Creative and critical thinking | Writing B p. 14 |
| W4.1 | Communication | Writing C p. 14 |
| W1.2 | Creative and critical thinking | Writing D p. 15 |
| W1.1 | Inquiry and research | Writing E p. 15 |
| W1.2 | Creative and critical thinking | Writing E p. 15 |
| W2.1 | Problem-solving | Writing E p. 15 |
| W4.1 | Communication | Writing E p. 15 |

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

1a (pp. 8-9)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer more complex texts (R2.2)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

1a (pp. 10-11)

- communicate with a little support a personal response to real and fictional events (S1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- use formal, neutral and informal registers appropriately in most familiar contexts (S4.1)

1b (pp. 12-13)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)

1b (pp. 14-15)

- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- use formal, neutral and informal registers appropriately in most familiar contexts (W4.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- use formal, neutral and informal registers appropriately in familiar contexts (W4.1)
- express and respond with a little support to common feelings such as surprise, interest and regret (W1.2)
- communicate with a little support a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)

1a (pp. 8-9)

Reading

B c

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

- D**
- What makes the place in text A recreational is that it has got a gym and entertainment room, where the writer can exercise and spend time with his friends.
 - The people living in the houseboat really enjoy the location and the view from their new house, but they are not completely satisfied with it as they have many difficulties to face. First of all, they don't have much space and they only have electricity for a couple of hours. Also, they are far from the shops, so they cannot buy many things as it is not easy to carry them to the houseboat. All these things make life in the houseboat a bit difficult for them.

- E**
- | | | |
|---------------|--------------|--------------|
| 1. belongings | 4. residence | 7. permanent |
| 2. drawback | 5. tower | 8. face |
| 3. currently | 6. isolated | |

Vocabulary

A cramped = without enough space for people to move around in

spacious = with plenty of space for people to move around in

B 1. b 2. c 3. a

Grammar

- A 1.** Every morning he climbs the spiral stairway to the top of the tower and drinks his coffee while admiring the view. The Present Simple is used to describe a repeated habitual action.

2. He is currently writing a book about living in a lighthouse. The Present Progressive is used to describe a temporary situation.
3. They usually wonder why he chose to live in a lighthouse. The Present Simple is commonly used with adverbs of frequency.

C The Present Simple is used because the verbs in the sentences are stative verbs.

Text B: I don't mind, I love being so near the sea, I have access to the Internet

Text C: ... see swans outside their window...

- D**
- | | |
|----------------|-------------------|
| 1. is staying | 9. are...visiting |
| 2. want | 10. am leaving |
| 3. is coping | 11. don't want |
| 4. think | 12. know |
| 5. is getting | 13. hate |
| 6. has | 14. are painting |
| 7. is making | 15. hope |
| 8. always like | |

1a (pp. 10-11)

Vocabulary

- B** 1. a 2. c 3. f 4. g 5. e 6. b 7. d

Grammar

- A** 1. whom 2. Who 3. What 4. how
5. Whose 6. which/what 7. What 8. Why
- B** 1. The first question asks about the subject of the verb.
2. The second question asks about the object of the verb.
3. In the second one
- C** 1. did you order at the café
2. jacket did Greg buy
3. is going bowling with Mark
4. do you want to visit tomorrow afternoon
5. crashed into that tree
- D** 1. Direct questions have question word order while indirect questions have affirmative word order.
2. When the direct question does not begin with a question word, the indirect question is formed with if/whether.
- E** 1. how long the meeting will last
2. tell me where Miss Davis lives
3. know if/whether the flat is furnished
4. tell me when you graduated
5. if/whether I need to buy any books for the French course

Intonation CD1 2

- | | |
|-----------------------|-----------------------|
| 1. rising intonation | 4. rising intonation |
| 2. rising intonation | 5. falling intonation |
| 3. falling intonation | |

Listening CD1 3

1. b 2. b 3. c 4. b 5. c

Listening Transcript

1. **A:** So, how's your new place, Will?
B: Well, it's a lot better than the room I had on campus, that's for sure.
A: Anywhere's better than that place. Are you near your parents?
B: No, I couldn't live there. The suburbs are full of big houses, and I needed somewhere small.
A: So, did you find somewhere near the university?
B: No, I'm right in the middle of the city. I live on the tenth floor and the view is amazing.
A: I'll drop by some day and see for myself.
2. **A:** Hey, Julie! Where are you?
B: Hi, Susie. Actually, I'm in your neighbourhood. I just went to the bank.
A: I was wondering if you would like to come over for a coffee.
B: OK, I can drop by before I go to the supermarket.
A: OK.
3. **A:** So Pam, how long have you been living in the countryside now?
B: A year.
A: Wow. Are you used to life out there now?
B: Definitely. The first month was difficult because it was a big change from city life, but after a couple more months, I was settled in, and now I can't imagine moving back to the city, to be honest.
A: Who would've imagined it?
4. **A:** Could you just sign here, sir?
B: Certainly. By the way, I'd like to speak to the manager, please.
A: I'm afraid he's not here at the moment.
B: Could you tell me when he'll be back?
A: At around six, I think.
B: That's no good. Our plane leaves at five. Anyway, could you pass on a message? Just tell him we've had a wonderful time here, and he runs an excellent hotel.
A: He'll be pleased to hear that. I'll also need your room key.
B: Of course. Here it is.
5. **A:** Hello?
B: Hello. I'm calling about the flat you're renting in Dale Street.
A: Actually, there are two, one on the first floor and the other on the fifth.
B: Well, I'm interested in the one on the fifth floor. Would you please tell me how many bedrooms there are?
A: There's a big bedroom and a smaller one, but they both have a beautiful view of the park.
B: Great. I'd also like to know if the flat is furnished.
A: Well, the person who was renting it left a sofa in the living room and a bookcase and some other stuff, but if that's a problem, I can empty it out completely for you.
B: Actually, I can't afford a lot of furniture at the moment, so I'd appreciate it if you'd leave the stuff.
A: Sure.

1b

(pp. 12-13)

Reading**B** b

- C**
1. culture shock or a feeling of disorientation
 2. during the negotiation phase
 3. during the adjustment phase
 4. from 6 to 12 months
 5. No, it doesn't.
 6. Because these kinds of activities can help people discover every corner of their new neighbourhood and get to know it better.
 7. They can help you get used to the new lifestyle in a shorter period of time.
 8. by signing up for classes or sports

D

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

Vocabulary

- | | |
|----------------------------|-------------------------|
| 1. to become | 4. to move |
| 2. to become / start to be | 5. to move |
| 3. to obtain | 6. to become, to obtain |

Listening CD1 ▶▶▶ 4

Speaker 1: d Speaker 2: e Speaker 3: a

Listening Transcript**Speaker 1**

I came to Japan to work as an English teacher, but it was pretty difficult to adjust in the beginning. I had difficulty even in everyday situations. For instance, when you meet a person, you usually bow to show respect instead of shaking hands. And another thing, back home it's normal to use your mobile phone on the bus. In Japan, though, it's not considered polite. Also, you should never be late for an appointment, because it shows that you don't respect the other person. Anyway, I wasn't aware of these things in the beginning, but now I feel like I know a lot about life in Japan.

Speaker 2

When my boss sent me to Venice to work for two years, I was full of enthusiasm. After a few weeks, though, I started missing my old life, my family and friends, and I didn't feel like doing much in my new city. When my friends back home asked me how things were, they didn't believe me when I told them how I felt. One day, though, a colleague of mine insisted we go for a coffee and I did. This helped me meet other colleagues, and I slowly started making friends. I also signed up at a language school to learn Italian, which is helping me socialise even more. Venice may not feel like home yet, but I think it's a unique experience.

Speaker 3

Being used to living in a big city you can understand how shocking it was to move to a small town in Sweden with my husband when he was offered a new job. It's a beautiful town, but I felt kind of isolated with no big supermarkets or shops around. So, to fill my spare time I took up a hobby. I started making jewellery. Whenever my husband's

colleagues or neighbours came over, they were really fascinated by my creations and wanted to buy them. That is how I opened up a jewellery shop. Now, I know almost everyone in the town, I am doing something I like, and I actually prefer this place to the big city I used to live in.

1b

(pp. 14-15)

Writing

- A**
1. a friendly and informal tone which shows the relationship between them, use of informal greetings (*Hello John, Hey Gary!*), use of short forms (e.g. *How's, I'm, don't, I'll, I've, they're*), use of exclamations to show their feelings (e.g. *Guess what!, Keep me posted!*), informal expressions (e.g. *Anyway, See you soon*), signature ending (use of first name)

2. set phrases for opening paragraph: *How's life? Guess what! / I've been meaning to get back to you...*

set phrases for closing paragraph: *Thanks for your help! / I'm really excited about... Keep me posted!*

- B**
1. They are friends.
 2. to tell him that he was accepted by the University of Brighton and to ask him some questions about life in Brighton
 3. Yes, he does.
 4. Yes, he does (e.g. about cycling in winter, about day and night buses).
 5. a. 2 b. 2 c. 1 d. 2 e. 1 f. 1

- C** Yes, John's email has an appropriate layout. He starts his email with an appropriate greeting on the left-hand side of the page. He also divides his email into paragraphs leaving a blank line between them. Finally, he signs off the letter appropriately placing the signing off signature on the left-hand side of the page.

1 Review

(p. 16)

- A**
- | | | |
|--------------|-----------|--------------|
| 1. isolated | 2. adjust | 3. caught |
| 4. drawbacks | 5. wisely | 6. impatient |
| 7. lanes | | |

- B**
- | | | | |
|-------|---------|-------|-------|
| 1. of | 2. out | 3. of | 4. in |
| 5. up | 6. with | 7. on | 8. up |

- C**
1. are having, Do...want, like, do
 2. are...leaving, enjoy
 3. Do...live / Are...living, 'm staying, 'm looking
 4. 's working, 's shopping, sells

- D**
1. When are you moving?
 2. What did you take a picture of?
 3. Who dropped by this morning?
 4. What's your new flat like?
 5. How long does it take you to get to work?
 6. Who do you usually invite to your barbecues?

- E** 1. g 2. d 3. b 4. h 5. f 6. c

| LEARNING STANDARDS | MAIN QNCF COMPETENCIES | ACTIVITIES |
|--------------------|--------------------------------|--------------------------|
| S1.1 | Cooperation and participation | Reading A p. 18 |
| R1.1 | Cooperation and participation | Reading C p. 18 |
| R2.1 | Creative and critical thinking | Reading D p. 18 |
| S5.1 | Creative and critical thinking | Reading E p. 18 |
| W2.1 | Problem-solving | Reading F p. 18 |
| R4.1 | Communication | Reading G p. 19 |
| R4.2 | Problem-solving | Reading G p. 19 |
| R1.1 | Cooperation and participation | Reading H p. 19 |
| S1.1 | Cooperation and participation | Reading H p. 19 |
| S1.1 | Cooperation and participation | Speaking p. 20 |
| L1.1 | Communication | Listening B p. 21 |
| L2.1 | Communication | Listening C p. 21 |
| S5.1 | Creative and critical thinking | Speaking B p. 21 |
| S1.1 | Cooperation and participation | Reading A p. 22 |
| R2.1 | Creative and critical thinking | Reading B p. 22 |
| R2.1 | Creative and critical thinking | Reading C p. 22 |
| S1.1 | Cooperation and participation | Reading D p. 22 |
| R2.1 | Creative and critical thinking | Reading D p. 22 |
| L2.1 | Communication | Listening B p. 23 |
| L3.1 | Creative and critical thinking | Listening C p. 23 |
| S1.1 | Cooperation and participation | Speaking A p. 23 (p. 62) |
| S1.2 | Cooperation and participation | Speaking A p. 23 (p. 62) |
| S1.1 | Cooperation and participation | Speaking B p. 23 (p. 62) |
| S1.2 | Cooperation and participation | Speaking B p. 23 (p. 62) |
| R2.3 | Inquiry and research | Writing A p. 24 |
| R4.1 | Communication | Writing B p. 25 |
| R4.1 | Communication | Writing C p. 25 |
| W3.2 | Creative and critical thinking | Writing D p. 25 |
| W2.1 | Problem-solving | Writing E p. 25 |
| W1.2 | Creative and critical thinking | Writing F p. 25 |
| W2.1 | Problem-solving | Writing F p. 25 |
| S1.1 | Cooperation and participation | Culture page A p. 27 |
| R2.1 | Creative and critical thinking | Culture page B p. 27 |
| R1.1 | Cooperation and participation | Task A p. 28 |
| R2.1 | Creative and critical thinking | Task B p. 28 |
| S1.1 | Cooperation and participation | Task E p. 28 |
| S2.3 | Inquiry and research | Task E p. 28 |

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

2a (pp. 18-19)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

2a (pp. 20-21)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)

2b (pp. 22-23)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- guess independently the meaning of unknown words important for comprehension from available clues in longer more complex texts (L3.1)
- express and respond with a little support to common feelings such as surprise, interest and regret (S1.2)

2b (pp. 24-25)

- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- plan and draft a longer complex text and modify the draft independently (W3.2)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- express and respond with a little support to common feelings such as surprise, interest and regret (W1.2)

Culture Page (p.27)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)

Task modules 1 & 2 (p.28)

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

2a (pp. 18-19)

Reading

| C | A | B | C | KEY |
|------------------|---------------|-----------------|-----------------|----------------------|
| Who? | Amos Richards | Peter Skyllberg | Rizal Shahputra | |
| Where? | Utah Desert | near Umeå | Indian Ocean | |
| How long? | 4 days | 2 months | (over) a week | |
| D | 1. A 5. C | 2. C 6. A | 3. B, C 7. C | 4. B 8. C |
| G | 1. h 6. g | 2. c 7. d | 3. i 8. a | 4. e 9. f 5. b |

Vocabulary

- | | | |
|-----------------|-------------------|-----|
| 1. hurt | 6. damage/ruin | KEY |
| 2. harm | 7. pulled/dragged | |
| 3. injured/hurt | 8. carry | |
| 4. ruined | 9. pulled | |
| 5. destroyed | | |

Grammar

- A** 1. The Past Simple of regular verbs is formed by adding *-ed* to the base form of the verb. Irregular verbs do not form the Past Simple by adding *-ed*. We use *didn't* and *did* respectively.
2. *was/were*, *could*. We start with *was/were* or *could* respectively followed by the subject.
3. actions that happened in the past
- B** It means that when I was younger, I was in the habit of going rock climbing a lot, but now I don't. We can use either the Past Simple or *used to* to talk about past habits.

- C**
- 1 Did you know
 - 2 went / used to go
 - 3 moved
 - 4 didn't know
 2. 5 didn't mind / didn't use to mind
 - 6 had
 3. 7 Did your uncle live / Did your uncle use to live
 - 8 was
 - 9 stayed / used to stay
 - 10 visited
 - 11 went
 - 12 spent
 - 13 was

2a (pp. 20-21)

Vocabulary

- A TEMPERATURE:** mild, chilly, freezing, boiling
SUN: shine, clear skies
RAIN: shower, drizzle, pour, wet
WIND: blow, breeze
CLOUD: foggy, overcast, dull
STORM: thunder, lightning, blizzard

- B** 1. drizzling 2. overcast 3. breeze
 4. lightning 5. freezing

Grammar

- A** 1. b 2. c 3. a
- B** 1. In example b the two actions happened one after the other (found, took).
 2. In example a one action happened (fell) while another action was in progress (was climbing).
- C**
- | | | |
|-----------------|----------------|-----------------|
| 1. went | 5. saw | 10. was looking |
| 2. were walking | 6. called | 11. slipped |
| 3. heard | 7. was talking | 12. didn't fall |
| 4. looked | 8. was trying | 13. helped |
| | 9. could | 14. arrived |
| | | 15. saved |

Listening CD1 ▶▶ 5, 6

- B** The correct newspaper headline is JUNGLE PLANE CRASH SURVIVOR DISCOVERED.
- C** 1. c 2. b 3. c 4. c 5. a 6. a

Listening Transcript

A: Good evening. Three years ago, a young man survived an aeroplane crash and then lived ten days in the jungle before he was rescued. It's an incredible story, and here to tell it is the man himself, Conrad Mendez.

B: Hello, it's good to be here.

A: So, Conrad, tell us your story. You were on the plane to Peru, right?

B: Right. You see, my father, who is from the States, is a zoologist and spends most of his time in Peru. That's where he met my mother. She is actually from Brazil, and I was flying from Rio to meet my father when the accident happened somewhere over the Bolivian rainforest.

A: So, what happened to the plane?

B: We were flying through a terrible storm. There was a lot of turbulence and I couldn't see outside; it was so dark. Suddenly I saw a flash of lightning and then the wing caught fire. Within minutes, it broke apart and the plane started going down. As you can imagine, I was terrified. Suddenly, I realised I was not on the plane anymore and I was flying down towards the jungle, still strapped to my seat. I thought I was going to die. What are the chances of surviving a plane crash, right? But I did! Luckily, the trees are very thick in that part of the rainforest and they broke my fall. Also, I was falling backwards so my injuries weren't that bad. I just had a broken collarbone and a bad cut on my arm.

A: That's amazing. But then, you still had to deal with the jungle.

B: I wasn't too scared of that. I've spent a lot of time in the jungle with my father, and I recognise the dangers. My first thought was to find other passengers, but I was unsuccessful. In fact, I couldn't find any survivors, or even the plane. They must have been miles away.

A: What about food or water?

B: I came across a river, so at least I had water to drink. As for food, I was able to find some fruit in the jungle. But after a few days, I was really weak. I was starting to give up hope when I heard rescue helicopters overhead. They were looking for the plane, I imagined, but the trees were so thick that they couldn't see me, so I wasn't rescued then. The following day, I decided to follow the river as far as I could. I thought that maybe I could find a village or something. A few miles down the river, I spotted a boat and decided to wait there. Later that day, two fishermen found me unconscious, but alive, by their boat.

A: Where did they take you?

B: They took me to the nearest hospital, which was seven hours away. There, I found out that out of the eighty-seven passengers on the plane, I was one of the lucky survivors along with eight other people. Amazingly, they had survived the crash, too. But they were all badly injured and only lasted a couple of days. In the end, I was the only survivor.

A: That's just terrible. Have you been back there since?

B: Actually, I'm going back for the first time next month, as part of a documentary Channel 5 is making. I'm going to visit the site of the plane crash and meet up with the fishermen who saved me. It's strange, because it was such a terrifying experience for me, but for some reason, I can't wait to return. It's a part of my life that I just can't forget.

A: Well, it's a fascinating story, that's for sure. Now, we're going to take a break...

Intonation CD1 ▶▶ 7, 8

- A** The following words are stressed: Three, aeroplane, ten, jungle
- B**
1. I was driving through a terrible storm.
 2. We didn't go swimming because the water was freezing.
 3. Twenty houses were completely destroyed in the earthquake.
 4. We were walking through the forest for three hours.
 5. The accident happened in Bell Avenue, not in Chrysler Avenue.

2b (pp. 22-23)

Reading

- B**
- 1: He was courageous and practical... / The second mate was a friendly, easygoing man... / ... brave man
 - 4: the warmth of the sun...
 - 5: The chief mate of the *Pequod* was a tall, thin, thirty-year-old man / ... who had long, dark hair, high cheekbones, and large eyes. / The third mate was a short and stout man... / ... an extremely tall African. / Ahab was a tall, impressive-looking man... / His hair was streaked with grey and I noticed a lightning-shaped mark running down the side of his face and neck. / Probably the most striking thing about Ahab's appearance was his false leg
 - 7: When he wasn't catching whales... / ... looking for whales / 'What do you do when you see a whale, men? / Lower the boats and chase after him
- C** 1. c 2. b 3. c 4. b 5. d

Vocabulary

- A** **Feelings:** surprised
Character: friendly, easygoing
Appearance: tall, thin
- B** **Feelings:** impressed
Character: courageous, practical, brave
Appearance: short, stout
- C** **Feelings:** irritated, offended, overjoyed, discouraged
Character: arrogant, devoted, witty, reserved
Appearance: bald, well-built, underweight, handsome
- D**
- | | |
|----------------|-----------------------|
| a. devoted | e. offended/irritated |
| b. reserved | f. discouraged |
| c. underweight | g. witty |
| d. overjoyed | h. arrogant |

Listening CD1 ▶▶ 9, 10

- B** 1. b 2. c 3. c 4. c 5. a 6. b

Listening Transcript

Before the race

Tim Hello, this is Tim Carter reporting live from the Extreme Bicycle Race. It's another year at the exciting ultimate challenge for cyclists from all around the world, who ride a total of 800 miles in ten days. Today is the final day of the event and with us, just an hour before the race, is Alex Tyler, who came in second place two years ago.

Alex Hello, everyone.

Tim So Alex, only 80 more miles today to the finish line. How do you feel?

Alex What can I say? I'm thrilled to be here.

Tim You didn't participate last year, because of a knee injury, from what I've heard.

Alex That's right. Two months before the Extreme Bicycle Race, I was competing in a race in Australia. When the unfortunate incident happened, I was devastated. You can't imagine how much I wanted to be here. After the surgery, I started training and practising again and here I am.

Tim Well, you seem to be in great shape, and there's a good chance you may be the winner this year.

Alex I hope so. It's my dream!

Tim Good luck, Alex! And now we are going over to ...

During the race

Tim This is Tim Carter and we're back from the break.

Patrick And this is Patrick Hunt. The race is almost over. In just a few minutes we will know who the winner is.

Tim That's right. We can see the cyclists riding into the last mile. In the lead is last year's winner, Daniel Kent, who is one of the best bike riders in the world.

Patrick But will he be the winner today? Right behind him is Michael Phillips. It's hard to believe that he was an amateur rider two years ago, riding just for the fun of it.

Tim Yeah, wasn't he studying to become a doctor?

Patrick Yep. I guess he changed his mind. Wow! Look at Alex Tyler speeding up from fifth place!

Tim He's third now right behind Michael Phillips. What a race! There's just one last corner till the finish line, with Daniel Kent still leading.

Patrick What a surprising turn of events! Tyler just passed both of them! He's in the lead, just a few yards before the finish line! Unbelievable!

Tim And yes! He is now the new champion of the Extreme Bicycle Race, taking the title from Daniel Kent!

After the race

Tim Right next to me is the winner of the 10th annual Extreme Bicycle Race. So, how does first place feel?

Alex Much better than second place, that's for sure!

Tim And this is your first time winning in the ten years you've been competing, right?

Alex Actually, this is my first time winning in the Extreme Bicycle Race, but I've also won another two races; a local race back home in Ireland and a Road Bicycle Race in Canada.

Tim Oh yes, Canada. I remember that. That was about five years ago.

Alex Four to be exact, but it wasn't a very big event.

Tim So, what is your next step in your cycling career? The Tour de France?

Alex Well, I'm thinking of taking a break from competitions, at least for a while. My dream is to create a cycling club. A place where I can teach young cyclists everything I know about how to succeed in competitions and help them train.

Tim Sounds interesting, Alex.

C 1. a 2. b

Listening Transcript

1. It's hard to believe that he was an amateur rider two years ago, riding just for the fun of it.
2. When the unfortunate incident happened, I was devastated. You can't imagine how much I wanted to be here.

2b

(pp. 24-25)

Writing

- A**
1. in the first paragraph
 2. on a boat
 3. Past Simple, Past Continuous, Past Perfect Simple
 4. The event forming the climax of the story is when the main character sees something in the water and the other members of the crew gather on the deck to see what it is. It takes place in the third paragraph. The main character panics.
 5. Yes, the atmosphere of the story changes after the climax. The characters calm down.
 6. The writer uses direct speech to make the story more interesting.
 7. in shock, panicked, sick with fear

8.

| Plot Development | |
|-----------------------|---|
| Introduction | <i>presents the main character and sets the scene</i> |
| Rising action | <i>gives extra detail and introduces a problem</i> |
| Climax | <i>shows the main event of the story</i> |
| Falling action | <i>shows how the characters react after the event</i> |
| Conclusion | <i>shows how everything goes back to normal</i> |

B It means *very cold*.

D 1. incredibly angry

C 1. exhausted

2. extremely hot

2. panicked

3. really interesting

3. enormous

4. very beautiful

4. dreadful

5. terribly surprised

5. incredible

6. extremely dirty

7. very hungry

2 Review

(p. 26)

A 1. a 2. c 3. c 4. a

5. b 6. a 7. a 8. c

B 1. chilly 5. spotted

2. devoted 6. landed

3. amateur 7. ranger

4. offended

C 1. was, used to play, didn't know, liked

2. used to camp, didn't go / didn't use to go, was, lived / used to live

3. Did...participate, took, managed

D 1. stopped, was talking, was driving

2. was crawling, was cooking

3. hit, overturned

4. were trying, heard

5. arrived, took

E 1, 6, 2, 4, 3, 7, 5, 8

Culture page (p. 27)**B** 1. c 2. a 3. a

KEY

Task modules 1 & 2 (p. 28)

A 1. The bar graph shows the causes and the number of car accidents according to gender in South Dakota, USA, between 2010 and 2012.

2. the number of car accidents

3. the causes of car accidents

4. two

5. The blue bars refer to men drivers, the purple bars refer to women drivers.

B 1. T 2. F 3. T

C **A:** This bar graph shows that 55,147 car accidents were caused by both men and women drivers in South Dakota between 2010 and 2012 and analyses the causes of these accidents. More specifically, the most common cause of car accidents is driving too fast. In fact, men drivers caused 10,240 car accidents because of speeding while women drivers caused 6,774.

B: On the other hand, the fewest accidents were caused by mechanical problems. 1,275 and 1,550 accidents were caused by men and women drivers respectively because of mechanical car problems.

A: Another interesting fact is that a lot of accidents were caused by both men and women drivers due to carelessness. To be more specific, men drivers caused 4,180 car accidents whereas women drivers caused 3,080 accidents. This suggests that carelessness is a major factor in car accidents. All drivers should be more careful when they sit behind the wheel.

B: The bar graph also shows that weather conditions can cause a lot of car accidents. For example, 3,308 and 3,860 car accidents were caused by men and women drivers respectively due to bad weather conditions. Another factor is the condition of the roads. More specifically, 1,385 accidents were caused by men drivers due to damaged roads while 1,935 accidents were caused by women drivers for the same reason.

KEY

| LEARNING STANDARDS | MAIN QNCF COMPETENCIES | ACTIVITIES |
|--------------------|--------------------------------|-------------------|
| S1.1 | Cooperation and participation | Reading A p. 30 |
| R1.1 | Cooperation and participation | Reading B p. 30 |
| R2.1 | Creative and critical thinking | Reading C p. 30 |
| R4.1 | Communication | Reading D p. 31 |
| R4.2 | Problem-solving | Reading D p. 31 |
| S1.1 | Cooperation and participation | Reading E p. 31 |
| R4.2 | Problem-solving | Vocabulary p. 31 |
| S1.1 | Cooperation and participation | Listening A p. 33 |
| L1.1 | Communication | Listening B p. 33 |
| L2.1 | Communication | Listening C p. 33 |
| L2.4 | Cooperation and participation | Listening D p. 33 |
| S2.3 | Inquiry and research | Listening D p. 33 |
| S1.1 | Cooperation and participation | Speaking A p. 33 |
| S2.4 | Creative and critical thinking | Speaking B p. 33 |
| S2.3 | Inquiry and research | Speaking B p. 33 |
| S1.1 | Cooperation and participation | Reading A p. 34 |
| R1.1 | Cooperation and participation | Reading B p. 34 |
| R2.3 | Inquiry and research | Reading B p. 34 |
| R2.1 | Creative and critical thinking | Reading C p. 34 |
| R4.1 | Communication | Reading F p. 35 |
| R4.2 | Problem-solving | Reading F p. 35 |
| S1.1 | Cooperation and participation | Reading G p. 35 |
| W1.1 | Inquiry and research | Reading H p. 35 |
| L1.1 | Communication | Listening A p. 35 |
| L2.1 | Communication | Listening B p. 35 |
| S1.1 | Cooperation and participation | Speaking p. 36 |
| R1.1 | Cooperation and participation | Writing B p. 36 |
| R2.1 | Creative and critical thinking | Writing B p. 36 |
| R2.3 | Inquiry and research | Writing C p. 37 |
| W3.2 | Creative and critical thinking | Writing D p. 37 |
| W2.1 | Problem-solving | Writing E p. 37 |
| W1.1 | Inquiry and research | Writing F p. 37 |

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

3a (pp. 30-31)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)

3a (pp. 32-33)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- follow and respond independently to longer, more complex questions (L2.4)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- explain advantages and disadvantages of plans and ambitions (S2.4)

3b (pp. 34-35)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (W1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)

3b (pp. 36-37)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- plan and draft a longer complex text and modify the draft independently (W3.2)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- communicate with a little support a personal response to real and fictional events (W1.1)

3a (pp. 30-31)

Reading

B The most appropriate title is *a. Reaching Babylon at last*

C 1. b 2. a 3. c 4. c 5. d 6. c

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

KEY

Vocabulary

1. site 3. location 5. countryside
2. area 4. nature 6. landscape

KEY

Grammar

A 1. *have built* refers to an action which happened in the past but the exact time is not mentioned whereas *built* refers to an action which happened in the past and we say when it happened.
2. Yes, he is. The Present Perfect Simple is used.

B • Present Perfect Simple
• Present Perfect Simple
• Past Simple

C 1. have always liked 7. chose
2. decided 8. started
3. had 9. have learnt
4. has visited 10. have never lived
5. liked 11. has been
6. decided 12. haven't decided

KEY

Vocabulary

- A** arrangement, collection, combination
The suffixes added to the verbs are the following:
-ment, -ion, -ation
- B**
- | | |
|------------------|------------------|
| 1. improvement | 5. advertisement |
| 2. cancellations | 6. reservation |
| 3. connection | 7. announcement |
| 4. exploration | 8. application |

Grammar

- A** The word **loud** is an adjective and describes the noun **cats**. The word **loudly** is an adverb of manner and describes how something is done (i.e. how the history teacher speaks).
- B**
- The comparatives and superlatives of one-syllable adjectives and adverbs are formed with the endings *-er* and *-est* respectively (*longer, hottest*).
 - The comparatives and superlatives of multi-syllable adjectives and adverbs are formed with *more + adjective/adverb* and *most + adjective/adverb* respectively (*more interesting, most difficult*).
 - The comparative form is used to compare two people, things or actions.
 - The superlative form is used to compare one person, thing or action with several of the same kind.
- C** 1. c 2. a
- D**
- more... more expensive
 - the most popular
 - cheaper
 - more quickly
 - better
 - as exciting

Listening

CD1 ▶▶ 11, 12

- B**
- Ecotourism is all about creating long-term benefits from tourism, not about simply avoiding environmental damage.
 - Ecotourism protects local cultures and wildlife, including rainforests and educates the tourists.
- C** 1. c 2. d 3. d 4. a

Listening Transcript

For hundreds of years, people have enjoyed the adventure of travelling abroad to explore new countries and learn about different cultures. However, until recently, few have considered the negative effects they may be having on the places they visit. These effects include the destruction of areas of natural beauty when resorts are built, pollution caused by waste produced by large numbers of tourists

and from the vehicles they drive, and the use of too many natural resources. Local populations and wildlife suffer as a result.

The idea of ecotourism is to protect local cultures and wildlife, to involve and provide work for the people who live in the area and to broaden the minds of visitors by educating them about all aspects of the places they visit. Ecotourism is all about creating long-term benefits from tourism, not about simply avoiding environmental damage. In Kenya, for example, there are now around fifty national parks where visitors can explore jungles and mountains and go on safaris while learning about the wildlife from local guides. In the past, many of these guides and park guards used to earn a living by hunting animals such as elephants and rhinos. Thanks to ecotourism, it has become clear that wild animals are worth much more alive, in their natural environments. In fact, there is no doubt that many endangered species have survived as a result of it.

Rainforests across the globe also benefit from ecotourism, especially in developing countries like Cambodia and Madagascar. When people become aware of how important the rainforests are both as sources of employment for local people and for the world in general, they are less likely to destroy them.

Ecotourism is now the fastest-growing kind of tourism worldwide as people are starting to care more about the need to reduce their carbon footprint and protect the environment. Ecotourism encourages tour groups to be small and travel to the holiday destination to be either on foot or by local transport. Tourists mostly stay in eco-friendly accommodation where the staff are locals with knowledge of the surrounding area, and where renewable energy is used and recycling takes place. Visitors can have an unforgettable experience in amazing natural surroundings and return home knowing that instead of harming the planet, they have made it a better place.

Reading

- B**
- on a website for travel apps
 - The purpose of these texts is to inform the readers about the services these apps offer to people who download them.
 - The target audience is travellers.
- C** 1. c 2. b 3. a 4. d 5. e
- D**
- | | |
|---------------|------------|
| 1. frequently | 4. rarely |
| 2. domestic | 5. unusual |
| 3. public | 6. anxious |
- E**
- | | |
|---------------|--------------|
| 1. search for | 4. essential |
| 2. handy | 5. ideal |
| 3. recommend | |
- F**
- itchy feet:** *a desire to travel*
hit the road: *to start a journey*
the highways and byways: *the roads and streets of a place*

Listening CD1 ▶▶ 13, 14

A The following should be checked:
Landmarx, Local M8, B4 U go.

B 1. F 2. T 3. T 4. T 5. F 6. F

Listening Transcript

A: So, Tony, why did you decide to go to Beijing? Are you going to get together with old friends from university?

B: No, I'm not. It's just somewhere I've always wanted to go.

A: I see. Well, there are lots of wonderful places you shouldn't miss in Beijing.

B: I know. I downloaded this app which has all the famous sights and it tells you where the closest tourist attraction to you is. I can even store my photos.

A: That's handy. Have you used it before?

B: Well, I used a similar one when I visited Moscow last year, and it worked great.

A: Well, there's much more to any city than just tourist sights, you know. If you have friends in a place, they can take you to the most fascinating places, like cafés and restaurants...

B: Well, I have an app for that, too.

A: Really?

B: Yes, look. I've entered information about when and where I'm staying and it's given me a list of places where I can go and eat.

A: Chao Ming's! I read an article about it the other day.

B: Well, there you go. It seems to be working. During the flight, I will search for more places of interest.

A: But is it safe to use that app on the plane?

B: It's OK, it works offline.

A: You certainly are very organised. Maybe I should get some apps, too.

B: You know, I'm not the kind of person who plans everything to the last detail, but since I got this smartphone, everything's changed. This app here has been the most useful. I downloaded it a month ago and it's helped me prepare for my trip so much. It's ideal for someone who travels a lot because it remembers previous trips they've gone on and they can use the reminders for their next trip.

A: I have to get that app for sure. What's it called?

B: Umm... Let me see...

3b

(pp. 36-37)

Writing

A The following words should be underlined:
article, a sight, interesting place, you have visited, Describe, what attracts visitors, any other special features

B 1. The title which is more suitable for the article is *a. Discover the Exotic Jardim Botânico* because it is more interesting than *b.* which just refers to the name of the place being described.

2. In paragraph 1 the writer tells us which place he/ she is going to describe and why he/she has chosen to write about it.

In paragraph 2 the writer gives some information about the place (history, location, attractions).

In paragraph 3 the writer gives some additional information about the birds and plants you can see there and his/her impressions of the place.

In paragraph 4 the writer makes a general comment about the place and recommends visiting it.

C 1. Discover the Exotic Jardim Botânico

2. an unforgettable experience, impressive, magnificent, colourful, swooping over my head, massive, a once-in-a-lifetime experience

3. Have you ever seen a carnivorous plant? / In the Garden, you can also find .../ If you're a nature lover, Jardim Botânico is the perfect place for you. / Why not plan a trip there and see for yourself?

4. Have you ever seen a carnivorous plant? / Why not plan a trip there and see for yourself?

D 1. You can taste some impressive/mouth-watering local dishes at the noisy/impressive market.

2. The square is full of sweet-smelling/impressive flowers and there are always noisy children running around.

3. In the middle of this town there's a spectacular/impressive/massive building with an impressive tower.

4. People visit this peaceful/spectacular/impressive place for the spectacular/impressive/fascinating view.

5. I spent an enjoyable afternoon walking by the peaceful river.

6. Beijing is a fascinating/an impressive city for anyone who is interested in Chinese culture.

3 Review (p. 38)

A 1. benefits

2. original

3. seasick

4. civilisations

5. essential

B 1. area

2. inexpensive

3. compared

4. announcement

5. landscape

6. cancellation

C 1. Have...travelled, have been, visited, Did...like, was

2. arrived, has...come, Did...go, felt, has already decided

3. Have... finished, have been, have taken, told, haven't downloaded

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

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

| LEARNING STANDARDS | MAIN QNCF COMPETENCIES | ACTIVITIES |
|--------------------|--------------------------------|-------------------------------|
| R1.1 | Cooperation and participation | Reading B p. 40 |
| R2.1 | Creative and critical thinking | Reading C p. 41 |
| R2.2 | Creative and critical thinking | Reading D p. 41 |
| S1.1 | Cooperation and participation | Reading E p. 41 |
| S1.1 | Cooperation and participation | Listening A p. 43 |
| L1.1 | Communication | Listening B p. 43 |
| L2.1 | Communication | Listening B p. 43 |
| L2.2 | Communication | Listening B p. 43 |
| S1.1 | Cooperation and participation | Listening C p. 43 |
| S1.1 | Cooperation and participation | Speaking p. 43 |
| S1.2 | Cooperation and participation | Speaking p. 43 |
| S1.1 | Cooperation and participation | Vocabulary & Speaking B p. 44 |
| S2.4 | Creative and critical thinking | Vocabulary & Speaking B p. 44 |
| R2.1 | Creative and critical thinking | Reading A p. 44 |
| S1.1 | Cooperation and participation | Reading B p. 45 |
| S1.1 | Cooperation and participation | Reading C p. 45 |
| L2.2 | Communication | Listening p. 45 |
| S3.1 | Communication | Speaking p. 46 |
| S1.1 | Cooperation and participation | Writing A p. 46 |
| R2.3 | Inquiry and research | Writing B p. 46 |
| W3.2 | Creative and critical thinking | Writing C p. 47 |
| W4.1 | Communication | Writing C p. 47 |
| W1.1 | Inquiry and research | Writing D p. 47 |
| W2.1 | Problem-solving | Writing D p. 47 |
| W4.1 | Communication | Writing D p. 47 |
| R2.1 | Creative and critical thinking | Culture page B p. 49 |
| R2.3 | Inquiry and research | Task A p. 50 |
| S1.1 | Cooperation and participation | Task B p. 50 |
| S2.4 | Creative and critical thinking | Task B p. 50 |
| W1.1 | Inquiry and research | Task C p. 50 |

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

4a (pp. 40-41)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- communicate with a little support a personal response to real and fictional events (S1.1)

4a (pp. 42-43)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- understand and respond with a little support to attitudes and opinions in longer, more complex texts (L2.2)
- express and respond with a little support to common feelings such as surprise, interest and regret (S1.2)

4b (pp. 44-45)

- communicate with a little support a personal response to real and fictional events (S1.1)
- explain advantages and disadvantages of plans and ambitions (S2.4)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- understand and respond with a little support to attitudes and opinions in longer, more complex texts (L2.2)

4b (pp. 46-47)

- confirm understanding in discourse-level exchanges by repeating back what a speaker has said (S3.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- plan and draft a longer complex text and modify the draft independently (W3.2)
- use formal, neutral and informal registers appropriately in most familiar contexts (W4.1)
- communicate with a little support a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)

Culture Page (p. 49)

- understand and respond with a little support to detail in longer, more complex texts (R2.1)

Task modules 3 & 4 (p. 50)

- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- communicate with a little support a personal response to real and fictional events (S1.1)
- explain advantages and disadvantages of plans and ambitions (S2.4)
- communicate with a little support a personal response to real and fictional events (W1.1)

4a (pp. 40-41)

Reading

B The purpose of the text is *c. To explain what it's like to be a volunteer in Borneo.*

C 1. d 2. c 3. a 4. b

- D**
- We can infer that Brian's students seem to have a happy and positive attitude to life (*The best thing was the smile on their faces, ... share happy moments together even when not in school, These young cheerful teens...*). Their emotions also seem to be sincere (*When they greeted me into their 'family', they sure meant it!*). Finally, Brian's students seem to be eager to learn (*... enthusiastic students*).
 - At the end of the blog Brian expresses his sadness for leaving Tawau in three weeks (*I really don't want to leave so soon, but I have to, so I'm going to try to make the most of my short stay. When I leave, I'm going to miss the school, the students, the other teachers, and the sound of the wonderful sounds of the mynah birds singing when the sun rises in the morning.*)

REV

Vocabulary

- | | |
|--------------------------|--|
| 1. make a decision/guess | 11. make a suggestion / an arrangement |
| 2. do my best | 12. make a mistake |
| 3. make up my mind | 13. do my hair |
| 4. do as you please | 14. do some exercise |
| 5. do sb a favour | 15. make sense |
| 6. make a difference | 16. do well/badly |
| 7. make an effort | 17. make a good/bad impression |
| 8. do a project | 18. do an experiment |
| 9. make the most of sth | |
| 10. do research | |

REV

Grammar

- A**
1. obligation in the present/future
 2. lack of obligation/necessity in the present/future
 3. prohibition in the present/future
 4. necessity in the past
 5. absence of necessity in the past
- B**
- | | |
|----------------------------|----------------------------|
| 1. have to / need to | C had better |
| 2. needn't / don't have to | D 1. have, ought to |
| 3. mustn't | 2. have |
| 4. had to | 3. had better |
| 5. didn't need to | 4. shouldn't |
| | 5. had to |

4a (pp. 42-43)

Vocabulary

- | | | |
|-----------|-------------|---------------|
| 1. salary | 4. rented | 7. knowledge |
| 2. income | 5. position | 8. experience |
| 3. hired | 6. job | |

Grammar

- A** The correct answer is a.
- B** 1. b 2. a
- C**
1. must - to make a deduction
 2. may/might - to express possibility
 3. could - to express possibility
 4. may/might - to express possibility
 5. can't - to make a deduction

Intonation CD1 15

1. might - to express possibility
2. mustn't - to express prohibition
3. can't - to make a deduction
4. have to - to express an obligation

Listening CD1 16

- B**
1. c (*You have been invited here today because at YCC we believe that training and development of our waiters has been crucial to our success.*)
 2. c (*We look for qualities like team spirit, enthusiasm, positive energy, responsibility and, of course, that special Yum Cha smile! The reason you have been chosen is because we believe you have all of them.*)
 3. d (*Hands up all of you who have never worked before! Wow. Most of you! If you're nervous - don't be!*)
 4. b (*We believe in in-house promotion. Your dedication will be rewarded because YCC values its employees and believes that you are the best advertisement the restaurant has.*)

Listening Transcript

Congratulations to you all on passing the interviews and welcome to Yum Cha Chicken. You have been invited here today because at YCC we believe that training and development of our waiters has been crucial to our success.

Since we opened our first restaurant in 1989, we've been getting thousands of job applications from teens looking for a part-time job. We only accept a small number of applications. It's not just about being able to stay on your feet all day. We look for qualities like team spirit, enthusiasm, positive energy, responsibility and, of course, that special Yum Cha smile! The reason you have been chosen is because we believe you have all of them.

All you need now is the training.

Experience has never been important to us, and I know that most of you are still at school. Hands up all of you who have never worked before! Wow. Most of you! If you're nervous - don't be! We're a happy family at YCC. We recently received an international award for our training programme, so you're in good hands. We won't be breathing down your necks all the time, but we will be keeping a close eye on you!

I should tell you that most of our managers have waited on tables at some stage. We believe in in-house promotion. Your dedication will be rewarded because YCC values its employees and believes that you are the best advertisement the restaurant has.

4b (pp. 44-45)

Vocabulary & Speaking

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

KEY

Listening CD1 ►► 17

- | | | | |
|------|------|------|------|
| 1. d | 2. e | 3. b | 4. c |
|------|------|------|------|

KEY

Listening Transcript

Speaker 1

When I was a young girl, we used to go abroad on holiday every year and I always looked forward to flying to different places. My dream was to become a flight attendant one day. At school, I made a big effort in the foreign language classes and I'm sure that helped me do well in my interview with GoldenAir, the company I now work for. I've been a flight attendant for fifteen years so far and have travelled to destinations all over the world. At first, it was exciting to see so many exotic places and meet lots of interesting people. However, after all these years, I'm beginning to feel frustrated, as there are really no opportunities to have better pay or more responsibilities. You see, I am quite an ambitious person.

Speaker 2

I work in a large hospital in the centre of town. It was a proud day for me when I graduated from medical school and got my first position here, ten years ago. I really wanted to make a difference and I felt enthusiastic about working with other hospital staff to improve the lives of patients. Things didn't turn out exactly as I'd expected, though. I found the first few years extremely challenging and there was no time to appreciate the work. I had to do a lot of overtime, which meant several sleepless nights each week. This was exhausting and I began to wonder if I'd made the right career choice. Eventually that initial stressful period ended and life as a surgeon became less hectic. I have no doubt at all now that this is the job I want to do until I retire.

Speaker 3

My brother is much older than me, so he'd started his first job while I was still in primary school. His careers advice to me was to do something I enjoyed and not think about the money, but I didn't listen to him. Instead, I got a job at a bank when I left school and have been there ever since. The income is good and the prospects are excellent. I'm just not willing to work there for the rest of my life - it simply isn't exciting enough for me. I'd prefer to do something like working with animals or mountain rescue. So, last week, I started applying for jobs in zoos and wildlife parks, not just here, but anywhere in the world. My brother was right - a job has to be rewarding and enjoyable to keep you motivated.

Speaker 4

I left school with few qualifications - I just wasn't into studying back then. Most of my friends went to university, but I was eager to start earning money as soon as possible.

The first job I got was in a department store, where I made lots of great friends. I managed to save enough money to travel all over Europe, which was amazing. When in Madrid, I worked for six months as a tour guide for British and American visitors - that was fun, and really sociable. When I came back home, I made up my mind to train for a job dealing with the public, as I'd learnt that this was something I both enjoyed and was good at. There was a hotel management course at the local college, so I enrolled in that five years ago. I'm currently working at a five star hotel and I love it.

4b (pp. 46-47)

Writing

- B** 1. Tony addresses the person he is writing to as *Dear Sir or Madam*.
2. his full name, age, the fact that he is in his final year at university, the reason why he is interested in attending the job fair
3. No, I believe that all the information is relevant because he wants people at the Riverdale Community to form a clearer picture of him so as to secure a place in the job fair.
4. The time the fair closes, if companies will be promoting both full-time and part-time positions and what kind of clothes are appropriate for the job fair.
5. He uses indirect questions.
6. **Opening paragraph:** the reason for writing
Main part: In the first paragraph he gives information about himself and in the second paragraph he asks for information
Closing paragraph: he thanks the person in advance for their help
7. *Yours faithfully* followed by his full name.
8. No contractions are used (e.g. *I am* not *I'm*); formal linking words are used (e.g. *in addition* not *too*); formal expressions are used (e.g. *Thank you for your assistance* not *Keep me posted*.)

C **Opening paragraph:** *I saw ... in attending.*

Main part - First paragraph: *My name is ... to reserve a place.*

Main part - Second paragraph: *However, here are ... to book a seat?*

Closing paragraph: *I look forward to hearing from you.*

Dear Sir or Madam

However, I would like to ask you a few questions about the job fair.

Furthermore, could you tell me what time Mr. Fitzwilliam's talk begins?

Yours sincerely/faithfully,

Kelly White

KEY

4 Review (p. 48)

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

B 1. trust 5. knowledge
2. fair 6. registration
3. promotion 7. incomes
4. deadline

C 1. may 5. can't
2. mustn't 6. ought
3. ought to 7. shouldn't
4. had better not

D 1. You had better dress professionally for the job interview.
2. You don't need to / needn't call a technician for the printer.
3. You should look for a job near your house.
4. Liam must still be at home.

E 1. b 2. d 3. c 4. a

KEY

Culture page (p. 49)

B 1. T 2. NM 3. F 4. NM 5. T
6. F 7. T 8. NM 9. F

KEY

Task modules 3 & 4 (p. 50)

A The following are included in the leaflet:
cost of the tour, contact information, duration, availability

KEY

| LEARNING STANDARDS | MAIN QNCF COMPETENCIES | ACTIVITIES |
|--------------------|--------------------------------|--------------------|
| R2.3 | Inquiry and research | Reading A p. 52 |
| R2.1 | Creative and critical thinking | Reading B p. 52 |
| S1.1 | Cooperation and participation | Reading C p. 52 |
| R4.1 | Communication | Reading D p. 53 |
| R4.2 | Problem-solving | Reading D p. 53 |
| S1.1 | Cooperation and participation | Reading E p. 53 |
| R4.1 | Communication | Vocabulary A p. 53 |
| R4.1 | Communication | Vocabulary A p. 54 |
| R4.2 | Problem-solving | Vocabulary A p. 54 |
| S1.1 | Cooperation and participation | Listening A p. 55 |
| L1.1 | Communication | Listening B p. 55 |
| L2.1 | Communication | Listening C p. 55 |
| S1.1 | Cooperation and participation | Listening D p. 55 |
| S1.1 | Cooperation and participation | Speaking p. 55 |
| S2.3 | Inquiry and research | Speaking p. 55 |
| R1.1 | Cooperation and participation | Reading B p. 56 |
| R2.1 | Creative and critical thinking | Reading C p. 56 |
| R4.1 | Communication | Reading D p. 57 |
| L1.1 | Communication | Listening A p. 57 |
| S1.1 | Cooperation and participation | Speaking A p. 58 |
| S2.3 | Inquiry and research | Speaking B p. 58 |
| S1.1 | Cooperation and participation | Speaking C p. 58 |
| S1.1 | Cooperation and participation | Speaking D p. 58 |
| S1.1 | Cooperation and participation | Writing A p. 58 |
| R2.3 | Inquiry and research | Writing B p. 58 |
| R1.1 | Cooperation and participation | Writing C p. 59 |
| R2.3 | Inquiry and research | Writing D p. 59 |
| W1.1 | Inquiry and research | Writing F p. 59 |
| W2.1 | Problem-solving | Writing F p. 59 |
| W4.1 | Communication | Writing F p. 59 |

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

5a (pp. 52-53)

- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

5a (pp. 54-55)

- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)

5b (pp. 56-57)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)

5b (pp. 58-59)

- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- communicate with a little support a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- use formal, neutral and informal registers appropriately in most familiar contexts (W4.1)

5a (pp. 52-53)

Reading

- A** The correct answer is *c. magazine*.
- B** 1. F 2. T 3. F 4. F 5. T
- D** 1. e 2. a 3. f 4. b 5. c 6. d

Vocabulary

- A** tell the difference = distinguish, recognise the difference
say so = agree
- B**
- | | |
|---------|----------------------|
| 1. say | 6. tell |
| 2. say | 7. Say |
| 3. tell | 8. tell |
| 4. told | 9. said |
| 5. say | 10. telling, telling |

Grammar

- A**
1. *who* refers to people, *where* refers to places, *when* refers to time, *which* refers to things and ideas, *whose* refers to possession.
 2. *That* can replace *which* in a. and c. and *who* in b.
 3. In example c. we can omit *which* because it refers to the object of the verb.
- B**
- | | |
|-------------|---------------|
| 1. where | 5. (who/that) |
| 2. whose | 6. which/that |
| 3. when | 7. when |
| 4. who/that | 8. which/that |

5a

(pp. 54-55)

Vocabulary

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

B 1. shut down 5. tap
2. press 6. attach
3. drag, drop 7. deactivate
4. install 8. scroll

KEY

Grammar

A 1. b 2. a

B 1. is spoken 5. isn't often used
2. are offered 6. were taken
3. weren't sent 7. was created
4. is attached 8. was designed

KEY

Intonation CD1 ►► 18

The speaker makes a short pause at the end of the relative clause.

KEY

Listening CD1 ►► 19, 20

B The first news item is about a young Qatari man who designed an app that helps people who cannot use a computer very well.

The second news item is about the rescue of two British tourists who went climbing in New Zealand.

The third news item is about the achievements of three athletes.

The fourth news item is about the opening of a new shopping centre.

C 1. d 2. b 3. c 4. a

KEY

Listening transcripts

- Qatari teenager Ahmad Mohammed has won an award for the exciting new website called 'HelpMe', which he designed for the benefit of the community. Its purpose is to make life easier for older people by connecting them with school students who offer them help with computer and other technical skills. The seventeen-year-old, from Al Wakra, got the idea when an elderly neighbour asked him for assistance with his tablet. Ahmad installed some useful apps, deleted a lot of outdated software and explained to him how to make video calls. This experience made Ahmad realise that there must be people who need help but don't know how to find it. Another positive aspect of the 'HelpMe' website is that it has increased and improved communication between the generations to the benefit of everyone involved.
- Two British tourists have been found alive after being reported missing two weeks ago in New Zealand. Gareth

Webster and his brother, Clive, had both taken a month off work to explore the famous Southern Alps and take photographs of the wildlife. Despite being experienced climbers, they did not leave information about their route to anyone, which made the rescue operation especially challenging. However, late on Tuesday night, the men were spotted by another climber on Mount Cook, which is the highest mountain in the region. A helicopter was called to lift them to safety at the hospital in Queenstown, where they are recovering after ten days without food. The men explained that strong winds had blown their backpacks, containing their supplies, over a cliff. Cold and hungry, they were soon too weak to continue and had no choice but to wait for assistance.

- Now for sport... It is currently day four of the International Athletics Tournament in Stockholm, Sweden. Today, Kenya's Ashura Otieno won the 200 m race, with a time of exactly twenty seconds, which makes him the fastest runner of that distance in his country. The women's high jump event was won by the Irish athlete, Patricia O'Connell. At just fifteen years of age, she now holds the record for being the youngest female athlete to jump two metres. Jeff Turner from Canada was the winner in the long jump, but he didn't manage to make a new national record.
- The citizens of our town will be delighted to hear that the Robert Burns Shopping Centre has finally opened to the public. Its opening is six months behind schedule as it was supposed to open on the first of February last year. Builders had been on strike for several months and extreme weather conditions caused further delays. The worst incident was when the glass roof was seriously damaged by a snow storm in December. However, this morning, people were able to go in, admire the modern design and enjoy the many facilities spread over six floors. Apart from the huge variety of shops and restaurants you would expect to see, there is also a gym, a bowling alley and even a swimming pool in the shape of a star.

5b

(pp. 56-57)

Reading

B Sign A: on a train
Sign B: at a beach
Sign C: at a construction site

C Sign A: c Sign B: a Sign C: b

D 1. notify 5. moderate
2. unlawful 6. obtain
3. evacuate 7. in progress
4. caution

KEY

Listening CD1 ►► 21

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

KEY

Listening transcripts

1.

A: OK, when you see a post office, turn left.

B: Are you sure? There isn't one around here.

A: There! You missed it! You're going too fast.

B: No, I'm not.

A: Yes, you are. Look at the sign. The police will stop us, and we'll get a ticket.

B: Maybe you're right. Let me turn here and we can go back.

2.

A: I'm really glad we came to the museum today.

B: Me too.

C: Excuse me! I'm afraid that's not permitted in here.

B: I'm sorry, I didn't know.

C: Well, there are clear signs all over the museum.

B: Is there anywhere where it is allowed?

C: Not inside the building.

B: Who wants to see a picture of the outside of the building?

3.

A: There's the opera house, look. What a beautiful building!

B: Where?

A: Over there. Stop the car here so I can take a picture.

B: I can't.

A: Why not? There's plenty of room.

B: Can't you see the sign?

A: Oh. Then turn left here and stop somewhere so I can get out.

4.

A: It's a nice day to be outside, isn't it?

B: Yes, and it would be even nicer if you weren't smoking. We'd be able to breathe some nice fresh air.

A: Come on, give me a break.

B: Let's go and sit over there.

A: We're not allowed, look.

B: That's a shame. Let's go and sit on that bench, then.

A: OK.

5.

A: Excuse me! Where are you going?

B: I'm looking for somewhere to park.

A: Well, you can't enter this area. Didn't you see the sign?

B: The sign?

A: It's for your own safety. There's a car park not far from here.

B: Really? Where?

A: Just turn left here and it's at the end of the road near the park.

B: OK, thanks.

5b

(pp. 58-59)

Writing

B 1. the manager of the company

2. c

3. b, e, f

C Purpose - Means of Communication in Use - Who Uses Them and Why - Recommendations

D 1. The language is formal (*This report discusses... can be strengthened and improved., Although different communication methods are used... I am convinced that the company would benefit from using more face-to-face communication.*)

2. The writer uses the following linking words/phrases: *such as, Firstly, also, As for, Although, thus.*

3. The paragraphs help with the organisation of the report as each paragraph addresses a different point regarding communication within the company. As for the headings, they give the reader an idea of the topic of each paragraph. These two aspects make it easier for the reader to read the report.

E The following should be underlined: *educational publisher, foreign language learning, report, foreign language learning in your country, foreign languages people learn in your country, who, how foreign language learning can be improved*

5 Review

(p. 60)

A 1. b 2. a 3. a 4. a 5. b
6. c 7. c 8. a 9. c 10. c

B 1. It is against the law to talk on your mobile while driving.

2. Smoking is not permitted in this building. / It is not permitted to smoke in this building.

3. It is forbidden to use the staff lift.

4. I know I'm supposed to be at home in bed, but I came to work anyway.

C 1. whose 3. who 5. that

2. which 4. where 6. when

D 1. Hundreds of emails are sent by the company's employees every day.

2. The exercises were explained by the teacher once more.

3. Protective equipment is worn by all workers at the building site.

4. The new project wasn't discussed by the creative team in yesterday's meeting.

5. A comment on the school blog was posted by my brother.

E 3, 1, 4, 2, 6, 5

Photocopiable Material

H. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. **A:** Ted _____ (come) this weekend.
B: I _____ (know). I can't wait!
A: Who _____ (pick) him up from the airport?
B: No one. He _____ (take) a taxi.
2. **A:** This art exhibition is very interesting!
B: I _____ (not think) so.
A: What _____ you _____ (talk) about? It's amazing!
3. **A:** So, you still _____ (live) with your brother.
B: No, actually. I _____ (stay) there until I find my own place.
4. **A:** Is Kate on her way home right now? I _____ (want) her to get me something from the supermarket.
B: Probably not. She _____ (usually / work) until 5 o'clock.
5. **A:** Where's Alex?
B: At the gym. He _____ (usually / not go) in the morning, but he's got an appointment this afternoon.
6. **A:** _____ you _____ (go) to karate class every day?
B: Yes. I _____ (like) it a lot.

I. Match.

- | | | |
|--|--------------------------|--|
| 1. Who lives there? | <input type="checkbox"/> | a. I got it for free when I changed to a new company. |
| 2. Where do your parents live? | <input type="checkbox"/> | b. In the suburbs. |
| 3. How much was your new mobile phone? | <input type="checkbox"/> | c. It's John's. |
| 4. What do you like about urban life? | <input type="checkbox"/> | d. My car broke down. |
| 5. Which shirt should I buy? | <input type="checkbox"/> | e. I like the blue one. |
| 6. Whose car is that outside the café? | <input type="checkbox"/> | f. I think it's John's place. |
| 7. Why are you so late again? | <input type="checkbox"/> | g. There are lots of different people and cultures. |
| 8. When do you think you'll be back at work? | <input type="checkbox"/> | h. Perhaps the beginning of next week. |

J. Choose a, b, c or d.

1. Liam always _____ for a walk when he's upset. It clears his mind.
a. is going **b.** go
c. goes **d.** going
2. _____ are these boots?
a. Who **b.** Whom
c. Whose **d.** Which
3. Dennis _____ his new job very interesting.
a. find **b.** is finding
c. finding **d.** finds
4. **A:** _____ do you go to England?
B: Twice a month.
a. When **b.** Where
c. Why **d.** How often
5. Ali _____ sleeping at the moment. You can call him.
a. not **b.** don't
c. isn't **d.** doesn't
6. _____ is the food like?
a. How **b.** What
c. Which **d.** When
7. This book _____ belong to Kelly; it's mine.
a. not **b.** isn't
c. doesn't **d.** don't
8. For _____ did you buy all those souvenirs?
a. which **b.** whom
c. why **d.** where
9. My mum _____ me how to cook this month.
a. teaches **b.** teach
c. teaching **d.** is teaching
10. Do you know why my computer _____ ?
a. don't work **b.** isn't working
c. work not **d.** not working

A. Complete with the Past Simple or the Past Progressive of the verbs in brackets.

A: Hello, Peter. Where **1** _____ (be) you yesterday?

B: I **2** _____ (not feel) well, so I **3** _____ (stay) at home.

A: **4** _____ you _____ (feel) the earthquake?

B: Of course. I **5** _____ (watch) TV with my son when suddenly everything **6** _____ (begin) to shake. We **7** _____ (run) outside immediately. What **8** _____ you _____ (do) at the time?

A: Well, it **9** _____ (happen) while I **10** _____ (have) a meeting with Mr Roberts. I **11** _____ (be) shocked and I **12** _____ (not know) what to do.

Fortunately, Mr Roberts **13** _____ (recommend) that we go under the table and wait till it **14** _____ (finish).

B: Fortunately?

A: Yeah. Because as we **15** _____ (wait), the huge bookcase that we've got in the meeting room **16** _____ (fall). Right on the table!

B: No way!

A: And there's more. I **17** _____ (not can) stop shaking, so I **18** _____ (leave) work. I **19** _____ (not pay) attention while I **20** _____ (drive) home and I **21** _____ (crash) into a tree. Fortunately, I **22** _____ (not get) hurt.

B: What a day!

B. Join the sentences below using the words given. Make any necessary changes.

1. We were walking down the street. An ambulance sped by us.

while

2. The phone rang. I woke up.

when

3. I was getting off the bus. I saw Peter.

as

4. They were sitting in the park. They heard a loud noise.

while

5. She was walking down the street. She found a bracelet.

when

6. We were leaving. Darren and his friends arrived.

as

C. Choose a, b, c or d.

1. I _____ dinner when Bob came over.

- a. eat b. 'm eating
c. was eating d. could eat

2. Omar went into the living room, turned on the lights and _____ in his favourite chair.

- a. used to sit b. sits
c. was sitting d. sat

3. My father _____ in a post office twenty years ago.

- a. work b. worked
c. could work d. working

4. A few years ago, I _____ a car and went everywhere by bus.

- a. not used to own b. didn't use to own
c. didn't use own d. not owning

5. The tsunami _____ at noon and destroyed everything in its path.

- a. is striking b. struck
c. was striking d. strikes

6. By that point, we were so tired that we _____ our arms for help.

- a. can't wave b. couldn't wave
c. don't wave d. weren't waving

7. While my mum was cooking, my dad _____ a newspaper.

- a. reads b. read
c. used to read d. was reading

8. Don't worry, I _____ when you called.

- a. don't sleep b. didn't sleep
c. wasn't sleeping d. weren't sleeping

9. Fortunately, the icy weather _____ for long.

- a. wasn't lasting b. didn't last
c. didn't use to last d. not last

10. There was so much smoke that I _____.

- a. can't breathe b. couldn't breathe
c. wasn't breathing d. didn't breathe

A. Complete with the Past Simple or the Present Perfect Simple of the verbs in brackets.

1. **A:** You're in really good shape, Rob.
B: Thanks. I go running every day. Do you still go running?
A: Sometimes. I 1 _____ (not be) for a long time, though. I 2 _____ (want) to go the other day, but I 3 _____ (not have) enough time.
B: Do you still hold the school record for the 1500 metres?
A: No. Some kid 4 _____ (break) that record last year.
B: 5 _____ you _____ (get) upset when you found out?
A: Of course not.
2. **A:** How long 6 _____ you _____ (work) here?
B: My entire life. I 7 _____ (work) here for ten years.
A: 8 _____ you _____ (ever / think) about finding a different job?
B: No. I still like it here.
A: That's remarkable. I 9 _____ (come) here six months ago, and despite the good salary, I'm bored with it already.

B. Complete the dialogues with the correct form of the adjectives or adverbs in brackets. Add *the* and *as* where necessary.

1. **A:** How do you get to work in the morning?
B: Well, the traffic is getting 1 _____ and _____ (bad). So, I take the train.
A: And, how do you get from the station to your office? By taxi?
B: No. I ride my bike. It's 2 _____ (cheap) than a taxi and it's also 3 _____ (healthy). And I actually get to work 4 _____ (quickly) than by driving there.
A: So, you take your bike on the train?
B: Yeah. Getting it on the train isn't 5 _____ (easy) job in the world. But I manage.
2. **A:** Well, this is an improvement from last year's holiday, isn't it?
B: Definitely. It's 6 _____ (exotic) than that camping trip, that's for sure.
A: Yes. Also, I think that campground was 7 _____ (bad) on the whole island.
B: Oh, yeah. And staying at a hotel isn't 8 _____ (tiring) as camping, don't you think?
A: Of course. Camping is 9 _____ (exciting) than a hotel. But if you just want to relax, a hotel is 10 _____ (good) choice.
B: You have a point. I think that from now on we should plan our holidays 11 _____ (carefully) than we used to.

C. Choose a, b, c or d.

1. I _____ in Sheffield since 2012.
a. live **b.** 've lived
c. lived **d.** am living
2. Last night, I _____ a fantastic documentary about blue whales.
a. have seen **b.** was seeing
c. saw **d.** am seeing
3. Neil can't come to practice. He _____ his arm.
a. was breaking **b.** has broken
c. is breaking **d.** breaks
4. The sport isn't _____ as he thinks it is.
a. that dangerous **b.** as dangerous
c. even dangerous **d.** far more dangerous
5. Linda _____ to the post office twice today.
a. goes **b.** been
c. has been **d.** gone
6. We _____ such bad weather for years.
a. didn't have **b.** haven't had
c. don't have **d.** hadn't
7. Stacey always dresses _____.
a. beautiful **b.** as beautiful
c. beautifully **d.** the most beautiful
8. That's the _____ book I've ever read.
a. more interesting **b.** interesting
c. most interesting **d.** as interesting as
9. Vania's not here. She _____ to Chloe's.
a. has been **b.** has gone
c. was going **d.** goes
10. Kevin's house is _____ further from the town than I thought.
a. less **b.** a little
c. a lot more **d.** not as

A. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

- It's dangerous to talk on the phone while driving. **should**
You _____ phone while driving.
- I advise you not to plan anything for the weekend. **better**
You _____ anything for the weekend.
- It isn't necessary for you to interact with the other members of the group. **need**
You _____ with the other members of the group.
- You have to find a balance between work and leisure. **must**
You _____ a balance between work and leisure.
- It wasn't necessary for Martha to do the washing-up. **have**
Martha _____ the washing-up.

B. Complete with *must* or *can't*.

- Harry** Where's Andy? The match starts in ten minutes.
Ted I called him at home but nobody answered the phone, so he _____ be there. He _____ be on his way here.
- Emily** I think the baby is hungry.
Alice He _____ be hungry! I just fed him.
- Jerry** Who's that man John is talking to? His father?
Larry He _____ be his father, he's too young. He _____ be his brother.
- Mark** Tom _____ be in the race.
Danny That's right. He's still injured.
- Keith** I have just eaten three bowls of popcorn!
Charles You _____ be really thirsty now.
- Sheila** Our neighbours' garden is so beautiful! When do they find the time to take care of it?
Diana They _____ have a gardener. They _____ do all that work by themselves because they both work long hours.
- Ted** You _____ be quite tired after playing football all afternoon!
Vince No, not really, I feel fine.
- Tina** Angie _____ be sleeping.
Jane Yeah. It's almost midnight.

C. Choose a, b, c or d.

- We'll _____ to work really late today.
a. have b. ought
c. must d. should
- You'd better _____ a second opinion from another doctor.
a. to get b. got
c. get d. getting
- I must _____ this essay by the end of the week.
a. finished b. finish
c. finishing d. to finish
- You _____ to bring food with you. There's plenty here.
a. not need b. didn't need
c. mustn't need d. can't need
- You really _____ ask your manager first before you make any decisions.
a. can b. ought
c. should d. need
- I _____ late for work tomorrow. I have to take the kids to school first.
a. must be b. might be
c. need be d. couldn't be
- You _____ try this; it's really tasty.
a. ought b. ought to
c. might d. cannot
- When I worked in Cardiff, I _____ to wake up at six o'clock every morning.
a. must b. ought
c. had d. should
- You _____ wear a seat belt when you are driving.
a. can b. have to
c. need d. might
- You _____ eat so fast. It's bad for your stomach.
a. could not b. cannot
c. ought not to d. might not

B. Complete with *who, which, that, whose* or *where*. If they can be omitted, put them in brackets.

1.

A: Isn't that your friend George 1 _____ brother gives seminars on how to become a good public speaker?

B: Yes, it is. You know, he works at the university 2 _____. I did my master's degree. Last week, I went to one of his seminars 3 _____ was about how to deal with stress during a presentation. It was really useful.

A: That's the kind of seminar 4 _____ I need to attend! My friend Pete attended a few of his seminars and now he's a great public speaker!

2.

I am very excited because the company 5 _____ I work announced that they will provide free lessons to any employees 6 _____ want to learn Chinese or Arabic. I've got a friend 7 _____ wife is a Chinese teacher and she has taught him Chinese. I've always wanted to learn Chinese too and now is my chance. You see, it isn't always easy to find a school 8 _____ you can learn a foreign language that suits you. But now I can learn one right in my office, without paying!

B. Complete the sentences with the Present Simple Passive or the Past Simple Passive of the verbs in the box.

kill wear not call make hit invent build discover not harm

- In the 19th century, gold _____ in California.
- Mr Turner _____ by a car yesterday, but he's OK.
- Many animals _____ every year.
- This jacket _____ in the USA.
- Jeans are very popular. They _____ all over the world.
- This bridge _____ in 1999.
- My aunt _____ Jane. Her name is Angela.
- The telephone _____ by Alexander Graham Bell.
- Fortunately, my flowers _____ by the snow.

f. Choose a, b, c or d.

- Who is the kind person _____ left me this gift?
 - whose
 - who
 - that he
 - who he
- That's the boy _____ father fixed my bike.
 - who's
 - whose
 - who his
 - that his
- The office _____ I work is next to a bakery.
 - that
 - which
 - when
 - where
- The book _____ for children aged 3 to 4.
 - is writing
 - writes
 - was writing
 - is written
- Is the book _____ are reading any good?
 - who
 - who you
 - that
 - that you
- Paul's car _____ last night.
 - is stolen
 - stolen
 - was stealing
 - was stolen
- The shoes _____ are by the door are Peter's.
 - where
 - whose
 - who
 - which
- Why _____ first prize? His story was easily the best.
 - didn't he give
 - wasn't he given
 - wasn't he giving
 - doesn't he give
- I still remember the day _____ my parents bought me my first bike.
 - which
 - whose
 - when
 - that
- The room in _____ we sleep is very cold at night.
 - what
 - that
 - where
 - which

Module 1

- A**
- is coming, know, is picking, is taking
 - don't think, are... talking
 - live, 'm staying
 - want, usually works
 - doesn't usually go
 - Do... go, like
- B**
- | | | | |
|------|------|------|------|
| 1. f | 2. b | 3. a | 4. g |
| 5. e | 6. c | 7. d | 8. h |
- C**
- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. c | 3. d | 4. d | 5. c |
| 6. b | 7. c | 8. b | 9. d | 10. b |

Module 2

- A**
- | | |
|---------------------------------|-------------------|
| 1. were | 12. didn't know |
| 2. wasn't feeling / didn't feel | 13. recommended |
| 3. stayed | 14. finished |
| 4. Did... feel | 15. were waiting |
| 5. was watching | 16. fell |
| 6. began | 17. couldn't |
| 7. ran | 18. left |
| 8. were... doing | 19. wasn't paying |
| 9. happened | 20. was driving |
| 10. was having | 21. crashed |
| 11. was | 22. didn't get |
- B**
- While we were walking down the street, an ambulance sped by us.
 - I woke up when the phone rang.
 - As I was getting off the bus, I saw Peter.
 - While they were sitting in the park, they heard a loud noise.
 - She was walking down the street when she found a bracelet.
 - As we were leaving, Darren and his friends arrived.
- C**
- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. d | 3. b | 4. b | 5. b |
| 6. b | 7. d | 8. c | 9. b | 10. b |

Module 3

- A**
- haven't been
 - wanted
 - didn't have
 - broke
 - Did... get
 - have... worked
 - have worked
 - Have... ever thought
 - came
- B**
- worse, worse
 - cheaper
 - healthier
 - more quickly
 - the easiest
 - more exotic
 - the worst
 - as tiring
 - more exciting
 - the best
 - more carefully
- C**
- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. b | 4. b | 5. c |
| 6. b | 7. c | 8. c | 9. b | 10. b |

Module 4

- A**
- should not talk on the
 - had better not plan
 - do not need to interact / needn't interact
 - must find
 - did not have to do
- B**
- | | |
|----------------|----------------|
| 1. can't, must | 5. must |
| 2. can't | 6. must, can't |
| 3. can't, must | 7. must |
| 4. can't | 8. must |
- C**
- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. c | 3. b | 4. b | 5. c |
| 6. b | 7. b | 8. c | 9. b | 10. c |

Module 5

- A**
- whose
 - where
 - which/that
 - (which/that)
 - where
 - who/that
 - whose
 - where
- B**
- was discovered
 - was hit
 - are killed
 - was made
 - are worn
 - was built
 - isn't called
 - was invented
 - weren't harmed
- C**
- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. b | 3. d | 4. d | 5. d |
| 6. d | 7. d | 8. b | 9. c | 10. d |

Portal to English 10A

Teacher's Notes

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



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