

الجمهورية العربية السورية  
وزارة التربية  
المركز الوطني لتطوير المناهج التربوية

# Emar

English Series

Teacher's Book

9

2021 - 2022



حقوق الطّباعَةِ والتّوزيعِ محفوظَةٌ للمؤسّسةِ العامّةِ للطّباعَةِ  
حقوقُ التّأليفِ والنّشرِ محفوظَةٌ للمركزِ الوطنيِّ لتطوِيرِ المناهجِ التّربويّةِ  
وَزارةِ التّربيّةِ - الجُمهوريّةِ العربيّةِ السُّوريّةِ

طُبِعَ لأوّلَ مرّةٍ للعامِ الدّراسيّ: 2021 / 2022 م



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# Content

Title	Page
Introduction	5
How to Teach Speaking	8
How to Assess Speaking	10
How to Teach Reading	12
How to Teach Listening	15
How to Assess Listening	16
How to Teach Writing	18
How to Assess Writing	20
About Assessment	21
<b>Outcomes of Module 1</b>	<b>25</b>
Unit 1 Textbook	26
Unit 1 Workbook	27
Unit 2 Textbook	28
Unit 2 Workbook	29
<b>Outcomes of Module 2</b>	<b>30</b>
Unit 3 Textbook	31
Unit 3 Workbook	32
Unit 4 Textbook	33
Unit 4 Workbook	34
<b>Outcomes of Module 3</b>	<b>35</b>
Unit 5 Textbook	36
Unit 5 Workbook	37



<b>Title</b>	<b>Page</b>
<b>Unit 6 Textbook</b>	<b>38</b>
<b>Unit 6 Workbook</b>	<b>39</b>
<b>Review 1</b>	<b>40</b>
<b>Progress Test 1</b>	<b>41</b>
<b>Outcomes of Module 4</b>	<b>43</b>
<b>Unit 7 Textbook</b>	<b>44</b>
<b>Unit 7 Workbook</b>	<b>46</b>
<b>Unit 8 Textbook</b>	<b>47</b>
<b>Unit 8 Workbook</b>	<b>48</b>
<b>Outcomes of Module 5</b>	<b>49</b>
<b>Unit 9 Textbook</b>	<b>50</b>
<b>Unit 9 Workbook</b>	<b>51</b>
<b>Unit 10 Textbook</b>	<b>53</b>
<b>Unit 10 Workbook</b>	<b>55</b>
<b>Outcomes of Module 6</b>	<b>56</b>
<b>Unit 11 Textbook</b>	<b>57</b>
<b>Unit 11 Workbook</b>	<b>58</b>
<b>Unit 12 Textbook</b>	<b>59</b>
<b>Unit 12 Workbook</b>	<b>60</b>
<b>Review 2</b>	<b>61</b>
<b>Progress Test II</b>	<b>62</b>
<b>Tape Script – Textbook</b>	<b>64</b>
<b>Tape Script – Workbook</b>	<b>72</b>

# Introduction

Emar is a national English course for Basic and Secondary level students. This level is for Grade 9 which meets a wide range of the educational needs and interests of B1 level students. The course also builds on and widens students' previous knowledge through text-based work within the topics and vocabulary development.

Grade nine includes a textbook, workbook and teacher's book.

The textbook and workbook are divided into six modules, each is focusing on a particular theme. The methodology of both the textbook and workbook presents skills as follows: speaking (a way of brainstorming for reading), reading, listening and writing. Both books also teach grammar and pronunciation in an effective and easy way.

The topics, materials and activities of the textbook and workbook meet the needs of both students and teachers. Furthermore, topics, materials and activities are prepared in a catchy way that makes it easy for teachers to deal with and, above all, they could be remembered by students. Each module contains two units which develop the themes in different ways. At the end of each module in the textbook there are:

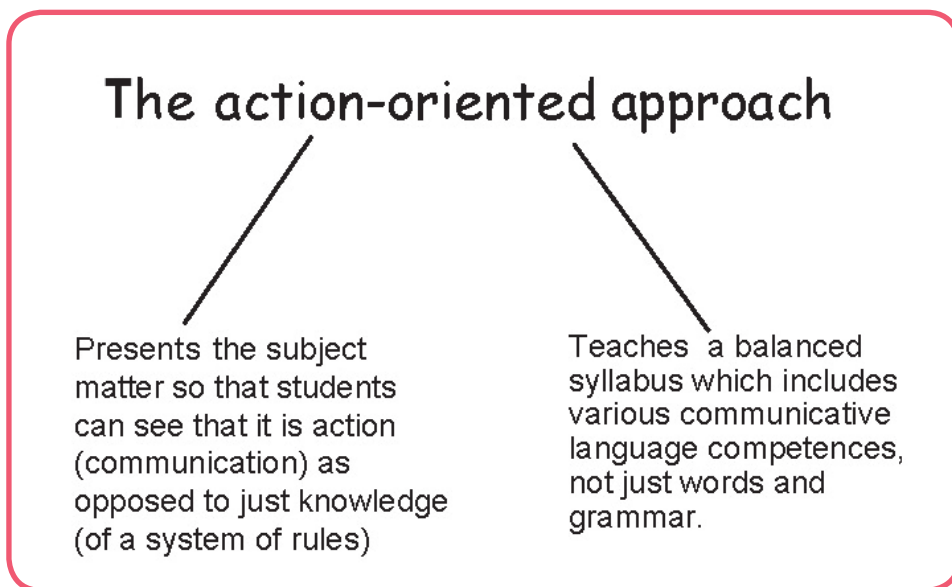
- «Focus on» which relates English to other subjects.
- A project which enhances the initiatives of the students. It presents interesting materials which students could collect using their own ideas.

After each two modules in the textbook there is a story with a moral lesson.

An '**action-oriented**' approach is adopted. It views users and learners of a language as **members of society** who have **tasks** (actions)- using their own specific **competence** - to accomplish a given objective in a given set of **circumstances**, in a specific environment and within a particular field of action.

Tasks are action-oriented because:

- The situation is **authentic**.
- There is a **task** to be completed.
- They are **open-ended**.
- They involve an **interaction** (meaningful communication).
- The tasks are carefully designed to cater for the different learning styles and multiple intelligences. They are centered on learners' needs and interests.





Action-oriented tasks are purposeful and meaningful tasks that simulate situations that are likely to be encountered in daily life. For example, you are likely to encounter a situation in daily life where you would want to talk about your family. If implementing the action-oriented approach in your EFL classroom, you may set the students' task to create a social media account which includes photos of family members. Students would need to caption the photos accurately and discuss the photos with a classmate.

To make action-oriented tasks most effective, get to know your students and incorporate their interests into the tasks assigned in order to engage students and make the learning tasks as authentic as possible.

## TEACHING AND ASSESSING THE FOUR SKILLS

### ▶ HOW TO TEACH SPEAKING



EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in pairs or groups to achieve a goal or to complete a task.

Teaching speaking is a very important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of learners at school. Therefore, it is essential that teachers of English pay great attention to teaching speaking, rather than leading students to pure memorization, and provide a rich environment where meaningful communication is desired. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning





process, and at the same time make their learning more meaningful and fun.

## **PRINCIPLES FOR DESIGNING SPEAKING TECHNIQUES**

- 1. Use techniques that cover the spectrum of learner needs, from language learning to language use.**
- 2. Provide motivating techniques.**
- 3. Encourage the use of authentic language in meaningful contexts.**
- 4. Provide appropriate feedback and correction.**
- 5. Integrate speaking with other skills.**
- 6. Give students opportunities to initiate oral communication.**
- 7. Encourage the development of speaking strategies.**

## **TECHNIQUES FOR TEACHING SPEAKING**

<b>Questions and answers (dialogues)</b>	<b>Debates</b>	<b>Interviews</b>
Discussions	Group projects	Story Completion
Role-Play	Field trips	Reporting
Presentation	Information Gap	Picture Narrating
Small group discussions	Brainstorming	Picture Describing
Games	Storytelling	Find the Difference

## HOW TO ASSESS SPEAKING

The following is an example of a checklist.

Questions and answers (dialogues)	Debates	Interviews
Discussions	Group projects	Story Completion
Role-Play	Field trips	Reporting
Presentation	Information Gap	Picture Narrating
Small group discussions	Brainstorming	Picture Describing
Games	Storytelling	Find the Difference

Speaking checklist		
Student's name: _____		Date: _____
Activity: _____		
The student can...	Yes	No
speaking at a natural pace		
responding to cues		
using appropriate vocabulary and expressions		
using correct structures that help comprehensibility		
using eye contact		



The following is an example of an analytic rating scale in which the EFL teacher rates the students' skills according to the following: 3 is 'Excellent', 2 is 'Good' and 1 is 'Fair'.

Speaking scale			
Student's name: _____		Date: _____	
Activity: _____			
The student can...	3	2	1
communicate effectively			
use appropriate tone and intonation			
demonstrate natural pauses			
use correct vocabulary			
use correct structures			
correct errors			



## **HOW TO TEACH READING**



Getting students to read English texts is an important part of the teacher's job. Students need to read English texts for their study purposes or for pleasure. Any «exposure to English» increases the students' acquisition of language. Also, reading texts teach vocabulary, grammar, punctuation; .... etc. Reading texts can introduce interesting topics, imaginative responses that can engage all students.

### **Some principles behind the teaching of Reading:**

- Reading is an active task not a passive skill.
- Students need to be engaged with what they are reading.
- Students should be encouraged to respond to the content of a text, not just language.
- Prediction is a major factor in reading.
- Match the task to the topic.
- Integrate reading into other skills and apply it to daily life.

### **Reading stages:**

#### **Pre-reading stage**

- Predict the topic of the text.
- Predict what will happen in the text.

#### **Reading stage**

- Analyse what type of reading text students are reading.
- Get information from the text effectively.
- Understand the main idea of a text.
- Identify supporting ideas of a text.
- Skim a text.
- Scan a text.

- Read for details.
- Guess the meaning of new words.
- Recognize punctuation and use punctuation to understand the text.
- Recognize grammatical features of a text and use them to understand the text.
- Read a text quickly to get the main idea – speed reading.

### Post-reading

- Analyse and discuss what they have read – EVENT, CHARACTERS...
- Retell the text.
- Comment on the text.
- Communicate with others about what they have read.
- Express their own opinions/ about what they have read.

### Testing reading/ types of questions

- **Vocabulary**

Multiple-choice items.

Matching items.

Completion items.

- **Multiple-choice items**

Re-write part of the paragraph.

Avoid matching words.

Write grammatically correct options.

Write options of equal length.

- **Completion**

Completion items can range from one-word completion answers to the completion of sentences.

One-word completion answers: more objective; either one word or limited number of answers.

Completion of sentences: more subjective & more difficult to grade (open ended).

- **Cloze**

A cloze test is a type of test in which you have to put suitable words in spaces in a text where words have been left out.

Cloze tests measure students' general reading comprehension rather than their understanding of certain features in the text.

Cloze tests may be seen as similar to blank-filling, but they are not the same.

In a cloze test, we NEVER choose which word to omit; we omit every  $n^{\text{th}}$  (e.g.  $5^{\text{th}}$ ) word throughout the text consistently, leaving the first sentence intact.

- **Testing Reading with other skills**

Reading is often tested with other skills in performance-referenced tests.

Reading is used to provide a stimulus for writing. (e.g. read a letter and reply)

Reading aloud does not reflect nor test comprehension. Reading aloud may be a good exercise for students to listen. When (and IF) you read a text aloud, do not read very slowly; reading slowly is very unnatural and makes a text more difficult to understand. Instead, pause at the end of clauses and sentences, and use the suitable tone & intonation.

**In a reading test:**

- Students read a text of certain number of words related to a theme covered in the course.

**Kinds of questions:**

- Objective- multiple choice, fill in the blanks, matching and selection.

**Levels of questions:**

- referential questions.
- inferential questions.
- critical thinking questions.



## ▶ HOW TO TEACH LISTENING

Listening is important because it occupies about 45 per cent of daily life activities. Adults spend most of their time listening or communicating. Listening is more significant than speaking, which accounts for 30 per cent while reading makes up 16 per cent and writing 9 per cent respectively.

“Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning” (Howatt and Dakin). A good listener is capable of doing these four things simultaneously.

Willis (1981:134) lists a series of micro-skills of listening, which she calls enabling skills. They are:

- Predicting what people are going to talk about.
- Guessing at unknown words or phrases without panic.
- Using one's own knowledge of the subject to help one understand.
- Identifying relevant points; rejecting irrelevant information.
- Retaining relevant points (note-taking, summarizing).
- Recognizing discourse markers, e.g., Well; Oh, another thing is; Now, finally; etc.
- Recognizing linking words, pronouns, references, etc.
- Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting
- Understanding inferred information, e.g., speakers' attitude or intentions.

Yet, for all its importance, students (and even teachers) often fail to give listening the attention it needs. Listening is the most challenging of all the skills in English. In order to teach listening skills, a teacher should firstly state the difficulties.

## Strategies of listening

1. Predicting content.
2. Listening for gist.
3. Detecting signposts.
4. Listening for details.
5. Inferring meaning.

**We can divide the listening process into 3 stages;**

### 1- Pre-listening stage

Teachers prepare the environment and the materials (pictures – CD player.... etc). Introduce the text and the task to the students.

Listeners do make use of background knowledge for comprehension.

Remember the pre-listening process should not last longer than the actual listening activity. The activities should not be too demanding, otherwise the students will lose their interests.

### 2- During (while) listening stage

The teacher should ask students to listen to the tape very carefully. While they are listening to the tape, they can do the tasks.

### 3- Post-Listening stage


The teacher checks the answers with the students. Students are also stimulated to talk and participate in the activity dominantly.

## HOW TO ASSESS LISTENING

Take time to choose a suitable text. Listen to it more than once. Decide what information you want your students to understand. Write complete instructions giving sufficient background information for students to focus on the task. For example, listen to an interview with Mr X. He will introduce/suggest/ advise.... then answer the questions.

Timing the listening task depends on the length of the script, how many times





you decide to run the tape or disk, the ideas assessed (details). Students should be given time to go over the questions before they start listening.

Test questions can be: true and false TFQ, matching, multiple choice MCQ,...etc. In low levels, and in higher levels test questions can be paraphrase recognition, objective formats (short answer, cloze, dictations) information transfer tasks and note taking.

**Note:**

Ongoing oral assessment might be for different reasons, e.g.:

- Finding out about progress
- Identifying language difficulties
- Collecting data to record for end-of-year assessment marks
- Analysing the effectiveness of your teaching
- Carrying out a regular class test
- Giving students an end-of-year oral assessment



## ▶ HOW TO TEACH WRITING



Writing, like speaking, is a productive or an active skill. It requires using our brains and our hands to produce the written symbols that represent our spoken language.

Some pedagogues consider writing:

**“a way of talking without being interrupted”.**

**“ ideas to get your students’ pencils move in”.**

There are many ways of making writing interesting in the EFL classroom.

We should have a look at:

- The basic knowledge that learners should develop in the writing lesson.
- The different types of writing activities.
- Writing as a tool for learning.
- Writing as a major syllabus component.

We usually write:

- A list of all the things you have written during your daily life you will probably end up with a list that may include:

Shopping lists	Names	Phone numbers	Emails
Letters	Text messages	Notes	Presentations
Articles	Reports	Curriculum Vitae (CV)	

### Writing for learning

Writing for learning concerns those activities that necessitate the involvement of the students in some form of writing:

- Grammar: providing examples of the target structures, gap filling, transformation exercises...

- Reading: answering the comprehension questions, summarizing...
- Speaking: preparing a conversation before an oral performance,
- Jotting down ideas for subsequent discussion about a topic...

## **Teaching Writing – Activities and Ideas**

### **Listen & Write**

1. Spelling
2. Story Rewriting
3. Visualization (The students close their eyes and the teacher describes a scene.)

### **Watch & Write**

1. Newscasts / Weather reports

### **Look & Write**

1. Pictures
2. Description

### **Read & Write**

1. Reading Journal / Reading Response
2. Rewrite
3. Opinion / Essay
4. Giving Advice
5. Running dictation

### **Think & Write**

1. Forms / Applications
2. Diaries
3. Stories
4. Describe and guess

### **Imagine & Write**



Visualizing

### **Text & Write**

1. Sentence Chains
2. Guided Writing
3. Notes

### **Speak & Write**

1. Surveys / Reports
2. Introducing each other

### **WRITE & Do**

1. Dialogues
2. Drawing

Teachers can assess their teaching according to the performance of their students.

## **HOW TO ASSESS WRITING?**

We should ask the following questions:

- How do we assess writing?
- What are the challenges that we face when we correct a writing material?
- What is the difference among an error, a mistake and a slip?

### **Some types of writing assessment tasks**

- Missing letters
- Writing in response to a picture
- Writing in speech bubbles
- Multiple choice
- Fill in spaces (words in a list or not)
- Completing sentences
- Completing a story
- Re-forming or forming a text



When assessing writing you need to think about the criteria you use.

The criteria may be given to you by your school.

The following questions may help you to improve valid and reliable criteria:

- Do you have clear criteria for how to assess your pupils' writing?
- Do you give writing tasks which demonstrate the abilities of your students whom you are assessing?
- Does your feedback reflect these criteria?
- Do you give corrective feedback that pupils can really benefit from?

### **The difference between an error, a mistake and a slip**

- Error = needs to be taught
- Mistake = needs to be corrected
- Slip = a small mistake needs to be jogged (to make something remembered again)

### **▶ HOW TO TEACH GRAMMAR**

1. Show your students why grammar matters.
2. Give quizzes so that students can grade themselves.
3. Use games to teach grammar.
4. Put students in the role of the teacher.
5. Encourage and reward error-finding.
6. Write original sentences.

## **About assessment**

Purposes of classroom assessment (ongoing assessment):

We can assess learners at the start of the year to identify our students' strengths and weaknesses.

During the year we can use the results of tests to help us make decisions about what to teach next and what we need to revise.



Teachers collect information about students to share with parents and, of course, with the learners themselves.

## **Characteristics of a Good Test**

### **Valid**

A valid test measures what it ought to be tested. For example, a test that is designed to measure control of grammar becomes invalid if it contains difficult vocabulary.

### **Reliable**

A reliable test should provide consistency in measuring the items being evaluated. In other words, if the same test is given twice to the same students, it should produce almost the same results.

### **Practical**

A practical test ought to be easy to administer and scored without wasting too much time or effort. Put differently, a test is considered impractical if it is too expensive or needs many hours for the student to complete and many hours for the teacher to prepare and correct.

### **Comprehensive = Inclusive**

A comprehensive test should cover all the items that have been taught. This test helps the teacher to observe accurately the extent of students' knowledge.

### **Relevant**

The test is relevant when it measures reasonably the desired objectives.

### **Discriminative**

A discriminative test should distinguish between different levels of students. For example, if all students score between 80% and 90 % on a certain test, this means that the test failed to show the individual differences among the students probably because the questions were very easy. Similarly, if all students score between 20% and 30 %, this will be an indication that the questions were very difficult.

### **Suitable for Average Student**

The questions must be neither too hard nor too easy. The questions should progress from easy to difficult so as to reduce stress and tension especially on the part of the weak students.

### **Clear**

It is necessary that the questions should be clear so that the students can comprehend exactly what the teacher wants them to do.

### **Balanced**

A well-balanced test should examine both linguistic and communicative competence. In other words, the items of the test must evaluate the students' exact mastery of language regarding accuracy and appropriateness.

### **Authentic**

The language of the test should emphasize everyday interaction.

### **In Short**

As you see, as a teacher responsible for making a test, you need effort and time to construct effective test items suitable for the kind of test you make, characterized by the main qualities of the good test and realizing effectively the desired functions of the test.

Doing this job undoubtedly requires the test builders to be well aware of step-by-step instructions to go deeper, further, and faster toward making a success in preparing effective classroom exams with ease and comfort.

## **How To Avoid Negative Effects Of Tests On Students**

### Reasons for Testing

- Giving the teacher valuable information about where the students are in their learning.
- Affecting what the teacher will cover next.
- Helping teachers to decide if their teaching has been effective and help to



highlight what needs to be reviewed.

- Assessing teaching as well as learning.
- Giving students a sense of accomplishment as well as information about what they know and what they need to review.
- Motivating and giving students a sense of progress.
- Highlighting areas for students to work on and tell them what has and hasn't been effective in their learning.
- Encouraging students to review material covered on the course.
- Encouraging students to consolidate and extend their knowledge.
- Tests are also a learning opportunity after they have been taken.
- The test is a review in itself, but the feedback after a test can be valuable in helping students to understand something they couldn't do during the test.

### **Learning from Tests**

**Here are some questions we need to ask about:**

- “Were the instructions clear?”
- Do the test items cover what have been taught?
- “Did I manage to create a non-threatening atmosphere?”



## Module 1

### Outcomes

The student will be able to:

discuss some issues about jobs and future careers

recognize the importance of voluntary work

identify map skills

create solutions to some problems

tell about personal initiatives

discuss some experiences

differentiate between short /æ/ and long /a:/

revise the simple present, present progressive and present perfect tenses

## Answer Key - Textbook

### Unit 1

#### Speaking

Students' own answers

#### Reading

A.

1. Al-Hroub uses, balloons, hula-hoops, toy cars and puppets to explain her lessons.
2. Parents often refuse Al-Hroub's method which focuses on play but then they realise that her methods improve behaviour.
3. Al-Hroub plans to establish her own foundation and use some of her winnings to train other teachers to follow her approach.
4. Answers vary.

B.

1. False (she has always wanted to be a doctor).
2. False (she teaches in an elementary school). (she teaches eight-year-old pupils).
3. False (she buys her tools herself)/ (she pays for the tools with her own money).
4. True

#### Vocabulary

1. praise
2. violence
3. employ
4. outfit
5. struggle

#### Grammar

A.

1. uses
2. refuse
3. improve
4. play
5. don't - know

B.

1. is talking
2. am studying
3. is improving
4. are playing

#### Pronunciation

æ	a:
ant	art
flag	palm
glad	calm

#### Listening

A.

1. b. Watad
2. a. 10
3. c. yellow
4. a. Fridays

B.

1. False
2. True
3. True
4. a. False

#### Writing 2 – 1 – 3

# Answer Key - Workbook

## Unit 1

### Speaking

Students' own answers

### Reading

**A.**

1. Because he didn't have an e-mail.
2. Buying bulk tomatoes (buying and selling tomatoes).
3. Two years.
4. Answers vary

**B.**

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

### Vocabulary

- |            |               |
|------------|---------------|
| 1. manager | 2. unemployed |
| 3. exist   | 4. astonished |

### Grammar

**A.**

1. drives
2. work – am studying
3. is sleeping
4. is raining
5. runs

**B.**

1. are you doing
2. does she usually stay
3. is your mother preparing

4. does he wake up
5. do you live

### Listening

**A.**

1. c. behavior
2. a. street
3. b. open

**B.**

1. F
2. T
3. F

### Writing

Answers vary

#### Correction

page 6 No 4 nine - month  
page 8 spilling instead of splitting.

## Answer Key - Textbook

### Unit 2

#### Speaking

Students' own answers

#### Reading

A.

1. It is targeted for the visually impaired people.
2. They are published on a YouTube channel.
3. Volunteers use mobiles for recording and laptops to do the montage.
4. It doesn't cost anything. It is absolutely free.
5. Answers vary.

B.

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

#### Vocabulary

1. for the benefit of
2. meet ..... needs
3. have access

#### Grammar

A.

- |          |                |         |
|----------|----------------|---------|
| 1. has   | 2. have raised | 3. have |
| 4. eaten | 5. hasn't      |         |

B.

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

#### Listening

A.

1. F
2. T
3. F

B.

1. b
2. c
3. a

#### Writing

Answers vary

#### Focus ON

1. to the south
2. to the east
3. to the north
4. to the north west
5. to the west
6. to the north
7. to the west
8. to the south

## Answer Key - Workbook

### Unit 2

#### Speaking

Students' own answers

**The translation of the sentence in English is** "Take a jacket if you need one. Leave a jacket if you have an extra one."

#### Reading

A.

1. When customers buy coffee, they also pay in advance for a cup to be given to somebody who cannot afford it.
2. It started in Naples, Italy.
3. It revived again in 2011.
4. Answers vary

B.

1. T            2. F            3. F

#### Vocabulary

##### Examples:

My friend is sometimes boring. (i.e. He makes me bored).

She gave me a confused look.

(i.e. a not clear look or not easy to understand)

1. suspended
2. stressing

3. required

#### Grammar

A.

1. have ..... eaten
2. haven't planned
3. Have..... read
4. hasn't ..... fed
5. Has ..... bought

B.

1. What is she working on?/What is she doing?
2. Where has he returned from?
3. What has Maya done?/ What has Maya passed?/ How long has Maya passed the test/ Who has passed the test?
4. What does Susan enjoy?/Who enjoys reading?
5. Who does this car belong to?/ Whose car is this?

#### Listening

A.

1. watering    2. paper    3. year

B.

1. F            2. T            3. F

#### Writing

Answers vary

## Module 2

### Outcomes

The student will be able to:

discuss and describe modern technology

differentiate between short /e/ and long /i:/

summarize a story

Draw and colour a map

infer coordinating conjunctions

describe some events in the future

recognize phases of the moon

identify will, be going to and determiners

## Answer Key - Textbook

### Unit 3

#### Speaking

Students' own answers

#### Reading

A.

1. Life will be more comfortable and this will be obvious in all aspects of life.
2. E-books will replace traditional ones and students will study at home through on-line teaching.
3. Yes. New medicines will help people get better and scientists and researchers are going to find cure to many diseases like Aids and cancer.
4. People will grow new types of crops everywhere even on the roofs of buildings.
5. Yes, because everyone will have education, health, home and food. So love will be everywhere.
6. Students' own answers.

B.

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

#### Vocabulary

- |            |             |
|------------|-------------|
| 1. predict | 2. improved |
| 3. disease | 4. obvious  |
| 5. peace   | 6. replaces |

#### Grammar

A.

- |         |                     |
|---------|---------------------|
| 1. will | 2. are going to     |
| 3. will | 4. is going to/will |

B.

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

#### Listening

A.

- |      |      |
|------|------|
| 1. T | 2. F |
| 3. T | 4. F |

B.

- |      |      |
|------|------|
| 1. a | 2. b |
| 3. a | 4. b |

#### Pronunciation

B.

/e/ egg, vent, lend, tell,  
bed, end, net, check

/i:/ deal, seal, need, feet,  
beef, weak, meat, evil

#### Writing

- |        |            |        |
|--------|------------|--------|
| 1. and | 2. because | 3. but |
| 4. so  | 5. because |        |

## Answer Key - Workbook

### Unit 3

#### Speaking

Students' own answers

#### Reading

A.

1. They will live easily and cheaply on the moon.
2. They will stay for six months.
3. They will live there by the end of this century.
4. They will take water from a large ice lake.

B.

1. F. Someday it is possible.
2. F. People won't need to wear special-suits.
3. F. They won't need to eat. Instead, they will take a pill three times a day.
4. T

#### Vocabulary

- |            |              |
|------------|--------------|
| 1. normal  | 2. cheaper   |
| 3. breathe | 4. obtain    |
| 5. pills   | 6. establish |

#### Grammar

A.

- |                |         |
|----------------|---------|
| 1. is going to | 2. will |
| 3. am going to | 4. will |
| 5. will        |         |

B.

1. are going to attend
2. will be
3. will lift
4. are going to have
5. will win

#### Listening

A.

1. b/ an architect
2. a/ serve his country
3. c/ exert .....
4. b/ office

B.

- |      |      |
|------|------|
| 1. T | 2. F |
| 3. F | 4. T |

#### Writing

Answers vary



## Answer Key - Textbook

### Unit 4

#### Speaking

Students' own answers

#### Reading

A.

1. Some people think that autonomous vehicles will be safer and transportation will be more efficient.
2. Many kinds of drivers./ Truck drivers – delivering drivers and taxi drivers.
3. Government will lose much money from parking, speeding fines and petrol taxes.
4. Students' own answers.

B.

1. /F/. Driverless cars will increase the unemployment.
2. /T/.
3. /F/. Only some American cities have done long-term planning.
4. /T/.

#### Vocabulary

A.

- |              |              |
|--------------|--------------|
| 1. insurance | 2. long-term |
| 3. fined     | 4. benefit   |
| 5. allow     | 6. income    |

#### Grammar

A.

- |         |          |
|---------|----------|
| 1. many | 2. their |
| 3. much | 4. these |

B.

- |          |          |
|----------|----------|
| 1. a few | 2. many  |
| 3. some  | 4. much  |
| 5. The   | 6. These |

#### Listening

A.

- |            |                 |
|------------|-----------------|
| 1. b. cool | 2. c. parks     |
| 3. a. cars | 4. b. computers |
| 5. c. tall |                 |

B.

- |         |          |
|---------|----------|
| 1. True | 2. False |
| 3. True | 4. False |

#### Writing

- |           |                |
|-----------|----------------|
| 1. unique | 2. open minded |
| 3. happy  | 4. extended    |
| 5. great  |                |

#### Project

After surfing the net, students can answer the questions.

#### Story

Students' own answers

# Answer Key - Workbook

## Unit 4

### Speaking

Students' own answers

### Reading

A.

1. We are experiencing a technological process every month now.
2. solar power, wind power and water power.
3. They collect water and use solar power.
4. bikes, electric vehicles (suggested answers)
5. Students' own answers

B.

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

### Vocabulary

- |                |              |
|----------------|--------------|
| 1. assumed     | 2. similar   |
| 3. degradation | 4. renewable |
| 5. sustainable |              |

### Grammar

A.

- |         |             |
|---------|-------------|
| 1. the  | 2. my       |
| 3. many | 4. a few    |
| 5. any  | 6. a little |

B.

- |                       |         |
|-----------------------|---------|
| 1. Many/Some/A lot of | 2. some |
| 3. The                | 4. an   |
| 5. any                |         |

### Listening

A.

- |      |      |
|------|------|
| 1. F | 2. T |
| 3. F | 4. T |

B.

- |                    |                  |
|--------------------|------------------|
| 1. c/ Japanese     | 2. a/moon        |
| 3. b/art collector | 4. c/application |

### Writing

Student's answers

## Module 3

### Outcomes

The student will be able to:

discuss how to make a useful decision

recognize some famous inventors and their inventions

identify the sound /ʌ/

differentiate between right and wrong decisions

appraise involving in decision-making about helping people

interpret how useful decisions can change a person's life

identify past simple, past progressive and imperatives

discuss famous and favourite characters

recognize how to make soap and bubbles

## Answer Key - Textbook

### Unit 5

#### Speaking

Students' own answers

#### Reading

A.

1. Wisdom is knowing what to do next, while skill is knowing how to do it.
2. The cornerstone of good leadership skill is the ability to make a decision and stick to it.
3. Time management is very necessary because decisions need to be made quickly.
4. Students' own answers.

B.

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

#### Vocabulary

1. awareness
2. allow
3. priority
4. outline
5. collaborate

#### Grammar

A.

1. visited
2. cycling – were
3. was – rang – waiting

B.

1. decided
2. talked
3. calling – were
4. was

#### Listening

A.

- |      |      |
|------|------|
| 1. T | 2. F |
| 3. F | 4. F |

B.

- |           |                   |
|-----------|-------------------|
| 1. tiny   | 2. regret         |
| 3. advice | 4. John`s friends |

#### Pronunciation

B.

- |                |        |
|----------------|--------|
| truck          | bud    |
| trouble        | summer |
| bungee-jumping |        |

#### Writing

- |            |         |
|------------|---------|
| First      | Then    |
| After that | Finally |

## Answer Key - Workbook

### Unit 5

#### Speaking

Students' own answers

#### Reading

A.

1. He went to a cake shop.
2. He went there to buy his daughter a birthday cake.
3. He asked him to leave because they were about to close the store.
4. He walked out of the store empty-handed feeling depressed and frustrated.
5. Answers vary.

B.

- |      |      |
|------|------|
| 1. c | 2. a |
| 3. e | 4. f |
| 5. d |      |

#### Vocabulary

1. available
2. extremely
3. regret
4. investment

#### Grammar

A.

1. was writing

2. was preparing

3. came

4. arrived

5. was walking

B.

2. was - doing

3. were walking – started

4. entered- was talking

5. was working – met

6. was using – was packing

7. was having – knocked

#### Listening

A.

- |      |      |
|------|------|
| 1. F | 2. T |
| 3. F | 4. F |

B.

1. (b) completely
2. (c) are some chances
3. (a) fight

#### Writing

Answers vary

## Answer Key - Textbook

### Unit 6

#### Speaking

Students' own answers

#### Reading

A.

1. F She became sad
2. T
3. F Edison's mother decided to teach him at home.
4. F Edison was able to invent something when he grew up.

B.

1. The teacher gave Edison a letter.
2. He began his experiments at home.
3. No, he didn't.
4. He was 30 years old.
5. Answers vary

#### Vocabulary

- |              |               |
|--------------|---------------|
| 1. genius    | 2. experiment |
| 3. persisted | 4. frustrates |

#### Grammar

A.

1. stop
2. Get in – fasten
3. Don't drive
4. don't be sick

B.

- 1-quiet
- 2-turn
- 3-Please
- 4-Don't
- 5-smoke
- 6-wake

#### Listening

A.

1-F 2-F 3-T 4-F

B.

- 1-a- a wildfire
- 2-c- one thousand
- 3-a- teacher

#### Writing

Answers vary

# Answer Key - Workbook

## Unit 6

### Speaking

Students' own answers

### Reading

A.

1. She designed clothes to people with Down Syndrome.
2. He received a standing ovation for his 2015 performance at Carnegie Hall.
3. Being the first European with Down Syndrome who made his decision to obtain a university degree.
4. He was working hard to increase employment opportunities for people with disabilities.

B.

- |      |      |
|------|------|
| 1. F | 2. T |
| 3. F | 4. F |

### Vocabulary

1. footsteps
2. prove
3. graduated
4. specifically
5. performance
6. instrument

### Grammar

A.

1. a. Dress
2. a. Don't exercise
3. b. save
4. b. Please, don't interrupt

B.

1. Be
2. sit - Open - let's do
3. Don't

### Listening

A.

- |      |      |
|------|------|
| 1. F | 2. F |
| 3. T | 4. T |

B.

- |          |            |
|----------|------------|
| 1. world | 2. strong  |
| 3. sport | 4. tougher |

### Writing

Answers vary

## Answer Key - Review 1

### Speaking

Students' own answers

### Reading

#### A.

1. Genes and life circumstances.
2. If we chase wealth, fame, good looks, material things, and power.
3. People who make a habit of caring for the wellbeing of others tend to be happier.
4. When we are so interested in an activity we enjoy that we lose track of time.
5. Being grateful means being thankful. Being aware means being open to, focusing on, and enjoying the experiences of the present moment.

#### B.

1. a      2. b      3. a      4. b

#### C.

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

### Grammar

#### D.

- |                        |                     |
|------------------------|---------------------|
| 1. a. That             | 2. b. those         |
| 3. a. saw              | 4. b. wakes         |
| 5. b. would not permit | 6. b. haven't heard |
| 7. b. wants            | 8. b. lives         |
| 9. c. revolves         | 10. a. don't run    |

#### E.

- |                  |                       |
|------------------|-----------------------|
| 1. lived         | 2. knew               |
| 3. live          | 4. were watching/went |
| 5. has already   | 6. was sitting/ was   |
| travelled        | cooking               |
| 7. drive         | 8. like               |
| 9. came          | 10. rang              |
| 11. are studying | 12. was working       |

### Writing

Answers vary

Correction

Page 48

#### B.

3. Things we cannot control .....  
(must be corrected to become  
"Things that affect our level .....

### Page 50 exercise E

1. Joe (live) ..... in London in 2000.
2. Tala didn't miss the way. She  
(know) .... the way to the doctors'.
3. They (live) in a big house. They  
like it.
4. While we ..... TV, the lights  
.....(watch/go) out.
8. I (like) ..... your new dress. It is  
very nice.
11. Nowadays, Jane and John (study)  
..... in Chinese



## Answer Key - Progress test 1

### Speaking

Students' own answers.

### Reading

1. He feels exhausted and his legs are shaking; he just hopes he is able to complete the trek.
2. He learnt Nepali's language to make communication easier.
3. Liam is a student from Leeds University in England.
4. Because Liam is younger and stronger than the writer, he is also impatient and always walks ahead of the writer.
5. They are discussing the differences between life in England and life in Nepal.

A

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

### Vocabulary

1. permanent
2. gathered
3. discover
4. beneficial

5. implemented
6. choice
7. fine

### Unscramble the words

1. predict
2. plumber
3. beneficial
4. revive
5. multiply
6. struggle
7. available
8. financial
9. enroll
10. cart

### Grammar

A

1. (are building) - (need)
2. (leaves)
3. (haven't visited)
4. (was running)
5. (was having)
6. (will look)
7. (was studying)
8. (missed)
9. (called)
10. (Watch)

B

to - They - a - his - those - the - but -



and - in - of

Students' own answers. Here are some suggestions.

- A. Well, how many brothers and sisters have you got?
- B. Yes, they do. / No, they don't.
- A. So, what does your sister do? / Where does your sister work?
- A. How long has she been working there?
- A. What about your brother? / What does your brother do?

## Listening

**A**

- 1. False
- 2. False
- 3. False
- 4. False

**B**

- 1. b. (departments)
- 2. a. (phase)
- 3. c. (time)
- 4. b. (important)
- 5. a. (background)

## Writing

Answers vary

### Correction

P 39

Unscramble the words

Word 5

uitlypm

## Module 4

### Outcomes

The student will be able to:

discuss and describe  
some dangerous events,  
experiences and sports

organize ideas

calculate to solve a  
puzzle

summarize a story

identify Past Perfect and  
wish

identify /ei/ diphthong

design his/her personal  
file

## Answer Key - Textbook

### Unit 7

#### Speaking

Students' own answers

#### Reading

A.

1. In 1912 the Titanic ship hit an iceberg on its first trip across the Atlantic.
2. Because they were in the icy water for hours.
3. Because the steamship company had thought that its ship would be completely safe in all situations.
4. Not more than 651 passengers survived.

B.

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

#### Grammar

A.

1. had ever travelled
2. had been in the icy water
3. had not yet received

B.

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

#### Pronunciation

B.

gaze	hate
day	shape
bate	James
shake	ape
sail	

#### Listening

A.

- |      |      |
|------|------|
| 1. F | 2. T |
| 3. F | 4. T |

B.

- |      |      |
|------|------|
| 1. b | 2. c |
| 3. a | 4. c |

#### Writing

A.

1. Yesterday he found a ring in his garden.
2. I received an invitation to a party from my uncle.

B.

1. You will have to write this drill twice.
2. Sometimes it is pleasant to spend an hour in a library./ It is sometimes pleasant to spend an hour in a library.



3. The teacher gave some good advice to the boy./ The teacher gave the boy some advice.
4. Something very funny happened on my way to school./ On my way to school, something very funny happened.
5. They both reached home again.
6. Two doctors used to live opposite our house.
7. I used to visit my cousin in the country very often.

### **Correction**

Page 55

Exercise B / Column A

Sentence 2: (delete “for” at the end of the sentence)

Page 56 / Exercise A

Sentence 2: replace Mr. with Mrs.

## Answer Key - Workbook

### Unit 7

#### Speaking

Students' own answers

#### Reading

A.

4.

3.

5.

1.

2.

B.

1. relatively

2. remarkable

3. fortunately

4. safe

5. luxurious

6. humble

7. incredible

8. dramatic

#### Vocabulary

— proud ≠ humble

— unlucky ≠ lucky

— unfortunately ≠ fortunately

— unknown ≠ known

— unsafe ≠ safe

— credible ≠ incredible

— remarkable ≠ unremarkable

#### Grammar

A.

1. had discussed

2. had already begun

3. had never seen

4. came

B.

1. felt- had taken

2. had already given – got

3. had been- became

4. was – had stopped

5. had become- appeared

6. had never seen- visited

#### Listening

A.

1. F      2. F      3. F      4. T

B.

1. b      2. c      3. c      4. b

#### Writing

Answers vary

## Answer Key - Textbook

### Unit 8

#### Speaking

Students' own answers

#### Reading

A.

1. They use a digital camera , or a smart phone.
2. He decided he would shoot nice landscapes pictures.
3. When people began scaling skyscrapers, cliffs and bridges to capture photos to remember.
4. (Answers vary, Students' own answers).

B.

1. c      2. e      3. a      4. b

#### Vocabulary

Down (number 2 is repeated) so it is modified as follows: to succeed in expressing a feeling, an atmosphere in a picture)

2. capture                      4. incredible

6. shoot

Across

1. spice up                      3. beneficial

5. skyscrapers                      7. scaling

#### Grammar

A.

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

#### Listening

A.

1. F      2. F      3. T      4. F

B.

1. b. in the nearby street
2. c. unexpectedly disappeared
3. c. arrived
4. b. worried about the matter.

#### Writing

Answers vary

#### Story

A.

1. He wanted to fly.
2. Because his flippers weren't wings and his shell made him too heavy to fly.
3. They decided that they would hold a stick which the turtle could hold with his strong mouth.
4. Students' own answers.
5. students' own answers. (Don't change your skin)

B

Students' own answers

## Answer Key - Workbook

### Unit 8

#### Speaking

Students' own answers

#### Reading

A.

- |              |             |
|--------------|-------------|
| 1. miracle   | 2. critical |
| 3. tumour    | 4. survive  |
| 5. tender    | 6. surgeon  |
| 7. innocence |             |

B.

1. The son of the poor family. He had got a tumour in his head
2. Because the boy's condition was critical and he wanted to help the little girl.
3. It cost one pound
4. I would do the same (Answers vary)

#### Vocabulary

- |            |               |
|------------|---------------|
| 1. miracle | 2. Pharmacist |
| 3. despair | 4. operation  |

#### Grammar

A.

1. a. had listened
2. b. would stop
3. b. weren't

4. a. had taken

5. b. weren't

B.

1. She wishes she had studied hard in school.
2. He wishes he had visited the Sorbonne.
3. I wish I were tall enough.
4. They wish they hadn't spent so much money.
5. I wish they were younger/ or were not so old....
6. We wish we had been kind to her.

#### Listening

A.

- |      |      |      |      |
|------|------|------|------|
| 1. F | 2. F | 3. T | 4. F |
|------|------|------|------|

B.

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. c | 3. b | 4. a |
|------|------|------|------|

#### Writing

Answers vary

#### Correction

Page 52

#### Listening

Listen to a short text entitled "Critical Moments", and do the tasks.



## Module 5

### Outcomes

The student will be able to:

discuss values and their positive effects on individuals and society

differentiate between short and long / u / /u:/

design a fact file

recognize the history of time and its measurement

give advice

discuss time and its importance

revise punctuation and capitalization

identify relative pronouns, relative clauses and reported questions

## Answer Key - Textbook

### Unit 9

#### Speaking

Students' own answers

#### Reading

A.

1. Because she wanted to motivate her students and make them do their best in the exam.
2. She was astonished when she found that everyone (all students) had a full mark.
3. She discovered that all students had written the name "Nada" on their papers.
4. Students' own answers. Answers vary.

B.

1. Mariam was a teacher in the school.
2. She decided to give a gift to the student whose marks are excellent.
3. The gift was a new pair of shoes.
4. The teacher with her students thought of a solution for choosing the winner.
5. Each student wrote the same name "Nada" to get the prize.

#### Vocabulary

A.

1. motivate
2. poverty
3. award

B.

1. poverty
2. award
3. motivate

#### Grammar:

A.

1. who
2. which
3. whose
4. whom
5. where
6. which/that

B.

1. d. This is the bank which was robbed yesterday
2. e. My parents bought a new house that was very expensive
3. a. The woman whose car was broken is my neighbour
4. b. My sister teaches in a school where we all studied
5. c. He arrived at seven when it was nearly dark

#### Listening

A.

1. F
2. F
3. T
4. F

B.

1. b. weak
2. b. dimple
3. c. refused
4. b. months

**Writing** students' own answers

## Answer Key - Workbook

### Unit 9

#### Speaking

Students' own answers

#### Reading

A.

1. To be a responsible, productive member of society, to make a positive contribution to her nation, to develop a strong character and understand her legal rights as well as her duties.
2. When we don't have what we like, we must like what we have.
3. She spends her free time in the school library reading about her country's history and social studies
4. Answers vary

B.

1. c      2. d      3. b      4. a

#### Vocabulary

dead	encourage
produce	comfortable
responsible	honour
contribution	talent

#### Grammar

A.

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

B.

1. A person who has a lot of friends is lucky.
2. Martha has a brother whose name is Manuel.
3. That is the house where I grew up in with my sister Emilia.
4. I remember that wonderful summer when the whole family gathered again.
5. Leila gave me a beautiful souvenir which she bought from Al-Hamideya souk.
6. The teacher smiled at Sami who was working very hard.
7. I couldn't write with that pen which Dana gave me.
8. I like to eat in that restaurant where the food is healthy and the price is reasonable.
9. Last week I met Mrs. Smith who lives next door.



## Listening

### A.

- (5) Can we stop the hands of time
- (2) When we're hostages of hate?
- (3) Will it be heard above
- (7) In this world of push and shove
- (1) Can we sing a song of love
- (4) The shouting at the gate?
- (8) Can we sing a song of love?
- (6) Can we hold the hand of fate?

### B.

- 1. b. fear                      2. b. olive
- 3. c. fighting                4. a. doors
- 5. a. hope

## Writing

Students' own answers.

## Answer Key - Textbook

### Unit 10

#### Speaking

Students' own answers.

#### Reading

A.

Students' own answers. Here are some suggested answers.

1. Time is something valuable.
2. It is good to use our time fruitfully.
3. Wasting time is a wrong doing.
4. if we utilize time properly, we will be able to fulfill our aims in life.

B.

1. .... they had spent.
2. ....as more important and valuable than money.
3. ....you master the technique of managing time.
4. ...., it helps you to achieve more in life.

#### Vocabulary

A.

1. applicable
2. principle
3. efficiently
4. attain
5. productive

#### Grammar

B.

1. spoke
2. was
3. had
4. could
5. was

#### Pronunciation

B.

**/U:/** rude - cruel - true – blue-  
group- fruit

**/U/** pull- took- bush- cook- foot-  
would

A.

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

B.

1. F
2. F
3. T
4. F

#### Writing

It was Dania's 15th birthday. She didn't expect us, but her mother was in business. She helped us organize this day. Dania did not guess anything.



First, her mother sent Dania to the store. At the same time, we were preparing her room for her arrival.

There were a lot of balls and gifts. For 15 minutes we managed to arrange everything just fine, but our plan failed. While we were preparing her room, she saw us through the window. She was impressed by our preparations. She remembers this birthday as the most positive and enjoyable one.

### Focus On

1. It's seven past nine.
2. It's two after eight.
3. It's five past ten.
4. It's seventeen after eleven.
5. It's five before (to) two.

## Answer Key - Workbook

### Unit 10

#### Speaking

1. He is lying on a sofa, relaxing.
2. He is eating popcorn-watching TV.
3. Lazy, Inactive, wasting time....

#### Reading

##### A.

1. He was a lazy man.
2. He told him to go to his treasury and collect as much wealth as he can.
3. He wasted a lot of time before going to the king's treasury.
4. He arrived at sunset.

##### B.

- |      |      |
|------|------|
| 1. F | 2. F |
| 3. T | 4. T |
| 5. T |      |

#### Grammar

##### A.

1. we had met
2. had passed
3. if/whether they were
4. I had read
5. had cost
6. was going

##### B.

1. where her umbrella was.
2. how we were.
3. if/whether he had to do it.
4. where she had been.
5. which dress she liked best.
6. what they were doing.
7. if (whether) I/we had enjoyed the festival.

#### Listening

##### A.

- |      |      |
|------|------|
| 1. F | 2. T |
| 3. F | 4. T |

##### B.

- |                |            |
|----------------|------------|
| 1. Grandfather | 2. passed  |
| 3. fifteen     | 4. managed |

#### Writing

Students' own answers

## Module 6

### Outcomes

The student will be able to:

discuss communication and its effects on life

identify passive voice (past simple) as well as possessive and reflexive pronouns

recognize matter in chemistry

generate and produce his own ideas

differentiate between /ɔ/ and /ɔ:/

identify and recognize inspiration

interpret how technology affected communication all over the world

use different ways to communicate

outline a plan to go on a journey

summarize a story



## Answer Key - Textbook

### Unit 11

#### Speaking

Students' own answers

#### Reading

##### A.

1. It can make you healthier, happier or more fulfilled.
2. If a person tells you a secret it stays between you and him/her.
3. Because people would get upset.

##### B.

1. if you volunteer to help someone.
2. don't say it at all.
3. an eye contact
4. fully understand the meaning behind them

#### Vocabulary

1. of
2. in
3. to
4. of
5. about

#### Grammar:

1. was changed
2. were inspired
3. was insulted

#### Pronunciation

/ɔ/	/:ɔ/
box	bought
spot	torn
clock	court
dock	torch
rob	born
lost	horn

#### Listening

##### A.

1. c- Egypt
2. c-grandparents
3. c – father's
4. a-France

##### B.

1. True
2. False
3. False

#### Writing

1. daughter
2. attend
3. gifts
4. friends
5. photographs
6. presents
7. button

## Answer Key - Workbook

### Unit 11

#### Speaking

Students' own answers

#### Reading

##### A.

1. False. in 1896 a newspaper article entitled "A Signal from Mars" had offered one.
2. False. the idea of wirelessly sending and receiving waves through the air was developed.  
New methods of searching for communications from space were offered.
3. False. Nicola Tesla made the astonishing claim that he was receiving radio communications from Mars.
4. False. It became increasingly clear that there was no intelligent life on other planets in the solar system.

##### B.

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

#### vocabulary

strange	possible	early
serious	clear	further

#### Grammar

##### A.

- |                 |              |
|-----------------|--------------|
| 1. were written | 2. delivered |
| 3. was returned | 4. gave      |
| 5. were served  |              |

##### B.

- |                  |               |
|------------------|---------------|
| 1. b. was pulled | 2. b. reached |
| 3. c. was built  | 4. c. me      |
| 5. a. helped     |               |

##### C.

5. was invented by Thomas Edison.
6. was awarded a prize.
7. were taken for a drive in the new car.
8. were designed by Tom.
9. The winning goal was scored at the championship.
10. A new school was built last year.

#### Listening

##### A.

- |          |          |
|----------|----------|
| 1. True  | 2. False |
| 3. False | 4. False |

##### B.

1. b- graduation
2. c- four years
3. a- Cathy
4. c- dinner

#### writing

answers vary

## Answer Key - Textbook

### Unit 12

#### Speaking

Students' own answers

#### Reading

**A.**

1. It refers to the nonverbal signals that we use to communicate.
2. Happiness, sadness, and surprise.
3. It refers to defense.
4. Because they are trained on using sign and body language.

**B.**

1. .... huge part of our daily communication.
2. .... still convey volumes of information.
3. .... dislikes or is not comfortable with that individual.

#### Vocabulary

Verb	Noun
communicate	
	expression
move	
	suggestion
	determination
	defence

#### Grammar

1. our                      2. itself                      3. our
4. yourself              5. themselves              6. her

#### Listening

**A.**

1. True                      2. False                      3. False
4. False                      5. False

**B.**

1. c – in the morning
2. c – his close friends
3. a – in the countryside
4. c – Friday

#### Writing

Answers vary

#### Focus on

##### Chemistry

1. liquid                      2. solid                      3. held
4. shape                      5. tightly                      6. liquids
7. poured                      8. container                      9. gases
10. invisible                      11. spaces                      12. gas
13. liquid                      14. solid

#### Story

**A.**

1. He used to cut wood in the forest and sell them in the market.
2. If he does not destroy her home, she will fulfill his three desires instead.
3. Because he wasted one chance.
4. Answers vary.

**B.**

Students' own answers

## Answer Key - Workbook

### Unit 12

#### Speaking

Students' own answers

#### Reading

A.

1. Language is considered a very complex form of communication that occurs among humans.
2. They can use words while talking and they cry and make faces to express feelings.
3. They communicate with sounds and gestures.
4. When they are babies, but they slowly learn the words of language and use them as a form of communication.

B.

1. True
2. False. Babies can slowly learn the words of language and use them as a form of communication
3. True
4. False. Animals don't have a true language like humans but they can still communicate.

#### Vocabulary

1. intellectual
2. response

3. gesture

4. sign

5. commands

#### Grammar

A.

1. yours
2. mine
3. ours
4. hers
5. theirs
6. his
7. its

B.

1. himself
2. yourselves
3. themselves
4. herself
5. yourself
6. myself
7. ourselves

#### Review of question tags

1. don't you?
2. is he?
3. are they?
4. did he?
5. have they?
6. shall we?

#### Listening

A.

1. c- wedding
2. b – a small party
3. a- buses

B.

1. F
2. T
3. F
4. F

#### Writing

Answers vary

#### Correction

Mary is here, isn't she?

## Answer Key - Review 2

### A.

1. They will appreciate that you value their opinion.
2. You can help them do their schoolwork or clean up.
3. Respect your teachers, do your homework and keep your grades up to the best of your ability.
4. Answers vary

### B.

1. c      2. d      3. a      4. b

### C.

- |                   |                   |
|-------------------|-------------------|
| 1. had            | 2. could play     |
| 3. wasn't/weren't | 4. wasn't/weren't |
| 5. weren't/wasn't | 6. had            |
| 7. could afford   | 8. had            |

### D.

1. if/whether the boys were reading the book.
2. if/whether Tim was leaving on Friday.
3. if/whether it would rain the next day.
4. where we played football that day.
5. why Nick hadn't gone to New York the previous summer.
6. if/whether Max had flown to London two weeks ago.

### E.

1. A chocolate cake was baked yesterday by the chef.
2. A new house was built by workers.
3. Students were advised to study well by the school manager.
4. A lot of coffee was drunk by mom.

### F.

- |                 |                |
|-----------------|----------------|
| 2. is it?       | 3. aren't you? |
| 4. didn't she?  | 5. did he?     |
| 6. don't they?  | 7. hasn't he?  |
| 8. isn't it?    | 9. will he?    |
| 10. didn't she? |                |

### G.

- |          |          |
|----------|----------|
| 1. which | 2. who   |
| 3. who   | 4. which |
| 5. whose |          |

## Writing

Answers vary

## Answer Key - Progress test II

### Speaking

Students' own answers.

### Reading

A.

1. We only have to sign up to a pen pal website.
2. Because it helps us build bonds with people that speak foreign languages.
3. Being a nice person and willing to learn about new experiences.
4. Answers vary. Students' own answers.

B.

1. different countries and their culture.
2. from all around the world.
3. different cultures and different life styles.
4. respect their privacy and try to learn the best from them.

### Vocabulary

1. e. make friends
2. c. start a conversation
3. d. create a profile
4. a. sign up to Facebook
5. b. learn about new experiences

### Grammar

A.

- |         |          |
|---------|----------|
| 1. your | 2. their |
| 3. He   | 4. our   |

B.

- |                      |                 |
|----------------------|-----------------|
| 1. was looking after | 2. heard        |
| 3. ran               | 4. were coming  |
| 5. went              | 6. had burnt    |
| 7. was going out     | 8. was laying   |
| 9. had pulled        | 10. said        |
| 11. realized         | 12. was holding |
| 13. had risked       |                 |

C.

1. He asked me how old my father had been when I had gone to school.
2. She said she had liked classical music when she had been at school.
3. My teacher wondered if I played any sports at university.
4. Mark told us they had been to France for a month.
5. I asked Sally when she had gone to the party.
6. He wondered if it had been cold.

7. She told me that they had stayed in a big hotel.
8. I asked the tourist if he needed directions to reach his destination.
9. He asked him why he had left his job.
10. He asked where the post office was.

**D.**

1. The mistakes were corrected by the teacher.
2. The wallet was given to the police station by Lauren.
3. The bell was rung a few minutes ago by the children.
4. The whole story was forgotten in a few days.
5. He wasn't questioned very closely.
6. Two men were killed yesterday by the wild animals.

**E.**

1. I bought a car which is very fast.
2. She worked for a man who used to be an athlete.
3. We broke the computer which/that belonged to my father.
4. She loves books which have happy endings.
5. He sent an e-mail to my brother who lives in Australia.

6. Michael, who is wearing a blue jumper, is in the garden.
7. The television, which was bought 20 years ago, was stolen.
8. The fruit, which is on the table, isn't fresh.
9. The table ,which was my grandmother's, got broken.

**F.**

- |                |                 |
|----------------|-----------------|
| 1. aren't I?   | 2. don't they?  |
| 3. will she?   | 4. can he?      |
| 5. weren't we? | 6. shouldn't I? |

## Listening

**A.**

- |      |      |      |      |
|------|------|------|------|
| 1. T | 2. F | 3. F | 4. T |
|------|------|------|------|

**B.**

- |      |      |      |
|------|------|------|
| 1. b | 2. a | 3. c |
|------|------|------|

## Writing

Students' own answers.

### Correction

Page 79

**B.**

The rubric must be corrected to be:  
Complete the following sentences from the text.



## Tape script - Textbook

### Module 1

#### Unit 1

##### Listen to Adam talking about his experience with a Scout Group

Hello, my name is Adam. I joined Watad when I was 10. Now I am 14. I've spent four years as a scout and enjoyed it a lot. Our group usually meet once a week, on Friday from 2 to 4.

Our uniform consists of navy blue shorts, a blue shirt, a yellow neckerchief, long socks and black shoes. But in our regular meetings, we only wear the neckerchief with casual outfit. We have different activities about child protection, women and community development. Nowadays we are learning sign language. I advise you all to join a scout group because I learned a lot from the scout camps and from all the activities I shared with my friends. That helped me improve my character and the way I serve my community and country, and I also gained the respect of others. Last week, we helped homeless people by giving them clothes and food, and we once supported the down-syndrome people who were working in a cafeteria.


#### Unit 2

##### Listen to Shaza, Daniel, and Ahmad talking about their individual initiatives, then do the tasks below.

Shaza: I once visited my daughters' school and was surprised to see some girls who don't wear suitable clothes or shoes for winter. So, I contacted everyone I know that can help by either buying new clothes for them or sharing some clothes with them.

Daniel: On my way to work, I used to come across a house with no windows





and a tin ceiling. I felt responsible for repairing this house because it is in my street. And so, I did. I asked my friends to offer the family who live in this house some help, and all were cooperative.

Ahmad: I am 15 years old. I noticed that many old people in my street face difficulties in carrying their groceries. So, I thought of offering them some help. Every day, after I come back from school, I visit them and ask them about what they need, then I do the shopping for them. Later, my friends joined me and made things easier for everybody.

## Module2

### Unit 3

- Listen to Steve and Lisa talking about the future, and then do the tasks.

Steve: I think a lot of things will change in the future. India will be the first largest economy in the world replacing China. India will have many problems with its demographics. The world will also have a lot of problems with the pollution and the climate changing. We will need to find other resources, because there will be more than nine billion people on Earth.


Lisa: Our world will not be the same in the future. We will improve our technology and everybody will be able to speak at least five languages. People will live peacefully and different countries will not have nuclear weapons. We will be able to explore the space and to find other planets where people can live.

### Unit 4

- Listen to Michael and Fatima talking about their ideas for the future, then do the tasks.

Michael

People will live in underground cities. It will be cool and comfortable. The



land above the ground will be for growing food, and there will be many green spaces and national parks. People will travel around on small flying cars so they will be able to get everywhere quickly. My city will have fresh air because we will not pollute the environment.

Fatima

Schools will be really different in the future. They will have computers for all students. We will not use books to study because we will use CD-ROMs. Students will not have to go to school every day. They can study at home. Tall buildings will surround my city. Restaurants will have robot waiters and trains will have robot drivers. With the help of computers we will be able to travel easily from one country to another. Some people will not live on the Earth; they will live in space.

## Module3


### Unit 5

**Listen to the story of John about (The Decision That Changed His Life ) and do the tasks .**

I want to talk about a decision I made that has changed my life forever. One of the most important decisions I made was to give up soda. I know that it seems like such a tiny decision, but it truly has changed my life.

I gave up soda about a month and a half as a healthy step. At first, I thought it was going to be really hard giving it up, but after the first two weeks, I wasn't thinking about soda at all. I started eating better, exercising more and just living a better life. Later, I noticed how healthier my life became. I lost 10 kg by cutting out soda.

I wanted to give advice for those who were in the same situation as I was. Whenever you want to give up something that you think you can't live without, it really depends on how dependent you are on what you are giving



up. My friends also really helped me by reminding me of the reason why I was doing it. I don't regret my decision whatsoever. I hope you are inspired by my story to give up something that is bad for you.

## Unit 6

**Listen to the decision of a group of students on how they help their village and do the tasks.**

Last year, there was a huge wildfire in my village which destroyed it. After several days, I was feeling sorry for what had happened. Then, I asked my friends in our school if we can do something that would help our village. We held a meeting with our teachers and decided to work hand in hand to help our village. We are its loyal children, so we brought 1000 trees to plant in the forest. The next day, we went to the forest with our teacher and we were so excited because it's the right time to give our village a hand. Our teacher, Ahmad, was a villager and gave us some advice about how to plant trees. We worked hard all the day, but we were over the moon because helping our village in its worst days is something priceless. We made a schedule about how to take care of these trees and water them regularly. Also, our the forest in our village has suffered from loggers who want to destroy our natural resources. So, we decided that if we see someone cutting down trees, we should advise him to stop doing that to protect our village «United we stand, divided we fall`. You have to be a hero and make a great decision for the sake of your homeland.

## Module 4

### Unit 7

**Listen to the following story which happened to Mrs. Tyler on the plane, then do the tasks below.**

Narrator: The cabin crew put out a desperate call to the passengers: “If there’s

a doctor on the plane, could you please press your call bell?"


The cabin crew waited curiously and wished they could hear the sound of one of the call bells because they knew that there was little hope to find a doctor on the plane. But and fortunately there were 15 doctors on it, and all of them were cardiologists. They were from different countries. They were travelling to the U.S.A for a medical conference. Doctors rushed to give emergency treatment to Mrs. Tyler. At one moment they thought she had died, but finally they managed to save her life. The plane made an emergency landing and Mrs. Tyler was taken to hospital. After she had been at hospital for few days, she was able to go to her daughter's wedding.

Mrs. Tyler: I was very lucky. If those doctors hadn't been on the plane, I would have died.

## Unit 8

### Between Reality & Imagination

Last holiday Kate and her family went to France to enjoy their time. It was really a very interesting holiday with a bit of mystery. They were having a great time during skiing in France. Every morning they skied for three or four hours before lunch. After lunch, they went for a sightseeing tour around some places in France. One day while they were leaving the hotel to go skiing, as every day, Kate saw a boy with a black hat on in the nearby street. Her eyes were wide opened as she was looking at him in surprise because he wasn't wearing shoes and it was snowing. Ten minutes later, Kate was skiing when she saw the boy once again. Suddenly he was standing in front of her and she hit him by accident, she was really sorry and asked him if he was Ok. Then Kate stood up but the boy didn't say a word and unexpectedly disappeared. While Kate was looking for him, her Dad arrived. She told him about the boy. Kate's Dad was worried about the matter and they looked for



him together everywhere in the snow, but all they found was a small black hat. Kate was terrified, but when she opened her eyes she found herself lying on bed. She laughed, it is was just a dream.

## Module5

### Unit 9

**Listen to the story entitled “No good deed goes unrewarded” then do the tasks below:**

A young girl used to sit on her wheeled-chair besides the window of her bedroom watching whatever going round in the neighbourhood outside her house. She always watched that boy who used to deliver newspapers in the area. He looked very smart in spite of his poor look.

One day she noticed that the boy was sweating, he seemed very weak and it was clear he was hungry. When he reached the girl’s house, he asked for a glass of water, but seeing his poor state, the girl came back with a glass of milk. The boy asked how much he owed her for the milk, but with a smile that showed the beauty of an unforgettable dimple on her cheek, she refused payment.

Days passed and few years later, the girl, who was now a grown woman, fell sick. She visited many doctors but they all told her that her medical situation is difficult and costs a lot of money to be cured. Finally, she heard of a newly graduated doctor who is specialized in cases like hers and she decided to visit him.

The doctor spent months treating her until she was finally cured. Despite her happiness, she was afraid she couldn’t afford to pay the bill. But, when the hospital handed her the bill, it read, ‘Paid in full, with a glass of milk.’

## Unit 10

**Listen to the dialogue between two friends, then do the tasks.**

Tom: Hello! Rita. How are you?

Rita: Hi! I'm fine. What about you?

Tom: I'm fine, too. What are you doing now?

Rita: I'm reading a storybook. It's my favourite hobby.

Tom: Why do you like reading and how do you spend your leisure time?

Rita: Oh! Book gives me much pleasure and different information about different things. Mostly, I spend my leisure time by reading different books.

Tom: What types of books do you like most?

Rita: I like science fiction, novel, storybooks etc.

Tom: Nice!

Rita: Oh! I also like to roam in my leisure. What about you?

Tom: I spend my leisure time in gardening. In my garden, I have planted different types of trees. It gives much pleasure.

Rita: Thanks Tom.

Tom: See you soon. Bye.

Rita: Bye.

## Module 6

### Unit 11

**Listen to Fred and Jamal talking about the changes technology added to their lives and do the tasks.**

Hi, I'm Fred

I think about all the challenges we used to have to deal with just to keep in touch I am very thankful that it is so different these days. I left my country to live in London. My children still speak to their grandparents every week on Skype. They could still read them a bedtime story from Egypt. We are





always in touch and available. The cost of mobile phone calls may be high but is much cheaper than in the past.

Hi, I'm Jamal

When I went to school in France, at that time, our post to Nigeria would take 3 months to arrive to my parents. I would write a letter home each week knowing that I would get to Nigeria before the letters. Even the letters I received and read were full of out-of-date news but still precious as a real link to my family. Many years later my father got a job in Australia. My family moved from Nigeria to live there. I still remember that I could send weekly letters directly to my parents through my father's work email.

## Unit 12

**Listen to Adam leaving a message to his friend Peter, then do the tasks.**

Hi, it's Adam. How are you Peter? I guess you're at work and you don't have your phone on, right? First, thank you, for the birthday card and message. I received it this morning. That's so nice of you. I'm organizing a little party for my birthday. It's nothing very big – only a few of my best and closest friends. That means you too! We're going to have it at my cousin's house. He lives in the countryside in a nice big house with a swimming pool. I'd love to see you there. It's going to be this Friday. I'll send you the instructions on how to get there later, OK?

## Tape script - Workbook

### Module 1

#### Unit 1

**Listen to a conversation between Thomas and his employer.**

Employer: Hello. What's your name?

Thomas: Hello. I'm Thomas.

Employer: Do you have your papers?

Thomas: here they are.

Employer: when can you start?

Thomas: start?!!!! Am I hired already?

Employer: Yes.

Thomas: but you haven't asked me any questions about the job.

Employer: you have already passed the behaviour test we made.

Thomas: Which behaviour test?

Employer: You put the door latch back because the door was open, returned the hose to its place because water was spilling on the street, and you switched off the lights as there is no need for them during the day.

Thomas: I see. Well, thank you sir. I can start tomorrow morning.

Thomas to himself: "I got the job because of my father's advice. He always tells me to turn the TV or the fan off when I am not in the room or to bring the pen when I drop it. The funny thing that the way my father brought me up is the way that started my future and made this big difference in my life. I will never feel upset when listening to my father's advice."

#### Unit 2

**Listen to Sima and Janie talking about the importance of trees.**

Sima: Hi Janie! What are you doing?



Janie: I was just watering the plants.

Sima: Well, you are doing great thing

Janie: thank you

Sima: you know trees are very important for us. they give us oxygen and take carbon dioxide in. Trees are very helpful to us

Janie: that's why we must save nature

Sima: yeah and we must stop wasting paper.

17 trees are cut down to make a ton of paper.

Janie: People are so selfish they cut down trees for their home needs

Sima: we must save trees.

Janie: I have decided that on my birthday every year I am going to plant a small tree.

Sima: yes. Yes, why not for sure we will ask our class mates also to do so

Janie: that's a great idea. let's go.

## Module 2

### Unit 3

**Listen to Malek talking about his goal and expectations, and then do the tasks.**

#### My Goal and Expectations

I often wonder about my future as I'm going to finish school. My goal for the future is to become an architect. I would like to do this profession to serve my country, help poor people who can't afford money to build their houses and to create new artistic designs for a more beautiful world. However, in order to achieve this goal, I should exert great efforts in my education.

First, I must work hard in order to pass my exams with excellent average, then I'm going to choose mathematics, the branch I like. After I go to a secondary school, I'll spend all my time preparing for my baccalaureate exam. As soon



as I pass my exam and graduate from college, I'll run my architecture office to be the most creative, modest and successful architect in my country.

## Unit 4

**Listen to a short paragraph about a trip around the moon.**

A Japanese billionaire has invited eight members of the public to join him for a trip around the Moon. «I want people from all kinds of backgrounds to join,» he said in a video on Twitter, where he also shared a link to application details.

He said: «I will pay for the entire journey, so those who come onboard will fly for free».

The mission, called «Dear Moon», is scheduled to fly in 2023.

«Travelers who will be accepted should show an activity in which they had helped other people and their society in some way, and they should be willing to support other crew members,» he said.

«I have bought all the seats, so it will be a private ride,» he added.


The billionaire who is an art collector, previously said that he planned to invite "artists" for the voyage on the Star ship rocket, but then he said "I will give people from around the globe the chance to join this journey".

## Module 3

### Unit 5

**Listen to Bill's decision (The shoulder operation) and do the tasks.**

Bill is a baseball player. He had a problem with his shoulder. It prevented him from playing well, but he could still play most of the time. He had to stay out once in a while to give his shoulder a rest. His doctor said he needed an operation in order to be completely cured if it was successful. But there were some chances that the operation may fail. Bill would have to quit playing if the operation failed. It was hard for Bill to decide what to



do as he had five years left in his baseball career. Finally, Bill decided to do this operation and fight until the last breath. After several weeks, Bill had the operation, fortunately it succeeded and he returned to play baseball. He says that when life wants to bring you down, you have to be brave and make a great decision that will change your life.

## Unit 6

**Listen to a girl named Anna. She succeeded in making her decision. Then do the tasks .**

Once upon a time, there was a journalist named Anna. Anna was not happy . She was overweight and unfit. One day, she said to herself with a strong decision: "you can do much more than this. Just do something . Go for a walk". And that is what she did. She enjoyed her walks so much she wanted to do more. She ran long distances. She decided to work out at the gym; when she discovered weightlifting she knew this was the sport for her. Anna`s life changed when she decided to start competing in many countries and became very famous across the world.

I like being strong, says Anna. "Being a girl does not mean you can`t be as stronger as a boy, or even stronger!"

She liked weightlifting so much that she started training . She thinks everyone should decide and find a sport s/ he likes, and practices it. She says sport is good ,it creates peace and unites nations. No matter what the challenges are, never give up your dream. The more you persist , the closer you are going to get your goals. When things get tough, just get tougher.

## Progress Test 1

**Listen to a group of friends discussing their new project then do the tasks below.**

Mary: Thanks for coming, everyone. So, we're here today to decide together about the timeline for our new project and make sure it works for all departments. Let's first think about the scheduling of each project phase. What do you think, Jack?

Jack: I think we should begin phase one as soon as possible. We can work out the rest as we go along.

Dani: I'm sorry, I don't think so. We might make a wrong decision and waste time if we're not fully clear on where the rest of the project will take us.

Mary: I agree with you on that point, Dani. However, we'll waste too much time if we wait until everything is planned. I think we should start quickly and then adapt as we go along. Carol, do you agree we should get the plan right first, and then start with phase one?

Carol: I don't agree with you Dani. It's important to have a good plan. But even good plans can change. We need to be flexible, and we also need to move quickly.

Mary: So, should we try to reach an agreement?

Jack: Well, you're the project leader. Let's go with your decision.

Carol: Yes, I'll follow your lead, Mary.

Dani: I still don't think this is the right decision, but I'm happy to go with the majority. We should add some space into the schedule later for additional work that "flexibility" will need.

Mary: Don't worry, Dani, we will. So, it's decided then. We'll start phase one and, in the background, we'll continue planning the later phases and adapt them as we go along.

## Module 4

### Unit 7

Listen to a text about Olympic athletes and do the tasks.

#### On The Safe Edge

How do Olympic athletes handle the pressure of competing when the whole world is watching? The key to their success is called being «on the safe edge.» Their mind and body are working perfectly together, and they are at their best level of performance.

How do they get «on the safe edge»? It's a matter of training both body and mind. Athletes train their muscles to remember specific movements and skills. They take care of their bodies they eat right and get rest. Their breakfast is of complex carbohydrates and lean protein, then they eat again every 3-4 hours and within 90 minutes of working out and drink pure water. High-level athletes that are training hard need 8-10 hours of sleep. Focus on quality of sleep by going to bed before 11 p.m.. and they make their sleeping environment as dark as possible.

Similarly they train their minds. They learn to concentrate and control their emotions. Instead of worrying about failing, they practise being calm, thinking positive thoughts, and imagining success.

### Unit 8

Listen to a short text entitled «Critical Moments» and do the tasks.

#### Critical Moments

Susan is a hard-working lady of about thirty two years old. She always manages to keep everything tidy and organized. She is never late to work or to any other places she wants to go to. She hates to live in a mess. But last Monday was an exception for Susan. It was a terrible day. It started badly and just got worse.

She woke up late because she'd forgotten to set her alarm clock. Because



she was late, she ran in a hurry to the train station but when she got there she realized that she had forgotten her purse at home so she couldn't buy a ticket and missed the train. As a result, she had to walk to work.

By the time Susan arrived at work, the meeting had already started. She really wanted to finish work at the usual time of 5pm because she wanted to go to the wedding ceremony of her best friend. But she couldn't leave on time because she didn't complete the report her boss had asked for.

She left work late, and by the time she arrived at the wedding party, the party had already finished. She burst into tears like a child.


## Module 5

### Unit 9

Listen to “The Song of Peace” and do the tasks below:

Can we sing a song of peace  
In a world that's full of fear?  
Can a melody of hope  
Ever hope to dry a tear?  
It's an easy thing to say  
And it's so hard to hear.  
Will the fighting ever cease  
If we sing a song of peace?  
Can we sing a song of love  
When we're hostages of hate?  
Will it be heard above  
The shouting at the gate?  
Can we stop the hands of time  
Can we hold the hand of fate?  
In this world of push and shove





Can we sing a song of love?  
Can we sing a song of peace  
When they're knocking down the doors?  
Can you hold an olive branch  
And hang on to what is yours?  
Till the weapons that destroy  
Go to join the dinosaurs  
Will there still be hope at least  
If we sing a song of peace?

## Unit 10

**Listen to a short story on the importance of time.**

Rami and Rosa, sister and brother, both studied in school. They loved their grandparents who visited them for fortnight. But both children had their exam. So their mother told them they should finish up with exam preparations before their grandparents visit because then they would be busy playing and chatting with them.

Children spent the whole days talking and moving around with their grandparents. Then few days were left for their exams to start, but their grandfather was sick and sent to hospital.

Entire family was now busy looking after him and children were worried about their studies. Their grandfather felt better. Children also finished exams and it was vacation time. Normally grandfather would stay for 15 days in their place but this time he stayed 15 days more. Then grandfather thanked them for the care they had. Both children had passed their exam. Children realized that it was because they had utilized the time, they could still manage to pass exams even though they could not study in last week before exams.

## Module 6

### Unit 11

Listen to a dialogue between two old friends who met accidentally after many years at a supermarket, then do the tasks.

Peter: Hi, it's Anna, isn't it?

Anna: Hi, Peter. How are you? I haven't seen you for ages!

Peter: Yes, I think it was four years ago at Cathy's graduation party.

Anna: I can't believe how different you look.

Peter: Do you think so?

Anna: Yes! You've changed. You used to have a long hair. You've cut it.

Peter: well, that's true. I have had it cut for at least three years now. I've changed my job too. You remember I used to work in the book store?

Anna: Yes... What do you do now?

Peter: I work for a computer software company in the city. So what about you?

Anna: Well, I've changed my job too. Now, I work with my father in the sales department.

Peter: Do you still see Cathy?

Anna: I saw her last week in fact. She's just had a baby.

Peter: Oh wow! I can't believe that - Cathy, a mother!

Peter: Look, I've got to hurry off now but it's been great talking to you. Should we meet up for dinner this week and catch up on old times?

Anna: Absolutely! Here's my home number.

Peter: Ok, I'll call. Bye for now, Anna.

Anna: Bye Peter.

### Unit 12

Listen to Jane inviting her friend Sandy to a party and do the tasks.

Jane: Hello, Sandy !



Sandy: Oh, hi Jane .

Jane: It's my sister's wedding tomorrow, would you like to come?

Sandy: Oh, of course it's my pleasure. When is the wedding?

Jane: It's tomorrow at nine pm.

Sandy: Is it going to be a big celebration then?

Jane: No, it's just a small party for family and friends. We're serving dinner and cake. We'll be very happy to join us.

Sandy: Sure, I'll do. What about the place? Where is it going to be?

Jane: It is at a nice restaurant downtown. There will be buses waiting for the guests at the city center to pick them up.

Sandy: Great! I should go and choose a nice dress then. You've chosen yours, haven't you?

Jane: of course. It's a very beautiful, pink dress!

Sandy: Oh! I can't wait to see you wearing it. I'll see you tomorrow at nine then. good bye.

## Progress Test II

**Listen to Mark and Judy talking about their concert .**

Mark: Hi Judy! Are you ready for the school concert tomorrow? I've been practicing all the week so I think it'll be OK.

Judi: you know Mark, I've been thinking about that new piece of music we're going to playing. Laces where it sounds a little bit difficult to play. My guitar was making a funny noise, that could be embarrassing.

Mark: I'm a bit worried about my solo part, especially with all those people watching.

Judy: Imagine how awful it would be to make a mistake with your mum and dad there! I'm not so bothered about strangers, though.

Mark: Just stay cool. If you mess up, just keep going like nothing's happened.



Judy: I think we need to practice more for today too.

Mark : I agree with you . I suggest we go and rest for now, then let's meet in the evening to practice.

Judy : Ok and I'll call our coach to be with us too.

Mark : ok . see you then. Good bye

Judy: goodbye

