



Academic Year  
2018-2019

# 10B

# PORTAL

# TO ENGLISH

## TEACHER'S NOTES

H. Q. Mitchell  
Marileni Malkogianni

  
mm  
publications

GRADE **10**

SEMESTER 2

A grayscale photograph of a modern, multi-story building with a stepped, tiered design, situated on a waterfront. The building has several arched windows and a prominent glass-enclosed tower on the left side. The water in the foreground is slightly blurred, suggesting a boat's wake. The overall scene is bright and clear.

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

## 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 الرِّجَالِ الأَوَّلِينَ      حُمَاتِنَا يَوْمَ النِّدَاءِ  
وَحُمَائِمُ 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 6-10 (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, are 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.

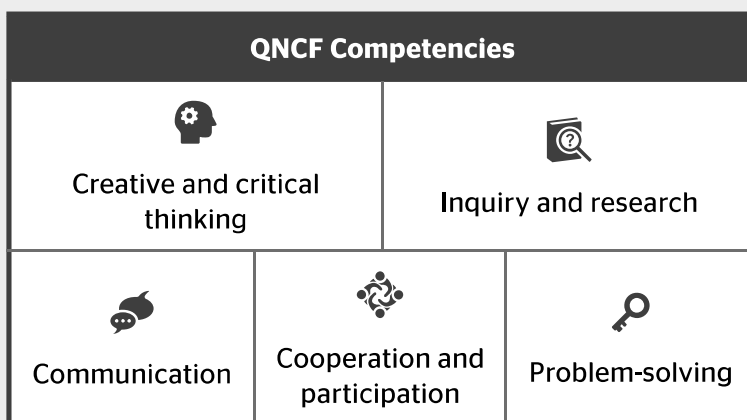
### Task

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.

### 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).



LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S2.3	Inquiry and research	Reading A p. 62
R1.1	Cooperation and participation	Reading B p. 62
R2.1	Creative and critical thinking	Reading C p. 62
R2.2	Creative and critical thinking	Reading C p. 62
R2.1	Creative and critical thinking	Reading D p. 63
S1.1	Cooperation and participation	Reading E p. 63
S2.3	Inquiry and research	Listening A p. 65
L2.1	Communication	Listening A p. 65
S1.1	Cooperation and participation	Listening B p. 65
S1.1	Cooperation and participation	Speaking p. 65
S2.3	Inquiry and research	Speaking p. 65
S2.4	Creative and critical thinking	Speaking p. 65
S1.1	Cooperation and participation	Reading A p. 66
R1.1	Cooperation and participation	Reading B p. 66
R2.1	Creative and critical thinking	Reading C p. 67
R4.1	Communication	Reading D p. 67
R4.2	Problem-solving	Reading D p. 67
R2.1	Creative and critical thinking	Reading E p. 67
S1.1	Cooperation and participation	Reading F p. 67
L2.1	Communication	Listening A p. 67
S1.1	Cooperation and participation	Listening B p. 67
S1.1	Cooperation and participation	Speaking p. 68
S2.3	Inquiry and research	Speaking p. 68
S2.4	Creative and critical thinking	Speaking p. 68
S1.1	Cooperation and participation	Writing A p. 68
R2.3	Inquiry and research	Writing B p. 68
W2.2	Communication	Writing D p. 69
W2.3	Communication	Writing D p. 69
W3.2	Creative and critical thinking	Writing D p. 69
W1.5	Creative and critical thinking	Writing E p. 69
W2.1	Problem-solving	Writing E p. 69
W4.1	Communication	Writing E p. 69
S1.1	Cooperation and participation	Culture page A p. 71
R2.1	Creative and critical thinking	Culture page B p. 71
S1.1	Cooperation and participation	Task A p. 72
S2.3	Inquiry and research	Task A p. 72
S1.1	Cooperation and participation	Task B p. 72
S1.1	Cooperation and participation	Task C p. 72
S2.3	Inquiry and research	Task C p. 72
W1.1	Inquiry and research	Task D p. 72

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

### 6a (pp. 62-63)

- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- 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)

### 6a (pp. 64-65)

- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- 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)

### 6b (pp. 66-67)

- 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)
- 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 detail in longer, more complex texts (L2.1)

### 6b (pp. 68-69)

- 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)
- explain advantages and disadvantages of plans and ambitions (S2.4)
- 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)
- spell with a little support written work on an increasing range of text types with moderate accuracy (W2.2)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3)

- plan and draft a longer complex text and modify the draft independently (W3.2)
- explain advantages and disadvantages of plans and ambitions (W1.5)
- 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)

### Culture Page (p. 71)

- 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 5 & 6 (p. 72)

- 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)
- communicate with a little support a personal response to real and fictional events (W1.1)

### 6a (pp. 62-63)

#### Reading

**B** 1. b 2. f 3. c 4. e

**C** 1. b 2. b 3. a 4. a 5. c

- D**
- He wanted to make sure that he would grow good quality corn.
  - I would tell them to follow their heart and not to be afraid of taking risks. In addition, I would say that making mistakes can be a good thing as long as we learn from them. Finally, I would say that it is important to think positively and take advantage of new opportunities.

#### Grammar

**A** c, a, b

- B**
1. 'm going to get / 'll get
  2. 'm not going to be / won't be
  3. get
  4. are going to go / are going
  5. 'll make
  6. 'll call
  7. get
  8. 're not going to be / won't be
  9. are going to cook / are cooking

## Vocabulary

**A** unsuitable, inconvenient, illegal, irrational, impossible

The opposites are formed with the negative prefixes *un-*, *in-*, *il-*, *ir-* and *im-*.

**B**

un-	in-
unaffected	insecure
unaware	incorrect
unkind	inexperienced
unwilling	inappropriate

il-	ir-
illiterate	irregular
illogical	irresponsible
	irrelevant

im-
impatient
immature
impractical
impolite

**C** 1. immature    2. unwilling    3. irrelevant  
4. illogical    5. insecure    6. impatient

## Grammar

**A** 1. It refers to a general truth/fact.  
2. It refers to the present/future.  
3. Yes, he does.  
4. No, he/she isn't.  
5. No, it isn't.  
6. It refers to the present/future.

**B** • Present, Present  
• Present Simple  
• would

**C** 1. won                    9. would open  
2. were/was            10. decide  
3. would travel        11. become/became  
4. travel                12. will be / would be  
5. learn                 13. won't/can't become  
6. had                    14. take  
7. would start         15. want  
8. had

## Intonation

The intonation and rhythm in the conditional clause rises while the intonation and rhythm in the main clause falls.

## Listening

**B** 1. 1960s            4. four-            7. three  
2. 1970s            5. 15 minutes    8. successful  
3. control            6. one

### Listening Transcript

**Expert** Hello, my name is Dr Tom Morris. I am here today to discuss how studies have shown that it is possible to predict whether people will be successful or not in their lives. Successful people seem to have specific characteristics that can be spotted from a very young age. A study which took place in the 1960s and 1970s managed to change the way we had understood the concept of success up until then. It was called the 'Marshmallow Experiment', a funny name for an experiment, but you'll understand why it was called that in a minute.

It turns out that successful people aren't just intelligent, as most of us would think, but they also have the ability to control themselves and delay gratification. What do I mean by 'delay gratification'? Well, it is the ability a person has to refuse a reward now and be patient enough to wait for a bigger or greater reward later. It's a simple idea and when I tell you about the experiment, I'm sure you will understand it clearly.

So, let's go on to discuss the experiment. It involved a group of four-year-olds that had to sit in a room with only a table and a chair in it. The experts showed each child a marshmallow and told them that they had two options. The first was that they could eat the marshmallow at any time they wanted to. But if they were impatient and ate it right away, they wouldn't get another one. The other option? If they waited for 15 minutes, they would get a second marshmallow to eat. The experts then left the room and left the children alone to decide. I know it sounds like a long time for young children to wait. You might say that even 5 minutes would be long enough. However, the results showed that it wasn't an impossible task for some. About one out of three children managed to wait the appropriate amount of time and get a second marshmallow.

The experts then asked themselves, 'What will happen to these children in the future?' The amazing thing is that they contacted the children after about 15 years and investigated whether they could be considered successful or not. What did the experts discover? It turns out that the ones who were able to delay gratification were indeed the ones who got better marks at school, had better relationships with their teachers, parents and friends and also showed a greater ability to cope with stress and other problems, proving that they were more successful than the others.

This experiment has been conducted in many other countries and...

6b

(pp. 66-67)

## Reading

**B** The correct answer is *c. to show the pros and cons of early success.*

**C** 1. NM 2. F 3. T 4. NM 5. T 6. F 7. F

**D** a. passion b. personal c. properly  
d. genius e. fame f. pressure

**E** • Being famous has both advantages and disadvantages. One advantage of being famous is that you can get the opportunity to do things you would not be able to do otherwise. Also, sometimes you can earn a lot of money when you are famous. On the other hand, being famous can put a lot of pressure on you, especially when you feel that everyone has high expectations of you. Another disadvantage of being famous is that people often watch everything that you do or say, which means that you cannot always behave the way that you want.

## Vocabulary

**A** clever, able

**B**

Adjective	Noun
lazy	<i>laziness</i>
creative	<i>creativity</i>
popular	<i>popularity</i>
aware	<i>awareness</i>
responsible	<i>responsibility</i>
weak	<i>weakness</i>
kind	<i>kindness</i>
similar	<i>similarity</i>

Adjective or Verb	Noun
weigh	<i>weight</i>
<i>strong</i>	strength
dead/die	<i>death</i>
<i>believe</i>	belief
<i>angry</i>	anger
<i>think</i>	thought
high	<i>height</i>
<i>deep</i>	depth

Listening  4

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

## Listening Transcript

**A:** Welcome back. Liz is here with me to check the answers to our Record Breakers quiz. I think I got all the answers right this time.

**B:** OK. Let's see what you've got. What is the longest distance travelled on a bike in 24 hours without the rider's feet touching the ground?

**A:** Well, I was going to put 8,905, but then I realised that's longer than the Tour de France, a race which lasts for 21 days. So I chose 890.

**B:** Well done! What about the next one?

**A:** The longest beard? Well, they all seem pretty amazing to me. But I went for 1.4 m.

**B:** I'm afraid you're wrong.

**A:** Was it only 82 cm? I say 'only' but that's very long as well. Not that I would know. I've never tried to grow a beard.

**B:** No, it's actually 2.3 m.

**A:** Get out of here! That's taller than the tallest basketball player.

**B:** I know, it's pretty unbelievable, don't you think? OK, on to the next one. How many records were broken at the London Marathon in 2011?

**A:** Now, this one confused me a little, because there are only a few winners, so there can't be 35 records broken. I'm going to say zero, because I think it's a trick question.

**B:** Well, it is a trick question. There were 35 records broken, but they were mainly for being the fastest wearing a particular costume, or running backwards, that kind of thing.

**A:** I see. Well, I couldn't know that. What about the underwater wedding question?

**B:** What did you guess?

**A:** Well, I didn't actually guess. I remember seeing it on TV when it happened.

**B:** That's cheating!

**A:** No. I just happen to know the answer. Anyway, there were only about 130 people at my wedding, and I thought that was a lot. So, how they managed to get 275 people in that lake, all with scuba gear, was pretty amazing.

**B:** On to the last question. How many T-shirts did Sanath Bandara wear at once?

**A:** I have no idea about this one. But I'm guessing 357 is way too many. Let's say 257.

**B:** You're right!

**A:** He must have been pretty hot in there.

**B:** No doubt.

6b

(pp. 68-69)

## Writing

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

2. The writer uses formal language (formal vocabulary e.g. *the advantages outweigh the disadvantages* - no contractions or abbreviations e.g. *It is not*).

**C Listing/Adding points:** to begin with, in addition, moreover, firstly, secondly, besides that, last but not least

**Expressing contrast:** however

**Summing up:** on the whole

**D** Furthermore, a professional **athlete** that becomes famous **has** the opportunity to do interesting things beyond the world of sport. Many sports stars meet famous people from other walks of life, such as prime ministers or **big name** actors. Some sporting celebrities even manage **to** become successful actors themselves, for instance French football star Eric Cantona. Because of their **fame** and wealth, top athletes may also get involved with promoting and funding charities.

Long-distance runner Mo Farah, for example, does work for **the** charity *Save the Children*, and Lionel Messi has donated money **to** many good causes, including giving lots of money to help fund schools in Syria.

## 6 Review (p. 70)

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

**B** 1. impolite 4. unwilling  
2. weakness 5. creativity  
3. inexperienced 6. unreliable

**C** 1. Are you going to get up 5. Will you pick up  
2. Will you wake 6. won't finish  
3. 'll be 7. Will you stop  
4. 'll help 8. 'm going to go

**D** 1. will help 4. eat  
2. could 5. would cook  
3. don't hurry 6. won't succeed

## Culture page (p. 71)

**B** 1. b 2. a 3. d 4. b 5. a

## Task modules 5 & 6 (p. 72)

### Listening

- Listening to radio and TV shows in English
- Listening to the reading material included in the book and recording yourself
- Watching DVDs in English without subtitles or with English subtitles on
- Watching interesting videos in English on the Internet
- Communicating with native speakers
- Taking a short language course in an English-speaking country

### Reading

- Reading books/newspapers/magazines in English
- Using the Internet to access different kinds of reading material in English, like blogs, the news
- Reading the material included in the book
- Communicating with native speakers (e.g. having an e-pal, chatting, sending emails)
- Taking a short language course in an English-speaking country

### Writing

- Communicating with native speakers (e.g. having an e-pal, chatting, sending email)
- Taking a short language course in an English-speaking country

### Speaking

- Communicating with native speakers
- Travelling to an English-speaking country
- Using only English in class to speak to your teacher and your classmates
- Taking a short language course in an English-speaking country

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 74
R1.1	Cooperation and participation	Reading B p. 74
R2.1	Creative and critical thinking	Reading C p. 74
R4.1	Communication	Reading D p. 75
R4.2	Problem-solving	Reading D p. 75
R2.2	Creative and critical thinking	Reading E p. 75
S5.1	Creative and critical thinking	Reading F p. 75
S1.1	Cooperation and participation	Listening A p. 77
L1.1	Communication	Listening B p. 77
L2.1	Communication	Listening C p. 77
S3.1	Communication	Speaking p. 77
S5.1	Creative and critical thinking	Speaking p. 77
R1.1	Cooperation and participation	Reading A p. 78
R2.1	Creative and critical thinking	Reading B p. 78
R4.1	Communication	Reading C p. 79
R2.1	Creative and critical thinking	Reading D p. 79
R5.1	Problem-solving	Reading E p. 79
L1.1	Communication	Listening A p. 79
L2.1	Communication	Listening B p. 79
S1.1	Cooperation and participation	Listening C p. 79
S1.1	Cooperation and participation	Speaking A p. 80
S2.5	Inquiry and research	Speaking B p. 80
S1.1	Cooperation and participation	Speaking C p. 80
R2.3	Inquiry and research	Writing A p. 80
R2.3	Inquiry and research	Writing B p. 81
R2.3	Inquiry and research	Writing C p. 81
W1.4	Communication	Writing D p. 81
W2.1	Problem-solving	Writing D p. 81

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

**7a** (pp. 74-75)

- 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)
- 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 attitudes or opinions of the writer in longer, more complex texts (R2.2)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)

**7a** (pp. 76-77)

- 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)
- confirm understanding in discourse-level exchanges by repeating back what a speaker has said (S3.1)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)

**7b** (pp.78-79)

- 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)
- participate actively in reading longer fiction and non-fiction print and digital texts of interest (R5.1)
- 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)
- communicate with a little support a personal response to real and fictional events (S1.1)

**7b** (pp. 80-81)

- communicate with a little support a personal response to real and fictional events (S1.1)
- ask about and explain independently more complex processes and ideas (S2.5)
- recognise and identify with a little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- summarise independently the main ideas or arguments in a longer factual or fictional text (W1.4)

- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)

**7a** (pp. 74-75)

**Reading**

- B** A group of men who live in a submarine fight against enormous sea monsters.
- C** 1. c    2. b    3. a    4. c    5. c    6. b
- D** 1. d    2. g    3. j    4. b    5. h    6. f
7. e    8. a    9. i    10. c
- E**
- He means that it didn't look like an ordinary animal. It looked like a mythical creature due to its size and appearance.
  - I think that Captain Nemo is a brave man who cares about the sailors. We understand that by the fact that he fights against the squid along with the other men and he rushes to save Ned Land, the narrator's companion when a squid had knocked him over.

**Grammar**

- A**
1. The beast grabbed a sailor in its tentacle first and then the writer got outside.
  2. The Past Perfect Simple is used to describe the action that happened first and the Past Simple is used to describe the action that happened next.
- B**
- |                         |                          |
|-------------------------|--------------------------|
| 1. had formed / formed  | 7. had decided / decided |
| 2. talked               | 8. suggested             |
| 3. had                  | 9. hadn't thought        |
| 4. decided              | 10. thought              |
| 5. spoke                | 11. realised             |
| 6. had already assessed |                          |

**7a** (pp. 76-77)

**Vocabulary**

- B** Panama Canal, Amazon Rainforest, Doha Bay, Grand Canyon, Niagara Falls, Red Sea, Arab Gulf, Sahara Desert

**Grammar**

- A**
- a(n)
  - the
- B**
- 1.
- |       |        |        |        |        |
|-------|--------|--------|--------|--------|
| 1. a  | 2. -   | 3. the | 4. the | 5. -   |
| 6. -  | 7. The | 8. the | 9. The | 10. an |
| 11. - | 12. -  | 13. -  |        |        |
- 2.
- |         |           |         |         |       |
|---------|-----------|---------|---------|-------|
| 14. The | 15. the   | 16. the | 17. -   | 18. a |
| 19. the | 20. a/the | 21. -   | 22. the | 23. - |



## Listening 5, 6

- B** The correct answer is c.  
**C** 1. A 2. W 3. W 4. T 5. A

### Listening Transcript

Hi, I'm Jack Fuller, and this week on *Wild World*, we're exploring the seas and oceans of the world and discovering why the earth is known as the 'blue' planet.

Here I am on this island, right in the middle of the Atlantic Ocean, around 1,600 kilometres off the coast of Africa and 2,250 kilometres from the coast of South America. And here, every year from about November to May, green sea turtles visit the island to lay their eggs deep in the sand. They are huge creatures, about 1.5 metres long, sometimes weighing more than 300 kilograms. As you can see, it is night now, and if we're lucky, we'll be able to see some baby turtles come out of the sand and head towards the water. This is the most dangerous time of their lives, as seagulls and crabs attack and eat them. And once in the water, they have to avoid fish, too. Only a few will survive, and those lucky enough to reach adulthood in twenty or more years' time, will return here to lay their eggs. Some travel 2,500 kilometres to find the exact beach where they were born.

At the moment, I am at a depth of 3,600 metres in the Atlantic Ocean. I'm inside a submersible, specially designed for deep-sea diving. It is completely black down here, the temperatures are close to freezing and the pressure is enormous. However, there are living creatures down here. And if I'm lucky, I should be able to see what I'm looking for. There it is! An anglerfish! The reason we can see this animal is because it has a light coming out of its head. Anglerfish use this light to attract other fish and eat them. It is a very useful thing to have at this depth. Of course, this isn't the deepest part of the ocean. For that, you need to travel to the Mariana Trench in the Pacific Ocean. There, the depth is over 10,000 metres, and very little is known about the bottom of the trench, where very few people have ever been. In fact, more people have been on the surface of the moon than the sea floor of the Mariana Trench. But, amazingly, you can still find small life forms down there.

I'm sitting in a boat off the coast of North America and I'm waiting to see one of my all-time favourite animals. The blue whale is simply the largest creature that has ever existed on our planet. It can measure up to 33 metres long and weigh up to 200 tonnes, whereas the heaviest dinosaur was only around 90 tonnes. Just to give you an idea of what we're talking about, a blue whale's heart is the same size as a small car. These creatures can also swim very fast, reaching speeds of 74 kilometres per hour. Before they began to be hunted, there were about 240,000 blue whales in the Antarctic alone. Today, sadly, they are an endangered species and their population worldwide is estimated to be between 5,000 and 12,000. Wait! I think I see something. Yes! There's one.... Wow! Look at that!

## Pronunciation 7, 8

- A** The definite article *the* is pronounced /ðə/ (*thuh*) before a consonant sound (*seas, world, blue, middle*) and /ði/ (*thee*) before a vowel sound (*Earth, Atlantic*).
- B** 1. /ði/, /ðə/, /ðə/      2. /ðə/, /ðə/  
 3. /ði/, /ði/              4. /ði/, /ði/

## 7b (pp. 78-79)

### Reading

- A** 1. b      2. c      3. d      4. a  
**B** 1. f      2. e      3. h      4. g  
 5. d      6. b      7. a      8. c  
**C** 1. shortage      5. agriculture  
 2. in motion      6. swamp  
 3. supply      7. germs  
 4. link      8. consume  
**D** • Marathon runners and other athletes may be at risk of water intoxication because they may drink too much water after a race or after hours of practice.  
 • We should not take water for granted and waste it because there are people who die because of water shortage.

### Vocabulary

- A** link **with**, rely **on**, die **from**, suffer **from**

<b>B</b>	with	on	from
	cope	depend	benefit
	deal	insist	rescue
	cooperate	spend	recover
	communicate	congratulate	escape

## Listening 9, 10

- A** The following topics should be checked:  
*the official website, World Water Day events, water footprint, the goals involved*
- B** 1. c      2. d      3. c      4. a

### Listening Transcript

- A:** Hello, this is Jeff Atkins. Today on our show we've got a special guest, Tom Summers, who is here to tell us about World Water Day. What is World Water Day, Tom?
- B:** On World Water Day lots of events are organised around the world to raise awareness about water issues. Many of us take water for granted, but there are millions of people around the world who haven't got access to clean water. So, every year on 22 March, World Water Day turns our attention to this constantly growing problem.

- A:** It's a big problem, Tom. What does World Water Day try to achieve, though?
- B:** Basically, its goal is to inform people about the problem of water shortage. It is getting bigger because of the increasing world population, changes in our lifestyles, pollution and climate change and, unfortunately, it leads to a shocking number of deaths around the world. This year, many events will take place in cities all around the world, including ours. Speakers will educate us on how we can save water.
- A:** What kind of events take place on World Water Day?
- B:** Well, one example is the Walk for Water event. In many countries, women and children have to walk as far as seven kilometres to find water every day. The Walk for Water event is a great way to show people the importance of water. It's an event mostly for schools. However, anybody can take part. Participants walk for nearly seven kilometres while carrying a backpack filled with seven litres of water. Last year, 350,000 people 'walked for water' in cities all around the world.
- A:** Wow, that's a large number. Have you got any advice for our listeners? How can they help out?
- B:** Well, first of all we should all try to decrease our water footprint, which shows how many litres of water we use every day, not just by brushing our teeth and showering, but also the water we consume based on the food we eat and the products or services we use. For instance, 1,020 litres of water are used just to produce one litre of milk! And for one kilogram of beef, you need about 15,000 litres of water. A vegetarian for instance, consumes less water daily than somebody who eats meat. In fact, up to thousands of litres less.
- A:** That's interesting. How can we learn more about World Water Day?
- B:** On our official website you can find out how we can help out in different countries, and watch videos of World Water Day events from last year. It's also a great place to find out details about future events.
- A:** Well, sounds great. Now, let's go to a break...

## 7 Review (p. 82)

- A** 1. gazed 5. consume  
2. nausea 6. overcame  
3. national 7. unconscious  
4. grabbed
- B** 1. on 2. from 3. from 4. with  
5. on 6. on 7. with 8. on
- C** 1. reached, had already started  
2. hadn't finished, called  
3. had spent / spent, reached  
4. got, hadn't taken  
5. arrived, had already landed  
6. were, hadn't seen
- D** 1. The, -, -, The, the, the  
2. -, an, the, -, the  
3. a, -, -, the  
4. -, the, -, -, the  
5. The, an, -, the  
6. an, the, the, the

## 7b (pp. 80-81)

### Writing

**A** 1. 1, 2 2. 4, 5 3. 3 4. 1 5. 6 6. 7

- B** 1. The following information is not included in the summary: *detailed description* and *minor characters*.
2. No.
3. No, the writer of the summary does not express his/her opinion. Perhaps there is an element of opinion in deciding what message the writer wants to convey, though.
4. No, the summary is meant to be an original work of the person creating it. If you are repeating long sentences, you are failing to summarise.
5. The writer points out what they think the message of the original text is.

**C** 1. c 2. h, f 3. g 4. e 5. a 6. d, j  
7. b 8. i

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 84
R1.1	Cooperation and participation	Reading B p. 84
R2.1	Creative and critical thinking	Reading C p. 84
R4.1	Communication	Reading D p. 85
R4.2	Problem-solving	Reading D p. 85
R2.1	Creative and critical thinking	Reading E p. 85
R2.2	Creative and critical thinking	Reading E p. 85
S1.1	Cooperation and participation	Reading F p. 85
R4.2	Problem-solving	Vocabulary A p. 86
L2.5	Communication	Listening A p. 87
L1.1	Communication	Listening B p. 87
L2.5	Communication	Listening C p. 87
S1.1	Cooperation and participation	Speaking A p. 87
S2.3	Inquiry and research	Speaking A p. 87
S1.1	Cooperation and participation	Speaking B p. 87
S2.3	Inquiry and research	Speaking B p. 87
S1.1	Cooperation and participation	Reading A p. 88
R1.1	Cooperation and participation	Reading B p. 88
R2.1	Creative and critical thinking	Reading C p. 88
R2.3	Inquiry and research	Reading C p. 88
R2.2	Creative and critical thinking	Reading D p. 89
R4.1	Communication	Reading E p. 89
R4.2	Problem-solving	Reading E p. 89
S1.1	Cooperation and participation	Reading F p. 89
S2.3	Inquiry and research	Reading F p. 89
L2.1	Communication	Listening p. 89
S1.1	Cooperation and participation	Speaking A p. 90
S2.3	Inquiry and research	Speaking A p. 90
S1.1	Cooperation and participation	Speaking B p. 90
S2.3	Inquiry and research	Speaking B p. 90
S1.1	Cooperation and participation	Writing A p. 90
R2.3	Inquiry and research	Writing C p. 90
R1.1	Cooperation and participation	Writing D p. 91
S1.1	Cooperation and participation	Writing E p. 91
W1.6	Inquiry and research	Writing F p. 91
W2.1	Problem-solving	Writing F p. 91
R1.1	Cooperation and participation	Culture page A p. 93
R2.1	Creative and critical thinking	Culture page B p. 93
S1.1	Cooperation and participation	Task A p. 94
R2.1	Creative and critical thinking	Task B p. 94
L2.1	Communication	Task C p. 94
S1.1	Communication	Task D p. 94
S1.1	Communication	Task E p. 94

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

**8a** (pp. 84-85)

- 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)
- 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)
- 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)

**8a** (pp. 86-87)

- 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)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of topics (L2.5)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- 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)

**8b** (pp. 88-89)

- 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)
- 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)
- 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)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)

- understand and respond with a little support to the detail in longer, more complex texts (L2.1)

**8b** (pp. 90-91)

- 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)
- ask about and explain independently more complex processes and ideas (W1.6)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)

**Culture page** (p. 93)

- 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)

**Task** modules 7 & 8 (p. 94)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)

**8a** (pp. 84-85)

**Reading**

**B** The Green Wall of China is a series of human-planted trees, the aim being to prevent the Gobi Desert from spreading.

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

**D** 1. b 2. b 3. a 4. b 5. a 6. b

**E** 1. One reason why the Green Wall project has faced criticism is because it uses water in an area where there isn't enough. Another reason is that the limited variety of the planted trees creates an unsuitable environment for the animals and plants that are usually found in other forests. Finally, it seems impossible to finish the project taking into consideration the current rate of progress.

NEW

## Vocabulary

1. build a machine, a road, a bridge, an airport  
(a house, a career, a life, etc.)
2. develop skills and talent, new technology, an idea  
(a medicine, asthma, etc.)
3. make cars, a documentary, a cake  
(war, peace, a mistake, an impression, coffee, etc.)
4. create a web page, problems, a dish, jobs  
(the universe, a folder, problems, etc.)
5. produce cars, electricity or power, oranges  
(wine, electrical goods, etc.)
6. invent a machine, the telephone  
(an excuse, mobile phones, etc.)
7. discover an island/planet, oil, the truth  
(a cure, penicillin, etc.)

NEW

## Grammar

- A** 1. We don't know who built the walls. The subject (doer of the action) is not mentioned because it is not important or we do not know it.
2. The walls were built over 2,700 years ago.
3. We call this form Passive Voice and we use it to emphasise the action rather than who or what is responsible for it.
- B** to be, past participle
- C** Throughout the ages these walls *were joined* together, *were made* bigger and stronger ... (doer: the Chinese authorities)  
This time the wall they have decided to build *is made of...* (doer: the Chinese authorities)  
Every year 3,600 km<sup>2</sup> of China's grasslands *are taken over* by the Gobi Desert. (doer: the Gobi Desert)  
This involves a series of human-planted strips of forest which *are designed* to be ... (doer: the people in charge of the Green Wall project)  
Trees *are planted* by farmers, but ordinary people *have been involved* too... (are planted - doer: farmers, have been involved - doer: the people in charge of the Green Wall project)  
Aerial seeding over wide areas *has also been used* to speed up the process. (doer: the people working on the Green Wall project)  
For obvious reasons, fast-growing trees *have been chosen*, such as poplar and larch. (doer: the people in charge of the Green Wall project)  
Also, because there is little variety in the trees that *are planted*, the areas that *are created* aren't a suitable habitat for animals and other plants which *are normally found*... (are planted - doer: the people working on the Green Wall project, are created - doer: the planting of trees, are found - doer: people)  
It *is also believed* that... (doer: people)  
*Will* the Gobi Desert *be held back* by the Green Wall? (doer: the Green Wall)

NEW

The writer chose to use the Passive Voice because he/she wanted to give emphasis on the action rather than who did it. Besides, in many cases the doer of the action is not known or important or he/she can be easily deduced.

- D** 1. has been organised      5. will be provided  
2. were planted            6. were asked  
3. can/will be achieved    7. will be organised  
4. have been asked

8a

(pp. 86-87)

## Vocabulary

- A** 1. g 2. b 3. a 4. e 5. c 6. f 7. d
- B** 1. smog 2. acid rain 3. toxic waste  
4. alternative energy 5. oil spill

NEW

## Grammar

- A** The completion of the project is impossible. People believe so.
- B** 1. is said that global warming is responsible for the recent rise in sea temperatures.  
2. is said to be a huge disaster.  
3. is thought to contain some outdated information.  
4. is known that car exhaust fumes pollute the air.  
5. are believed to be in danger because of acid rain.

NEW

## Listening 11, 12, 13

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

NEW

## Listening Transcript

**1.**  
After several days of heavy rains and thunderstorms, severe floods were faced in the farming region 100 km west of the city centre. Crops were destroyed and homes were damaged from the increased levels of water. Farmer and resident of the area, John Peters told our correspondent that this is the worst flood he has ever seen. Most of his fields are completely covered in water, and many of his family's personal belongings are ruined leaving him devastated. Farmers are concerned, and they want to save as much as possible of this season's crops. Officials are promising that relief measures will be taken immediately. In other... (fade out)

**2.**  
**A:** Well, I don't see what's the big deal. Personally, I hate cold weather. Global warming means I can go swimming all year round, so why not let it get warmer and warmer?

**B:** Are you crazy? Haven't you understood a word of what

scientists are saying? If the temperatures keep rising, the ice caps in the poles will melt. As a result, sea levels will rise causing massive flooding. And yes, you will be able to go swimming all year round - in your back garden!

**A:** So what? If the ice caps were smaller in size, it would be easier to dig for oil in the Arctic, which would mean cheaper petrol for us. Think about how much more often we could use our cars!

**B:** I give up Brian, you are completely out of your mind.

**3.**

What a crazy week! Tomorrow you'll need your coats and boots because it's going to snow! The morning will start out cloudy with a temperature of -3 °C and, towards noon, we will see some light snow beginning to fall which will continue late into the evening hours. We will probably have about 5 cm of snow, so don't expect to be making any snowmen just yet. Drivers will however need to show extra caution on slippery roads. The snowy weather isn't going to last for long though! On Tuesday the sun will shine again, the temperature will rise to a high of 5 °C, and the snow will disappear.

**4.**

**A:** Good afternoon. Yesterday some residents of Winterdale complained about the government's decision to build a wind farm just outside their town. On the line I have Emily Taylor from the Environmental Protection Agency. Hello, Ms Taylor.

**B:** Good afternoon.

**A:** What exactly will this wind farm be like?

**B:** Well, 15 turbines will be built on the hills just outside Winterdale providing 20% of the town's total electricity.

**A:** Now, farmers in particular aren't happy at all about the wind farm.

**B:** Well, what farmers need to realise is that these wind turbines will be on top of the hills, where there are no farms and hardly any farmland.

**A:** OK, but some bird protection organisations are worried because these huge turbines kill a lot of birds.

**B:** It's true that turbines sometimes kill birds accidentally, but compared to other man-made structures, the number is very small.

**A:** OK, thank you, Ms Taylor. Now let's go over to...

**B** It's about the government's decision to build a wind farm near a town and the complaints the town's residents have.

**C** The following should be ticked: *b, c*

#### Listening transcript

**4.**

**A:** Good afternoon. Yesterday some residents of Winterdale complained about the government's decision to build a wind farm just outside their town. On the line I have Emily Taylor from the Environmental Protection Agency. Hello, Ms Taylor.

**B:** Good afternoon.

**A:** What exactly will this wind farm be like?

**B:** Well, 15 turbines will be built on the hills just outside Winterdale providing 20% of the town's total electricity.

**A:** Now, farmers in particular aren't happy at all about the wind farm.

**B:** Well, what farmers need to realise is that these wind turbines will be on top of the hills, where there are no farms and hardly any farmland.

**A:** OK, but some bird protection organisations are worried because these huge turbines kill a lot of birds.

**B:** It's true that turbines sometimes kill birds accidentally, but compared to other man-made structures, the number is very small.

**A:** OK, thank you, Ms Taylor. Now let's go over to...

**8b**

(pp. 88-89)

## Reading

**B** The first food expert (Brian Wilton) is **against** eating meat.

The second food expert (Amanda Simmons) is **in favour of** eating meat.

- C**
1. It can help prevent many diseases (unhealthy cholesterol levels, high blood pressure, heart disease, diabetes).
  2. Complex carbohydrates like grains and cereals should be a part of our diet while simple carbohydrates like sugar, bread and pasta should be avoided.
  3. That it is a myth. / That it is not a problem if they have a balanced diet and get nutrients from different sources.
  4. According to Brian Wilton, nuts, seeds, beans, eggs and dairy products are rich in protein. According to Amanda Simmons, meat, beans and dairy products are rich in protein.
  5. Vegetarians may fail to have a balanced diet and can exclude many essential vitamins or nutrients from their diet and this can lead to malnutrition.
  6. Meat is the best source of protein, a substance which protects our immune system and builds our muscle mass. Red meat is a good source of iron and vitamin B.
  7. A balanced diet which includes lots of fruit and vegetables, dairy products and a little bit of meat.
  8. Each expert refers to the results of scientific studies to support their opinion.

**D** 1. Amanda 2. Both 3. Brian

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

## Vocabulary

**Vegetables:** broccoli, carrot, cucumber, cabbage, courgette, lettuce, onion

**Fruit:** kiwi, apple, orange, pineapple, peach, pomegranate, melon

**Grains:** pasta, cereal

**Dairy:** ice cream

**Protein foods:** beef, beans, peas, fish, eggs, seeds

Listening  14

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

REV

## Listening Transcript

1.

**A:** Hi, Jason. Is that your dinner?**B:** Yeah.**A:** Have you given up with your diet, then?**B:** What do you mean?**A:** Look at the size of that steak! It's huge.**B:** I see no problem with a little bit of protein. And I have some spinach and carrots, too. Delicious!**A:** And no chips?**B:** Well, I'm not going to lose weight eating chips, bread and cakes, am I? It's just empty calories.**A:** Whatever you say.

2.

**A:** So, Mr. Anderson, how are you feeling?**B:** Very well. I haven't had any stomach aches for a while. So, I think the diet is working.**A:** Are you eating a lot of meat?**B:** Not really, but I'm trying to increase the amount of calcium in my diet.**A:** Yes, make sure you get a lot of calcium but I also think you could do with a little more meat.**B:** OK, doctor.

3.

**A:** Hello, would you like fish or beef?**B:** Umm, what do they come with?**A:** The beef comes with potatoes and cauliflower and the fish has a green salad.**B:** OK. The beef, I suppose.**A:** There you go.**B:** I saw someone with pasta over there.**A:** Yes, that's the vegetarian meal. Would you like that instead?**B:** Yeah, that would be much better for me.**A:** Jean! Do we have any vegetarian meals left? No?**B:** It's OK. Don't worry about it. I'm fine with this.

4.

**A:** OK, the chicken is looking very nice there in the oven. Let's get to work on the dessert.**B:** What are you going to prepare, Erica?**A:** My summer fruit salad. It's a recipe from my new book, and all you need is a variety of fruit to get different types of vitamins. Here we have some pears, apricots and I always like to add a few strawberries. It would have been nice if we had some watermelon, but don't worry. It'll be just as refreshing. OK, first we cut our lovely fresh pears and put them in a bowl.**B:** Can I help with that?**A:** Sure, go ahead.

5.

**Man:** You can become overweight or obese when you eat more calories than you use. Your body needs energy to function and to be active. But if you take in more

energy than your body uses, you will gain weight. Many factors can play a role in becoming overweight or obese. These factors include behaviour patterns, such as not eating healthily or not getting enough physical activity, environment and culture, or sometimes it can simply be in your genes.

6.

**A:** Excuse me. Can you help me out? What's this dish here on the menu?**B:** Stuffed aubergine? That's aubergine with chopped tomatoes, mushrooms and grated parmesan cheese on top, baked in the oven. It's delicious.**A:** And the aubergine special?**B:** Well, that's stuffed aubergine but it also includes shrimps.**A:** And mushrooms?**B:** Yes, unless you don't like them and you want to replace them with something else.**A:** Well, I'm not a big fan. Can we just leave them out?**B:** Of course, no problem. So, one aubergine special...

## 8b

(pp. 90-91)

## Writing

**B** The following should be underlined: *essay, hydroponics, grow fruit and vegetables, regular supply of fresh food, opinion*

The correct answer is b.

**C** 1. a 2. b 3. a 4. a**D** The correct answer is c.

## 8 Review

(p. 92)

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

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

**B** 1. up 2. to 3. down 4. out

5. out 6. into 7. up 8. down

**C** 1. can take 4. is believed

2. is produced 5. will be given

3. recommended 6. made

**D** 1. shouldn't be thrown in the park.

2. said that the lake is polluted.

3. has been built near our town.

4. was invented by Alexander Graham Bell.

5. is known to cook delicious vegetarian meals.

6. three-course meal will be served for dinner.

7. may be banned from the city centre.

## Culture page

(p. 93)

1. b   2. d   3. a   4. d   5. c

KEY

## Task

modules 7 & 8 (p. 94)

CD ►► 15

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

KEY

### Listening Transcript

There are many ways to save water in our daily lives. Leaky taps or toilets waste a lot of water. For example, a leaky toilet wastes over 757 litres of water a day! So, it can really help to check your house for leaky taps and toilets and fix them right away. A tap that leaks about 20 drops per minute does not seem like a big deal. However, if you knew that this tap can waste over 2,500 litres of water a year, I'm sure you'd consider fixing it.

Also, changing a few things in our daily habits can help save a great deal of water! We have all been told not to brush our teeth or wash our face and leave the water running. Just imagine that by turning off the tap while brushing your teeth, you can save up to 757 litres of water a month. Additionally, taking shorter showers can also help save water. Experts say that if we could make our showers 5 minutes shorter, we would be able to save over 1,300 litres of water each month.

Using the dishwasher is much more efficient than washing up by hand, but only if you fill it up. If you use the dishwasher for only a few plates or glasses, you will end up wasting more water. So, always remember to run your dishwasher as well as your washing machine only when they are full. That way you can save up to 3,800 litres a month!



LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 96
R1.1	Cooperation and participation	Reading B p. 96
R2.1	Creative and critical thinking	Reading C p. 96
R4.1	Communication	Reading D p. 97
S1.1	Cooperation and participation	Reading F p. 97
R4.1	Communication	Vocabulary p. 98
R4.2	Problem-solving	Vocabulary p. 98
S1.1	Cooperation and participation	Listening A p. 99
L1.1	Communication	Listening B p. 99
L2.1	Communication	Listening C p. 99
S1.1	Cooperation and participation	Listening D p. 99
S1.1	Cooperation and participation	Speaking A p. 99
S2.3	Inquiry and research	Speaking A p. 99
S1.1	Cooperation and participation	Speaking B p. 99 (p. 117)
S1.1	Cooperation and participation	Reading A p. 100
S2.3	Inquiry and research	Reading A p. 100
R1.1	Cooperation and participation	Reading B p. 100
R2.2	Creative and critical thinking	Reading B p. 100
R2.1	Creative and critical thinking	Reading C p. 101
S1.1	Cooperation and participation	Reading D p. 101
L1.1	Communication	Listening A p. 101
L2.1	Communication	Listening B p. 101
S1.1	Cooperation and participation	Listening C p. 101
S1.1	Cooperation and participation	Speaking A p. 102
S1.1	Cooperation and participation	Speaking B p. 102
S2.3	Inquiry and research	Speaking B p. 102
R5.1	Problem-solving	Speaking B p. 102
S1.1	Cooperation and participation	Writing A p. 103
S1.1	Cooperation and participation	Writing B p. 103
S2.3	Inquiry and research	Writing B p. 103
R5.1	Problem-solving	Writing B p. 103
R2.3	Inquiry and research	Writing C p. 103
W2.1	Problem-solving	Writing E p. 103
W1.1	Inquiry and research	Writing F p. 103
W1.4	Communication	Writing F p. 103

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

### 9a (pp. 96-97)

- 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)
- 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)

### 9a (pp. 98-99)

- 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)

### 9b (pp. 100-101)

- 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)
- 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 the attitudes or opinions of the writer in longer, more complex texts (R2.2)
- 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 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)

### 9b (pp. 102-103)

- 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)

- participate actively in longer fiction and non-fiction print and digital texts of interest (R5.1)
- recognise and identify with a little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- 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)
- summarise independently the main ideas or arguments in a longer factual or fictional text (W1.4)

### 9a (pp. 96-97)

## Reading

**B** The purpose of the text is a *(to inform people about what affects decision-making)*.

**Note:** Notice the last sentence of the first paragraph.

**C** 1. c 2. c 3. a 4. c 5. d

**D** 1. (pain or) misery 5. countless  
2. fictional 6. pick  
3. tend 7. initially  
4. conservative

- E**
- It is during the summer that we are more likely to make friends because the temperatures rise and we are more open and tend to trust strangers more easily.
  - The best time of the day to make important decisions is the morning because our mind is not yet tired from all the decisions we make during the day.

## Grammar

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

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

**C** 1. b 2. a

**D** 1. go 2. to go 3. having  
4. to do 5. cancelling 6. look  
7. Going 8. to make 9. to finish

**9a** (pp. 98-99)**Vocabulary**

1. That's currently out of stock.
2. Could I have a refund?
3. It costs a fortune.
4. It's a rip-off.
5. I'm on a tight budget this month.
6. Money is no object.
7. That's a steal!
8. I'm broke.
9. I'm a little short of cash.
10. I can spare some cash.
11. I'm just browsing.

**Grammar**

- A** 1. b, c, g      2. a, d, e, f, g
- B** 1. not talk to Mike right now.  
 2. to have some tea rather than coffee.  
 3. watching TV in the evenings to reading. / to watch TV in the evenings rather than read.  
 4. swimming to playing tennis. / to swim rather than play tennis.  
 5. live in the countryside than in the city.

**Intonation**  16, 17

- B** **Sentence 1:** b      **Sentence 2:** d  
**Sentence 3:** a      **Sentence 4:** c

**Listening**  18, 19

- B** The correct answer is *c* (to give people tips on how to spend money sensibly).
- C** 1. c   2. b   3. a   4. d   5. d

**Listening Transcript**

Today, we are going to talk about money and how to use it wisely. First it is important that young people learn not to spend all their money. Let's say you have one pound. Most of you would probably say it's only one pound and spend it all. True, it isn't a lot of money, but developing the right attitude towards money is important. One suggestion that I consider worthwhile is the 70-30 plan. The 70-30 plan means that you can spend only 70 per cent.

With the 30 per cent that is left, you should divide that into ten, ten and ten. You should give ten per cent to charity. It is very important to be generous and give to others. People often say 'Money can't buy happiness', but the truth is, it sometimes can. Little is more rewarding than giving to others. Then another ten per cent should be invested. For example, if you invest that money by spending it on education now, it will help you get a better job and earn

more in the future. The final ten per cent should be used to create passive income. One of the most common ways of creating passive income is to put money into an investment account at a bank. The bank will invest your money in one of their projects, and will give you a percentage of the profits it makes. You can earn a passive income; in other words, you earn money without working.

Now that we have looked at how we should use money, we need to consider how to spend the 70 per cent wisely. It is always a good idea to shop around and compare prices. Today, it is easier than ever because most shops have websites, so you can find what you want and compare prices before you even leave your house.

There are things that you need to be aware of when at the shops, too. Shops are designed to appeal to your senses. Things like pleasant scents or even special lighting are used to make goods seem more attractive and make you want to spend more time looking around the shop. If you aren't careful, you'll spend more than you had planned. Also, it is wise to be careful when there is a sale or when something is on special offer. Sale prices don't always mean the best prices. Other shops may always sell the same item at a low price. Finally, you should buy the things you really need, but you should also consider spending money on experiences because they are the things that will stay with you for the rest of your life.

Money is a useful tool. It allows us to buy the things we need, help others, invest in our future and gain experiences, so use it wisely.

**9b** (pp. 100-101)**Reading**

- B** A, C, D.
- C** 1. D   2. B   3. A   4. D   5. C  
 6. C   7. A   8. C   9. A

**Vocabulary**

A	dis-	mis-	-less
	dissatisfy	mislead	harmless
	dishonest	misspell	wireless
	disrespect	misplace	hopeless
	disappear	misinform	worthless
	disapprove	misbehave	endless

- B** 1. wireless      4. misplaced  
 2. disappear      5. disapprove  
 3. misspelt

## Listening 20, 21

- A** No, it wasn't.  
**B** 1. T 2. F 3. F 4. T 5. F 6. T

HEV

### Listening Transcript

- A:** Hello?  
**B:** Good afternoon, Mr Thompson.  
**A:** It's Tompkins, actually.  
**B:** Oh, I'm sorry. My name's Sophie and I'm calling from Globofone. I understand you've made a request to cancel your contract with us and move to another company. Is that right?  
**A:** Yes.  
**B:** Can I ask you the reason why?  
**A:** Well, there are a few actually.  
**B:** Perhaps I can persuade you to change your mind. We have some great offers at the moment, and I can get you a good deal on a smartphone.  
**A:** I have a smartphone, and I'm not cancelling my account because it's expensive.  
**B:** Please tell me why then.  
**A:** Well, to be honest, I'm pretty dissatisfied with your level of service.  
**B:** Oh.  
**A:** I mean, I've called countless times to change the name on my bill, but you get it wrong every time.  
**B:** Well, there must be some misunderstanding, but that is something I can correct right now. It's Mr Thompson, right?  
**A:** It's Tompkins.  
**B:** Oh, yes, sorry again.  
**A:** And another thing. Whenever I need help and call the customer service helpline, I usually have to wait for half an hour before I speak to anyone.  
**B:** What time of day do you usually call?  
**A:** Does it matter? You advertise that you have a 24-hour customer service helpline.  
**B:** You're right about that but...  
**A:** And what's more, I have no signal on my phone at my work. Everyone that doesn't have Globofone has no problem, but I have to go onto the roof to make a call.  
**B:** Well, we are improving the system at the moment and most areas with problems will be fine in the near future.  
**A:** I'll believe that when I see it. But you know, the thing that really annoys me is that people from Globofone keep making endless calls and offering me special deals. I know you're trying to help but it gets so annoying sometimes.  
**B:** It seems like you've made up your mind. I'm sorry to have bothered you, Mr Thompson.  
**A:** 'click' buzzz

## 9b (pp. 102-103)

### Writing

- C** a. 4 b. 1 c. 2 d. 3 e. 2  
**D** 1. award-winning 6. a good read  
2. vivid 7. is set  
3. bestseller 8. autobiography  
4. dull 9. hero  
5. appeals to all ages

HEV

## 9 Review (p. 104)

- A** 1. gripping 5. sale  
2. range 6. waterproof  
3. author 7. Pick  
4. broke 8. vivid  
**B** 1. misplaced 4. disrespect  
2. countless 5. worthless  
3. dissatisfied 6. misleading  
**C** 1. calling, to call  
2. to lend, to ask, to let, borrow  
3. moving, to go  
4. to keep, exercising  
**D** 1. to have a sandwich rather than a proper meal.  
2. not wear the yellow skirt.  
3. going jogging to working out indoors. / to go jogging rather than work out indoors.  
4. me to stay in bed for a few days.  
**E** 1. d 2. e 3. c 4. f 5. a 6. b

HEV

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 106
R1.1	Cooperation and participation	Reading B p. 106
R2.1	Creative and critical thinking	Reading C p. 106
R2.3	Inquiry and research	Reading D p. 107
R4.1	Communication	Reading E p. 107
R4.2	Problem-solving	Reading E p. 107
R4.1	Communication	Vocabulary p. 108
R4.2	Problem-solving	Vocabulary p. 108
S1.1	Cooperation and participation	Listening A p. 109
L3.1	Creative and critical thinking	Listening B p. 109
L2.1	Communication	Listening C p. 109
S1.1	Cooperation and participation	Listening D p. 109
S1.1	Cooperation and participation	Speaking p. 109 (p. 117)
S2.3	Inquiry and research	Speaking p. 109 (p. 117)
S1.1	Cooperation and participation	Reading A p. 110
R1.1	Cooperation and participation	Reading B p. 110
R2.1	Creative and critical thinking	Reading C p. 111
R4.1	Communication	Reading D p. 111
R4.2	Problem-solving	Reading D p. 111
S1.1	Cooperation and participation	Reading E p. 111
L1.1	Communication	Listening A p. 111
L1.1	Communication	Listening B p. 111
W1.6	Inquiry and research	Listening C p. 111
S1.1	Cooperation and participation	Speaking A p. 112
S1.1	Cooperation and participation	Speaking B p. 112
S2.2	Inquiry and research	Speaking B p. 112
S2.3	Inquiry and research	Speaking B p. 112
S1.1	Cooperation and participation	Speaking C p. 112
S2.2	Inquiry and research	Speaking C p. 112
S1.1	Cooperation and participation	Writing A p. 112
R2.3	Inquiry and research	Writing C p. 113
W2.1	Problem-solving	Writing D p. 113
W1.1	Inquiry and research	Writing E p. 113
W1.3	Creative and critical thinking	Writing E p. 113
S1.1	Cooperation and participation	Culture Page A p. 115
R1.1	Cooperation and participation	Culture page B p. 115
R2.1	Creative and critical thinking	Culture Page C p. 115
L2.1	Communication	Task A p. 116
S1.1	Cooperation and participation	Task B p. 116
S2.3	Inquiry and research	Task B p. 116
S1.1	Cooperation and participation	Task C p. 116
W1.1	Inquiry and research	Task C p. 116
W1.6	Inquiry and research	Task D p. 116
S2.5	Inquiry and research	Task D p. 116

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

### **10a** (pp. 106-107)

- 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)

### **10a** (pp. 108-109)

- 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)
- guess independently the meaning of unknown words important for comprehension from available clues in longer, more complex texts (L3.1)
- 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)

### **10b** (pp. 110-111)

- 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)
- 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)
- ask about and explain independently more complex processes and ideas (W1.6)

### **10b** (pp. 112-113)

- communicate with a little support a personal response to real and fictional events (S1.1)

- explain with a little support their attitude towards the character of a real or fictional person (S2.2)
- 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 a little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- 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)
- explain with a little support their attitude towards the character of a real or fictional person (W1.3)

### **Culture page** (p. 115)

- 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)

### **Task** modules 9 & 10 (p. 116)

- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- 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)
- communicate with a little support a personal response to real and fictional events (W1.1)
- ask about and explain independently more complex processes and ideas (W1.6)
- ask about and explain independently more complex processes and ideas (S2.5)

### **10a** (pp. 106-107)

#### **Reading**

- B**
- The man and the child are in the desert.
  - The two travellers are facing several dangers in the desert as there isn't anything to eat or drink and they are exhausted from the long journey.

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

- D**
1. The direct speech creates a sense of immediacy in the reader and makes him/her feel as if they are taking part in the story.
  2. The girl's parents seem to be caring people who treat her well.
  3. The girl's mother has probably died because the girl says she did not say goodbye to her and the man tells the girl that she will see her mother before long.

4. d

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

## Vocabulary

- |              |            |               |
|--------------|------------|---------------|
| 1. out of    | 4. reach   | 7. particular |
| 2. order     | 5. control |               |
| 3. charge of | 6. date    |               |

## Grammar

### A Past Simple, Past Perfect Simple, would

- We use Reported Speech when we want to report the meaning of what someone said.
- The tenses, the personal pronouns, the possessive adjectives and some time words/expressions change in Reported Speech.
- We use *say* when there is no indirect object whereas we use *tell* when there is an indirect object.

- B**
- ... he might go and visit his uncle the following week.
  - ... me that she hadn't seen that documentary yet.
  - ... that she didn't know what time she would be home that evening.
  - ... Lee that Brian was thinking of taking up a new hobby.

## 10a

(pp. 108-109)

## Vocabulary

- |                           |                                      |
|---------------------------|--------------------------------------|
| 1. run into               | 6. I can't take it anymore           |
| 2. get the hang of sth    | 7. grab a bite to eat                |
| 3. It had crossed my mind | 8. I'll pass                         |
| 4. a piece of cake        | 9. You kill two birds with one stone |
| 5. every other day        |                                      |

## Grammar

**A** Is there, Where is mother ask, the same question word, if, affirmative

**B** Sign, don't be ask, to, not to

- C**
- ... to show him/her my ID card.
  - ... who he had played football with.
  - ... not to jump on the treadmill.
  - ... to stretch our arms.
  - ... if/whether he should take up karate.
  - ... if/whether there were any exercise bikes at the gym.

## Listening 22, 23

- B** 1. a 2. b

## Listening transcript

- Sand dune bashing involves racing cars up and down the steep sand dunes. The dunes rise and fall quite suddenly so it's much like riding a roller coaster but with a bit more adventure.
- Do not ever just turn around on a dune because it is highly likely that your car will roll over and you will end up upside down.

- C** 1. a 2. c 3. d 4. a

## Listening transcript

The spectacular sand dunes of the Qatari desert are perfect for anyone looking for an intense adrenaline rush. Every weekend thousands of people head there to enjoy the thrill and excitement they get from their favourite free-time activity - sand dune bashing. Sand dune bashing involves racing cars up and down the steep sand dunes. The dunes rise and fall quite suddenly so it's much like riding a roller coaster but with a bit more adventure. The sand shifts, so the car can slip and slide easily which means drivers really need to know what they are doing before they decide to tackle these dunes.

Experienced drivers know exactly what is necessary to drive safely over sand. However, for the rest of us there are some important safety concerns which we must keep in mind. You can't use just any car. You need a car with a powerful engine that is high enough to be easily driven over the sand. If the engine isn't strong enough to get the car to the top of the dune, you could find yourself falling back down. The tyres also have to be wide enough so as to avoid sinking in the sand.

Having the right car isn't the only thing you need. Driving over the soft sand can be tricky. Drivers must learn the necessary skills not only to avoid getting stuck or rolling over, but also to know how to get unstuck, if they do get stuck. Inexperienced drivers are probably better off booking a desert safari with a tour operator who specialises in sand dune bashing, or taking lessons and using smaller dunes where they can practise and improve their skills without much risk. One thing that a driver must always remember to do is to keep the steering wheel moving. You must follow the shape of the dune. If you try to keep the car going straight, it will quickly sink in the sand, lose its speed and roll over. Do not ever just turn around on a dune because it is highly likely that your car will roll over and you will end up upside down. Accidents are common because drivers forget to follow these rules, so always take care.

Whether you decide to leave the driving to an expert or do the driving yourself, you are sure to have an amazing experience.

## 10b

(pp. 110-111)

## Reading

- B** The purpose of the text *Level 9: Castle Idnárþila* is to lead the reader step by step through a process (c).
- C**
- If you don't know where to go and start wandering around the castle.

- 2.** Soldiers come from in front and behind and surround you.
- 3.** The piranhas in the river will reduce your strength which you need to climb to the tower.
- 4.** You may attract the attention of the guard, who will not attack you but he will go and get more guards, so you'll have to be quick after that.
- 5.** You need to be careful with the controls and you also need good reflexes.
- 6.** You should climb to the top of the windmill without attracting the attention of the four guards.
- 7.** He was trying to kill the dragon with his bow and arrow instead of using his sword.
- 8.** He enters the tower, he wakes up the guard and loses a life.

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

## Vocabulary

- B** 1. miss 5. lose 9. miss  
 2. lose/miss 6. miss 10. lose  
 3. lose 7. lose  
 4. miss 8. lose

## Listening 24, 25

- A** The following should be ticked: scriptwriters, drawings, game testers, artists.
- B** a. 6 b. 7 c. 4 d. 1 e. 2 f. 3 g. 5

### Listening transcript

**A:** Hello, and welcome to *Entertainment Now*. Video games are becoming more and more popular, and many people believe they will become the number one choice for entertainment. To learn a little bit more about just how much work goes into making a video game, I have with me today Julian Fellows of Digi-star, a company famous for games such as Star Gaze, Glass Planet and Tales of Simiaz. Welcome, Julian.

**B:** Hi, there.

**A:** So, what is the first stage in making a video game?

**B:** Well, every game begins with a story. The ideas for these come from game designers or outsiders, but more and more games are based on other forms of entertainment. Once the idea is there, writers and artists work together to make rough drawings of each scene of the game.

**A:** I see.

**B:** The next stage is to design the characters. It is important at this stage for artists to create the characters paying great attention to detail, because it's costly to change them later. The artists' sketches are transformed into a 3D character and after about 5 days, we have a character that we can control and move around. In many games, designers study the movements of real people, so that the game is very realistic. Designers also pay a lot of attention to the environment that the characters move around in.

**A:** So, what's the next step?

**B:** Next begins the real hard work. Computer programmers and engineers basically put everything together to make the game work. In modern games, it is a huge task and needs very powerful computers. Finally, after that comes the testing stage, where game testers play the game checking every outcome, to make sure there are no problems.

**A:** And then the game is ready for the shops?

**B:** Not quite yet. Then comes marketing and advertising. Games have trailers and teasers to advertise the game and get people excited before a game is released.

**A:** It's no wonder that many people consider video games to be the future of entertainment. Thanks for coming in today and....

**C** The first step in making a video game is coming up with a story. Second comes the stage of making rough drawings of the scenes. The next stage involves designing the characters, and after that comes the stage of making 3D characters. The programmers and engineers then put everything together and test the game. The final stage involves advertising the game.

## 10b (pp. 112-113)

### Writing

**B** The following words should be underlined: *article, favourite fictional hero, describe him/her, why you like him/her.*

1. an article 2. teenagers

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

## 10 Review (p. 114)

**A** 1. b 2. a 3. a 4. c 5. b 6. c

**B** 1. the question 4. in  
 2. missed 5. row  
 3. proceed 6. lost

- C** 1. Chuck told Kevin that he wouldn't tell anyone his secret.  
 2. Chloe informed us that she didn't think Belinda knew where the airport was.  
 3. Jeff told the instructor that he had never tried martial arts before.  
 4. Dean wondered if/whether Peter was going to the barbecue that weekend.  
 5. Lindsay told Mary not to forget to bring her jacket.  
 6. Khaled asked me why I had left so early the day before / the previous day.

**D** 1. 'I don't know anything about the meeting.'  
 2. 'Run on the treadmill for 30 minutes.'  
 3. 'How long did it take you to get to level 10?'

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



**Culture page** (p. 115)**C** 1. d 2. a 3. d 4. d 5. a 6. d

KEY

**Task**modules 9 & 10 (p. 116) **CD** 26

- A**
1. university car park
  2. Saturday 4th
  3. 8
  4. 15
  5. homeless (in the area)

KEY

**Listening Transcript**

Does your car need a wash? Well, instead of going to your regular car wash, or even washing it yourself, get down to Lumsden University this weekend where they are having a charity car wash. The event will take place at the university car park where the students will be washing cars for a good cause. All day on Saturday the 4th, from eight in the morning till eight in the evening you can have your car washed by an expert team of cleaners. And the prices are pretty good, too - just ten pounds for the exterior of your car and eight pounds for the interior. If you want the full service, exterior and interior, it will cost you only fifteen pounds. That's not too bad. But the main thing is that all the money raised will go to homeless people in the area. The students are aiming to raise a thousand pounds, so if your car is dirty, you know where to take it this weekend.

**Extra Practice**

# **Photocopiable Material**

**fl. Complete with the Future *will*, the Future *be going to* or the Present Simple of the verbs in brackets.**

**1.**

**A:** John, I \_\_\_\_\_  
you \_\_\_\_\_ (do) me a favour?

**B:** Of course. What is it?

**A:** I **2** \_\_\_\_\_ (make) a lemon cake later, but I haven't got enough lemons.

**B:** OK. I **3** \_\_\_\_\_ (go) to the corner shop when I  
**4** \_\_\_\_\_ (get) back from the gym.

**A:** But the corner shop **5** \_\_\_\_\_ (not be) open when you  
**6** \_\_\_\_\_ (come) home.

**B:** Then I **7** \_\_\_\_\_ (not go) to the corner shop.  
I **8** \_\_\_\_\_ (get) them from the supermarket, OK?

**A:** Great. Thanks.

**2.**

**A:** Do you want to go for a coffee later?

**B:** Sure. **9** \_\_\_\_\_  
you \_\_\_\_\_ (drive)  
there?

**A:** Yeah. I **10** \_\_\_\_\_ (pick)  
you up at seven o'clock.

**B:** Wait. I've got a history project to do,  
and I **11** \_\_\_\_\_ (finish)  
at around nine. Can we go for coffee,  
then?

**A:** Of course.

**B. Complete the second sentence so that it means the same as the first. Use no more than three words.**

**1.** I don't think you should walk to work today.

If I were you, I \_\_\_\_\_ to work today.

**2.** These gloves are really cheap, so I'll buy two pairs.

If these gloves \_\_\_\_\_ cheap, I wouldn't buy two pairs.

**3.** You must water plants, otherwise they'll die.

Plants die \_\_\_\_\_ them.

**4.** Wayne should save some money if he wants to buy a tablet.

Unless Wayne \_\_\_\_\_, he won't be able to buy a tablet.

**5.** Shirley won't feel secure unless she puts a new lock on the door.

If Shirley puts a new lock on the door, she \_\_\_\_\_ secure.

**6.** Imagine you saw the president. What would you do?

What would you do \_\_\_\_\_ the president?

**7.** Susan wants to sign up at the gym so she can get some exercise.

If Susan \_\_\_\_\_ at the gym, she will get some exercise.

**8.** Every time the roads are slippery, accidents happen.

Accidents happen \_\_\_\_\_ slippery.

**f. Choose a, b, c or d.**

**1.** It looks like it \_\_\_\_\_ to rain.

- a.** goes                      **b.** going  
**c.** will go                    **d.** 's going

**2.** I won't sign up for this course unless you  
\_\_\_\_\_ it's a good idea, too.

- a.** think                      **b.** thought  
**c.** will think                **d.** are thinking

**3.** There's no more bread; I \_\_\_\_\_ to the bakery to  
buy some.

- a.** go                          **b.** 'll go  
**c.** going                      **d.** would go

**4.** What \_\_\_\_\_ if you were in my position?

- a.** do                          **b.** you do  
**c.** will you do               **d.** would you do

**5.** If you find the book, please \_\_\_\_\_ me a copy.

- a.** buy                        **b.** to buy  
**c.** will buy                   **d.** can you buy

**6.** Peter \_\_\_\_\_ here on time. He promised!

- a.** will be                    **b.** is being  
**c.** won't be                 **d.** going to be

**7.** If I had more free time, I \_\_\_\_\_ the course.

- a.** joined                    **b.** will join  
**c.** would join              **d.** am joining

**8.** \_\_\_\_\_ some milk on the way home?

- a.** If you buy               **b.** Do you buy  
**c.** Will you buy            **d.** You would buy

**9.** If I \_\_\_\_\_ younger, I wouldn't think twice about it.

- a.** am                         **b.** were  
**c.** will be                    **d.** might be

**10.** If I like the place, I \_\_\_\_\_ a little longer.

- a.** stay                       **b.** stayed  
**c.** will stay                 **d.** would stay

**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.**

1. The boys completed the course and then they found a job. already  
The boys \_\_\_\_\_ when they found a job.
2. Nobody invited Frank to the barbecue, so he didn't go. because  
Frank didn't go to the barbecue \_\_\_\_\_ him.
3. I finished all of my homework and then went out to play. already  
When I went out to play, I \_\_\_\_\_ my homework.
4. Mary did the cooking and then went to the hairdresser's. had  
After \_\_\_\_\_, she went to the hairdresser's.
5. I edited my essay and then I typed it up. after  
I typed up my essay \_\_\_\_\_ it.
6. I called Frank at nine o'clock and he was still doing his homework. yet  
When I called Frank at nine o'clock, \_\_\_\_\_.
7. I played tennis with Bob again yesterday after six months. for  
Bob and I \_\_\_\_\_ six months.

**B. Complete the text with a(n), the or -.**

1 \_\_\_\_\_ Lake Victoria is 2 \_\_\_\_\_ lake in 3 \_\_\_\_\_ East Africa. It is 4 \_\_\_\_\_ largest lake on 5 \_\_\_\_\_ continent with 6 \_\_\_\_\_ surface area of 68,800 km<sup>2</sup>. 7 \_\_\_\_\_ first European to discover 8 \_\_\_\_\_ lake was John Hanning Speke and he named it after 9 \_\_\_\_\_ British queen of the time. Most of the lake is in 10 \_\_\_\_\_ Tanzania and 11 \_\_\_\_\_ longest river flowing into it is 12 \_\_\_\_\_ Kagera River on 13 \_\_\_\_\_ western side.

**C. Choose a, b, c or d.**

1. They spent two years travelling in \_\_\_\_\_ Asia.
 

a. -	b. an
c. the	d. some
2. What did you have for \_\_\_\_\_ dinner?
 

a. -	b. a
c. the	d. some
3. We went outside to watch \_\_\_\_\_ going down.
 

a. sun	b. a sun
c. the sun	d. one sun
4. By the time Mr Clark arrived at the office, the meeting \_\_\_\_\_.
 

a. finishes	b. finished
c. has finished	d. had finished
5. I definitely have to see \_\_\_\_\_ about my knee. Can you recommend anyone?
 

a. doctor	b. doctor's
c. a doctor	d. the doctor
6. The new government has promised to do more to help \_\_\_\_\_ poor.
 

a. a	b. all
c. the	d. more
7. The swimming competition \_\_\_\_\_ when we got to the pool.
 

a. already starts	b. already started
c. has already started	d. had already started
8. \_\_\_\_\_ United Nations is meeting to discuss the issue of water shortage.
 

a. -	b. A
c. An	d. The
9. \_\_\_\_\_ French take their food very seriously.
 

a. -	b. A
c. An	d. The
10. Whose is \_\_\_\_\_ car which is parked next to yours?
 

a. -	b. a
c. the	d. one

**A. Complete the sentences with the correct passive form of the verbs in brackets.**

- This monument \_\_\_\_\_ (design) by Randolph P Sullivan in 1998.
- A charity race \_\_\_\_\_ (organise) next week.
- I went outside and saw that my car \_\_\_\_\_ (steal).
- All the poisonous chemicals \_\_\_\_\_ (keep) in black bottles with clear labels on them.
- Could you tell me what \_\_\_\_\_ (include) in the price?
- Why \_\_\_\_\_ (the car / not clean) yet?
- I think this room \_\_\_\_\_ (should / paint) green.

**B. Rewrite the sentences using the Passive Voice. Start with the words given.**

- Guides will take the visitors around the building.

The visitors \_\_\_\_\_

- Workers should wear helmets at all times.

Helmets \_\_\_\_\_

- We paint our house every ten years.

Our house \_\_\_\_\_

- Mrs Williams has bought all the meat for the barbecue.

All the meat \_\_\_\_\_

- People believe that the substance is poisonous.

It \_\_\_\_\_

- Every day the bakery delivers fresh bread to the restaurant.

Fresh bread \_\_\_\_\_

- They planted forty trees in the local park.

Forty trees \_\_\_\_\_

- Many people consider that George is the fastest student in the school.

George \_\_\_\_\_

**C. Choose a, b, c or d.**

- This latest car model is said \_\_\_\_\_ much quieter than the previous ones.

a. be                                      b. to be  
c. being                                    d. to being

- All the trees for the tree-planting day \_\_\_\_\_ by 'Green Fingers'.

a. will provide                          b. are providing  
c. will be provided                      d. have been providing

- New books should \_\_\_\_\_ for the local library.

a. buy                                      b. bought  
c. be bought                                d. have bought

- Why \_\_\_\_\_ first prize? His story was definitely the best.

a. didn't he give                        b. doesn't he give  
c. wasn't he given                        d. wasn't he giving

- It \_\_\_\_\_ that weather conditions will become more and more extreme.

a. believes                                b. is believed  
c. is believing                              d. has believed

- The doctor \_\_\_\_\_ that I change my diet.

a. recommend                          b. recommended  
c. is recommended                      d. was recommended

- The final year students \_\_\_\_\_ that they have to attend an extra class.

a. have told                                b. were telling  
c. have been told                        d. had told

- It \_\_\_\_\_ that tomorrow we will get a day off.

a. decides                                  c. decided  
c. was deciding                          d. has been decided

- Cars \_\_\_\_\_ banned from the city centre.

a. be                                        b. have  
c. should                                  d. may be

- Solar energy \_\_\_\_\_ to be the best solution for this area.

a. considers                              b. considered  
c. is considered                          d. is considering

**A. Complete the sentences with the correct form of the verbs in brackets.**

- I haven't got enough time \_\_\_\_\_ (visit) Alice today.
- I hate \_\_\_\_\_ (read) books that are based on historical events.
- Steve thinks I was happy \_\_\_\_\_ (see) him, but that wasn't the case.
- We're really looking forward to \_\_\_\_\_ (spend) the summer by the beach.
- Did you have difficulty in \_\_\_\_\_ (find) a parking space?
- Remember \_\_\_\_\_ (take) your camera with you on your trip.
- Andy likes \_\_\_\_\_ (analyse) a situation before he makes a decision.
- My boss makes us \_\_\_\_\_ (wear) a suit and tie to work every day.
- Thank you for \_\_\_\_\_ (help) me with my science project.
- Please don't forget \_\_\_\_\_ (water) the plants while I'm away.

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

- I'd rather browse a little before I make a decision.  
I'd prefer \_\_\_\_\_
- We'd prefer not to sit next to the window.  
We'd rather \_\_\_\_\_
- Most people like getting up early to go to work.  
Most people prefer \_\_\_\_\_
- I think Paul likes eating Italian food more than Mexican food.  
I think Paul prefers \_\_\_\_\_
- I'd prefer to have an apple rather than a banana.  
I'd rather \_\_\_\_\_
- He likes to pay for things with his credit card because it's convenient.  
He'd rather \_\_\_\_\_

**C. Choose a, b, c or d.**

- It's too cold \_\_\_\_\_ swimming.  
a. go                                      b. to go  
c. going                                    d. to going
- I was surprised \_\_\_\_\_ that Jeremy was still there when I came back.  
a. find                                      b. finds  
c. finding                                   d. to find
- I don't know what \_\_\_\_\_ about the tickets.  
a. do                                         b. to do  
c. doing                                     d. should I do
- Tom prefers \_\_\_\_\_ tennis to swimming.  
a. play                                       b. plays  
c. to play                                    d. playing
- Neil says he \_\_\_\_\_ a little more for better quality.  
a. prefers pay                            b. 'd rather pay  
c. prefer to pay                           d. is preferring to pay
- Why won't you let Frank \_\_\_\_\_ your book?  
a. borrow                                   b. borrows  
c. to borrow                               d. borrowing
- Ted left without \_\_\_\_\_ goodbye.  
a. say                                         b. said  
c. to say                                     d. saying
- I'd prefer to buy a tablet \_\_\_\_\_ buy a laptop.  
a. to    b. instead  
c. rather not                                d. rather than
- What about \_\_\_\_\_ on these boots over here?  
a. try                                         b. tries  
c. to try                                       d. trying
- It's been a hard week, but Peter managed to make me \_\_\_\_\_.  
a. laugh                                      b. laughs  
c. to laugh                                   d. laughing

**A. Rewrite the sentences using Reported Speech.**

- 'The building has been out of use for a year,' Jake said.  
Jake explained \_\_\_\_\_
- 'If you don't call the doctor now, you won't be able to make an appointment,' Alan said to Lee.  
Alan told Lee \_\_\_\_\_
- 'Tim is covering the story for Channel 8,' the newsreader said.  
The newsreader said \_\_\_\_\_
- 'You can go swimming at the pool tomorrow,' Dad told us.  
Dad told us \_\_\_\_\_
- 'Mary should apologise to her parents,' Pauline said to me.  
Pauline told me \_\_\_\_\_
- 'You will witness something amazing in a minute,' Steve said to Jimmy.  
Steve informed Jimmy \_\_\_\_\_

**B. Rewrite the sentences using the verbs given and Reported Speech. Make any necessary changes.**

- 'Eric, did you buy a new car yesterday?' said Robert. **ask**  
\_\_\_\_\_
- 'Why is Jenny late again?' said Emily. **wonder**  
\_\_\_\_\_
- 'Where did you get that beautiful painting?' Donna asked Simone. **want to know**  
\_\_\_\_\_
- 'Don't write on the wall!' the teacher said to Billy. **tell**  
\_\_\_\_\_
- 'Put your hands on the vehicle,' the police officer said to the man. **order**  
\_\_\_\_\_
- 'All participants have to wear safety equipment,' the instructor said. **explain**  
\_\_\_\_\_
- 'We will meet at the museum entrance at three o'clock,' the tour guide said to the tourists. **inform**  
\_\_\_\_\_
- 'We can kill two birds with one stone,' Jenny told Frank. **say**  
\_\_\_\_\_

**C. Choose a, b, c or d.**

- James said his brother \_\_\_\_\_ the game.  
a. wins                      b. winning  
c. had won                 d. going to win
- Victor said he \_\_\_\_\_ his bike three years earlier.  
a. buys                      b. has bought  
c. had bought             d. was buying
- Larry asked me \_\_\_\_\_ to go skating with him.  
a. if I will like             b. would I like  
c. if I would like         d. would you like
- The man at the leisure centre told us \_\_\_\_\_ back in one hour.  
a. come                      b. coming  
c. to come                  d. to coming
- The receptionist asked \_\_\_\_\_ a form.  
a. to complete             b. if I complete  
c. me complete            d. me to complete
- Sheila asked me what \_\_\_\_\_.  
a. do I do                    b. was I doing  
c. I was doing             d. have I done
- Carla promised that she \_\_\_\_\_ in bed until she got better.  
a. will stay                 b. is staying  
c. would stay              d. is going to stay
- Maggie didn't come to the library with us yesterday. She told us she \_\_\_\_\_ be home early.  
a. may                        b. must  
c. could                      d. had to
- Tony wanted to know \_\_\_\_\_.  
a. whether a treadmill cost            b. how much cost a treadmill  
c. how much a treadmill cost         d. how much did a treadmill cost
- Mrs Harolds told the students \_\_\_\_\_ on their desks.  
a. not write                 b. don't write  
c. not to write              d. to not write

## Module 6

### A

1. will... do
2. 'm going to make
3. 'll go
4. get
5. won't be
6. come
7. won't go
8. I'll get
- 2.
9. Will... drive / Are... going to drive
10. 'll pick
11. 'll finish

### B

- |                            |                          |
|----------------------------|--------------------------|
| 1. wouldn't walk           | 5. will feel             |
| 2. weren't this/so         | 6. if you saw            |
| 3. if/when you don't water | 7. signs up              |
| 4. saves some money        | 8. if/when the roads are |

### C

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. d | 2. a | 3. b | 4. d | 5. a  |
| 6. a | 7. c | 8. c | 9. b | 10. c |

## Module 7

### A

1. had already completed the course
2. because nobody (had) invited
3. had already finished all of
4. Mary had done the cooking
5. after I had edited
6. he hadn't finished his homework yet.
7. hadn't played tennis for

### B

- |         |         |         |        |        |
|---------|---------|---------|--------|--------|
| 1. -    | 2. a    | 3. -    | 4. the | 5. the |
| 6. a    | 7. The  | 8. the  | 9. the | 10. -  |
| 11. the | 12. the | 13. the |        |        |

### C

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. a | 2. a | 3. c | 4. d | 5. c  |
| 6. c | 7. d | 8. d | 9. d | 10. c |

## Module 8

### A

- |                      |                                |
|----------------------|--------------------------------|
| 1. was designed      | 5. is included                 |
| 2. will be organised | 6. hasn't the car been cleaned |
| 3. had been stolen   | 7. should be painted           |
| 4. are/were kept     |                                |

### B

1. will be taken around the building (by guides).
2. should be worn (by workers) at all times.
3. is painted every ten years.
4. for the barbecue has been bought by Mrs Williams.
5. is believed that the substance is poisonous.
6. is delivered to the restaurant every day (by the bakery).
7. were planted in the local park.
8. is considered to be the fastest student in the school.

### C

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. b | 2. c | 3. c | 4. c | 5. b  |
| 6. b | 7. c | 8. d | 9. d | 10. c |

## Module 9

### A

- |                      |                           |
|----------------------|---------------------------|
| 1. to visit          | 6. to take                |
| 2. reading / to read | 7. to analyse / analysing |
| 3. to see            | 8. wear                   |
| 4. spending          | 9. helping                |
| 5. finding           | 10. to water              |

### B

1. to browse a little before I make a decision.
2. not sit next to the window.
3. to get up early to go to work.
4. eating Italian food rather than Mexican food. / eating Italian to Mexican food. / to eat Italian food rather than eat Mexican food.
5. have an apple than a banana.
6. pay for things with his credit card because it's convenient.

### C

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. b | 2. d | 3. b | 4. d | 5. b  |
| 6. a | 7. d | 8. d | 9. d | 10. a |

## Module 10

### A

1. that the building had been out of use for a year.
2. that if he didn't call the doctor then, he wouldn't be able to make an appointment.
3. that Tim was covering the story for Channel 8.
4. that we could go swimming at the pool the next day.
5. that Mary should apologise to her parents.
6. that he would witness something amazing in a minute.

### B

1. Robert asked Eric if/whether he had bought a new car the day before / the previous day.
2. Emily wondered why Jenny was late again.
3. Donna wanted to know where Simone had got that beautiful painting.
4. The teacher told Billy not to write on the wall.
5. The police officer ordered the man to put his hands on the vehicle.
6. The instructor explained that all participants had to wear safety equipment.
7. The tour guide informed the tourists that they would meet at the museum at three o'clock.
8. Jenny said to Frank that they could kill two birds with one stone.

### C

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. c | 2. c | 3. c | 4. c | 5. d  |
| 6. c | 7. c | 8. d | 9. c | 10. c |



**Portal to English 10B**

**Teacher's Notes**

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



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