



وزارة التربيبة والتعليم Ministry of Education

KSA - Edition

English Language

Secondary Stage Credits System Level Two

نظام المقررات Preparation Course البرنامج المشترك Preparation Course المستوى الثانى

Semester System English Language 2

اللغة الإنجليز المرحلة الثانوية النظام الفصلي الإعداد العام اللغة الإنجليزية ٢

كتاب المعلم **Teacher's Manual**



طبعة ١٤٣٧/١٤٣٦ه Edition 2015/2016





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وزارة التربية والتعليم Ministry of Education

English Language

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Secondary Stage

Credits System

Compulsory Program

Preparation Course

English Language 2

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Level Two

Contents of Teacher's Manual H. Q. Mitchell - Marileni Malkogianni

نلظا

1

Edition

Introduction	2
Contents of Student's Book	6
Module 1	8
Culture page	21
Module 2	22
Cross-Curricular page and poem	35
Module 3	36
Culture page	49
Module 4	50
Cross-Curricular page and poem	63
Module 5	64
Culture page	77
Module 6	78
Cross-Curricular page and poem	91
Module 7 Optional	92
Culture page	105
Module 8 Optional	106
Cross-Curricular page and poem	119
Workbook Listening Transcripts	120
Track list for Class CDs	123
Pacing Charts	125

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OUTLINE OF THE COURSE

Objectives

Traveller is an exciting and easy-to-use course in English, which smoothly takes learners from Beginners to Advanced level. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Traveller* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Traveller follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- Communicative to help students establish relations, exchange information and express ideas, attitudes and feelings.
- Socio-cultural to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- Learning how to learn to help students plan their work over a time span and set themselves realistic objectives.
- Language and cultural awareness to help students acquire an understanding of the language and culture.

Syllabus

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

Organisation and length of the course

Traveller 2, the second book in the series, effectively brings learners to a level of linguistic ability at which they can satisfy their basic communication needs, level A2 (Basic User/Waystage) of the CEF.

The book is organised in eight modules, each of which is based on a general topic. The modules are well-organised within a steady framework. Each module consists of a cover page, 5 two-page lessons, a round-up section and a cross-curricular/culture page for extra reading. In this way, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

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

- Lively dialogues presenting real spoken English.
- Emphasis on vocabulary building.
- Cross-curricular and cultural information.
- The language used. It is principally British English. However, the writer has taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- Personalisation activities
- Opportunities for promoting learner autonomy with learning tips, self-assessment and *Now I can* sections, learning objectives on the cover pages, through the use of the Portfolio, etc.
- Inductive approach to the presentation of grammar and vocabulary. Other features which facilitate the learning process include relating new information to prior knowledge with warm-up activities, asking open-ended questions, through problem-solving activities, etc.
- A portfolio featuring a self-assessment section and Projects included in the Workbook.

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation as well as the language skills practised in each module.
- Eight modules, each divided into a cover page, five two-page lessons and two Round-up pages.
- Four culture pages.
- Four cross-curricular pages.
- A speaking section including pair work activities.
- A section including 4 poems.
- A writing section including set phrases students can use.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A section with tips helping students to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- A list of irregular verbs.
- An appendix with differences between British and American English.
- A word list containing the active vocabulary of each lesson in alphabetical order.

Workbook and Student's CD

The Workbook is closely linked with the Student's Book providing further practice of all the linguistic items dealt with in the Student's Book. Students are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. It is recommended that most of the exercises in the Workbook should be assigned for homework. The Workbook includes:

- Ten pages per module comprising vocabulary, grammar, communication, listening, reading and writing tasks.
- A thirteen-page extra grammar practice section at the back of the book.

• The Student's CD includes the dialogues, texts and poems from the Student's Book and is meant to give students extra practice at home. It also includes the recordings of the listening tasks that appear in the Workbook.

At the end of the Workbook there is a Portfolio which includes:

• A self-assessment section with evaluation charts to help students monitor their progress.

• Projects which are thematically linked to each module. Each project is meant to be done when the module has been completed, hence providing an opportunity for revision and consolidation. Furthermore, students gain confidence and a sense of achievement as they use the language they have acquired in a creative manner. The self-assessment section is meant to be done when the material has been completed. This section enables students to assess themselves and record their progress, and promotes self-awareness about their strengths and weaknesses. It also enables teachers to see whether any remedial work is necessary.

Workbook Teacher's edition

The Workbook is also available with overprinted answers for teachers.

Teacher's Manual

The Teacher's Manual contains:

- An introduction.
- A table of contents as it appears in the Student's Book.
- Teacher's Notes corresponding to the pages of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, transcripts of the listening exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help students get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- The transcripts of the listening tasks included in the Workbook.
- The tracks ($\searrow 22$ = Track 22) for all the recorded material included in the class CDs.
- The tracks for the Class CDs.
- Pacing Charts (Option 1: Modules 1-8, Options 2, 3: Modules 1-7).

Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book where the symbol appears. They also include the recordings of the listening tasks that appear in the Workbook.

Test CD/CD-ROM

- The Test CD-ROM contains:
- 8 tests corresponding to the modules of the book.
- two final tests, one covering modules 1-8 and the other covering modules 1-7.
- keys and transcripts.

The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.

The Test CD/CD-ROM contains the recordings of the listening texts of the tests.

THE STRUCTURE OF THE MODULES IN TRAVELLER 2

Modules 1-8 (an overview)

Each module consists of five lessons and focuses equally on lexis, grammar, language functions and communicative skills. In all five lessons the four basic skills and micro-skills (reading, listening, speaking, writing) are developed in an integrated manner. In the third and fifth lesson there is a special emphasis on writing, whereas in the fourth lesson the focus is on reading. Lastly, the round-up pages at the end of each module thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding lessons and offer a unique opportunity for self-evaluation.

Cover page

The cover page is the first page of the module. Students are introduced to the topic of the module through a discussion. They can also read about what topics they will encounter in the module. The purpose of doing so is to activate students' background knowledge and create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

In this section, one or more lexical sets related to the topic of the module are presented. There are also expressions, phrasal verbs, idioms, collocations often presented through visual and/or verbal clues which make the presentation more lively and comprehensive. The task types vary and include labelling, multiple matching, classifying, gap filling, etc. However, this section is not just a list of lexical items which are presented to be memorised. Students are always asked to do a task which requires them to retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world.

Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

Reading can be divided into two categories:

Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose students to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarise students with spoken English in a variety of different real-life situations and they can be dealt with as both reading and listening activities. These dialogues rouse students' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, True/False exercises, ordering events, identifying speakers, gap filling, extracting specific information, etc.

Different types of texts

There is a variety of reading material: factual texts, recipes, e-mails, brochures, magazine articles, notes, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multicultural, cross-curricular information. 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 and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information. Teachers should use the pre-reading questions to introduce the topic of the reading text and facilitate students' further comprehension of it. There are also post-reading questions which give students the opportunity to expand on the topic of the text using topicrelated vocabulary.

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

Grammar

This section deals with essential grammar and focuses on the grammatical points that appear in the presentation section. Their usage is illustrated in context through example sentences/dialogues. Students are actively involved in the understanding of grammar through various language-awareness activities. For example, they are required to make inferences about the functions and usage of grammatical points and to complete tables and/or sentences. In this way, students develop strategies that help them identify language patterns and develop a greater awareness of language. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book.

Practice

This section always follows the grammar section and is usually a simple activity which allows students to use the structures they have learnt in context, while teachers are able to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. An extra grammar section at the back of the Workbook is also available for those students that might need further practice.

Intonation

The intonation section deals with significant aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listenand-repeat drill, presenting and providing controlled practice of sentence stress and intonation patterns.

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. In most cases, there is a pre-listening activity which smoothly introduces the topic of the listening activity, activating students' background knowledge and preparing them for the task at hand. Quite often there is also a listening for gist activity requiring students to listen to the text once and check their predictions or understand the main idea(s), the topic(s) discussed, etc. The main listening task focuses on listening for gist and/or specific information. Therefore, it is always a good idea to have students 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 students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the questions, play the CD two or more times if necessary. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

Students 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 students with further practice of the vocabulary, structures and functions presented. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Students usually work in pairs or groups and perform a variety of real-life tasks (role-plays, questionnaires, information-gap activities, etc.). By doing so, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pair and group work help to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. In pair work involving information exchange, each of the two students is provided with different information found in a special section at the back of the book. This is necessary so that the effectiveness and communicative value of the tasks are not compromised.

Students 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 students to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience and syntax. For this reason, the course has paid particular attention to this skill. Students build up their writing skills through the intergration of skills as the writing activities are thematically linked to the module. Students are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks. More importantly, before they are required to do the writing task, students are provided with a model essay/ article, e-mail, etc., so they are exposed to a sample of what they have to produce later. You can find a recording of all the model texts on the class CDs. This allows teachers to have students listen to the texts while they are reading them.

There is also a Writing section at the back of the book which is a guide to writing including set phrases and expressions that students can use depending on the writing task they are required to complete.

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 students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to students in due course. Alternatively, students could work in pairs and correct each other's work before giving it to the teacher. Moreover, students 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	A: article
S: spelling	WO: word order
P: punctuation	^: something missing
T: tense	

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

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

Round-up

The Round-up sections consist of exercises revising the vocabulary, grammar and functions in the corresponding lessons. There are also speaking and listening tasks as well as self-evaluation charts at the end of each Round-up section where students can check their progress. These charts give students the opportunity to take responsibility for their learning and see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

However, in order to evaluate students' performance, we must ask ourselves about the purpose of evaluation. What do we hope our students will learn? Since our purpose is to improve students' ability and not simply to judge it, we must try and provide them with feedback about their strengths and weaknesses. Here are some practical ideas on how we can go about doing this:

- Monitor and describe students' performance, on paper and verbally, so that they can overcome any difficulties. Try to get them to articulate what they can do.
- Determine whether students have understood the task.
- Judge a task not only for the end result but also reflect

upon the stages and progress students went through.In the final stage, it is a good idea to help students determine what has been achieved.

Culture pages / Cross-curricular pages

After every module there is a culture page or a crosscurricular page, which is related to the topic of the preceding module. The culture pages consist of texts which further introduce students to the culture of the English-speaking world as more multi-cultural information is included within the modules. The cross-curricular pages consist of texts which help students see how English and cross-curricular subjects fit together.

Poems

After every two modules there is a poem accompanied by an activity. The poems can be found in a section at the back of the book.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned for homework, make sure that students fully understand the rubric and are sure about what they need to do.
- For most activities, it may be helpful to demonstrate what the task requires students to do by doing the first item as an example.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. When necessary, however, certain key words that block understanding should be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting writing, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could 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 students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.
- It is advisable that teachers use the students' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, to explain grammar rules).

Abbreviations used in Teacher's Manual

adv - prep - n - v - p pp	→ page → pages	sb sth Ss SA SB TM	 → et cetera → somebody → something → students → student A → student B → Teacher's Manual
	 → for example 		\rightarrow Ss' first language

Contents

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Modules	Vocabulary	Grammar	Intonation	Reading
1 page 5 Youth culture Culture page: <i>King Abdulaziz University</i> page 18	 Conversational English Phrases related to communication Phrases describing like/dislike Free-time activities Words easily confused Personality adjectives 	 Present Simple vs Present Progressive Stative verbs Past Simple used to Prepositions of time Quantifiers 	• Unstressed words	 A magazine article: From the letter box to the inbox A magazine article: Prince Abdulaziz Al-Faisal and Ed Stafford
2 page 19 What an experience! Cross-curricular page: A great explorer page 32	 Adjectives ending in <i>-ed</i> and <i>-ing</i> Adjectives describing food Adverbs and adverbial phrases The weather Phrases for letters/e-mails 	 Past Progressive Past Simple vs Past Progressive Time Clauses (when, while, as, as soon as) Present Perfect Simple Present Perfect Simple vs Past Simple 	• The reduced forms of <i>did</i> <i>you</i> and <i>have</i> <i>you</i>	 A magazine article: A Strange Fruit A website: Have you ever thought of exploring the desert?
3 page 33 Going places Culture page Quiz: Famous Landmarks page 46	 Words related to travelling by plane Word building (nouns ending in <i>-ion, -ation, -ment, -ance, -al</i>) Accommodation and facilities Geographical features Adjectives describing places 	 can, could, may, be able to have to, don't have to, need to, don't need to, needn't, must, mustn't Indirect questions Comparisons 	• Sentence stress in indirect questions	 An interview with a caver A brochure: <i>Come</i> <i>to Sichuan!</i>
4 page 47 Nowadays Cross-curricular page: Green Roofs page 60	 Words/phrases related to money Words easily confused Expressions with make Abbreviations Collocations related to technology Word building (adjectives ending in <i>-ful</i>, <i>-less</i>) 	 Future <i>will</i> will have to, will be able to Time clauses (when, after, before, until, as soon as) too-enough Relative clauses (who-which-that-where) 	• Stress in sentences with <i>too</i> and <i>enough</i>	 A magazine article about predictions Four advertisements about gadgets
5 page 61 Help Culture page: Call for help! page 74	 Words related to various problems Phrasal verbs Prepositional phrases with 'in' Words related to accidents Words easily confused Idioms describing feelings 	 Infinitives -ing form should - had better Passive Voice (Present Simple - Past Simple) 	• Stress and meaning	 A magazine article: Sending out an SOS A newspaper article: Train Derailed by Sheep!
6 page 75 Time out Cross-curricular page: Mango Festival in Jizan page 88	 Words related to sports Collocations Compound nouns Words related to places of entertainment Phrasal verbs Words related to books 	 may, might, could Conditional Sentences Type 1 if vs when so / neither / too / either Present Perfect Progressive Present Perfect Progressive vs Present Perfect Simple 	• Sentence stress in Conditional Sentences Type 1	 A holiday itinerary: Adventure! Mexican Style Two advertisements: The Dubai Airshow and the Harlem Globetrotters
7 Optional page 89 Good job Culture page: Saudi Riyal vs Dollar page 102	 Opposites Words easily confused Words related to banks and money Jobs Words related to employment and qualifications 	 Question tags Negative questions Exclamatory sentences Clauses of result Reflexive pronouns Past Perfect Simple 	• Intonation of question tags	 A magazine article: Let's get down to business A job forum: Someone's got to do it
8 Optional page 103 Diversity Cross-curricular page: Installation art page 116	 Words easily confused Verbs + prepositions Words related to cooking Words related to celebrations 	 Reported speech (statements, questions, commands, requests) Conditional Sentences Type 2 Wishes and unreal past 	• Sentence stress in reported speech	 A magazine article: <i>They do it</i> <i>differently!</i> A text about Alaska natives
British and American English r	117 Writing Section	n p. 122 Grammar Refe	prence n 126	Learning Tips p. 136

British and American English p. 117 Speaking Section - Pair work Activities p. 118 Grammar Reference p. 126 Irregular Verbs p. 135 Learning Tips p. 136 Word List p. 138

Listening	Speaking	Writing	Functions
 Part of a competition A conversation between two people People talking in different situations 	 Making plans Talking about past habits Discussing likes and dislikes Talking about friends and friendship Asking and answering about personal information (questionnaire) 	 A short text presenting oneself A description of a person 	 Talking about routines, habitual actions and permanent situations in the present and past Distinguishing between permanent and temporary situations Describing people Expressing like and dislike
 A conversation between two friends about a strange experience People talking about living in a foreign country People talking in different situations 	 Asking and answering about experiences Talking about strange food Telling a story based on visual prompts and guessing the ending Discussing what helps when learning English Making up a story based on visual and verbal prompts 	 A story An e-mail giving news 	 Narrating events and stories Describing feelings Referring to time Giving news
 A conversation at a hotel A conversation between two friends People talking in different situations 	 Simulating a conversation at a check-in desk Expressing obligation and prohibition (guessing game) Asking for and giving information about accommodation (information gap activity) Expressing preference and justifying Speculating, making a decision and justifying choices 	 An e-mail asking for information A description of a place 	 Expressing ability, making requests and asking for permission Expressing obligation, lack of obligation and prohibition Making comparisons Describing places Giving opinion Asking for information
 People talking in different situations People giving their opinion about mobile phones A conversation between two friends about gifts 	 Speculating and making a decision Making predictions about the future Defining objects, jobs and places (guessing game) Discussing positive and negative aspects and expressing opinion 	 Notes and messages A paragraph expressing an opinion 	 Making predictions, promises, offers and requests Talking about the future Understanding notes and messages Defining people, things and places
 Two conversations about a problem at work A conversation between two colleagues People talking in different situations 	 Simulating conversations at the doctor's Stating a problem, asking for and giving advice Speculating about headlines Describing events based on visual and verbal prompts Simulating a conversation between a reporter and an eye-witness 	 A letter asking for or giving advice An account of a true event 	 Stating a problem Asking for and giving advice Talking about accidents Narrating experiences Making appointments
 People giving their opinion about places of entertainment A radio programme with a book critic People talking in different situations 	 Comparing Discussing two flyers Discussing places of entertainment Organising an advertisement and presenting it Discussing books Discussing advantages and disadvantages of an issue (debate) 	 A paragraph expressing preference A book review 	 Describing actions and situations and their consequences Referring to conditions and their results Expressing possibility Agreeing and disagreeing Expressing preference and opinion
 People talking in different situations A recorded message and a dialogue with a call centre agent 	 Simulating conversations at the bank, at a cash machine and at a bureau de change Discussing ideal working conditions Simulating a job interview Asking for and giving information Discussing past events Comparing jobs 	 A curriculum vitae (CV) An e-mail giving information 	 Sequencing past actions and events Expressing interest and surprise Making exclamations Expressing result Asking for confirmation Talking about work and qualifications Carrying out money transactions Understanding and using advertisement language
 A conversation about a recipe A conversation between two friends about a festival People talking in different situations 	 Interviewing and reporting answers Giving instructions Speculating about unreal situations Inviting, accepting and refusing an invitation 	 A recipe An e-mail based on prompts 	 Reporting Giving and following instructions Talking about food and quantity Discussing customs Talking about imaginary situations Making wishes Inviting, accepting and refusing an invitation

1 Youth culture

Aims: • to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Ask Ss to look at the picture and tell you what they can see.
- Elicit answers (a teacher and his students).
- Draw Ss' attention to the title of the module and ask them to tell you what they think it will be about.
- Elicit answers and, if necessary, help Ss deduce the meaning of the title (*young people's lifestyle and way of thinking*).
- Ask Ss some questions:

Where are they? In a classroom. Do you think the students like the lesson?

- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

▶ a page from a school yearbook: p. 11

- information about two role models for young people: p. 12
- conversations between young people on the phone: p. 6
- an article about a popular way to communicate nowadays: p. 8
- ▶ a description of a new student at college: p. 15
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.



Using informal language when talking on the phone Distinguishing between permanent and temporary situations Making plans for the day

Accepting and refusing an invitation

Structures

Present Simple vs Present Progressive Stative verbs

Vocabulary

Words and phrases

agree all the time at least channel cool fancy (v) pretty (adv) switch telly tunnel

Conversational English

Got to go Hold on How could I say no? How's it going? I can't make it I have other plans I suppose so I'm afraid... Nice one! Nothing much Sounds brilliant! That would be great What are you up to? What's up? You can't be serious

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them to tell you when we say *What's up?* (*to ask someone what the problem is / to greet a friend meaning "What's new?" or "What's happening?" although there may not be anything wrong*).
- Ask Ss to tell you what they think the lesson is about.
- Activate Ss' background knowledge by asking them to tell you if they know of any similar phrases we can use on the two occasions (*What's the matter? How are you?*).

1. LISTENING & READING CD1>>2

A. Aim: to introduce the topic of the dialogues by relating it to Ss' personal experience

- Ask Ss the questions and initiate a short discussion.
- If necessary, you can ask Ss some more questions:

How important is the telephone in your life? Have you got a mobile phone? If yes, what do you use it for?

B. Aims: • to present vocabulary, functions and structures in the context of four short telephone conversations

• to give Ss practice in identifying the main idea of the telephone conversations

- In British English, the word **telly** is the informal equivalent for television.
- Ask Ss to look at the pictures and tell you what they can see.
- Elicit answers.
- Play the CD and have Ss read and listen to the first telephone conversation.
- Alternatively, you can have Ss listen to the first dialogue with their books closed.

- Ask Ss to tell you if they can name any of the people in the pictures 1-4.
- Encourage Ss to deduce the meaning of the word *telly*.
- Follow the same procedure with the rest of the telephone conversations.
- Have Ss match the telephone conversations with the corresponding pictures and check answers.

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



Ask Ss some comprehension questions:

1st telephone conversation

What are Ed and Paul watching? They're watching *telly/TV*. Are they watching the same channel? No, they aren't. Which channel is Ed telling Paul to switch over to? SportPlus Channel. What is Ed's brother doing? He's playing football. 2nd telephone conversation Does Bob like Race Craze? No, he doesn't. Is Race Craze old or new? It's old. 3rd telephone conversation What is Mahmud doing? He's sending a few e-mails. Are Saleh and Mahmud going to meet later? No, they aren't. *Why?* Because Mahmud has other plans. *4th telephone conversation* When does Tom usually finish late from work? On Tuesdays. Is he working this week? No, he isn't. Are Tom and Ken going out later? Yes, they are. Where are they going? They are going for coffee.

C. Aim: to give Ss practice in identifying specific information in the telephone conversations

- Draw Ss' attention to the first question and explain to them that the personal pronoun 'you' is used in an impersonal way, to refer to people in general.
 Have Ss do the activity and check answers.
- **1.** A football match.
- 2. Race Rage.
- 3. That it's old.
- **4.** Because they talk on the phone all the time.
- **5.** He's calling from the train / from his mobile while on the train.
- **6.** Because they are going into a tunnel and mobiles don't work in tunnels.
- Explain any unknown words and choose Ss to act out the telephone conversations.

LANGUAGE PLUS

1a

2. VOCABULARY

Aim: to help Ss expand their vocabulary by practising conversational English

- Ask Ss to read through the phrases 1-5 and refer them to the telephone conversations.
- Ask Ss to read through the phrases a-e.
- Allow Ss some time to do the matching.
- Check the answers with the class.



3. GRAMMAR

PRESENT SIMPLE vs PRESENT PROGRESSIVE Aim: to have Ss differentiate between the Present Simple and the Present Progressive

- Ask Ss to read through the examples 1-4.
- Draw Ss' attention to the verbs in bold.
- Ask Ss to read through the phrases a-d. If necessary, explain the meaning of the phrase *as a general rule*.
- Allow Ss some time to do the matching and check the answers with the class.



- Ask Ss what they notice about the uses of the Present Simple and the Present Progressive.
- Elicit the answer that the Present Simple is used for permanent situations and routines or habitual actions, whereas the Present Progressive is used for actions happening now, at the moment of speaking and for temporary situations.
- For further practice, ask Ss to come up with their own examples demonstrating the difference between the Present Simple and the Present Progressive.
- Refer Ss to the Grammar Reference (p. 126).

STATIVE VERBS

Aim: to present some stative verbs

- Ask Ss to read through the examples.
- Draw Ss' attention to the verbs in bold.
- Point out to Ss that these are stative verbs.
- Ask Ss the question.
- Elicit the answer that we usually use the Present Simple with stative verbs although the events they describe are taking place at the moment of speaking.
- Refer Ss to the telephone conversations and help them find any other examples of stative verbs (*At least we agree on something. Do you fancy watching TV later? Do you want to go for coffee later?*).
- Refer Ss to the Grammar Reference (p. 126) to study the categories of stative verbs.

4. PRACTICE

Aim: to give Ss practice in using the Present Simple, the Present Progressive and stative verbs in the context of two dialogues

• Have Ss do the activity and check answers.

1	t,	
1.	X	â
1. are you doing	6. don't usually use	
2. 'm waiting	7. have	
3. know	8. want	
4. mean	9. hate	
5. are you going		
2.		
10. isn't working	12. sends	
11. don't understand	13. Do you want	

5. SPEAKING

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pair work activity

- Ask Ss to read through the phrases in the boxes.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to discuss their plans for the day using the phrases in the boxes and the ideas given.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the telephone conversations.



0

Functions

Talking about past events Talking about past habits Talking about different ways of communicating

Structures

Past Simple Used to

Vocabularv

Words/Phrases related to communication

communicate drop sb a line give sb a call have a word with keep in touch lose touch message note receive a reply return a call

Other words and phrases

(photo) album appear click continue decade display (v) each other gift immediately instantly leave meeting next door online option probably promise real recently regularly take time user

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them if they can guess what the phrase *Keep in touch* means (*communicate with someone*).
- If necessary, give an example: I send e-mails to my friends, so I keep in touch with them.

1. READING 🔀

A. (PRE-READING)

Aim: to introduce the topic of the text by relating it to Ss' personal experience

• Ask Ss the questions and initiate a short discussion.

B. Aims: • to present vocabulary, functions and structures in the context of a text • to give Ss practice in reading for gist

BACKGROUND NOTE

- The **inbox** is where e-mail messages which are sent to you are kept.
- Draw Ss' attention to the title of the text and the pictures accompanying it.
- Make sure that Ss can associate the word *letter box* with the picture on the left and the word *inbox* with the picture on the right.
- If necessary, explain the meaning of the word *inbox* (refer to the *Background Note*).
- Ask Ss what they think the text is about (*the change in the way people communicate today*).
- Ask Ss to read through the text and compare the information in it with their answers from the previous activity.

• Ask Ss some questions:

How did people keep in touch a few decades ago? They wrote letters, visited or called each other regularly. What can you do with holiday pictures? You can attach them to an e-mail and send them. Are virtual gifts better than real ones? No, they aren't.

C. Aim: to give Ss practice in identifying specific information in the text

• Have Ss do the activity and check answers.

- **1.** The Internet.
- 2. Through e-mails or online phone calls.
- **3.** No, it isn't. **4.** In albums.

D. Aim: to give Ss practice in deducing the meaning of some unknown words from the text

- Refer Ss to the text and ask them to find the words 1-4.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the question and initiate a short discussion.

2. VOCABULARY

Aim: to present vocabulary related to communication

- Ask Ss to read through the sentences 1-7 and encourage them to deduce the meaning of the phrases in bold from the context.
- Ask Ss to read through the definitions a-g.
- Have Ss do the activity and check answers.

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

OPTIONAL ACTIVITY

• Ask Ss to make their own sentences using the phrases from the previous activity and check them.

3. GRAMMAR PAST SIMPLE A. Aim: to present the uses of the Past Simple

- Ask Ss to read through the examples 1-2 and the uses of the Past Simple. Make sure that Ss do not have any unknown words.
- Allow Ss some time to do the matching.
- Check the answers with the class.



B. Aim: to present the formation of the Past Simple of regular and irregular verbs and the verb *be*

- Refer Ss to the text and ask them to fill in the boxes with the Past Simple of the verbs.
- Check the answers with the class.





- Ask Ss to underline all the examples of the Past Simple in the text (*were*, *wrote*, *visited*, *called*, *appeared*, *was*, *had*).
- Ask Ss what they notice about the formation of the Past Simple of regular and irregular verbs.
- Elicit the answer that the Past Simple of regular verbs is formed by adding *-ed* at the end of the verb, while irregular verbs form the Past Simple in a different way.
- Ask Ss what they notice about the formation of the Past Simple of the verb *be*.
- Elicit the answer that the Past Simple of the verb *be* is *was* in the first and third person singular and *were* in all the other persons.
- Refer Ss to the Grammar Reference (p. 126) and to the list of irregular verbs (p. 135).

USED TO

Aim: to present used to

- Ask Ss to read through the example sentence.
- Draw Ss' attention to the phrase used to visit.
- Ask Ss to read through the sentences a-b.
- Ask Ss to tell you which of the sentences a-b best represents the meaning of the example sentence.
- Check the answer with the class.

The correct answer is b.



- Ask Ss to tell you when used to is used.
- Elicit the answer that we use it to talk about past habits.
- Draw Ss' attention to the table showing how the affirmative, negative and question of *used to* are formed.
- Make sure that Ss don't have any questions.
- Ask Ss to tell you what they used to do when they were younger but don't do any more.
- Refer Ss to the Grammar Reference (p. 126).

4. PRACTICE

A. Aim: to give Ss practice in using the Past Simple of regular and irregular verbs in context

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

1. Did call	TEL.
2. talked	5. couldn't
3. were	6. was
4. told	7. didn't say

B. Aim: to give Ss practice in using used to in context

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

1.	used	to	play	

- 2. Did ... use to send
- 3. didn't use to drink
- 4. used to sleep
- 5. used to be
- 6. used to call

5. SPEAKING

Aim: to give Ss practice in talking about the different ways in which they keep in touch with others

- Ask Ss to read through the questions.
- Draw Ss' attention to the words/phrases given here and the speech bubble.
- Ask Ss the questions and initiate a short discussion.
- Go round the class helping Ss when necessary.



Expressing like and dislike

Talking about routines and free-time activities Presenting oneself

Structures

Prepositions of time

Vocabulary

Phrases describing like and dislike

be a fan of be fond of be interested in be into can't stand find...boring / interesting

Other words

barber be over especially expenses improve join look for miss (v) part-time poetry practise rarely share spelling table tennis yearbook

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what they think the lesson is about.
- Elicit answers.

1. VOCABULARY

Aim: to introduce phrases describing like and dislike

- Ask Ss to read through the sentences 1-7.
- Draw Ss' attention to the phrases in bold in each sentence.
- Explain to Ss that these phrases are ways of expressing *like* and *dislike*.
- Encourage Ss to deduce the meaning of the phrases from the context.
- Check the answers with the class.
- Ask Ss to tell you which phrases describe *like* and which describe *dislike*.
- Elicit answers (LIKE: a big fan of, is interested in, is fond of, are... into DISLIKE: can't stand, finds... boring, hates).

OPTIONAL ACTIVITY

Ask Ss to make their own sentences using the phrases from the previous activity and check them.

2. GRAMMAR

Aim: to present prepositions of time

- Ask Ss to read through the dialogue and underline the prepositions of time.
- Elicit answers (at, On, from ... till..., in, at, ago).
- Ask Ss to tell you how the prepositions they have underlined are used.
- Elicit the answer that we use the preposition *at* with the time, the preposition *on* with the days of the week, the preposition *from* ... *till* ... to express duration, the preposition *in* with the parts of the day and the preposition *ago* with the Past Simple at the end of the sentence.
- Ask Ss to read through the table.
- Ask Ss to complete the table with *on*, *in* and *at*.
- Check the answers with the class.

at nine o'clock ... in the morning ... on Tuesday ...



- Draw Ss' attention to the table presenting Other prepositions of time.
- Point out to Ss that the preposition *during* is followed by a *noun* (e.g. *during the break*) while the prepositions *after* and *before* can be followed by a noun (e.g. *after/before the break*) or a clause (e.g. *after/before she arrived*).
- Refer Ss to the Grammar Reference (p. 127).
- Ask Ss to make their own sentences using the prepositions from the last table.
- Check Ss' sentences in class and, if necessary, provide any further explanations and/or examples.

3. PRACTICE

Aim: to give Ss practice in using prepositions of time in context

• Have Ss do the activity and check answers.

1. at 2. on 3. in 4. during 5. in 6. on 7. ago

4. INTONATION **D14,5**

A. Aim: to familiarise Ss with stressed / unstressed words within a sentence

- Play the CD and draw Ss attention to the words *in* and *at* in the two sentences.
- Elicit the answer that *in* and *at* are not stressed in the two sentences.

B. Aim: to give Ss practice in stressing individual words within a sentence correctly

- Play the CD pausing after each sentence.
- Ask Ss to repeat each sentence as they hear it.

5. SPEAKING

Aim: to give Ss practice in talking about their likes and dislikes through a pair work activity

- Ask Ss to read through the speech bubble.
- Draw Ss' attention to the ideas in the box.
- In pairs, Ss take turns to talk about the things they like and don't like.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchanges.

6. LISTENING **DDI6, 7**

A. (PRE-LISTENING)

Aim: to present the topic of the listening text

• Ask Ss the questions and generate discussion.

B. Aim: to give Ss practice in listening for gist

- Tell Ss that they will listen to three people introducing themselves and that they should try to decide what kind of competition they are taking part in.
- Play the CD. Have Ss listen carefully.
- Check the answers with the class (*a general knowledge competition*).

C. Aim: to give Ss practice in listening for specific information through a True/False activity

- Ask Ss to read through the sentences 1-6. Make sure that Ss don't have any unknown words.
- Play the CD. Have Ss listen carefully.
- Check the answers with the class.

1. F **2.** F **3.** F **4.** F **5.** T

LISTENING TRANSCRIPT

6. F

- Man Now, here is our first contestant, Sunil Kumar. ... (applause) So Sunil, how do you spell your name?
 Sunil It's S-U-N-I-L. It's an Indian name. I'm from Bangalore.
- Man Really? It's a beautiful city. So tell us a few things about yourself.
- **Sunil** Well, I'm 24 years old and I'm a university student. I'm studying English at the university of Warwick in England.
- Man What do you like doing in your free time?
- **Sunil** I like writing poetry.
- Man That's great! So, on to our second contestant, James Ronald. (applause) Are you a student, too, James?
- James No, actually I am a barber. I have my own business and I work a lot, about nine hours a day, so I don't have much free time. When I find some time, I love going to art galleries.
- Man Interesting! And this is Juan Morales, our final contestant. (applause) Juan, tell us about yourself.
- Julian Well, it's actually Julian, J-U-L-I-A-N. I am 23 years old and I am studying Mathematics. In my free time I usually go swimming.
- Man OK, let's give these boys a round of applause before the competition begins. (applause) Now, boys, listen to the questions carefully. You have 10 seconds to answer. If you know the answer, just hit the red button. Ready? Let's go. Which is the capital of Puerto Rico? Is it a. Havana, b. San Domingo or c. San Juan?

Julian (Buzz) It's San Juan. (fade out)

• Ask Ss:

What other questions could the presenter ask?

7. WRITING 💴

A. Aim: to identify purpose, audience and stylistic features of a yearbook entry presenting oneself

BACKGROUND NOTE

A **yearbook** is a book published by some schools every year; in it one can find entries by students, photos and texts which cover a variety of topics concerning student life.

LANGUAGE PLUS

• The word **flatmate** can refer to someone with whom you share a flat.

- Draw Ss' attention to the text.
- Ask Ss to tell you what kind of text it is (an entry in a yearbook).
- Ask Ss to read through the text and answer questions 1-3.
- Check the answers with the class.
- 1. Abdullah, a student at the University of Bristol.
- **2.** His schoolmates. / The students at the University of Bristol.
- 3. Linking words (and, also, because, so, or, but).
- Ask Ss some comprehension questions:

How old is Abdullah? He's 18 years old. Why does he want to have a flatmate? Because he doesn't like living alone and he wants someone to share the expenses with. What will he study? Engineering. What else does he do? He plays football. How often do Abdullah and his friends practise? Three times a week. What does he like doing in his free time? He is into reading, going for walks and poetry. When does he usually study for his classes? In the afternoon or late at night.

• Explain any unknown words.

B. Aim: to help Ss organise their ideas

• Have Ss do the activity and check answers.

name, interests, age, things you don't like, what you're studying

C. Aim: to give Ss practice in writing a presentation of themselves

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Talking about quantities Talking about famous people

Structures

Quantifiers

Vocabulary

begin aim (v) army beat (v) bright championship clear (adj) come across environmental expedition explorer fat (n) former future lead (v) race role model realise strong talented train (v) well-known

Phrases

become aware of be behind the wheel be fit be in a position to have time on one's hands

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and help them deduce the meaning of the phrase *role model* (*a person whom someone admires and whose behaviour they try to copy*).
- Ask Ss to guess what they think the lesson is about.
- Ask Ss to tell you when someone can be a good role model (when they influence people in a good way with their actions, lifestyle).

1. READING 时 🤈

A. (PRE-READING)

Aim: to introduce the topic of the text by relating it to Ss' personal experience

• Ask Ss the questions and generate discussion.

• Ask Ss some further questions:

Do you have a role model? Why is he/she a role model for you?

- B. Aims: to present vocabulary, functions and structures in the context of two texts about two famous people
 - to give Ss practice in identifying the main ideas in a text
- Draw Ss' attention to the two pictures and the names accompanying the texts.
- Ask Ss to tell who these texts are about (*Prince Abdulaziz Al Faisal, Ed Stafford*).
- Ask Ss to tell you what they know about them and why they can be good role models.
- Elicit answers but do not correct Ss at this stage.
- Have Ss read the two texts and check their predictions.
- Prince Abdulaziz Al Faisal is a good role model because he's a successful, hard-working, young athlete.
- Ed Stafford is a good role model because he has a lot of determination and uses his experience to educate people.

BACKGROUND NOTE

GT3 or **Grand Touring 3** is a type of sports car racing, in which drivers can reach extremely high speeds.

The Amazon River in Brazil is the world's largest river.

• Ask Ss some comprehension questions:

Where was Prince Abdulaziz born? He was born in Saudi Arabia. Is GT3 popular with young people in Middle-Eastern countries? Yes, it is. Does Prince Abdulaziz have a lot of free time? No, he doesn't. What does Prince Abdulaziz need to do every day? He needs to spend many hours racing every day. Do GT3 drivers need to be fit? Yes, they do. What do GT3 drivers need to have? They need to have strong, muscular bodies and very little body fat. Is Ed Stafford American? No, he is English. When did he walk along the Amazon River? In August, 2010. When did Ed come across many difficulties? During his time in the wild/his expeditions. How does Ed use his experience? He uses his experience to educate people. What is Ed's blog about? It's about the Prince's Rainforests

What is Ed's blog about? It's about the Prince's Rainfor Project.

- C. Aim: to give Ss practice in identifying specific information in a text
- Have Ss do the activity and check answers.



D. Aim: to give Ss practice in deducing the meaning of some unknown words from the texts

• Have Ss do the activity and check answers.



E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the reading texts

• Ask Ss the questions and generate a short discussion.

2. VOCABULARY

Aim: to give Ss practice in distinguishing between words that can be easily confused

- Ask Ss to read the first sentence.
- Draw Ss' attention to the words in bold (win / beat).
- Refer Ss to the verb *win* in the first text (...*he soon won races and championships*).
- Encourage Ss to work out the difference in meaning between *win* and *beat*: **win** sth (e.g. *a race, championship, game, match, an award, etc.*), **beat** sb (*e.g. an opponent*)
- Allow Ss some time to do the first set of sentences.
- For the remaining sets of sentences, provide Ss with definitions and refer them to the respective texts, when appropriate.

clear: obvious (*One thing was clear.*) **clean:** not dirty

popular: liked or admired by many people (... the sport has become more popular, especially with young people in Saudi Arabia and other Middle-Eastern countries.) **well-known:** famous (... is a well-known English explorer...)

understand the meaning of sth

realise the importance, seriousness, etc. of sth (*He realised that he was in a position to...*).Have Ss do the activity and check answers.



OPTIONAL ACTIVITY

• Ask Ss to come up with their own sentences practising the set of words examined in the previous activity.

3. GRAMMAR

A. Aim: to present quantifiers (some, any, no)

- Ask Ss to read through the dialogue and draw their attention to the words in bold.
- Have Ss complete the rules.
- Check the answers with the class.
- Make sure that Ss can differentiate between an *offer* (*Have some*.) and *a request* (*Can I have some milk?*).

Use *some* in affirmative sentences, offers and requests. Use *any* in questions and negative sentences. Use *no* in affirmative sentences to give a negative meaning.

B. Aim: to present quantifiers (*much, many, a few, few, a little, little, a lot of, lots of*)

- Ask Ss to read through the extract from the text about Prince Abdulaziz and draw their attention to the words in bold.
- Have Ss complete the rules.
- Check the answers with the class.

Use *many* and *(a) few* before plural countable nouns. Use *much* and *(a) little* before uncountable nouns.

C. Aim: to have Ss differentiate between *a little* and *little*

- Ask Ss to read through the two examples and draw their attention to the words in bold.
- Ask Ss the question in the rubric.
- Check the answer with the class.
- Point out that the same distinction applies to *a few* and *few*, followed by plural countable nouns.

A little means enough. Little means not enough.

• Refer Ss to the Grammar Reference (p. 127).

4. PRACTICE

Aim: to give Ss practice in using quantifiers in context

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

7. any	 1. 1. lots of 2. little 3. no 	 2. 4. many 5. Few 6. much 7. any 	ter.
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WORKBOOK LISTENING

• For the listening transcript go to page 120.



Talking about friends and friendship Describing people (personality)

Vocabulary

Adjectives describing personality active bossy confident helpful honest kind lazy outgoing guick-tempered shy

Phrases

What does he look like? What is he like?

Other words and phrases

ability argue assignment college fun to be with get along ideal interview (n) lie (v) mark (n) quality reason sense of humour tell the truth whenever

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what the lesson is about.
- Elicit answers.
- Ask Ss to tell you what a friendly face is, what makes a face friendly, etc.
- Elicit answers.

1. VOCABULARY

Aim: to introduce vocabulary related to adjectives describing personality

- Ask Ss to read through the sentences 1-8.
- Draw Ss' attention to the words in bold. Explain to them that these are adjectives describing personality.
- Ask Ss to read through the definitions a-h.
- Have Ss do the activity.
- Check the answers with the class.



- Explain any unknown words.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to describe people they know (*e.g. a friend*, *relative, classmate*) using the adjectives 1-8.

2. LISTENING 🕅 11, 12

A. Aim: to give Ss practice in listening for gist

- Tell Ss that they will listen to two people talking about three teachers and that they should match the people in the pictures with the names given.
- Play the CD. Have Ss listen carefully.
- Check the answers with the class.



B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5. Make sure that Ss don't have any unknown words.
- Play the CD. Have Ss listen carefully.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

1. F **2.** F **3.** T **4.** F **5.** T

LISTENING TRANSCRIPT

- Miles Hey, Matt. What are you up to?
- **Matt** Oh hi, Uncle Miles. I just came back from school. First day today.
- Miles Oh... so, how was it? You know I used to go to school there, too.
- Matt Yes, I remember.
- Miles So, did you like it?
- Matt It was nice. Lots of new faces. I like the teachers very much.
- Miles Yes, I liked them, too. Is Mr Green still teaching there? He was my favourite.
- Matt Yes, of course. He is very friendly and outgoing. Everyone likes him.
- **Miles** No, no, that can't be right. Maybe you are talking about Mr Smith. He teaches English and he likes to tell jokes. Mr Green is the History teacher.
- Matt Oh, yes. Now I remember. He is a very good teacher, but he is quite strict. He doesn't like lazy students, to be sure!
- Miles Well, that's part of his job. But I remember I enjoyed his classes.
- Matt You know, at lunch, he saw a student throw a bottle outside the window and got very upset.
- **Miles** Well, seeing people throw rubbish everywhere makes me upset, too. But he isn't quick-tempered; I remember him always being very calm.
- Matt Hey, what about Mr Khaled? He teaches me Maths. Miles Mr Khaled... No, I don't remember a Mr Khaled.
- Maybe he is new. Matt Yes, probably. He is quite young, but he is very
- confident. Although, I have to tell you, I hate Maths.
- Miles Ha, ha. You know, that makes two of us.

3. SPEAKING

Aim: to give Ss practice in talking about friendship and their friends

- Draw Ss' attention to the questions and the prompts in the box.
- In groups, Ss discuss the questions using the prompts in the box.
- Go round the class helping Ss when necessary.
- Choose some groups of Ss to act out the discussions.

4. WRITING

- A. Aim: to prepare Ss for the writing task by asking them to make predictions based on visual prompts
- Draw Ss' attention to the picture of the boy.
- Ask Ss the questions about the boy.
- Draw Ss' attention to the difference between *What does he look like? (we ask about his appearance)* and *What is he like? (we ask about his character/personality).*
- Elicit answers but do not correct Ss at this stage.
- B. Aims: to check Ss' predictions
 to familiarise Ss with the structure of a description of a person
- Ask Ss to read through the description of the boy and check their predictions.
- Have Ss do the exercise.
- Check the answers with the class.

In which paragraph does the writer:



- introduce the person? 1
- describe how he feels about this person? 4
- describe the person's appearance? 2
- Ask Ss some comprehension questions:

Where did the writer meet Hamid? At college. When did Hamid start college? A few weeks ago. Does he have many friends? Yes, he does. What does Hamid look like? He's tall and slim with short dark brown hair and brown eyes. What kind of clothes does he usually wear? He usually wears really nice clothes. Does he always look good? Yes, he does. What is Hamid like? He's clever, confident, outgoing, with a good sense of humour, friendly, but also quicktempered. Are the writer and Hamid going to be best friends? No, they aren't.

Why? Because they don't always get along well. When do the writer and Hamid get good marks? Whenever they work together.

• Explain any unknown words.

C. Aim: to help Ss plan their writing and encourage them to include relevant information in it

- Ask Ss to read through the statements 1-7.
- Refer Ss to the description of Hamid.
- Have Ss do the activity.
- Check the answers with the class.



D. Aim: to give Ss practice in writing a description of a person

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their descriptions as instructed.
- Choose some Ss to read out their descriptions.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

VOCABULARY



GRAMMAR

B.

1.

is ... going, wants, doesn't open, doesn't know 2.

ter

are painting, Do ... need, is coming, are ... painting, want, doesn't like

Ter

te

ter

Ś

C.

1.

was, broke, didn't want

2. Did ... tell, called, told, couldn't, were you, had, needed

D.

1. on 2. from, till, In 3. at

- 4. at
- 5. ago

E.

- 1. didn't use to eat
- 2. used to visit
- 3. used to drive
- 4. Did ... use to live, used to work

F.

1. few, some 2. some, a little 3. a lot of, any

1 Round-up

SPEAKING

- Ask Ss to read through the questions in the questionnaire.
- Explain to Ss that in the first column they should write their answers about their partner. Then they should ask their partner the same questions and write the answers in the second column. In the third column they should write whether their answers are right or wrong according to their partner's answers.
- Draw Ss² attention to the speech bubble below the questionnaire.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

COMMUNICATION

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

LISTENING

- Ask Ss to read through the questions and the options.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time. Ss check their answers.
- Check the answers with the class.

1. a **2.** b **3.** a **4.** a

LISTENING TRANSCRIPT

1. Steve Andy, where are you? Hey Steve. I'm on my way to Jack's house. Why? Andy Steve You can't be serious! I'm waiting for you outside the museum. Andy The museum? Steve Yeah. You sent me a message yesterday. You asked me to go to the museum with you. That's right. But you didn't reply so I thought Andy you were busy. 2. Billy Hey Sam, let's turn on the telly and see what's on. Sam Aggh! Not football. I can't stand it! Billy Yeah, I am not a big fan either. Let's see what else is on. Sam Oh, leave that. I'm not really fond of Formula 1, Sam. Billy Sam Really? I am. I want to be a race car driver one day. 3. Kathy So, how's it going with your new friend? Ann Alright, I guess. Kathy You don't sound very excited. It's just that she's always telling me what to do. Ann Kathy I see. I mean, she helps me with my homework Ann and everything. She is not a bad person. She helps a lot. It's just that she thinks she knows everything. Kathy That could be a problem.

4.

- Mike Hello, Glen.
- **Glen** Mike, hi! What are you doing here?
- Mike I work here. Remember?
- **Glen** Oh, yeah. That's right. I forgot that you're a waiter here.
- Mike Actually, I used to be. Now, I'm the chef.
- Glen Wow, that's good to hear!
- **Mike** Yeah, I finished my studies last year and they offered me the job a few months ago.
- Glen Well, I'm looking forward to my meal.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress

• to encourage learner autonomy

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

Culture page

15

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

WARM-UP

A.

- Draw Ss' attention to the pictures and the title accompanying the text.
- Ask Ss to tell you what these pictures show (*The King Abdulaziz University in Jeddah*).
- Ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their answers.
- Ask Ss some comprehension questions:

What happened in 1967? KAU started operating. Who was the head of the committee which established KAU? King Faisal. How many staff members are there at the moment? More than 2000.

How many campuses are there? Two.

What do the campuses have? They have all the cultural, recreational and athletic facilities students need. What is the aim of the institution? To offer higher education to all students in western Saudi Arabia.

- Ask Ss to tell you what they think of KAU and if they would like to study there.
- · Elicit answers and initiate a short discussion.

B.

- Have Ss do the activity and check answers.
- 1. It's in Jeddah, Saudi Arabia.
- **2.** In 1971.
- **3.** About 80,000.
- **4.** Because there are both male and female students at KAU.

- 5. Yes, they can.
- **6.** Through its external programme and also the Deanship of Distant Teaching.

• Explain any unknown words.

2 What an experience!

Aims: • to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Ask Ss to look at the picture and tell you what they can see (*a man on top of a mountain*).
- Draw Ss' attention to the title of the module and ask them to tell you when we can exclaim *What an experience!*
- Help Ss relate the content of the picture (*reaching the top of a mountain*) to the meaning and usage of the utterance (*to show how an event or activity has affected you*).
- If necessary, describe an event (*e.g. a festival*) that you have been to or an activity (*e.g. bungee jumping*) that you have tried and then say *What an experience*!
- Ask Ss some questions:

How do you think the man feels? Have you ever experienced something similar? If yes, how did you feel? If not, would you like to?

- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

8

- a text about a personal experience in an Asian country: p. 22
- an e-mail from a university student: p. 29
- ▶ friends showing their holiday photos: p. 20
- a website with helpful tips on surviving in the desert: p. 26
- ▶ a man being chased by a swarm of bees: p. 24
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.

Narrating past experiences Describing one's feelings

Structures

Past Progressive

Vocabulary

Adjectives: -ed/-ing

amazed / amazing bored / boring excited / exciting frightened / frightening interested / interesting surprised / surprising tired / tiring

Activities

cycling hiking scuba-diving sightseeing

Other words and phrases

actually area effort experience (n) hill I'm afraid so journey manage muddy push rain (n) reach top wet

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them to tell you when we ask this question (to ask about an event or situation that took place in the past).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. LISTENING & READING

A. (PRE-READING)

Aim: to introduce the topic of the dialogue by relating it to Ss' personal experience

- Ask Ss the questions and initiate a short discussion.
- Make sure that Ss know all the activities mentioned in the second question.
- If necessary, you can ask Ss some more questions:

Which of the activities mentioned do you like doing/ would you like to try/have you tried, etc.? Are there any other activities that you enjoy doing in your free time/you have tried?

B. Aims: • to present vocabulary, functions and structures in the context of a dialogue • to give Ss practice in identifying the main idea of the dialogue

• Draw Ss' attention to the pictures and ask them some questions:

What can you see in the pictures? What are the people in the pictures doing? Where do you think the people are?

- Elicit answers and then ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to listen to the dialogue and check their predictions.

Suggested answer

They are talking about the pictures from Martin and Frank's cycling trip in the South of France.

• Ask Ss some comprehension questions:

Where did they go cycling? In the South of France. What does Frank think of their cycling trip? That it was nice but a bit tiring. Where did they decide to go during their ride on the second day? They decided to go to a gorge. What was Frank doing most of the way up the hills? He was

pushing his bike most of the way up.

What was the weather like during their journey to the gorge? It was raining.

Was Martin afraid of the rain? No, he wasn't. How did they feel when they managed to reach the top? They were amazed.

Why? Because the view down into the gorge was fantastic.

C. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity and check answers.
- 1. Martin.
- **2.** They went on a long ride. / They went to a gorge.
- 3. Because the hills were really steep.
- 4. Because he was taking pictures of Frank all the time.
- **5.** Because with all that rain, the camera got wet and stopped working.
- Explain any unknown words and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to expand on the topic of the dialogue

Ask Ss some questions:

What type of holidays do you prefer? Have you ever been on a similar trip? Do you usually take pictures during your holidays? Why/ Why not?

2a

2. VOCABULARY

A. Aim: to present the differences between adjectives ending in -ed and -ing

- Ask Ss to read through the two examples.
- Draw Ss' attention to the adjectives in bold in the respective examples.
- Help Ss deduce that the adjective *tired* describes how they felt while the adjective *tiring* describes what the trip was like.
- Encourage Ss to come up with their own examples using adjectives ending in *-ed* or *-ing*.

B. Aim: to give Ss practice in differentiating between adjectives ending in *-ed* and *-ing*

• Have Ss do the activity and check answers. If necessary, provide Ss with further explanations.

1. boring	4. excited	No.
2. surprised	5. amazing	
3. frightened	6. interesting	

3. GRAMMAR

- A. Aim: to present when the Past Progressive is used and help Ss differentiate between the Past Simple and the Past Progressive
- Ask Ss to read through the first example and draw their attention to the words in bold.
- Point out to Ss that this is the affirmative form of the Past Progressive of the verb *paint*.
- Ask Ss to tell you when the Past Progressive is used.
- Elicit the answers that it is used to describe an action that was in progress in the past.
- If necessary, demonstrate this with further examples.
- Ask Ss to read through the second example and follow the same procedure.
- Elicit the answer that the Past Simple is used to describe an action that was completed in the past.



B. Aim: to present how the Past Progressive is formed

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss what they notice about the formation of the Past Progressive (we form it with the past tense of the verb 'be' and the main verb with the ending '-ing') and have them complete the rule.
- Check the answers with the class.

Past Progressive was or were + verb + -ing



- Refer Ss to the Grammar Reference (p. 127).
- Ask Ss questions practising the Past Progressive.
- e.g. A: Where were you at 8 o'clock yesterday evening? B: I was at home.
 - **A:** What were you doing?
 - **B:** I was reading a book.
- Alternatively, you can divide Ss into pairs and have them act out a similar dialogue. Ask one of the students in each pair to report the answers to the class.
- e.g. At 8 o'clock yesterday evening, Paul was reading a book and I was talking on the phone.

4. PRACTICE

Aim: to give Ss practice in using the Past Progressive in the context of three short dialogues

• Have Ss do the activity and check answers.

- 1. was calling, weren't working, were having
- 2. was ... raining, wasn't raining
- 3. were ... looking for, was driving

5. SPEAKING

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pair work activity

- Draw Ss' attention to the prompts in the box.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer questions about an adventurous experience they had in the past.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.
- Choose some other Ss to report their partners' answers to the class.



Talking about unusual food and what it is like Narrating experiences Understanding time sequence

Structures

Past Simple vs Past Progressive Time clauses (*when*, *while*, *as*, *as soon as*)

Vocabulary

Adjectives describing food

bitter creamy fresh healthy salty sour spicy sweet tasty thick

Other words and phrases

afraid of be allowed to curious cut dizzy entire feel hand (v) knife lips market offer (v) piece raise response rot rotten sick sign (n) smell (v) smile (n/v) snail strange suddenly taste (v/n) wonder (v) underground

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them if they can tell you when the phrase *Just taste it!* can be used (when you urge someone to taste food and find out whether they like it or not).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. READING

A. (PRE-READING)

Aim: to introduce the topic of the text by relating it to Ss' personal tastes and experience

- Ask Ss the first question and elicit answers.
- Draw Ss' attention to the pictures.
- Explain to Ss that the pictures show things that people in various parts of the world eat.
- Make sure that Ss do not have any unknown words.
- Point out to Ss that not all people/cultures have the same eating habits. In some parts of the world, some things may be considered delicacies while in other places the same things may be considered inedible or simply disgusting.
- Ask Ss the questions and initiate a short discussion.
- Ask Ss: Do you know of any other unusual food?

B. Aims: • to present vocabulary, functions and structures in the context of a text • to give Ss practice in reading for gist

- Draw Ss' attention to the picture accompanying the text.
- Ask Ss to guess how this picture can be related to the text and what the text is about.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the titles a-c.
- Explain to Ss that they should choose the best title for the story.
- Ask Ss to read through the text.
- Alternatively, play the CD and have Ss read and listen to the text.
- Check the answer with the class and ask Ss to provide justification.

The best title is **b** because it conveys successfully the main idea of the story which is about durians/a strange fruit.

• Ask Ss some comprehension questions:

What was the writer doing in Singapore? He was working there.

Are durians known only in Singapore? No, they aren't. They're known all over Southeast Asia.

Where was the writer when he smelt the durians? He was walking through a market place.

What did the merchant do when the writer asked to try a bit of durian? The merchant took a durian from a box, cut it in half with a large knife and then cut a piece of fruit.

How did the writer feel when the merchant handed him the fruit? He started having second thoughts and suddenly felt sick and a bit dizzy.

Why did the writer walk home? Because he bought three durians and wasn't allowed to take them on the underground.

C. Aim: to give Ss practice in identifying specific information in the text

• Have Ss do the activity and check answers.

1. F	(c)
2. NM	
3. T	
4. F	
5. F	
6. T	



D. Aim: to give Ss practice in deducing the meaning of unknown words from the text through a matching activity

- Refer Ss to the text and ask them to find the words 1-5.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-e.
- Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the questions and initiate a short discussion.

2. VOCABULARY

- Aim: to present and give Ss practice in using adjectives which describe food
- Draw Ss' attention to the table.
- Point out to Ss that the adjectives in the first column can be used to describe food.
- Explain to Ss that the adjectives *sweet*, *bitter* and *fresh* can be used to describe coffee while the adjectives *fresh* and *sour* can be used to describe lemons.
- Ask Ss to tick the adjectives that can be used to describe *cake* and *pizza* in the respective columns.
- · Have Ss do the activity and check answers.

cake: sweet, fresh pizza: salty, spicy



OPTIONAL ACTIVITY

• Ask Ss to think of other kinds of food and the adjectives that can be used to describe them.

3. GRAMMAR

- Aim: to present the difference between the Past Simple and the Past Progressive and introduce time clauses
- Ask Ss to read through the sentences 1-3.
- Draw Ss' attention to the verbs in bold.
- Allow Ss some time to match the sentences 1-3 with the meanings a-c.
- Check the answers with the class.



- Ask Ss to tell you what they notice about the use of the time linker while in the first two examples (we use it to link a lengthy past action (Past Progressive) that was in progress when it was interrupted by a shorter or sudden one (Past Simple) or two past actions (Past Progressive) that were in progress at the same time).
- Draw Ss' attention to the time linker *as soon as* in the third example and help them elicit its meaning (*to link two past actions that happened one after the other*).

- For further practice, refer Ss to the text and ask them to underline any examples of the Past Progressive and Past Simple which correspond to the meanings a-c.
- Elicit answers (... while I was travelling on the underground, I saw a strange sign... c. / I was very curious and decided to try for myself b. / As I was walking through a market place, a very strong smell hit me. c. / He then took a durian from a box, cut it in half with a large knife and then cut a piece of the fruit. b. / When he handed it to me, I started having second thoughts. b. / As I was raising the fruit to my lips, I suddenly felt sick... c. / As soon as I finished eating the piece, the merchant offered me some more. b.).
- Point out to Ss that we use the time linker *when* in the same way as *as soon as* and *as* in the same way as *while*.
- Refer Ss to the Grammar Reference (p. 127).

4. PRACTICE

Aim: to give Ss practice in using the Past Simple and the Past Progressive in context

• Have Ss do the activity and check answers.

	Ter.
1. was watching	8. was taking
2. walked	9. got
3. wanted	10. saw
4. left	11. began
5. opened	12. laughed
6. started	13. said
7. said	

5. SPEAKING

Aim: to give Ss practice in using the functions, structures and vocabulary presented in this lesson through an oral activity

- Ask Ss to read through the questions.
- In small groups, Ss take turns to ask and answer the questions.
- Go round the class helping Ss when necessary.

WORKBOOK LISTENING

• For the listening transcript go to page 120.

Narrating a story and experiences

Vocabulary

Adverbs and adverbial phrases

all of a sudden amazingly (un)fortunately in the end (un)luckily to my surprise

Other words and phrases

bee believe it or not break into burglar description doorbell empty faint follow freeze get hurt give sb a hand hide honey kill lock (v) return ring (v) sting (v) stupid swarm take place thank (v) upset van

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them when the phrase *Believe it or not!* can be used (*when telling someone about something that is true, although it seems unlikely*).
- Ask Ss to tell you what they think the lesson is about.

1. VOCABULARY

Aim: to introduce adverbs and adverbial phrases

- Draw Ss' attention to the words and phrases in the two columns in the box.
- Explain to Ss that these are adverbs and adverbial phrases.
- Draw Ss'attention to the TIP and explain it.
- Allow Ss some time to do the matching and check answers.

suddenly – all of a sudden
finally – in the end
fortunately – luckily

amazingly – to my surprise **then** – after that **unfortunately** – unluckily

• Ask Ss to read through the sentences 1-5.

• Have Ss do the activity and check answers.

1. suddenly / all of a sudden

- 2. fortunately / luckily / amazingly / to my surprise3. finally
- **4.** unfortunately / unluckily
- 5. then / after that / finally

2. LISTENING

A. (PRE-LISTENING)

- Aim: to present the topic of the listening text by activating Ss' personal experience
- Ask Ss the questions and initiate a short discussion.

B. Aim: to give Ss practice in identifying the topics discussed

- Draw Ss' attention to the TIP and explain it.
- Draw Ss' attention to the picture and the list of words.
- Ask Ss to look at the picture and guess which of the words given will be mentioned in the listening text.
- · Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen carefully to check their predictions.

honey, buzz, kill, swarm, sting, river, hide, flowers

C. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences a-g and make sure that they do not have any unknown words.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

Joe Hey Sam, did I tell you what happened to me in the park on Friday?

Sam No.

- Joe It was really frightening. I was eating yoghurt with honey and reading a book. Suddenly, a bee started buzzing around me so I killed it.
- Sam Why did you do that? Bees are our friends.
- Joe Oh, I won't do it again, that's for sure. As I was walking back to work, suddenly there was another bee buzzing around my head, then another and another. Soon, there was a whole swarm of them.
- Sam Did they sting you?
- Joe A few times, yes. On my neck and arms. So, I started running, but I couldn't make them go away. Sam What did you do?
- Joe Well, I was near the river, so I jumped in there and hid under the water.
- **Sam** Did it work?
- Joe No, they were just waiting till I got out. So, I got my breath back and ran for it. I tried to find a place to go inside, but all I could see was a bus waiting at the bus stop. So, I got on. The people thought I was crazy! The bees just followed me on the bus, so all the passengers got off the bus.
- Sam That's unbelievable!
- Joe I know. I got off the bus with the others and just ran all the way home. I didn't go back to work that day. But listen to this. I woke up the next morning and all the flowers in my back garden were full of bees, millions of them. Like they were waiting for me...
- Sam Oh, come on Joe! I don't believe that!
- Joe It's true! I went out through the back door and went to my brother's house. I'm staying there at the moment.
- Sam Yes, and there are millions of bees in the neighbourhood waiting for you...
- Joe But, Sam, listen...
- Sam I've had enough of your jokes, Joe. Goodbye!

D. (POST-LISTENING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the listening text

• Ask Ss the questions and initiate a short discussion.

3. SPEAKING

Aims: • to give Ss practice in narrating a story • to give Ss practice in transferring from visual to verbal information

- Divide Ss in pairs.
- Ask Ss to turn to the appropriate pages, look at the pictures and read through the words/phrases in the box.
- Have Ss do the activity.
- · Go round the class helping Ss when necessary.
- Choose some pairs to narrate the stories.

Suggested endings

Story A: A big bird was chasing Brad around the kitchen. Jim decided to help his brother so he opened the kitchen door. As the bird was leaving, Brad thanked his brother. Story B: A man was lying there. Ted thought he needed a doctor. As he was using the man's mobile phone to call the police, the man started moving. He opened his eyes, stood up, took his mobile phone from Ted's hands and looked at him angrily. The man was just relaxing behind the bushes as Ted was doing in his garden!

2c

4. WRITING

- A. Aim: to prepare Ss for the writing task through discussion related to their personal experiences
- Ask Ss the questions and initiate a short discussion.
- B. Aim: to familiarise Ss with the stylistic features of a story
- Ask Ss to read through the story and answer the two questions.
- Check the answers with the class.
 - The introductory paragraph sets the scene

 / describes the background of the story and
 introduces the main characters.
 The main paragraph describes how the story
 started and developed.
 The final/concluding paragraph ends the story
 and makes a short comment about it.
 - **2.** The writer uses the Past Simple and the Past Progressive.
- Ask Ss some comprehension questions about the story:

What was Paul doing when he saw the two men? He was returning home.

Where were the men? Outside the house of his neighbour, Tom Baker.

What were they doing? They were carrying his

neighbour's furniture into a van. Why did Paul offer to help them? Because he knew that Tom was moving out in a few days.

What was Paul doing when the doorbell rang? He was having dinner.

Who was at the door? It was Tom.

How did he look? He looked very upset.

What had happened? Someone had broken into his house and had taken everything.

Why did Paul think that he was stupid? Because he realised that he had helped the burglars.

Did Paul help the police catch the burglars? Yes, he did. How did Paul help the police? He gave a clear description of the men.

When did the police catch the burglars? After only an hour. How did Paul help his neighbour? He helped him move everything back into the empty house. Has Paul helped any other neighbours after what

Has Paul helped any other neighbours after what happened? No, he hasn't.

• Explain any unknown words.

C. Aim: to help Ss organise their ideas and plan their writing

- Ask Ss to read through the questions.
- Refer Ss to the story.
- Have Ss do the activity and check answers.
 - Who is/are the main character(s) and what was/ were the main character(s) doing? 1
 - What happened in the end? 3
 - What did the main character(s) do and what happened? 2
 - Where did the story take place? 1
 - When did the story take place? 1
 - How does/do the main character(s) feel now? 3
 - How did the main character(s) feel? 2

D. Aim: to give Ss practice in writing a story

- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the relevant pages.
- Point out to Ss that it is important to use the questions in the previous activity as a guide while writing out their stories.
- Allow Ss some time to write their stories.
- Choose some Ss to read out their stories.



Linking past and present time Talking about travel adventures

Structures

Present Perfect Simple (*just, always, before, ever, never, so far, once, twice, many times, etc.*) Present Perfect Simple vs Past Simple

Vocabulary

Words/Phrases related to weather conditions below zero degrees (°) drop heat

high (temperature) ice lightning low (temperature) snow storm thunder

Words related to nature

cactus camel desert earth insect land (n) leaf plant root sand stem (n)

Other words and phrases

at the same time according to alive be prepared condition cover (v) bite (n) common danger extreme in other words dress (v) explore It was something else light (adj) locals loose mysterious pass (v) (im)possible severe store (v) sunburn survive unfriendly warning

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them to tell you what they think it is about.
- Elicit answers.
- Ask Ss:

What is adventure for you? What is the most adventurous thing you have ever done?

1. READING

A. (PRE-READING)

Aims: • to introduce the topic of the text by relating it to Ss' background knowledge

• to introduce vocabulary related to weather

- Ask Ss the first question and elicit answers.
- Ask Ss to tell you of any deserts they know of and where they are located (*e.g. the Rub' al Khali Desert Saudi Arabia, the Sahara Desert Africa, the Kalahari Desert Africa*).
- Ask Ss the second question and draw their attention to the words given.
- Make sure that Ss don't have any unknown words and can relate the words to the symbols.
- Elicit answers.
- B. Aims: to present vocabulary, functions and structures in the context of a text
 to give Ss practice in reading for gist

BACKGROUND NOTE

Antarctic is the biggest cold desert, situated in the southern hemisphere, almost entirely south of the Antarctic Circle, and is surrounded by the Southern Ocean. About 98% of Antarctica is covered with ice, which averages at least 1.6 kilometres (1.0 miles) in thickness.

- Draw Ss' attention to the title of the text and ask them to tell you what they think the text is about.
- Elicit answers.
- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*a web page*).
- Ask Ss to read through the headings a-e.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the text.
- Alternatively, play the CD and have Ss read and listen to the text.
- Have Ss do the activity and check answers.



• Ask Ss some comprehension questions:

How much of the Earth's surface do deserts cover? A third.

What makes deserts a mysterious and unfriendly place? The extreme conditions.

Can you find lots of water and many plants in a desert? No, you can't.

What kind of places are deserts? They are places with extreme heat and lots of sand.

Which is one of the biggest deserts? The Sahara Desert in Africa.

What is the temperature like in the desert during the day? It can reach 50°C.

What is the temperature like in the desert at night? It can drop to below zero.

Does it often rain in the desert? No, it doesn't. How long can camels survive without drinking water?

Seven days. Is the desert a dangerous place? Yes, it is. What are the possible dangers in the desert? Heat

stroke, severe sunburn and insect bites. What kind of clothes should you wear in the desert?

Long, light and loose clothes.

What should you remember to have with you in the desert? Lots of water.

Has Keith travelled to lots of places around the world? Yes, he has.

Did he enjoy his last trip? Yes, he did.

C. Aim: to give Ss practice in identifying specific information in the text

• Have Ss do the activity and check the answers with the class.



D. Aim: to give Ss practice in deducing the meaning of unknown words from the text

- Refer Ss to the text and ask them to find the words 1-5.
- Encourage Ss to deduce the meaning of the words from the context.
- · Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the questions and initiate a short discussion.

2. GRAMMAR PRESENT PERFECT SIMPLE

Aim: to present the Present Perfect Simple

- Draw Ss' attention to the picture.
- Ask Ss to read through the dialogue.
- · Point out to Ss that the verbs in bold are in the Present Perfect Simple.
- Ask Ss the first question.
- Elicit answers and have Ss complete the rule (we form the Present Perfect Simple with the auxiliary verb have/has and the past participle of the main verb).
- Ask Ss the second question.
- Ask Ss to read through the two options.
- Elicit the answer that we use the Present Perfect Simple for actions that happened in the past but we can see their results now and/or we don't mention when they happened (**b.**).
- Make sure that Ss understand the use of the Present Perfect Simple by relating it to the dialogue. If necessary, provide Ss with further explanations and/or examples.
- Point out to Ss that **a**. refers to the Present Progressive.
- Draw Ss' attention to the NOTE and explain to them that these words are usually used with the Present Perfect Simple.

PRESENT PERFECT SIMPLE vs PAST SIMPLE Aim: to have Ss differentiate between the Present Perfect Simple and the Past Simple

- Ask Ss to read through the examples.
- Draw Ss' attention to the verbs in bold.
- Ask Ss to tell you the difference between I've travelled and I travelled and elicit the answer that I've travelled refers to an action that happened in the past but the exact time is not mentioned, whereas I travelled refers to an action that happened in the past and we say when exactly.
- If necessary, provide Ss with further examples demonstrating the difference between the Present Perfect Simple and the Past Simple.
- Refer Ss to the Grammar Reference (p. 128).

3. PRACTICE

4. visited

Aim: to give Ss practice in differentiating between the Present Perfect Simple and the Past Simple in the context of a dialogue

- · Have Ss do the activity and check answers.

 - 1. Have ... visited 5. Did ... like 2. have never left
 - **6.** Have ... ever travelled 3. have always wanted
 - 7. flew
 - 8. was

4. INTONATION **22, 23**

A. Aim: to familiarise Ss with the reduced forms of did you and have you

- Play the CD and have Ss listen and repeat each question they hear.
- Ask Ss to tell you what they notice about the pronunciation of *did you* and *have you*.

B. Aim: to give Ss practice in pronouncing the reduced forms of *did you* and *have you*

• Play the CD and have Ss repeat each question they hear.

5. SPEAKING

Aim: to give Ss practice in using the structures and functions presented in this lesson through a pair work activity

- Draw Ss' attention to the prompts and the speech bubble.
- In pairs, Ss take turns to ask and answer questions about each other's travel adventures.
- · Go round the class helping Ss when necessary.
- · Choose some pairs to act out the dialogues.

Talking about the duration of an action Giving news

Structures

Present Perfect Simple with for, since, yet, already

Vocabulary

Set phrases for letters/e-mails How are things? I must go now I'm looking forward to... Sorry I haven't written for so long

Take care What have you been up to?

Other words and phrases

abroad accept accommodation arrange exactly foreign organise stressed take a course

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce that the phrase *to broaden one's mind* means to increase the range of one's knowledge and experience.
- Ask Ss to guess what they think the lesson is about and elicit answers.
- Ask Ss:

Do you think that travelling can broaden your mind? How?

What other things can broaden your mind? How?

1. GRAMMAR

A. Aim: to present the Present Perfect Simple with *for* and *since*

- Ask Ss to read through the dialogue.
- Draw Ss' attention to the words in bold.
- Ask Ss the question in the rubric.

Fred moved to the city two years ago.



- Make sure that Ss can make the connection between <u>*I've*</u> <u>had</u> this house <u>for</u> two years and <u>*I* moved</u> to this city two years <u>ago</u>.
- Draw Ss' attention to the table.
- Point out to Ss that *for* refers to the duration of an action whereas *since* refers to the time when the action started.
- Draw Ss' attention to the words that go with for and since.

B. Aims: • to present the Present Perfect Simple with already and yet

• to present have been and have gone

- Ask Ss to read through the dialogue.
- Draw Ss' attention to the words in bold.
- Ask Ss to look at the two tables. Make sure that Ss don't have any unknown words.
- Have Ss complete the tables.
- Check the answers with the class. If necessary, provide Ss with further examples and/or explanations.

already, yet, gone, been



2. PRACTICE

Aim: to give Ss practice in using the Present Perfect Simple with *for, since, yet, already* in the context of two dialogues

- Have Ss do the activity and check answers.
- 1. hasn't returned yet, has gone, have told, have already called
- 2. haven't seen... since, haven't checked... for, Have ... been

3. LISTENING

A. (PRE-LISTENING)

Aim: to present the topic of the listening text by activating Ss' personal experience

• Ask Ss the questions and initiate a short discussion.

B. Aim: to have Ss identify speakers' experiences and attitudes

- Ask Ss to read through the statements a-d.
 - Play the CD twice and have Ss do the matching.
 - Ryan **d**. Jake **a**. Phil **c**.

LISTENING TRANSCRIPT

Ryan

My brother and I have been here for a month now, but the only things I can say in Spanish are everyday expressions like *Thank you* and *Good morning*. Sometimes I feel stupid. People talk to me and I just look at them. Luckily, my brother speaks Spanish very well and he helps. But I can't go anywhere without him! I haven't managed to learn much, so, I've decided to take a course. I want to speak Spanish well when I leave and go back home. I mean that's why I'm here, right?

Jake

I've been here since last September. The first few months were very hard for me. I found it difficult to understand the professors and I didn't speak to my classmates because I was afraid of making mistakes. My flatmate, Thomas, had the same problem and we decided to take a course to improve our Spanish. It was a great idea because I've already improved so much that I can read newspapers and books. And I almost never have problems at the university.

Phil

It's an amazing experience! I've been abroad before, but only on holiday. I like the people a lot and I enjoy working as a teacher, but I sometimes have problems with the language. I'm OK when I go out because I can always find someone who speaks English, but I sometimes have problems at work. Not with my colleagues; they speak English, but when students don't understand something I can't explain it in their own language. I wanted to take a language course back home, but I didn't and now I don't have time.

4. SPEAKING

A. Aim: to prepare Ss for the speaking activity

• Ask Ss the questions and generate discussion.

B. Aim: to give Ss practice in speculating and making a decision

- Ask Ss to read through the list of things that can help someone when learning English.
- In pairs, Ss take turns to talk about the questions in the rubric.
- Go round the class helping Ss when necessary.

2e

5. WRITING 125

A. Aim: to prepare Ss for the writing task

• Ask Ss the questions and generate discussion.

B. Aim: to have Ss identify the purpose of an e-mail giving news

BACKGROUND NOTE

A **Master's** or MA is an advanced college or university degree that you study for after your first degree.

- Ask Ss to read through the e-mail.
- Ask Ss the question in the rubric.
- Check the answer with the class.

Fred is writing to Abdul-Rahman to tell him his news. (He's going to Thuwal, Saudi Arabia for his Master's.)

• Ask Ss some comprehension questions:

Why hasn't Fred written to Abdul-Rahman for so long? Because he has been very busy with university. Where does Abdul-Rahman live? In Thuwal. Why is Fred going to Thuwal? For his Master's. Why is Fred a bit stressed? Because he hasn't organised things yet. Who is helping Fred with accomodation? Some friends in Saudi Arabia. Does Fred know exactly when he is going to Thuwal? No, he doesn't.

Have Fred and Abdul-Rahman seen each other recently? No, they haven't.

• Explain any unknown words.

C. Aim: to introduce the structure of an e-mail giving news

- Refer Ss to the e-mail.
- Ask Ss to read through the questions a-d.
- Have Ss do the activity.
- Check the answers with the class.



D. Aim: to familiarise Ss with appropriate opening and closing phrases for an e-mail giving news

- Ask Ss to read through the phrases in the box. Explain any phrases they might not know.
- Ask Ss to look at the phrases from Fred's e-mail.
- Have Ss do the activity.
- Check the answers with the class.
- Refer Ss to page 122 for a more detailed list of set phrases.



Hello Abdul-Rahman, Dear Jamie,

Set phrases for opening paragraph How are things? Sorry I haven't written for so long, but... Thanks for your e-mail.

I'm writing to tell you about... Hi! How have you been?

Set phrases for closing paragraph Well, that's all for now. Write back soon.

I'm looking forward to hearing from you. I must go now.

Say hi to everyone.

Signature endings

Yours, Take care, Bye for now,

E. Aim: to give Ss practice in writing an e-mail giving news

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities

VOCABULARY



GRAMMAR

- B.
- 1. was driving 2. crashed 3. got 4. drove 5. had 6. was walking 7. saw 8. was breaking 9. called 10. caught

Ter.

ter

C.

Have ... visited
 went
 Have ... eaten
 have already tried
 had
 have been
 Have ... tried
 went
 was
 didn't try

D.

- just
 already
 never, before
 yet
 for
- 6. ever

2 Round-up

COMMUNICATION

- E.
- •ن
- **1.** c
- **2.** a
- **3.** e
- **4.** d

LISTENING 126

• Ask Ss to read through the questions 1-4 and the options given.

- Play the CD twice.
- Check the answers with the class.



LISTENING TRANSCRIPT

1.	
Sean What did you do this weekend, Lenny?	
Lenny I went hiking with some friends from work.	
Sean Oh yeah, I forgot. Where did you go?	
Lenny Dead Man's Gorge.	
Sean That's an exciting name.	
Lenny Yeah, we liked the name, too. That's why we	
chose it.	
Sean Was it dangerous?	
Lenny Not really. It was a very small gorge and it took	
us hours to get there. It was a bit of a waste of	
time really.	
Sean So, you're not going aga	in
Lenny No way.	
2.	
Bob What are you reading	2
Dennis It's an article about Fr	
Dennis Have you ever had snails?	
Bob No, but I lived in France for a year and I tried	
other things.	
Dennis What, like frogs' legs?	
Bob That's a bit too much for me. But I once had a	
cactus salad.	
Dennis Was it good?	
Bob Very tasty.	
3.	
Marcus I was cycling in the heat, trying to get home	
	en my mobile rang. So,
I stopped at the side of	
looking for it in my bag. I found it and	
answered it and then this bee came and stung	
me. Can you believe it? It probably smelt the	
sandwich I had in my bag.	
4.	c
Ali Are those photos	s from your trip to
Egypt, grandpa?	, <u>1</u>
Mohammad Yes, this is me or	n a camel.
	enjoy the desert?
Mohammad Yes, it was beaut	
	ere at night, though.
Mohammad Yes, it can. But h	
Ali Well, I read abou	
···· ·································	

SPEAKING

- Ask Ss to look at the pictures and read through the prompts in the boxes. Make sure that Ss do not have any unknown words.
- Explain to Ss that they should make up a story using as many of the pictures and the words/phrases as possible.
- Get Ss to do the activity in small groups.
- Go round the class helping Ss when necessary.
- Choose a student from each group to tell their story to the rest of the class.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress • to encourage learner autonomy

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



27

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

A.

• Ask Ss the questions and generate discussion.

В.

- Draw Ss' attention to the pictures and the title of the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their answers.
- Alternatively, you can play the CD and have Ss read and listen at the same time.

Ibn Battuta was a great Moroccan explorer who lived in the 14th century.

• Ask Ss some comprehension questions:

When was Ibn Battuta born? In 1304. What did he study? He studied Muslim Law. How many miles did he travel? 75,000 miles. How many countries did he visit? Over 40 countries. How old was Ibn Battuta when he left home? He was 21.

What was his dream? His dream was to visit all the countries of the Muslim world and 'never, if possible, cover a road a second time'.

Why did he travel with caravans? Because it was safer than travelling alone.

Which places did he visit? He visited Egypt, Syria, Makkah, Iraq, Persia, East Africa, he explored the Black Sea area and travelled to countries like India, Ceylon and Spain.

Who helped Ibn Battuta write his book? A young man, Ibn Juzayy.

How many pages was his book? 1000.

C.

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

1. He was from Tangier, Morocco.

- **2.** Because he wanted to go to Makkah on Hajj.
- **3.** He travelled on foot, with caravans, on horse, camel and by boat.
- 4. They lasted 29 years.
- **5.** "A gift to those who contemplate the wonders of cities and the marvels of travelling".

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read through the poem on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.


3 Going places

Aims: • to introduce the topic of the module and activate Ss' background knowledge

• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and ask them what they think the module will be about.
- Ask Ss to look at the picture and tell you what they can see (a map with some pins on it indicating different places around the world).
- Ask Ss some questions:

Have you ever travelled to a foreign country? Did you like it? Why/Why not? How is visiting places abroad different from visiting places in your country?

- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

▶ a brochure about a region in China: p. 40



▶ an unhappy passenger: p. 34

- an interview with a caving expert: p. 36
- different places to stay when travelling: p. 38
- ▶ a city in Saudi Arabia: p. 43
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.



Expressing ability Making requests Asking for permission

Structures

can, could, may, be able to

Vocabulary

Words/Phrases related to travelling by plane aisle seat arrival baggage board (v) boarding card business trip check in conveyor belt delay (n) departure destination flight attendant gate land (v) (hand) luggage passenger passport suitcase take off

Other words and phrases

as soon as possible at last bring clerk explain go away lost mix-up (n) stuff

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson. Help them deduce the meaning of the word *destination* and ask them to tell you when we ask this question (*when we want to find out where someone is travelling to*).
- Ask Ss to tell you what they think the lesson is about.Elicit answers.

1. LISTENING & READING

A. Aim: to introduce the topic of the dialogues by relating it to Ss' personal experience

- Ask Ss the questions and initiate a short discussion.
- If necessary, you can ask Ss some more questions:

What kind of preparations do you make before travelling? How do you prefer travelling?

B. Aims: • to present vocabulary, functions and structures in the context of two dialogues

• to give Ss practice in identifying the main idea of the dialogues

BACKGROUND NOTE

- Madrid is the capital and largest city of Spain.
- London Heathrow Airport or Heathrow, located in London, is the largest and busiest airport in the United Kingdom.
- Papua New Guinea, is a country in Oceania, occupying the eastern half of the island of New Guinea and numerous offshore islands. It is located in the southwestern Pacific Ocean.
- Lehu is an airport in Papua New Guinea.
- Draw Ss' attention to the man in the picture and ask them to tell you where he is (*at an airport*).
- Ask Ss the questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to listen to the dialogues carefully and check their predictions.

The man feels angry, disappointed, etc. He has lost his bag.



Ask Ss some comprehension questions:

Where does the first dialogue take place? (At a check-in desk) in Madrid. Where is the man flying to? He's flying to London Heathrow. What does the man want to take on the plane with him? A bag. *Does the check-in clerk let him take the bag on the plane?* No, he doesn't. Why? Because it is too heavy for hand luggage. *Why does the man want to take it on the plane with* him? Because he has important stuff in it. Where does the second dialogue take place? (At lost luggage) in London Heathrow. What kind of mistake did the baggage handler make? He mixed up the airport codes. What is LHP? The airport code for Lehu. What is the good news? That they found the man's bag. Do they have the bag? No, they don't. What have they arranged? To fly his bag directly to London Heathrow as soon as possible. Why can't the man give the attendant his address in London? Because he has written it in his notebook, which is in his lost bag / in Papua New Guinea.

C. Aim: to give Ss practice in identifying specific information in the dialogues

• Have Ss do the activity and check answers.

1. He would like to have an aisle seat.

2. Two.

- **3.** The airport code for London Heathrow.
- 4. That there has been a bit of a mix-up and now the man's bag is in Lehu.
- 5. It's in Papua New Guinea.
- 6. A courier.
- 7. His notebook with his address in London.
- Explain any unknown words and choose Ss to act out the dialogues.

3a

2. VOCABULARY

Aim: to present vocabulary related to travelling by plane

• Ask Ss some questions:

Have you ever been to an airport? Can you name any of the areas that can be found at an airport?

Can you think of any words related to travelling by plane?

- Elicit answers.
- Ask Ss to read through the text.
- Draw Ss' attention to the words in bold. Explain to them that these are words/phrases related to travelling by plane.
- Draw Ss' attention to the TIP and explain it.
- Help Ss deduce the meaning of the words/phrases from the context.
- Check the answers with the class.

arrivals = the place at an airport where passengers go to once they have got off the plane **land** (\mathbf{v}) = to come down through the air onto the ground

departures = the place at an airport where passengers go to in order to make all the necessary arrangements before they get on their plane **delay** (**n**) = a period of time when passengers have to wait before they get on their plane because of a problem that makes their flight late **take off** = to leave the ground and begin to fly **gate** = the place at an airport where passengers are allowed to get on or off a plane **board** (**v**) = to get on a plane **boarding card** = a card that a passenger receives

after they have checked in and they must have it to be allowed to get on a plane

flight attendant = someone whose job is to serve passengers on a plane

3. GRAMMAR

Aim: to present the modal verbs *can*, *could*, *may*, *be able to*

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these words are modal verbs.
- Ask Ss to decide what the words in bold express. Make sure that they do not have any unknown words.
- Elicit answers.



- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 128).

OPTIONAL ACTIVITY

• For further practice, ask Ss to make their own sentences using the modal verbs in the previous activity to express ability in the present/past, to make requests and ask for permission.

4. PRACTICE

Aim: to give Ss practice in using the modal verbs *can*, *could*, *may*, *be able* to in context

- Have Ss do the activity and check answers.
 - Can I borrow your mobile phone?
 I'm sorry but I wasn't able to
 - meet you at the airport yesterday.
 - 3. Could I have some water, please?
 - **4.** I can't find my boarding card.
 - 5. May I use my laptop on the

plane?

5. SPEAKING

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson by simulating a conversation between a check-in clerk at an airport and a passenger

- Draw Ss' attention to the prompts in the boxes.
- Draw their attention to the TIP and explain it.
- In pairs, Ss take turns to ask and answer the questions.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Suggested questions

Student A Where are you flying to?

May I see your passport and ticket, please?

How many bags are you checking in?

Could you put it/them on the conveyor belt, please? **Student B**

Could I have an aisle/a window seat, please? Could I check in this bag, too? Could I take my laptop on the plane, please?

WORKBOOK LISTENING

• For the listening transcript go to page 120.



Expressing obligation and lack of obligation Expressing prohibition

Structures

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

Vocabulary

as well as basic skills battery beginners cave club communication deep discover discussion equipment excitement expect experienced exploration extra first-aid kit formation ground helmet huge improvement ladder minimum necessary organisation physically fit preparation prepare rescue safety scientist special survival take part thrill unknown waterproof worth

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them if they can tell you what the phrase *dos and don'ts* means and when it is used *(things you should and shouldn't do in a given situation).*
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. READING ▶ 31

A. (PRE-READING)

Aim: to introduce the topic of the interview by relating it to Ss' personal experience

- Ask Ss the questions and generate discussion.
- Ask Ss a few more questions:

What is the most frightening place you have explored? What is the most exciting or interesting place you have explored?

B. Aims: • to prepare Ss for the reading text by drawing their attention to visual information

- to present vocabulary, functions and
- structures in the context of an interview
- to give Ss practice in reading for gist
- Draw Ss' attention to the picture in the top right-hand corner of the page.
- Ask Ss:

What does the picture show? The cover of a magazine. What is the magazine called? ESM. What do the initials ESM stand for? Extreme Sports Magazine.

What extreme sport is this issue of ESM about? It's about caving.

What is caving? The exploration of caves.

Who is the man on the cover? He's Clive Stewart. Why do you think they did an interview with Clive Stewart? Because he has a lot of interesting things to say about caving.

- Ask Ss to read through the questions a-e and explain that they should match them with the paragraphs 1-5.
- Ask Ss to read through the interview.
- Alternatively, play the CD and ask Ss to listen and read at the same time.

• Have Ss do the activity and check answers.



• Ask Ss some comprehension questions:

How deep were the caves that Martel went down in 1889? They were over 100m deep. What did he use to go down these caves? He used ropes and ladders. What are these caves called today? They are called 'potholes'. Do cavers like exploring them? Yes, they do. What do cavers like about caving? The thrill of the unknown and discovering new places. When may cavers think, 'What am I doing'? When they have to walk through waist-high water or climb a slippery rock face. When does it all seem worth it? When a caver discovers a huge underground cave with beautiful rock formations. What do most caving clubs have? Special programmes

for beginners. How should you always explore caves? In groups. What is it considered to be a good idea to do before you go on your trip? To leave a note of your trip and the time you expect to return with someone.

What is very difficult about caving? Rescuing people. What happens if you don't have light with you? You can get lost.

What is it necessary to have with you? A headlamp and at least one extra, batteries, strong ropes and a first-aid kit. What kind of clothes should you wear? Warm and waterproof.

C. Aim: to give Ss practice in identifying specific information in the text through a True/False activity

• Have Ss do the activity and check answers.

1. F 3. F 5. F 7. F 2. F 4. T 6. T	ē,
---------------------------------------	----

D. Aim: to give Ss practice in deducing the meaning of unknown words from the text

- Refer Ss to the text and ask them to find the words 1-6.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-f. Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the interview aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the questions and initiate a short discussion.



2. VOCABULARY

Aim: to present and give Ss practice in word building (noun suffixes)

- Draw Ss' attention to the NOTE and explain it.
- Draw Ss' attention to the suffixes in the brackets.
- Ask Ss to look at the nouns given and underline the suffix in each one of them.
- Explain to Ss that the words without the suffixes are the verbs which the respective nouns derive from.
- · Have Ss do the activity and check answers.

 - excite Ý excitement
 appear Ý appearance
 explore Ý exploration
 perform Ý performance
 prepare Ý preparation
 survive Ý survival
 improve Ý improvement
 diaguag Ý diaguagian
 - 9. discuss Ý discussion
 - 10. communicate Ý communication
 - 11. arrive Ý arrival
 - 12. organise Ý organisation

3. GRAMMAR

Aim: to present have to, don't have to, must, mustn't, need to, don't need to and needn't

- Ask Ss to read through the examples and the sentences a-c.
- Have Ss do the activity and check answers.
- Refer Ss to the Grammar Reference (p. 129).

You have to be physically fit. a You **don't have to** wear special clothing. **b** Each person **must** have a headlamp. **a** You **mustn't** go without an experienced caver. c You need to have safety equipment. a Experienced cavers don't need to take a training course. b

You needn't buy special clothing. b

OPTIONAL ACTIVITY

• For further practice, ask Ss to make their own sentences using the verbs in the previous activity to express obligation in the present/future, lack of obligation in the present/future and prohibition.

4. PRACTICE

Aim: to give Ss practice in using have to, don't have to, need to, don't need to, needn't, must and mustn't in context

- Ask Ss to look at the signs. Make sure that they do not have any unknown words.
- · Have Ss do the activity and check answers.

You have to/need to/must wear a helmet at all times. You need to/have to/must buy a ticket for the gallery. You don't need to/don't have to/needn't pay to enter the funpark on Tuesday.

You mustn't take your bike in the park.

You mustn't take photographs using a flash.

5. SPEAKING

- Aim: to give Ss practice in using the structures and functions presented in this lesson through a guessing game
- Ask Ss to look at the places.
- Ask Ss to read through the ideas in the box and the speech bubble.
- In groups of four, Ss play the guessing game.
- · Go round the class helping Ss when necessary.
- Choose some groups to act out the guessing game.

Asking for and giving information about different types of accommodation

Structures

Indirect questions

Vocabulary

Words/Phrases related to different types of accommodation

air conditioning B&B buffet business centre campsite parking receptionist room service sleeping bag swimming pool tent Wi-Fi connection youth hostel

Other words and phrases

close (adv) cost (v) daily hire pay plan (v) price public transport

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.

• Elicit answers.

1. VOCABULARY

Aim: to present vocabulary related to different types of accommodation

BACKGROUND NOTE

- Bed and Breakfast (B&B) is a type of accommodation which refers to a room to sleep in for the night and a morning meal, or a private house or small hotel offering this.
- A youth hostel describes a place where people, especially young people, can stay cheaply for short periods when they are travelling.
- Wi-Fi connection is a system for connecting electronic equipment such as computers and electronic organisers to the Internet without using wires.
- Ask Ss to look at the pictures which show different types of accommodation and read through the words underneath each picture.
- · Make sure that Ss are familiar with all four types of accommodation.
- Ask Ss to read through the words in the box.
- Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

high prices: B&B, hotel room service: hotel tent: campsite air conditioning: B&B, hotel shower: B&B, hotel, campsite, youth hostel swimming pool: hotel buffet: B&B, hotel Wi-Fi connection: B&B, hotel business centre: hotel sleeping bag: campsite

2. GRAMMAR

Aim: to present indirect questions

- Ask Ss to read through the two short dialogues.
- Draw Ss' attention to the phrases in bold in each dialogue.
- Make sure that Ss understand that the first question is a direct one while the second question is an indirect one.
- Ask Ss the two questions and elicit the answers that the indirect question is more formal and polite than the direct question. The difference in the word order between the two bold phrases is that the indirect question has affirmative word order.
- Refer Ss to the Grammar Reference (p. 129).

3. INTONATION 132, 33

- A. Aim: to familiarise Ss with the difference in intonation between direct and indirect questions
- Play the CD and pause after each question.
- Ask Ss to listen for the difference in intonation between the two questions.
- Play the CD again and ask Ss to repeat the questions while you move your hand upwards or downwards to show the rising and falling tone in each question.





B. Aim: to give Ss practice in distinguishing between rising and falling intonation in direct and indirect questions

- Play the CD and pause after each question.
- Ask Ss to repeat each question and write the appropriate symbol next to it.
- Check the answers with the class.
 - 1. rising intonation
 - 2. falling intonation
 - 3. rising intonation
 - 4. falling intonation
 - 5. falling intonation
 - 6. rising intonation

4. PRACTICE

Aim: to give Ss practice in forming indirect questions

- · Have Ss do the activity and check answers.
 - 1. Excuse me, can you tell me what time the gym opens?
 - 2. Do you know where the swimming pool is?
 - 3. Can you tell me where you stayed?
 - 4. Could you tell me how much you paid?
 - 5. Do you know when Tom's graduation is?

3c

5. LISTENING

A. (PRE-LISTENING)

Aim: to present the topic of the listening text by relating it to Ss' personal experience

• Ask Ss the questions and initiate a short discussion.

B. Aim: to give Ss practice in listening for gist

- Explain to Ss that they will listen to a conversation between a customer and a hotel receptionist and they should find out what the customer is complaining about.
- Play the CD and check Ss' answers.

Suggested answer The door to his room is stuck/doesn't open.

C. Aim: to give Ss practice in listening for specific information through a True/False activity

• Ask Ss to read through the sentences 1-7.

• Play the CD, have Ss do the activity and check answers.

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

LISTENING TRANSCRIPT			
Customer	Hello?		
Receptionist	Hello, Mr Swain?		
Customer	At last!		
Receptionist	This is reception. We've just received		
	a strange e-mail from you.		
Customer	That's right. The zero button on the		
	phone doesn't work. I couldn't call		
	you, so I sent an e-mail to the hotel.		
D	Luckily, the Wi-Fi is working.		
Receptionist	I don't understand. Why didn't you just come downstairs?		
Customer	That's what I was trying to explain		
Customer	in my e-mail. The door to my room		
	is stuck. I can't open it.		
Receptionist	Oh dear! From your e-mail, I		
in the province	thought your balcony door didn't		
	open.		
Customer	No, no, I can't get out of my room. I		
	banged on the door for ten minutes,		
	but nobody heard me. Then I		
	decided to send an e-mail. Now, I'm		
	late for a meeting. I'm not staying		
	another night here. I want my		
	money back.		
Receptionist	OK, calm down sir. I'm sending		
	someone up right now, to fix the		
	door. We can offer you a different		
Customer	room if you like. Wait a minute! When I arrived, you		
Customer	said this was the only room you had.		
	Suddenly, you're able to move me to		
	another room. Can you tell me how		
	that is possible?		
Receptionist	Well, a man from the 5th floor left		
1	this morning.		
Customer	Was his door broken, too?		
Receptionist	No, he just decided to go home		
	earlier.		
Customer	I see. Well, I don't think I want to		
	stay because		

Receptionist	Just go, now! Go on!
Customer	I beg your pardon!
Receptionist	I'm sorry, I was talking to the hotel
	caretaker. He's coming to fix your
	door now.
Customer	Well, tell him to hurry, please.
Receptionist	Of course. Now, when he fixes it,
	please come downstairs and we can
	discuss
Customer	I'm sorry, but I'm already half an
	hour late for a meeting.
Receptionist	OK, do you know when you are
	going to be back?
Customer	Later this evening. But I'm not going
	to stay.
Receptionist	OK. I'm very sorry about all this.

6. SPEAKING

Aim: to give Ss practice in asking for and giving information about different types of accommodation

- Ask Ss to turn to the appropriate pages and read through the information, the prompts and the speech bubbles on each page.
- In pairs, Ss take turns to ask and answer questions about the youth hostel and the hotel.
- Point out to Ss that when asking they should use indirect questions because they are more polite than direct ones.
- Choose some pairs to act out the dialogues.

7. WRITING

A. Aim: to prepare Ss for the writing task

- Explain the situation to Ss and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Have Ss read the e-mail and check their answers.

B. Aim: to give Ss practice in identifying the stylistic features of an e-mail asking for information

- Refer Ss to the e-mail.
- Ask Ss the questions and check the answers with the class.
 - **1.** Peter asks four questions about the campsite.
 - 2. Firstly, Also, Finally.
 - 3. He has used both direct and indirect questions.

C. Aim: to help Ss organise their ideas and plan their writing

- Ask Ss to read through the list of ideas.
- Have Ss do the activity and check answers.

D. Aim: to give Ss practice in writing an e-mail asking for information

- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they can use the ideas they talked about in the previous activity.
- Allow Ss some time to write their e-mails.
- · Choose some Ss to read out their e-mails.



Talking about the natural beauty of a place Making comparisons

Structures

Comparisons

Vocabulary

Geographical features

cliff coast jungle mountain range valley volcano waterfall

Other words

capital chilli peppers colourful definitely develop garlic giant grow impressive include lion panda protection research (n) scenery spectacular statue zoo visitor

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them to tell you what they think it is about.
- Elicit answers.

1. VOCABULARY

Aim: to present vocabulary related to geographical features

- Ask Ss to look at the pictures and the words.
- Help Ss deduce the meaning of any unknown words from the context of the respective pictures and ask them the question in the rubric.

2. READING

A. (PRE-READING)

- Aim: to help Ss make predictions about the reading text by relying on visual information and/or their background knowledge
- Draw Ss' attention to the map and the pictures accompanying the text.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to look at the layout of the text and tell you what it is (*a brochure*).

B. Aims: • to check Ss' predictions

- to present vocabulary, functions and structures in the context of a text
 to give Ss practice in reading for gist
- Ask Ss to read through the text. Alternatively, play the CD and have Ss read and listen to the text at the same time and check their predictions.
- Ask Ss to look at the list of the topics and tick the ones that are mentioned in the text.
- Have Ss do the activity and check answers.

nature, animals, food, places of interest

• Ask Ss some comprehension questions:

Why is Sichuan considered to be an ideal holiday destination? Because of its beautiful scenery, friendly people and great food. Where is Sichuan? It's in (southwest) China.

Which is the longest river in Asia? The Yangtze River. Is the Yangtze River longer than the Amazon or the Nile? No, it isn't.

What's a common form of art in China? Carved lion statues.

What can you do on Mount Emei? You can visit sights or just take photos of the many waterfalls.

Where is the Giant Panda Research Base? In Chengdu. What has the Research Centre developed into? It has developed into China Panda City with a museum and a zoo.

What is Sichuanese food like? It's hotter and spicier than other types of Chinese cuisine. Is it delicious? Yes, it is.

3d

C. Aim: to give Ss practice in identifying specific information in the text

• Have Ss do the activity and check answers.

- 1. The Himalayas.
- **2.** Outside palaces and other important buildings.
- 3. At Jiuzhaigou Valley.
- 4. It's Chengdu.
- 5. A lot of chilli peppers and garlic.

D. Aim: to give Ss practice in deducing the meaning of unknown words from the text through a matching activity

- Refer Ss to the text and ask them to find the words 1-4.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the options underneath each word.
- Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the questions and initiate a short discussion.

3. GRAMMAR

A. Aim: to present the comparative and superlative form of adjectives

- Ask Ss to read through the four examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the two questions.
- Elicit answers.
 - The first and the fourth sentence include adjectives in the comparative form while the second and the third sentence include adjectives in the superlative form.
 - We use the word *than* after adjectives in the comparative form. We use the word *the* before adjectives in the superlative form.

B. Aim: to present other forms of comparison (as ... as)

- Ask Ss to read the sentence.
- Draw Ss' attention to the words in bold.
- Ask Ss to read through the three options.
- Check the answer with the class.

The correct answer is **b**.

• Refer Ss to the Grammar Reference (p. 129).

4. PRACTICE

Aim: to give Ss practice in making comparisons in the context of a dialogue

- Have Ss do the activity and check answers.
 - 1. the worst
 - 2. better
 - 3. tasty
 - 4. more expensive
 - 5. quiet
 - 6. the cheapest

5. SPEAKING

Aim: to give Ss practice in using the functions and structures presented in this lesson through a pair work activity

- Ask Ss to turn to the appropriate page.
- Ask Ss to look at the three pictures and the captions.
- Draw Ss' attention to the adjectives.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to talk about the holiday destinations.
- Go round the class helping Ss when necessary.
- Choose Ss to say which holiday destinations they prefer giving reasons for their choices.

Making decisions and justifying them Describing a place

Vocabulary

Adjectives describing places

ancient calm comfortable cosy crowded dangerous fascinating historic narrow noisy numerous peaceful popular safe suitable unforgettable wonderful

Other words and phrases

attract countryside full of (go on a) tour such as tourist variety

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss understand the meaning of the phrase *urban life* (= *life in the city*) as opposed to *rural life* (= *life in the countryside*).
- Ask Ss to tell you what they think the lesson is about.
- Ask Ss to tell you whether they prefer an urban or a rural way of life and why.

1. VOCABULARY

A. Aim: to present adjectives used to describe places

- Ask Ss to read through the sentences 1-8.
- Draw Ss' attention to the adjectives in bold.
- Help Ss deduce the meaning of any unknown adjectives from the context.
- Ask Ss to read through the definitions a-h.
- Have Ss do the matching and check answers.

		<i>k</i>
1. c	5 . h	X
2. b	6. e	
3. f	7. g	
4. d	8. a	

B. Aim: to give Ss practice in using adjectives to describe their city/town

- Ask Ss to make their own sentences using some of the adjectives presented above to describe their city/town.
- Choose Ss to read out their sentences.

2. SPEAKING

Aim: to give Ss practice in making a decision and justifying their choices

- Ask Ss to look at the pictures of the three people and read through the information about each one of them.
- Ask Ss to look at the pictures of the three cities and read through the information about each one of them.
- Make sure that Ss do not have any unknown words.
- Ask Ss to read through the speech bubble.
- Draw Ss' attention to the TIP and explain it.
- In pairs, Ss take turns to talk about which city is the most suitable for each person justifying their choices.
- · Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchanges.

3e

3. LISTENING

A. (PRE-LISTENING)

Aim: to present the topic of the listening text by relating it to Ss' personal experience

• Ask Ss the question and initiate a short discussion.

B. Aim: to give Ss practice in listening for gist

- Play the CD. Have Ss listen carefully.
- Check the answer with the class.

Bob likes living in the city.

C. Aim: to give Ss practice in listening for specific information and in transferring from verbal to visual information

- Ask Ss to read through the questions 1-4 and look at the pictures underneath each question.
- Draw Ss' attention to the TIP and explain it.
- Play the CD. Have Ss listen carefully and decide which picture best answers each question.
- Check the answers with the class. Ask Ss to provide justification for their answers.



LISTENING TRANSCRIPT

3. c

4. a

Tim Nice café.

1. b

- **Bob** Yeah, I come here often with my colleagues.
- **Tim** So, how's life in the city?

2.b

- **Bob** I think I made the right decision moving here.
- **Tim** Isn't it a bit dangerous in the city centre?
- **Bob** Well, I don't really live in the centre. I'm in the north of the city.
- **Tim** I see. Well, it's very different from your old neighbourhood.
- **Bob** Oh, yes, there's so much to do here. It's brilliant.
- Tim Shops and museums, eh?
- **Bob** No, that's not really for me. I love it here because I can watch United every Saturday.
- **Tim** Of course, you're a football fan. But what about the shops here?
- **Bob** There are many choices. Just take a walk, and there's a great shop on every corner.
- Tim Is your new job OK, then?
- **Bob** Yeah, it's great and my colleagues have been very nice to me.
- **Tim** Well, the good thing is that you don't have to drive to get there.
- **Bob** I know! I used to drive for an hour! And there was so much traffic.
- Tim So, how do you get there? Do you walk?
- **Bob** It's a bit far, so I take the underground. There's a station just outside my block of flats, which is very convenient.
- Tim What's your flat like?
- **Bob** It's small, but it's cosy. The neighbourhood is a bit noisy, but I like it. It's full of life and there's a park nearby.
- Tim What floor are you on?

- **Bob** The seventh.
- **Tim** Do you have a nice view? Or do you have to look at your neighbour's washing every day?
- **Bob** It's not that bad. But all I can see is a boring office building.
- **Tim** Oh well. You seem really happy here and... (*fade out*)

4. WRITING 138

A. Aim: to prepare Ss for the writing task

• Ask Ss the questions and generate a short discussion.

B. Aim: to have Ss identify the purpose of the text

- Ask Ss to read through the text.
- Have Ss work out the answer to the question.

The correct answer is **b**.



• Ask Ss some comprehension questions:

Where is Yanbu? It's on the western coast of Saudi Arabia.

What is Yanbu made up of? It's made up of three villages, Al-Balad, Al-Nakheel and Yanbu Al-Sina'iya.

Is Yanbu a new city? No, it's one of the oldest cities in the Kingdom.

What can you see in the old city? You can see a museum and numerous impressive buildings, some of which are extremely old.

How is Lawrence of Arabia associated with Yanbu? He used to live there.

What are some activities tourists can do in Yanbu? They can do water sports like scuba diving and snorkelling, they can go shopping and they can try Saudi cuisine in one of the restaurants.

C. Aims: • to help Ss organise their ideas and plan their writing

• to give Ss practice in identifying some of the stylistic features of a description of a place

- Have Ss do the activity and check the answers with the class.
 - In which paragraph (1-4) does the writer:
 describe what tourists can do there? 3
 - say how he/she feels about the place? 4
 - describe some places in the city? 2
 - give general information about the place? 1
 - **2.** The writer uses a variety of adjectives (*relaxing*, *interesting*, *narrow*, *impressive*, *fascinating*, *beautiful*, *fantastic*, *unforgettable*, *wonderful*) to make the description more lively.

D. Aim: to give Ss practice in writing a description of a place

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their descriptions.
- Choose some Ss to read out their descriptions.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities

VOCABULARY



GRAMMAR

1		
Ľ		

1. could	162
2. need	
3. have to	
4. can	
5. mustn't	
6. needn't	

7. May

D.

- 2. noisier
- 3. comfortable
- 4. most impressive 5. heavy
- 6. worst
- 7. spicier

E.

- 1....who that man is?
- 2. ... what this word means?
- 3....you tell me where the bathroom is?
- 4. ... know when Mr Carter left the building?

ter.

5. ... you tell me how much these boots cost?

COMMUNICATION

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

3 Round-up

LISTENING

- Ask Ss to read through the three questions and their options.
- Play the CD twice.
- Check the answers with the class.

1. a 2. a 3. c

LISTENING TRANSCRIPT

1.

DING DONG!!

This is an announcement for all passengers on flight T315. There has been a gate change, from gate 16 to gate 4. All passengers kindly proceed to gate 4. Any passengers already waiting at gate 16, please go to the new gate as the plane is ready for boarding. Thank you. **2**.

- Jim So, how was your weekend away?
- Dan Very nice.
- Jim Did you stay in that B&B you found on the Net?
- **Dan** Yes, it was lovely. The room was great and the people there were really friendly.
- Jim Better than a hotel?
- Dan Well about the same.
- Jim But much cheaper I suppose.
- Dan Of course.
- 3.
- Man 1 Just look at that view!
- Man 2 Yes, it's amazing.
- Man 1 Hey, is that a tent on the beach?
- Man 2 Yes, they're camping there. Is that allowed?
- Man 1 I don't know. Hey, what time do we have to leave tomorrow?
- Man 2 After breakfast. We've got a long trip ahead of us.
- Man 1 Oh, that's too bad. Anyway, we must tell the receptionist to wake us up early.

SPEAKING

- Draw Ss' attention to the prompts in the box.
- Ask Ss to look at the pictures of the objects. Make sure that Ss know what the objects are called in English (laptop, sleeping bag, tent, mobile, first aid kit, batteries, torch, helmet, camera, passport).
- In pairs, Ss discuss which five objects they would take with them on a camping trip giving reasons for their choices.
- Go round the class helping Ss when necessary.
- Choose Ss to say which five objects they would take with them giving reasons for their choices.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress • to encourage learner autonomy

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

Culture page

▶ 40

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

- Ask Ss to look briefly at the content of the culture page.
- Ask Ss some questions:

What is it? It's a quiz. Where can you find quizzes like this one? In magazines. Do you like doing quizzes? About what?

- Elicit answers.
- Draw Ss' attention to the title of the quiz (*Famous Landmarks*).
- Ask Ss to look at the eight pictures and tell you if they can recognise what they show.
- Help Ss deduce the meaning of the word *landmark* (*a building or place that is very important because of its history and can be easily recognised*) from the content of the pictures.
- Point out to Ss that the purpose of the quiz is to test their general knowledge about some of the most famous landmarks around the world.
- Tell Ss to read each question carefully and then choose the answer which they think is the correct one.
- Allow Ss some time to do the quiz and then refer them to the bottom of the page where the correct answers are given.
- Initiate a short discussion about how many questions they answered correctly, which questions were the most difficult to answer, if they have learnt any new facts, etc.
- Explain any unknown words.
- Ask Ss to tell you about the landmarks of their country.

4 Nowadays

Aims: • to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Draw Ss' attention to the title of the module. Make sure that they understand the meaning of the word *nowadays* (*at the present time*).
- Ask Ss to look at the picture and tell you what they can see (*the Al Faisaliyah Center, a skyscraper in Riyadh*).
- Ask Ss some questions:

Do you know or can you guess what this building is used for? (It is used as a shopping centre, a hotel and a restaurant.) Have you been or would you like to go there?

- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.
- ▶ notes and SMS messages: p. 53



- two friends in an art gallery: p. 48
- two opinions about computers: p. 57
 advertisements about unusual gadgets: p. 54
- four wrong predictions: p. 50
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.



4a

(a

Functions

Talking about the future

Making promises, on-the-spot decisions and requests Discussing buying things and prices

Structures

Future will

Time clauses

Vocabulary

Words and phrases related to money

afford amount be broke be short of bill borrow cash change (n) coin lend note pay sb back receipt save

Conversational English

By the way... Go on then Here we go I was getting to that I'm kidding Just about Trust me What a waste of money! What is it supposed to be? You're crazy!

Other words and phrases

bookend deliver digital photo frame exhibition expert fit (v) image pocket powerful vase

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when we use the question of the title (to ask whether something should be bought because of its price, usefulness, etc.).
- Introduce and explain the phrase *a waste of money* (when *sth is not worth buying*).
- Ask Ss:

What things are worth buying? What things are a waste of money?

- Ask Ss what they think the lesson is about.
- Elicit answers.

1. LISTENING & READING CD2

relating it to Ss' personal experience

- Ask Ss the question and initiate a short discussion.
- If necessary, you can ask Ss some more questions:

Have you ever been to an art exhibition/gallery? If so, did you like it? If not, would you like to? What is your favourite form of art? Do we need art? If so, why?

B. Aims: • to present vocabulary, functions and structures in the context of a dialogue

• to give Ss practice in identifying the main idea of the dialogue

LANGUAGE PLUS

- spend = to give money to pay for something
 waste = to use more money than is necessary/useful/
- wise
- Draw Ss' attention to the picture and ask them to tell you what they can see (*two men at an art gallery looking at a painting*).

- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to listen to the dialogue carefully and check their predictions.

Suggested answer

Because Jack wants to buy a painting for his living room.

• Ask Ss some comprehension questions:

Does Lee like the painting? No, he doesn't. How much is the painting? It's £7500. Does Jack have all the money to buy the painting? No, he doesn't.

When will Jack pay Lee back? At the end of next month. What is the painting called? It's called 'December'. What does Lee think of the painting? It looks like a big egg to him.

Will Lee help Jack buy the painting? Yes, he will. Will Lee help Jack carry the painting home? No, he won't.

C. Aim: to give Ss practice in identifying specific information in the dialogue

• Have Ss do the activity and check answers.

- 1. It's huge. / Where are you going to put it?
- 2. And why did you bring *me* here?
- **3.** I don't know anything about art.
- 4. Are you serious? Can you afford it?
- 5. Not all of it, just half, maybe.
- **6.** It's a powerful image, don't you think? / It's worth buying, trust me.
- 7. As soon as the exhibition is over, they'll deliver it to me.
- Explain any unknown words and choose Ss to act out the dialogue.

2. VOCABULARY

Aim: to give Ss practice in distinguishing between words that can be easily confused

LANGUAGE PLUS

- **be broke** = having no money
- **be short of sth** = not having enough of sth
- lend = to give something to someone for a period of time
- **borrow** = to receive sth which belongs to someone else and to use it for a period of time
- **note** = a piece of paper money
- **coin** = a small round piece of metal, usually silver or copper coloured, which is used as money
- **bill** = a request for payment of money owed, or the piece of paper on which it is written
- receipt = a request for payment of money paid, or the piece of paper on which it is written
- **afford** = to be able to buy something because you have enough money
- save (up) = to put money aside so that you can buy something with it in the future
- Ask Ss to read through the sentences 1-9 and draw their attention to the words in bold.
- Alternatively, ask Ss to read through the first two sentences and draw their attention to the words in bold.
- Refer Ss to the dialogue and help them deduce the difference between the two phrases (*be broke* and *be short of*) from the context.
- Follow the same procedure with the rest of the sentences (3+4, 5, 6+7, 8+9).
- Check the answers with the class. If necessary, provide Ss with explanations from the Language Plus box and/or examples.

1. broke 2. short 3. lend 4. borrow 5. note, coins 6. bill 7. receipt 8. afford 9. saving

OPTIONAL ACTIVITY

• Ask Ss to make their own sentences using the words presented above and check them.

3. GRAMMAR

FUTURE will

- Aim: to present the Future will
- Ask Ss to read through the examples 1-3 and draw their attention to the words in bold.
- Have Ss do the activity.
- · Check the answers with the class.



• Draw Ss' attention to the NOTE and explain it.

TIME CLAUSES Aim: to present time clauses

- Ask Ss to read through the example and draw their attention to the words in bold.
- Ask Ss to look at the table and make sure that they do not have any unknown words.
- Point out to Ss that the words *when, after, before, until* and *as soon as* are used to introduce time clauses.
- Have Ss do the activity and check answers.

Present



• Refer Ss to the Grammar Reference (p. 129).

4. PRACTICE

- Aim: to give Ss practice in using the Future *will* and time clauses in the context of two short dialogues
- Have Ss do the activity and check answers.

will you give, 'll give, 'll get, finish, 'll check
 Will you do, leave, 'll help, get

5. SPEAKING

Aim: to give Ss practice in discussing buying things and prices through a pair work activity

- Ask Ss to look at the items and the prices given.
- Ask Ss to read through the speech bubble.
- In pairs, Ss discuss and decide on three items.
- Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogues.

WORKBOOK LISTENING

• For the listening transcript go to page 121.

Talking about the future Making predictions about the future Expressing obligation and ability in the future

Structures

will for predictions, will have to, will be able to

Vocabulary

Expressions with make

make a decision make a mistake make a phone call make a prediction make money make sure **Other words and phrases**

atmosphere correct (adj) disappointed example exist fail get tired of imagine last (v) machine maior non-stop nowadavs predict ridiculous on average play a role rocket sky succeed technology television TV set total

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them if they can tell you what it means and when it is used.
- Elicit answers (*it is used to say that you must wait for some time to find out the result of a situation*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. READING

A. (PRE-READING)

Aim: to introduce the topic of the texts by activating Ss' background knowledge

• Ask Ss the question and elicit answers.

BACKGROUND NOTE

The **Wright brothers**, Orville and Wilbur, are considered to be the fathers of modern aviation. They were the first to build the first plane and fly it on 17 December, 1903.

International Business Machines Corporation (IBM) is an American IT company that produces and sells products related to computer technology. It is one of the world's biggest corporations with yearly sales worth billions of dollars.

B. Aim: to give Ss practice in reading for gist

- Ask Ss to look at the layout and the headlines of the short texts as well as the pictures accompanying them and tell you what they are and where they can be found (*predictions about the plane, the computer, the television and rockets / they can be found in a magazine*).
- Ask Ss to read through the texts and the introductions a-c.
- Allow Ss some time to decide which introduction is the most suitable one.
- Check the answer with the class and ask Ss to provide justification for their answer.

Suggested answer

The most suitable introduction is **b** because it prepares the reader for what they are about to read, that is some correct and some rather incorrect predictions about the future.

• Ask Ss some comprehension questions:

What did Wilbur Wright predict? That man wouldn't fly for 50 years. Who did he tell his prediction? His brother Orville. When did he make this prediction? In 1901. How did the Wright brothers feel after they tried out their flying machine? They were/felt disappointed. Who made the first non-stop transatlantic flight? Captain John Alcock and Lieutenant Arthur Whitten Brown. What distance did the first non-stop transatlantic flight cover? From Newfoundland, Canada to Ireland. Who was Thomas J. Watson? The chairman of the board of IBM. When was Thomas J. Watson the chairman of the board of IBM? In 1943. Was Thomas J. Watson positive about the future of computers in 1943? No, he wasn't. How many computers do experts predict there will be by 2015? 2 billion. When did Darryl Zannuck make his prediction about the future of TV? In 1946. How many TV sets are there in the world? Over 1.5 billion.

How many TV sets are there in the world? Over 1.5 billion. How many TV channels are there in the USA? Over 2000. When did Yuri Gagarin go to outer space? In 1961. Who is Neil Armstrong? The first man to ever walk on the moon. C. Aim: to give Ss practice in identifying specific information in the texts through a True/False activity

· Have Ss do the activity and check answers.



D. Aim: to give Ss practice in deducing the meaning of unknown words from the text through a matching activity

- Refer Ss to the text and ask them to find the words 1-6.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-f.
- Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss some questions:

How many hours per day do you spend in front of your computer?

What do you usually use your computer for? Do you think computers have changed our lives? In what way?

• Elicit answers and initiate a short discussion.

2. VOCABULARY

Aim: to present and give Ss practice in using expressions with *make*

- Ask Ss to read through the expressions in the box.
- Have Ss do the activity and check answers.

1. make a decision

- 2. made plans
- 3. make a phone call
- 4. Make sure
- 5. make predictions
- 6. makes mistakes
- 7. make money

3. GRAMMAR *will* FOR PREDICTIONS Aim: to present *will* for predictions

- Ask Ss to read through the two examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the question and check their answer.

They express prediction.

Aim: to present *will have to* and *will be able to* • Ask Ss to read through the two examples.

will have to, will be able to

- Draw Ss' attention to the words in bold.
- Ask Ss the question and check their answer.

will be able to = will manage to will have to = must

• Refer Ss to the Grammar Reference (p. 130).

4. PRACTICE

Aim: to give Ss practice in using *will* for predictions, *will have to* and *will be able* to in the context of two short dialogues

- Have Ss do the activity and check answers.
- won't be able to, will have to, won't be able to, will
 won't, will be able to, will, will, will

5. SPEAKING

- Aim: to give Ss practice in making predictions about the future through a pair work activity
- Ask Ss to read through the speech bubble and the ideas in the box.
- In pairs, Ss talk about what they think will happen in the future.
- · Go round the class helping Ss when necessary.
- Choose some pairs to present their predictions about the future to the class.

Using abbreviations

Writing notes and SMS messages

Structures

too, enough

Vocabulary

cancel instead out of order paper run late stuck

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.

1. VOCABULARY

Aim: to introduce abbreviations by activating Ss' background knowledge

- Ask Ss to look at the abbreviations and explain that an abbreviation is the process of making a word or phrase shorter by using only some of the letters of each word.
- Ask Ss the questions and elicit answers.
- St: Street, asap: as soon as possible, Rd: Road, PTO: Please Turn Over or Parent-Teacher Organisation, min.: minute, hr: hour, No.: Number, tel.: telephone, e.g.: exempli gratia (= for example), Dr: Doctor or Drive, kg: kilogram, Mon: Monday, Sept: September
- We can see abbreviations almost everywhere, but they are mainly used in notes, messages and signs.
- We use them when we want to express what needs to be said in a clear and short way, without any unnecessary words.

2. GRAMMAR

A. Aim: to present the position of *too* and *enough* in a sentence

- Ask Ss to read through the dialogue.
- Draw Ss' attention to the words in bold.
- Ask Ss to complete the table and check answers.

too, enough, enough

B. Aim: to present the meaning of too and enough

- Refer Ss to the dialogue again.
- Ask Ss to read through the questions 1-3 and the options following each question.
- Have Ss do the activity and check answers.



• Refer Ss to the Grammar Reference (p. 130).

3. PRACTICE

Aim: to give Ss practice in using too and enough in context

- Ask Ss to look at the pictures and read through the prompts underneath them.
- Have Ss do the activity and check answers.

a. It's too expensive. / It isn't cheap enough.

b. It's too big. / It isn't small enough.

4. INTONATION **>>**15, 6

A. Aim: to familiarise Ss with the main stress in sentences containing *too* and *enough*

- Play the CD and have Ss repeat each sentence.
- Ask Ss the question and elicit the answer that in the first sentence the word *sweet* is stressed, whereas in the second sentence the word *too* is stressed.

B. Aim: to give Ss practice in identifying the main stress in sentences containing too and enough

- Have Ss read the sentences 1-5 and underline the main stress in each sentence.
- Play the CD and have Ss check their answers.

1. old 2. books 3. tired 4. tall 5. salty

5. LISTENING

A. (PRE-LISTENING)

Aim: to present the topic of the listening text by activating Ss' background knowledge

• Ask Ss the question and elicit answers (*a shopping list, a note, a diary*).

B. Aim: to give Ss practice in listening for specific information through a gap-filling activity

- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss fill in the missing information.
- Check the answers with the class.



2. Modern Art, 8, Stone Wednes Road/Rd

LISTENING TRANSCRIPT

- Alan Hey, Frank where are you? Have you been to the supermarket yet?
- Frank No, but I will go. Why? Do you want to add to the list? I already have sugar and yoghurt.
- Alan I know, I know. Could you get some milk, too? There's not enough... Oh, and some eggs.
- Frank ...and I think we need coffee, too.
- Alan No, we don't.
- Frank OK, I'll be home asap.
- 2. Joe Hello?

1.

- **Ted** Hi, Joe. It's me Ted. Listen, Fred and I are going to a modern art exhibition tonight at around 8pm. Do you want to come along?
- Joe Sure, where is it?
- **Ted** It's in Fairview.
- Joe What? That's too far for me. It's going to take me an hour to get there.
- Ted Come on. It'll be fun. And we can go for dinner afterwards. Just the three of us.
- Joe OK, I'll come. Did you say 8?
- Ted Yes and here's the address: 72 Stone Road.
- Joe See you later.
- 3.
- Answering machine Hi! I'm not at home at the moment. Please leave your message after the beep.....
- **Monica** Hi Mary, it's me Monica. Sorry, but I can't make it today. I have a terrible toothache and must see a dentist later. Can we go shopping tomorrow afternoon? Call me tonight. Bye.

4c

6. WRITING

A. Aim: to prepare Ss for the writing task by relating it to their personal experience

• Ask Ss the questions and elicit answers.

B. Aim: to have Ss identify the purpose and stylistic features of notes/messages

- Ask Ss to read through the notes/messages.
- Ask Ss the first two questions.
- Draw Ss' attention to the screen of the mobile phone and have them read through the SMS message.
- If necessary, help Ss deduce the meaning of the abbreviations used in the message (L8: late, @: at, PLS: please, W8: wait).
- Ask Ss to tell you how the SMS message is different to the notes.

1. On the printer at an office, on the fridge, in a shop window/on the door of a shop, on an office desk, outside a lift

- 2. You would use full sentences. (There's something wrong with the printer. Please, don't put too much paper in it. / I have gone to Bob's. There's not enough food for tonight. Please, order some Chinese. I'll be back at about 11pm./ I'll be back in 5 minutes. / Mr Baker rang 5 times. He wants to cancel the meeting because he can't make it today. Can we make it on Wednesday instead? / The lift is out of order. Please, use the stairs./ I'm running late. I'm stuck at the post office. Please wait for me.)
- 3. The SMS message contains a lot of abbreviations.

C. Aim: to give Ss practice in using the appropriate register and style in notes/messages

- Ask Ss to read through the sentences 1-5.
- Refer Ss to the notes/messages in the previous activity.
- Have Ss do the activity and check answers.



D. Aim: to give Ss practice in writing a note and an SMS message

- Draw Ss' attention to the TIP and explain it.
- Refer Ss to p. 122 for a list of abbreviations and an SMS dictionary. If necessary, help them deduce the meaning of any abbreviations that they may have difficulty understanding.
- Allow Ss some time to complete the writing task.
- Choose some Ss to read out their notes and their SMS messages.



Defining people and things and giving information about them

Structures

Relative pronouns (*who*, *which*, *that*) – Relative adverb (*where*)

Vocabulary

Words/Phrases related to gadgets and technology

antivirus program button charge (a battery) coffee maker dead battery download enter file hands-free headphones plug in hoover (n) install password press shut down software turn sth on username wireless Other words and phrases

come with create dust energy environment environmentally friendly handy in seconds luxury own (v) ready for action solar useful

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them to tell you what it is about.
- Ask Ss when we use the exclamatory phrase: *What an idea!* (to show that you think a suggestion is unusual, silly, unthinkable, brilliant, etc.).
- If necessary, provide Ss with examples: e.g. You can't wear trainers at the wedding. What an idea!
- Ask Ss to come up with their own example sentences.

1. READING ▶ 9

A. (PRE-READING)

Aim: to introduce the topic of the reading text by relating it to Ss' personal experience

- Ask Ss to look at the pictures.
- Make sure that Ss know the English names of the items shown in the pictures (an alarm clock, a coffee maker, a digital camera).
- Ask Ss the questions and generate discussion.

B. Aims: • to present vocabulary, functions and structures in the context of a text • to give Ss practice in reading for gist

LANGUAGE PLUS

- *Vac* (AmE) is the informal equivalent for *vacuum* (*cleaner*).
- Ask Ss to look at the layout of the texts, the pictures and the headings accompanying them and tell you what they are (*advertisements for gadgets*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the texts. Alternatively, play the CD and have Ss read and listen to the texts at the same time and check their predictions.

Ask Ss some comprehension questions:

How much does it cost? £60.

Who will find the USB desk vac particularly useful? Those who hate dirty desks. How does it work? It plugs into the USB port of your computer. What does it clean up? Dust and crumbs. How much does it cost? £13. *How will the radio trainers make you travel? In style.* How can you listen to the radio? By using wireless headphones. How long does the battery last? 6 hours. How much do they cost? £149.99. What do cars look like these days? Like mobile homes. What can a car have? Radios, hands-free phones, TVs and game consoles. Who will love the Car Coffee Maker? Drivers who love luxurv. *How much does it cost?* £80. What can you do with the SolarJacket? You can charge your mobile phone and anything else that has a battery.

C. Aim: to give Ss practice in identifying specific information in the text

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



D. Aim: to give Ss practice in deducing the meaning of unknown words from the context and through their background knowledge

- Refer Ss to the text and ask them to find the words given.
- Help Ss deduce the meaning of the words.
- Check the answers with the class.

USB = a device used for storing computer
information
wireless = without wires
headphones = a device with a part to cover each ear
through which you can listen to the
radio without other people hearing
coffee maker = an electrical appliance used for making
coffee
hands-free = a piece of equipment, especially a
telephone, that you can use without
holding it in your hand
game console = a surface on which you find the
controls for a game
controls for a game

• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss the questions and initiate a short discussion.
- Ask Ss some more questions:

Do you think that gadgets really help us improve the quality of our lives?

If you were an inventor, what sort of gadget would you come up with?

2. VOCABULARY

Aim: to present collocations related to technology

BACKGROUND NOTE

- The software of a computer is the program which contains the instructions which control what the computer does.
- An anti-virus program is used to protect the main memory of a computer against infection by a virus.
- Ask Ss to read through the two columns.
- Allow Ss some time to do the matching.
- Check the answers with the class. If necessary, provide any necessary clarification.

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



OPTIONAL ACTIVITY

• Ask Ss to make their own sentences using the collocations in the previous activity.

3. GRAMMAR

Aim: to present defining relative clauses introduced by the relative pronouns *who, which, that* and the relative adverb *where*

- А.
- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Ask Ss what the words in bold refer to and elicit answers.

drivers panels the trainers a place



B.

- Refer Ss to the examples and ask Ss to look at the table.
- Have Ss complete the table and check answers.

who which where



- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the examples and point out to them that *who/ that* in the first sentence and *which/that* in the second sentence are the subjects of the verbs of the respective relative clauses, while *which/that* in the third sentence is the object of the verb of the relative clause and can be omitted.
- Refer Ss to the Grammar Reference (p. 130).

4. PRACTICE

Aim: to give Ss practice in using the relative pronouns who, which, that and the relative adverb where in defining relative clauses

- Have Ss read through the dialogues and complete the blanks.
- Check the answers with the class.

 (which/that) where who/that (who/that) 	 5. (which/that) 6. who/that 7. which/that 8. where
4. (who/that)	8. where

5. SPEAKING

Aim: to give Ss practice in defining people and things and giving information about them

- Draw Ss' attention to the list of objects and jobs on page 121.
- Ask Ss to read through the speech bubble.
- Point out to Ss that it is important to use the relative pronouns and the relative adverb as instructed.
- In pairs, Ss take turns to play the guessing game.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the game.



Talking about gadgets

Talking about the positive and negative aspects of an issue Listing points Agreeing/Disagreeing

Expressing opinion

Vocabulary

Adjectives addicted annoying harmful harmless helpless successful useless Expressions with do do good do harm do without Linking words/phrases as a result first of all in addition in my opinion lastly personally to begin with what is more Other words adult cause (v) damage (v) destroy delete disagree invention socialise

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about. • Ask Ss:

What are the things you can't live without? Why are they so important to you?

· Elicit answers.

1. VOCABULARY

A. Aim: to present adjective suffixes (-ful and -less)

• Draw Ss' attention to the NOTE and explain it.

- Ask Ss to read through the examples.
- Draw Ss' attention to the adjectives in bold.
- Ask Ss the question in the rubric and check answers.
- · Point out to Ss that not all adjectives necessarily take both suffixes (e.g. wonderful but not: wonderless).

Suggested answer

The adjective **useful** (= of use) has a positive meaning whereas the adjective useless (= of no use) has a negative meaning.

B. Aim: to give Ss practice in forming adjectives using adjective suffixes (-ful and -less) in context

- Ask Ss to read through the sentences 1-9.
- Draw Ss' attention to the words in bold and make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. harmless

- 2. successful 3. careless
- 8. harmful
- 9. careful
- 4. helpless 5. helpful
- 6. beautiful 7. peaceful

2. LISTENING

A. (PRE-LISTENING)

Aim: to present the topic of the listening text by relating it to Ss' personal experience

• Ask Ss the questions and generate discussion.

B. Aim: to give Ss practice in identifying speakers' attitudes and experiences

- Ask Ss to read through the statements a-e.
- Make sure that Ss do not have any unknown words.
- Play the CD. Have Ss listen carefully and do the matching.
- · Check the answers with the class.

Frank e Brad **b** Roger **d** Jonathan **a**

Frank

I've had a mobile for the past five years. I don't use it very often, but I have to say that I can't live without it. Having a mobile makes me feel safe. Last summer I had a serious car accident and I needed help. My mobile saved my life.

LISTENING TRANSCRIPT

Brad

I bought my son, Tony, a mobile last month. I didn't want to buy him one though, for health reasons. But you know how children are with technology. They don't know when to stop. But it seems that I use my mobile much more. I was surprised to hear that his friends don't use their mobiles often either.

Roger

I've been a doctor for five years now. People sometimes come to me and tell me about headaches and earaches. The first thing I tell them to do is to use their mobiles less... As little as possible. Especially kids. Mobiles are more harmful than people realise.

Jonathan

I was ill last Monday, so I didn't go to work. I stayed home to relax, but my mobile just kept ringing all the time. People were calling me from work to ask me all sorts of silly questions. Since that day I can't stand hearing my phone ring.

3. SPEAKING

Aim: to give Ss practice in discussing the advantages and disadvantages of mobile phones and making a decision

- Ask Ss to read through the list of the topics for discussion.
- Make sure that Ss do not have any unknown words.
- Draw Ss' attention to the speech bubble.
- In groups of four, Ss discuss the advantages and disadvantages of mobile phones and write their notes in the table.
- · Go round the class helping Ss when necessary.
- Choose some groups to present their arguments to the class.

4. WRITING

A. Aim: to prepare Ss for the writing task

• Ask Ss the question and generate discussion.

B. Aim: to give Ss practice in identifying purpose and some of the stylistic features of paragraphs expressing opinions

- Have Ss read through the two paragraphs and answer the questions.
- Check the answers with the class.
- The writer of the second paragraph has a positive opinion about computers. He lists some of the positive aspects of using a computer.
- **2.** First paragraph: First of all, What is more, Lastly Second paragraph: To begin with, Also, In addition
- **3.** First paragraph: Personally, I believe Second paragraph: In my opinion
- Ask Ss some comprehension questions:

What can happen if you use a computer for many hours? It can damage your eyes and cause backaches. Can people become easily addicted to computers? Yes, they can.

What can make people stop socialising with other people? Spending hours in front of their computers.

Why are computers that have an Internet connection not safe? Because they can get viruses.

What can these viruses do? They can destroy all the programs and delete information.

How can computers be useful? They help us organise our work and, as a result, we work faster.

What can we store on the computer? Important information or photos.

What can people who have an Internet connection do? They can download a great amount of information, as well as keep in touch with family and friends.

C. Aim: to give Ss practice in using linking words and phrases in context

• Ask Ss to read through the paragraph.

• Have Ss do the activity and check answers.

1. opinion

2. First

3. addition

4. also

5. Finally/Lastly

D. Aim: to give Ss practice in writing a paragraph expressing their opinion on mobile phones by elaborating on the speaking activity

- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the table in the speaking activity.
- Allow Ss some time to write their paragraphs as instructed.
- Choose some Ss to read out their paragraphs.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

VOCABULARY A.	
1. lent	T.F.L
2. coins	
3. ridiculous	
4. batteries	
5. of	
6. handy	
7. invention	
8. deleted	
9. addicted	
3.	
1. made	Ť.E.L
2. make	
3. do	
4. made	

- **4.** made 5. make **6.** do 7. do 8. makes
- **9.** make

GRAMMAR

			1
J.	٩		

1. c	T.F.L
2. b	
3. c	
4. a	
5. a	
6. c	
7. b	

D.

1. too expensive, enough money

(e)

- **2.** too tired
- 3. close enough
- 4. careful enough
- 5. too colourful

E.

1. (which/that)

- 2. where
- 3. which/that
- 4. who/that
- 5. which/that
- 6. who/that
- 7. where
- **8.** (who/that)

4 Round-up

COMMUNICATION

F.

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

SPEAKING

- Ask Ss to look at the pictures and read through the prompts.
- In pairs, Ss discuss the positive and negative aspects of how some things will change in the future.

(

• Go round the class helping Ss when necessary.

LISTENING

- A.
- Ask Ss to look at the presents a-e.
- Play the CD once.
- Have Ss listen to the dialogue carefully and match the presents with the people.
- Check the answers with the class.

Paul **d** Stephen **c** Gary **e**



B.

- Ask Ss to read through the statements 1-6.
- Play the CD again.
- Have Ss listen to the dialogue carefully and do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

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

LISTENING TRANSCRIPT

George So, let's take a look at that list. I know what I want to get Paul. Peter George Really? What's that? Well, whenever we go to his house, he shows us Peter all his holiday photos. George That's true. He has too many. Peter I know. So, let's get him one of those frames that shows digital pictures. George That's an excellent idea. I hope it's not too expensive. Anyway, what about Stephen? I'm not sure. But we will have to get him Peter something nice, because he always gets us nice gifts. George You're right. What about a TV set? That's a bit too expensive, isn't it? Peter George Not a huge one. A small one, maybe. Peter I think you just want to look at the TVs, am I right? George You got me! Come on, they're over there. They'll have digital frames there, too. Wait! Look at this vase. It's perfect for Stephen. Peter George Yeah, it'll look very nice in his living room. Peter It's a bit expensive but I'll get it anyway. George Great. This is going well. Who's next on the list? Ermm.. Any good ideas for Gary? Peter George He likes gadgets and things. Yes, he got a new laptop recently, right? Peter

- George That's it! His mouse wasn't working very well the last time I saw him.
- **Peter** Just a mouse? Is that enough for a present?
- George Maybe we can get him a wireless one.
- **Peter** OK, where will we find it? On the second floor with the hi-fi systems?
- **George** On the first with all the other gadgets.
- **Peter** You go up and look around, I'll buy this and meet you up there.
- George OK.

SELF-ASSESSMENT

- Aims: to give Ss the opportunity to check their progress
 - to encourage learner autonomy
- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.



13

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

A.

• Ask Ss the questions and generate discussion.

B.

- Draw Ss' attention to the picture in the background and ask them what it shows (a roof garden).
- Help Ss associate the content of the picture with the title of the text.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their predictions.

Suggested answer

Because they are good for the environment and for the house.

• Ask Ss some comprehension questions:

Do we know what the hanging gardens of Babylon looked like? No, we don't.

What is true about green roofs in the modern world? That they are environmentally friendly and are becoming very popular in cities.

Does a green roof work well in all seasons? Yes, it does. How does a green roof help control the temperature of the house in summer? The green roof keeps the temperature low in the house.

How do green roofs help prevent flooding? They absorb rain very well.

How many types of green roofs are there? There are two. What are they? The intensive and the extensive type. What do intensive green roofs look like? They look like normal gardens.

How much soil do they need? They need at least 30cm of soil.

Are they suitable for all buildings? No, they aren't. Do you need to look after them a lot? Yes, you do. Are they attractive? Yes, they are.

Do extensive green roofs need a lot of soil? No, they don't. Do they have grass? Yes, they do.

Do you need to look after them a lot? No, you don't. Which green roofs are more common? Extensive green roofs are more common than intensive green roofs. Are green roofs cheap? No, they aren't.

C.

• Have Ss do the activity and check answers.

- **1.** Because the hanging gardens of Babylon were probably rooftop gardens.
- **2.** Because it keeps the heat inside.
- 3. On intensive roofs.
- **4.** Big buildings with strong roofs (that can take the weight of all the soil and plants.).
- 5. On any roof.
- **6.** Plants that you find on cliffs.
- Explain any unknown words.

• Ask Ss:

Have you ever seen a green roof? Are green roofs popular in your country? Would you build a green roof?

• Elicit answers and initiate a short discussion.

POEM

\$

- Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem
- Ask Ss to read through the poem on p. 124 once without worrying about the missing words.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the poem with the words in the box before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.





Aims: • to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Draw Ss' attention to the title of the module and ask them what they think the module will be about.
- Ask Ss to look at the picture and tell you what they can see (someone is helping a man go up a cliff/some rocks).
- Ask Ss some questions:

Why does the man in the picture need the other person's help? Have you ever found yourself in a similar situation?

- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.
- ▶ a sinking ship: p. 64



- an annoyed man at a museum: p. 70
 a patient talking to a doctor: p. 62
- a newspaper article about an accident: p. 68
- ▶ a man giving advice in a problem page: p. 67
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.



Learning how to make a doctor's appointment Talking about medical problems

Structures

Infinitives

Vocabulary

Words/Phrases related to medical problems

allergy bones chemist's cough examine have a cold hurt (v) illness pain painkiller patient (n) pill prescribe prescription runny nose sneeze sore throat surgery treatment What exactly are your symptoms? What seems to be the problem?

Phrasal verbs

booked up get over hang on lie down run out of take away

Other words and phrases

available convenient fluid get rest make an appointment schedule

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when we ask this question (when we want to find out about someone's health).
- Ask Ss the question and elicit answers (e.g. I'm fine, I'm not very well, Not too bad, etc.).
- Ask Ss to tell you what they think the lesson is about.

1. LISTENING & READING 🕨 15

A. Aim: to introduce the topic of the dialogues by relating it to Ss' personal experience

• Ask Ss the questions and initiate a short discussion.

• If necessary, you can ask Ss some further questions:

Do doctors make you feel nervous? What makes a good doctor?

B. Aims: • to present vocabulary, functions and structures in the context of three dialogues • to give Ss practice in reading for gist and understanding sequence

- Draw Ss' attention to the picture and ask them to tell you what they can see (*a doctor and a patient*).
- Ask Ss to read through the three dialogues and put them in the correct order.
- Play the CD and ask Ss to listen to the dialogues carefully and check their answers.



- Ask Ss to tell you what is happening in each dialogue.
- Elicit answers (the man is making a doctor's appointment -c, the man is at the doctor's telling his symptoms -b, the doctor is telling the man what is wrong with him and what he should do -a).

• Ask Ss some comprehension questions:

What is the doctor's name? Dr Saad. Does Mr Ammar make an appointment for the same day? No, he doesn't. *Why can't he make an appointment for the same day?* Because the doctor is booked up for the day. When is his appointment? The following day. / Tomorrow morning. What does Mr Ammar think his problem is? He thinks that his allergy is back. Does Mr Ammar have a temperature? Yes, he does. When is his grandson's wedding? On the 13th. Will he be all right by then? Yes, he will. How long will it take him to get over his cold? About a week Where is Mr Ammar going straight after the doctor's? To the chemist's.

C. Aim: to give Ss practice in identifying specific information in the dialogue through a note-taking activity

- Ask Ss to look at the computer screen.
- Ask Ss to tell you what they can see (a file where the doctor keeps his patient's data).
- Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

10:30 / Ibrahim Ammar / terrible headache, runny nose, sneezing, bones hurt, temperature / rest, lots of fluids, painkillers

• Explain any unknown words and choose Ss to act out the dialogues.

5a

2. VOCABULARY

Aim: to present some phrasal verbs

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the dialogues and draw their attention to the highlighted phrasal verbs.
- Encourage Ss to deduce the meaning of the phrasal verbs from the context.
- Ask Ss to read through the meanings a-e. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.



OPTIONAL ACTIVITY

Ask Ss to make their own sentences using the phrasal verbs in the previous activity.

3. GRAMMAR

Aim: to present the full and the bare infinitive

- Ask Ss to read through the dialogues.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these are some examples of full and bare infinitives.
- Make sure that Ss understand the difference between the full and the bare infinitive (*full infinitive: to + base form of the verb, bare infinitive: base form of the verb without to*).
- Ask Ss to read through the tables containing the rules.
- Make sure that Ss do not have questions and/or unknown words.

• Have Ss do the activity and check answers.

would like, seem, too, what, after, let

• Refer Ss to the Grammar Reference (p. 130).

4. PRACTICE

Aim: to give Ss practice in using the full and the bare infinitive in the context of four short dialogues

· Have Ss do the activity and check answers.



- 2. show, to use, finish
- 3. to visit, to come, to go
- 4. study, to help, to do

5. INTONATION **16, 17**

- A. Aim: to present how stress affects meaning
- Play the CD and have Ss repeat each sentence as they hear it.
- Point out to Ss that in the first sentence the word *John* is stressed, whereas in the second sentence the word *bananas* is stressed.
- Explain to Ss that according to the meaning we want to express, we stress different words in a sentence.

B. Aim: to give Ss practice in using stress to convey a specific meaning

- Play the CD and have Ss repeat each question as they hear it.
- Ask Ss to underline the word which is stressed in each question and choose the correct answer depending on the meaning of each question.
- Have Ss do the activity and check answers.
- 1. Does Salman have toothache? a.
- 2. Did Andy go to the bank? b.

3. Are you seeing the dentist on Monday? b.

6. SPEAKING

- Aim: to give Ss practice in using the functions, structures and vocabulary presented in this lesson by simulating conversations between a doctor, a doctor's receptionist and a patient
- Ask Ss to read through the instructions.
- Point out to Ss that they can use the three dialogues in the first activity as models.
- In groups of three, Ss take turns to act out the conversations according to the allocated roles.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the conversations.



Reacting in an emergency situation

Structures

-ing form

Vocabulary

Prepositional phrases with in

in a hurry in common in danger in fact

Other words and phrases

a number of development bell crew flag light (v) location nearby government gun perhaps signal (n/v)simple sailor ship stand for sink (n) sound (n) upside down

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.

1. READING 18

A. (PRE-READING)

Aim: to introduce the topic of the reading text by relating it to Ss' personal experience

• Ask Ss the questions and elicit answers.

B. Aims: • to present vocabulary, functions and structures in the context of a text
• to give Ss practice in reading for gist

BACKGROUND NOTE

Radio Communication is a wireless system of transmitting messages, especially to signal danger. Marchese Guglielmo Marconi (1874-1937) was very important to the development of wireless telegraphy. Today, advanced radio communication is widely used in many other aspects of our lives.

- Ask Ss to look at the picture accompanying the text and tell you what they can see (*a sailing ship which has sunk*).
- Draw Ss' attention to the title and ask them when a ship sends out an SOS (*when it is in danger*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their predictions.
- Alternatively, play the CD and ask Ss to listen to the text carefully and check their predictions.

The letters SOS don't stand for anything.

• Ask Ss some comprehension questions:

What methods did they use in the past to show the location of the ship? They lit signal flares or flied a signal flag.

What did they use in the past to make a ship hear you? They used bells and foghorns and they fired a gun repeatedly.

When did sailors start using Morse Code to send messages? With the development of wireless telegraphy.

What is the most well-known Morse Code message asking for help? SOS.

Who was the first to use the SOS signal? The German government.

When did they use it for the first time? At the beginning of the 20th century./In 1905.

What happened in 1908? The SOS signal became an international distress signal.

What do some people believe that SOS stands for? 'Save Our Ship' or 'Save Our Souls'.

Why did these people probably believe that? Because these phrases helped them remember the letters.

If you want someone to see that you're in danger, how will you signal SOS? By signalling with three short, three long and three short light flashes or by writing it in the sand or snow. When did the Titanic sink? In 1912.

What did two of the crew members of the Titanic use to ask for help? Radio communication.

What did they also try to do? They also tried to send an SOS message to a nearby ship, the Californian. How did they try to do this? By using a Morse lamp.

C. Aim: to give Ss practice in identifying specific information in the text through a multiplechoice activity

• Have Ss do the activity and check answers.

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



1. e

D. Aim: to give Ss practice in deducing the meaning of unknown words from the text through a matching activity

- Refer Ss to the text and draw their attention to the highlighted words/expressions.
- Encourage Ss to deduce the meaning of the words/ expressions from the context.
- Ask Ss to read through the meanings a-f. Make sure that Ss do not have any unknown words.

5. c

• Have Ss do the activity and check answers.

3. b



• Explain any unknown words and choose Ss to read the text aloud.

4. f

E. (POST-READING)

2. d

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the questions and initiate a short discussion.

2. VOCABULARY

Aim: to present and give Ss practice in using prepositional phrases with *in*

- Ask Ss to read through the prepositional phrases in the box.
- Have Ss do the activity and check answers.

1. In my opinion	
2. In fact	
3. in the end	

4. In addition



- Explain any unknown words/phrases if necessary.
- Draw Ss' attention to the NOTE and explain it.
- Point out to Ss that the phrases *in the beginning/end* are used as adverbs, while the phrase *at the beginning/end* + *of* is followed by a noun.

OPTIONAL ACTIVITY

Ask Ss to make their own sentences using the prepositional phrases with 'in' in the previous activity.

3. GRAMMAR

Aim: to present the -ing form

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss to read through the table containing the uses of the *-ing* form.
- Have Ss do the activity and check answers.



• Refer Ss to the Grammar Reference (p. 131).

4. PRACTICE

Aim: to give Ss practice in using the *-ing* form and the full and the bare infinitive in the context of two short dialogues

- Ask Ss to read through the dialogues.
- Have Ss do the activity and check answers.

do, lighting, Making, hear, running
 to come, going, doing, ask

WORKBOOK LISTENING

• For the listening transcript go to page 121.



Talking about various problems Asking for and giving advice

Structures

should / had better

Vocabulary

Words/Phrases related to various problems

a fear of advice advise anxiety control (v) deal with deep breath medication reduce stress suffer from

Other words and phrases

anxiously waiting audience beat (v) (for heart) colleague fellow student focus on on one's own physical activity presentation public speaking suggest sweat (v) tip vitamin

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

• Draw Ss' attention to the title of the lesson.

LANGUAGE PLUS

Ask Ss to tell you what they think the lesson is about.Ask Ss:

When was the last time you asked for a word of advice? When was the last time you gave a word of advice? What was the most useful word of advice you have ever been given?

1. VOCABULARY

Aim: to present vocabulary related to various problems

- Ask Ss to read through each extract and draw their attention to the words in bold.
- Point out to Ss that these words are related to various problems.
- Help Ss deduce the meaning of these words from the context.
- suffer from = to be affected by an unpleasant condition
 control = to have power over sth/sb
 reduce = decrease, make smaller or less
- 2. a fear of = be afraid of deal with = to take action in order to solve a
 - problem / tackle advise = to tell sb what they should do or how

they should act in a particular situation

2. GRAMMAR

Aim: to present *should* and *had better*

- Ask Ss to read through the two dialogues and draw their attention to the words in bold.
- Explain to Ss that these are the modal verbs *should* and *had better*.
- Ask Ss to read through the sentences 1-6.
- Have Ss do the activity and check answers.



• Refer Ss to the Grammar Reference (p. 131).

3. PRACTICE

Aim: to give Ss practice in using *should* and *had better* in context

- Have Ss do the activity and check answers.
- 1. You had better go now because you're going to be late.
- **2.** You should not/shouldn't leave your mobile in the car.
- 3. You had better not borrow my car without asking.
- 4. You had better not be late, otherwise
- Abdulrahman will leave without you.
- 5. You should talk to your parents.

4. LISTENING 20, 21

A. (PRE-LISTENING)

Aim: to present the topic of the listening text by relating it to Ss' personal experience

• Ask Ss the question and initiate a short discussion.

B. Aim: to give Ss practice in listening for specific information

- Have Ss read through the three statements and check understanding.
- Play the CD and have Ss listen and decide if the statements are True or False.
- Check the answers with the class.



C. Aim: to give Ss practice in listening for specific information

- Explain to Ss that they are going to listen to Andy talking about the same issue.
- Have Ss read through the three statements and check understanding.
- Play the CD and have Ss listen and decide if the statements are True or False.
- Check the answers with the class.

1. T 2. F 3. T

• For the listening transcript go to page 70.

LISTENING TRANSCRIPT

Jack So, how is work, Brad?

- **Brad** Not so well, actually. These days I am thinking of looking for a new job.
- Jack Really? Why? What happened?
- Brad Well, it's Andy. We don't get along.
- Jack You and Andy are sharing the office, right?
- Brad That's right. So, it's kind of hard to avoid him, you know.
- Jack I imagine. So, what happened?
- **Brad** Well, ever since I met him, he hasn't stopped talking on the phone. I mean, it's one phone call after another. I can't hear exactly what he is saying, but still, it's hard to focus on work when there is so much talking.
- Jack It sounds like it's a big problem. Did you try talking to him?
- **Brad** Well, he is never available!
- Jack OK, I'll see what I can do.

2.

1.

- Jack Andy, can I have a word with you?
- Andy Yes, of course.
- Jack First of all, you seem worried. What's wrong?
- **Andy** Well, these past two weeks have been very hard on me. You see, my parents had an accident and they are in hospital, so I am on the phone with the doctor every day.
- Jack Oh... that explains everything... I am sorry to hear that.
- Andy Thanks. We are very busy and I can't take any days off, so I have to make lots of phone calls to make sure my parents are OK. My brothers go to the hospital every day, so they call me too to tell me how things are going. The only problem is that I am now sharing the office with the new guy. He must think I'm very rude! I had better tell him what happened.
- Jack Yes, you should talk to him. He'll understand.

5. SPEAKING

Aim: to give Ss practice in asking for and giving advice about a problem

- Ask Ss to read through the ideas in the respective boxes.
- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to ask for and give advice.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

6. WRITING

- A. Aim: to introduce the type of writing task through an oral activity involving personal experience and opinion
- Ask Ss what a problem page is (*it's a magazine column* where people can write about a problem they have and get advice).
- Ask Ss the questions and generate discussion.

B. Aims: • to give Ss practice in reading for gist • to prepare Ss for the writing task

- Ask Ss to read through the letter asking for advice and then the reply.
- Point out to Ss that a letter asking for or giving advice should have paragraphs (opening paragraph, main part, closing paragraph), whereas in the letters sent to a problem page only one paragraph is needed.
- Ask Ss the questions and check answers.
 - **1.** He's afraid of public speaking.
 - 2. He should practise giving his presentation in front of a mirror until he feels confident. Before his presentation, he should do some kind of physical activity (e.g. take a walk) to help reduce his anxiety. During his presentation, he should choose a few friendly faces from the audience and focus on them. He should also take deep breaths to feel calm. If all this doesn't work, he should take a training course in public speaking.

• Ask Ss some comprehension questions:

How does Ali feel while he's writing to Dr Salman? He feels helpless and doesn't know what to do. How did he feel as he walked to the front of the lecture theatre? He could feel his heart beating fast and he was sweating.

What happened to him when it was time for him to talk? He just stood there looking at everyone because he couldn't remember what to say.

Who gave the presentation in the end? His fellow student. According to Dr Salman, does Ali need to worry about what happened to him? No, he doesn't.

Why? Because he's not the only one who's afraid of public speaking.

C. Aim: to give Ss practice in identifying some stylistic features of a letter asking for advice and of a letter giving advice

- Ask Ss to underline all the phrases used in the respective letters to ask for and give advice.
- Elicit answers (asking for advice: I need your advice because..., What should I do? – giving advice: ...you should..., ...you can..., ...you should do..., ...don't forget to..., ...I advise you to...).
- Ask Ss to read through the sentences 1-6. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.



D. Aim: to give Ss practice in writing letters asking for and giving advice

- Draw Ss' attention to the TIP and explain it.
- For a more detailed list of set phrases for Ss to use in their letters, refer them to p. 123.
- Allow Ss some time to write a letter asking for advice.
- Ask Ss to swap letters with their partners, read their
- partner's letter and write a letter giving him/her advice. • Choose Ss to read out their letters.



Giving an account of an event

Structures

Passive Voice (Present Simple - Past Simple)

Vocabulary

Words/Phrases related to accidents and emergencies ambulance be on fire burn crash die injure put out smoke (n) survivor tragedy

Other words and phrases

a flock of brake (n) completely engine except fence field kph metre missing notice opposite direction pull sheep within minutes surround tracks

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson and ask them to tell you what the phrase *In the news* means (*a report about sb or sth that appears in newspapers or on television or the radio*).
- Ask Ss to make their own sentences using the phrase be in the news about a person or an event (e.g. The elections were in the news for quite some time.).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. READING

A. (PRE-READING)

Aim: to introduce the topic of the reading text by relating it to Ss' personal experience

• Ask Ss the questions and generate discussion.

B. Aims: • to present vocabulary, functions and structures in the context of a newspaper article

• to give Ss practice in reading for gist

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*an article*) and where it can be found (*in a newspaper*).
- Ask Ss to tell you what the name of the newspaper is (*The Daily News*) and when it was published (*on Monday 1st November*).
- Ask Ss to look at the two pictures accompanying the article and tell you what they can see (a train accident and a sheep).
- Draw Ss' attention to the headline of the article (*Train Derailed by Sheep!*) and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the article and check their predictions.
- Alternatively, play the CD and ask Ss to listen to the article carefully and check their predictions.

It is about a train accident caused by some/a flock of sheep.

• Ask Ss some comprehension questions:

What kind of train was derailed? An InterCity train. Where was it derailed? In a tunnel in South Wales. How fast was the train going? 160 kph. What happened? It hit a flock of sheep that was going in the opposite direction.

What happened to the train? It came off the tracks, fell onto its side and skidded for another 200 metres before coming to a stop.

Did any of the passengers get killed? No, they didn't. How many passengers were seriously injured? Five. Where were they taken? To local hospitals.

What did the firefighters see when they arrived? Smoke coming out of the tunnel.

Did it take them long to put out the fire? No, it didn't. Was the train driver hurt in the accident? No, he wasn't. Who rescued the sheep that didn't die in the crash? A police officer.

What do they call her now? Lucky Lucy.

Who owned the sheep? A local farmer. Where does he keep all his sheep? In a nearby field which is

surrounded by a fence.

Can he explain how the sheep got out and caused the train accident? No, he can't.

C. Aim: to give Ss practice in identifying specific information in the newspaper article

- Ask Ss to read through the sentences 1-9.
- Have Ss do the activity and check answers.

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


D. Aim: to give Ss practice in deducing the meaning of unknown words from the context

- Ask Ss to read through the meanings 1-8.
- Refer Ss to the relevant paragraphs in the article and ask them to find the words.
- Have Ss do the activity and check answers.

1. was derailed 2. a flock of	5. tragedy 6. put out	KEY
3. injured	7. survivor	
4. rescue	8. field	

2. VOCABULARY

Aim: to give Ss practice in distinguishing between words that can easily be confused

- Ask Ss to read through each set of sentences.
- Refer Ss to the words in the article, or when it is necessary provide them with further definitions and/or examples.

LANGUAGE PLUS

damaged = destroyed (*The tunnel was damaged ...*) **injured** = hurt (...28 people were injured,.../ *The injured passengers were taken to local hospitals.*)

survived = were alive after the accident
rescued = saved (...they arrived within minutes to
rescue the people)

look = to turn your eyes in a particular direction **watch** = to look at sth with attention (*e.g. TV*) **notice** = to see or observe sth ('As soon as I noticed the animals,...)

· Have Ss do the activity and check answers.

1. injured 2. damaged 3. survived 4. rescued 5. watch 6. look 7. notice



3. GRAMMAR

- A. Aims: to present the Present Simple and the Past Simple of the Passive Voice
 - to help Ss distinguish between the Active and the Passive Voice
- Ask Ss to read through each example in the Active and in the Passive Voice respectively.
- Draw Ss' attention to the verbs in bold.
- Ask Ss the questions in the rubric.

The sentences in the Active Voice have the same meaning as the ones in the Passive Voice. The sentences in the Active Voice focus on the person doing the action *(The train driver, We).* The sentences in the Passive Voice focus on the action *(is driven, were taken).*

B. Aim: to present the formation of the Present Simple and the Past Simple of the Passive Voice

- Refer Ss to the sentences in the Active Voice in A.
- Explain to Ss how the words in these sentences follow the structure:

Subject	+ Main Verb	+ Object
The train driver	drives	the train.
We	took	the passengers to
		hospital.

- Refer Ss to the sentences in the Passive Voice in A.
- Ask Ss to tell you what they notice about the formation of the sentences in the Passive Voice.
- Ask Ss to look at the rule of the Passive Voice in the table and complete it.
- Check the answers with the class.



Subject + Verb **be** + Past Participle of **Main** Verb (+ by ...)

• Refer Ss to the Grammar Reference (p. 131).

4. PRACTICE

Aim: to give Ss practice in using the Present Simple and the Past Simple of the Passive Voice

- Have Ss do the activity and check answers.
 - **1.** is organised **2.** was delivered

3. was hit, wasn't injured4. are used5. is spoken6. were rescued, was ... destroyed7. is/was kept

5. SPEAKING

Aim: to give Ss practice in using the functions, structures and vocabulary presented in this lesson through an oral activity

- Ask Ss to read through the newspaper headlines.
- Point out to Ss that headlines do not usually include articles, possessives, auxiliary verbs, etc.
- Ask Ss to read through the speech bubble.
- In pairs or in small groups, Ss take turns to describe what happened in each of the news articles.
- Go round the class helping Ss when necessary.
- Choose some Ss to describe each event/incident.

Narrating annoying, embarrassing, funny experiences Sequencing events

Vocabulary

Idioms

drive sb up the wall get on sb's nerves go red as a beetroot laugh one's head off make a fool of oneself nearly jump out of one's skin not believe your eyes want the ground to swallow you up

Other words and phrases

apologise almost annoved bump into crv embarrassed embarrassing furious grab lamp post turn off spill touch sip wave (v) whisper

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when the utterance *That's not funny!* can be said (to show your annoyance at sth that sb has done or said to you and they think it is amusing, funny, etc.).
- Ask Ss to tell you what they think the lesson is about.
- · Elicit answers.

1. VOCABULARY

Aim: to present some idioms describing feelings

LANGUAGE PLUS

idiom = a group of words which have a different meaning when used together from the meaning of each individual word

- Ask Ss to read through the sentences 1-7.
- Draw Ss' attention to the expressions in bold.
- Point out to Ss that these are idioms which describe people's feelings.
- Have Ss decide what the idioms express and match them with the adjectives in the box.
- · Check the answers with the class.

embarrassed
 surprised
 embarrassed
 embarrasse

2. LISTENING

A. (PRE-LISTENING)

- Aim: to present the topic of the listening text by relating it to Ss' personal experience
- Ask Ss the questions and generate discussion.
- B. Aims:• to give Ss practice in using visual prompts to predict the content of the listening text
 - to give Ss practice in listening for gist
 - to give Ss practice in transferring from verbal to visual information
- Ask Ss to look at the pictures and tell you what they think happened to Len.
- Play the CD and have Ss listen carefully and put the pictures a-d in the correct order.
- Check the answers with the class.

C. Aim: to give Ss practice in listening for specific information through a True/False activity

- Ask Ss to read through the sentences 1-6.
- Have Ss listen to the dialogue again and decide whether the sentences are True or False.
- Check the answers with the class.

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

LISTENING TRANSCRIPT

John Morning Len!

1. F

- Len Hi, John. Have you heard?
- John Heard what?
- Len I did something really, really stupid yesterday.
- John You didn't make a fool of yourself during yesterday's meeting, again, did you?
- Len No, the meeting went very well.
- John So, what's up?
- Len Well, you know Terry, the window cleaner?
- John Yeah, I really like him.
- Len He's not too fond of me at the moment.
- John Why not?
- Len You know he uses our office window to go outside sometimes.
- John Yeah, it's the easiest way to get to those high windows and he was cleaning them yesterday. What happened?
- Len Well, after a while, it started getting cold in here so I closed the window without thinking. Then, I had to go to the meeting and it went on and on and finished after eight o'clock. I had an appointment at the dentist and I was kind of late, so after the meeting I ran back here, turned the lights off and left. And I was the last one out of the office.
- John Oh no! You didn't. So, did the cleaners open the window to let him in later in the evening?
- Len No, it was Tuesday yesterday, remember?
- John Of course, they come on Mondays, Wednesdays and Saturdays. So, who let him in?
- **Len** Me. I came in early this morning because I had to prepare some notes, and as I sat down, I heard a tap on the window.
- John So, he was out there all night!? Len, that's terrible!
- Len Please, I feel bad enough as it is.
- John What did you say to him?
- Len I tried to apologise, but he didn't want to listen. He just left.
- John Looks like we'll need a new window cleaner.
- Len You can say that again.

3. SPEAKING

Aim: to give Ss practice in giving an account of an annoying and embarrassing incident by transferring from visual to verbal information

- Ask Ss to look at the pictures and read through the prompts.
- Ask Ss to imagine that they are the person the arrow points to in each one of them and describe what happened to them and how they felt.
- Point out to Ss that they can use some of the idioms in the vocabulary activity in order to describe their feelings more vividly.
- Choose Ss to describe what happened and their feelings.
- Alternatively, in pairs, Ss take turns to describe what happened and their feelings.
- Choose some pairs to describe the pictures and their feelings.



4. WRITING 25

- A. Aim: to prepare Ss for the topic of the writing task by relating it to their personal experience
- Ask Ss the questions and generate discussion.

B. Aims: • to give Ss practice in understanding the main points of an account

- to give Ss practice in identifying the purpose and some stylistic features of an account
- Ask Ss to read through the account entitled 'A day I'll never forget'.
- Ask Ss the questions 1-6.
- Check the answers with the class.
 - **1.** It took place two years ago on a train going from Paris to London.
 - **2.** In the middle of his experience the writer felt furious. At the end of his experience the writer felt embarrassed.
 - **3.** The introductory paragraph (introduction) gives the background of the event and introduces the main characters. The second paragraph (main part) describes how the event started and developed. The concluding paragraph (conclusion) describes the outcome of the event and makes a short comment on it.
 - **4.** Because he wants to make the account more realistic and interesting.
 - 5. The Past Simple and the Past Progressive.
 - **6.** As soon as (time), but/however (contrast), because (cause), so (result). He uses them to make his writing flow.
- Ask Ss some comprehension questions:

Who was the writer travelling with? Some friends from university.

Were there many people on the train? Yes, there were. How long did the writer have to wait to get some coffee? For almost half an hour.

What did the writer realise as soon as he sat down with his coffee? That he needed to get something from his luggage.

What did he tell to his friends before leaving? Not to touch his coffee.

What did he see on his way back to his seat? One of his friends sipping his coffee.

What did he do? He grabbed the coffee cup from the person.

What happened then? He spilt the coffee all over that person and even on a few other passengers.

What did he realise then? That the person with the coffee wasn't his friend.

How did his friends react? They were laughing their heads off.

Did the people forgive him after he apologised to them? No, they didn't.

• Explain any unknown words.

C. Aim: to give Ss practice in using linking words/ phrases

- Ask Ss to read through the linking words/phrases in the box.
- Have Ss do the activity and check answers.

 As soon as/When I realised that Nasir was angry, I stopped laughing.
 I stopped laughing because I realised that Nasir was

angry. I realised that Nasir was angry, so I stopped laughing.

 While Abdullah was running up the stairs, he fell and broke his leg.

Abdullah fell and broke his leg as he was running up the stairs.

- **3.** Bob took a taxi to work because he was late. Bob was late for work, so he took a taxi.
- **4.** As soon as they left the room, the baby started crying. When they left the room, the baby started crying.
- **5.** I start work at 9:00, so/but I get up at 8:00. I get up at 8:00 because I start work at 9:00.
- **6.** As soon as we had dinner, we went out. Before we went out, we had dinner.

D. Aim: to give Ss practice in writing an account of an event

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their accounts.
- Choose Ss to read out their accounts.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

VOCABULARY



- **4.** for
- 5. over
- 6. down

GRAMMAR

D.

1. to buy 2. to come 3. to go	6. shopping 7. lend 8. borrow	TEL.
4. going 5. to get	9. complaining	

E.

1.	gave
	Sarc

- 2. was written
- 3. was pulled
- 4. is painted
- 5. are taught 6. called

F.

- **1.** You had better not lie to the police.
- 2. You should work out three times a week.
- 3. You shouldn't be rude to your family and friends.

(e)

4. You had better visit a doctor before you get worse.

Round -un

COMMUNICATION

G.

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

6. c

LISTENING

- Ask Ss to read through the four questions and their options.
- Play the CD twice.
- Alternatively, play each exchange twice and have Ss decide on the correct answer.
- Check the answers with the class.



Marcus That's it. You're going home. And stop at a chemist's on your way to get some painkillers for your head. Eric OK, OK.

Marcus And don't come back until you get over that cold.

2

Hey, do you want to come to my brother's
house tonight? He's having a few friends
round.
No thanks.
Why not? I thought you liked him.
I don't have a problem with your brother It's
just that
What?
Well, he has a pet rabbit.
Oh, I forgot about that. We can ask him to put
it in another room.
No, there'll be hairs everywhere and I'll sneeze
all evening. I'd better stay at home.
That's a shame.

Chemist	Good afternoon.
James	Hello, I have this prescription but I can't understand what my doctor has written. I'm sorry.
Chemist	Why don't you let me have a look at it?
James	Go ahead.
Chemist	Ah, right. I'm sorry but we've run out of these pills.
James	Are you going to get some more in?
Chemist	Of course. In fact, I ordered some this morning.
James	So, you'll have them by tomorrow, right?
Chemist	Definitely.

4.

Radio announcer

The 100 passengers of the Arctic Tours were in danger yesterday when the ship hit an iceberg and started sinking. The ship was in the North Atlantic going towards Canada. Fortunately, a nearby ship responded to their SOS signal and immediately went to their rescue. Only about 15 people were injured, but other than that, all passengers and crew are safe on board the Atlantic Seaways.

SPEAKING

- Ask Ss to read through the prompts as well as the words in the box.
- In pairs, Ss take turns to ask and answer questions about the fire.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the interview.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress

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

Culture page

>>27

Aim: to introduce Ss to various aspects of the Saudi culture and of the culture of the English-speaking world

A.

• Ask Ss the questions and generate discussion.

B.

- Draw Ss' attention to the pictures accompanying the text and ask them what they can see (an ambulance, a telephone receiver and an ambulance light).
- Draw Ss' attention to the six numbers and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their predictions.
- Alternatively, you can play the CD and have Ss listen to the text and check their predictions.

911 is the emergency telephone number for the USA and the rest of North America.

999 is the number for the police in Saudi Arabia and the emergency telephone number for the UK.311 is a non-emergency telephone number for North

America. 112 is the emergency telephone number for all EU

countries. 998 is the Saudi number you call in case of a fire and

998 is the Saudi number you call in case of a fire and **997** for an ambulance.

Ask Ss some comprehension questions:

What is the first thing to remember in an emergency? To stay calm. Which number do you call for the ambulance in Saudi Arabia? 997. Are there other emergency numbers in Saudi Arabia? Yes, there are. Is a 911 call free? Yes, it is. When did 999 start in the UK? On 30th June 1937. Is a 999 call free? Yes, it is. Can you call 112 from a mobile phone? Yes, you can. Why do emergency services use a three-digit number? Because it isn't hard to remember. What can put people's lives in danger? Calling the emergency services when there is no real emergency. C. • Ask Ss to read through the sentences 1-7. • Have Ss do the activity.

• Check the answers with the class.

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

• Explain any unknown words.

6 Time out

Aims: • to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Draw Ss' attention to the title of the module.
- Ask Ss what *Time out* is (a break from school/work/the daily routine in order to rest or do something different).
- Ask Ss to look at the picture and tell you what they can see (*the centre of a city*).
- Help Ss relate the title of the module to the content of the picture and ask them what they think the module will be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

te.

- ▶ a postcard about an extreme sports holiday: p. 78
- a man playing golf in his living room: p. 76
- ▶ a theme park: p. 80
- ▶ a book review: p. 85
- ▶ ads for two famous shows: p. 82
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.



ter

Functions

Expressing possibility in the present and future Talking about sports

Structures

may, might, could

Vocabulary

Words related to sports

athletics baseball bowling boxing catch (v) dribble (v) drop (v) final golf hit (v) kick (v) move (v) pass (v) score (v) shoot (v) swing (v) throw (v) **Conversational English** I'm going to thrash you! What shall we...? **Other words and phrases** monotonous normal scissors

stop sb from doing sth wrist

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the module.
- Ask Ss to tell you when we ask this question (when we want to ask if sb feels like doing some physical activity/ working out).
- Ask Ss to tell you what they think the lesson is about.
- Ask Ss some questions:

What sports do you play? How often do you play them? Do you prefer team or individual sports?

1. LISTENING & READING 228

A. Aim: to introduce the topic of the dialogue by relating it to Ss' personal preferences

- Ask Ss the question and initiate a short discussion.
- If necessary, you can ask Ss some further questions:

What kind of video games do you like playing? What is your favourite video game?

B. Aims: • to present vocabulary, functions and structures in the context of a dialogue
• to give Ss practice in reading for gist

BACKGROUND NOTE

The latest types of **game consoles** combine controllers with movement sensors instead of joysticks. A **wireless controller** has a motion sensor.

- Draw Ss' attention to the pictures accompanying the dialogue and ask them what they can see (*a young man playing golf*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to listen to the dialogue carefully and check their predictions.

Suggested answer How realistic a wireless game controller can be. • Ask Ss some comprehension questions:

What did Tony buy for Alex? A game console. What kind of game console is it? One with a wireless controller. What might happen to the controller if you throw it? It might break. What sports games does the game console have? Tennis, bowling, football, baseball, boxing and golf. Does Alex find it difficult to use the controller to play

golf? No, he doesn't. Does Tony know how to play golf on the game console?

Yes, he does.

C. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity.
- Check the answers with the class.
 - **1.** Because he already has a game console.
 - 2. Tony's cousin.
 - 3. You move your arm just like in real bowling.
- **4.** A wrist strap (that the controller has).
- 5. Because it's Alex's favourite sport.
- 6. Both.
- Explain any unknown words and choose Ss to act out the dialogue.

6a

2. VOCABULARY

A. Aim: to present vocabulary related to sports

- Ask Ss to look at the pictures and read through the verbs underneath them.
- Make sure that Ss can relate the meaning of the verbs to what the pictures show.
- Ask Ss to read through the verbs in the box.
- Have Ss do the activity.
- Check the answers with the class.



B. Aim: to present collocations related to sports

- Ask Ss to look at the table and make sure that they do not have any unknown words.
- Point out to Ss that they will have to combine a verb with one of the activities in the table to form a collocation.
- Have Ss do the activity and check answers.

play volleyball, go skiing, do karate, play on/for a team, play a game, go windsurfing, play in the final, go swimming, do water sports, do athletics, play team sports

OPTIONAL ACTIVITY

- Ask Ss to work out more collocations with the verbs in the table.
- Elicit answers (e.g. play football, go fishing, do gymnastics, etc.).

3. GRAMMAR

Aim: to present may, might and could

- Ask Ss to read through the three examples and draw their attention to the words in bold.
- Point out to Ss that the words *may*, *might* and *could* are modal verbs.
- Ask Ss to read through the sentences a-c and ask them the question in the rubric.
- Check the answer with the class.

The words in bold express **a**. Something that can possibly happen.

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 131).

4. PRACTICE

Aim: to give Ss practice in using may (not), might (not) and could to express possibility/lack of possibility in the present or future

- Ask Ss to look at the pictures 1-3.
- Point out to Ss that they should use the verbs in activity 2A.
- Have Ss do the activity and check answers.

Suggested answers

- 1. He may/might dribble the ball and then pass it to another player. / He may/might dribble the ball and then shoot and score a point for his team.
- 2. He may/might kick the ball and score a goal. / He may/might pass the ball to another player.
- 3. He may/might hit/miss the ball.

5. SPEAKING

Aim: to give Ss practice in expressing their opinion and justifying it

- Ask Ss to read through the words in the box and make sure they do not have any unknown words.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to talk about whether they prefer playing sports on a game console or playing real sports justifying their preference.
- Go round the class helping Ss when necessary.
- Choose some Ss to say their opinion.

Talking about conditions and their results Talking about an extreme sports holiday

Structures

Conditional Sentences Type 1 / if vs when

Vocabulary

alternatively aquarium book (v) chance change one's mind check into check out of coach creature discount dolphin in advance kayaking main on offer opportunity parasailing participant per cent railway station recommend ruins seal shark souvenir shopping speedboat taxi rank the rest of tourist attraction travel agency travel agent

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to look at the picture in the top right-hand corner of the page and tell you what it shows (*kayaking, an extreme sport*).
- Help Ss deduce the meaning of the phrase *thrills and spills* (= *the excitement that is involved in dangerous activities*) by relating it to the content of the picture.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

1. READING

A. (PRE-READING)

Aim: to introduce the topic of the text by relating it to Ss' personal experience

• Ask Ss the questions and elicit answers.

B. Aims: • to present vocabulary, functions and structures in the context of a text • to give Ss practice in reading for gist

- Ask Ss to look at the layout of the text and tell you what they think it is about *(the schedule for an extreme sports holiday)* and where it can be found *(in a brochure, on the Internet)*.
- Draw Ss' attention to the titles a-c.
- Ask Ss to read through the text and decide on the most appropriate title for it.
- Alternatively, play the CD and have Ss read and listen to the text and do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answer.

The best title is **b** because it best conveys the main idea of the text, which is about an extreme sports holiday in Mexico.

• Ask Ss some comprehension questions:

How many days does the extreme sports holiday in Mexico last? Six days.

What is the first destination of your trip? Ensenada. What can you see in Guadalupe Island? Great white sharks. Where will you spend the first two nights of your trip? On the boat.

What will you have the opportunity to eat there? Some traditional Mexican food.

When will you watch a diving safety video? In the afternoon. What is Guadalupe famous for? For its fur seals.

If you get scared and don't want to swim with the sharks, what can you do? You can sit and watch all the action on a 42" TV in the main salon through a special underwater 'shark cam'.

What extreme sports can you try in Cancun? Bungee jumping, windsurfing and parasailing.

When will you go sightseeing? On the fourth day of your trip. / On your second day in Cancun.

Where can you see fascinating Mayan ruins? At the El Rey archaeological site.

How can you ride down the Papagayo River? In a speedboat. Where will the goodbye gathering take place? In the breakfast area of the hotel.

When do you have to check out of the hotel? By midday. Why is it a good idea to book your taxi to the airport in advance? Because you'll get a 10% discount.

C. Aim: to give Ss practice in identifying specific information in the text through a gap-filling activity

- Point out to Ss that this is a postcard written by Mike, who is on the extreme sports holiday in Mexico.
- Ask Ss to read through the postcard.
- Have Ss do the activity and check answers.

Cancun 2. dolphins 3. Mayan 4. windy
 sharks 6. Acapulco 7. kayaking





D. Aim: to give Ss practice in deducing the meaning of unknown words

- Ask Ss to read through the definitions 1-6. Make sure that Ss do not have any unknown words.
- Refer Ss to the relevant paragraphs in the text.
- Have Ss do the activity and check answers.



1. on offer2. aquarium3. recommend4. check into5. coach6. participants

• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the question and initiate a short discussion.

2. VOCABULARY

A. Aim: to present compound nouns

LANGUAGE PLUS

Compound nouns can be formed as two words (*e.g. bus stop*) or as one word (*e.g. postman*). Sometimes they are joined using a hyphen (*e.g. check-in*).

• Draw Ss' attention to the NOTE and explain it.

- Refer Ss to the text and ask them to find compound nouns.
- Allow Ss some time to do the activity and check answers.

Indicative examples of compound nouns appearing in the texts:

Day $1 \rightarrow$ fur seals

- Day 2 \rightarrow shark cages
- Day $3 \rightarrow$ bungee jumping, windsurfing
- Day $4 \rightarrow$ sightseeing, sea urchins, stingrays, tour guide
- Day 5 \rightarrow rock climbing, speedboat
- Day 6 \rightarrow midday, airport

B. Aim: to give Ss practice in forming compound nouns

5. a

6. c

- Ask Ss to read each column.
- Have Ss do the activity and check answers.

1. f **2.** d **3.** e 4. b

3. GRAMMAR CONDITIONAL SENTENCES TYPE 1 Aim: to present Conditional Sentences Type 1

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Explain to Ss that these are Conditional Sentences Type 1.
- Draw Ss' attention to the table.
- Explain to Ss that conditional sentences consist of the if-clause followed by the main clause.
- Ask Ss to look at the examples again and complete the rule in the table.
- · Have Ss do the activity and check answers.

Present Simple, will, might

• Ask Ss to make their own examples using Conditional Sentences Type 1.

if vs when

Aim: to present the difference between *if* and *when*

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss to read through the questions 1-4.
- Allow Ss some time to work out the answers to the questions.
- Check the answers with the class.

They refer to the future.
 No, he isn't.
 Ryan.
 The first one.



4. PRACTICE

- Aim: to give Ss practice in using Conditional Sentences Type 1 and *if/when* in the context of two short dialogues
- Ask Ss to read through each dialogue.
- Have Ss do the activity and check answers.

If, is, may go, When, decide, give
 'll do, if, doesn't get, 'll know, when, sees, If, take

5. INTONATION

- Aim: to raise Ss' awareness of issues of intonation and rhythm in Conditional Sentences Type 1
- Play the CD and have Ss repeat the first sentence as they hear it paying careful attention to the intonation and rhythm.
- Do the same with the rest of the conditional sentences.

6. SPEAKING

Aim: to give Ss practice in discussing two flyers and making a decision

- Ask Ss to turn to the appropriate page.
- Ask Ss to look at the flyers. Make sure that they do not have any unknown words.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to discuss what they can do at each place so as to decide where to go.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

WORKBOOK LISTENING

• For the listening transcript go to page 121.



Talking about different places of entertainment Expressing agreement / disagreement Expressing preference

Structures

so, neither, too, either

Vocabulary

admit artefact as (because) atmosphere bowling alley entertainment exhibit give sth up indoor outdoor prize ride (n) success theme park tournament

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Ask Ss to look at the picture in the top right-hand corner of the page and tell you what it shows (*a theme park*).
- Ask Ss if they have been to a theme park, what the atmosphere was like there, etc.
- Draw Ss' attention to the title of the lesson and help them deduce the meaning of the phrase *Hot spots* (= places where there is a lot of activity and entertainment) by relating it to the previous discussion.
- Ask Ss to tell you what they think the lesson is about.
- Ask Ss to name any other *hot spots* they can think of.

1. VOCABULARY

Aim: to present vocabulary related to places of entertainment

- Draw Ss' attention to the three places of entertainment.
- Ask Ss to read through the words in the first column. If necessary, explain any unknown words.
- Point out that they sometimes have to tick more than one place for each word.
- Have Ss do the activity and check answers.

	theme park	museum	bowling alley
exhibits		1	
queue	1	1	
artefacts		1	
games	1		1
indoor		1	1
outdoor	1		
rides	1		

2. LISTENING

A. (PRE-LISTENING)

Aim: to present the topic of the listening text by relating it to Ss' personal experience

• Ask Ss the questions and generate discussion.

- B. Aim: to give Ss practice in listening for gist
- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss match the names with the places of entertainment.
- Check the answers with the class.

Danny: bowling alley, **Roger:** theme park, **Mike:** museum

C. Aim: to give Ss practice in listening for specific information

- Play the CD again.
- Have Ss do the activity and check answers.

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

LISTENING TRANSCRIPT

Danny: My friends and I usually meet there at the weekend, but sometimes during the week, too. I really like the atmosphere there. The food isn't that good, and most of it is very unhealthy. But the main reason I like it is because there are lots of activities to do, and a lot of people don't realise that. It's also open 24 hours. So, it's a good place to hang out. Of course, I'm also on a team and we play in a league on Saturday nights. We're not doing very well this season, but it's still good fun.

Roger: For most people it's a very popular thing to do when you go out. And it's true I used to really enjoy going before I had children. You see, now they want to go two or three times a week! Don't get me wrong, there are lots of times when I really enjoy it, but other times I would like to stay at home. And when it's crowded and I have to queue up for hours I get annoyed. I used to eat all the unhealthy food and sweets on offer, and I got really fat. I don't touch them any more.

Mike: Whenever I go, I get really excited. I love everything about it. I love looking at the artefacts but I also love arranging how to get there, I even like queuing up. It's all part of the atmosphere. All those people, coming together for one purpose, to see the new exhibits. I think it's entertainment and education in one.

3. GRAMMAR

Aim: to present so, neither, too, either

- Ask Ss to read through the two short dialogues and the sentences a-c.
- Have Ss do the activity and check answers (a, c, b, c).
- Refer Ss to the Grammar Reference (p. 132).

4. SPEAKING

Aim: to give Ss practice in expressing agreement and disagreement

- Ask Ss to look at the places in the box.
- Ask Ss to read through the speech bubble.
- In groups of three, Ss say what they like or don't like about each place and agree or disagree with each other.
- Go round the class helping Ss when necessary.
- Choose some groups to act out the dialogues.

5. WRITING

- A. Aim: to introduce the topic of the writing task by activating Ss' background knowledge
- Ask Ss the questions and generate discussion.

B. Aims: • to help Ss identify some stylistic features of a paragraph expressing preference
• to familiarise Ss with text cohesion

- Ask Ss to read through the paragraph.
- Ask Ss the questions and check answers.
- 1 FE

I wouldn't give it up for anything in the world! 2. a. the writer and his friends, b. at the bowling alley, c. the tournament, d. the other teams, e. the writer and his friends

1. I prefer / I find that it's an interesting place / a nice, relaxing atmosphere / great fun /

• Ask Ss some comprehension questions:

Where do the writer and his friends often meet? At the bowling alley.

Why does the writer like it there? Because it gives him the chance to spend time with his friends, have fun and exercise.

What happens every year? There is a tournament. Do they practise hard before the tournament? Yes, they do.

What happened last year? They won first prize. What did some other teams ask them for? They asked them for a few tips.

Does the writer want to give bowling up? No, he doesn't.

C. Aim: to give Ss practice in improving their writing style in order to achieve text cohesion

- Ask Ss to read through each paragraph.
- Have Ss do the activity and check answers.
 - 1. My sister and I love going to the shopping centre. We go there every weekend. It is usually crowded, but we always have a good time when we go there.
 - **2.** Brian is really interested in reading. It relaxes him. There are lots of libraries in his neighbourhood and he goes to one of them once a week.

D. Aim: to give Ss practice in expressing preference by writing a paragraph about their favourite place of entertainment

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.



Talking about shows

Structures

Present Perfect Progressive / Present Perfect Progressive vs Present Perfect Simple

Vocabulary

Phrasal verbs

bring back check sb/sth out cheer on let down log on sell out

Other words and phrases

aircraft amaze amusing attraction audience court (basketball) depend on details difference disappoint display (v) entertain extraordinary feature (v) memorable must-see on sale responsible run senior citizen tour (v)

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when the phrase *It's showtime!* is said and what it means (*it is said to signal the beginning of a show/performance or an activity*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. READING

A. (PRE-READING)

Aim: to help Ss make predictions about the reading texts based on visual prompts and their background knowledge

- Ask Ss to look at the pictures and the titles of the shows.
- Ask Ss if they have heard of these shows, what they know about them and what they can understand from the pictures.
- · Elicit answers.
- Ask Ss to read through the sentences 1-4. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and elicit answers but do not correct them at this stage.

B. Aims: • to give Ss practice in reading for gist • to present vocabulary, functions and structures in the context of two advertisements for two shows

- Ask Ss to look at the layout of the two texts and tell you what kind of texts they are (*advertisements for two shows*) and where they can be found (*in brochures, on the Internet, in newspapers/magazines*).
- Ask Ss to read through the texts and check their predictions.
- Alternatively, play the CD and ask Ss to listen to the texts carefully and check their predictions.



• Ask Ss some comprehension questions:

When did the Dubai Airshow start? In 1989. How many exhibits does it feature? Over 800 exhibits and more than 80 aircraft.

Is it a popular event in the Middle East? Yes, it is. What two must-see attractions does the text mention? The Airbus A380 and the Airbus A350 XWB. Where are the visitors from? Many countries around the world/From over 100 countries all over the world. How much does it cost? \$50 for all five days. Can a 14 year-old attend the Airshow? No.

Where do the Harlem Globetrotters come from? From the USA.

How do they amaze and entertain their audiences? With their sporting skills and with their amusing antics on court.

When did the Harlem Globetrotters start touring the world? In 1972.

How many countries have they been to? To 114 countries.

How many people have seen them perform live? Over 110 million.

What are they responsible for? Making basketball popular in many countries.

What have they been doing for the last five months? They have been touring Australia.

How many games have they played around Australia? Over 100.

Where and when are they playing their last game in Australia? At the ANZ Stadium in the Sydney Olympic Park on Saturday 3rd December.

C. Aim: to give Ss practice in reading for specific information

• Ask Ss to read through the questions 1-7.

- Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. HG	2. HG	3. HG	4. HG	ter.
5. HG	6. DA	7. DA		

D. Aim: to give Ss practice in deducing the meaning of unknown words

- Refer Ss to the words 1-5 in the texts.
- Ask Ss to read through the meanings a-g. Make sure that Ss do not have any unknown words.
- · Have Ss do the activity and check answers.





5. d

• Explain any unknown words and choose Ss to read the texts aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the texts

• Ask Ss the questions and initiate a short discussion.

2. VOCABULARY

Aim: to present some phrasal verbs

- Ask Ss to read through the phrasal verbs 1-6.
- Refer Ss to the texts and ask them to find and underline the phrasal verbs.
- Ask Ss to read through the meanings a-f. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.



OPTIONAL ACTIVITY

For further practice, ask Ss to make their own sentences using the phrasal verbs in the vocabulary activity and check them with the class.

3. GRAMMAR

PRESENT PERFECT PROGRESSIVE Aim: to present the formation and the use of the Present Perfect Progressive

- Ask Ss to read through the example.
- Draw Ss' attention to the words in bold. Explain to Ss that this is the Present Perfect Progressive tense.
- Ask Ss the two questions and elicit answers.
 - In 1972. • Yes, they do.



- Ask Ss to read through the table containing the rules about the formation and use of the Present Perfect Progressive.
- Have Ss complete the table and check answers.

have, been, -ing, past, present

PRESENT PERFECT PROGRESSIVE vs PRESENT PERFECT SIMPLE Aim: to present the difference between the Present Perfect Simple and the Present Perfect Progressive

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the questions and check answers.

The Present Perfect Simple is used in the first sentence and the Present Perfect Progressive is used in the second sentence. The first sentence emphasises the result and the second sentence emphasises the duration of the

- Refer Ss to the Grammar Reference (p. 132).
- Ask Ss to find examples of the two tenses in the two advertisements (1st advertisement: '... has grown...', '... have been offering...' / 2nd advertisement: '... have been touring...', '... have been applauding and cheering...', 'They have been responsible...', '... have been touring Australia...', '... have played ...').

4. PRACTICE

action.

Aim: to give Ss practice in using the Present Perfect Simple and the Present Perfect Progressive in the context of a dialogue

- Have Ss do the activity and check answers.
 - **1.** have never seen
 - 2. have been working
 - 3. have ... given up
 - 4. have been trying
 - 5. has been looking for
 - **6.** Have ... tried
 - 7. have been coming

5. SPEAKING

Aim: to give Ss practice in using the functions, the structures and the vocabulary presented in this lesson

- Ask Ss to read through the list of questions.
- In small groups, Ss take turns to talk about a show and decide on how to advertise it to their classmates.
- Go round the class helping Ss when necessary.
- Have each group advertise their show to the rest of the class.
- At the end of each presentation ask the rest of the class to comment on how successfully each show was advertised and if they would go and see it.



Talking about books Expressing opinion

Vocabulary

Words / Phrases related to books

account action-packed adventure author best-selling biography blurb book critic book review chapter character culture descriptive disappointing ending excellent hero / heroine illustration lifestyle member novel plot poetry publish (un)realistic review set (v) setting

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the phrase *Food for thought* means (*stimuli, ideas, books, etc., that make you think*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. VOCABULARY

Aim: to present vocabulary related to books

- Draw Ss' attention to the four headings in the table.
- Ask Ss to read through the words in the box.
- Ask Ss to look at the examples.
- Have Ss do the activity.
- Check the answers with the class and explain any unknown words.

BACKGROUND NOTE

- A genre is a type or category of art/literature, etc.
- The **plot** is the story of a book.
- The **blurb** is a short description of a book.

			A.
book genres	people	adjectives	nouns
biography	hero	action-packed	plot
poetry	author	disappointing	setting
novel	heroine	(un)realistic	chapter
science fiction	character	descriptive	blurb
adventure	critic	best-selling	review

• Point out to Ss that sometimes a book is a mixture of genres.

2. SPEAKING

- Aim: to give Ss practice in talking about a book they have read
- Ask Ss to brainstorm books they have read and write their titles on the board.
- Ask Ss to look at the table and read through the speech bubble.
- Make sure Ss do not have any unknown words.

BACKGROUND NOTE

Illustrations are drawings or pictures in a book.

- In small groups, Ss decide on a book they have all read and talk about it after ticking the appropriate boxes in the book.
- · Go round the class helping Ss when necessary.
- Choose some groups to act out their discussion about the book.

3. LISTENING

A. (PRE-LISTENING)

- Aim: to present the topic of the listening text by relating it to Ss' personal preferences
- Ask Ss the questions and generate a short discussion.

B. Aim: to give Ss practice in listening for gist

- Ask Ss to look at the covers of the two books. Have them tell you which these books are (*The Mysterious Island and A Journey to the Centre of the Earth*).
- Ask Ss if they have read them and if so, whether they liked them or not and why.
- Draw Ss' attention to the three questions.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.
 - 1. Jules Verne.
 - **2.** *The Mysterious Island* is about five castaways on an island and *A Journey to the Centre of the Earth* is about three men who decide to travel to the centre of the Earth.
 - 3. They are both science-fiction novels.

C. Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the sentences 1-4 and their options.
- Play the CD again and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD once more in order to clarify any questions Ss might have.

1. b **2.** b **3.** a **4.** a

LISTENING TRANSCRIPT

- PresenterHello, and welcome back. Now on Book Review,
it's time for that part of our programme called Top
Authors. Today, book critic Niles Bane is here to
tell us what he thinks Jules Verne's top two books
are. So, tell us, Niles, which Jules Verne book is
top on your list?NilesHi, Jim. I am a huge fan of Jules Verne. I took
an avid interest in his books from a very early
age and I have to say, until today, my absolute
favourite is A Journey to the Centre of the Earth. I
am disappointed when I hear some people haven't
- read this exciting novel. **Presenter** It's a great book. Can you tell our listeners a few things about the plot?
- Niles Of course. A group of three men set off to find the centre of the Earth. The hero, Professor Von Hardwigg, who leads the expedition, had found information about a man who claimed to have visited the centre of the Earth. He decides to prove whether the information is true by repeating the trip himself. Exciting adventures await the readers, as the three men go deeper and deeper into the Earth. Soon, they meet dinosaurs and other prehistoric animals, and face dangerous situations in an exciting tale only Verne could have written.
- **Presenter** So, would you say it's a book for adults or children?
- **Niles** I think what happens with most books by Verne is that they are so entertaining that they appeal to people of all ages. I mean, I read this book when I was ten and I would read it again today with the same pleasure.
- Presenter So, what's another favourite?
- Niles If I had to choose, I would say *The Mysterious Island*.
- **Presenter** Oh, I thought you were going to say 20,000 Leagues Under the Sea.
- Niles Of course, that's an all-time classic. Actually the two books, *The Mysterious Island* and 20,000 *Leagues Under the Sea* have a common hero.
- **Presenter** Captain Nemo, of course. But let's talk about *The Mysterious Island*.
- Niles Well, the story is about five men who try to survive on a mysterious island. But as time goes by, strange things start happening. It seems like every time they are in danger, someone mysteriously saves them. For example, when they are sick, medicine appears in bottles or when pirates attack them, they are mysteriously killed.
- PresenterCaptain Nemo is behind it all...Niles...who after all those adventures is now an old
man and wants to help the men escape. Anyway,
there is a lot of excitement in this classic novel and
readers won't be disappointed... (fade out)

4. WRITING **136**

A. Aim: to prepare Ss for the writing task through an oral activity

• Ask Ss the questions and generate discussion.

B. Aim: to give Ss practice in reading for gist

- Ask Ss to look at the poster of the book and ask them to tell you the title (*Green Sands: My five Years in the Saudi Desert*).
- Ask Ss what they know about this book.
- Ask Ss:

Have you read this book? Did you like it?

• Ask Ss to read through the book review.

• Have Ss answer the questions and check answers.

1. Yes, he did. **2.** The Present Simple.



• Ask Ss some comprehension questions:

When was the book published? In 1994. Who was it written by? By Martha Kirk. When and where is the book set? It is set in the 1980's in the Saudi desert close to Riyadh. Who are the main characters? Martha Kirk and her husband. How many years did they spend in Saudi Arabia? They spent five years there. What opportunity are the two Americans given? They are given the opportunity to meet new people and a different culture and lifestyle. Does the critic recommend the book? Yes, he does.

C. Aim: to present the structure of a book review by helping Ss identify the main topic of each paragraph through a matching activity

- Refer Ss to the book review.
- Have Ss do the matching and check answers.

1st **para: Introduction** general information about the book

2nd para: Main Part setting and plot 3rd para: Conclusion writer's opinion

D. Aim: to familiarise Ss with the organisation of ideas in a book review

- Ask Ss to read through the sentences 1-6. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.



E. Aim: to give Ss practice in writing a book review

- Draw Ss' attention to the TIP and explain it.
- For more expressions and phrases ask Ss to turn to page 123.
- Allow Ss some time to write their book reviews.
- Choose some Ss to read out their book reviews.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

VOCABULARY



 passed booked plot queue aquarium rank disappointing outdoor author sold

B.

1. parks 2. attractions 3. let 4. alley 5. prize 6. blurb 7. opportunity 8. attracts

GRAMMAR

C.

- will lose
 won't miss
- **3.** may travel
- **4.** When
- 5. have
- 6. might not
- **7.** wait
- **8.** if

D.

- 1. Have you ever been, have been doing, have never tried
- 2. has always wanted, have been reading, has written, has also worked, hasn't told, has ever written

COMMUNICATION

E.

- 1. So am, am not
- **2.** do, don't
- 3. either, did
- 4. Neither have, am too

6 Round-up

F.

1. f

LISTENING 37

2. c

• Ask Ss to read through the four questions and their options.

4. e

5.b

4.b

3. a

- Play the CD twice.
- Alternatively, play each dialogue twice and have Ss decide on the correct answer.

3. c

LISTENING TRANSCRIPT

• Check the answers with the class.

2.b

1. a

1.	
Tom	You're doing it all wrong.
Eddie	Give me a break. It's my first time.
Tom	You shouldn't catch the ball. It's not
	basketball. Hit it to the other side of the court!
	Just like I showed you.
Eddie	OK, OK.
Tom	And if you swing your arms like that, you'll
IUIII	never get anywhere.
Eddie	Oh no, I dropped it again.
Tom	Let's try again.
Eddie	OK.
Edule	OK.
2.	
2. Sean	Peter, this sounds interesting.
Peter	Summer holidays in Egypt? Not bad. I'm tired
reter	of going to the beach every summer.
Sean	
Sean	I know. Windsurfing, kayaking and stuff like
	that isn't my idea of fun. It says here that we
	can stay in Cairo for three days and go on a
	guided tour of the Pyramids of Giza. That's
	great.
Peter	Well, if we go there, we could also go on a
	cruise down the Nile.
Sean	Of course. What about Alexandria? We can
	go there to check out the traditional markets,
	maybe get some nice souvenirs.
Peter	Calm down Sean. If we do all that, we won't
	have money to get back. We can't afford it.
Sean	I guess you're right.
3.	
Dan	Well? What did you think?
Adam	You know, I never liked going to the zoo. I
	always thought that it's only for little kids.
Dan	But this was something different.
Adam	Definitely. I didn't expect it to be so huge!
Dan	Yes, and I thought the Polar Region would be
	boring.
Adam	Boring? That was my favourite bit. I loved
	watching the penguins!
Dan	
Dan	I'm really glad you liked it as much as I did.

- 4.
- Ken So, what are we doing tonight?
- **Ron** A new Italian restaurant has just opened in the city centre. Let me find the address on the Net.
- Ken But I'm not really hungry.
- OK. How about the bowling alley? It's been a long Ron time since we last played a game.
- I'm not sure. Anything else? Ken
- Ron What about that art exhibition?
- Ken Well, a colleague of mine went yesterday and he said it was nothing special.
- Ron Too bad.
- Ken Maybe bowling isn't a bad idea after all.
- Ron Great! I'll be ready in five minutes!

SPEAKING

- Ask Ss to choose one of the statements and read through the list of ideas.
- Divide Ss in two groups and explain that Group A should argue against the statement and Group B should argue for it.
- Allow each group some time to discuss and prepare their arguments.
- Go round the class helping Ss when necessary.
- Have some Ss from each group present their arguments to the class.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress • to encourage learner autonomy

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

▶▶|38

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

Cross-curricular page

A.

- Draw Ss' attention to the questions in the rubric.
- Elicit answers and initiate a short discussion.

B.

- Draw Ss' attention to the title of the text as well as the pictures.
- Ask them the question in the rubric and elicit answers, but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their answers.
- Ask Ss some comprehension questions:

When is the Mango festival held? It is held in May.
Where is the province in which the festival takes place?
It's in the south-west of Saudi Arabia.
When did the agricultural tests on mango fruit start there? In 1972.
How many mango trees are there? There are about 450,000 mango trees.
What happens during the festival? Growers display all the different types of mangoes they cultivate.
What can visitors do there? They can take part in various activities and learn a lot about mangoes.
Is the festival successful? Yes, it is.

C.

• Have Ss do the activity and check answers.

1. every year

- 2. tropical fruits
- 3. display
- 4. shows
- 5. people who love mangoes

• Explain any unknown words.

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read through the poem on p. 125 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.

chair nothing sport lazy go someone	
so stay agree	

7 Good job

Optional

Aims: • to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Ask Ss to look at the picture and tell you what they can see (*a business meeting*).
- Draw Ss' attention to the title of the module.
- Help Ss relate the title of the module to the content of the picture in order to deduce the meaning of the phrase *good job* (= *to do sth well, to carry sth out successfully*).
- Ask Ss what they think the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

ter

▶ a CV: p. 95



• a dialogue at the bank: p. 90

- people doing different jobs: p. 97
- three happy colleagues: p. 92
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.



Carrying out bank transactions Expressing interest and surprise Asking for confirmation

Structures

Negative Questions Question Tags

Vocabulary

Words/Phrases related to money transactions

bank account bureau de change cash card cash machine charge commission deposit (v) exchange free of charge Internet banking make a deposit PIN rate refuse withdraw

Other words and phrases

brochure customer delivery envelope hesitate (in)correct latest swallow (v) various What's taking you so long?

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Make sure that Ss know the meaning of the word *cash* (= *money in the form of notes and coins*).
- Point out to Ss that the formation of the question is informal since the auxiliary verb *do* is missing.
- Ask Ss to tell you when this question is asked (when we offer to lend sb some money).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1.LISTENING & READING CD3

A. Aim: to introduce the topic of the dialogues by relating it to Ss' personal experience

- Ask Ss the questions and initiate a short discussion.
- Ask Ss some further questions:

How much money do you spend each month? Have you got a credit card? How do you usually pay when you buy things?

LANGUAGE PLUS

The initials **PIN** stand for Personal Identification Number.

B. Aims: • to present vocabulary, functions and structures in the context of three dialogues • to give Ss practice in reading for gist

- Ask Ss to read through the names of the three places. If necessary, explain to Ss what a *bureau de change* is (= an office where you can change the money of one country for that of another).
- Play the CD and have Ss listen to the three dialogues carefully in order to decide where they are taking place.
- Alternatively, play the CD and have Ss listen to the first dialogue and decide where it is taking place. Follow the same procedure for the rest of the dialogues.

- Check the answers with the class.
- 1. at a bureau de change
- 2. at a cash machine
- 3. at the bank

• Ask Ss some comprehension questions:

1.

Where is the yen used? In Japan. What is the exchange rate between the euro and the yen? One euro is 113 yen. How much money does the man decide to change into yen? €200. How much commission do they charge? 1%. **2.** What did Nasir do first when he went to the cash machine? He made a deposit. What is he trying to do now? He's trying to withdraw some money. What does he need the money for? For the supermarket. What is the problem? The cash machine won't accept his PIN number. How many times did he enter his PIN number before the cash machine worked? Three times.

3

Why is the man at the bank? Because he wants to open a new account.

What is the name of the bank's latest account? Silversaver. What is the interest rate of Silversaver? 5%.

What will they give him if he opens a Silversaver account? A debit card.

Will the man have to pay for the debit card? No, he won't. Can the man use Internet banking with a Silversaver account? Yes, he can.

How much cashback will it be possible for him to get? Up to $\pounds 50$.

Is he happy with the information he got from the bank clerk? Yes, he is.

What does the bank clerk give him? A brochure.

C. Aim: to give Ss practice in identifying specific information in the dialogues

• Ask Ss to read through 1-5 and a-e.

• Refer Ss to the dialogues.

• Have Ss do the activity and check answers.

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

• Explain any unknown words and choose Ss to act out the dialogues.

7a

2. VOCABULARY

Aim: to present the opposites of some words in the dialogues

- Ask Ss to read through the sentences 1-5.
- Draw Ss' attention to the words in bold.
- Refer Ss to the dialogues.
- Have Ss do the activity and check answers.



3. GRAMMAR NEGATIVE QUESTIONS Aim: to present negative questions

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these are negative questions.
- Ask Ss the questions in the rubric.
- Check the answers with the class.

Didn't you want to make a deposit? : The speaker expresses surprise.



Isn't that the same as a cash card? : The speaker expects the listener to agree with him.

QUESTION TAGS Aim: to present question tags

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these are question tags.
- Ask Ss to read through the rules. Make sure that they do not have any unknown words.
- · Have Ss do the activity and check answers.

end, an auxiliary, positive, negative



• Refer Ss to the Grammar Reference (p. 132).

4. PRACTICE

A. Aim: to give Ss practice in making negative questions

• Have Ss do the activity and check answers.

- 1. Don't you know how to use a cash machine? / Can't you use a cash machine?
- **2.** Didn't we go to the same school? / Didn't you go to the same school as me?
- 3. Haven't you read this book before?

B. Aim: to give Ss practice in using question tags in the context of two short dialogues

• Have Ss do the activity and check answers.

- 1. didn't you, did you, can't you
- 2. aren't they, haven't you, will you, do you

5. INTONATION >>>3,4

A. Aim: to present the intonation of question tags

- Play the CD and have Ss repeat each sentence as they hear it.
- Ask Ss the questions in the rubric and elicit the answers: In the first sentence (rising intonation), the speaker is not sure whether there is a new bank on Greenfield Street and wants to confirm it. In the second sentence (falling intonation), the speaker is sure that there is a new bank on Greenfield Street and expects the listener to agree.
- Play the CD again and ask Ss to repeat the sentences while you move your hand upwards or downwards to show the rising or falling intonation in each question tag.

B. Aim: to raise Ss' awareness of issues of intonation and rhythm in question tags

- Play the CD and pause after each sentence.
- Ask Ss to repeat them and write the appropriate symbol next to each one.
- Check the answers with the class.
 - rising intonation
 rising intonation

3. falling intonation

- rising intonation
 falling intonation
- 6. rising intonation

6. SPEAKING

Aim: to give Ss practice in simulating conversations at a bank, at a bureau de change and at a cash machine

- Ask Ss to turn to the appropriate page.
- Have them read through the instructions.
- Point out to Ss that they should use the dialogues in the first activity of the lesson as models.
- In pairs, Ss take turns to act out the conversations according to the allocated roles.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the different conversations.







Talking about work and workplaces Expressing result Making exclamations

Structures

Exclamatory sentences Clauses of result

Vocabulary

Words related to work

bonus company day off employee employer firm (n) salary staff

Other words and phrases

advertise annual break (n) car wash condition consider criticise dream (v) dry-cleaner's inform outing pleasant serve slightly study (n) treat (n) white-water rafting

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss elicit the meaning of the phrase *job satisfaction* (= *the feeling of pleasure and achievement which you experience in your job when you know that your work is worth doing*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Ask Ss:

What is more important to you: job satisfaction or earning a lot of money?

· Elicit answers and generate discussion.

1. READING 🔀 5

A. (PRE-READING)

Aim: to introduce the topic of the text by relating it to Ss' personal experience

- Draw Ss' attention to the picture.
- Ask Ss the question and elicit answers.

B. Aims: • to present vocabulary, functions and structures in the context of a text

• to give Ss practice in reading for gist

- Ask Ss to read through the text.
- Alternatively, play the CD and have Ss read and listen to the text.
- Ask Ss to read through the sentences a-c and check understanding.
- Have Ss decide which sentence best describes the writer's main purpose.
- Check the answers with the class. Ask Ss to provide justification for their answers.

The correct answer is **b**.



Are big salaries and large bonuses always enough to keep *employees happy?* No, *they aren't*. What are some companies now offering their staff? Exciting and unusual perks. What has a software company in LA built for its employees? A number of on-site facilities. What can the employees of a San Francisco-based software company do at the games room during their break? They can play video games, pool or table tennis. What do many companies organise for their employees? Annual holidays and outings. Where did a US supermarket chain take all its employees last year? It took them white-water rafting. Who took part in the special end-of-year art festival which a UK mobile phone company organised for its employees? Some of the most famous artists in the UK. What did the staff members have the opportunity to do? To meet them. How much money does a US insurance firm give to every month's best employees? \$100. What else does it offer to its employees? On-site golf lessons, as well as a library for staff members to read and enjoy some quiet time. What do many employees think about this company? That it's a wonderful place to work. *Do they ever think about looking for a job elsewhere?* No, they don't.

C. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to read through the sentences. Make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.
 - 1. dry-cleaning, their cars, eat
 - 2. basketball, tennis, to go home
 - **3.** 17,000 employees
 - **4.** \$100, library

D. Aim: to give Ss practice in deducing the meaning of some unknown words from the text through a matching activity

- Refer Ss to the highlighted words 1-7 in the text.
- Ask Ss to read through the definitions a-g. Make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the questions and initiate a short discussion.

2. VOCABULARY

Aim: to give Ss practice in using words that can be easily confused

LANGUAGE PLUS

- **work** = an activity which a person uses physical or mental effort to do, usually for money
- **job** = what a person does on a regular basis to earn money
- **employer** = a person or organisation that offers people paid work
- **employee** = a person who is paid to work for sb else **office** = a room or part of a building in which people
- work **study** = a room, especially in a house, used for work
- **desk** = a type of table that you can work at
- **company** = firm, a business that usually sells a service/ goods

organisation = a group of people who work together in a structured way for a shared purpose

- Ask Ss to read through the first set of sentences and then the words in the box.
- Refer Ss to the word *job* in the text (...*they wouldn't* dream of looking for a job anywhere else!).
- Encourage Ss to work out the difference in meaning between work and job.
- Point out to Ss that work has a more general meaning.
- Have Ss do the rest of the activity, one set at a time.
- Check the answers with the class.

1. job, work

- 2. employee, employer
- 3. office, desk, study
- 4. company, organisation

3. GRAMMAR **EXCLAMATORY SENTENCES** Aim: to present exclamatory sentences

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the question in the rubric.
- Check the answers with the class.
- Read out and explain the rule.

The speaker wants to emphasise what follows by using the words in bold.

CLAUSES OF RESULT Aim: to present clauses of result

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Ask Ss to read through the questions 1-3.
- Have Ss answer the questions and check answers.
- Ask Ss to look at the rules.
- Have Ss complete the rules and check answers.

- **1.** They don't want to go home.
- 2. Because their work environment is pleasant.

6

- 3. They express result.
- To express result use:
- so + adjective or adverb + (that) ...
- $\operatorname{such} + (a/an) + (\operatorname{adjective}) + \operatorname{noun} + (\operatorname{that})...$
- Refer Ss to the Grammar Reference (p. 133).

4. PRACTICE

- Aim: to give Ss practice in using exclamatory sentences and clauses of result in the context of two short dialogues
- · Have Ss do the activity and check answers.
 - 1. such, such, so
 - 2. so, What, so, How

5. SPEAKING

- Aim: to give Ss practice in using the functions, the structures and some of the vocabulary presented in this lesson through a pair work activity
- Ask Ss to read through the ideas given.
- Draw Ss' attention to the speech bubble.
- Draw Ss' attention to the TIP and explain it.
- In pairs, Ss talk about an ideal company by using clauses of result and exclamatory sentences respectively.
- · Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.







Interviewing and being interviewed for a job Talking about your studies, qualifications and work experience

Structures

Reflexive pronouns

Vocabulary

Words and phrases related to qualifications

advanced computer literate CV (Curriculum Vitae) degree driving licence education fluent in intermediate knowledge people skills personal skills previous experience

Other words and phrases

applicant apply for assistant available upon request be in charge of culture date of birth guest in charge of interests manager overtime present (now) reference

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Ask Ss to look at the title of the lesson.
- Ask Ss what a CV (= Curriculum Vitae) is (short written description of your education, qualifications, previous employment and sometimes also your personal interests, which you send to an employer when you are trying to get a job).
- Ask Ss what makes a successful CV and elicit answers.
- Ask Ss what they think the lesson is about and elicit answers.

1. VOCABULARY

Aim: to present vocabulary related to qualifications

- Ask Ss to read through the questions. Make sure that they do not have any unknown words.
- Have Ss answer the questions according to what is true about them by ticking the appropriate column.
- Initiate a short discussion.

2. SPEAKING

A. Aim: to introduce the topic of the speaking activity by relating it to Ss' personal experience

• Ask Ss the questions and generate discussion.

B. Aim: to give Ss practice in simulating a job interview

- Ask Ss to read through the speech bubble.
- Point out to Ss that they can use vocabulary and ideas from activity 1.
- In pairs, Ss act out the job interview.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the job interviews.

3. GRAMMAR

Aim: to present reflexive pronouns

- Ask Ss to read through the first set of examples.
- Draw Ss' attention to the words in bold.
- Point out to Ss that *himself* is a reflexive pronoun while *him* is an object personal pronoun.
- Ask Ss the question and check the answer.

In the first sentence.

- Ask Ss to read through the second set of examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the questions and check answers.

- *by yourself* means alone
- *yourself* is second person singular number, while *yourselves* is second person plural number
- Refer Ss to the Grammar Reference (p. 133).

4. PRACTICE

Aim: to give Ss practice in using the reflexive pronouns in context

• Have Ss do the activity and check answers.

made herself
 cut yourself
 buy myself
 look at yourself
 enjoyed ourselves

5. LISTENING

A. (PRE-LISTENING)

- Aim: to introduce the topic of the listening text by relating it to Ss' personal opinion and experience
- Ask Ss the questions and generate discussion.

B. Aim: to give Ss practice in listening for specific information

- For each conversation have Ss read through the respective questions. Make sure that they do not have any unknown words.
- Play the CD twice, have Ss listen to the conversations carefully and answer the questions.
- Alternatively, play the CD and have Ss listen to the first conversation twice and answer the first set of questions. Follow the same procedure with the second conversation.
- Check the answers with the class.

a. At the *Sunrise Hotel*.
 b. No, he can't.
 a. He's a photographer.
 b. He wants a part-time job.

LISTENING TRANSCRIPT

- IanHey, Mark, where were you this morning?MarkI was at the Sunrise Hotel.
- Ian Wow! A lot of famous people stay there. Why were you there?
- Mark I had an interview.
- Ian How did it go?

1.

- Mark Well, everything was going great until the interviewer started speaking to me in French.Ian French? Why did he do that?
- Mark Because on my CV, I wrote that I'm fluent in French. So when he saw that I didn't understand what he was saying, he got pretty annoyed with me.
- IanOf course he did. You shouldn't lie in your CV!2.
- **Ted** Hey, Robert how's the job-hunting going?
- Robert Not well.
- Ted That's a shame. You take great pictures.
- **Robert** Thanks, but my work is not the problem. All the ads I find want someone to be available to work full-time and I only have time to work for about four hours a day.
- **Ted** Why don't you go ask at *JayMag*? My friend Frank works there and he doesn't work full-time. Maybe they need a photographer.
- Robert OK. I will.

6. WRITING

- A. Aim: to introduce the topic of the writing task by activating Ss' background knowledge
- Ask Ss the questions and generate discussion.

B. Aim: to familiarise Ss with the conventions of a CV

LANGUAGE PLUS

- **BA** is an abbreviation for '*Bachelor of Arts*', which is the first university degree in an Arts or Social Science subject.
- **MBA** is an abbreviation for '*Master's of Business Administration*', which is a postgraduate degree.
- Ask Ss to listen and read through John Forrester's CV.
- Ask Ss to read through the headings a-f. Make sure that they do not have any unknown words.
- · Have Ss do the activity and check answers.



Ask Ss some comprehension questions:

Where does John live? He lives in Surrey. When was he born? On 3 June 1980. / In 1980. Where was his first job? At the Hyde Hotel. What was his position? He was the assistant manager. What were his duties? He was in charge of ordering food and supplies and he organised special events for guests. How long did he stay there? For 2 years. / From 2006 until 2008.

Where is he currently working? At the Park Hotel. What is his current position? He is the hotel manager. What are his duties? He is in charge of 25 employees and he interviews, hires and trains employees.

How long has he been working there? Since 2008. What is John's first degree in? In International Hospitality Management.

Where did he do it? At the Robert Gordon University. Does he have a postgraduate degree? Yes, he does. What is it in? It's in Hospitality Management. Where did he do it? At the University of Kent. What languages does he speak? He speaks Spanish,

German and Italian.

Is he computer literate? Yes, he is.

Does he get on well with people? Yes, he does.

What does he like doing? Travelling and learning about different cultures.

C. Aim: to involve Ss in making a decision based on information

- Ask Ss to read through the three advertisements. Make sure that they do not have any unknown words.
- Ask Ss the question in the rubric.
- Allow Ss some time to decide which of the three jobs is most suitable for John Forrester.
- Check the answers with the class. Ask Ss to justify their answers.

Suggested answer

The job at the Yanbu Luxury Hotel is the most suitable for John because he has all the necessary qualifications for it. On the contrary, he is not suitable for the job at the Red Sea Hotel because his experience is not 10 years old and he doesn't speak French. He isn't suitable for the job at the Palace Hotel because he doesn't hold a BA in Business and Management and he isn't fluent in Italian.

D. Aim: to give Ss practice in writing a CV

- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they should use the CV in activity 6B as a model.
- Allow Ss some time to write their CVs.
- Choose some Ss to read out their CVs.



Talking about bad job experiences Sequencing past actions and events

Structures

Past Perfect Simple

Vocabulary

Jobs

builder call centre agent cameraman journalist lifeguard newsreader painter paramedic plumber rescue squad zookeeper

Other words and phrases

fired by the time altogether chase complaint construction disgusting exhausting feed exit face-to-face factory get used to glad in general in the middle of involve media remind penguin put up with quit sweet (n) unpleasant

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

• Draw Ss' attention to the title of the lesson.

- Help Ss deduce the meaning of the verb *quit* (= leave your job).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. READING

A. (PRE-READING)

Aim: to prepare Ss for the topic of the reading text by relating it to their personal opinion

• Ask Ss the questions and generate discussion.

B. Aims: • to present vocabulary, functions and structures in the context of a forum • to give Ss practice in reading for gist

BACKGROUND NOTE

A **forum** is a place on the Internet where people can post messages or discuss particular subjects with other people at the same time.

- Ask Ss to look at the layout of the text and tell you what it is (*a webpage of a forum*) and where it can be found (*on the Internet*).
- Ask Ss to tell you what kind of a forum this is (*a job forum*).
- Ask Ss to tell you what a job forum is about (*people who discuss their job experiences*).
- Ask Ss what other forums they know of, if they have ever joined a forum, etc.
- Ask Ss to read through the text. Alternatively, play the CD and have Ss read and listen to the text at the same time.
- Have Ss match the names of the people with the job they are describing and check answers.

Larry: factory worker, Dan: zookeeper, Faisal: call centre agent, Willy: factory worker • Ask Ss some comprehension questions:

What did Larry do at the sweet factory where he worked? He put sugar on sweets and biscuits.

Why did he think he would like his job? Because he was a big fan of sweets.

How did he use to go home? With sugar in his hair, up his nose and in his ears.

Did he like the smell? No, he didn't.

Why? Because it was very strong.

What didn't Dan like about his job? Cleaning up after the animals.

Where was the worst job he had? In the monkey reserve. What did monkeys do as visitors drove through? They climbed on their cars (for a free ride).

What did the people working at the safari park have to do at the exit of the reserve? They had to stop the monkeys from getting into the next reserve.

How did they chase the monkeys around? With a stick.

What does Faisal's job involve? Taking customers' orders, answering calls and dealing with people and their complaints.

Why does he think that people are rude? Because they can't see you face-to-face.

What happened once while he was talking to a customer? He got so angry that he shouted back at him.

When did Willy first understand that he had had enough of his job at the factory? Before the end of the first week. Was it tiring? Yes, it was.

What was the worst thing about it? That it was boring. Who did Willy work with? With a man who had been there for twenty years.

What was the man's problem? That he dreamt of boxes, he saw boxes when he closed his eyes and he even tasted boxes when he ate.

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the sentences 1-7 and make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.

1. W 2. F 3. W 4. D 5. L 6. F 7. L

D. Aim: to give Ss practice in guessing the meaning of unknown words from the context

- Ask Ss to read through the definitions 1-6. Make sure that they do not have any unknown words.
- Refer Ss to the text.
- Have Ss do the activity and check answers.

1. disgusting	2. reserve	3. stick	
4. put up with	5. remind	6. exhausting	

• Explain any unknown words and choose Ss to read the text aloud.

E. (POST-READING)

Aim: to give Ss the opportunity to have a further discussion on the topic of the reading text

• Ask Ss the question and initiate a short discussion.

2. VOCABULARY Aim: to present vocabulary related to jobs

- Ask Ss to look at the pictures showing jobs of three different groups (*emergency services, media, construction*).
- Help Ss relate the content of each picture to the job it describes.
- Ask Ss the question in the rubric.
- Elicit answers.

(E)

Suggested answers emergency services: ambulance driver, doctor, nurse, firefighter, police officer media: weatherman, reporter, sports presenter, editor, graphic designer construction: electrician, architect

3. GRAMMAR

Aim: to present the formation and use of the Past Perfect Simple

- Write on the board: *When I arrived home, my sister had cooked.*
- Explain that the first action is *had cooked* and for this reason the Past Perfect Simple is used, whereas *arrived* is the second action, therefore the verb is in the Past Simple tense.
- Draw the following diagram on the board, to illustrate the difference between the two tenses:

Past Perfect Simple	Past Simple	
action 1	action 2	

- Ask Ss to read through the examples.
- Draw Ss' attention to the verbs in bold.
- Ask Ss the question in the rubric.
- Elicit the answer that in the first sentence the speaker first gave up sweets and then he left, in the second sentence Sam first sent his CV and then he got the job and in the third sentence we hadn't been to the zoo until we took the kids there.
- Ask Ss to look at the table.
- Have Ss do the activity and check answers.



• Refer Ss to the Grammar Reference (p. 133).

4. PRACTICE

Aim: to give Ss practice in using the Past Perfect Simple and the Past Simple in the context of a dialogue

- Ask Ss to read through the dialogue.
- Have Ss do the activity and check answers.

Did ... take, got, had closed, parked, went, remembered, had left, ran, had happened, had taken, saw, was



Aim: to give Ss practice in sequencing past events through a pair work activity

- Draw Ss' attention to the timeline of events.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer questions about the events they have included in their own timelines.
- Go round the class, helping Ss when necessary.
- Choose some pairs to act out the dialogues.

WORKBOOK LISTENING

For the listening transcript go to page 122.

Asking for and giving information about training courses

Vocabulary

as for... attend career certificate complete (v) cookery course fee gardening intensive practical work sign up well-organised

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrasal verb *sign up* (= enrol).
- Ask Ss to tell you what they think the lesson is about.

1. VOCABULARY

Aim: to present vocabulary related to training courses

- Ask Ss to read through the sentences 1-5.
- Draw Ss' attention to the words in bold.
- Have Ss deduce the meaning of the words in bold from the context.
- Check the answers with the class.



- **certificate** = a document that you receive at the end of a course
- **attend** = go to, be present in
- **career** = the period of time that you devote to your professional life trying to become better and successful

complete = finish successfully

2. LISTENING 11, 11

A. (PRE-LISTENING)

Aim: to prepare Ss for the topic of the listening text

- Ask Ss the questions and generate discussion.
- B. Aim: to give Ss practice in listening for specific information about the training courses offered by a college
- Ask Ss to read through the advertisement. Make sure that they do not have any unknown words.
- · Play the CD twice.
- Have Ss listen to the recorded message carefully and complete the blanks.
- Check the answers with the class.



Recorded message: Thank you for calling Top Class training courses. We provide a great variety of courses for people who are over 18 and want to get a head start or help their careers. Whether you want to learn some building skills to help you get a job on a construction site, or take a teacher training course to improve your classroom environment, we have courses for everyone.

If it's Computer Science you want, we have many courses with varying difficulties. The seminars take place in various colleges and institutions and you will also have the opportunity to do some practical work. We even offer distance learning courses, so you learn from the comfort of your home. When you complete the course, you will receive a certificate recognised throughout the country. If you'd like more information about course dates and times, press 1.

If you'd like to find out more about a specific course, press 2. If you'd like to speak to one of our agents, press 3. Beep!

C. Aim: to give Ss practice in listening for specific information about a training course offered by a college

- Ask Ss to read through the notes.
- Ask Ss to say what they think the caller is going to ask.
- Elicit answers but do not correct Ss at this stage.
- Play the CD once and have Ss listen to the dialogue in order to check their predictions.
- Play the CD again and have Ss complete the blanks.
- Check the answers with the class.

1. gardening **2.** no / none **3.** 10 **4.** 2 **5.** Wednesdays **6.** €350

LISTENING TRANSCRIPT

AgentTop Class training courses, how can I help you?CallerHello, I'm interested in one of your courses but
I'd like a bit more information.AgentCertainly. Which course are you interested in?

- **Caller** It's the one where you learn all about gardening. You see, I lost my job last year and I'd like to become a professional gardener.
- Agent Then, it's a great way to start.
- **Caller** Do I need any qualifications to sign up for the course?
- Agent No, but after the 20 lessons are over, there's an advanced class you can join.
- **Caller** That's good to know. So, is it 20 lessons in 10 weeks?
- Agent That's right, two a week.
- Caller On which days?
- Agent Let me see, yes, on Mondays and Wednesdays, and they start at ten.
- Caller OK, that's good. Where do the classes take place?
- Agent At Mewbury College, and the practical work is done in the college gardens.
- **Caller** That's close to me, which is convenient. Could you tell me about the fees?
- Agent The duration of the course is 50 hours in total and the price is €350.
- Caller OK, thank you very much.
- Agent No problem. If you need anything else, don't hesitate to call.
- Caller Great.

3. SPEAKING

- Aim: to give Ss practice in asking for and giving information about training courses through a pair work activity
- Ask Ss to look at the titles of the four courses on offer.
- Ask Ss to read through the prompts.
- Point out to Ss that Student B has to make up the information in order to answer Student A's questions.
- In pairs, Ss take turns to ask for and give information about the courses.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

7e

4. WRITING

A. Aim: to familiarise Ss with the purpose and content of an e-mail giving information

- Ask Ss to read through the e-mail.
- Ask Ss the questions 1-5.
- Check the answers with the class.
 - **1.** To give him some information about the training course he attended.
 - **2.** Information about the photography training course (e.g. how long the course lasted).
 - **3.** Jerry might want to know about the number of students on the course, if he needs to have any qualifications or equipment, if they offer any practical classes, etc.
 - 4. He really liked it and found it very useful.
 - **5.** Introduction: the reason for writing, Main part: giving all the information asked about the course, Conclusion: recommending the course
- Ask Ss some comprehension questions:

What's Saleh's job? He works as a photographer for a local newspaper. What kind of course did he attend? A photography training course.

Was it well-organised? Yes, it was.

How long did it last? Four weeks.

How many times a week did he have lessons? Three. What time did the lessons finish? At six in the evening. Where did the lessons take place? At Grand College. What were the facilities like there? They were great.

What were the teachers like? They were experienced and very helpful.

Was it easy to work with them? Yes, it was.

Has he kept in touch with some of the teachers? Yes, he has.

What does he think of the fees? They were expensive but it was worth it.

What did he receive when the course was completed? A certificate.

Did it take him long to find a job? No, it didn't.

B. Aims: • to give Ss practice in expanding information taken from advertisements into sentences • to familiarise Ss with the language used in advertisements

• Have Ss do the activity and check answers.

Suggested answers

- **2.** The computer course is offered on Mondays, Tuesdays and Wednesdays from 10:30am till 3pm.
- The course lasts 5 weeks and the fees are €250. / The fees for this five-week course are €250.
- 4. Sign up now and get a 20% discount.
- **5.** For further/more information, contact Richard Robinson at 555-3246.

C. Aim: to give Ss practice in writing an e-mail giving information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the advertisement. Make sure that they do not have any unknown words.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

VOCABULARY





B.

1. in 2. of 3. for 4. off	ter-
5. up 6. of 7. in	

GRAMMAR

C.

1. had arranged

- **2.** got
- 3. had already gone
- 4. didn't know
- 5. waited
- 6. bought
- 7. got
- 8. had already seen

D.

- 1. by herself
- 2. them
- 3. yourself
- 4. it
- **5.** myself **6.** us

E.

- 1. Amanda is so rude.
- 2. The kids were making so much noise that I couldn't work.
- **3.** Salim enjoys working as a teacher, doesn't he?

ter

- **4.** It had been such a tiring day that I didn't want to go out for dinner.
- **5.** The place was so crowded that we couldn't sit anywhere.
- 6. What a great idea!

COMMUNICATION F.

have you, didn't you, don't I, do you, aren't they, will you

G.



7 Round-up

LISTENING

- Ask Ss to read through the four questions and look at the pictures following each question.
- Play the CD twice.
- Alternatively, play each dialogue twice and have Ss decide on the correct answer.
- Check the answers with the class.

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

LISTENING TRANSCRIPT

- 1.
- Man 1 So, how's your new job?
- Man 2 It's great, the salary's good and my colleagues are very friendly. And they offer some fantastic perks.
- Man 1 What, like cash bonuses or free meals?
- Man 2 No, but because it's a travel agency, we get free airline tickets every year to go anywhere in Europe.
- Man 1 Not bad.

2.

- Man 1 How's work?
- Man 2 It's pretty tiring but it's good fun. The project we're working on at the moment is about people at work.
- Man 1 So, who did you photograph so far?
- Man 2 Erm, lots of people, like plumbers, painters, artists...
- Man 1 Sounds great. I'm looking forward to the exhibition.

3.

- Man 1 Quick, what time is it?
- Man 2 Ermm... it's nine o'clock.
- Man 1 I'm late!
- Man 2 What for?
- Man 1 I have an interview today. I have to be there at ten.
- Man 2 You have loads of time.
- Man 1 No, I have to catch the half past nine bus.
- Man 2 Get going then!

4.

- Woman 1 So, what do you think?
 Woman 2 It's delicious. Did you get the recipe from that recipe book you got?
 Woman 1 No, I learnt this on that course I took,
- Woman 2 Yes, I do. I wanted to take a gardening course once. I also thought about learning French.
- Woman 1 What stopped you?
- Woman 2 It seemed like too much hard work.

SPEAKING

Α.

- Ask Ss to look at the two pictures.
- Ask Ss to tell you what the jobs of the people in the pictures are (a secretary/an office worker and a lifeguard).
- Ask Ss to read through the two boxes. Make sure that Ss do not have any unknown words.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to compare the two jobs in the pictures using the ideas in the boxes.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

B.

- Ask Ss the question in the rubric and draw their attention to the speech bubble.
- In pairs, Ss take turns to say which job they believe they are more suitable for giving reasons for their choice.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress • to encourage learner autonomy

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

Culture page

14

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

A.

- Draw Ss' attention to the pictures and the title of the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.

B.

- Play the CD and have students read and listen to the text.
- Have Ss do the activity.
- Check the answers with the class.

1. In Saudi Arabia, Qatar and Oman.

2. 1,200 halala.



- **3.** The USA, Canada, Australia and New
- Zealand. **4.** It comes from a handwritten form of *ps*, the abbreviation for the plural of peso.
- **5.** 1US dollar=3.745 Saudi riyals

• Ask Ss some comprehension questions:

What is the Saudi riyal divided into? It's divided into 100 halala or 20 ghirsh.

What halala coins are there? There are coins of 5, 10, 25, 50 and 100 halala.

Who made the modern riyal? King Abdul-Aziz lbn Saud. What does the modern riyal have on it? The name of the new Kingdom of Saudi Arabia.

Why were rival banknotes issued in 1961? To help pilgrims to Makkah not to carry heavy loads of coins on their long journey.

What was the silver coin that was used in Europe called? A thaler.

How long was it used for? For almost 400 years. Where did the dollar sign '\$' first appear? In business documents between English-Americans and Spanish-Americans.

When did it appear? In the 1770s.

What does 'ps' mean? It's the plural for 'peso'. Which letters are believed to have been mixed to form the dollar sign '\$'? The letters U and S. What's a 'loonie'? The Canadian \$1 coin.

• Explain any unknown words.

Optional

8 Diversity

Aims: • to introduce the topic of the module and activate Ss' background knowledge • to present the learning objectives of the module

- to present the learning objectives of the mode
- Draw Ss' attention to the picture and ask them:

What can you see? A patchwork quilt (a bed cover made from many different pieces of fabric sewn together).

- Draw Ss' attention to the title of the module.
- Help Ss relate the title of the module to the picture (*e.g. different people, different ways of life/cultures*).
- Ask Ss what they think the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

an e-mail of invitation: p. 112
a recipe for a Peruvian dish: p. 108



- customs and gestures from different countries: p. 106
- two friends talking about life on a farm: p. 104
- ▶ a text about Alaska natives: p. 110
- Read out the objectives listed in the *In this module you will...* section.
- Explain any unknown words.



Talking about life on a farm Reporting

Structures

Reported Speech (statements)

Vocabulary

barn cereal chores cow dawn describe goat insist full-time laugh (n) milk (v) oversleep pick starve skip task

Phrases

at best dead tired long time no see lucky you! not my cup of tea rise and shine

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce that when we say *Not my cup of tea*, we mean something we are not interested in.
- Ask Ss to tell you what they think the lesson is about. • Elicit answers.

1. LISTENING & READING 🔀 15

A. Aim: to introduce the topic of the dialogue by relating it to Ss' personal preferences

• Ask Ss the questions and generate discussion.

B. Aims: • to present vocabulary, functions and structures in the context of a dialogue · to give Ss practice in reading for gist

- Ask Ss to look at the picture.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen to the dialogue and check their predictions.
- Alternatively, play the CD and have Ss read and listen to the dialogue at the same time.

He is on a farm.



• Ask Ss some comprehension questions:

Who is Victor? He is Bob's nephew.

What time did Uncle Bob wake Victor up? At five o'clock. Did Victor skip breakfast that day? No, he didn't. Did Victor think life on the farm was easy? No, he didn't. What does Victor usually have for breakfast? He has a glass of milk, at best. Did Victor have to drink goat's milk? No, he didn't. Was breakfast tasty? Yes, it was.

Was Victor hungry after all the chores? Yes, he was.

C. Aim: to give Ss practice in identifying specific information in the dialogue

- 1. Because there was a lot of work to do on the farm.
- 2. Yes, he does.
- 3. Jay and Victor.
- 4. He had to feed the cows, milk them, clean the barn and pick lots of fruit and vegetables.
- 5. He had a good time with his uncle, but he thought that life on the farm was very tiring.
- Explain any unknown words and choose Ss to act out the dialogue.

2. VOCABULARY

Aim: to give Ss practice in using words that can be easily confused

- Ask Ss to read through the sentences and the words in the boxes.
- Have Ss do the activity, one set at a time. For each set of words, refer Ss to the text and/or provide them with definitions and/or examples.
- Check the answers with the class.

LANGUAGE PLUS

chore = a task that you have to do often **job** = work sb does in return for money

say and **tell** have a similar meaning (=to speak to sb or give information about sth) but are structured differently. In specific, we say sth to sb: I said 'hello' to Eric, but we tell sb sth: I told Eric 'hello'.

want = wish for sth **need** = want sth which is necessary or very important

ideal = suitable, perfect **favourite** = sth you like more than other things

1. job	
2. chores	

- 3. say
- 4. tell
- 5. want
- **6**. need
- 7. favourite
- 8. ideal


3. GRAMMAR Aim: to present Reported Speech (statements)

- Ask Ss to read through the examples.
- Ask Ss the questions.
- Elicit the answers that we use Reported Speech when we want to report someone's actual words. The tenses, the personal pronouns and the possessive adjectives change according to the meaning of the sentences in Direct Speech.
- Refer Ss to the Grammar Reference (p. 133) to study the changes.
- Ask Ss to read through the rules. Make sure that Ss do not have any unknown words.
- Allow Ss some time to complete the rules.
- Check the answers with the class.

tell, say, Past, Past Perfect, should



4. PRACTICE

Aim: to give Ss practice in using Reported Speech (statements) in context

• Ask Ss to read through the speech bubbles.

- Have Ss do the activity and check answers.
 - **1.** (that) the hotel looked really amazing and (that) he liked it.
 - he liked it. 2. (that) he wanted to visit that place too and (that) he would go the following year with his family.
 - 3. (that) his brother had been there the previous year and (that) he had had a great time.
 - **4.** (that) he had never seen such a beautiful view before.

5. INTONATION

Aim: to give Ss practice in identifying the intonation of statements in Reported Speech

- Play the CD and have Ss repeat each sentence as they hear it.
- Ask Ss the question in the rubric and elicit the answer that the underlined words are stressed.

6. SPEAKING

Aim: to give Ss practice in using the functions, the structure and some of the vocabulary presented in this lesson through a pair work activity

- Ask Ss to read through the questions and the speech bubble.
- In pairs, Ss take turns to ask and answer the questions.
- Go round the class helping Ss when necessary.
- Choose some Ss to report their partner's answers to the class.

WORKBOOK LISTENING

• For the listening transcript go to page 122.



Functions

Talking about customs from different countries Reporting

Structures

Reported Speech (questions, commands and requests)

Vocabulary

cheek cheerfully clear up custom enjoyable finger greet halfway through interrupt introduce kiss (v) misunderstand misunderstanding occur remove scented shake hands silently skin uncomfortable

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Ask Ss if they already know of any cultural differences, if they are interested in finding out more, etc.
- Elicit answers.

1. READING **11**8

A. (PRE-READING)

• Ask Ss the question and generate discussion. If necessary, explain the meaning of the words *gesture* (= a movement of the hands to express a feeling) and *custom* (= an established and socially accepted way of behaviour and belief).

B. Aims: • to help Ss make hypotheses about the text • to present vocabulary, functions and structures in the context of a text • to give Ss practice in reading for gist

- Ask Ss to read through the questions 1-3 and their options. Make sure that Ss do not have any unknown words.
- Allow Ss some time to answer the questions.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to look at the layout of the text and tell you what it is (*an article*) and where it can be found (*in a magazine*).
- Draw Ss' attention to the title (*They do it differently*!) and to the names and places at the end of each paragraph.
- Ask Ss to tell you what the magazine article is about (about cultural differences/things that are different in different cultures).
- Ask Ss to read through the text and check their answers to questions 1-3.
- Alternatively, play the CD and have Ss read and listen to the text and check their predictions.



• Ask Ss some comprehension questions:

Where was John invited? He was invited to a Saudi friend's house for lunch.

Who was in the dining room? Ibrahim's sons. What was burning? 'Bakhoor', a kind of scented wood. What does Jack think is the only way to greet someone when you meet them for the first time? To shake hands. Who was he introduced to in Belgium? To his friend's brother.

Did things go the usual way? No, they didn't. What did the others do when they saw his reaction? They started laughing.

Where does Peter's friend come from? From Japan. What is his name? Daiki.

What did Daiki ask Peter on the second day of his visit? He asked if Peter wanted to have dinner with them. Did Peter accept? Yes, he did.

Why did Daiki's brother get upset with Peter? Because he saw him pulling the skin down under his eye. How did Peter find out why Daiki's brother got upset with him? He asked Daiki.

C. Aim: to give Ss practice in identifying specific information in the text

• Have Ss do the activity and check answers.

- 1. Because it is a custom in Saudi Arabia to burn it to create a pleasant atmosphere. It is also polite to use *bakhoor* when you have guests.
- 2. He was curious about it.
- **3.** To say 'hi'.
- 4. He felt uncomfortable. / He went red.
- 5. Because he got something in his eye.
- 6. He apologised to Daiki's brother and tried to explain.

D. Aim: to give Ss practice in deducing the meaning of some unknown words/phrases from the text through a matching activity

- Refer Ss to the highlighted words/phrases 1-5 in the text.
- Ask Ss to read through the options following each word/ phrase. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.



• Explain any unknown words and choose Ss to read the text aloud.

Aim: to introduce the topic of the text by activating Ss' background knowledge



E. (POST-READING) Aim: to give Ss the opportunity to have a further discussion on the topic of the text

• Ask Ss the questions and initiate a short discussion.

2. VOCABULARY

Aim: to present and give Ss practice in using verbs followed by prepositions

- Ask Ss to read through the box containing verbs followed by different prepositions. Make sure that Ss do not have any unknown words.
- Ask Ss to read through the sentences 1-7. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.



- 2. apologise
- 3. laugh
- 4. forget
- 5. wait
- **6.** lie
- 7. argue

3. GRAMMAR REPORTED SPEECH (questions) Aim: to present Reported Speech (questions)

- Ask Ss to read through the direct questions.
- Ask Ss to read through the respective reported questions.
- Ask Ss the questions and check answers.
- The same question word that the direct question begins with.
- (We use) the word *if/whether*.
- (They are) in the affirmative form.

OPTIONAL ACTIVITY

Give Ss some direct questions to turn them into Reported Speech,

- e.g. 'What time does the documentary start?', Mary asked. Mary asked what time the documentary started. 'Did you buy your car last year?', Joe asked John. Joe asked John if/whether he had bought his car the previous year/the year before.
 - 'Will you go abroad this summer?', Clive asked Bob. Clive asked Bob if/whether he would go abroad that summer.

'How many books have you read this year?', Mr Wilson asked Jim.

Mr Wilson asked Jim how many books he had read that year.

REPORTED SPEECH (commands-requests) Aim: to present Reported Speech (commands-requests)

- Ask Ss to read through the sentences in Direct Speech.
- Help Ss understand that the first sentence is a request while the second one is a command.
- Ask Ss to look at the box containing the rule.
- Have Ss complete the rule and check the answers with the class.
- Draw Ss' attention to the NOTE and explain it.

tell, ask

• Refer Ss to the Grammar Reference (p. 134).

4. PRACTICE

Aim: to give Ss practice in using Reported Speech (questions, commands and requests)

6

- Have Ss do the activity and check answers.
 - 1. what I was eating.
 - 2. to let her borrow her jacket.
 - **3.** to stop right there.
 - 4. if I needed any help.
- 5. not to open that window.
- 6. me why I had come back so soon.

Functions

Talking about food and quantities Giving and following instructions

Vocabulary

Verbs related to cooking

add boil chop fry mash melt place slice mix peel pour spread stir whisk wrap Kitchen utensils bowl chopping board fork frying pan oven dish plate potato masher saucepan wooden spoon

tablespoon whisk (n) **Other words and phrases**

a couple of aluminium foil cocoa powder crumb decorate gram ingredients instructions layer mayonnaise olive olive oil recipe roll (n) tin

WARM-UP

Aim: to introduce the topic of the lesson

- Ask Ss to look at the title of the lesson.
- Draw Ss' attention to the pictures on the page.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Ask Ss to tell you when we ask the question *What's cooking?*Point out to Ss that the question *What's cooking?* is not used to ask about food that is being cooked but rather to ask about what is happening or what someone is planning (*e.g. Everybody looks serious what's cooking?*). Here, the title aims to create a rather humorous effect and make direct reference to the topic of the lesson.

1. VOCABULARY

- A. Aim: to activate Ss' background knowledge about the topic of the lesson by relating it to their personal experience
- Ask Ss the questions and generate discussion.

B. Aim: to present vocabulary related to cooking

- Ask Ss to look at the pictures and read through the phrases underneath them.
- Draw Ss' attention to the verbs in bold.
- Explain to Ss that these are verbs related to cooking.
- Help Ss deduce the meaning of the verbs in bold by relating them to the content of the respective pictures.
- If necessary, provide Ss with any further explanations and/ or examples and explain any unknown words.

2. LISTENING

A. Aim: to give Ss practice in listening for specific information regarding the ingredients of a recipe

- Ask Ss to read through Donna's notes of the ingredients used in a recipe for a Peruvian dish called *causa*.
- Make sure that Ss do not have any unknown words.
- Play the CD and have Ss listen to the dialogue carefully and complete the blanks with the ingredients that are missing.
- Check the answers with the class.

potatoes, tuna, onion, vegetable, lemon, egg slices

B. Aim: to give Ss practice in listening for specific information regarding the instructions for a recipe

- Ask Ss to read through the instructions 1-5.
- Make sure that Ss do not have any unknown words.
- Play the CD again and have Ss do the activity.
- Check the answers with the class.

1. F **2.** T **3.** F **4.** T **5.** F

LISTENING TRANSCRIPT

June	Hello?
Donna	Hi, June. How are things?
June	Not too bad. And you?
Donna	Well, I need some help. I'm having some friends
	over for dinner tomorrow and I have no idea
	what to cook. And you know me, I'm not the
	best chef in the world!
June	What about causa? It's a Peruvian dish.
Donna	Sounds a bit exotic. I hope it's not too difficult
201110	and doesn't need ingredients I don't have.
June	Don't worry. It's very simple. And it's not exactly
June	the second by the second state is the second s
	the way they make it in Peru. It's my recipe. I
	made it the other day and it turned out lovely.
	Do you have a pen?
Donna	Yeah, go on.
June	Right, you need about a kilo of potatoes.
Donna	OK.
June	You also need a tin of tuna, some mayonnaise
,	and a small onion.
Donna	(writing) Tuna, mayonnaise and an onion. OK,
Donna	
T	so what do I do?
June	First, you peel and boil the potatoes. Then, you
	mash them with some oil.
Donna	Olive oil?
June	Yeah, or vegetable oil. Also add some lemon
	juice and some salt and pepper to the mash and
	leave it aside.
Donna	What next?
June	Chop up the onion, put it in a bowl and mix it
,	with the tuna and some mayonnaise.
Donna	How much mayonnaise?
June	
June	About a cup. Don't put too much. It won't be
	nice.
Donna	Yeah, and it's not very healthy.
June	That's true! Finally, you take a dish and spread
	some mayonnaise on the bottom. Then, add a
	layer of mashed potato. Next, add a layer of the
	tuna-mayonnaise mix. Finally, add another layer
	of mashed potato on top.
Donna	That's easy!
June	I know. And it's delicious! Then, put it in the
June	fridge for a while to cool.
Donna	That's it?
June	Yeah! Oh, and don't forget to add some olives or
	boiled egg slices for decoration before you serve
	it.
Donna	Lovely! What's it called again?
June	Causa. C-A-U-S-A. I know a very nice Peruvian
	salad recipe, too.
Donna	Hold on! Let me get more paper
	0 1 1

POST-LISTENING

- Ask Ss some questions:
 - e.g. Do you think that 'causa' is delicious? Would you ever try to make it?
 - Elicit answers.

3. SPEAKING

Aim: to give Ss practice in talking about a recipe

- Ask Ss to think of a dish they know how to prepare.
- Draw Ss' attention to the questions in the rubric and the speech bubble.
- Allow Ss some time to think of the steps they follow to prepare the dish.
- Ask Ss to tell you the steps they follow.

4. WRITING

A. Aim: to prepare Ss for the writing task by relating it to their personal opinion and experience

• Ask Ss the questions and generate discussion.

B. Aim: to help Ss transfer from verbal to visual information in the context of a recipe

LANGUAGE PLUS

- **tbsp** is an abbreviation for **tablespoon** (= the amount a large spoon can hold)
- **tsp** is an abbreviation for **teaspoon** (= the amount a teaspoon can hold)
- Ask Ss to look at the title of the recipe and the accompanying pictures.
- Ask Ss:

Have you ever tried it? Would you like to try it? Do you think it will be difficult to prepare it?

- Elicit answers.
- Ask Ss to read through the ingredients. Make sure that they do not have any unknown words.
- Ask Ss to read through the instructions. Make sure that they do not have any unknown words.
- Ask Ss to look at the pictures.
- Have Ss do the activity and check answers.



C. Aim: to give Ss practice in writing a recipe

- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Choose some Ss to read out their recipes.



Functions

Talking about imaginary situations Making wishes

Structures

Conditional Sentences Type 2 Wishes

Vocabulary

climate community hunting impress inhabitant landscape normally pretty prey rely on respect (n) state tradition traveller unique village villager

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss what they think the lesson is about.
- Elicit answers.

1. READING 221

A. (PRE-READING) Aim: to prepare Ss for the topic of the reading text by activating their background knowledge

• Draw Ss' attention to the map on p. 111.

• Ask Ss the question and elicit answers, but do not correct Ss at this stage.

BACKGROUND NOTE

Alaska is the largest state by area in the United States, but compared to other states it has the least population. It is situated in the northwest of North America, with the city of Barrow being America's most northern city. Alaska's capital is Juneau and the largest city is Anchorage. Almost 90% of the population speaks English. Alaskan climate varies according to the area and the highest and lowest temperatures always occur in the interior. The highest recorded temperature was 38 °C and the lowest was -62 °C.

B. Aims: • to present vocabulary, functions and structures in the context of a factual text • to give Ss practice in reading for specific information

- Draw Ss' attention to the pictures and ask them to tell you what they think the text will be about.
- Draw Ss' attention to the TIP and explain it.
- Ask them to read through the text without worrying about unknown words. Alternatively, play the CD and have Ss read and listen to the text at the same time.
- Point out the picture dictionary at the bottom of the page.

LANGUAGE PLUS

Point out to Ss that when we refer to **peoples**, we mean ethnic groups.

• Ask Ss some comprehension questions:

Why will Alaska impress the traveller? Because of its spectacular landscapes and unique climate. Who are the Inupiat? One of the many peoples of Alaska. What is Barrow? It is the most northern city in Alaska and the United States.

Is it warm in Barrow in winter? No, it isn't. What is it like in July there? There is constant daylight. What are the Inupiat like? They are peaceful people with respect for the environment and their traditions. What do they rely on for their survival? They rely on salmon fishing and hunting.

What do Inupiat women do? They either work or stay at home and make warm clothes for their family.

- - Have Ss read the text again and answer the questions 1-5. • Check the answers with the class.
 - 1. It offers visitors a pretty sight but also a fascinating opportunity to meet wonderful people and a different culture.



- 2. They live in the north and north-western areas of Alaska.
- 3. Because Alaska is very close to the North Pole.
- 4. They eat caribou, fish, especially salmon, and whales.
- 5. They share it among all the members of the community.

C. Aim: to give Ss practice in deducing the meaning of some unknown words in the text

- Refer Ss to the highlighted words in the text.
- Encourage Ss to deduce the meaning of these words from the context.
- · Ask Ss to read through the definitions a-e. Make sure that Ss do not have any unknown words.
- · Have Ss do the activity and check answers.

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

- 1. community
- 2. rely
- 3. landscape
- 4. prey
- 5. inhabitants
- Explain any unknown words and choose Ss to read the text aloud.

D. (POST-READING)

- Aim: to give Ss the opportunity to have a further discussion on the topic of the reading text
- Ask Ss the question and initiate a short discussion.

2. GRAMMAR

CONDITIONAL SENTENCES TYPE 2

- Aim: to present Conditional Sentences Type 2
- Ask Ss to read the example. Draw their attention to the words in bold.
- Ask Ss the questions and check answers.

• It refers to the present/future.



- No, they haven't.
- Draw Ss' attention to the table containing the rule about the formation of Conditional Sentences Type 2. Make sure that Ss do not have any unknown words.
- Have Ss complete the rule.
- Check the answer with the class.



WISHES

Aim: to present Wishes

- Ask Ss to read the example. Draw their attention to the words in bold.
- Ask Ss the questions and check answers.
 - It refers to the present/future.
 - No, it isn't.
 - They don't like it.
- Draw Ss' attention to the table containing the rule about the formation of Wishes. Make sure that Ss do not have any unknown words.
- Refer Ss to the example and have them complete the blank.
- Check the answers with the class.



- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 134).

3. PRACTICE

Aim: to give Ss practice in using Conditional Sentences Type 2 and Wishes in the context of a dialogue

- Ask Ss to read through the dialogue. Make sure that they do not have any unknown words.
- · Have Ss do the activity and check answers.

were, would go, had, had, would be, could



114 TM

8e

Functions

Talking about events/festivals/celebrations Inviting Accepting or refusing an invitation and making arrangements or excuses

Vocabulary

Words and phrases related to weddings couple get married groom invitation

Other words and phrases arrangement celebrate celebration congratulations festival formal gather hall put sb up relative separately

WARM-UP

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.

1. LISTENING D22, 23

A. (PRE-LISTENING)

Aim: to prepare Ss for the topic of the listening text

• Ask Ss the questions and generate discussion.

B. Aim: to give Ss practice in identifying a speaker's attitude/feelings

LANGUAGE PLUS

Subway is the American English equivalent for 'underground'. In British English, however, 'subway' is used to refer to the underground passage which allows people on foot to cross a busy road. Here, it refers to a festival about the underground.

BACKGROUND NOTE

Glasgow International or the **Gi Festival**, is the city of Glasgow's Festival of Contemporary Visual Art. It hosts exhibitions, seminars, artists' talks and other events.

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the question.
- Play the CD and have Ss listen to the dialogue carefully in order to answer the question.
- Check the answer with the class.

Ray is interested in the Subway Festival.

LISTENING TRANSCRIPT

Part 1

Iarti	
Danny	I'm going to a really interesting festival next
	week. Do you want to come along?
Ray	Where? To the Gi Festival?
Danny	No, the Subway Festival.
Ray	Subway Festival? I didn't know Glasgow
	organised a Subway Festival! What's it about?
Danny	Well, it wants to show people how easy,
	quick, cheap and enjoyable it is to get around
	and reach any of Glasgow's parks, museums
	and so on when using the subway. So, they
	organise lots of events and you even have the
	opportunity to win prizes!
Ray	Oh, really?

C. Aim: to give Ss practice in listening for specific information

- Play the CD and have Ss do the activity.
- Check the answers with the class.

Спеск	the answers with the class.
1. c	2. c 3. b
	LISTENING TRANSCRIPT
Danny	This is the first year it's taking place. It starts on
	Thursday. What do you say? Are you coming?
Ray	I'm afraid I can't make it on Thursday.
Danny	No problem, we can go together on Friday. The last
	day is on Sunday.
Ray	Great! So, what are we going to do there?
Danny	We have many activities to choose from.
Ray	Tell me a few, will you?
Danny	We can go to exhibitions, talks, art shows,
Ray	Wow! And all these are going to be inside the
	station?
Danny	Well, some are outside, for example, they organise
	tours around Glasgow.
Ray	Oh, I see. Do we need to buy any tickets?
Danny	No, all the events are free of charge. But if we buy
	'Glasgow Subway Festival' badges, the money goes
	to charity. And don't forget, we may win some
	prizes, like subway tickets or meals at some of
	Glasgow's best restaurants. And here's the best part
	- there's a treasure hunt! And do you know what
	the treasure is?
Ray	What?

- Ray What? Danny A trip for four to New York City! Can you believe it?
- **Ray** Really? That's what I want to win!
- Danny Yeah, so do I! But we have to find the treasure first!

2. SPEAKING

Aims: • to give Ss practice in talking about events • to give Ss practice in inviting and accepting or refusing an invitation

- In pairs, Ss take turns to talk about an interesting event, invite their partner to it and accept or refuse the invitation by making arrangements or excuses. You may need to refer Ss to page 123 for a list of relevant phrases/ expressions.
- · Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

3. WRITING 224

A. Aim: to give Ss practice in identifying specific information in an e-mail

- Ask Ss to read through Ibrahim's e-mail.
- Ask Ss the two questions and check answers.
- 1. To invite him to his wedding.
- **2.** Arrange flights so as to attend the wedding and send Ibrahim an e-mail with the arrangements.

A.C.

- Draw Ss' attention to the notes that Jake has made about the e-mail.
- Ask Ss to tell you what they would actually say using Jake's notes to make full sentences (e.g. Yes, I'll definitely come. / When are you planning it for? / No, you needn't worry because I can stay at a hotel.).
- Play the CD and ask Ss to read through Jake's reply.
- Draw Ss' attention to the fact that Jake's e-mail is based on the notes he made after reading Ibrahim's e-mail.
- Ask Ss to underline the sentences which correspond to his notes.
- Ask Ss the question in the rubric and check answers.

Of course I'll be there! Which day are you planning it for? You don't need to worry about ... I can stay at, no problem.

The wording is different from the notes. In his e-mail Jake has rephrased his notes, added comments and information and used expressions to show how he feels.

Ask Ss some comprehension questions:

How does Jake feel about the wedding? He is looking forward to it. Has he ever attended a Saudi wedding before? No, he hasn't. Where will he stay? At a hotel.

• Explain any unknown words.

C. Aim: to give Ss practice in expanding notes into sentences

- Ask Ss to read through the situations 1-5.
- Ask Ss to read through the notes following each situation.
- Have Ss do the activity and check answers.

Suggested answers

- 1. That would be great since I haven't been to a football match for ages! Have you already bought the tickets?
- 2. Sure, but I can't make it at 5:00. How about 5:30?
- **3.** You needn't worry, I'll take a taxi instead.
- **4.** I'm afraid I can't. You see, I'm going to work/I have to work all summer.
- 5. I'd love to! What time should I be there?

D. Aim: to give Ss practice in writing an e-mail based on prompts

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the e-mail and look at the notes made. Make sure that Ss do not have any unknown words.
- Refer Ss to page 123 for a list of relevant phrases / expressions.
- Allow Ss some time to write their e-mails.
- · Choose some Ss to read out their e-mails.



Aim: to help Ss revise the structures, functions and vocabulary presented in Module 8 through various activities

VOCABULARY

Α.	
 chores introduce dawn melts ingredients landscape prey 	¢1
8. invitations	
В.	
1. b 2. c	ter.
3. a 4. c	
5. a	

6. a

GRAMMAR

•	
2	

- 1. Mansour said that he had gone to his best friend's wedding the previous weekend.
- 2. Julia asked where the aluminium foil was.
- 3. Dad told Mark not to touch the knife.
- **4.** My brother said that he was going to send the letter the following day.
- 5. George asked me when he should call Mr Stevens.
- **6.** Mum said to Anna to add some salt and stir the mixture.
- **7.** My sister asked me if I knew how to make a chocolate cake.

D.

- 1. Would you be
- 2. forgot
- 3. were
- 4. would buy
- 5. had
- 6. would do
- 7. would go
- 8. didn't have

E.

- **1.** I wish I could travel around the world.
- **2.** I wish I could go to my friend's presentation. / I wish I didn't have a lot of work to do.
- 3. I wish I had the recipe for a mango dessert.
- I wish I knew how people in Hong Kong greet each other. / I wish I knew how to greet people in Hong Kong.

8 Round-up

COMMUNICATION

F.

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

LISTENING

- Ask Ss to read through the questions and look at the pictures following each question.
- Play the CD twice.
- Alternatively, play each dialogue twice and have Ss decide on the correct answer.
- Check the answers with the class.



LISTENING TRANSCRIPT

1.	
Mum	What are you doing to those potatoes?
Daughter	Isn't this what you wanted?
Mum	I told you to peel them first.
Daughter	
Mum	That's right! So, why are you slicing them?
Daughter	I'm not sure.
Mum	How are you going to peel them now?
2.	
Ron	I visited my uncle at the weekend. He lives
	on a farm, you know.
Frank	Really? It must be very relaxing.
Ron	You can't be serious. Being a farmer is very
	hard work. And I don't mean just picking
	fruit and vegetables.
Frank	Just goes to show how much I know about
	farms. What else is there to do then?
Ron	Well, the first thing he does after breakfast
	is feed the animals. Then he cleans the barn
	and waters the plants. It's a good thing my
	cousins help him, because that's one big
	farm they've got there.
	7 0
3.	
May	So, how did your graduation go?
Kelly	It was wonderful! Too bad you couldn't
	make it.
May	I knowI am sorry about that. So, what did
•	you get? Lots of balloons and stuff?
Kelly	Well, no. I only got lots of flowers actually.
May	What? No gifts? That's what I thought. Here
•	

is one from me!

Oh May! You shouldn't have!

SPEAKING

- Ask Ss to read through the hypothetical situations. Make sure that they do not have any unknown words.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer questions about what they would do if they found themselves in these situations while visiting a foreign country.
- Go round the class helping Ss when necessary.
- Choose different pairs to ask and answer questions about the given situations.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress

• to encourage learner autonomy

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

Kelly

Cross-curricular page

26

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

A.

• Ask Ss the questions and generate discussion.

B.

BACKGROUND NOTE

Installation art appeared in the 1970s. It uses various materials to change a particular environment or space. It is not only found in gallery spaces but also in everyday public or private spaces. The materials can be everyday, natural materials or new media such as video, sound, etc. Some installations are site-specific in that they are designed to only exist in the space for which they were created.

The **Tate Modern** in London is Britain's national museum of international modern art housed in the former Bankside Power Station. Since its opening in 2000, it has become a destination for Londoners and tourists. Entry is free for the permanent collection and some temporary exhibitions.

Carsten Höller is a German artist and biologist. His works often involve the participation of the viewer. In 2006 he made the work *Test Site for* 'The Unilever Series' in the Tate Modern in London. This slide installation follows the six earlier slides he has produced.

Olafur Eliasson is a Danish-Icelandic artist, noted for his exhibition *The Weather Project* at the Tate Modern, London, in 2003. That same year, he also represented Denmark at the Venice Biennale.

Dante Leonelli is an American artist who works with light, and produces what we call kinetic light art. His latest work includes light rings which monitor and reflect air pollution.

- Draw Ss' attention to the title of the text and the pictures accompanying it.
- Ask Ss if they have heard of the term *installation art* and encourage them to relate it to the content of the pictures.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their predictions.
- Alternatively, play the CD and ask Ss to listen to the text and check their predictions.

Installation art includes exhibits with sound, video, etc.



• Ask Ss some comprehension questions:

What does installation art use to help people enjoy it? The area it is in.

What is the main point of installation art? Not just for people to look at it, but also to experience it and feel like they are a part of the art, too.

Are there many artists these days who make installation art? Yes, there are.

What was the name of Carsten Höller's art installation at the Tate Modern? 'Test Site'.

Where is Tate Modern? In London.

What did Olafur Eliasson install at the Tate Modern? A glowing sun in the room and a huge mirror on the ceiling. What did he also put in the room? A mist made of sugar and water.

What did he call the installation? The Weather Project. What was the result? Many visitors enjoyed lying on the floor and looking up at their shadows on the ceiling. When was Dante Leonelli's first kinetic light art exhibition? In 1970.

What is the Continuum? Dante Leonelli's group. Where can you see his famous installation art works? At the Millenium Dome and at the Notting Hill Gate in London.

C. • Have Ss do the activity and check answers.

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

• Explain any unknown words.

• Ask Ss:

Do you find art installations interesting? Is installation art popular in your country? Have you seen any art installations in your country?

• Elicit answers and initiate a short discussion.

POEM

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read through the poem on p. 125 once without worrying about the missing words.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the poem with the words in the box before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.

hips talking angry going matter v nose tap

WORKBOOK Listening Transcripts

MODULE 1 LESSON D

Daniel

At school I was really into History. There was one reason for this, and his name was Mr Collins. Before Mr Collins came to our school, I couldn't stand History, but when he came, that all changed. He made everything sound really interesting and he changed my life. You see, I'm a teacher now, too. Of course, Maths is my subject and not History. But the subject isn't really important. You just need to try and get the students interested. That's the important thing.

Alan

I met my role model last year. I was walking down the street when I saw lots of people outside a bookshop. So, I went to see what was happening. And there he was, signing books for people. I couldn't believe it. So, I bought his book and waited in line to meet him. When it was my turn, I was really nervous, but he was very nice and he talked to me for a while. It was really exciting.

Robin

I used to play a lot of football when I was at school, and my favourite player was Ulises De la Cruz. He scored some amazing goals and I wanted to be just like him. When he became famous, I still liked him because he did a lot for his local community in Ecuador. He even gives about 10% of his salary for the poor. But now I'm bored of football and I'm into tennis. So, I have a new role model, Rafael Nadal. Now, he's amazing.

MODULE 2 LESSON B

- Man 1 I fancy going out for dinner tonight. Any ideas?
- Man 2 Well, don't go to Raymondo's in the centre. I went last week.
- Man 1 But it looks like a nice place.
- Man 2 That's what I thought. First of all, it's in the city centre, so I needed forty minutes to find a parking space, and I even walked for twenty minutes to get to the restaurant. When I finally sat down, I waited about half an hour for a waiter to come.
- Man 1 Not a good start.
- Man 2 It got worse. I was upset, so I was a bit rude to the waiter. I said I was sorry when he brought my order, but he didn't say anything.
- Man 1 How was the food?

- Man 2 Well, it was OK. The lasagne was a big piece and the salad was fresh. But I needed to add a lot of salt on the lasagne to give it some taste. Then I decided to have some dessert. I ordered some chocolate cake, but again the waiter said nothing. He just looked at me and left.
- Man 1 That was strange.
- Man 2 To be honest, I didn't really think it was a problem, but listen to this. He brought the cake and the next thing I knew, it was all over me!
- Man 1 No! Was it an accident?
- Man 2 I'm not so sure. He said sorry, but I didn't believe him.
- Man 1 What did you do?
- Man 2 I just left some money on the table and ran out.

MODULE 3 LESSON A

- Ron Hi, Fred!
- **Fred** Ron! You're here already.
- **Ron** Yeah, well, I didn't want to arrive at midnight, so I took another flight.
- Fred So, what time did your plane get here?
- **Ron** We landed at about half past nine. There was also a six o'clock flight but I had a meeting till half past six, so I missed it.
- Fred Well, I'm just happy you're here. How was your flight?
- **Ron** It was fine. I was very tired, so I got some sleep. I had a bit of a nightmare after I landed, though.
- **Fred** What do you mean?
- **Ron** Well, I only had hand luggage so as soon as I got off the plane, I left the airport. But while I was waiting for a taxi, I realised I had the wrong hand luggage.
- Fred You're joking!
- **Ron** No, so I ran back into the airport and spoke to an attendant and he put out an announcement. We waited for about half an hour. But nobody came, so I left.
- Fred But you have your luggage now.
- **Ron** Yeah, listen to this. As I was leaving, I saw a man with my bag coming into the airport. He was coming back to find his!
- **Fred** Were they exactly the same?
- **Ron** Yes, exactly!
- **Fred** So, you just took the wrong bag from the plane.
- Ron I just wanted to get home quickly.
- Fred Well, be more careful next time.

MODULE 4 LESSON A

1.	
Darren	Everything is so expensive these days.
Phil	I know.
Darren	I came in here for a few things and I don't
	have enough to pay for all of them. Can
	you lend me five pounds?
Phil	Sorry, I can't.
Darren	What? Are you broke again?
Phil	No, it's just
Darren	Well, get your wallet out then.
Phil	I can't, I left it at home.
Darren	Oh.

2.

Michael	What do you think of these bookends,
	Craig?
Craig	They're very nice. My brother has the same
	ones.
Michael	I may get them for my bedroom.
Craig	Good idea.
Michael	Let me see. No, they're too expensive.
Craig	I'll buy them for you.
Michael	But I don't know when I can pay you back.
Craig	Forget about it.
Michael	Thanks, Craig.

3.

Sean	Paul, what did you get from the supermarket?
Paul	Whatever was on the list and a few
	magazines.
Sean	How much did you spend?
Paul	I'm not sure, why?
Sean	I was just wondering.
Paul	Wait, I think I still have the receipt in my
	pocket.
Sean	OK.
Paul	No, it's not there. But look! 50 euros. I
	didn't know I had that.
Sean	I love it when that happens.

MODULE 5 LESSON B

1.

Man 1	What are you doing?
Man 2	I'm writing in the sand to signal for help.
Man 1	What for? We're sitting on a beach, next to
	the hotel.
Man 2	I'm just having some fun.
Man 1	You should write SOS, you know. You can
	read it upside down.
Man 2	That's true.
Man 1	Anyway, SAVE US is too long.
Man 2	OK, OK, I'll write SOS.

2.

- Man 1 What a lovely day to be sailing...
- Quick! Come and see! I think there's a ship Man 2 in trouble.
- Man 1 Where?
- Man 2 Over there.
- Man 1 Let me see... It seems OK, it's not sinking or anything.
- Keep looking, there's a flashing light. Man 2
- Yes, you're right... and it's Morse code. Man 1
- Is it an SOS signal? Man 2
- Yes, get on the radio. They need help, and Man 1 fast...

3.

Ah, are you the new member of the crew?
Yes, sir.
And what's your name?
Alex J. Thomson
Is that Thompson with a P?
No, sir.
And what does the J stand for? John?
It's James, actually.
OK, welcome aboard.

MODULE 6 **LESSON B**

Charlie	Hey, I have a great idea for a holiday this
	year.
Victor	Oh no, not camping again. That was
CI 1'	terrible, Charlie.
Charlie	, 10
Victor	Can't we just book a nice hotel by the beach
CI 1'	and relax on the beach all day?
Charlie	8 ,
T 7 ° /	got from the travel agent's.
Victor	Adventure holidays? I'm not sure.
Charlie	- ,
Victor	Do you think so?
Charlie	7 7 8
	Island in Canada, we'll go kayaking and
T 7 ° /	whale watching.
Victor	Canada? That's too far away.
	OK, what about Scotland?
Victor	That's more like it. My cousin lives in
CI II	Scotland. We can visit him, too.
Charlie	Good idea. Let me see, here's a good one.
	Rock climbing in Glencoe. And there's
	another one here where you can swim with
	dolphins.
Victor	Dolphins? Are you sure?
Charlie	
Victor	Does it say how you travel to Scotland?
Charlie	You can go by coach, but that takes 8 hours.
Victor	No way, what about a train?
Charlie	Yeah, you can go by train, too. So, what do
	you think?
Victor	Sounds interesting.

MODULE 7 LESSON D

Clive Hi, Ted. How's it going?

Ted Fine, and how are you? How's your new job?

Clive It's OK, I suppose.

Ted You don't sound very happy. I thought this was your dream job. Big salary, car...

- **Clive** I have no problem with the money.
- **Ted** Is it your colleagues, then? Are they really boring?
- **Clive** No, they're fine. It's just that I don't get to see my family a lot. I get home at nine every night and I'm exhausted. I just want to go to bed.
- **Ted** I see. So, was your old job better? I remember you started work late.
- **Clive** Well, I wasn't at home; I was really busy before work. I mean, in the morning I went to the bank, I did my weekly shopping at the supermarket and then went to work. By that time, I was exhausted.
- Ted You liked your job, though, didn't you?
- **Clive** Yeah. The salary wasn't that good and my office was very small, but I liked the people there. Especially the boss, he was very funny sometimes. He made the day pass really quickly.
- **Ted** That's good. I remember your first employer was a nightmare.
- **Clive** I know! I was working in a shop and because it was my first job I wanted to make a good impression. I was never late and I was very polite to the customers, but he was rude to me. Then, one day, out of nowhere, he fired me.
- **Ted** Did you ever find out why?
- **Clive** No, it's always been a mystery.

MODULE 8 LESSON A

1.

FatherBilly Ray, after you have your cereal, I need
you to do some chores.SonYes, of course, what is it?FatherFirst, will you clean the barn?SonNo problem.FatherOh, and the horses need feeding.SonSure Dad, don't worry about it.FatherNow dear, hurry up. It's almost five o'clock.
You don't want to be late.

2.

- Owen And this is my new one, Black Thunder.Steve Such a beautiful horse. So is this your third one?Owen Ves it is The other two are over there You
- **Owen** Yes, it is. The other two are over there. You know, it's not easy taking care of them.

Steve What do you have to do?

- **Owen** Well, apart from feeding and cleaning them, I need to make sure that they exercise every day.
- **Steve** So, they don't stay in here all day.
- **Owen** No, of course not. Horses love the outdoors.

3.

- Man 1 Hey, don't just stand there. There's lots to be done, you know.
- Man 2 OK, hang on a second. It's still dawn. Don't you just love the colours in the sky at this time of day?
- Man 1 Yeah, yeah, so are you coming? Those apples aren't going to pick themselves. Oh, there's Tom on the ladder.
- Man 2 (sigh) I'm coming.
- Man 3 Over here! You guys are late. I'm almost done here!
- Man 1 Oh, sorry about that, Tom. I guess I overslept a little.
- Man 2 We'd better go and help Dad in the barn then.

		CLASS
		MEANS
CD 1		
Track	Module/lesson	Exercise
$\frac{1}{2}$	Titles	1 L'etening and and in a / D
2 3	la lb	1. Listening and reading / B
5 4		1. Reading 4. Intonation / A
4 5		4. Intonation / B
6	lc	6. Listening / B
7	lc	6. Listening / C
8	lc	7. Writing
9	ld	1. Reading
10	1d 1d	WB Listening
11	le	2. Listening / A
12	le	2. Listening / B
13	le	4. Writing
13	1 Round-up	Listening
15	Culture Page	King Abdulaziz University
16	2a	1. Listening and reading / B
17	2b	1. Reading
18	2b	WB Listening
19	20 2c	2. Listening
20	2c	4. Writing
21	2d	1. Reading
22	2d	4. Intonation / A
23	2d	4. Intonation / B
24	2e	3. Listening / B
25	2e	5. Writing
26	2 Round-up	Listening
27	Cross-curricular page	A great explorer
.8	Poem	Broaden your mind
9	3a	1. Listening and reading / B
0	3a	WB Listening
31	3b	1. Reading
2	3c	3. Intonation / A
3	3c	3. Intonation / B
4	3c	5. Listening
35	3c	7. Writing
6	3d	2. Reading
37	3e	3. Listening
38	3e	4. Writing
39	3 Round-up	Listening
10	Culture Page	Quiz - Famous Landmarks
~D ^		
CD 2		
Frack	Module/lesson	Exercise
	Titles	1 1 1 1 1 1
2	4a	1. Listening and reading / B
	4a	WB Listening
	4b	1. Reading
	4c	4. Intonation / A
	4c	4. Intonation / B
	4c	5. Listening / B
	4c	6. Writing
)	4d	1. Reading
	4e	2. Listening / B
	4.	
10 1	4e	4. Writing
1	4 Round-up	Listening
1	-	-

	LIST	
15	5a	1. Listening and reading / B
16	5a	5. Intonation / A
17	5a	5. Intonation / B
18	5b	1. Reading
19	5b	WB Listening
20	5c	4. Listening/B
21	5c	4. Listening/C
22	5c	6. Writing
23	5d	1. Reading
24	5e	2. Listening
25	5e	4. Writing
26	5 Round-up	Listening
27	Culture Page	Call for help!
28	6a	1. Listening and reading / B
29	6b	1. Reading
30	6b	5. Intonation
31	6b	WB Listening
32	6c	2. Listening
33	6c	5. Writing
34	6d	1. Reading
35	6e	3. Listening
36	6e	4. Writing
37	6 Round-up	Listening
38	Cross-curricular page	Mango Festival in Jizan
39	Poem	Let's get active!
-		
CD 3		
Track	Module/lesson	Exercise
1	Titles	
2	7a	1. Listening and reading / B
3	7a	5. Intonation / A
4	7a	5. Intonation / B
5	7b	1. Reading
6	7c	5. Listening
7	7c	6. Writing
8	7d	1. Reading
9	7d	WB Listening
10	7e	2. Listening / B
11	7e	2. Listening / C
11	1	
11 12	7e	4. Writing
	7e 7 Round-up	0
12		4. Writing
12 13	7 Round-up	4. Writing Listening
12 13	7 Round-up	4. Writing Listening
12 13 14	7 Round-up Culture Page	4. Writing Listening Saudi riyal vs Dollar
12 13 14 15	7 Round-up Culture Page 8a	4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B
12 13 14 15 16	7 Round-up Culture Page 8a 8a	4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation
12 13 14 15 16 17	7 Round-up Culture Page 8a 8a 8a	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening
12 13 14 15 16 17 18	7 Round-up Culture Page 8a 8a 8a 8b	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading
12 13 14 15 16 17 18 19	7 Round-up Culture Page 8a 8a 8a 8b 8c	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading 2. Listening
12 13 14 15 16 17 18 19 20	7 Round-up Culture Page 8a 8a 8a 8b 8c 8c 8c	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading 2. Listening 4. Writing 1. Reading 1. Reading 1. Listening / B
12 13 14 15 16 17 18 19 20 21	7 Round-up Culture Page 8a 8a 8a 8b 8c 8c 8c 8d	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading 2. Listening 4. Writing 1. Reading
12 13 14 15 16 17 18 19 20 21 22	7 Round-up Culture Page 8a 8a 8a 8b 8c 8c 8c 8c 8d 8e	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading 2. Listening 4. Writing 1. Reading 1. Reading 1. Listening / B
12 13 14 15 16 17 18 19 20 21 22 23	7 Round-up Culture Page 8a 8a 8a 8b 8c 8c 8c 8d 8e 8e	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading 2. Listening 4. Writing 1. Reading 1. Listening / B 1. Listening / C
12 13 14 15 16 17 18 19 20 21 22 23 24	7 Round-up Culture Page 8a 8a 8a 8b 8c 8c 8c 8c 8d 8e 8e 8e 8e	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading 2. Listening 4. Writing 1. Reading 1. Listening / B 1. Listening / C 3. Writing
12 13 14 15 16 17 18 19 20 21 22 23 24 25	7 Round-up Culture Page 8a 8a 8a 8b 8c 8c 8c 8d 8e 8e 8e 8e 8e 8e 8e 8e 8e 8e 8e 8e 8e	 4. Writing Listening Saudi riyal vs Dollar 1. Listening and reading / B 5. Intonation WB Listening 1. Reading 2. Listening 4. Writing 1. Reading 1. Listening / B 1. Listening / C 3. Writing Listening

Suggested Pacing Charts for Traveller 2

Five sessions per week

The weekly pacing charts on pages 126-137 have been created for a sixteen-week semester, in which the students have five sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be seventy-seven.

So, 16 weeks x 5 sessions per week = 80 sessions minus 3 sessions for holidays = 77 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than five.

Teachers have two options:

Option 1 (Modules 1-6)

If you choose not to teach the optional modules, you have 12 sessions for each module x 6 modules = 72 sessions, plus 2 sessions for revision of structures taught in the previous semester and 3 sessions are left over for revision at the end of this semester = 77 sessions altogether.

12 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (lesson a)
- 1 session (lesson b)
- 1 session (lesson c)
- 1 session (lesson d)
- 2 sessions (lesson e)
- 3 sessions (round-up + self-assessment + extra grammar)
- 1 session (Culture page / Cross-curricular page)
- 1 session (test)

Option 2 (Modules 1-8)

If you choose to teach all the modules, you have 10 sessions for each module x 8 modules = 80 sessions (three more sessions are necessary) because they have 77 sessions altogether.

10 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 1 session (lesson b)
- 1 session (lesson c)
- 1 session (lesson d)
- 2 sessions (lesson e)
- 2 sessions (round-up + Self-assessment + Crosscurricular / Culture page)
- 1 session (test)

Four sessions per week

The weekly pacing chart on pages 138-142 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-one.

So, 16 weeks x 4 sessions per week = 64 sessions minus 3 sessions for holidays = 61 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than four.

10 sessions are required for each module to be completed with one session left over for revision. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (lesson a)
- 1 session (lesson b)
- 1 session (lesson c)
- 1 session (lesson d)
- 2 sessions (lesson e)
- 2 sessions (round-up + Self-assessment + Crosscurricular / Culture page)
- 1 session (test)

Abbreviations used in pacing charts

- SB = Student's Book
- Ss = Students
- p. = page
- pp. = pages

Recommended homework:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Five Sessions per week Option 1 (Modules 1-6) Week 1

Sessions	Student's Book	Workbook
Session 1	• Revise structures which Ss have been taught in the 1st semester.	
Session 2	• Revise structures which Ss have been taught in the 1st semester.	
Session 3	 Revise structures which Ss have been taught in the 1st semester. Module 1, Youth Culture, cover page p. 5, Discuss cover page. 	
Session 4	• 1a reading, pp. 6-7, Do activities A, B, C, Vocabulary, Grammar, Practice and Speaking in class.	• 1a, pp. 4-5, Assign activities A, B and C for homework.
Session 5	 1b, p. 8, Do Reading and Vocabulary in class. 1b, p. 9, Teach Grammar and do Practice and Speaking in class. 	1b, pp. 5-6, Assign activities A, B, C for homework.1b, p. 6, Do activities D, E in class.

Week 2

Sessions	Student's Book	Workbook
Session 1	• 1c, pp. 10-11, Do all activities in class. Focus on the Writing activity, so as to help Ss understand the writing task. Assign activity 7C for homework.	• 1c, pp. 7-8, Assign activities A, B, C, D for homework.
Session 2	 1d, pp. 12-13, Do Reading, Vocabulary, Grammar and Practice in class. 	• 1d, pp. 8-9, Assign activities A, B, C, D for homework.
Session 3	• 1e, p. 14, Do Vocabulary, Speaking, Listening in class.	1e, p. 11, Assign activity C for homework.Assign project Module 1, p. 101 for homework.
Session 4	• 1e, writing, p. 15, Do all the activities in class.	• 1e, p.10, Assign activities A, B, for homework.
Session 5	• 1 round-up, p. 16, Do activities A, B, C, D, E in class.	• 1 round-up, pp. 12-13, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	 1 round-up, pp. 16-17, Do activities F, Speaking, Communication and Self-assessment in class. Have Ss revise the module. 	• 1 round-up, p. 13, Assign activities D, E for homework.
Session 2		• Module 1 – Extra Grammar Activities pp. 84-85: Do the activities A, B, C, D and E in class.
Session 3	• Do the Culture Page on p. 18.	
Session 4	Tex	st 1
Session 5	 Correct the test Ss have taken during the previous session. Module 2, What an experience! p. 19, Discuss cover page. 	

Sessions	Student's Book	Workbook
Session 1	 2a reading, pp. 20-21, Do activities A, B, C, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 20 at home. 	• 2a, pp. 14-15, Assign activities A, B, C and D for homework.
Session 2	• 2b, pp. 22-23, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking. Have Ss read the text p. 22 at home.	• 2b, pp. 15-16, Assign activities A, B, C, D for homework.
Session 3	• 2c, pp. 24-25, Do Vocabulary, Listening and Speaking in class. Also do Writing. If there is not enough time, assign it for homework.	• 2c, pp. 17-18, Assign activities A, B, C for homework.
Session 4	• 2d, pp. 26-27, Do Reading, Grammar, Practice, Intonation and Speaking in class. Ask Ss to read the text p. 26 at home.	• 2d, pp.19-20, Assign activities A, B, C, D for homework.
Session 5	• 2e, p. 28, Teach Grammar and do Practice, Listening and Speaking in class.	• 2e, p. 20-21, Assign activities A, B, C for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	• 2e, p. 29, Do Writing in class.	 2e, p. 21, Assign activity D for homework. Assign project Module 2, p. 101 for homework.
Session 2	• 2 round-up, p.30. Do activities A, B, C, D in class.	• 2 round-up, p. 22, Assign activities A, B, C for homework.
Session 3	• 2 round-up, p. 31. Do activities E, Listening, Speaking and Self-assessment in class.	• 2 round-up, p. 23, Assign activities D, E for homework.
Session 4		• Module 2 – Extra Grammar Activities pp. 85-86: Do the activities A, B, C and D in class.
Session 5	• Do the Cross-curricular Page on p. 32.	

Sessions	Student's Book	Workbook
Session 1	Tes	st 2
Session 2	 Correct the test Ss have taken during the previous session. Module 3, Going Places, cover page p. 33, Discuss cover page. 	
Session 3	 3a, pp. 34-35, Do Listening & Reading, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 34 at home. 	 3a, p. 24, Do activity B in class. 3a, pp. 24-25, Assign activities A, C, D and Listening for homework.
Session 4	• 3b, pp. 36-37, Do Reading, Vocabulary and Grammar. Also do Practice and Speaking in class.	• 3b, pp. 26-27, Assign activities A, B, C, D for homework.
Session 5	• 3c, pp. 38-39, Do Vocabulary, Grammar, Intonation and Practice in class. Also do Listening and Speaking. Assign Writing for homework.	• 3c, pp. 27-28, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	• 3d, pp. 40- 41, Do Vocabulary, Reading, Grammar in class. Also do Practice and Speaking.	• 3d, pp. 29-30, Assign activities A, B, C, D for homework.
Session 2	• 3e, pp. 42-43, Do Vocabulary, Speaking and Listening in class.	• 3e, p. 31, Assign activity A for homework.
Session 3	• 3e, p. 43, Do Writing in class.	 3e, p. 31, Assign activity B for homework. Assign project Module 3, p. 102 for homework.
Session 4	• 3 round-up, p. 44, Do activities A, B, C, D, E, F in class.	• 3 round-up, p. 32, Assign activities A, B, C for homework.
Session 5	• 3 round-up, p. 45, Do activities Listening, Speaking and Self-assessment in class.	• 3 round-up, pp. 32-33, Assign activities D, E, F for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1		• Module 3 – Extra Grammar Activities pp. 87-88: Do the activities A, B, C and D in class.
Session 2	• Do the Culture Page on p. 46 in class.	
Session 3	Test 3	
Session 4	 Correct the test Ss have taken during the previous session. Module 4, Nowadays, cover page p. 47, Discuss cover page. 	
Session 5	 4a reading, pp. 48-49, Do Listening & Reading, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 48 at home. 	 4a, p. 34. Do activity C in class. 4a, pp. 34-35. Assign activities A, B, D, E for homework.

Sessions	Student's Book	Workbook
Session 1	 4b, p. 50-51, Do Reading, Vocabulary and teach Grammar in class. Also do Practice and Speaking. Have Ss read the text p. 50 at home. 	• 4b, pp. 35-36, Assign activities A, B, C for homework.
Session 2	• 4c, pp. 52-53, Do all the activities in class. Assign writing task 6D p. 53 for homework.	• 4c, pp. 36-38, Assign activities A, B, C, D for homework.
Session 3	• 4d, pp. 54-55, Do Reading, Vocabulary and teach Grammar in class. Also do Practice and Speaking.	• 4d, pp. 39-40. Assign activities A, B, C, D for homework.
Session 4	• 4e, p. 56, Do Vocabulary, Listening and Speaking in class.	• Assign project Module 4, p. 102 for homework.
Session 5	• 4e, p. 57, Do writing in class.	• 4e p. 41, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	• 4 round-up, p. 58. Do all the activities in class.	• 4 round-up, p. 42, Assign activities A, B, C for homework.
Session 2	 4 round-up, p. 59, Do all the activities and Self- assessment in class. Have Ss revise the module for Test 4. 	 4 round-up, pp. 42-43, Assign activities D, E, F for homework. Have Ss revise the module for Test 4.
Session 3		• Module 4 – Extra Grammar Activities pp. 88-90: Do the activities A, B, C, D and E in class.
Session 4	• Do the Cross-curricular page on p. 60 in class.	
Session 5	Test 4	

Week 11

Sessions	Student's Book	Workbook
Session 1	 Correct the test Ss have taken during the previous session. Module 5, Help, cover page, p. 61, Discuss cover page. 	
Session 2	• 5a, pp. 62-63, Do Reading, Vocabulary, teach Grammar and do Practice, Intonation and Speaking in class. Ask Ss to read the text p. 62 at home.	 5a, p. 44, Do activity C in class. 5a, pp. 44-45, Assign activities A, B, D, E for homework.
Session 3	• 5b, pp. 64-65, Do all the activities in class. Ask Ss to read the text p. 64 at home.	• 5b, pp. 45-46, Assign activities A, B, C, D for homework.
Session 4	• 5c, pp. 66-67, Do all the activities in class except for the writing. Assign the writing task for homework.	• 5c, p. 47, Assign activities A, B, C, D for homework
Session 5	• 5d, pp. 68-69, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking.	• 5d, pp. 49-50, Assign activities A, B, C, D for homework.

Sessions	Student's Book	Workbook
Session 1	• 5e, p. 70, Do Vocabulary, Listening and Speaking in class.	5e, p. 50, Assign activities A and B for homework.Assign project Module 5, p. 103 for homework.
Session 2	• 5e, p. 71, Do Writing in class.	• 5e, p. 51, Assign activity C for homework.
Session 3	• 5 Round-up, p. 72, Do all activities in class.	• 5 Round-up, p. 52, Assign activities A, B, C for homework.
Session 4	 5 Round-up, p. 73, Do all activities and Self- assessment in class. Have Ss revise for Test 5. 	 5 Round-up, pp. 52-53, Assign activities D, E, F for homework. Have Ss revise for Test 5.
Session 5		• Module 5 – Extra Grammar Activities pp. 90-92: Do the activities A, B, C, D and E in class.

Sessions	Student's Book	Workbook
Session 1	• Do the Culture Page on p. 74 in class.	
Session 2	Tes	st 5
Session 3	 Correct the test Ss have taken during the previous session. Module 6, Time out, cover page p. 75, Discuss cover page. 	
Session 4	 6a, pp. 76-77, Do Listening & Reading, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 76 at home. 	• 6a, pp. 54-55, Assign activities A, B, C, D for homework.
Session 5	• 6b, pp. 78-79, Do Reading and Vocabulary in class. Also, teach Grammar and do Practice, Intonation and Speaking in class.	• 6b, pp. 55-56, Assign activities A, B, C and D for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	• 6c, pp. 80-81, Do all activities except Writing in class. Assign the writing task for homework.	• 6c, p. 57, Assign activities A, B, C for homework.
Session 2	• 6d, pp. 82-83, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking. If there is not enough time, assign Practice for homework.	• 6d, pp. 59-60, Assign activities A, B, C, D for homework.
Session 3	• 6e, pp. 84-85, Do Vocabulary, Speaking and Listening in class.	• 6e, p. 61, Assign activities A, B for homework.
Session 4	 6e, p. 85, Do Writing in class. Have Ss revise for Test 6.	 6e, p. 61, Assign activity C for homework. Have Ss revise for Test 6.
Session 5	• 6 Round-up, p. 86, Do activities A, B, C, D, E in class.	• 6 Round-up, p. 62, Assign activities A, B, C for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	• 6 Round-up, p. 87, Do activity F, Listening, Speaking and Self-assessment in class.	• 6 Round-up, p. 63, Assign activities D, E, F for homework.
Session 2		• Module 6 – Extra Grammar Activities pp. 92-93: Do the activities A, B, C and D in class.
Session 3	• Do the Cross-curricular page on p. 88 in class.	
Session 4	Test 6	
Session 5	Revise the structures the Ss have been taught before they take the final test.	

Sessions	Student's Book	Workbook
Session 1	Revise the structures the Ss have been taught before they take the final test.	
Session 2	Revise the structures the Ss have been taught before they take the final test.	

Option 2 (Modules 1-8) Week 1

Sessions	Student's Book	Workbook
Session 1	 Module 1, Youth Culture, cover page p. 5, Discuss cover page. 1a reading, pp. 6-7, Do activities A, B, C and Vocabulary in class. Ask Ss to read the text p. 6 at home. 	• 1a, p. 5, Assign activity C for homework.
Session 2	 1a, p. 7, Teach Grammar and do Practice and Speaking in class. 	• 1a, p. 4, Assign activities A, B for homework.
Session 3	 1b, p. 8, Do Reading and Vocabulary in class. 1b, p. 9, Teach Grammar and do Practice and Speaking in class. 	 1b, pp. 5-6, Assign activities A, B, C for homework. 1b, p. 6, Do activities D, E in class.
Session 4	 1c, pp. 10-11, Do all activities in class. Focus on the Writing activity, so as to help Ss understand the writing task. Assign activity 7C, for homework. 	• 1c, pp. 7-8, Assign activities A, B, C for homework.
Session 5	 1d, pp. 12-13, Do Reading, Vocabulary, Grammar and Practice in class. 	• 1d, pp. 8-9, Assign activities A, B, D for homework.

Sessions	Student's Book	Workbook
Session 1	• 1e, p. 14, Do Vocabulary, Speaking, Listening.	1e, p. 11, Assign activity C for homework.Assign project Module 1, p. 101 for homework.
Session 2	• 1e, writing, p. 15. Do all the activities in class.	• 1e, p.10, Assign activities A, B, for homework.
Session 3	• 1 round-up, pp. 16-17, Do activities A, B, C, D, E in class.	• 1 round-up, p. 12, Assign activities A, B, C for homework.
Session 4	 1 round-up, pp. 16-17, Do activities F, Speaking, Communication and Self-assessment in class. Also do the Culture Page, p. 18 in class. Have Ss revise for Test 1. 	 1 round-up, p. 13, Assign activities D, E for homework. Have Ss revise for Test 1.
Session 5	Test 1	

Sessions	Student's Book	Workbook
Session 1	 Module 2, What an experience! p. 19, Discuss cover page. 2a reading, pp. 20-21, Do activities 1A, B, C, and Vocabulary in class. Ask Ss to read the text p. 20 at home. 	• 2a, pp. 14-15, Assign activities A, D for homework.
Session 2	• 2a, p. 21, Do Grammar, Practice and Speaking in class.	• 2a, p. 14, Assign activities B, C for homework.
Session 3	• 2b, pp. 22-23, Do Reading and Vocabulary in class. Also Teach Grammar and do Practice and Speaking. Have Ss read the text p. 22 at home.	• 2b, pp. 15-16, Assign activities A, B, C for homework.
Session 4	 2c, pp. 24-25, Do Vocabulary, Listening and Speaking in class. Also do Writing. If there is not enough time, assign it for homework. 	• 2c, p. 17, Assign activities A, B for homework.
Session 5	• 2d, pp. 26-27, Do Reading, Grammar, Practice, Intonation and Speaking in class. Ask Ss to read the text p. 26 at home.	• 2d, pp. 19-20, Assign activities A, B, C, D for homework.

Sessions	Student's Book	Workbook
Session 1	• 2e, p. 28, Teach Grammar and do Practice, Listening and Speaking in class.	• 2e, p. 20-21, Assign activities A, B, C for homework.
Session 2	• 2e, p. 29. Do Writing in class.	 2e, p. 21, Assign activity D for homework. Assign project Module 2, p. 101 for homework.
Session 3	• 2 round-up, p. 30, Do activities A, B, C, D in class.	• 2 round-up, p. 22, Assign activities A, B, C for homework.
Session 4	 2 round-up, p. 31, Do activities E, Listening, Speaking and Self-assessment in class. If there is time, do the Cross-curricular page on p. 32. Have Ss revise for Test 2. 	 2 round-up, p. 23, Assign activities D, E for homework. Have Ss revise for Test 2.
Session 5	Test 2	

Sessions	Student's Book	Workbook
Session 1	 Module 3, Going Places, cover page p. 33. Discuss cover page. 3a, pp. 34-35, Do Listening & Reading and Vocabulary in class. Ask Ss to read the text p. 34 at home. 	• 3a, pp. 24-25, Assign activities A and Listening for homework.
Session 2	• 3a, p. 35, Teach Grammar and do Practice and Speaking in class.	• 3a, pp. 24-25, Assign activities B, C, D for homework.
Session 3	• 3b, pp. 36-37, Do Reading, Vocabulary and Grammar. Also do Practice and Speaking in class.	• 3b, pp. 26-27, Assign activities A, B, D for homework.
Session 4	• 3c, pp. 38-39, Do Vocabulary, Grammar, Intonation and Practice in class. Also do Listening and Speaking. Assign Writing for homework.	• 3c, p. 27, Assign activities A, B for homework.
Session 5	• 3d, pp.40- 41, Do Vocabulary, Reading, Grammar in class. Also do Practice and Speaking.	• 3d, pp. 29-30, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	 3e, pp. 42-43, Do Vocabulary, Speaking and Listening in class. 	• 3e, p. 31, Assign activity A for homework.
Session 2	• 3e, p. 43, Do Writing in class. Also do Culture Page, p. 46 in class.	 3e, p. 31, Assign activity B for homework. Assign project Module 3, p. 102 for homework.
Session 3	• 3 round-up, p. 44, Do activities A, B, C, D, E, F in class.	• 3 round-up, p. 32, Assign activities A, B, C for homework.
Session 4	 3 round-up, p. 45, Do activities Listening, Speaking and Self-assessment in class. Have Ss revise for Test 3. 	 3 round-up, pp. 32-33, Assign activities D, E, F for homework. Have Ss revise for Test 3.
Session 5	Test 3	

Sessions	Student's Book	Workbook
Session 1	 Module 4, Nowadays, cover page p. 47. Discuss cover page. 4a, pp. 48-49, Do Listening & Reading and Vocabulary in class. Ask Ss to read the text p. 48 at home. 	• 4a, p. 35, Assign activities D, E for homework.
Session 2	 4a, p. 49, Teach Grammar and do Practice and Speaking in class. 	• 4a, p. 34, Assign activities A, B, C for homework.
Session 3	 4b, p. 50-51, Do Reading, Vocabulary and teach Grammar in class. Also do Practice and Speaking. Have Ss read the text p. 50 at home. 	• 4b, pp. 35-36, Assign activities A, C for homework.
Session 4	 4c, p. 52, Do all the activities in class. Assign writing task p. 53 for homework. 	• 4c, pp. 36-37, Assign activities A, B, C for homework.
Session 5	• 4d, pp. 54-55, Do Reading, Vocabulary and teach Grammar in class. Also do Practice and Speaking.	• 4d, pp. 39-40, Assign activities A, B, C for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	 4e, p. 56, Do Vocabulary, Listening and Speaking in class. 	• Assign project Module 4, p. 102 for homework.
Session 2	 4e, p. 57. Do writing in class. If there is time, do Cross-curricular page, p. 60. 	• 4e p. 41. Assign activities A, B, C for homework.
Session 3	4 round-up, p. 58. Do all the activities in class.Have Ss revise the module.	4 round-up, p. 42, Assign activities A, B, C for homework.Have Ss revise the module.
Session 4	4 round-up, p. 59. Do all the activities and Self- assessment in class.Have Ss revise the module for Test 4.	 4 round-up, pp. 42-43, Assign activities D, E, F for homework. Have Ss revise the module for Test 4.
Session 5	Test 4	

Sessions	Student's Book	Workbook
Session 1	 Module 5, Help, cover page, p. 61, Discuss cover page. 5a, pp. 62-63, Do Reading and Vocabulary in class. Ask Ss to read the text p. 62 at home. 	• 5a, pp. 44-45, Assign activities A, B, E for homework.
Session 2	 5a, p. 63, Teach Grammar and do Practice, Intonation and Speaking in class. 	• 5a, pp. 44-45, Assign activities C, D for homework.
Session 3	 5b, pp. 64-65, Do all the activities in class. Ask Ss to read the text p. 64 at home. 	• 5b, pp. 45-46, Assign activities A, B, C for homework.
Session 4	• 5c, pp. 66-67, Do all the activities in class except for the writing. Assign the writing task for homework.	• 5c, p. 47, assign activities A, B, C for homework.
Session 5	• 5d, pp. 68-69, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking.	• 5d, p. 49, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	• 5e, p.70, Do Vocabulary, Listening and Speaking in class.	5e, p. 50, Assign activities A and B for homework.Assign project Module 5, p. 103 for homework
Session 2	• 5e, p.71, Do Writing in class. If there is time, also do the Culture Page on p.74.	• 5e, p. 51, Assign activity C for homework.
Session 3	• 5 Round-up, p. 72, Do all activities in class.	 5 Round-up, p. 52, Assign activities A, B, C for homework.
Session 4	 5 Round-up, p. 73, Do all activities and Self- assessment in class. Have Ss revise for Test 5. 	 5 Round-up, pp. 52-53, Assign activities D, E, F for homework. Have Ss revise for Test 5.
Session 5	Test 5	

Week 11

Sessions	Student's Book	Workbook
Session 1	 Module 6, Time out, cover page p. 75, Discuss cover page. 6a, pp. 76-77, Do Listening &Reading and Vocabulary in class. Ask Ss to read the text p. 76 at home. 	• 6a, pp. 54-55, Assign activities A, D for homework.
Session 2	• 6a, p. 77, Teach Grammar and do Practice and Speaking in class.	• 6a, pp. 54-55, Assign activities B, C for homework.
Session 3	• 6b, pp. 78-79, Do Reading and Vocabulary in class. Also, teach Grammar and do Practice, Intonation and Speaking in class.	• 6b, pp. 55-56, Assign activities A, B and D for homework.
Session 4	• 6c, pp. 80-81, Do all activities except Writing in class. Assign the writing task for homework.	• 6c, p. 57, Assign activities A, B, C for homework.
Session 5	 6d, pp. 82-83, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking. If there is not enough time, assign Practice for homework. 	• 6d, pp. 59-60, Assign activities A, B, D for homework.

Sessions	Student's Book	Workbook
Session 1	• 6e, pp. 84-85, Do Vocabulary, Speaking and Listening in class. Ask Ss to read the text p. 84 at home.	• 6e, p. 61, Assign activities A, B for homework.
Session 2	 6e, p. 85, Do Writing in class. Also do the Cross-curricular page on p. 88. Have Ss revise for Test 6. 	 6e, p. 61, Assign activity C for homework. Assign project Module 6, p. 103 for homework. Have Ss revise for Test 6.
Session 3	• 6 Round-up, pp. 86-87, Do activities A, B, C, D, E in class.	• 6 Round-up, p. 62, Assign activities A, B, C for homework.
Session 4	 6 Round-up, p. 87, Do activity F, Listening, Speaking and Self-assessment in class. 	 6 Round-up, p. 63, Assign activities D, E for homework.
Session 5	Test 6	

Sessions	Student's Book	Workbook
Session 1	 Module 7, Good job, cover page, p. 89, Discuss cover page. 7a, pp. 90-91, Do Listening & Reading and Vocabulary in class. Ask Ss to read the text p. 90 at home. 	• 7a, pp. 64-65, Assign activities A, C for homework.
Session 2	 7a, p. 91, Teach Grammar and do Practice, Intonation and Speaking in class. 	• 7a, pp. 64-65, Assign activities B, D for homework.
Session 3	• 7b, pp. 92-93, Do Reading and Vocabulary in class. Also teach Grammar. Assign Practice and Speaking for homework. Ask Ss to read the text p. 92 at home.	• 7b, pp. 65-66, Assign activities A, B, D for homework.
Session 4	 7b, p. 93, Do Speaking in class. 7c, pp. 94-95, Do all activities except for the Writing task in class. Assign it for homework. 	• 7c, p. 67, Assign activities A, C for homework.
Session 5	• 7d, pp. 96-97, Do all activities except Practice in class. Assign Practice, p. 97 for homework.	• 7d, p. 69, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	• 7e, p. 98, Do Vocabulary, Listening and Speaking in class.	• 7e, pp. 70-71, Assign activities A, B for homework.
Session 2	• 7e, p. 99, Do Writing in class. If there is time, do the Culture page on p. 102.	• Assign project Module 7, p. 104 for homework.
Session 3	• 7 Round-up, p. 100, Do all the activities in class.	• 7 Round-up, p. 72, Assign activities A, B, C for homework.
Session 4	7 Round-up, p. 101, Do all the activities and Self- assessment in class.Have Ss revise the module.	7 Round-up, pp. 72-73, Assign activities D, E for homework.Have Ss revise the module.
Session 5	Test 7	

Sessions	Student's Book	Workbook
Session 1	 Module 8, Diversity, cover page p. 103, Discuss cover page. 8a, pp. 104-105, Do Listening & Reading and Vocabulary in class. Ask Ss to read the text p. 104 at home. 	• 8a, pp. 74-75, Assign activities A and D for homework.
Session 2	• 8a, p. 105, Teach Grammar and do Practice, Intonation and Speaking in class.	• 8a, p. 74, Assign activities B, C for homework.
Session 3	• 8b, pp. 106-107, Do Reading and Vocabulary in class. Also teach Grammar and do Practice in class.	 8b, pp. 75-76, Assign activities A, C, D for homework.
Session 4	• 8c, pp. 108-109, Do all the activities except the Writing Task in class. Assign it for homework.	• 8c, p. 77, Assign activities A, B for homework.
Session 5	• 8d, pp. 110-111, Do Reading and teach Grammar in class. Assign Practice, p. 111, for homework.	• 8d, pp. 79-80, Assign activities A, C, D for homework.

Sessions	Student's Book	Workbook
Session 1	 8e, p. 112-113, Do all activities in class except for the Writing task. Assign it for homework. Have Ss revise the module. 	 8e, pp. 80-81, Assign activities A, C for homework. Have Ss revise the module.
Session 2	• 8 Round-up, p. 114, Do activities A, B, C, D, E in class.	 8 Round-up, p. 82, Assign activities A, B for homework. Assign project Module 8, p. 104 for homework.
Session 3	 8 Round-up, p. 115, Do Communication, Listening, Speaking and Self-assessment in class. Do the Cross-curricular page on p. 116. Have Ss revise for Test 8. 	 8 Round-up, p. 83, Assign activities C, D, E for homework. Have Ss revise for Test 8.
Session 4	Test 8	

Four Sessions per week (Modules 1-6)

Week 1

Sessions	Student's Book	Workbook
Session 1	 Revise structures which Ss have been taught in the 1st semester. Module 1, Youth Culture, cover page p. 5, Discuss cover page. 	
Session 2	• 1a reading, pp. 6-7, Do activities A, B, C, Vocabulary, Grammar, Practice and Speaking in class.	• 1a, pp. 4-5, Assign activities A, B and C for homework.
Session 3	 1b, p. 8, Do Reading and Vocabulary in class. 1b, p. 9, Teach Grammar and do Practice and Speaking in class. 	1b, pp. 5-6, Assign activities A, B, C for homework.1b, p. 6, Do activities D, E in class.
Session 4	• 1c, pp. 10-11, Do all activities in class. Focus on the Writing activity, so as to help Ss understand the writing task. Assign activity 7C for homework.	• 1c, pp. 7-8, Assign activities A, B, C for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	• 1d, pp. 12-13, Do Reading, Vocabulary, Grammar and Practice in class.	• 1d, pp. 8-9, Assign activities A, B, C, D for homework.
Session 2	• 1e, p. 14, Do Vocabulary, Speaking, Listening.	 1e, p. 11, Assign activity C for homework. Assign project Module 1, p. 101 for homework.
Session 3	• 1e, writing, p. 15, Do all the activities in class.	• 1e, p.10, Assign activities A, B, for homework.
Session 4	• 1 round-up, pp. 16-17, Do activities A, B, C, D, E in class.	• 1 round-up, p. 12, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	 1 round-up, pp. 16-17, Do activities F, Speaking, Communication and Self-assessment in class. Also do the Culture Page, p. 18 in class. Have Ss revise for Test 1. 	 1 round-up, p. 13, Assign activities D, E for homework. Have Ss revise for Test 1.
Session 2	Те	st 1
Session 3	 Correct the test Ss have taken during the previous session. Module 2, What an experience! p. 19, Discuss cover page. 	
Session 4	 2a reading, pp. 20-21, Do activities A, B, C, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 20 at home. 	• 2a, pp. 14-15, Assign activities A, B, C and D for homework.

Sessions	Student's Book	Workbook
Session 1	• 2b, pp. 22-23, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking. Have Ss read the text p. 22 at home.	• 2b, pp. 15-16, Assign activities A, B, C for homework.
Session 2	• 2c, pp. 24-25, Do Vocabulary, Listening and Speaking in class. Also do Writing. If there is not enough time, assign it for homework.	• 2c, pp. 17-18, Assign activities A, B, C for homework.
Session 3	• 2d, pp. 26-27, Do Reading, Grammar, Practice, Intonation and Speaking in class. Ask Ss to read the text p. 26 at home.	• 2d, pp. 19-20, Assign activities A, B, C, D for homework.
Session 4	• 2e, p. 28, Teach Grammar and do Practice, Listening and Speaking in class.	• 2e, p. 20-21, Assign activities A, B, C for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	• 2e, p. 29, Do Writing in class.	 2e, p. 21, Assign activity D for homework. Assign project Module 2, p. 101 for homework.
Session 2	• 2 round-up, p. 30, Do activities A, B, C, D in class.	• 2 round-up, p. 22, Assign activities A, B, C for homework.
Session 3	 2 round-up, p. 31, Do activities E, Listening, Speaking and Self-assessment in class. If there is time, do the Cross-curricular page on p. 32. Have Ss revise for Test 2. 	 2 round-up, p. 23, Assign activities D, E for homework. Have Ss revise for Test 2.
Session 4	Test 2	

Sessions	Student's Book	Workbook
Session 1	 Correct the test Ss have taken during the previous session. Module 3, Going Places, cover page p. 33, Discuss cover page. 	
Session 2	 3a, pp. 34-35, Do Listening & Reading, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 34 at home. 	 3a, p. 24, Do activity B in class. 3a, pp. 24-25, Assign activities A, C, D and Listening for homework.
Session 3	• 3b, pp. 36-37, Do Reading, Vocabulary and Grammar. Also do Practice and Speaking in class.	• 3b, pp. 26-27, Assign activities A, B, C, D for homework.
Session 4	• 3c, pp. 38-39, Do Vocabulary, Grammar, Intonation and Practice in class. Also do Listening and Speaking. Assign Writing for homework.	• 3c, pp. 27-28, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	• 3d, pp. 40- 41, Do Vocabulary, Reading, Grammar in class. Also do Practice and Speaking.	• 3d, pp. 29-30, Assign activities A, B, C, D for homework.
Session 2	• 3e, pp. 42-43, Do Vocabulary, Speaking and Listening in class.	• 3e, p. 31, Assign activity A for homework.
Session 3	• 3e, p. 43, Do Writing in class. Also do Culture Page, p. 46 in class.	 3e, p. 31, Assign activity B for homework. Assign project Module 3, p. 102 for homework.
Session 4	• 3 round-up, p. 44, Do activities A, B, C, D, E, F in class.	• 3 round-up, p. 32, Assign activities A, B, C for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	 3 round-up, p. 45, Do activities Listening, Speaking and Self-assessment in class. If there is time, do the Culture page on p. 46. Have Ss revise for Test 3. 	 3 round-up, pp. 32-33, Assign activities D, E, F for homework. Have Ss revise for Test 3.
Session 2	Test 3	
Session 3	 Correct the test Ss have taken during the previous session. Module 4, Nowadays, cover page p. 47, Discuss cover page. 	
Session 4	 4a reading, pp. 48-49, Do Listening & Reading, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 48 at home. 	 4a, p. 34, Do activity C in class. 4a, pp. 34-35, Assign activities A, B, D, E for homework.

Sessions	Student's Book	Workbook
Session 1	 4b, pp. 50-51, Do Reading, Vocabulary and teach Grammar in class. Also do Practice and Speaking. Have Ss read the text p. 50 at home. 	• 4b, pp. 35-36, Assign activities A, B, C for homework.
Session 2	• 4c, pp.52-53, Do all the activities in class. Assign writing task p. 53 for homework.	• 4c, pp. 36-38, Assign activities A, B, C, D for homework.
Session 3	• 4d, pp. 54-55, Do Reading, Vocabulary and teach Grammar in class. Also do Practice and Speaking.	• 4d, pp. 39-40, Assign activities A, B, C, D for homework.
Session 4	• 4e, p. 56, Do Vocabulary, Listening and Speaking in class.	• Assign project Module 4, p. 102 for homework.

Sessions	Student's Book	Workbook
Session 1	• 4e, p. 57, Do writing in class. If there is time, do Cross-curricular page, p. 60.	• 4e p. 41, Assign activities A, B, C for homework.
Session 2	4 round-up, p. 58, Do all the activities in class.Have Ss revise the module.	• 4 round-up, p. 42, Assign activities A, B, C for homework.
Session 3	 4 round-up, p. 59, Do all the activities and Self- assessment in class. Have Ss revise the module for Test 4. 	 4 round-up, pp. 42-43, Assign activities D, E, F for homework. Have Ss revise the module for Test 4.
Session 4	Test 4	

Week 11

Sessions	Student's Book	Workbook
Session 1	 Correct the test Ss have taken during the previous session. Module 5, Help, cover page, p. 61, Discuss cover page. 	
Session 2	• 5a, pp. 62-63, Do Reading, Vocabulary, teach Grammar and do Practice, Intonation and Speaking in class. Ask Ss to read the text p. 62 at home.	 5a, p. 44, Do activity C in class. 5a, pp. 44-45, Assign activities A, B, D, E for homework.
Session 3	• 5b, pp. 64-65, Do all the activities in class. Ask Ss to read the text p. 64 at home.	• 5b, pp. 45-46, Assign activities A, B, C, D for homework.
Session 4	• 5c, pp. 66-67, Do all the activities in class except for the writing. Assign the writing task for homework.	• 5c, pp. 47-48, Assign activities A, B, C, D for homework.

Sessions	Student's Book	Workbook
Session 1	• 5d, pp. 68-69, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking.	• 5d, pp. 49-50, Assign activities A, B, C, D for homework.
Session 2	• 5e, p. 70, Do Vocabulary, Listening and Speaking in class.	 5e, p. 50, Assign activities A and B for homework. Assign project Module 5, p. 103 for homework.
Session 3	• 5e, p. 71, Do Writing in class. If there is time, also do the Culture Page on p.74.	• 5e, p. 51, Assign activity C for homework.
Session 4	• 5 Round-up, p. 72. Do all activities in class.	• 5 Round-up, p. 52, Assign activities A, B, C for homework.

Sessions	Student's Book	Workbook
Session 1	 5 Round-up, p. 73, Do all activities and Self- assessment in class. Have Ss revise for Test 5. 	 5 Round-up, pp. 52-53, Assign activities D, E, F for homework. Have Ss revise for Test 5.
Session 2	Tes	st 5
Session 3	 Correct the test Ss have taken during the previous session. Module 6, Time out, cover page p. 75, Discuss cover page. 	
Session 4	 6a, pp. 76-77, Do Listening & Reading, Vocabulary, teach Grammar and do Practice and Speaking in class. Ask Ss to read the text p. 76 at home. 	• 6a, pp. 54-55, Assign activities A, B, C, D for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	• 6b, pp. 78-79, Do Reading and Vocabulary in class. Also, teach Grammar and do Practice, Intonation and Speaking in class.	• 6b, pp. 55-56, Assign activities A, B, C and D for homework.
Session 2	• 6c, pp. 80-81, Do all activities except Writing in class. Assign the writing task for homework.	• 6c, p. 57, Assign activities A, B, C for homework.
Session 3	• 6d, pp. 82-83, Do Reading and Vocabulary in class. Also teach Grammar and do Practice and Speaking. If there is not enough time, assign Practice for homework.	• 6d, pp. 59-60, Assign activities A, B, C, D for homework.
Session 4	• 6e, pp. 84-85. Do Vocabulary, Speaking and Listening in class.	• 6e, p. 61, Assign activities A, B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	 6e, p. 85, Do Writing in class. Also do the Cross- curricular page on p. 88. Have Ss revise for Test 6. 	 6e, p. 61, Assign activity C for homework. Have Ss revise for Test 6.
Session 2	• 6 Round-up, pp. 86-87, Do activities A, B, C, D, E in class.	• 6 Round-up, p. 62, Assign activities A, B, C for homework.
Session 3	• 6 Round-up, p. 87, Do activity F, Listening, Speaking and Self-assessment in class.	• 6 Round-up, p. 63, Assign activities D, E, F for homework.
Session 4	Test 6	

Sessions	Student's Book	Workbook
Session 1	Revise the structures the Ss have been taught before they take the final test.	

Traveller 2 Teacher's Manual

H. Q. Mitchell - Marileni Malkogianni

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