



KSA - Edition Traveller 4

English Language

Secondary Stage

Credits System

Compulsory Program

Level Four

نظام المقررات

البرنامج المشترك

المستوى الرابع

Semester System

Specialized Pathways

English Language 4

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٤

كتاب المعلم Teacher's Manual



KSA - Edition Traveller 4

English Language

Secondary Stage

Credits System

Compulsory Program

Level Four

نظام المقررات

البرنامج المشترك

المستوى الرابع

Semester System

Specialized Pathways

English Language 4

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٤

H. Q. Mitchell - Marileni Malkogianni

Contents of Teacher's Manual

Introduction	2
Contents of Student's Book	8
Module 1	10
Module 2	26
Module 3	42
Module 4	58
Module 5	74
Module 6 Optional	90
Module 7 Optional	106
Listening Transcripts	122
Track list for Class CDs and for Student's CD	135
Pacing Charts	136

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 up 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, 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.
- **Effective preparation for all exams** (Cambridge FCE, etc.)
- **Intercultural awareness**
- **Learner autonomy** - to help students assess themselves through self-evaluation sections and set objectives.

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 4 is designed for upper-intermediate level students (CEF B2.1). It is the ideal stepping

stone between B1 (Intermediate) level and B2 level as it gradually introduces students to the Cambridge FCE and other examinations. However, the primary and most significant focus of the *Traveller* series is for learners to acquire the English language and use it in real-life situations.

The book is organised in seven modules, each of which is based on a general topic. The modules are well-organised within a steady framework. Throughout the module, 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 systematically covered the vocabulary and grammatical 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 to complete the course 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:

- **Motivating and contemporary topics** related to the interests of teenagers and young adults
- **Lively dialogues** presenting real spoken English
- An integrated approach to all **four skills**
- Emphasis on **vocabulary building**
- **Grammar** presented and practised **in context**
- Systematic development of **reading and listening skills and subskills**
- A variety of communicative **exam-oriented tasks**
- A **step-by-step approach to writing**
- Gradual familiarisation with **examination-type tasks**
- **Practical tips** leading to the development of skills and strategies
- A **round-up section** in each module providing regular revision and consolidation
- A **grammar reference** section
- **Cross-curricular and cultural information**
- **Personalisation activities**
- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*) sections and learning objectives on the cover pages.
- An inductive approach to present grammar and vocabulary is employed, new information is related to prior knowledge with warm-up activities, Ss are asked open-ended questions and provided with problem-solving activities.

The language used in *Traveller 4* is mainly British English. However, it has been taken into consideration that English is spoken as a first, second or foreign language throughout the world. Therefore, in certain sections, American English is used in written and spoken texts. These sections are clearly highlighted with the use of the symbol H in the contents page of the Teacher's Book. To avoid confusion, British spelling is used throughout the book.

COURSE COMPONENTS

- Student's Book
- Workbook and Student's CD
- Workbook Teacher's Edition
- Teacher's Manual
- Test CD / CD-ROM
- Class CDs

Student's Book

The Student's Book contains:

- A **table of contents** presenting the topics, grammar, vocabulary, reading, listening, speaking and writing activities practised in each module.
- **Seven modules**, each 18 pages long, divided into two parts *a* and *b* and including a round-up section.
- A **speaking section** including pair work activities.
- A **grammar reference** section with useful tables, examples and explanations of the structures dealt with in each module and a list of irregular verbs.
- An appendix containing information about the layout and set phrases students can use in **the writing tasks**.
- An appendix with **differences between British and American English**.

Student's CD

The Student's CD includes the reading texts from the Student's Book and is meant to give students extra practice at home.

Workbook

The Workbook is divided into modules corresponding to the Student's Book (12 pages per module). It provides further practice of all the linguistic items and skills dealt with in the Student's Book, and includes vocabulary, grammar, reading and writing tasks. Students are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. There are also exam-oriented tasks to provide students with further practice and familiarise them with the examinations. The reading texts and tasks appearing at the end of each module are thematically linked to the topic of the module and offer further reading comprehension practice. The writing tasks focus on various aspects of writing such as style, register, content, organisation, etc. and provide students with further practice. It is recommended that some of the exercises in the

Workbook should be done in class, but most of them should be assigned for homework.

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. 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, vocabulary boxes 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 further linguistic information about the new linguistic items presented in each lesson.
- All the **transcripts** for the listening tasks included in the Student's Book at the back of the book.
- The **tracks** (▶ 22 = Track 22) for all the recorded material included in the Class CDs.
- The tracks for the Class CDs and the Student's Audio CD.
- Pacing Charts (Option 1: Modules 1-7, Options 2, 3: Modules 1-5).

Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book where the symbol  appears. The tracks are clearly highlighted in the corresponding Teacher's Manual pages with the use of the symbol (▶ 22 = Track 22).

Test CD/CD-ROM

The Test CD-ROM contains:

- 7 tests corresponding to the modules of the book.
- two final tests, one covering modules 1-7 and the other covering modules 1-5.
- 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

Modules 1-7 (an overview)

Each module is divided into two parts *a* and *b*. In both parts, the target language (vocabulary, grammar, functions) is presented and practised extensively, while at the same time the four basic skills (reading, listening, speaking, writing) and micro-skills are developed. Lastly, the round-up pages at the end of each module thoroughly revise the grammar and vocabulary that have been taught in the module, provide additional practice with examination type tasks and offer a unique opportunity for self-evaluation.

The structure of each module is as follows:

- Cover page
- Part *a* reading (2pp.)
- Part *a* vocabulary and grammar (2pp.)
- Part *a* listening and speaking (1p.)
- Part *a* writing (1p.)
- Part *b* reading (2pp.)
- Part *b* vocabulary and grammar (2pp.)
- Part *b* listening and speaking (1p.)
- Part *b* vocabulary and grammar (1p.)
- Part *b* writing (2pp.)
- Round-up (3pp.)

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 also learn about what topics they will deal with in the module. The purpose of doing so is to activate students' background knowledge, motivate them 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 motivates them and helps them become autonomous learners.

Reading

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

specific information, understanding details and awareness of text cohesion. The reading section is divided into five subsections:

1. PRE-READING

Before students are asked to deal with the reading material, they are engaged in warm-up activities, which introduce the topic and present the key words they will need. These pre-reading questions are usually general in nature, which students can relate to and express their opinion about or answer based on personal experience.

2. READING FOR GIST

This task requires students to read the text quickly and understand the main idea(s), the topic(s) discussed, the writer's purpose, etc. The reading texts have been recorded on the Class and Student's CDs. This allows teachers to have the students listen to the text while they are reading it. It is advisable that students be given sufficient, but not excessive time to carry out the task and that teachers point out to students that unknown words should not worry them at this stage.

3. READING FOR DETAIL

Students are required to read the text again, this time in detail, and do various types of activities, such as multiple matching, answering multiple choice questions or reconstructing a gapped text, all of which familiarise them with examination-type tasks. It is worth mentioning that in *Traveller 4* the texts are slightly shorter and the items fewer than in the actual B2 examinations, so that students can gradually get accustomed to the examination requirements. It is important that teachers set a time limit and stick to it. Unknown words in the text, apart from a few key ones, should not be explained, but teachers should make sure that students do not have any unknown words in the questions and options as this could render the reading task impossible to complete. Teachers should vary the approach adopted and have students work individually at times and in groups at other times. Students should be encouraged to underline the parts in the text which led them to their answer choice and compare their answers in pairs or small groups before they are discussed in class. Teachers should always ask students to justify their answers and say why they have eliminated the other options.

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

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

5. POST-READING

The reading section ends with post-reading questions, which give students the opportunity to expand on the topic of the reading text using topic-related vocabulary. It is recommended that this activity be done systematically to round up the reading section.

Vocabulary and Grammar

There are three vocabulary and grammar sections in each module, two after the reading sections and a shorter one after the listening and speaking section in part *b* of the module.

The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words, but also phrases or chunks of language, which have the same function that single words do. There are 2-3 subsections in each vocabulary section covering different lexical areas such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc. It is worth mentioning that the text in the reading section always serves as a springboard for the vocabulary section. Students are asked to observe the lexical items as used in the text, infer their meaning or use and come up with more examples of their use.

This section also deals with essential grammar and focuses on the main grammatical points and structures, examples of which appear in the preceding reading or listening texts. Their use and usage is illustrated in context through example

sentences, and 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 formation of grammatical structures and to complete tables and/or sentences. In this way, students develop strategies which help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each unit is included in the Grammar Reference at the back of the book, which students may refer to whenever necessary.

The activities in the practice section offer further practice of grammar, often in real-life contexts which enable students to use the new material meaningfully and realistically. **Practice** is an important part of the grammar section and it consists of one or more activities which allow students to use the structure 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. In several instances, one of the activities is a speaking activity which allows students to use the grammatical structures through a freer activity in the context of meaningful communication.

At the end of the vocabulary and grammar section, there is a subsection entitled **English in Use**, which gives students further practice in structural accuracy through tasks that simulate examination-type tasks (open cloze, sentence transformation, multiple choice questions, etc.). Just like in the Reading section, the texts are slightly shorter and the items fewer than in the actual B2 examinations, so that students can gradually get accustomed to the examination requirements.

Listening & speaking

In each module there are two listening sections, the topic of which is always related to the general topic of the module. 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. There are different task types

all of which are to be found in Cambridge FCE, Michigan ECCE and other exams (multiple choice questions, multiple matching and gap filling). Just like in the reading section, the texts are slightly shorter and the items fewer than in the actual B2 (FCE, ECCE, etc.) examinations, so that students can gradually get accustomed to the examination requirements.

It is a good idea to have students read through the questions/sentences or go through the pictures which they are required to use in order to complete the task first, and make predictions about what they will hear. It is also 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 activity, play the CD. 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 and cope with examination tasks with the inclusion of useful advice given throughout the book in the form of tips.

In the speaking section, various tasks provide students with further practice of the vocabulary, structures and functions presented in the preceding sections. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Students usually work in pairs and perform a variety of real-life tasks which follow the FCE or ECCE format. They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve a communicative goal. By working in pairs, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pairwork helps to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. For most speaking activities, support is provided through boxes including words, phrases and expressions related to the topic of the speaking activity in order to help students carry out the task successfully. In pairwork involving information exchange, each of the two students is provided with a different set of information found in a special section at the back of the book.

To achieve optimum results, it is advisable to set a time limit for the activity and stick to it. During the activity, the teacher should go round the classroom, listen to the discussions taking place

and make sure that students speak only in English. Whenever necessary, help and support should be provided. As the aim of the activity is to enhance students' fluency, it is recommended that teachers should not interrupt them in order to correct their errors. It is preferable that the teacher keep a record of common or basic mistakes and comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of exercises.

Students are further helped to develop their speaking skills and cope with examination tasks 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: purpose, audience, syntax, paragraphing, punctuation, spelling and handwriting. For this reason, the course has paid particular attention to this skill. Students build up their writing skills through the integration of skills as the writing activities are thematically linked to the module. By the time students reach the writing section, which is the final section of each part of the module, they will have dealt with the necessary grammatical structures and vocabulary they need in order to complete the writing task. Most 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. In addition, the course trains students to develop vital writing skills based on the analysis of texts and the systematic planning of their written work. There is a range of activities, focusing on planning, layout, brainstorming, style, register and text organisation, linking words/phrases, and cohesion/coherence. Students are referred to Appendix I, which is a guide to writing including instructions concerning layout as well as set phrases and expressions that students can use depending on the writing task they are required to complete.

The writing tasks are particularly suitable for homework, as they give students the opportunity to revise the language introduced in the unit 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. 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	Pr: preposition

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 and cope with examination tasks with the inclusion of useful advice given throughout the book in the form of tips.

Round-up

The round-up section consists of three pages of exercises revising the vocabulary and grammar dealt with in the module. Most of the tasks simulate examination-type tasks (open cloze, sentence transformation, multiple choice questions, etc.), while at the end of the round-up section there is a listening comprehension task providing students with additional practice.

There is also a self-evaluation chart at the end of each round-up section, where students can check their progress. This chart gives 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 process students went through.
- In the final stage, it is a good idea to help students determine what has been achieved.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.

- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item.
- 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 could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- In the listening tasks, make sure that students have no unknown words before they do the tasks.
- In speaking activities, it is important to remind students that there are no right or wrong answers; the aim is to get them talking about the topic and ideally use some new vocabulary.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms 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.

Abbreviations used in Teacher's Manual

adj → adjective	etc. → et cetera
adv → adverb	sb → somebody
prep → preposition	sth → something
n → noun	Ss → students
v → verb	SA → student A
p. → page	SB → student B
pp. → pages	TM → Teacher's Manual
e.g. → for example	L1 → Ss' first language

Contents

Module	Topics	Grammar	Vocabulary
1 page 5 Success	<ul style="list-style-type: none"> • Career choices • Odd jobs • Millionaires • Job qualifications • Part-time jobs • School and academic subjects • Language learning 	<ul style="list-style-type: none"> • Present Perfect Simple - Present Perfect Progressive • Relative clauses • should - ought to - had better 	<ul style="list-style-type: none"> • Nouns describing occupations • Words easily confused • Collocations verb + noun • British English & American English
2 page 23 Science & Technology	<ul style="list-style-type: none"> • Inventions • Transport • Experiments • The Internet • Gadgets • Virtual reality 	<ul style="list-style-type: none"> • Future tenses • Other future forms • Time clauses • Conditional sentences (Type zero, 1, 2) • must - have to - need 	<ul style="list-style-type: none"> • Verbs + prepositions • Nouns deriving from verbs • Adjectives ending in -able • Prefixes and suffixes • Expressions with the word 'eye' • Prepositional phrases with 'in' and 'out of'
3 page 41 Leisure	<ul style="list-style-type: none"> • Entertainment • Hobbies • Museums • Theme parks 	<ul style="list-style-type: none"> • Infinitives and -ing forms • may - might - could • must - can't • Question tags 	<ul style="list-style-type: none"> • Collocations with <i>get</i>, <i>go</i>, <i>have</i> and <i>take</i> • Words easily confused • Collective nouns • Adjectives + prepositions • Lexical sets (art galleries and museums)
4 page 59 Health & Fitness	<ul style="list-style-type: none"> • Health resorts • Health problems • Physical fitness • Sports • Food • Vegetarianism • Dreams 	<ul style="list-style-type: none"> • Reported Speech (Statements, questions, commands and requests) • Clauses of result 	<ul style="list-style-type: none"> • Words easily confused • Expressions with the word 'time' • Nouns ending in -ness, -ure, -dom and -hood • Lexical set: food
5 page 77 Nature	<ul style="list-style-type: none"> • The environment • Pollution • Conservation • Eco-tourism • Animals • Natural disasters 	<ul style="list-style-type: none"> • Passive Voice • Clauses of concession 	<ul style="list-style-type: none"> • Nouns ending in -ion and -ant • Words easily confused • Prepositional phrases • Nouns + prepositions • Compound nouns
6 Optional page 95 Modern life	<ul style="list-style-type: none"> • Shopping • The media • Life in the city/country 	<ul style="list-style-type: none"> • Unreal past • Conditional sentences (Type 3) • Causative Form 	<ul style="list-style-type: none"> • Words easily confused • Adjectives + prepositions • Expressions with 'take' • Idioms with colours • Collocations with 'put' and 'set'
7 Optional page 113 Places	<ul style="list-style-type: none"> • Travel • Holidays • Customs • Geography • History 	<ul style="list-style-type: none"> • Past Simple - Past Progressive • Past Perfect Simple - Past Perfect Progressive • used to - would - was/were going to 	<ul style="list-style-type: none"> • Words easily confused • Adjectives ending in -ed and -ing • Adjectives describing people and places • Adjectives deriving from verbs or nouns • Adverbs of manner

Pairwork page 131
Grammar Reference page 133

Appendix I page 143
Appendix II page 149

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • A magazine article: Odd Jobs • A magazine article: King Abdullah University of Science and Technology 	<ul style="list-style-type: none"> • People talking about jobs and job qualifications • A radio programme about a foreign language learning convention 	<ul style="list-style-type: none"> • Choosing between options (which job to do) • Discussing part-time jobs • Discussing foreign language learning 	<ul style="list-style-type: none"> • A letter of application • An essay I
<ul style="list-style-type: none"> • A magazine article about flying cars • Four short texts about various uses of virtual reality 	<ul style="list-style-type: none"> • People talking in different situations • An interview with an expert talking about biometric passports 	<ul style="list-style-type: none"> • Comparing photographs - Discussing science experiments • Speculating and making a decision (Choosing a suitable gift) 	<ul style="list-style-type: none"> • An article referring to a topic from a personal point of view • A letter based on prompts I (formal)
<ul style="list-style-type: none"> • Advertisements for four theme parks • A magazine article about someone who has an unusual collection 	<ul style="list-style-type: none"> • Ten short conversations • People giving their views on art galleries 	<ul style="list-style-type: none"> • Discussing different forms of entertainment • Choosing between options (Discussing the organisation of a community event) 	<ul style="list-style-type: none"> • An essay II • A review
<ul style="list-style-type: none"> • A magazine article about a visit to a spa • A magazine article: Fearless Explorer and Extraordinary Sportsman 	<ul style="list-style-type: none"> • Five people giving their views on dreams • A radio programme about a vegetarian festival 	<ul style="list-style-type: none"> • Helping solve a problem (Discussing possible solutions to a health problem) • Speculating and making a decision (Evaluating different ways of keeping fit) 	<ul style="list-style-type: none"> • A letter giving advice • A report
<ul style="list-style-type: none"> • A magazine article about cleaning up two polluted rivers • A brochure about the Columbus Zoo and Aquarium 	<ul style="list-style-type: none"> • An interview with an expert talking about conservation work in Australia • A radio interview with a meteorologist about Hurricane Katrina 	<ul style="list-style-type: none"> • Comparing photographs - Discussing environmental problems • Discussing natural disasters 	<ul style="list-style-type: none"> • An e-mail based on prompts • A letter (to the editor) expressing an opinion
<ul style="list-style-type: none"> • Advertisements for shopping malls • A magazine article: Moving into a new life 	<ul style="list-style-type: none"> • People talking in different situations • A man being interviewed for a survey about stress 	<ul style="list-style-type: none"> • Comparing photographs - Discussing shopping • Speculating and making a decision (The role of the media) 	<ul style="list-style-type: none"> • A letter based on prompts II (semi-formal) • An essay III (problem / solution)
<ul style="list-style-type: none"> • A brochure: Ski Dubai • An extract from a novel 	<ul style="list-style-type: none"> • Ten short conversations • An interview with someone who has been on a trekking holiday in South America 	<ul style="list-style-type: none"> • Helping solve a problem concerning types of holidays • Speculating and making a decision (What can spoil a holiday) 	<ul style="list-style-type: none"> • An article describing a place • A story

1 Success

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 title of the module and the picture.
- Ask Ss to tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- 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 pages of the module and find where these points are discussed.

information about two famous millionaires: p.9
a short text about choosing the right career: p.15
an article about three people who have unusual jobs: p.6
an article about a university: p.13
an essay discussing the advantages and disadvantages of students having a part-time job: p.18

KEY

- Read out the topics listed in the *In this module you will...* section. Explain any unknown words.

Vocabulary

absolutely access (v) advisory avalanche
 baggy beneficial certify convict criminal
 degree distinguish essential evidence
 exceptionally fake fingerprint analyst forecast (n)
 forecaster have an eye for head out identity
 laboratory magnifying glass make a living
 painting authenticator perform post-secondary
 preserved prestigious priceless require
 requirement ruler shovel slide take note
 tell the difference thermometer unpredictable

READING ▶▶2**1. PRE-READING**

Aims: • to introduce the topic of the reading activity
 • to generate discussion based on Ss' personal experience

- Draw Ss' attention to the title of the lesson and the photos and ask them to guess what it is about.
- Discuss the questions in class.

Suggested answers**KEY**

- *What is your ideal job? What are the reasons for your choice?*

I would like to be a teacher. Teachers educate young people who are the future of their country so it is a very responsible job. Also, working with young people is fun and rewarding.

- *Can you think of any unusual jobs? Do you know any people with strange jobs?*

A person who tests cooking instructions and tries out new recipes for companies. This job involves eating a lot of food. As to whether I personally know anyone who does a strange job, I don't. The people I know all do ordinary jobs.

2. READING FOR GIST

Aim: to help Ss identify the main ideas of the text

- Have Ss read through the text quickly and answer the question in the rubric.

Painting authenticator, fingerprint analyst,
 avalanche forecaster

KEY

3. RECONSTRUCTING A GAPPED TEXT

Aim: to give Ss practice in completing a text with missing sentences in order to raise their awareness of issues of cohesion and coherence (FCE format, Part 2)

- Read out and explain the tip.
- Have Ss do the activity.

Suggested answers

- E** (This sentence follows the previous ones about his interest in paintings and his ability to distinguish between them. It is also directly connected to the question and explanation that follows about what this job involves.)
- G** (This sentence explains what kind of information, regarding the period of time in history in which they were painted, these paintings give us.)
- F** (This sentence acts as a thematic continuation to the previous one, and also as an introduction to the information that follows about how he spends his day.)
- A** (This sentence explains what a fingerprint analyst does, and provides necessary information for the next paragraph, which begins with 'That way'.)
- D** (This sentence refers to the qualifications that a fingerprint analyst is required to have, which is taken up in the next sentence and especially by the word 'also'. 'Many employers also require them to have a post-secondary degree'.)
- C** (This sentence refers to the tools that Richard uses to examine the snow and perform tests.)

- Ask Ss some comprehension questions, such as:

- *At what age could Brad Taylor distinguish between a Van Gogh and a Da Vinci?*
He could do this before he was seven.
- *What does Brad Taylor's job involve?*
It involves using various techniques to distinguish between a real painting and a fake.
- *Why are paintings by artists such as Renoir priceless, according to Brad?*
Because they are beautiful and they tell us a lot about the period of time in history in which they were painted.
- *What does Brad Taylor feel is essential for us to do?*
He feels that we must preserve and protect these works of art.
- *Why is the job of a fingerprint analyst essential?*
Because they analyse the fingerprints collected at crime scenes, compare them with those in a database and manage to track down criminals.
- *What kind of qualifications are necessary in order to become a fingerprint analyst?*
A special course at a college or police station, but sometimes a post-secondary degree is needed (and good computer skills).
- *What does an avalanche forecaster do?*
He takes a look at mountain weather, checks the snow and writes up reports, forecasts and special warnings.
- *When does Richard Beamish start work in the morning?*
Before the sun rises.
- *How can people access the avalanche advisory?*
By Internet, phone or e-mail.
- *What qualifications must avalanche forecasters have?*
Certification from the Canadian Avalanche Association and personal experience.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Have Ss do the activity.

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

5. POST-READING

Aim: to help Ss expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

- *Which of the three jobs mentioned in the text appeals to you most? Why?*
I think if I were to choose one of the jobs mentioned in the texts, I would choose to be an avalanche forecaster. Besides doing something that is beneficial to the public, an avalanche forecaster gets the unique opportunity to appreciate the outdoors and the beauty of the mountains.
- *What's more important, money or job satisfaction? Why?*
To my mind both are equally important. I believe that job satisfaction is somehow connected to how much money one earns. I don't think it is possible to be happy with your job if you are having difficulty paying your bills and maintaining a respectable living.
- *Which three jobs do you think are the most important in society? What makes them so important?*
People in the medical profession, lawyers and judges, police officers and firefighters. All these professions play a very important role in doing something that is beneficial to the public. Doctors save lives and help cure people of illnesses and diseases. Police officers save lives and provide people with a sense of security. Firefighters also save lives, ensure public safety when a fire breaks out or when a flood or other emergency occurs, protect public property and deal with forest fires. On the other hand, lawyers and judges, ensure that the legal system functions well and that people who have violated the law are punished.

Vocabulary

Jobs

archaeologist artist babysitter biologist designer
economist electrician engineer geologist scientist
manager mathematician technician politician
receptionist

Words related to occupation

earn job resign retire work

Other words/phrases

bank owner banking billionaire chairman
fortune household item remain

LANGUAGE PLUS

- **work:** occupation or profession; particular tasks somebody has to do in their job; the place where somebody does their work
- **job:** the work somebody does to earn money; employment
- **earn:** receive money as payment for your work
- **win:** achieve first place and gain a prize in a competition
- **retire:** to stop working after reaching a certain age
- **resign:** to stop working willingly, because you found another job or you are unhappy with your current occupation

VOCABULARY

1. NOUNS DESCRIBING OCCUPATIONS

A.

Aim: to present Ss with nouns describing jobs/occupations

- Have Ss read the sentence and focus on the word in bold.
- Have Ss read the Note and encourage them to provide examples of words with the suffixes -ist, -er or -ian.

B.

Aim: to give Ss practice in forming nouns describing jobs/occupations

- Have Ss do the activity.

-ist	-er	-ian
scientist	babysitter	technician
artist	manager	electrician
archaeologist	designer	politician
receptionist	engineer	mathematician
biologist		
economist		
geologist		

C.

Aim: to provide practice in using previously taught nouns in context

- Have Ss do the activity.

- | | |
|---------------|----------------|
| 1. babysitter | 4. artist |
| 2. technician | 5. electrician |
| 3. manager | |

2. WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

- | | |
|---------|-------------|
| 1. job | 4. won |
| 2. work | 5. resigned |
| 3. earn | 6. retired |

GRAMMAR

1. PRESENT PERFECT SIMPLE / PRESENT PERFECT PROGRESSIVE

FOCUS ON USE

Aim: to revise the uses of the Present Perfect Simple and Present Perfect Progressive

A.

- Have Ss do the activity.

1. b 2. a 3. b

B.

- Have Ss read the uses of the Present Perfect Simple / Progressive and do the activity.
- Ask Ss to go through the time expressions and the Note.

B.

Examples of the Present Perfect Simple

'Brad Taylor has enjoyed examining paintings since he was a child.'

'That way, even if a criminal has changed his name,...'

'I have analysed thousands of individual fingerprints over my career.'

'... I have seen many criminals convicted...'

'... what has happened to the snow...'

Examples of the Present Perfect Continuous

'... Richard has been heading out into the mountains...'

FOCUS ON FORM

Aim: to raise Ss' awareness of verb form

- Have Ss complete the tables.

Present Perfect Simple
subject + **has/have** + past participle
Present Perfect Progressive
subject + **has/have** + been + verb + ing

- Refer Ss to the Grammar Reference (p.133).

1a vocabulary & grammar

2. PRACTICE

Aim: to give Ss practice in using the Present Perfect Simple / Present Perfect Progressive in context

- Have Ss do the activities.

A.

- | | |
|----------------------|------------------|
| 1. haven't finished | 4. Did you visit |
| 2. ever | 5. for |
| 3. has been sleeping | |

KEY

B.

- | | |
|-------------------------|---------------------|
| 1. grew up | 7. awarded |
| 2. started | 8. has been working |
| 3. has been | 9. had |
| 4. has reached | 10. made |
| 5. has donated | 11. has made |
| 6. has also established | |

KEY

ENGLISH IN USE

Aims: • to help Ss consolidate and practise vocabulary and grammar
• to give Ss practice in paraphrasing through a transformation exercise (FCE format, Part 4)

- Have Ss do the exercise.

- | |
|--------------------------------|
| 1. to the beach for |
| 2. long has Lana been learning |
| 3. have already been |
| 4. has been living |
| 5. have had this car since |

KEY

Vocabulary

Expression

make ends meet

Words/phrases

application form beneficial benefit (v) duty
efficient flexible independence major (v)
research responsibility valuable wage

LISTENING ▶▶3, 4

1. PRE-LISTENING

Aims: • to activate Ss' background knowledge
• to prepare Ss for the listening task

- Discuss the questions in class.

Suggested answers

- *What job would you like to do?*
I would like to become a doctor.
- *What kind of qualifications are necessary?*
To become a doctor one needs to get into medical school and get a medical degree. After that one has to undergo 3-10 years of residency training, which is a period of training in a hospital that one needs to do before one can specialise in a particular area of medicine.

2. MULTIPLE MATCHING

Aim: to give Ss practice in listening for general gist or details and completing a multiple matching activity (FCE format, Part 3)

- Explain to Ss that they will hear people talking in five different situations.
- Read out and explain the tip.
- Have Ss do the activity.

Speaker 1 b Speaker 2 f Speaker 3 a
Speaker 4 c Speaker 5 d

SPEAKING

1. CHOOSING BETWEEN OPTIONS

Aim: to give Ss practice in asking for information in order to make a decision (ECCE format)

- Explain the situation to Ss. Tell them they have to ask the questions provided in the prompts and then decide which choice is more beneficial and why. Explain that both choices are acceptable, but should be justified, based on the information received.
- Have Ss do the activity.

EXAMINER INFORMATION:

Receptionist	
Duties and responsibilities:	• answering the phone and checking in guests
Hours and wages:	• Sunday-Thursday 9am-5pm weekends off • \$70 a day
Advantages:	• indoors • access to all hotel facilities (spa, pool, gym, etc.) • understand how a hotel is run • improve foreign language skills
Disadvantages:	• quite hectic/stressful • have to stand all day long

Tour guide

Duties and responsibilities:	• taking visitors around the city and showing them the sights
Hours and wages:	• Wednesday-Sunday 7am-12pm and 5pm-8pm Monday and Tuesday off • \$80 a day
Advantages:	• outdoors • meet people from different parts of the world • afternoons are free • improve foreign language skills
Disadvantages:	• work at weekends • exposed to the elements • must do a lot of talking

Suggested answers

Option 1:

- I believe that working as a hotel receptionist is much more beneficial, because you get to understand how the hotel business works from the inside. Also, you get to meet a lot of influential people and people from abroad who you wouldn't meet otherwise. Moreover, you have access to all hotel facilities such as the spa, pool and gym, etc. Despite the fact that you have to stand all day and it can get quite hectic during peak times, I prefer working as a receptionist because you have weekends off and the hours are much more reasonable (it's a regular 9-5 job).

Option 2

- I believe that working as a tour guide is much more beneficial, because first of all the wages are higher than working as a receptionist. Moreover, I think that working as a tour guide offers you the opportunity to improve your social and language skills, since you meet people from all over the world. Also, you get to know the history and sights of a place, and although being exposed to nature can be a hassle, I think it is essential for my CV, given the fact that I want to open my own travel agency. In addition, although you have to work at weekends, I like having my afternoons free, because I can use the time off to have lunch, relax and see my friends.

2. FURTHER DISCUSSION

Aim: to give Ss the opportunity to elaborate and expand on the topic of the speaking activity (ECCE format)

- Discuss the questions in class.

Suggested answers

- *Have you ever had a part-time or a summer job? What did you like/dislike about it?*
I had a part-time job in a cafeteria, restaurant, library, bookshop, etc.
I liked the fact that I made enough money to buy a lot of new clothes/jeans/gadgets, etc.
I didn't like the fact that when all my friends were relaxing and having fun hanging out together, I had to work and missed all the fun.
- *What are the advantages of having a part-time job?*
Having a part-time job is a valuable experience because it teaches you to be responsible. Also, it gives you the opportunity to help your family by covering your personal expenses. Therefore, it makes young people more independent without affecting their school performance, because most part-time jobs have quite flexible hours.

Vocabulary

Expressions

take into consideration with regard to

Words/phrases

applicant appreciate attend to contract
currently curriculum vitae customer
demanding dependable enclose negotiate
possess provide reference reliability reliable
salary till working conditions

WRITING 1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *What do employers look for in a job candidate?*
Besides looking for a candidate who has the necessary qualifications, skills and related work experience, I think that employers also look for certain personal qualities. Employers are interested in finding candidates who are hard-working, conscientious, loyal, trustworthy, reliable and easy-going.
- *Is work experience more important than qualifications?*
I personally believe that qualifications and work experience are equally important. Qualifications are important because they provide one with the necessary background knowledge, while work experience provides one with the practical skills required to do the job quickly and efficiently.

KEY

2. FOCUS ON CONTENT

Aim: to help Ss identify the paragraph organisation and content of a letter of application

- Ask Ss to read the rubric, the job advertisement and the letter.
- Tell Ss to answer the question in the rubric.

- *'I have previous experience...'*
- *'This experience provided me with excellent customer service and communication skills...'*
- *'I consider myself to be hardworking and dependable.'*
- *'...I like reading and I am also an active member of the local library.'*

KEY

3. FOCUS ON STYLE

Aim: to help Ss identify formal expressions used in a letter of application

- Ask Ss to read through the words and try to locate the formal expressions corresponding to the informal meanings listed below.
- Have Ss do the activity.

about (para 1) - *with regard to*
now (para 2) - *currently*
taking care of (para 2) - *attending to*
gave (para 2) - *provided with*
I think I am (para 3) - *I consider myself to be*
I have (para 4) - *I possess*
I have included (para 4) - *I have enclosed*
thought about (para 4) - *taken into consideration*

KEY

4. OUTLINE

Aim: to provide Ss with a concise plan for writing formal letters of application

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a formal letter of application.

5. WRITING TASK

Aim: to give Ss practice in writing formal letters of application (FCE format, Part 2)

- Tell Ss that they should write a letter of application responding to the advertisement.
- Have Ss read the advertisement and check understanding. Tell Ss to refer to the letter, the outline and the tip on p.11 as well as Appendix I for the layout and set phrases they can use when writing their letter.

Vocabulary

Words/phrases related to academic institutions

bioscience campus electrical engineering
faculty graduate course Master's degree
mechanical engineering PhD degree research
researcher undergraduate

Other words/phrases

achievement aim complex conserve entirely
focus on global human resources majority
preserve promote region research share
solar energy panel spread

READING ▶▶5

1. PRE-READING

Aims: • to introduce the topic of the reading activity
• to activate Ss' background knowledge

- Ask Ss the questions and discuss.

Suggested answers

- *What do you know about the King Abdullah University of Science and Technology?*
As far as I know, it is a university in Thuwal, Saudi Arabia and it opened quite recently.
- *What kind of courses do you think students can study there?*
I would suppose that you can study anything related to the fields of Science and Technology.

2. READING FOR GIST

Aim: to give Ss practice in identifying the main ideas of the text

- Ask Ss to read through the text quickly to check their answers to the questions in activity 1.
- Tell Ss not to pay attention to any unknown words they might have at this stage.

- The King Abdullah University of Science and Technology is a new, international, graduate-level academic institution which opened in September 2009. It is located in Thuwal, Saudi Arabia, next to the Red Sea Coast. It aims to make the development of new scientific research methods and achievements its main area of interest and for this reason it has 9 research centres.
- There are 11 fields of research from which students can choose, including electrical engineering, bioscience, computer science, environmental science, and mechanical science.

3. READING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in reading for specific information (ECCE format, Part 1)

- Ask Ss to read through questions 1-5 and the options.
- Have Ss do the activity.

1. **a** ('... is an international, graduate-level university...')
2. **d** ('... aims to promote and develop new scientific research methods and achievements...')
3. **c** ('...including electrical engineering, bioscience, computer science, environmental science, and mechanical engineering...')
4. **b** ('...by using solar energy panels, offering electric vehicles and a campus bus service, and a bicycle sharing programme...')
5. **c** ('The student population is made up of over 60 different nationalities...')

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Ask Ss to read the words *academic*, *fields* and *facilities* in the text and speculate on their meaning.
- Tell Ss to choose the correct meaning of the words in their context.
- Have Ss do the activity.

1. b 2. a 3. c

- Ask Ss a few comprehension questions, such as:

- *How many fields of research can students choose from?*
Students can choose from 11 fields of research.
- *What is the purpose of the 9 research centres?*
They examine local social and human resource needs and aim to help the global economy.
- *What areas of study do the research centres include?*
Solar energy, water reusability, and Red Sea science and engineering.
- *Who uses the accommodation which is found on the campus?*
The houses and apartments are for students, faculty and staff, researchers and families.
- *What do the athletic facilities include?*
They include a rock climbing wall, three swimming pools, a golf course, tennis and basketball courts, and a bowling alley complex.
- *In what language are courses taught?*
They are taught in English.

5. POST-READING

Aim: to give Ss the opportunity to expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

- *Would you be interested in studying at KAUST? Why / Why not?*
Yes, I would. KAUST sounds like a very interesting academic institution. Besides having very interesting fields of research, it also has modern facilities such as research laboratories that make learning a dynamic process as they play an important role in keeping students actively involved in the learning process.
- *Which field of study offered at KAUST interests you the most? Why?*
I think that environmental science is very interesting. Progress in this field of research is of great importance because we are faced with very serious environmental problems. I think doing research on these problems will benefit both the environment and mankind.
- *In your opinion, which school subjects are the least useful? Why?*
The subjects taught at school are, in my opinion, all useful. They constitute an important part of our basic education and help us develop crucial thinking skills.

Vocabulary

Words related to studies

certificate course degree Fine Arts grant
instructor lesson mark professor scholarship
subject

Other words

appealing appropriate award confess desperate
earnings firsthand occupation release suitable
values welcoming

VOCABULARY

1. COLLOCATIONS VERB + NOUN

Aim: to present and have Ss practise verb + noun collocations

- Write on the board: 'get a mark'. Ask Ss to tell you if we can substitute *get* with another verb. Have Ss read the Note and encourage them to come up with more examples of collocations.
- Then, ask Ss to go through the nouns in the box and check understanding. Tell Ss that they should match the nouns with the verbs in order to form collocations.
- Have Ss do the activity.

get a certificate/a mark/a grant
make a mistake/an effort/progress
do an experiment/ homework/a course/a project
take a class/an exam/a course/a test/a lesson/a certificate/
a grant
study a language

KEY

2. WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

1. teacher
2. instructor
3. professor
4. lesson
5. subject
6. course
7. degree
8. certificate
9. award

KEY

LANGUAGE PLUS

- **teacher:** a person who gives lessons at a school
- **professor:** a person who gives lectures at university and holds a post-graduate degree
- **instructor:** a person who teaches a sport or a particular skill
- **subject:** a field of study that students are taught at school, e.g. history
- **lesson:** an individual class during which students are taught a specific subject
- **course:** a number of lessons taught on a specific subject
- **certificate:** a document that shows that you have studied something, for example a language
- **degree:** the qualification you earn when you graduate from university
- **award:** a prize that the winner of a competition receives

GRAMMAR

1. DEFINING AND NON-DEFINING RELATIVE CLAUSES

FOCUS ON RELATIVE PRONOUNS AND ADVERBS

Aim: to help Ss revise relative pronouns and adverbs

- Ask Ss to read through the examples and find which relative pronoun/adverb refers to people, places, time, things or ideas and possession. Ss should be able to use relative pronouns without being able to differentiate between defining and non-defining relative clauses.

people → *who*
places → *where*
time → *when*
things or ideas → *which*
possession → *whose*

KEY

FOCUS ON DEFINING AND NON-DEFINING RELATIVE CLAUSES

A.

Aim: to help Ss differentiate between defining and non-defining relative clauses

- Have Ss do the activity.

In which of the two examples does the sentence make no sense without the relative clause? → Sentence 2
In which sentence is the relative clause used to give additional information? → Sentence 3
In which of the two examples could *which* be replaced by *that*? → Sentence 2
What is the difference in punctuation in the two examples? → The commas

KEY

B.

Aim: to give Ss practice in distinguishing between defining and non-defining relative clauses

- Tell Ss to read the rules concerning defining and non-defining clauses.
- Refer Ss to the Grammar Reference, page 133, for rules, tables and examples.
- Have Ss do the activity.

D=defining
ND=Non-defining

1. D
2. D
3. ND
4. D
5. D
6. D

KEY

2. PRACTICE

A.

- Aims:**
- to give Ss practice in joining sentences using relative pronouns and adverbs
 - to give Ss practice in forming defining and non-defining relative clauses

- Have Ss do the activity.

1. My colleague, who is from Wales, plays tennis every weekend.
2. This is Mr Carter, whose son won a college scholarship.
3. His book, which was published last year, got on the bestseller list.
4. My cousin is moving to New York, where he will study Fine Arts.
5. This is the library from which I borrowed the books.
6. I bought a new mobile phone which/that cost me lots of money.
7. The man who/that was arrested turned out to be my neighbour.

KEY

B.

- Aim:** to give Ss practice in using relative pronouns and adverbs in context

- Have Ss do the activity.

1. which/that
2. which/that
3. who
4. whose
5. which
6. which/that
7. when
8. who
9. where
10. which/that

KEY

ENGLISH IN USE

- Aim:** to help Ss consolidate previously taught grammar and vocabulary through an open cloze activity (FCE format, Part 2)

- Have Ss do the activity.

1. make
2. do
3. certain/some
4. which/that
5. as
6. who/that
7. take
8. with/by

KEY

Vocabulary

audio-visual material certified convention
effective extensively focused handicap
interact interaction one-on-one pace
special needs

LISTENING

1. PRE-LISTENING

Aim: to introduce Ss to the topic of the listening activity

- Discuss the questions in class.

Suggested answers

- *Why are you learning English?*
Well, English is an international language and for this reason it is a useful language to know. Knowing English also makes it easier to find a job. In a job market that is so competitive I think it is important that we do everything we can to improve our chances of finding a job.
- *What do you like most/least about learning English?*
I don't feel very comfortable speaking the language because getting the accent right is quite difficult.

2. LISTENING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in listening for specific information and answering multiple choice questions (ECCE format, Part 2)

- Explain to Ss that they will hear a radio programme about a foreign language convention. They will hear the programme in several parts. After each part Ss will hear some questions. They must choose the correct answer for each question.
- Read out and explain the tip.
- Ask Ss to read through the answers before each section is played.
- Play the CD and have Ss do the activity.

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

SPEAKING

Aim: to give Ss the opportunity to express their opinion using topic vocabulary and useful expressions (FCE format, Part 4)

- Have Ss go through the words/expressions in the boxes and make sure they have no unknown words.

Suggested answers

- *In your opinion, what is the best way to learn a foreign language? Why?*

In my opinion, the best way to learn a language is by taking a class. It is fun to learn a language with peers who share your interest in learning a foreign language. You also get to practise the language by interacting with other students.

- *What are the advantages and disadvantages of one-on-one learning?*

One advantage of one-on-one learning is that it allows students to be more focused on their studying and allows them to make progress according to their learning pace. Students often feel that they don't get all the individual attention they want in big classes, so it is preferable to opt for one-on-one learning. However, students don't have the chance to interact or socialise with other students.

- *What kind of classroom activities are most effective in learning a foreign language?*

Using computer software in order to practise either vocabulary or grammar is one way to effectively learn a foreign language.

- *What can people do to improve their skills in a foreign language?*

I think that travelling and visiting the country where a language is spoken can greatly improve sb's fluency, because this way they are exposed to the language and they have the opportunity to interact with native speakers.

1b vocabulary & grammar

Vocabulary

American British English

apartment	flat
cell phone	mobile phone
check	bill
elevator	lift
fall	autumn
fries	chips
garbage	rubbish
gas	petrol
line	queue
pants	trousers
sidewalk	pavement
sneakers	trainers
soccer	football
store	shop
stove	cooker
sweater	jumper
truck	lorry
vacation	holiday

Other words

swerve deer slippery overlook

VOCABULARY

BRITISH AND AMERICAN ENGLISH

Aim: to help Ss differentiate between American and British English

- Explain to Ss that they should match the American English with the British equivalent.
- Have Ss do the activity.

British English

1. flat
2. bill
3. lift
4. autumn
5. rubbish
6. trousers
7. holiday
8. queue
9. mobile phone
10. jumper
11. football
12. lorry
13. cooker
14. trainers
15. shop
16. pavement
17. chips
18. petrol

GRAMMAR

SHOULD/UGHT TO/HAD BETTER

A.

Aim: to familiarise Ss with should/ought to/had better

- Have Ss read through the table and do the activity.

KEY

1.

- *Is there a difference in meaning between the two verbs in bold?*

No.

- *What is the speaker doing in each sentence?*
The speaker is giving advice.

2.

- *In which sentence does the verb mean 'is expected to'?*
(Sentence 2) Abdullah should be home by 6 o'clock.
- *What does the verb in the other sentence mean?*
It is used to suggest an action or express advice.

3.

- *Did the speaker hand in his research paper yesterday?*
No.
- *How does the speaker feel about it?*
He regrets it.

4.

- *Did Rod eat a lot of chocolate?*
Yes, he did.
- *Does his mother think he did the right thing?*
No. By using this structure she expresses her criticism about something that happened in the past and was wrong.

- Encourage Ss to provide their own examples.
- Refer Ss to the Grammar Reference (pages 133-134).

B.

Aim: to give Ss practice in using *should* / *shouldn't* in context

- Have Ss do the activity.

KEY

1. should try
2. should have studied
3. shouldn't have lied
4. should take
5. shouldn't play

OPTIONAL ACTIVITY

- Write the following sentences on the board:

I have a headache.

Tom didn't do his homework.

Omer is still in bed and he has to be at work in half an hour.

Bill has a toothache.

I am very tired.

- Ask students to give 2-3 responses to each situation using *should/should have* – *ought to* – *had better*.

Vocabulary

Linking words/phrases

besides furthermore in comparison to moreover
summing up what is more

Other words/phrases

adjust anxiety as well as award (v) balance
briefly co-worker Department of Labour drawback
employer extra-curricular graduate (n) income
initial issue join keep up with left behind
overwhelmed percentage positive punctuality
put off selection steady submit trend
unemployed workforce

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *Is it common for high school or college students in your country to have part-time jobs? Why / Why not?*
In my country it is not common for high school students to have part-time jobs. I think the main reason for this is that most of them do not have enough free time. They have a lot of responsibilities and what little time they have they spend doing extracurricular activities. These activities vary from sports to language learning. As far as college students are concerned, some do have part-time jobs while others don't. I think this depends on various factors such as the amount of financial support they receive from their parents and how independent they are.

- *What are the advantages and disadvantages?*
Concerning the advantages, I think that having a part-time job teaches you not only to be responsible and reliable, but also more careful when it comes to spending money. Young people who have part-time jobs also tend to develop certain skills such as people skills, time-management skills and problem-solving skills. Learning to balance one's responsibilities also helps a person mature by making him more independent-minded.

On the other hand, the disadvantages include losing out on the opportunity to do extracurricular activities that may help you discover a hidden talent, build your self-confidence or keep you fit. Finding employment at a young age may also cut your carefree years short and distract you from doing your best at school.

2. FOCUS ON INPUT AND RUBRIC

Aim: to give Ss practice in analysing the rubric and understanding the function of the input in ECCE format essays

- Have Ss read the article extract and the rubric and make sure they have no unknown words. Ask them to underline the key words in the rubric and based on them, to speculate on the content of the essay.

- The following key words should be underlined:

In some countries, it is common for teenagers to have a part-time job in addition to their extra-curricular activities. In what ways might a job like this help students or create problems for them during the school year? Support your views with examples.

- The topic is whether or not high school students should have part-time jobs.
- Students should present the advantages and disadvantages of high school students having part-time jobs.

3. FOCUS ON ORGANISATION AND STYLE

Aim: to help Ss understand the organisation and stylistic features of a balanced essay

- Have Ss read the essay and make sure they have no unknown words.
- Then, have Ss do activities 1 and 2.

1.

- a. 2nd para
- b. 3rd para
- c. 4th para
- d. 1st para

2.

- Have Ss read the statements and check understanding. Then, ask Ss to tick the box if the statement applies to the essay.

- b. ✓
- c. ✓
- d. ✓
- g. ✓

4. FOCUS ON LINKING WORDS

Aim: to give Ss practice in using linking words

A.

- Ask Ss to go back to the essay and look at the highlighted words and check understanding.
- Go through the rest of the linking words and make sure Ss understand how they are used.
- Have Ss do the activity.

a

B.

- Ask Ss to go through the sentences 1-5 and check understanding. Tell them to link the sentences using the linking words in brackets.

1. Smoking is a bad habit that is dangerous to your health; besides, it is costly.
2. Afnan is not only kind, but also intelligent. / Not only is Afnan kind, but she is also intelligent.
3. Students learn French as well as German at school.
4. In addition to a university degree, applicants for the position must have basic computer skills.
5. That hotel is too far from the city centre; moreover, I can't afford it.

5. BRAINSTORMING

Aim: to familiarise Ss with the process of brainstorming when planning an essay

- Divide Ss into pairs and tell them that each pair should try to find advantages and disadvantages for each situation in the box. Set a specific time frame for the completion of the task so that Ss learn to work within time restrictions.

Suggested answers

Learning two foreign languages in school

Advantages

- important qualification in the job market
- fluency in two languages means that you could travel and communicate easily with more people (especially if the chosen languages are popular, such as English, Spanish or German)
- Language learning is very good mental exercise and it helps people retain information, therefore, it could improve overall school performance.
- It gives you the ability to study abroad.

Disadvantages

- It could limit the time you devote to other school subjects because it requires extra effort.
- Some people get confused and end up not learning either of the languages properly.

6. WRITING TASK

Aim: to help Ss understand the content of the essay, brainstorm and complete the outline of the essay

A.

- Ask Ss to read the short article and underline the key words.

It is very common for students today to choose to study abroad, and there are countries that have very large numbers of foreign students. What do students gain from studying abroad? What are the drawbacks to studying in a foreign country? Discuss your opinion, giving examples.

B.

- Remind Ss of the brainstorming process they practised in the previous activity.
- Explain to them that brainstorming is an intrinsic part of essay writing and it precedes the completion of a more detailed outline.

Suggested answers

Studying in a foreign country

Advantages

- You become fluent in the language spoken in the country.
- You make friends from all over the world and you get to know a different culture.
- A lot of foreign universities offer prestigious degrees greatly valued in the job market (better employment prospects once you graduate.)

Disadvantages

- You might get lonely away from friends and family.
- Language problems could hinder overall performance.
- It could be very costly and not all families can afford it.

C.

Aim: to provide Ss with a concise plan for writing an essay

- Have Ss copy the outline in their notebooks. Explain to them that the outline is meant to be used as a guide and therefore is short. Tell them that they should not write whole sentences, just phrases codifying the content of each paragraph.

D.

Aim: to give Ss practice in writing a balanced essay (ECCE format)

- Read out and explain the tip.
- Tell Ss that they should write an essay answering the question in the rubric. Tell Ss to refer to the essay on page 18, the outline and the tip on page 19 as well as Appendix I for linking words/phrases they can use when writing their essay.

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

VOCABULARY & GRAMMAR

A.

1. has worked / has been working
2. worked
3. joined
4. chose / has chosen
5. has felt
6. has been trying
7. has volunteered
8. has made

KEY

B.

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

KEY

C.

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

KEY

D.

1. b - has had
2. a - became
3. c - talented
4. c - where
5. a - Moreover
6. a - helped
7. b - success
8. b - have since broken
9. a - earned
10. a - has continued

KEY

E.

1. the book / novel that
2. has been working
3. you should study
4. shouldn't have drunk
5. had better rest
6. hasn't been to
7. has been learning French since
8. haven't seen Osama for

KEY

LISTENING

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

KEY

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.

2 Science & Technology

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 title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- 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 pages of the module and find where these points are discussed.

short texts about various uses of virtual reality: p.31
information about Science Museums: p.27
an article about the Internet: p.29
a letter complaining about a holiday booked online: p.36
an article about flying cars: p.25
an interview with an expert talking about biometric passports: p.34

KEY

- Read out the topics listed in the *In this module you will...* section. Explain any unknown words.

Vocabulary

Words/phrases related to flying

air route emergency landing onboard
parachute take off

Other words and phrases

affect amuse back up combine comparable
concrete congested considerably consume
consumption cruising (adj.) decade delay
determine dramatically exhaust fumes external
feature (n) fuel guard (v) impact inefficient
inevitable install internal lightweight locate
maximum means of transport negotiate operate
parking lot persuade propane property reduce
replace run on rural state (v) simultaneously
therefore urban vehicle version warn

Expression

in the event of

READING 8

1. PRE-READING

Aims:

- to introduce the topic of the reading activity
- to generate discussion based on Ss' personal opinion

- Discuss the questions in class.

Suggested answers

- *How have the car and the aeroplane affected our way of life?*

I think that both have helped to make our lives a lot more convenient by making long-distance travel easier and more comfortable.

- *What are the advantages and disadvantages of each means of transport?*

One of the advantages of a car is that you have your own personal means of transportation available whenever you need it. This makes getting from one place to another a lot easier and definitely more comfortable.

The main disadvantages of using a car concern the negative effects it has on the environment and on our lifestyle. Not only is the car responsible for creating air and noise pollution, it is also responsible for making us lazy and inactive. People often take their car for distances that could easily be covered on foot.

As for aeroplanes, besides making long-distance travel possible and connecting different parts of the world, they are a very fast, relatively safe and comfortable means of transportation.

Regarding the disadvantages, aeroplanes are an expensive means of transportation. Besides this, aeroplanes also contribute to air and noise pollution.

- *In your opinion, what will the vehicle of the future be?*
Well, I think that in the future cars will be driven by a computer. The passenger will simply be required to punch in his desired destination and the car will do all the rest. This will obviously help make cars a much safer and reliable means of transportation. I have also read that they will not have any wheels, but will instead "hover" above the ground, which will enable them to travel at a greater speed. As for aeroplanes, technological advances are sure to make them much faster than they are now. They will also be piloted by a computer making air travel safer and more reliable.

2. READING FOR GIST

Aim: to give Ss practice in identifying the main ideas of the text

- Have Ss do the activity.

b (to inform)

3. READING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in identifying specific information (FCE format, Part 1)

- Point out to Ss that they should first read each question and then find the part of the text which best answers the question.
- Ask Ss to read through questions 1-5 and the options.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.

- d ('a flying car was considered to be too heavy, costly to design and inefficient')-para 2
- d ('NASA is developing a control programme called "Highway in the Sky", which is something similar to a modern air traffic control system, where thousands of flying cars will be able to ...')-para 3
- a ('It runs on petrol, diesel, alcohol or propane ...')-para 4
- b ('Safety features included in the design are parachutes and internal and external airbags to allow the passengers a soft landing in the event of an accident.')
- c ('...flying cars will reduce air and noise pollution levels considerably.')

4. GUESSING THE MEANING OF UNKNOWN WORDS

A.

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted words in the text and guess their meaning from the context.
- Elicit answers and explain that even if they do not know the meaning of a word, the context can help them infer it.
- Ask Ss to read through meanings a-h and check understanding.
- Have Ss do the activity.

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

B.

Aim: to give Ss practice in vocabulary and raise Ss' awareness of relationships between words

- Explain to Ss that they should match the words with their opposites.
- Ask Ss to read through the opposites and check understanding.
- Have Ss do the activity.

- a (definitely ≠ possibly)
- c (optional ≠ compulsory)
- d (remarkable ≠ ordinary)
- b (maximum ≠ the least)

- Ask Ss some comprehension questions, such as:

- *What are the two major reasons that made a fair number of scientists and investors work on flying cars?*
Modern lightweight materials and computer technology.
- *According to Dr Bruce Holmes, how are flying cars going to be navigated?*
He states that pilots won't be necessary, because onboard computers will do the job.
- *What could be used as a 'vertiport'?*
Fields, parking lots, private properties, shopping centres or skyscraper roofs.
- *How will the spread of such technology affect people's everyday life?*
There will be no traffic jams or air and noise pollution and people will be able to choose between living in the country or in the city.

5. POST-READING

Aim: to expand on the topic of the reading activity and help Ss recapitulate ideas and related vocabulary

- Discuss the questions in class.

Suggested answers

KEY

- *Do you think flying cars will be widely used in the future? Why / Why not?*
No, I do not. I think that developments in the future will involve greener options than filling the sky with flying vehicles. I think that cities will be designed in such a way that people will not need their own personal means of transport to get around as everything will be within walking distance or easily accessible using public means of transport.
- *In your opinion, what is the most important advantage of flying cars?*
The ability to travel wherever you want, whenever you want.
- *Can you think of any disadvantages?*
Well, we only need to think of what our skies will look like at peak hours to come up with possible disadvantages. I think that what we have done to our roads is bad enough, I'd hate to see this done to our skies as well. Furthermore, if our skies are full of flying vehicles, it is sure to make flying in one quite dangerous no matter how advanced the navigation system may be.

Vocabulary

arrangement communication connection
improvement invention operation production
protection reduction replacement

VOCABULARY

1. VERBS + PREPOSITIONS

A.

Aim: to present and practise verbs + prepositions in a controlled environment

- Write on the board: 'I compared my GPS ____ John's'. Ask Ss to fill in the blank(key: to/with).
- Read out and explain the Note. Explain to Ss that they have to complete the chart by placing each verb under the right category and remind them that some verbs can be followed by more than one preposition.
- Have Ss do the activity.

Verb + from	Verb + with
benefit	compare
differ *	connect **
protect	replace
prevent	cope
suffer	combine
translate	negotiate
save	mix
Verb + into	Verb + against
bump	warn
crash	guard
translate	protect

NOTE

* *Differ* can also be followed by the preposition *with*, as in the example 'I differ with George on this issue', where it means *disagree with sb on/about/concerning an issue*.
** *Connect* can also be followed by the preposition *to*, as in the example 'First you connect the laptop to the printer'.

B.

Aim: to give Ss practice in using verbs and prepositions in context

- Have Ss do the activity.

1. suffer from
2. crash into / bump into
3. crashed into / bumped into
4. negotiate with
5. cope with
6. save ... from / protect... against/from
7. translate ... into
8. protect ... from/against

2. NOUNS DERIVING FROM VERBS

A.

Aim: to raise Ss' awareness of relationships between words

- Write on the board:

Did you connect your computer with the printer?
How fast is your Internet connection?

- Have Ss read the sentences and focus on the underlined words. They are to identify what part of speech these words are (*connect*: verb, *connection*: noun).
- Read out and explain the Note.
- Have Ss do the activity.

VERB	NOUN
connect	connection
replace	replacement
communicate	communication
arrange	arrangement
invent	invention
operate	operation
improve	improvement
produce	production
protect	protection
reduce	reduction

B.

Aim: to give Ss practice in using previously taught nouns in context

- Have Ss do the activity.

1. operation
2. improvement
3. communication
4. reduction
5. protection
6. connection

3. ADJECTIVES ENDING IN -ABLE

A.

Aim: to increase Ss' awareness of adjectives ending in -able

- Have Ss read the sentence and focus on the word in bold. Ask them to identify the meaning of the word.
- Have Ss do the activity.
- Read out and explain the Note.
- Encourage Ss to provide examples of adjectives ending in -able.

b (that can be compared)

B.

Aim: to give Ss practice in using adjectives ending in -able in context

- Have Ss do the activity.

Suggested answers

a believable story/excuse
a dependable person
a predictable book/story
a preferable choice/meal
a noticeable difference/change/weight loss

2a vocabulary & grammar

GRAMMAR

1. FUTURE TENSES

FOCUS ON USE

A.

Aim: to help Ss revise the use of the Future *will*

- Write on the board: *Don't worry, I'll do my homework in an hour.*
- Ask Ss to identify the tense.
- Elicit the answer and ask Ss why we use the Future *will* in this specific example (*to make a promise*). Encourage them to think of other uses and provide examples.
- Then, ask Ss to read the examples 1-5 and then match them with the uses in the rubric.
- Have Ss do the activity.

1. I prefer the black jacket, so I'll buy it. → **spontaneous decision**
2. I give you my word that I will feed the birds while you are on holiday. → **promise**
3. I will cook dinner tonight if you are too busy. → **offer**
4. Will you give me that book when you finish reading it? → **request**
5. Be careful! You will burn your hand. → **warning**

KEY

B.

Aim: to help Ss revise the use of the Future *will*, Future Progressive and Future Perfect

- Ask Ss to read through the sentences a-c and then the uses 1-3 and match them. Encourage them to think of other examples.
- Have Ss do the activity.

- a. 2 b. 1 c. 3

KEY

FOCUS ON FORM

Aim: to help Ss revise the verb forms of Future Tenses

- Have Ss do the activity.

Future Progressive
will + be + **present participle**
Future Perfect
will + **have** + past participle

KEY

2. OTHER FUTURE FORMS

Aim: to help Ss revise other Future Forms

- Ask Ss to read through the sentences a-c and then the uses 1-3 and match them.
- Encourage them to think of other examples.
- Have Ss do the activity.

- a. 3 b. 2 c. 1

KEY

3. TIME CLAUSES

Aim: to highlight the correct use of Present Simple and Future *will* in time clauses

- Have Ss read the sentence and identify the tenses of the verbs in bold.
- Have Ss do the activity.

When referring to the future, in the time clause (i.e. after *when, as soon as, until, till, before, after*, etc. we usually use the **Present Simple** tense, while in the main clause we usually use the **Future will**.

KEY

- Refer Ss to the Grammar Reference (p.134).

4. PRACTICE

Aim: to give Ss practice in using Future Tenses and forms in context

- Have Ss do the activity.

1. **A:** Are you going
A: Will there be
B: are taking
2. **A:** Are you starting
B: will be sitting
3. **A:** will you phone
B: finish
4. **A:** Are you going to have
B: will take
A: will be

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise the new vocabulary through a word building exercise (FCE format, Part 3)

- Have Ss do the exercise.

1. affordable
2. inventions
3. fascinating
4. amazed
5. biologist
6. impressive
7. educational
8. impossible

KEY

Vocabulary

breakthrough defective gadget laboratory
scratch test tube

LISTENING ▶▶9-20

Aim: to give Ss practice in listening for specific information and answering multiple choice questions (FCE format, Part 1)

- Explain to Ss that they will hear people talking in six different situations.
- Have them do the activity.

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

KEY

SPEAKING

1. WARM-UP

Aims: • to introduce the topic of the section
• to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answers

- *What Science subjects do/did you study at school? Do/Did you like them? Why / Why not?*
The Science subjects we did at school were Biology, Chemistry, Physics, Maths and Technology. I personally did not like Chemistry, Maths and Physics because they were boring and difficult to understand, but I enjoyed Biology and Technology because I found them more interesting.
- *Does/Did your school have labs where you can/could do experiments? How can an experiment help you learn?*
Yes, my school had the necessary facilities for carrying out experiments. Experiments can help one better understand difficult concepts and ideas.

KEY

2. FOCUS ON PICTURES

A.

Aims: • to give Ss practice in comparing photographs
• to provide vocabulary and practice in comparing (FCE format, Part 2)

- Divide Ss into pairs.
- Ask Ss to look at the photos and speculate about the place and the situation (A: man looking through a microscope B: Ss at a school lab conducting experiments.) Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and say how they think that the people will learn from the activity they are doing, using the words and expressions in the boxes.

Suggested answers

- The person in picture A is probably looking at a Petri disc using a microscope in a laboratory. He is probably a scientist / biologist doing research, who is perhaps working towards a scientific breakthrough in his field or on a cure for a fatal disease like cancer.
- The people in picture B are probably students in a school laboratory. They are perhaps trying to conduct an experiment. They are using test tubes so that they can better understand a scientific process.

KEY

B.

Aim: to elaborate and expand on the topic of the speaking activity

- Discuss the question in class.

Suggested answer

I like Biology more than Chemistry so I would be more interested in doing the activity in picture A. Examining micro-organisms using a microscope seems like a fascinating way of learning about the natural environment.

KEY

Vocabulary

Expression

you name it

Words/phrases

fingertip generation GPS device necessity
online otherwise surrounded time-consuming

WRITING 1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *What are some of the things people can do on the Internet?*
First of all, you can have access to a vast source of information. Secondly, it can be used to send and receive e-mails. One can also use the Internet for things such as video conferencing. In addition, the Internet can be used to make travel arrangements or to reserve a table at a restaurant. Many people also use the Internet to shop online.
- *When you have access to the Internet, what kind of things do you like to do?*
I find information for school projects, catch up on developments in technology and keep in touch with my friends.

NOTE

- If Ss don't have access to the Internet, ask them why people might use it (to keep in touch, find information, shop online, etc.)

2. FOCUS ON PURPOSE AND STYLE

Aim: to give Ss practice in identifying purpose, paragraph content and stylistic features of an article

A.

- Have Ss read the article and answer the questions.

Question 1: teen magazine

Question 2: informal language, use of questions and exclamations

B.

- Ask Ss to go through sentences a-g and tick the ones that apply to the text above.
- Have Ss do the activity.

The writer:

- b. includes questions and exclamations.
- d. deals with different aspects of the topic in separate paragraphs.
- e. states his opinion and develops it by explaining or giving examples.
- g. wants to interest and entertain the reader.

3. OUTLINE

Aim: to provide Ss with a concise plan for writing articles

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an article referring to a topic from a personal point of view.

4. WRITING TASK

Aim: to give Ss practice in writing articles referring to a topic from a personal point of view (FCE format, Part 2)

- Read out and explain the tip.
- Have Ss do the activity.
- Refer Ss to the article, the outline and the tip on p. 29 before writing their article.

Vocabulary

Phrasal verbs

carry out come up do without put up with

Words/phrases related to health and medicine

diagnosis discomfort dress (wound) medical
operate on operation pain physician surgeon
surgery treatment

Other words/phrases

aim (v) ambitious complex crop distracted
engrossed error expertise generate investigate
keep an eye on lessen minimise monitor
parameter pot presently procedure prototype
recreate restore result in revise revolutionise
scan (n) simulation spare updated virtual reality

READING 21

1. PRE-READING

Aims:

- to introduce the topic of the reading activity
- to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answers

- *What do you know about virtual reality?*
I know that it involves the use of computers and that it makes your experience more real because 3D graphics are used. I think it involves wearing a headset to block out interference.
- *Have you ever played any virtual reality games?*
No, I have not. / Yes, I have.

BACKGROUND INFORMATION

Virtual reality (VR) is a type of technology allowing the user to interact with a computer-simulated environment. Most current virtual reality environments are three-dimensional visual experiences either on a computer screen or through special stereoscopic displays; it is not uncommon though to include extra sensory information, such as sound through speakers or headphones. The simulated environment can be close to the real world, and serve many purposes other than entertainment, for example simulations for army or pilot training, or it can differ significantly from reality, as in VR games. Headset visors, ankle and wrist straps, tennis rackets or even boxing gloves are used in VR Games, so that the players can feel the punches, kicks or swings.

2. READING FOR GIST

Aim: to give Ss practice in identifying the main idea of the text

- Have Ss do the activity.

Text A: virtual reality in order to simulate a medical operation

Text B: virtual reality in order to simulate plant growth

Text C: virtual reality in order to simulate the visualisation of an ancient city

Text D: virtual reality games in order to alleviate physical pain

3. SCANNING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in reading for details through a multiple matching activity (FCE format, Part 3)

- Point out to Ss that first they should read each question and then find the text which refers to it.
- Have Ss do the activity.

- A ('Imagine the benefits of such technology in use!... If the technology was available right now...')
- B ('When this program is widely used...')
- D ('...I was so engrossed in playing the game that I was surprised when the nurse told me that he had finished dressing my wounds...')
- C ('...this is why I think that we will not be able to do without it when teaching our children about ancient Rome...')
- D ('At first the nurses gave me books to look at, but they did little...')
- A ('...the surgeon can learn from any mistakes...'
The surgeon will be able to practise the operation several times...')
- D ('...nurses and physicians at Nationwide Children's Hospital decided to use virtual reality games to help young victims put up with the pain of wound care...')
- C ('The good thing is that if new discoveries are made, the program will simply be updated to include them...')
- A ('If the technology was available right now, patients would even be spared of a trip to the doctor's...')
- A ('The surgeon will be able to practise the operation several times before actually doing it, which means that there will be fewer mistakes...')
- B ('...it will revolutionise effective crop management and it will result in cheaper and better quality food for all...')
- D ('Research shows that anxiety and pain are strongly connected and if patients are distracted, anxiety is reduced and the procedure becomes less painful... I was so engrossed in playing the game that I was surprised when the nurse told me that he had finished dressing the wounds...')

- Explain any unknown vocabulary.

4. GUESSING THE MEANING OF UNKNOWN WORDS

A.

Aim: to give Ss practice in identifying the meaning of phrasal verbs through a matching activity

- Ask Ss to find the highlighted phrasal verbs and guess their meaning from the context.
- Then, have Ss do the matching activity.

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

B.

Aim: to give Ss practice in identifying the meaning of unknown words in context

- Ask Ss to read through the meanings and check understanding.
- Explain to them that they should find the words in the text and choose the correct meaning a, b or c.
- Have Ss do the activity.

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

Ask Ss some comprehension questions, such as:

- *How is medicine going to benefit when virtual reality is used?*
Surgeons will be able to practise operations virtually and learn from their mistakes before actually operating on patients. Also, before patients go to the doctor, they could send a scan and get a diagnosis without having to go to hospital or clinic.
- *What is Saud Khalid's project about?*
It aims at predicting problems that arise in plant growth so as to avoid them before they occur.
- *What is 'Rome Reborn 1.0'?*
It is a virtual reality program which digitally rebuilds ancient Rome.
- *Why is Nationwide Children's Hospital using virtual reality games?*
Because they distract young patients and they stop thinking about their pain.

5. POST-READING

Aim: to expand on the topic of the reading text and help Ss recapitulate ideas and related vocabulary

- Ask Ss the questions and initiate a short discussion.

Suggested answers

- *In your opinion which of the new technologies mentioned in the texts is or will be of most importance?*
I personally think that both surgical simulation and virtual plant growing will be of most importance. Learning how to carry out a surgical procedure before actually doing it is sure to help doctors operate on their patients with greater success. As for virtual plant growing, I think that changing environmental conditions will make efficient crop management very important.
- *Can you think of any other uses of virtual reality apart from those mentioned in the texts?*
Well, if virtual reality can benefit students in the medical field, perhaps it could be of use to people preparing for other occupations such as firefighters or rescue workers as well. This will enable them to gain experience and develop the skills required to get the job done without putting their lives and other people's lives in danger. I think that simulators are already being used to instruct pilots and astronauts. This simulation process helps them become acquainted with difficult procedures that need to be carried out.
- *How can virtual reality be used in the classroom and in the workplace?*
I suppose it can be used in classrooms and in the workplace to make the learning experience more real for students and employees. When learning skills, it is important to get first-hand experience. Virtual reality will help by giving students and employees the opportunity to experiment with their ability to successfully apply the skill or technique required. That way, if they make mistakes, they can learn from them and avoid them in the future.

KEY

Vocabulary

Expressions with the word 'eye'

catch one's eye close one's eyes to have an eye for
see eye to eye

Other words/phrases

earthquake incorrect judge motivate
poisonous unimportant

VOCABULARY

1. PREFIXES AND SUFFIXES

A.

Aim: to raise Ss' awareness of the use of prefixes and suffixes

- Write on the board the words *helpless* and *helpful*. Ask Ss to tell you the meaning of these two words and provide examples. Elicit that the main difference is that they have a different suffix, therefore the meaning changes.
- Read out and explain the Note.
- Have Ss do the activity.

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

KEY

B.

Aim: to give Ss practice in using suffixes and prefixes through a word building exercise

1. careful
2. harmful
3. ineffective
4. uncomfortable
5. successful
6. helpful
7. homeless
8. reconstruct

KEY

2. EXPRESSIONS WITH THE WORD 'EYE'

A.

Aim: to introduce the meaning and use of expressions with the word 'eye'

- Write on the board: *Can you **keep an eye on** the baby while I am at the supermarket?* Underline the expression and ask Ss to think about the meaning. Alternatively, have Ss read out the sentence in their book and do the same.

keep an eye on = watch over sb and pay attention to them

KEY

B.

Aim: to help Ss infer the meaning of expressions with the word 'eye' through a matching activity

- Ask Ss to read through the meanings a-d and check understanding.
- Have Ss do the activity.

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

KEY

GRAMMAR

1. CONDITIONAL SENTENCES

FOCUS ON USE

Aim: to help Ss revise the use of Conditional Sentences

- Ask Ss to read the sentences 1-3 and answer the questions that follow.
- Have Ss do the activity.

- Do the sentences refer to the past or present/future?
They refer to the present/future.
- Which sentence expresses something which generally happens?
Sentence 3
- Which sentence expresses something which is possible to happen in the future?
Sentence 2
- Which sentence expresses something imaginary?
Sentence 1
- In which of the sentences could 'if' be replaced by 'when'?
Sentence 3

KEY

FOCUS ON FORM

Aim: to help Ss revise the tenses used in Conditional Sentences

- Ask Ss to read through the sentences 1-3 and complete the rules.
- Have Ss do the activity.
- Read out and explain the Note.

If or when+ Present Simple → **Present Simple**
If + **Present Simple** → will, can, must, may, might,
should + base form or imperative
If + **Past Simple** → would, could + base form

KEY

OPTIONAL ACTIVITY

- Have Ss find more examples of Conditional Sentences in the texts on p. 31 and identify them (text A: *'If the surgeon is finally certain of success, he then will operate on you without any problems.'* → Conditional Sentence Type 1, text B: *'If they knew what problems could come up, they would take steps to avoid them.'* → Conditional Sentence Type 2, text D: *'...if patients are distracted, anxiety is reduced...'*)

- Refer Ss to the Grammar Reference (pp.134-135).

2b vocabulary & grammar

2. PRACTICE

Aim: to give Ss practice in using Conditional Sentences

- Have Ss do the activity.

1. close
2. have
3. can/will go
4. would get
5. were
6. would ask
7. want
8. should eat
9. need
10. visit

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to revise and to practise the new vocabulary and grammar through a multiple choice exercise (ECCE format)

- Have Ss do the exercise.

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

KEY

Vocabulary

Other words/phrases

accurate aware of biometric data facilitate
high-tech identification identity physical
privacy rechargeable secure state-of-the-art

LISTENING ►► 22, 23

1. PRE-LISTENING

- Aims:**
- to introduce the topic of the listening activity
 - to activate Ss' background knowledge
 - Discuss the questions in class.
 - If necessary, provide further explanation about biometric data.

Suggested answers

- *What kind of information about the owner does a passport contain?*
It usually contains a person's name, gender, date of birth, place of birth and a photograph of them.
- *In your opinion, what are the advantages of using biometric data, that is, information about a person's unique physical characteristics (eyes, fingerprints, etc.), in passports? Are there any disadvantages?*
Using biometric information makes it easier for a person to be identified. The use of this kind of information makes it more difficult for someone to use another person's personal details to engage in criminal activities. A possible disadvantage is that the availability of this kind of information could be a violation of a person's right to privacy.

BACKGROUND INFORMATION

Biometric passports are a combination of electronics and paper, created in order to protect people from identity theft and ensure accurate identification. It works by storing unique physical and behavioural features on a microchip, like fingerprints, iris pattern and facial characteristics. Since 2006, biometric passports are available in many countries.

2. LISTENING FOR GIST

Aim: to give Ss practice in identifying the main ideas of the interview

- Tell Ss that they are going to hear an interview with Dr Andrew Smith about biometric passports in order to check their answers in the previous activity.

Suggested answers

- Regular passports contain the following data about the owner: name, date of birth, country of issue, signature and origin.
- Biometric passports have the following information about the owner: fingerprints, colour of eyes, etc. This protects passports from being stolen or used by others, helps governments to curb international crime and is a practical and fast way of identifying people. However, people's rights to privacy may be violated since their personal data is stored in a database. Also, biometric identification is not 100% accurate, and mistakes are possible.

3. LISTENING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in listening for specific information and answering multiple choice questions (FCE format, Part 4)

- Explain to Ss that they will hear the interview again and they have to answer the questions.

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

SPEAKING

1. WARM-UP

- Aims:**
- to introduce the topic of the section
 - to generate discussion based on Ss' personal experience
 - Discuss the question in class.

Suggested answer

- *What kind of gifts do you usually buy for your friends?*
Well, it depends on the interests, likes and dislikes of the person I'm buying for. I often buy books because I have friends who enjoy reading. I might also buy an item of clothing like a T-shirt, jewellery or an ornament for decorative purposes.

2. SPECULATING AND MAKING A DECISION

- Aims:**
- to give Ss practice in speculating on a topic and making a decision
 - to provide vocabulary and practice in speculating (FCE format, Part 3)

- Divide Ss into pairs.
- Ask Ss to look at the photos and make sure they can identify each object. Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Ask Ss to imagine that they have to buy a gift for a friend of theirs.
- Tell Ss to take turns in order to say how suitable each of the items is for their friend. Afterwards, have them decide which two would be best as a gift.

Suggested answers:

- SA:** I think that a USB is a useful gift, especially if you are tired of bulky floppy discs or CD ROMs and you want to store information and carry it literally in your pocket!
- SB:** I totally agree, John will just love this high-tech USB and with a 2GB storage space, he won't go anywhere without it!
- SB:** What about a mobile phone? It's so convenient!
- SA:** You are right, check out this mobile phone! It's state-of-the-art technology, phone and camera in one, I think it is perfect for John!
- SB:** You are right! As for the hairdryer here, I don't think that John would really be interested in anything of the sort.
- SA:** What about this camera? I think that he would really like to have one, especially after he lost his previous one. And the rechargeable batteries would mean saving a lot of money, don't you think?
- SB:** I agree. But what about the webcam? Since his brother is moving to Edinburgh to study and they will definitely chat online, don't you think that this would make a great gift?
- SA:** Well, he bought a webcam just last week, so we have to rule it out. I personally vote for the mobile phone, because he can call and take photos with one device. And of course, the USB stick.
- SB:** OK, so we are done. The only thing we need is to come up with the money for both gifts! Any suggestions?

Vocabulary

Expressions with 'in' and 'out of'

in addition
in agreement
in detail
in order
in particular
in progress
in the future
in touch
in use
out of control
out of date
out of order
out of the ordinary
out of the question
out of touch
out of use

VOCABULARY PREPOSITIONAL PHRASES WITH 'IN' AND 'OUT OF'

A.

Aim: to present prepositional phrases with 'in' and 'out of'

- Have Ss do the activity. Read out and explain the Note.

1. b 2. a 3. a

B.

Aim: to give Ss practice in forming prepositional phrases with 'in' and 'out of'

- Have Ss do the activity.

in	out of
in use	out of use
in the future	out of the question
in control	out of control
in order	out of order
in progress	out of touch
in detail	out of date
in agreement	
in addition	
in touch	

C.

Aim: to give Ss practice in using prepositional phrases with 'in' and 'out of' in context

- Have Ss do the activity.

1. out of
2. in
3. in
4. out of
5. in
6. out of
7. out of

GRAMMAR MUST-HAVE TO-NEED

A.

Aim: to help Ss revise the use of must, have to, mustn't, don't have to, don't need to, mustn't

- Have Ss do the activity and then provide their own examples.

a. necessity

B.

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

- Have Ss do the activity and then provide their own examples.

- Which sentence expresses an external obligation?
Sentence 2
- Which sentence expresses an obligation the speaker imposes?
Sentence 1
- Which sentence expresses prohibition?
Sentence 3
- Which sentence expresses an absence of necessity?
Sentence 4
- Which two sentences have a similar meaning?
Sentences 5 and 7

C.

Aim: to help Ss practise must, have to, need, mustn't, don't have to, don't need to / needn't in context

- Have Ss do the activity.

1. had to
2. needed
3. don't need to
4. must
5. need
6. mustn't
7. must
8. have
9. don't need
10. need

- Refer Ss to the Grammar Reference (p.135).

Vocabulary

Words related to buying products

charge guarantee refund voucher

Expressions

to begin with in fact finally

Other words/phrases

aggressive aspect be entitled to claim deduct misleading overlook smartphone state (v) transfer unsatisfactory

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

2. FOCUS ON USING PROMPTS

Aim: to help Ss understand the prompts and relate them to the required response

- Tell Ss to read the letter and underline the parts which correspond to the notes.

To begin with, your advertisement was misleading. You claimed that we would have luxurious accommodation. However, when we arrived, we were unpleasantly surprised to see that the hotel was not at all luxurious. In fact, it was very basic. Moreover, you failed to mention that there was building work going on in the hotel.

Furthermore, the advertisement clearly stated that there was a guaranteed £200 discount, but when I checked my credit card bill, I realised I had been charged the full price. Finally, I must point out that I was also charged an adult price for my child, although, according to your website, 'kids go free'.

3. FOCUS ON CONTENT AND ORGANISATION

Aim: to help Ss organise the content of a letter of complaint based on the rubric and the prompts given

- Have Ss do the activity.

1. 'I'm writing to complain about the holiday I booked...'
2. The hotel wasn't luxurious and there was construction work going on (2nd para). Also, there was no £200 discount and the writer was charged for his child, although the advertisement claimed that kids go free (3rd para).
3. He asks for a refund.

4. FOCUS ON STYLE AND REGISTER

Aim: to help Ss identify style and register of a letter of complaint

A.

- Have Ss read the letter again and answer the questions.

- The letter is written in a formal style.
- The language used is polite.
- 'I am writing to complain...'; 'You claimed that...'; '...the advertisement clearly stated that...'; '...I believe that I am entitled to a refund...' (formal language)
- 'I am writing to complain...'; 'I would appreciate it if you would deal with this matter immediately.'; 'I look forward to hearing from you.' (polite)

B.

- Have Ss do the activity.

Informal meanings	Phrases-sentences in the letter
It isn't at all like what you advertised.	'It was completely different from what was advertised.'
And you did not say that...	'Moreover, you failed to mention that...'
Last of all, I want to say that...	'Finally, I must point out that...'
Because of all that, I think I should get all my money back.	'Considering the above, I believe that I am entitled to a refund.'

C.
Aim: to give Ss practice in using formal letter language

- Have Ss do the activity.

1. You failed to mention that the hotel was two kilometres from the beach.
2. Considering the above, I believe I am entitled to a free ticket.
3. In addition, I must point out that the watch was not waterproof.
4. I am writing to complain about the mobile phone I purchased from your shop.

KEY

5. FOCUS ON LINKING WORDS/ PHRASES

A.
Aim: to present linking words and phrases that list and emphasise points

- Have Ss do the activity.

Words used to list points: *to begin with, moreover, furthermore, finally*
Word used to emphasise a point: *in fact*

KEY

B.
Aim: to give Ss practice in using linking words and phrases that list and emphasise points in context

- Have Ss read the words in the boxes and check understanding.
- Have Ss do the activity.

1. In fact / Actually / To be honest
2. For a start / Firstly, Secondly
3. Firstly / For a start

KEY

6. WRITING TASK

A.
Aim: to help Ss understand the rubrics and prompts given

- Have Ss do the activity.

The following parts should be underlined:
You bought a smartphone you had seen advertised in a magazine. However, when you received it, you realised that the advertisement was misleading. Read the advertisement and the notes you have made. Then write a letter of complaint to the company you bought the smartphone from, using all your notes.

- What information do you have to include in your letter of complaint?
You should include all your notes:
- The 20% discount for purchases online which was not applied and you had to pay full price.
- There was only one colour available online (although there were supposed to be 5).
- You never received your €40 voucher (as advertised for those who bought the smartphone online).
- You had to pay extra for the delivery (despite the advertised free delivery for online purchases).

KEY

B.
Aim: to help Ss organise and plan their ideas in paragraphs

- Have Ss do the activity.

Suggested outline for letter of complaint

Greeting: Dear Sir or Madam,

Opening Paragraph: I am writing to complain about...

Main Part:

Para 1: the 20% discount was not applied, paid full price, available only in 1 colour and not 5

Para 2: not received the €40 voucher, paid extra for the delivery (advertised as free)

Closing Paragraph: Considering the above, I feel that I am entitled to a refund.

KEY

C.
Aim: to provide practice in writing letters of complaint (FCE format, Part 1)

- Read out and explain the tip.
- Tell Ss that they should write a formal letter of complaint using all the notes. Refer Ss to the letter on page 36 and the tip on page 37 as well as Appendix I for a plan and set phrases they can use when writing their letter of complaint.

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

1. amazing
2. unbelievable
3. impressive
4. puzzled
5. protection
6. fascinating
7. isolation
8. reduction

KEY

D.

1. which / that
2. and
3. of
4. more
5. most
6. front
7. should / must
8. in
9. who
10. well

KEY

E.

1. ate fewer sweets
2. must take Maths
3. see eye to eye
4. won't travel abroad until
5. I will be flying
6. is going to buy
7. unless you move
8. when you press

KEY

LISTENING 24

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. a | 2. c | 3. c | 4. c | 5. a | 6. b | 7. b |
|------|------|------|------|------|------|------|

KEY

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.

3 Leisure

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 title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- 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 pages of the module and find where these points are discussed.

KEY

information about a trip to Rijal Alma: p.45
a text about the benefits of visiting museums: p.47
a book review: p.54
an article about someone who has an unusual collection:
p.49
information about four theme parks in the USA: pp.42-43
a short text about volunteer work involving rescuing
turtles: p.51

- Read out the topics listed in the *In this module you will...* section. Explain any unknown words.

Vocabulary

Words/phrases

be located burial cable car campground
demonstration endurance entire entry
foothills fossil habitat height military
on site option paddle boat rate replica
scenic seasonal semi-precious senior skip
theme park truly toddler various workshop

Expressions

behind bars get out of line in tune with
as well as

READING 25

1. PRE-READING

Aims: • to introduce the topic of the reading activity
• to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answers

- *Are there any theme parks in your city/country?*
Yes, there are. There are a lot of water parks, natural environment parks, technological theme parks and amusement parks.
- *Do you know of any famous theme parks in other countries?*
Yes, I do. The Magic Kingdom Park at Walt Disney World in Florida, the Disneyland Resort in Paris, Seaworld Orlando (marine adventure park), Lego land in Denmark (a theme park built of Lego blocks) and Tobu World Square in Japan (a theme park with miniature models of the world's most historic landmarks).
- *Why are theme parks popular with families?*
Theme parks are popular with families because they are interesting places to visit and they can be enjoyed by all members of a family. Often you are given the opportunity to see and do things that you could not otherwise see or do.
- *Have you been to a theme park? If yes, what did/didn't you like about it? If not, would you like to visit one? Why / Why not?*
Yes, I have. My family and I visited a water park. What I enjoyed most was the large variety of exciting things to do. My family and I had a wonderful time together. By the time we got home we all felt totally exhausted, but it is a day that none of us will ever forget.

2. READING FOR GIST

Aim: to help Ss identify topics related to the texts

- Ask Ss to read through the questions a-b and check understanding.
- Then, have Ss read through the texts quickly to answer the questions. Point out that they should not pay attention to any unknown words they might have.
- Check Ss' answers.

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

3. SCANNING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in locating and understanding specific information (ECCE format, Part 2)

- Point out to Ss that first they should read each question and then find the part of the texts which best answers the question.
- Ask Ss to read through the questions 1-8 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline the part of the text that answers each question.

- c (text 1: '...located at the scenic foothills of the Appalachian Mountains', text 2: 'From the top, enjoy a photographic view of up to 60 miles...')
- c (no food available on site - text 1: '...campgrounds which have picnic areas by a beautiful waterfall.' text 3: 'There is no food service available, but there is a nearby picnic area...' food available on site - text 2: '...as well as a cooking restaurant.' text 4: '...have to have dinner at our famous steakhouse.')
- c (text 3: '\$2 off when ordering from the website')
- d (text 4: 'Don't get out of line though, or else our "town sheriff" will arrest you ...', 'Don't worry, you won't stay behind bars for too long!')
- b (text 2: 'Company picnics and corporate workshops available...')
- a (text 1: 'On-site accommodation includes campgrounds which have picnic areas...', text 2: 'There is a nearby campground/RV park...')
- a (text 1: 'Seasonal sound, light, and water shows...')
- c (text 3: 'Each child may keep three pieces of their finds, as a souvenir of their "dig".')

- Ask Ss some comprehension questions, such as:

- *What are some things that adults can do in the Desoto Caverns park?*

People can take a guided tour of the caves, visit the Lost Trail Maze or the ancient Woodland Indian burial ground. Also, they can try the rock wall or the cave crawl.

- *What is 'Crossroads' in Stone Mountain Park?*

It's a 1800s town with period shops and a cooking restaurant.

- *What can children do during fossil digs in Dinosaur world?*

They can search for shark teeth, shells, and coral and keep three pieces of their finds.

- *In which of the theme parks can visitors shop for souvenirs?*

They can shop for souvenirs at Stone Mountain Park and Rawhide.

- *What is Rawhide?*

A recreation of an entire 1880s style Wild West Town.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted words in the texts and guess their meaning from the context. Then, have Ss read through meanings a-g and check understanding.
- Have Ss do the activity.

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

extra meanings: c + f

5. POST-READING

Aim: to give Ss the opportunity to expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

- *Which of the theme parks would you most like to visit and why?*

I would definitely be interested in visiting Dinosaur World! I have always been fascinated by dinosaurs so this sounds like a wonderful opportunity to get to 'see' what they looked like and in what kind of habitats they lived. Digging for fossils also sounds really fun!

- *Which of them would you definitely not be interested in visiting? Why?*

I think that all the theme parks mentioned in the texts would be interesting to visit but if I were to choose one which I might not visit, I suppose it would be Rawhide. The activities do not sound as interesting as the activities available at the other theme parks.

Vocabulary

block breathtaking costume dust highlight
hooked humid scenery suit thrill (n) trail
trek twisting uniform wet

VOCABULARY

1. COLLOCATIONS WITH *GET, GO, HAVE AND TAKE*

Aim: to introduce collocations with *get, go, have and take*

- Have Ss go through phrases 1-16 and explain to them that they have to form collocations using the words in the box. Explain to them that sometimes more than one verb is applicable.
- Have Ss do the activity.

1. go
2. have
3. go (for), take, have
4. go
5. go (for), take
6. get, have
7. have
8. get
9. take
10. go
11. take
12. have, take
13. go
14. take, have
15. go
16. go

KEY

2. WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

1. take
2. bring
3. story
4. history
5. take place
6. took part
7. wet
8. humid
9. keep
10. hold
11. costumes
12. suit
13. uniform

KEY

LANGUAGE PLUS

- **take:** carry or have sth with you when you go somewhere
- **bring:** have sth with you when you come to a place
- **story:** a description of imaginary events
- **history:** a description or account of real past events; a field of study
- **take part:** participate
- **take place:** happen, occur at a specific time and place
- **wet:** sth that contains moisture, water or other liquid
- **humid:** used to describe a climate or weather that is hot and damp
- **hold:** to carry sth
- **keep:** continue to have or hold sth; to remain
- **suit:** a jacket and matching trousers or skirt, worn as a set usually on formal occasions
- **costume:** a set of clothes worn on occasions during which people disguise themselves
- **uniform:** the clothes some people wear to work or school

GRAMMAR

1. INFINITIVES AND -ING FORMS

FOCUS ON USE

A.

Aim: to revise previously taught uses of infinitives and -ing forms as well as to present new ones

- Have Ss do the exercise.

- bare infinitive
- full infinitive
- -ing form

KEY

OPTIONAL ACTIVITY

Ask Ss to make sentences using infinitives and -ing forms.

B.

Aim: to present the differences in meaning when using -ing forms instead of full infinitive after the verbs *remember, stop and try*

- Have Ss do the exercise.

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

KEY

OPTIONAL ACTIVITY

Time permitting, ask Ss to make sentences using infinitives and -ing forms after *remember, stop and try*.

- Refer Ss to the Grammar Reference (pp.135-136).

3a vocabulary & grammar

2. PRACTICE

Aim: to give Ss practice in using the full/bare infinitive or -ing forms of verbs in context

- Have Ss read through the text and check understanding.
- Have Ss do the activity.

1. to see
2. visiting
3. to do
4. to explore
5. visiting
6. go
7. learn
8. walking
9. looking
10. be
11. completing
12. have
13. to get

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through a multiple choice cloze exercise (FCE format, Part 1)

- Have Ss do the exercise.

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

KEY

LISTENING 26

Aim: to give Ss practice in listening for specific information and choosing the picture that answers the question (ECCE format)

- Explain to Ss that they will hear 10 short conversations.
- Play the CD and have Ss do the activity.

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

KEY

SPEAKING

Aim: to practise speaking using specific expressions related to entertainment (FCE format, Part 4)

- Have Ss go through the questions, the words and expressions in the boxes and explain any new vocabulary.
- Discuss the questions in class.
- Discuss the following questions. You can use some of the words and expressions in the boxes.

Suggested answers

- *What forms of entertainment are available where you live?*

There are a lot of things that you can do in my area. There are cafés, restaurants, lots of sports facilities and a shopping mall. So, whether you are interested in having a meal, hanging out, doing some shopping or engaging in sports activities your needs can easily be met.

- *What forms of entertainment are popular with young people in your country?*

Young people in my country enjoy a variety of entertainment activities. The activities they engage in vary depending on their interests. Besides going out to cafés and eating at restaurants, which are activities that most young people enjoy doing, some of them enjoy going to amusement parks as well. Sports activities are also popular weekend activities. For others, museums and art galleries are an interesting way to spend their leisure time.

- *Young people generally enjoy different kinds of entertainment than older people. Why do you think that is?*

Although personal interests play an important role in determining what kind of activities one finds entertaining, age is also important. It is therefore generally accepted that the older one gets the more important it is for him/her to do things that help him/her relax. For this reason, older people tend to choose activities that need less energy. Young people on the other hand, tend to be more energetic and enjoy activities that are more active. Some activities like going to a café or restaurant tend to appeal to both the young and the old.

- *What kind of things do you usually do when you go out with your friends? Why?*

My friends and I enjoy activities like bowling, but we also sometimes go to amusement parks. We consider these activities more interesting than sitting around at a café. As for eating at restaurants, although a lot of young people enjoy eating out, my friends and I rarely do. That's because we would rather spend our time and money on activities that are more fun.

- *Do you think young people today spend too much money on entertainment?*

It depends. There is no doubt that some types of entertainment young people prefer today are quite costly, for example, gadgets and technological equipment, Internet games or special equipment for extreme sports. On the other hand, there are other kinds of entertainment which don't require a lot of money. For instance, a lot of teenagers prefer skateboarding or hanging out with friends in parks and squares, which doesn't cost anything.

Vocabulary

ancestor appreciate display emotion entertaining
exhibition factual for instance impressive
indeed interactive memorable object
recommendation valuable visual vivid

WRITING 1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *Do you enjoy visiting museums? Why / Why not?*
Yes, I do. Visiting museums is an interesting pastime because it is both enjoyable and educational. It makes learning about objects of historical, scientific and artistic importance easier because the experience is more real.

2. FOCUS ON RUBRIC AND PURPOSE

Aim: to help Ss identify the purpose of an essay according to the rubric

A.

- Have Ss do the activity.

b

B.

- Have Ss read the essay and do the activity.

Yes, since it presents the readers with arguments which prove that a visit to a museum is indeed a rewarding experience for people of all ages.

3. TOPIC SENTENCES

A.

Aim: to present topic sentences in a formal essay

- Have Ss read the underlined sentences and ask them to speculate about their function.

Topic sentences function as an introduction to the basic concept of the paragraph, i.e. they summarise what the paragraph is about.

B.

Aim: to give Ss practice in identifying topic sentences

- Have Ss read the note and answer the questions.

1. The writer mentions examples of historical, scientific and technological museums and museums of natural history. Historical museums provide the visitor with essential information about the life of our ancestors, whereas scientific and technological museums as well as museums of natural history give the visitor the chance to explore different aspects of the world.

2. The writer claims that a lot of museums offer special educational programmes designed for children. In addition, lifelike displays manage to attract children's attention and help them learn more easily and enjoyably than they would by reading a conventional textbook.

C.

Choose the most appropriate topic sentence a, b or c.

- Have Ss read the paragraph and check understanding.
- Have Ss do the activity and make sure that Ss justify their answers.

- b - the sentences that follow provide justification of this.
- a - is wrong, because the sentences provided neither discuss nor refer to the receding popularity of dining out.
- c - is wrong, because the paragraph does not refer to the notion of entertainment in general. Instead the information given explores the role of dining out.

4. OUTLINE

Aims: • to help Ss organise and plan their ideas in paragraphs

• to provide Ss with a concise plan for writing essays

- Have Ss do the activity.

Suggested answer

Introduction: restate the topic using own words

Main Part:

Paragraph 1: 1st argument –justification and examples
Paragraph 2: 2nd argument –justification and examples

Conclusion: recapitulate the arguments

5. WRITING TASK

Aim: to give Ss practice in writing a balanced essay (FCE format)

- Read out and explain the tip.
- Tell Ss that they should write the essay. Tell Ss to refer to the essay, the outline and the tip on page 47 as well as Appendix I for linking words/phrases they can use when writing their essay.

Vocabulary

avid bunch contact date back to displease
get inspired in order to instead of manner
meaningful occupied peculiar plan on pretty (adv)
publish react request respond similar so far
sort through throw away worth

READING ▶▶27

1. PRE-READING

Aims: • to introduce the topic of the reading activity
• to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answer

• *Do you collect anything? If yes, what do you collect, how long have you had your collection and what made you start? If not, do you know or have you heard of any people with unusual collections?*
No, I don't but I do have friends who collect things. My best friend collects the outfits worn by famous football teams. My cousin, on the other hand, collects shells. He started doing this about three years ago. He has even bought a special display cabinet to exhibit his collection.

2. READING FOR GIST

Aim: to help Ss identify the main idea of the text

- Have Ss do the activity.

- He collects tickets from places he has travelled to.
- His mother.
- At first they don't take him seriously, but afterwards they are interested.

3. RECONSTRUCTING A GAPPED TEXT

Aim: to give Ss practice in completing a text with missing sentences in order to raise their awareness of issues of cohesion and coherence (FCE format, Part 2)

- Have Ss read the sentences A-G and check understanding.
- Have Ss do the activity.

- G (This is the only sentence that refers to Josh's mother and explains how she helped him organise his collection.)
- C (This sentence is related to this paragraph and how Josh became famous. Also, it introduces the cohesion with the next sentence, which begins with 'Then'.)
- F (This sentence introduces the idea that other people started imitating Josh and gives the example of Mark Newton who started collecting his own travel tickets.)
- B (This sentence describes how Josh was feeling because of all this attention. Moreover, it smoothly introduces the rest of the paragraph where Josh's own words referring to this sudden fame are quoted.)
- A (This sentence explains that Josh has chosen to start a new collection with football match tickets.)
- E (This sentence mentions the prediction that Josh's enthusiasm will last for a long time, an idea reiterated in the rest of the paragraph, where Josh talks about his ambition to show his collection to his children.)

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted words in the text and guess their meaning from the context. Then, ask Ss to read through meanings a-h and check understanding.
- Have Ss do the activity.

- d
- e
- h
- b
- g
- a

- Ask Ss some comprehension questions, such as:

- *How does Josh organise his ticket collection?*
He arranges his tickets according to date, type and country.
- *Why did Josh's mother buy him a bunch of albums?*
Because she wanted her son to organise his collection.
- *Did Josh like the popularity he gained because of his unusual collection?*
At first, he didn't, but then he got used to it.
- *Which information in the text shows that people followed Josh's example?*
The fact that Mark Newton, a local resident, started his own ticket collection.

5. POST-READING

Aim: to help Ss expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

KEY

- *What is your opinion about Josh's collection?*
It sounds very interesting. If you travel a lot, I think that it's a wonderful way to keep a record of where you have been.
- *Do you think that the interest that other people show in Josh's collection is justified?*
Although it may not be something that I would do, I think that people who are interested in collecting things might be impressed by Josh's collection. Nevertheless, I believe that if he hadn't taken the time to organise his tickets and had just left them in plastic bags, his collection would not be as impressive. A collection that is orderly is easier to appreciate!
- *Would you be interested in starting a similar collection? Why / Why not?*
I suppose that if I travelled a lot, I might collect the tickets to put them in an album with photographs of the places I have visited. This makes more sense to me than collecting only the tickets. The album could then serve as a record of the places I had visited.

Vocabulary

disgusted fed up flipper fond foreign
get off get out of identical lay eggs pack pile
report set speedboat strange survey ticket
treat validate

VOCABULARY

1. WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity. (For definitions of these words, see the language plus box on the following page.)

1. ticket
2. fare
3. strange
4. foreign
5. mention
6. report
7. get off
8. get out of
9. similar
10. identical

KEY

2. COLLECTIVE NOUNS

Aim: to raise Ss' awareness of collective nouns

- Have Ss do the activity.

1. a bunch of flowers
2. a set of tools
3. pile/set of books
4. pack of business cards
5. a set of rules
6. a pile/set of boxes
7. a bunch of grapes
8. a pack of wolves
9. a set/bunch of keys
10. a set of furniture

KEY

3. ADJECTIVES + PREPOSITIONS

Aim: to raise Ss' awareness of positive and negative meanings of adjectives followed by prepositions

A.

- Have Ss do the activity.

Positive meaning (+)	Negative Meaning (-)
interested in	bored with
proud of	sick of
keen on	disgusted by
fond of	tired of
crazy about	fed up with
impressed by/with	

B.

Aim: to give Ss practice in using adjectives followed by prepositions

- Have Ss do the activity.

Suggested answers

1. I'm very keen on collecting museum tickets.
2. My dad is proud of all his children.
3. When I was younger, I was bored with Geography. Now I like it.
4. My best friend is crazy about collecting antique watches. He has over fifty of them.
5. Most of my friends are interested in football.

KEY

GRAMMAR

1. EXPRESSING POSSIBILITY (MAY-MIGHT-COULD)

Aim: to present the use of may/might/could to express possibility

A.

- Have Ss do the activity.

1. a
2. a

KEY

B.

- Have Ss do the activity.

Sentence 3: it was possible in the past but didn't happen
Sentence 4: it possibly happened in the past

KEY

C.

- Have Ss do the activity.

Use **may/might/could** + **base form** to express possibility in the present or future:
sentences 1, 2
Use **may/might** + **have** + **past participle** to express possibility in the past:
sentence 4
Use **could** + **have** + **past participle** to express possibility in the past which was not fulfilled:
sentence 3

KEY

2. MAKING DEDUCTIONS (MUST – CAN'T)

Aim: to present the use of must – can't to make deductions

A.

- Have Ss do the activity.

1. b
2. a

KEY

B.

- Have Ss do the activity.

Can't be and **can't have been:** The first one expresses impossibility about the present or near future, whereas the second expresses certainty that something didn't happen in the past.
Must take and **must have taken:** The first one expresses certainty that something is true, whereas the second one expresses certainty that something happened in the past.

KEY

3b vocabulary & grammar

C.

- Have Ss do the activity.

Use **must + base form** to express certainty that something is true:

sentence 4

Use **can't + base form** to express belief that something is impossible:

sentence 1

Use **must + have + past participle** to express certainty that something happened in the past:

sentence 2

Use **can't / couldn't + have + past participle** to express certainty that something didn't happen:

sentence 3

KEY

- Refer Ss to the Grammar Reference (p.136).

3. PRACTICE

Aim: to give Ss practice in using **may, might, could, must** and **can't** to express possibility and deduction

- Have Ss do the activity.

1. must be
2. might
3. might
4. could have
5. can't be
6. must be
7. must have looked
8. must have injured
9. might have knocked
10. could have lost

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through a multiple choice exercise (ECCE format)

- Have Ss do the exercise.

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

KEY

LANGUAGE PLUS

- **ticket:** a printed piece of paper showing that a person has paid to travel on a bus, plane, etc. or to enter a museum, etc.
- **fare:** the price you pay to travel by bus, train, plane, etc.
- **strange:** unusual, not familiar
- **foreign:** not from your own country or the country you are talking about
- **mention:** refer to or speak about sth briefly or incidentally
- **report:** inform some authority about sth that has happened
- **get off:** leave a plane, bus, train, etc.
- **get out of:** exit, leave a place (room, building, etc.) or a car
- **similar:** resembling to sb/sth; almost the same
- **identical:** similar in every detail, exactly the same

Vocabulary

amusement park bazaar boost committee
community commute

LISTENING ▶▶ 28, 29

1. PRE-LISTENING

Aims: • to activate Ss' background knowledge
• to introduce the topic of the listening activity

- Discuss the questions in class.

Suggested answer

- *Do you like going to art galleries? Why / Why not?*
Yes, I do. Works of art tell us a lot not only about the artists themselves but also about the period of time in which they were created. By examining them we learn about people's beliefs and ideals during those times. Therefore it is an interesting way of broadening your mind.

2. MULTIPLE MATCHING

Aim: to give Ss practice in listening for specific information through a multiple matching activity (FCE format, Part 3)

- Have Ss read through statements a-f and check understanding.
- Have Ss do the activity.

Speaker 1 : f
Speaker 2 : a
Speaker 3 : d
Speaker 4 : e
Speaker 5 : c

SPEAKING

1. WARM-UP

Aims: • to introduce the topic of the section
• to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answers

- *Do people in your neighbourhood/community ever do activities together? What kind?*
Yes, they do. Various events such as debates (about community issues), book fairs and charity bazaars are held on a regular basis.

2. CHOOSING BETWEEN OPTIONS

Aim: to give Ss practice in asking for information in order to make a decision (ECCE format)

- Explain to Ss that they have to imagine that they are on a committee of a community organisation in their town. The committee has decided to organise an event in order to boost community relations and there are two possible kinds of activities, but only one can be selected.
- Tell them that they have to ask the questions above the pictures and then decide which option is better and why. Explain to Ss that both choices are acceptable, yet their answer should be justified, based on the teacher's answers.

Examiner Information

	Visit to Amusement Park	Charity Bazaar
Advantages:	<ul style="list-style-type: none"> • people of all ages can have fun 	<ul style="list-style-type: none"> • no need for transportation or space, can be organised in the local park • money earned goes to charity
Disadvantages:	<ul style="list-style-type: none"> • very expensive (the committee has to pay for transportation) • some of the rides may be dangerous 	<ul style="list-style-type: none"> • not as fun as trip to amusement park • not enjoyable for young children

Suggested answers

- **Option 1:** I think that the best option which would definitely boost community relations is a trip to an amusement park because it is an opportunity for all members of the community –young and old alike– to get to know each other and have fun together. No doubt, this option is costly, yet the advantages of organising this trip outweigh the expenses.
- **Option 2:** I think that the best option is organising a charity bazaar in the local park. I believe it is a great way for people to get to know each other in the idyllic environment of the local park. Moreover, the money that is earned will go to support a charity and this way our community will be helping a good cause.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to elaborate and expand on the topic of the speaking activity (FCE format, Part 4)

- Discuss the questions in class.

Suggested answers

- *Have you ever been to an amusement park or a bazaar? Did you like it? If you haven't, which of them would you like to go to, and why?*
I went to amusement parks quite regularly when I was younger. My brothers and sisters and I would have a wonderful time together. I loved going on the rides and would spend the whole day going from one ride to another.
- *In what ways do activities like these help to boost relationships among people who live in a community?*
Community projects play an important role in promoting good relationships among members because they bring members of a community together and make them feel that they belong. When activities such as this are organised, the emphasis falls on getting members to contribute, either actively by getting personally involved, buying something or making a donation or passively by merely attending. When one contributes it shows that one cares about the community and that one is interested in seeing the community make progress.

3b vocabulary & grammar

Vocabulary

admission art gallery artefact audio tour
classical coin collection conservator
contemporary contribution curator display case
donation entrance exhibit exhibition feature (n)
fee highlight landscape masterpiece
membership on display portrait restore
seascape still life tour guide work of art
workshop

VOCABULARY WORDS RELATED TO ART GALLERIES AND MUSEUMS

A.

Aim: to familiarise Ss with vocabulary related to art galleries and museums

- Ask Ss to read the sentences and check understanding.
- Have Ss do the activity.

A.

- | | |
|-----------------|-----------------|
| 1. contemporary | 9. exhibits |
| 2. portrait | 10. restored |
| 3. entrance | 11. workshops |
| 4. highlight | 12. seascapes |
| 5. admission | 13. masterpiece |
| 6. collection | 14. artefacts |
| 7. conservator | 15. donations |
| 8. display case | 16. Audio tours |

KEY

GRAMMAR QUESTION TAGS

A.

Aim: to help Ss revise the use and formation of question tags

- Have Ss do the exercise.

- end
- auxiliary
- negative
- positive

KEY

B.

Aim: to give Ss practice in using question tags

- Have Ss do the exercise.

1. was it?
2. isn't it?
3. aren't you?
4. did you?
5. isn't he?
6. didn't she?
7. won't you?
8. shall we?
9. don't you?
10. will you?

KEY

- Refer Ss to the Grammar Reference (p.136).

Vocabulary

account comment (v) encounter (v) feature (v)
honour humility loyalty moving novel
overall overwhelmed plot predictable
refer theme thought-provoking timeless
transformation unfold

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *Do you read book reviews in magazines or newspapers? Why / Why not?*

Yes, I do. I find trying to choose a book to read very time-consuming. For this reason, I read book reviews because they help me decide whether I should take the time to read a book or not.

No, I don't. One's opinion on what is worth reading is highly subjective so I don't let book reviews and other people's opinions influence me. I usually just trust my instinct or read books written by authors whose style of writing I can relate to.

- *Would a review influence your choice of book to buy?*
I don't think that one bad review would stop me from reading a book if I really felt I wanted to read it, but I suppose I would be influenced by several bad reviews.

2. FOCUS ON CONTENT AND ORGANISATION

Aim: to help Ss identify content and paragraph organisation of a review

A.

- Have Ss read the review and do the activity.

The writer's opinion is positive. / He is enthusiastic about the book.

B.

- Ask Ss to read the questions and check understanding.
- Have Ss do the activity.

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

3. FOCUS ON DESCRIPTIVE LANGUAGE

Aim: to familiarise Ss with descriptive language used in reviews

- Have Ss read the words in the box and check understanding.
- Explain to Ss that they may use more than one adjective for each noun.
- Have Ss do the activity.

- KEY

 1. bestselling, vivid, moving, confusing, original, badly-written, worthwhile, timeless, excellent, detailed, unrealistic, well-written, thought-provoking, descriptive **novel**
 2. vivid, moving, original, badly-written, weak, excellent, detailed, unrealistic, well-written, thought-provoking, descriptive **account**
 3. vivid, moving, confusing, original, excellent, unrealistic, thought-provoking, descriptive **style of writing**
 4. vivid, moving, confusing, badly-written, excellent, detailed, unrealistic, thought-provoking **descriptions**
 5. original, timeless, weak, excellent, central, predictable, thought-provoking **themes**
 6. confusing, original, weak, excellent, detailed, unrealistic, predictable, slow **plot**
 7. vivid, unrealistic, central, thought-provoking **characters**

4. WRITING TASK

A.

Aim: to provide Ss with a concise plan for writing book reviews

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a review.
- Have Ss complete the outline based on the book they are going to review.

B.

Aim: to give Ss practice in writing a book review (FCE format, Part 2)

- Read out and explain the tip.
- Tell Ss that they should write a book review according to the rubric.
- Refer Ss to the review on page 54, the outline and the tip on page 55 as well as Appendix I for phrases they can use when writing their review.

Vocabulary

astounding be situated capture

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

1. b 2. a 3. b 4. a 5. b 6. d 7. b 8. a

KEY

C.

1. handing
2. to do
3. to learn
4. to grow/growing
5. to leave
6. capturing
7. taking
8. taking
9. take
10. see

KEY

D.

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

KEY

E.

1. no point in calling
2. hard worker/hardworking person, is
3. couldn't/can't have gone
4. must have been stolen
5. might have gone
6. regret buying

KEY

LISTENING 30

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

KEY

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.

4 Health & Fitness

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 title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- 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 pages of the module and find where these points are discussed.

KEY

a report on a fitness centre: p.72
a magazine article about a visit to a spa: p.61
letters asking for advice: p.65
a magazine article about a man with an adventurous spirit: p.67
a short text about an extraordinary footballer: p.63

- Read out the topics listed in the *In this module you will...* section. Explain any unknown words.

Vocabulary

Phrasal verbs

drift off point out stand out

Expressions

take a nap

Other words/phrases

bare blood circulation breeze cater for
complimentary dip editor hydrotherapy joint
lower masseur meanwhile muscle promote
refreshed relieved satisfying scorching spa
spread squeezed steam steaming stiffness
striking switch

READING CD 2 2 2

1. PRE-READING

Aims:

- to introduce the topic of the reading activity
- to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answers

- *What kind of things do you think you can do at a spa?*
People can have massages, hot stone treatments, facials, manicures, pedicures and personal training sessions.
- *Why do you think people enjoy going to spas?*
Spas aim to relieve stress and help you relax. So I suppose that most people enjoy going to them because they need to relax and escape from their stressful, daily routine. In addition, spas are great places to go to if you need to lose weight as they have specialists who not only take care of your diet, but also provide you with personal training sessions.

2. READING FOR GIST

Aim: to help Ss identify the main ideas of the text

- Ask Ss to read the question and the options provided and check understanding.
- Then, have Ss read through the text quickly to answer the question. Point out that they should not pay attention to any unknown words they might have.

b

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details (FCE format, Part 1)

- Point out to Ss that first they should read each question/sentence and the options provided and check understanding. Ask Ss to find the part of the text which refers to that topic.
- Tell Ss that they do not need to understand everything in the text in order to do the activity.
- Ask Ss to provide justification for their answers.

- KEY**
- a (para 1: This paragraph explains how the writer wants to try out a massage, which people often talk about as something very beneficial.)
 - b (para 2: '...hotel stood out like an oasis in the scorching sun.')
 - b (para 4: '...I watched the hot steam coming off the stones that were about to be put onto my body and had second thoughts.')
 - d (para 5: 'At first, I found it hard to get off the massage table because I wanted to stay there and sleep; however, switching to the Jacuzzi turned out to be a wonderful idea.')
 - a (para 7: 'I had a light, but delicious breakfast...')
 - d (para 8: '...I felt like a nomad crossing the dry land.')
 - c (para 9: 'I left the resort feeling healthy and at peace, knowing that I would definitely return some day.')

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted words in the text and guess their meaning from the context.
- Ask Ss to read through meanings a-e and check understanding.
- Have Ss do the activity.

- KEY**
- c
 - e
 - d
 - a
 - b

4a reading

- Ask Ss some comprehension questions, such as:

- *What are the surroundings of the hotel like?*

Around the hotel there are a lot of palm trees and plants, a sight with which the bare mountains of the Saudi landscape made a striking contrast.

- *What could the writer see from his suite?*

He could see the marvellous view of the three swimming pools and the blue sky in the background.

- *What did the writer have for dinner?*

He had fresh fish, steamed vegetables and a selection of exotic fruit for dessert.

- *What did the writer do during his last afternoon at the resort?*

He spent the afternoon walking around the gardens of the resort.

5. POST-READING

Aim: to help Ss expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

- *Would you find a weekend like the one described enjoyable? Why / Why not?*

Yes, I would. The weekend described in the passage sounds ideal because the writer has been given a unique opportunity to break away from his daily routine and relax, which is difficult in this day and age. He is also in a comfortable and luxurious environment, which obviously makes forgetting about his problems easier.

- *What other kinds of activities contribute to a person's well-being?*

Getting a good night's sleep.

Working out regularly.

Maintaining work-life balance.

Maintaining a balanced diet.

Engaging in enjoyable activities.

KEY

Vocabulary

cheer on develop disability drop fall grow
image improve increase lay lie motto
promote reduce scene shipwreck sight striker
treat view

VOCABULARY WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

A.

- Have Ss do the activity.

1. sight
2. view
3. image
4. scene
5. lie
6. lay
7. lain
8. laid
9. lied

B.

- Have Ss do the activity.

1. increased
2. grown
3. improved
4. developed
5. dropped
6. reduce
7. lower
8. fallen

LANGUAGE PLUS

- **sight:** a thing that one sees or can see
- **view:** a scene, especially of a fine tract of countryside
- **image:** a mental picture
- **scene:** the place where an action or event occurs
- **lie (lied-lied):** not to tell the truth
- **lie (lay-lain)** intransitive verb: be in a horizontal position; not standing or sitting
- **lay (laid-laid)** transitive verb: place sth somewhere
- **increase:** become greater in number, level or amount
- **grow:** increase in size or quantity
- **improve:** become better at sth
- **develop:** grow or change into sth more severe or advanced
- **drop:** fall or let sth fall by accident
- **reduce:** make smaller in quantity or size
- **lower:** reduce sth or become less in amount, level, quality, etc.
- **fall:** move downwards

GRAMMAR

1. REPORTED SPEECH (STATEMENTS)

FOCUS ON USE

Aim: to help Ss revise the use of Reported Speech

- Have Ss do the exercise.

'It will help clean your skin.'
'It's time to sit in the Jacuzzi for a while.'
'You are doing great.'

- Read out and explain the Note.

FOCUS ON FORM

Aim: to help Ss revise the changes in tenses and expressions when using the Reported Speech

- Have Ss do the activity.

Present Simple	□	Past Simple
Present Progressive	□	Past Progressive
Past Simple	□	Past Perfect Simple
Present Perfect Simple	□	Past Perfect Simple
Present Perfect Progressive	□	Past Perfect Progressive
can	□	could
will	□	would
must	□	had to
today	□	that day
yesterday	□	the previous day
last week	□	the previous week
tomorrow	□	the next day
now	□	then
tonight	□	that night

- Read out and explain the Note.
- Refer Ss to the Grammar Reference (pp.136-137).

4a vocabulary & grammar

2. SPECIAL INTRODUCTORY VERBS

Aim: to present introductory verbs when using Reported Speech

- Have Ss do the exercise.

a

KEY

- Read through the box with the introductory verbs and explain any unknown words.
- Refer Ss to the Grammar Reference (pp.137-138).

3. PRACTICE

Aim: to help Ss practise the use of Reported Speech in context

- Have Ss do the activity.

1. Thomas said that he didn't want to go to a restaurant that night.
2. Eddie told me that Bill had been taking French lessons for three years.
3. Majed said that he would never speak to him again.
4. Paul suggested that we went camping that weekend / going camping that weekend.
5. Linda refused to do the washing-up.
6. Omer said that Saif couldn't answer the phone because he was taking a shower then.

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through an open cloze exercise (FCE format, Part 2)

- Have Ss do the exercise.

1. than
2. the/an
3. was
4. few
5. told
6. were
7. his
8. that
9. to
10. an/any

KEY

Vocabulary

contact lenses eyesight frame handle mainly obstruct recovery reveal solution vary vision

LISTENING ▶▶3, 4

1. PRE-LISTENING

Aims: • to introduce the topic of the listening activity
• to activate Ss' background knowledge

- Discuss the questions in class.

Suggested answers

- *What is the strangest dream you have ever had?*
The one that comes to mind was a dream, which I had several times when I was younger. For some reason it always left me feeling very frightened. I would be walking in a desert as if towards myself surrounded by nothing but sand. In this dream I would see myself getting closer and closer.
- *In your opinion, how important are dreams? Do you think they mean and/or can reveal something about a person's past, present or future?*
I think that dreams are very important as they tell us a lot about ourselves. Each person's dreams are unique and they reflect that person's worries and hopes.

2. MULTIPLE MATCHING

Aim: to give Ss practice in listening for specific information through a multiple matching exercise (FCE format, Part 3)

- Explain to Ss that they will hear five different people giving their views on dreams. Tell Ss that they have to choose from the list A-F the statement that each speaker would agree with.
- Read through the statements A-F and check understanding.

Speaker 1: D
Speaker 2: F
Speaker 3: A
Speaker 4: E
Speaker 5: B

SPEAKING

1. HELP SOLVE A PROBLEM

Aim: to give Ss practice in asking for and giving information in order to solve a problem (ECCE format)

- Divide Ss into pairs and refer them to either p.131 or p.132.
- Explain to SA that he/she should ask the questions provided in his/her section and that SB is supposed to answer based on the information included in his/her part. Then, SA should offer some advice about the problem either by choosing from the suggested solutions or by creating his/her solution, using the information he/she has learnt.
- If necessary, explain key words in both sections, such as vision, eye infection, and contact lenses.
- Go round the class helping Ss if necessary.
- Choose a few pairs to act out the dialogue.

Suggested answers

- A:** Who is the person?
B: It's my cousin. He has bad eyesight and doesn't want to have to wear glasses.
A: What options is he considering?
B: Well, he is thinking about laser eye surgery and contact lenses. What are the advantages and disadvantages of each solution?
A: In my opinion, he should definitely have laser eye surgery. It is a quick and painless way to get rid of bad eyesight once and for all. All he needs to do is look for an experienced surgeon. It may be true that in some cases eye surgery is not an option and results vary from patient to patient, yet, in most cases the results are accurate and impressive. If he thinks that the procedure is costly, he could always get a loan from his parents and pay it back little by little.
B: What about contact lenses? Do you think they are a bad idea?
A: If I were in his position, I wouldn't choose to get contact lenses. They might be reasonably priced and you can get coloured lenses, but there are a lot of disadvantages. If they are disposable, you need to replace them once a month or daily depending on the type, you need to handle them with care, and clean and store them using the appropriate solution.
B: That sounds like too much trouble.
A: I know. And on top of everything, you run the risk of getting an eye infection.

2. FURTHER DISCUSSION

Aim: to give Ss the opportunity to elaborate and expand on the topic of the speaking activity (FCE format, Part 4)

- Discuss the questions in class.

Suggested answers

- *What can people do to protect their eyesight?*
In order to protect your eyesight:
Don't spend many hours watching TV.
Wear sunglasses to protect your eyes from the sun's harmful rays.
Have your eyes checked regularly by a specialist.
Take time to rest your eyes, especially if you work on a computer every day.
- *Of the five senses which do you think is the most important?*
I consider both hearing and seeing equally important. I don't know what is worse, living in silence or living in darkness. I think that a person's experience of the world is incomplete without these senses.

Vocabulary

allergic allergy figure out from time to time
parrot rash schedule shelter sneeze watery

WRITING 1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *Are you or any member of your family allergic to anything? If yes, what symptoms do you/they have?*
Yes, I am. I suffer from hay fever. This means that when trees and plants bloom in spring and there is a lot of pollen in the air I suffer from allergies. The symptoms characteristic of hay fever are sneezing, a runny nose, itchy and watery eyes, and a feeling of general discomfort.
- *How would you feel if you were allergic to something in your home? What would you do about it?*
How I would feel would depend on how attached I am to the thing that I am allergic to. I might feel upset or annoyed. Nevertheless I think I would get rid of the thing that was causing my allergy because the discomfort experienced is not something I could put up with for a long period of time.

2. FOCUS ON CONTENT

A.

Aims: • to help Ss identify purpose and letter content
• to help Ss speculate about possible solutions to the problem

- Have Ss read the letter and do the activity.

'Sneezing' has developed an allergy to his cat and his doctor advised him to give the cat to the local animal shelter.
I would advise him to give the cat to a close friend or a relative who might want it.

- Discuss possible solutions.

B.

Aim: to help Ss identify purpose and letter content

- Have Ss read the reply letter and do the activity.

Andy suggests that 'Sneezing' should try giving the cat to a neighbour or friend.
Andy also says that 'Sneezing' should think about getting another pet he is not allergic to such as a fish or a turtle.

- Have Ss tell you if they agree with the advice given and brainstorm other solutions.
- Explain any unknown vocabulary.

3. OUTLINE

Aim: to provide Ss with a concise plan for writing letters of advice

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a letter giving advice.

4. WRITING TASK

A.

Aim: to help Ss brainstorm on the content of the letter

- Ask Ss to go through the rubric and check understanding.
- Ask them to brainstorm as many solutions to the problem described as possible.

B.

Aim: give Ss practice in writing letters giving advice (ECCE format)

- Read out and explain the tip.
- Have Ss do the activity.
- Refer Ss to the letter and the outline on p.65 as well as Appendix I for the layout and set phrases they can use when writing their letter of advice.

Vocabulary

alert approach attempt awareness camcorder
courage creature determination device embark
enhance exhaustion face fitness footstep globe
go after GPS heal hygiene inner jaw
knock down latitude longitude mainland mental
motivation navigator navigation paddle patience
privilege reckless recreation rely remark
repetitive rollerblade row (v) satellite phone seek
set off shift snap sponsor sponsorship
take down tremendous turn out undertake
universe

READING 15

1. PRE-READING

Aims: • to introduce the topic of the reading activity
• to generate discussion based on Ss' personal experience

- Have Ss read through the words in the vocabulary boxes and explain any words they may not know.
- Ask Ss the questions and discuss.

BACKGROUND INFORMATION

GPS (Global Positioning System) is a navigation system of 24 satellites. These satellites orbit the Earth twice a day and transmit information to different parts of the world. GPS is extremely accurate and is powered by solar energy. We can use GPS for emergency situations to let others know of our location. Many devices, such as mobile phones or driving navigation systems, have a GPS built within them.

Suggested answers

- *What physical and mental skills does one need in order to travel around the world using only 'man-powered means' of transport? How long do you think such a journey would take?*

I think you would definitely need physical fitness and endurance to deal with such a physically demanding task. Yet, you would also need mental skills in order to achieve such an ambitious goal, e.g. determination, motivation, patience and courage. After all, in such a journey, when the going gets tough, the tough get going!

I believe that such a journey would take between 6 and 12 months more or less.

- *Which of the things below would you do to pass the time if you had to cross an ocean on a small boat?*

Crossing the ocean on a small boat could take weeks; therefore, it means you have plenty of free time. I think it is necessary that you check the weather reports in order to be prepared; writing down your experiences is both useful for the future and it is a good way to pass the time. For those who are bored with writing and are fond of technology, making a documentary using their camcorder is definitely an option. Reading could be boring, but fishing is a must - after all fresh fish is delicious and a nice alternative to canned food.

- *What equipment would you take with you?*

I think I would definitely take a GPS in order to navigate and a satellite phone which would be useful to communicate with my family or with the coastguard in case of emergency. A radio would be a good way to pass the time or a camcorder as I like filming.

2. READING TO CHECK PREDICTIONS

Aim: to give Ss practice in reading to check predictions

- Ask Ss to go through the text quickly and compare the information in the article with their answers in the previous activity. Point out that they should not pay attention to any unknown words they might have.
- Have Ss do the activity.

- All the physical and mental abilities mentioned in the vocabulary box. The journey lasted 13 years.
- Reading and writing down his experiences.
- GPS, camcorder (linked to a satellite connection)

3. RECONSTRUCTING A GAPPED TEXT

Aim: to give Ss practice in reconstructing a gapped text (FCE format, Part 2)

- Have Ss read the sentences A-H and check understanding. Have Ss do the activity.

1. E (This is the only sentence providing an additional reason for embarking on such a journey.)
2. H (This sentence explains why Jason was on a solo journey, as the next sentence emphasises.)
3. D (This sentence refers to the only geographical region not mentioned in the previous paragraph which Jason covered. It also describes how his accident occurred and provides a lead in for the next sentence, which mentions the results and severe injuries of this accident.)
4. A (This sentence is the natural continuation of the previous one also describing everyday tasks, since the sentence starts with 'Other tasks included...')
5. G (This acts as a topic sentence for the rest of the paragraph which refers to more specific examples of how Jason faced physical and mental exhaustion, but also life-threatening situations.)
6. C (This is the only sentence referring to an incident with a threatening animal - a crocodile.)
7. B (This sentence justifies Jason's answer as to whether he would go or not on a similar journey.)

- Explain any new vocabulary.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Ask Ss to read through meanings a-d and check understanding.
- Have Ss do the activity.

A.

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

- Have Ss do the activity.

B.

- Explain to Ss that they should find these words in the text and guess their meaning from the context.
- Ask Ss to read through options *a*, *b* and *c* and check understanding.

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

KEY

- Ask Ss some comprehension questions, such as:

- *When did Steve decide to abandon the expedition?*

After five years when they reached Hawaii.

- *What were the doctors afraid of and what happened in the end?*

They were afraid that one of Jason's legs would have to be cut off because of blood poisoning, but they managed to save both legs.

- *Why did Jason have to take videos and send reports to his website on a daily basis?*

Because that was part of the agreement with his sponsors.

- *What was the problem that Jason had to deal with in the Pacific Ocean?*

He got stuck in the same spot for three weeks.

5. POST-READING

Aim: to help Ss expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

- *What do you think was the most dangerous part of Jason's extraordinary journey?*

I think the most dangerous part of his journey was when he rowed across the Indian Ocean and the Pacific Ocean using the 'man-powered' boat. Bad weather conditions out in the open sea can be life-threatening.

- *In your opinion, was Jason's adventure worth it?*

Jason has experienced more, in the 13 years that it took him to complete his round the world tour, than most people experience in a lifetime. For this reason I believe that the hardships he endured were worth it because he came out of it safe and sound and saw and did things that most of us have never even dreamt of doing and seeing.

- *Would you be interested in doing something similar?*

Why / Why not?

Although I think it would be wonderful to be given the opportunity to do something like this, I am not sure if I have the physical strength, let alone the emotional and mental strength, to endure it. Besides this, I know without a doubt that I would not be able to do it without a travel companion. I think I would feel very lonely and recording my experiences and emotions in a diary would not be a source of comfort to me.

KEY

Vocabulary

Expressions with the word 'time'

ahead of time behind the times for the time being
from time to time in no time just in time
on time time after time

Other words/phrases

boredom cure dietician earn emotional
failure gain heal herbal hip illness legend
mental neighbourhood overdo pleasure poison
pollute raise recover weakness

VOCABULARY

1. EXPRESSIONS WITH THE WORD 'TIME'

A.

Aim: to introduce expressions with the word 'time'

- Have Ss do the activity.

just in time: exactly when it was necessary

KEY

B.

Aim: to give Ss practice in identifying the meaning of expressions with the word 'time'

- Have Ss do the activity.

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

KEY

2. WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

1. physical
2. mental
3. emotional
4. infect
5. polluted
6. poisoned
7. heal
8. cure
9. recover
10. earn
11. raise
12. gained

KEY

LANGUAGE PLUS

- **physical:** relating to the body or shape
- **mental:** relating to the mind and the process of thinking
- **emotional:** psychological
- **infect:** cause a disease through the spread of germs or bacteria
- **pollute:** to contaminate the environment with waste or toxic substances and make it unhealthy to live in
- **poison:** to give sb a harmful substance in order to kill them
- **heal:** make or become well again, especially after a cut or injury
- **cure:** make sb healthy again
- **recover:** regain health after being ill
- **earn:** receive money as payment for your work
- **raise:** collect money for a special cause, e.g. charity
- **gain:** acquire sth gradually, e.g. weight, trust, etc.

3. NOUNS ENDING IN -NESS, -URE, -DOM AND -HOOD

Aims: • to raise Ss' awareness of nouns ending in -ness, -ure, -dom, -hood
• to give Ss practice in using nouns ending in -ness, -ure, -dom, -hood through a word building exercise

- Read out and explain the Note.
- Have Ss do the activity.

1. boredom
2. illnesses
3. failure
4. weakness
5. neighbourhood
6. pleasures

KEY

GRAMMAR

1. REPORTED QUESTIONS

Aim: to present Ss with the rules for Reported Questions

- Have Ss do the exercise.

- *What questions did the reporter actually ask Jason?*
'Why was it important to keep a record?'
'Would you go on such a difficult expedition again?'
- *Which words do the reported questions begin with?*
why, if
- *Are the verbs in the reported questions in the affirmative or in the question form?*
They are in the affirmative form.

KEY

- Have Ss read the Note.

2. REPORTED COMMANDS AND REQUESTS

A.

Aim: to present Ss with the rules for reported commands and requests

- Have Ss do the exercise.

- *Which verb is used to report a command?*
The verb *tell*.
- *Which verb is used to report a request?*
The verb *ask*.
- *What does the imperative change to in Reported Speech?*
It changes into full infinitive.
- *What about the negative imperative?*
It changes into not + full infinitive.

KEY

B.

Aim: to give Ss practice in using Reported Requests

- Have Ss do the activity.

Think positively!
Don't get discouraged!

KEY

- Refer Ss to the Grammar Reference (p.138).

3. PRACTICE

Aim: to provide practice in using Reported Speech in context

- Have Ss do the activity.

1. he could do
2. to do
3. if there was
4. that was
5. not to overdo
6. should try
7. he could
8. had
9. disliked
10. if Arthur knew
11. he would like
12. would bring

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise Reported Speech through a transformation exercise (FCE format, Part 4)

- Have Ss do the exercise.

1. he hadn't gone
2. me if I preferred
3. asked Robert how often he
4. not to eat junk food
5. whether that diet would really
6. to know if I had
7. if /whether Mark had gone
8. his brother couldn't ski

KEY

Vocabulary

keep in shape lentils nutritional soy spice
tofu vegetarianism

LISTENING

1. PRE-LISTENING

Aims: • to introduce the topic of the listening activity
• to activate Ss' background knowledge

- Discuss the questions in class.

Suggested answers

- *What are some of your favourite kinds of food? How healthy are they?*
I love pasta, salads and fish. Well, salads and fish are very healthy, while pasta is good only when eaten in moderation.
- *What is your opinion on vegetarianism?*
Vegetarianism involves cutting out animal products and by-products, such as eggs, milk and cheese, that are produced by them or from them and unless one is very careful this can lead to vitamin deficiencies. So, I am of the opinion that it is better to eat everything in moderation rather than risk developing a deficiency that may affect one's health.

2. LISTENING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in listening for specific information (ECCE format, Part 2)

- Explain to Ss that they will hear a radio programme about a vegetarian festival and they have to answer the questions they hear after each part of the interview.
- Ask Ss to read through questions 1-10 and the options given.

- c
- a
- b
- c
- a
- a
- b
- a
- c
- b

SPEAKING

Aims: • to give Ss practice in speculating on a topic and reaching a decision
• to provide vocabulary and practice in speculating (FCE format, Part 3)

- Divide Ss into pairs.
- Explain that Ss have to discuss the advantages and disadvantages of six different activities and then reach a decision.
- Go round the class, helping Ss when necessary.

- What are the advantages and disadvantages of each activity?

ACTIVITY	ADVANTAGES	DISADVANTAGES
Martial arts	great workout, martial arts equipment is provided at the gym	quite intensive and tiring, may result in injuries
Basketball	fun and entertaining, promotes cooperation and team spirit, great exercise, no special equipment needed	you need to find a team that is at the same level as you, requires players in good shape
Boxing	good workout, builds muscles	quite intensive and tiring
Weightlifting	quick results and the equipment is provided in the gym	tiring and repetitive, might result in people getting bored
Horse riding	very entertaining, great sense of freedom, you get to be close to nature	need to take special courses, the fees are quite expensive, might result in injuries
Swimming	fun, great exercise with no impact or injuries, gives you the chance to relax as well	(outdoors) depends on weather conditions (indoors) people might be allergic to chemicals

Suggested answer

- *Which two activities seem most suitable for you?*
I would enjoy doing weight lifting and horse riding. Weight lifting appeals to me because programmes can be altered to suit a person's individual needs and goals. Furthermore, training sessions do not have to be time-consuming, which means that they can be fitted into a busy work schedule. As for horse riding, it is a wonderful activity that not only keeps you fit, but also gives you a great sense of freedom.

4b vocabulary & grammar

Vocabulary

apricot asparagus beans broccoli cabbage
carbohydrates cauliflower cereal chickpeas
crisps date kiwi lentils lobster mussels
nuts pasta plum protein crab seafood
shrimp

VOCABULARY AND GRAMMAR

Aim: to help Ss identify different types of food

- Ask Ss to go through each food category and think of other types of food that can be added in each one.

Suggested answers

Vegetables: lettuce, carrots, onions, etc.

Fruit: bananas, pineapples, cherries, etc.

Seafood: oysters, squid, calamari, etc.

Rich in protein: peas, walnuts, trout, etc.

Rich in carbohydrates: potatoes, flour, bread, etc.

GRAMMAR CLAUSES OF RESULT

Aim: to help Ss revise the use of clauses of result

A.

- Have Ss do the activity.

Who or what was successful?

The restaurant.

What was the result of this?

He opened up two more restaurants.

B.

- Have Ss do the activity.

- *Does the sentence mean the same as the sentence in A?*
Yes.

- *What is the difference between so and such?*
So is followed by an adjective or adverb whereas such is followed by an article + an adjective + noun.

C.

Aims:

- to present Ss with the rules concerning the use of the clauses of result
- to give Ss practice in using the clauses of result

- Read out and explain the rules and the Note.
- Have Ss do the activity.

1. The soup was so tasty / It was such a tasty soup that I decided to have some more.
2. Robert drives so carelessly / Robert is such a careless driver that he may have an accident.
3. This exercise is so difficult / It's such a difficult exercise that I can't do it.
4. Nasir has so much money / Nasir is such a rich person. / Nasir is so rich that he can lend you some (money).
5. Bob's book was so successful / Bob's book was such a success that it was on the bestseller list for a long time.
6. I feel so weak that I can't help you carry the box.

- Refer Ss to the Grammar Reference (p.138).

Vocabulary

accommodate bench cramped expand facilities
fitness centre lack (n) location personnel
premises rubbish bin supervise willing

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *Have you ever been to a fitness centre? If yes, what did you like/dislike about it? If not, would you like to be a member of one? Why / Why not?*

Yes, I have. Besides the facilities, which were both spacious and clean, I also liked the equipment because it was new and top of the line. What I didn't like was the fact that at certain times of the day the fitness centre would get very crowded and as a result the strength training equipment was not always available. Furthermore, the trainers were very busy and often neglected to change my programme for weeks on end.

- *What features should a good fitness centre have?*
training personnel that is attentive, knowledgeable and experienced
a clean and spacious interior
modern facilities
training equipment that is modern and in good condition
a variety of fitness classes
a health consultant (to give advice, supervise and monitor weight-loss programmes)
a general practitioner and physiotherapist

2. FOCUS ON STYLE, CONTENT AND ORGANISATION

Aim: to help Ss identify stylistic features, content and paragraph organisation of a report

A.

- Have Ss read the rubric and do the activity.

1. Because the manager asked me to write it.
2. The hotel manager.
3. It should be written in a formal style.
4. b, c, d

B.

- Have Ss read the report and do the activity.

Points b, c, d from question 4 have been included.

C.

Aim: to give Ss practice in choosing the correct heading when writing a report

- Have Ss do the activity.

1. Introduction
2. Size
3. Staff
4. Other services
5. Conclusion

D.

- Aims:**
- to give Ss practice in using appropriate headings for their report
 - to give Ss practice in using the Passive Voice when writing a report

- Have Ss do the activity.

1. Introduction

This is a report on what must be done to make Prospect Park safer and more attractive.

2. Parking

First of all, cars cannot be allowed in the park. Cars should be parked in the parking areas.

3. Rubbish

In addition, all the rubbish has to be collected. More rubbish bins should be placed in the busy areas of the park.

4. Lake

Finally, the lake should be cleaned. The park benches around the lake need to be painted as well.

5. Conclusion

To sum up, if the above recommendations are carried out, more people will be able to enjoy Prospect Park.

KEY

3. OUTLINE

Aim: to provide Ss with a concise plan for writing reports

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a report.

4. WRITING TASK

A.

Aim: to help Ss understand the content of the report based on the rubric

- Have Ss read the rubric and answer the questions.

Suggested answers

1. Gym, Basketball court, Football field
2. As above.
3. Gym: we should buy more equipment / Basketball court: we should repaint the lines and repair the spectator seats / Football field: we should buy new nets for the goal post and replace the seats.

KEY

B.

Aim: to give Ss practice in writing reports (FCE format, Part 2)

- Read out and explain the tip.
- Have Ss do the activity.
- Refer Ss to the report on p.72, the outline on p.73 as well as Appendix I for set phrases they can use when writing their report.

Vocabulary

challenging client desire flexibility give in
level muffin overall overtime put off session
toning throughout weight loss wound

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

1. boredom
2. neighbourhood
3. impossible
4. pleasantly
5. instructor
6. fitness
7. strength
8. perfectly

KEY

D.

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

KEY

E.

1. said that he had been
2. reminded me to buy
3. told us/said that jogging was
4. refused to do that
5. wondered whether/if he would ever
6. asked us to remove our
7. were such a success that
8. so busy at work that

KEY

LISTENING ▶▶ 7, 8

Speaker 1 - b
Speaker 2 - e
Speaker 3 - f
Speaker 4 - c
Speaker 5 - d

KEY

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.

5 Nature

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 title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- 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 pages of the module and find where these points are discussed.

KEY

a short article about food miles: p.87
a letter to an editor of a newspaper about a ban on hunting: p.90
a brochure about the Columbus Zoo and Aquarium: pp. 84-85
a radio interview about Hurricane Katrina: p.88
two stories about cleaning up polluted rivers: p.79
a short article about eco-tourism: p.81

- Read out the topics listed in the *In this module you will...* section. Explain any unknown words.

Vocabulary

Phrasal verbs

break down clean up close down come across
pick up turn into

Other words/phrases

abandoned acidic appoint author bizarre
cause chemical choked coal mine creek
dedicated depend environmental fade fellow
citizens flow head out industrial industry
landscape landscape architect lead machinery
mattress participation pollutant polluted
process setting sugar maple tree sulphur
sycamore tree vintage wetland wildlife

READING 19

1. PRE-READING

Aims:

- to introduce the topic of the reading activity
- to activate Ss' background knowledge

- Discuss the questions in class.

Suggested answers

- *Is the area you live in polluted? If yes, what kinds of pollution are a problem?*

Yes, it is. Firstly, there is a lot of air pollution. This is because there is a lot of traffic, and the exhaust fumes of all these cars pollute the atmosphere. The vehicles moving through the area are also a source of noise pollution, and unfortunately exposure to it is not limited to peak hours because it is busy all throughout the day. Furthermore, there is a problem with land pollution as people litter, and pavements, parks and playgrounds tend to look both untidy and neglected.

- *What can people do to help keep the environment clean?*

Greener sources of energy should be promoted. Recycling plants can be built to ensure the effective use of recyclable materials.

Environmental awareness programmes can be launched to encourage people to support recycling efforts.

People can use public transportation, walk when short distances are involved, ride bicycles and make carpooling arrangements with relatives, friends or colleagues.

People can dispose of things like old appliances, mobile phones and used batteries which contain toxic substances at special drop-off points.

- *How can we make people more aware of environmental issues?*

Launching environmental campaigns can help sensitise people on issues that concern the environment. People need to be informed of environmental issues, and exposure can be achieved through the use of various means such as works of art, literature, photography, documentaries and debates. Awareness can also best be achieved through the use of community-based environmental projects, which actively involve members of the community in environmental work that could require doing things such as cleaning up a beach or planting trees.

2. READING FOR GIST

Aim: to give Ss practice in identifying the main idea of the text

- Ask Ss to read through the options a-d and check understanding.
- Then, have Ss read through the text quickly to answer the question. Point out that they should not pay attention to any unknown words they might have.
- Check Ss' answer and ask them to provide justification.

c

KEY

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details through a multiple choice activity (FCE format, Part 1)

- Ask Ss to read through questions 1-5 and the options. Point out to Ss that first they should read each question and then find the part of the text which best answers the question.
- Read out and explain the tip.
- Have Ss do the activity.

1. d ('So Sandra wrote a letter to the newspaper...' lines 17-20)

2. c ('...teams of volunteers...' lines 22-23, 'Many people volunteer...' line 24, 'Others belong to clubs...' lines 25-26, 'Each team chooses ... and appoints a leader.' lines 28-30)

3. c ('Other places are too dirty even for dedicated volunteers to clean up. They need professionals...' lines 37-39)

4. b ('Bargmann even left the old mining equipment... so that the people who worked in the mines... could visit and remember their lives there.' lines 64-67)

5. c ('When the water turns a healthy blue colour, the red trees will be replaced by blue-green sycamore trees.' lines 58-60)

- Ask Ss some comprehension questions, such as:

- *Why did Sandra decide to write a letter to the newspaper?*

Because as she was walking along the side of the Bow River, she noticed a mattress and tried to remove it, but realised that she couldn't do it on her own.

- *Who volunteers in the Annual Pathway and River Cleanup?*

People with their families, friends or colleagues and people from clubs such as: hiking, bird watching, fishing and cycling.

- *What are some of the things found dumped in the river?*

Money and abandoned vintage cars.

- *What was the cause of the pollution in Blacklick Creek?*

The fact that the coal mine machinery and chemicals were abandoned in the area.

- *How did Julie Bargmann use bacteria to combat pollution?*

Some of the polluted water flows into a wetland where bacteria were used to eat the sulphur in it to make it clean again.

4. GUESSING THE MEANING OF UNKNOWN WORDS

A.

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find these words in the text and guess their meaning from the context. Then, ask Ss to read through the options and choose the correct meaning.
- Have Ss do the activity.

1. a
2. c

KEY

B.

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted phrasal verbs in the text and guess their meaning from the context. Then, ask Ss to read through meanings a-e and check understanding.
- Have Ss do the activity.

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

KEY

5. POST-READING

Aim: to give Ss the opportunity to expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

KEY

- *Have you ever participated in an event like the annual Pathway and River Cleanup? If yes, what did you do? If not, would you be interested in doing something like that?*

Yes, I have. I took part in a plant-a-tree event which took place a couple of years ago. This event was organised in an effort to reforest an area that had been destroyed by a destructive forest fire. It involved digging out what remained of the trees that had been burnt, planting new trees and watering them.

- *What do you think of Julie Bargmann's idea to clean up Blacklick Creek?*

I find her idea very creative. I think it's wonderful for people to be interested in investing their personal resources (ideas, time and effort) to do something such as this that will have long term benefits not only for the local community, but also for the environment. I think that people find it easier to understand the effects that our activities have on the environment when they can actually see the results. For this reason, making Blacklick Creek a tourist site where the cleaning up process can be seen (the coloured pools of water that gradually change colour) is a very clever way of making the message clear.

Vocabulary

abandon blessing cargo ship come up with
eco-tourism engine evacuate factory fatal
flower bed infect machine massive remove
scheme splash (n) sum threat undergo

VOCABULARY

1. NOUNS ENDING IN -ION AND -ANT

A.

Aim: to raise Ss' awareness of abstract nouns (ending in -ion) and agents (ending in -ant)

- Ask Ss to look at the chart and find which nouns indicate *an action* and which indicate *a person or a thing doing the action*.

Action: pollution, participation
A person or a thing doing the action: pollutant, participant

KEY

B.

Aim: to give Ss practice in using abstract nouns or agents in context through a word building exercise

- Have Ss go through sentences 1-7 and check understanding.
- Have Ss do the activity.

- application
- inhabitants
- contestants
- protection
- assistant
- creation
- applicants

KEY

2. WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

- amount
- sum
- abandon
- evacuate
- machine
- machinery
- engine
- industry
- factory

KEY

LANGUAGE PLUS

- amount:** a quantity of money, time or a substance
- sum:** a quantity, especially of money
- abandon:** go away from a person, thing or place with no intention of returning
- evacuate:** move people out of a place when in danger
- machine:** a piece of equipment
- machinery:** large machines, e.g. agricultural machinery
- engine:** a special piece of machine of a car/plane etc. that turns power into movement
- industry:** the factories and people that work towards the production of a specific product, e.g. the car industry
- factory:** a building where products are made in order to be sold

GRAMMAR

1. PASSIVE VOICE I

FOCUS ON USE

Aim: to help Ss revise the basic uses of the Passive Voice

- Have Ss do the activity.

- b
- b

KEY

FOCUS ON FORM

Aim: to revise how the Passive Voice is formed

A.

- Have Ss do the activity.

Subject + verb **be** + past participle

KEY

B.

- Have Ss do the activity.

- d
- f
- b
- e
- a
- c

KEY

- Refer Ss to the Grammar Reference (p.138).

5a vocabulary & grammar

2. PRACTICE

A.

Aim: to give Ss practice in using the Passive Voice in context

- Have Ss read through the text and check understanding.
- Have Ss do the activity.

1. has been proved
2. is called
3. raises
4. will be protected
5. has been discovered
6. was found
7. had caught
8. have made
9. is needed
10. be allowed
11. will protect

KEY

B.

Aim: to give Ss practice in transforming sentences into the Passive Voice

- Have Ss read the sentences 1-6 and check understanding.
- Explain to Ss that they will have to rewrite the sentences in Passive Voice starting with the words given.

1. A new sushi restaurant was opened in our neighbourhood last month.
2. The project will definitely be finished by the end of the month.
3. The electricity bill must be paid by Monday.
4. The name of the new coach will be announced at 10am.
5. What time is breakfast served at the hotel?
6. The chimpanzees weren't fed this morning.

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through a word building exercise (FCE format, Part 3)

- Have Ss do the activity.

1. inhabitants
2. dirty
3. encouraging
4. pollution
5. participants
6. unpleasant
7. completely
8. healthier

KEY

Vocabulary

alternative branch common sense conservation
gap year man-made miss out on rock wallaby
toxin wildlife reserve

LISTENING ▶▶10, 11

1. PRE-LISTENING

Aims: • to introduce the topic of the listening activity
• to activate Ss' background knowledge

- Discuss the questions in class.

Suggested answers

- *How does the idea of a 'gap year' (a break from studies between school and university) sound to you?*
Taking a gap year sounds like a wonderful idea. I think that sometimes young people need the time to find out who they are, what they want out of life, what their strengths and weaknesses are and what they are capable of achieving.
- *If you had the chance to do it, what would you like to do?*
I think I would choose to work, perhaps with a charity organisation or an environmental group. That way I would know that I was not only gaining experience and developing new skills, but that I was contributing to making this world a better place.

2. LISTENING FOR GIST

Aim: to give Ss practice in listening for gist

- Explain to Ss that they will hear an interview with an expert talking about conservation work in Australia and they have to tick the activities that people taking a gap year say they can do there.
- Have Ss do the activity.

protect endangered animals ✓
plant trees ✓

3. LISTENING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in listening for details through the completion of gapped sentences (FCE format, Part 2)

- Tell Ss that they have to listen to the interview again in order to complete sentences 1-7. Ask Ss to go through the sentences and check understanding. Remind them that they should first read the gapped sentences and then listen to the interview.
- Have Ss do the activity.

1. plant life 2. decreasing 3. enthusiasm
4. free time 5. the planet 6. career 7. five years

SPEAKING

1. WARM-UP

Aims: • to introduce the topic of the section
• to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answers

- *Why is it important to keep the Earth clean?*
The various eco-systems that exist on Earth are home to a large variety of plant and animal species. By polluting the natural environment we bring about the gradual destruction of global ecosystems and the planet will become so inhospitable that it will not be able to support life.

- *What do you do to make your community a cleaner place?*
Separate and dispose of recyclable materials and waste.
Throw litter in bins and not on the ground.
Go on foot to places that are within walking distance.
Use public means of transportation to reduce air pollution caused by the use of private vehicles.
Use reusable bags instead of plastic bags when doing my grocery shopping.

2. FOCUS ON PICTURES

Aims: • to give Ss practice in comparing photographs
• to provide vocabulary and practice in comparing (FCE format, Part 2)

A.

- Divide Ss into pairs.
- Ask Ss to look at the photos and speculate about the place and the situation (A: waterfalls and B: fumes coming out of an industrial plant in the midst of nature.) Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and express their opinion using the words and expressions given.

Suggested answer

The environment in picture A seems to be naturally beautiful, clean and healthy, whereas the one in picture B seems to be the result of a man-made disaster. Looking at picture A, I feel serene and calm and I wish I could swim in the crystal clear water. Looking at picture B, I feel the pollution all around me and can almost smell the toxic fumes coming out of this industrial plant. It is sad to look at the green-brown water of the once beautiful landscape.

B.

- Discuss the questions in class.

Suggested answer

B.

- *Which of the two places would you like to find out more about?*
I would like to find out about the place in picture A because it is so beautiful.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to elaborate and expand on the topic of the speaking activity (FCE format, Part 4)

- Discuss the questions in class.

Suggested answers

- *How can living near a polluted area affect your life?*
It can be the cause of major health problems (cancer, skin problems, breathing problems, etc.)
- *In what ways is water important in our life?*
Water is essential, since humans, animals and plant life cannot survive without it.
- *Who is responsible for water pollution? What should be done about it?*
Factories and industrial plants of all kinds are mostly to blame, but also individuals such as farmers who dump residues of pesticides in rivers or lakes. Strict laws concerning the protection of lakes, rivers and seas should also be enforced and very high fines should be imposed, in order to stop companies from polluting.

WRITING 1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *Which of the following alternative holiday activities would you be interested in taking part in? In your opinion, what are the benefits of participating in such activities?*
I think that all of them are interesting so it's hard for me to choose one. Actively participating in an environmental project is obviously satisfying because you can see the results and both the local community and the natural environment benefit from it.

2. FOCUS ON USING PROMPTS

Aim: to give Ss practice in using prompts in order to decide on the content of an e-mail based on prompts

- Have Ss read the e-mail and the notes and check understanding.
- Tell Ss that they should decide on the information to be included in the reply e-mail.
- Have Ss do the activity.

- Information about any eco-tourism special programmes that the 'Friends of Nature' could participate in.
- Information on sport activities like hiking and rafting.
- Information on places to visit and suggestions as far as the local cuisine is concerned.
- Items you might want from London - chocolates, books or clothes.

3. BRAINSTORMING

Aim: to familiarise Ss with the process of brainstorming before writing an e-mail

- Divide Ss into pairs and tell them that each pair should try to come up with ideas to answer the questions in the activity.
- Set a time limit of maximum 5 minutes and have Ss do the activity.

give relevant information

- Clean rivers and lakes by volunteering for environmental organisations, help monitor the life of monachus monachus seals, etc.
- WWF, Greenpeace, MOM (for the protection of Monachus Monachus Seal), etc.
- *'I am sorry, but I don't know of any eco-tourism programmes in the area. I'll do a little research and get back to you as soon as I have some news.'*

name activities

- mountain climbing, horse riding, scuba diving, etc.

suggest

- open answers

request

- *'A book on Eco-tourism'*
- *'No thanks, but it's very kind of you to ask!'*

4. OUTLINE

Aim: to provide Ss with a concise plan for writing e-mails giving prompts

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an e-mail.
- Have Ss do the activity.

Suggested answer

GREETING

- *Dear...*

OPENING PARAGRAPH

- *Glad to hear from you, of course I remember you are a member of 'Friends of Nature'...*
- *I'm writing to tell you all about...*

MAIN PARAGRAPH

- Info about eco-tourism programmes, sports activities, sights and restaurants
- Things you might want from London

CLOSING PARAGRAPH

- *Looking forward to seeing you...*
- *Phone me when you arrive...*

SIGNING OFF

- *Best/Yours...*

5. WRITING TASK

Aim: to give Ss practice in writing e-mails (FCE format, Part 1)

- Tell Ss that they should write an e-mail giving all the necessary information. Refer Ss to the e-mail and the outline on p.83 as well as Appendix I for the layout of e-mails and set phrases they can use when writing their e-mail.

Vocabulary

appetite aquarium aquatic bond captivity
coral reef endangered former frontier gallon
handsome in terms of lizard manatee nearly
pachyderm panoramic pond promotional
publicise region represent reptile reputation
saltwater savannah species tank throughout
wildlife sanctuary

READING 12

1. PRE-READING

Aims: • to introduce the topic of the reading activity
• to activate Ss' background knowledge

- Discuss the questions in class.

Suggested answers

- *Have you ever visited a zoo or wildlife sanctuary? How did you like it?*
I have visited a zoo about two or three times. The truth is that I do not like zoos. I don't like seeing wild animals in cages. I would prefer for them to be kept in nature reserves where they are free to enjoy their natural habitats and behave in a way that is natural to them.
- *Can you list some animals that are native to your country? Are any of them endangered?*
wildcats, gazelles, wolves, baboons and hyenas are a few animals native to my country.
Certain species of corals, gazelles and falcons are endangered species.
- *Do you think keeping animals in zoos is a good way of protecting them? Why / Why not?*
I personally believe that protecting wild animals is not only about protecting them physically, but also about respecting their nature. Keeping them in cages goes against their nature because they are not free to behave in a way that is natural to their species. The best way to protect them is to keep them in nature reserves, which preserve their natural habitats.

2. READING FOR GIST

Aim: to give Ss practice in identifying the topics mentioned in the text

- Ask Ss to read through the headings 1-6 and check understanding.
- Then, have Ss read through the text quickly to choose the right heading for each of them. Point out that they should not pay attention to any unknown words they might have.
- Check Ss' answers and ask them to provide justification.

1. E ('Of the 16 gorillas living in the Columbus Zoo, 8 of them are related to Colo.')
2. F ('There is also a special winter lights show, when some habitats stay open during the winter.')
3. C ('...visitors can go through the pachyderm building, which is the second largest indoor habitat...animals like the Asian Elephant and Black Rhinoceros can be found.')
4. A ('...has become one of the most well-known in the world...')
5. B ('At 24 feet long, Fluffy is very long...The zoo paid a handsome \$35,000 for him.')
6. D ('...two of the most popular habitats...Discovery Reef, and Manatee Coast.')

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details through a multiple choice activity (ECCE format, Part 3)

- Ask Ss to read through questions 1-8 and the options provided. Point out to Ss that first they should read each question and then find the part of the text which best answers the question.
- Have Ss do the activity.
- Check Ss' answers and ask them to provide justification.

1. d (para A: '...and largely due to the promotional efforts of its former director and animal expert "Jungle" Jack Hanna.')
2. a (para B: 'Fluffy is said to be the largest snake in captivity anywhere in the world.')
3. c (para C: '...which is the second largest indoor habitat of its kind in the whole world...')
4. c (para C: 'The pachyderm building is so big that up to 10 elephants and 4 rhinos can be held there at the same time.')
5. d (para D: 'This exhibit ...and it is covered with a roof that opens up so that it can be visited all year.')
6. a (para E: '...Colo, the world's first gorilla to be born in captivity...')
7. c (para F: '...within the next few years. They will include...a zoo-themed water park...')
8. b (para B: 'In the reptile habitat, the visitor will be greeted by many exciting animals like snakes, turtles, and lizards.' para D: 'In the "Shores" region...you can see many kinds of species of fish, sharks, and turtles.')

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find these words in the text and guess their meaning from the context. Remind Ss that the meaning of words may change according to context. Then, ask Ss to read through the options and choose the correct meaning.
- Have Ss do the activity.

1. c
2. b

5b reading

- Ask Ss some comprehension questions, such as:

- *How long is Fluffy and what does he eat?*

He is 24 feet long and he eats two 10-pound rabbits a week.

- *What kind of animals can be found in the pachyderm building?*

There are Asian Elephants and Black Rhinoceros.

- *What is special about the coral reef exhibit in the Discovery Reef?*

It is one of the largest of its kind in the US.

- *Which regions are they thinking of adding to the zoo?*

The Polar Frontier, the African Savannah and South/Central America.

5. POST-READING

Aim: to help Ss expand on the topic of the reading activity drawing on their own experience

- Discuss the question in class.

Suggested answer

KEY

- *If you had only a few hours to spend at the Columbus Zoo and could pick just two of the habitats to visit, which would you choose, and why?*

I would choose to visit the reptile habitat and the 'Shores' region of the zoo. A large variety of species is exhibited in both. Visiting them would give me the opportunity to see species that I have never seen before from up close. In the reptile habitat the python, named Fluffy, which is 24 feet long and as thick as a tree trunk would be amazing to see.

Vocabulary

Prepositional phrases

as a result of in charge of in connection with
in comparison with in favour of in memory of
in support of in the mood for on behalf of

Compound nouns

animal rights car park city centre forest fire
global warming home town nature trail
traffic jam

Other words/phrases

breed (v) cosmetics marine object to specialist

VOCABULARY

1. PREPOSITIONAL PHRASES

A.

Aim: to raise Ss' awareness of prepositional phrases

- Have Ss do the activity.

In addition to, in accordance with, in the mood for,
etc.

B.

Aim: to give Ss practice in using prepositional phrases in context

- Have Ss read sentences 1-10 and check understanding.
- Have Ss do the activity.

1. of
2. On
3. of
4. in
5. to/with
6. for
7. with
8. in
9. With/In
10. as

2. NOUNS + PREPOSITIONS

A.

Aim: to raise Ss' awareness of nouns + prepositions

- Have Ss do the activity.

The Columbus Zoo has a reputation **for** being a
world leader **in** reptile care.

B.

Aim: to give Ss practice in using nouns + prepositions in context

1. reason
2. specialist
3. need
4. solution
5. threat
6. damage
7. description

3. COMPOUND NOUNS

A.

Aim: to raise Ss' awareness of compound nouns

- Have Ss look at the example.
- Read out and explain the Note.
- Have Ss do the activity.

reptile habitat
reptile care
pachyderm building
saltwater tank
coral reef exhibit
winter lights show
water park
golf course
hotel resort

B.

Aim: to give Ss practice in forming compound nouns

- Ask Ss to read out the words in both columns and check understanding.
- Have Ss do the activity.

car park
animal rights
traffic jam
forest fire
nature trail
city centre
home town

C.

Aim: to give Ss practice in using compound nouns in context

- Ask Ss to read through sentences 1-5 and check understanding.
- Have Ss do the activity.

1. car park
2. city centre
3. traffic jam
4. nature trail
5. Animal rights

GRAMMAR

1. PASSIVE VOICE II

Aim: to present Passive Voice forms and their uses

A.

- Have Ss do the activity.

a.

- Fluffy
- People

b.

- *are now being made*

KEY

B.

- Have Ss do the activity.

1.

- **Objects:** *Mr Watson, gold pen*
- **Direct object:** *gold pen*
- **Indirect object:** *Mr Watson*
- **Subject of the passive sentence in the answer:** *He (Mr Watson)*

2.

- **Objects:** *answer sheets, all the students*
- The subject of B is *all the students*, the indirect object of question A.
- The subject of C is *answer sheets*, the direct object of question A.

3.

- Sentence A is in the Active Voice, while sentence B is in the Passive Voice.
- object + bare infinitive
- to + infinitive

KEY

- Refer Ss to the Grammar Reference (pp.138-139).

2. PRACTICE

Aim: to give Ss practice in transforming sentences from the Active into the Passive Voice through a transformation exercise

- Ask Ss to read through the sentences 1-8 and check understanding.
- Have Ss do the activity.

1. It is said that Alex is one of the best biologists in the country.
2. The baby elephants were being fed with special care by the zookeepers.
3. A new Natural History museum is being built in our city.
4. I was offered some coffee by the secretary.
5. I have been made to wait for two hours already.
6. Professor Swanson is believed to deserve a Nobel prize.
7. The e-mail will be sent to Mr Evans after lunch.
8. The children were made to apologise to Mrs Trenton.

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through an open cloze exercise (FCE format, Part 2)

- Ask Ss to read through the text and check understanding.
- Have Ss do the activity.

1. in
2. has
3. on
4. of
5. been
6. be
7. that/which
8. by
9. than
10. into

KEY

Vocabulary

Natural disasters

earthquake flooding hurricane tornado
tsunami volcanic eruption

Other words/phrases

affect authorities consist contain damage (v)
defend destructive effect erosion hit injure
instruction knock marsh natural disaster
origin panic protect regain rescue status
strike

LISTENING ▶▶13, 14

1. PRE-LISTENING

Aims: • to introduce the topic of the listening activity
• to activate Ss' background knowledge

- Discuss the questions in class.

Suggested answers

- *Have you heard of any recent hurricanes?*
Hurricanes aren't very common in this part of the world, so I can't really think of any.
Yes, I recently heard about a hurricane that hit South America.
- *How destructive can a hurricane be?*
A hurricane can be very destructive. It can cause flooding and the high winds can cause damage to homes and crops. Sometimes even lives are lost in hurricanes.
- *What can people do to protect themselves from a hurricane?*
I think that the only thing they can do is stay informed and listen to the advice that is given to them by the authorities. Furthermore, if the authorities have told them to leave the area they should not stay there to 'protect' their property as they will only put their lives in danger.

2. LISTENING FOR GIST

Aim: to give Ss practice in listening for gist

- Explain to Ss that they will hear a radio interview with a meteorologist talking about Hurricane Katrina. Ask Ss to read through the topics, check understanding and explain to them that they should tick the topics mentioned in the interview.
- Have Ss do the activity.

the origin of the hurricane ✓
the areas it struck ✓
the damage caused by the hurricane ✓

3. LISTENING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in listening for specific information and answering multiple choice questions (FCE format, Part 4)

- Have Ss do the activity.

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

SPEAKING

Aim: to give Ss practice in speaking about natural disasters using new vocabulary (FCE format, Part 4)

- Ask Ss to read through the words/phrases in the box and check understanding.
- Give Ss some time for brainstorming and tell them that when answering the questions, they should use as many words/phrases from the box as possible.

Suggested answers

- *A hurricane is one kind of natural disaster. What other kinds of natural disasters do you know of? Are any of them common in your country? What can people do to protect themselves from them?*

Earthquakes are another kind of natural disaster. People can protect themselves if they are well-informed and they don't panic, and follow the instructions given by the authorities. For example, they should avoid elevators and stairs, and they should find shelter under something sturdy, like a table for example.

- *What kind of support or help should be available for victims of natural disasters? Who do you think is responsible to provide this help, the government, charities or individuals? Why do you think so?*

People who get injured, lose their homes, or worse, a family member after a natural disaster need as much support as they can get, both financial and medical. First of all, the government should plan ahead and have special teams of volunteers who will offer any kind of help the victims might need. Charities and individuals should also help the work of the government. Also, money should be offered to rebuild homes and public buildings and provide food and shelter for the people who have lost their property.

5b vocabulary & grammar

VOCABULARY WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

1. damaged
2. injure
3. hit
4. knock/knocking
5. affects
6. effect
7. contain
8. consists
9. property
10. belongings
11. rescued
12. protect
13. defend

LANGUAGE PLUS

- **damage:** do something harmful to an object; spoil physically
- **injure:** cause damage to a person's or animal's body
- **knock:** hit (usually a door) repeatedly in order to attract attention
- **hit:** touch an object fast and using a lot of force
- **affect (v):** have an influence on sb or sth
- **effect (n):** a change produced by a particular influence
- **consist (of):** used to say that sth is made up of various parts or things
- **contain:** include or have sth inside as a part
- **belongings:** a person's possessions, i.e. whatever he/she owns
- **property:** the land and the buildings in it which belong to a person
- **protect:** keep sth or sb safe from injury, damage or loss
- **defend:** take action in order to protect or support sb or sth
- **rescue:** get sb out of an unpleasant or dangerous situation

B.

Aim: to give Ss practice in using the clauses of concession in context by rewriting sentences

- Ask Ss to read through the rules and sentences 1-5 and check understanding.
- Have Ss do the exercise.

1. Even though the birds were covered with oil from the spill, the volunteers expect them to survive.
In spite of the fact that the birds were covered with oil from the spill, the volunteers expect them to survive.
2. Although the tiger jumped out of its cage, it was recaptured.
Despite the fact that the tiger jumped out of its cage, it was recaptured.
3. Even though the beach was badly littered, the volunteers managed to clean it up.
In spite of the fact that the beach was badly littered, the volunteers managed to clean it up.
4. Although whales are an endangered species, people continue to hunt them.
In spite of the fact that whales are an endangered species, people continue to hunt them.
5. Although the residents are objecting to the pollution of the river, the owners of the factory are still dumping waste into it.
Despite the fact that the residents are objecting to the pollution of the river, the owners of the factory are still dumping waste into it.

GRAMMAR CLAUSES OF CONCESSION

A.

Aim: to present the clauses of concession and their uses

- Have Ss do the activity.

1. b
2. a
3. b

- Refer Ss to the Grammar Reference (p.139).

Vocabulary

Linking words/phrases

as a matter of fact for instance in response to
on the other hand therefore regarding concerning

Other words/phrases

aggressively approval association ban
dependent dispose doubtful eagle effectively
enforce express fossil fuel go into effect lane
multiply nuclear power nuclear waste opposed to
overlook partial pastime power plant
press conference proposal smog solar energy
source sponsor strictly take into account total
wetland wind power within

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *Is hunting a popular sport in your country?*
Yes, it is, especially falconry.
- *What is your opinion of hunting as a sport?*
I think that hunting as a sport is acceptable if a person is well informed on which species may be hunted, in which areas and during which seasons. This will help protect species that are breeding or in danger of extinction.

2. FOCUS ON CONTENT

Aim: to familiarise Ss with letters (to a newspaper/magazine editor) expressing an opinion

- Have Ss read the rubric, the article and the letter and do the activity.

He feels that a partial ban is the best solution to the problem, so as to protect endangered species and to allow the continuation of the long tradition of hunting.

3. FOCUS ON STYLE

Aim: to help Ss identify stylistic features of a letter expressing an opinion

- Have Ss read the letter and do the activity.

- b ✓
- c ✓
- d ✓
- f ✓

4. FOCUS ON TEXT COHESION AND COHERENCE

A.

Aim: to help Ss identify linking words and phrases that improve cohesion and coherence

- Have Ss read the letter and do the activity.

- a. For instance
- b. As a matter of fact
- c. For this reason
- d. I think / I believe
- e. On the other hand
- f. Taking everything into account

- Refer Ss to Appendix I for a list of linking words/phrases they can use when writing letters expressing an opinion.

B.

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

- Ask Ss to go through the text and the words in the box and check understanding.
- Have Ss do the activity.

1. Therefore
2. However
3. in my opinion
4. Firstly
5. such as
6. Secondly
7. Finally
8. To sum up

KEY

5. OUTLINE

Aim: to provide Ss with a concise plan for writing letters (to the editor) expressing an opinion

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a letter to the editor expressing an opinion.

6. WRITING TASK

Aim: to give Ss practice in writing letters to the editor expressing an opinion (ECCE format)

- Read out and explain the tip.
- Ask Ss to go through the rubric and check understanding.
- Have Ss do the activity.
- Refer Ss to the letter on p.90, the outline on p.91 as well as Appendix I for the layout of formal letters.

Vocabulary

alerce trees basement burglar calculate
carbon dioxide carbon footprint estimate
fertiliser in the long term preserve release
still stream

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

1. to
2. which/that
3. of
4. Although
5. no/little
6. in
7. are
8. this
9. of
10. is

KEY

D.

1. ideal 6. impressive
2. unusual 7. environmental
3. attractions 8. threatened
4. truly
5. accommodation

KEY

E.

1. should be offered 6. are thought to be
2. was buried in 7. of being exhausted last
3. was given to Tom night
4. was being cleaned 8. it was raining heavily
5. is believed that eating

KEY

LISTENING 15

1. the atmosphere
2. used and recycled
3. produced locally
4. walk or cycle
5. natural vinegar and baking soda
6. specialised recycling centre
7. electricity

KEY

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.

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 title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- 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 pages of the module and find where these points are discussed.

a magazine article about a boy who moved from the city centre to a small suburb: pp.102-103
 a short article about a skyscraper in Riyadh: p.99
 a letter from Germany: p.101
 texts about shopping malls: pp.96-97
 a short newspaper article about reckless driving: p.108

KEY

- Read out the objectives listed in the *In this module you will...* section. Explain any unknown words.

Vocabulary

accessible appeal automobile conveniently
cuisine entitle ethnic extensive extravagant
fountain high-end keep track of lounge
marble outlet privilege quaint sculpture
storey supervised

READING CD3▶▶2

1. PRE-READING

- Aims:**
- to introduce the topic of the reading activity
 - to generate discussion based on Ss' personal experience
- Ask Ss the questions and discuss.

Suggested answers

- *Are there any shopping malls near where you live? What can you find there?*
Although there are none in my area there are quite a few in areas close by. As for what you can find, I think you can find just about anything in a shopping mall depending on how big and organised it is.
- *Why do you think malls attract lots of people?*
The reason why malls attract so many people is that they provide shoppers with a large variety of quality products to choose from. The range available makes it easy for someone to shop regardless of his/her income. That is, if one wishes to buy designer labels, there are small boutiques that make this possible for him/her. On the other hand, if one wishes to buy at bargain prices, one can shop at the various department stores that usually sell things that are affordable. Furthermore, shopping centres provide a pleasant environment in which to shop because one is not exposed to the elements or to any sort of inconvenience. Spacious parking lots, ATM's, post offices, restaurants and cafés are just some of the conveniences available at shopping centres.

2. READING FOR GIST

Aim: to help Ss identify the main ideas of the text

- Ask Ss to read through the texts quickly to answer the question. Point out that they should not pay attention to any unknown words they might have.

Suggested answer

That you can find so many shops and do so many different things at them.

3. SCANNING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in locating and understanding specific information (ECCE format, Part 2)

- Point out to Ss that first they should read each question and then find the part of the texts which best answers the question.

- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to provide justification for their answers.

- KEY**
1. a (text 1: 'It is conveniently located just across the highway from large outlets for the home.')
 2. d (text 3: 'This...shopping mall includes...a spa and a swimming pool.' text 5: 'The spa, beauty salon and gym...')
 3. b (text 3: 'For shopping parents who would rather shop alone while their kids play with other children under supervised conditions...')
 4. c (text 3: 'Monday-Sunday 9:30am-10pm', text 4: 'Sunday 11am-7pm')
 5. a (text 1: 'Transportation to the mall is never a problem, as there are bus lines that go directly to and from the mall.')
 6. d (neither 1 nor 4 mention anything concerning accommodation)
 7. a (text 2: 'In spring, the mall hosts luxury car...' text 5: '... during winter there is an ice-skating rink')

6a reading

- Ask Ss some comprehension questions, such as:

- *Why is the Garden City Plaza appealing to weekend shoppers?*

Because they have access to a variety of products, like clothes, cosmetics, furniture and sporting equipment.

- *What makes the shoppers at Five Fountains Mall feel like they enter a world of luxury?*

The fountains, sculptures, the marble floors, lounges with leather furniture and plasma TVs.

- *What can parents do if they want to shop alone at the Desert Palm Mall?*

They can leave their children in the baby-sitting corner, where they can play with other kids.

- *Where can out-of-town visitors stay when visiting the Five Fountains Mall?*

At the four-star hotel that is situated right across the street from the mall.

- *Where is the Desert Palm Mall located?*

In the Desert Palm Resort.

- *What kind of stores can one find at OCEANSIDE Shopping?*

You can find both locally-run businesses and national chains.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted words in the texts and guess their meaning from the context.
- Ask Ss to read through meanings a-h and check understanding.
- Have Ss do the activity.

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

KEY

5. POST-READING

Aim: to help Ss expand on the topic of the reading activity drawing on their own experience

Suggested answers

- *Which of these shopping malls would you prefer to go to? Why?*

I think I would be interested in visiting the City Heart Mall. Besides shopping at the boutiques for exclusive brand-name products, I would also try out the ethnic cuisine at one of the exotic restaurants that are available. Having such an extensive food court to choose from would most probably make me interested in shopping there fairly regularly because when I shop I always eat out, and the options available sound interesting.

- *What do you like/dislike about shopping at malls?*

Well, I feel that it's very easy to get carried away when shopping at malls because there are so many stores available and there is such a large variety of products on sale that you may end up spending more than you intended. Furthermore, if you are looking for something in particular it may be very difficult to find what you are looking for. To make matters worse, when shopping at a mall you need to have a lot of time at your disposal especially if the mall is very big.

KEY

Vocabulary

ancient appealing cater for comfortable
common convenient cooker cosy kitchen
offer old-fashioned ordinary popular
specialise stew supply traditional wonder

VOCABULARY

1. WORDS EASILY CONFUSED

Aim: to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

- | | |
|------------------|---------------|
| 1. cuisine | 9. cosy |
| 2. kitchen | 10. common |
| 3. cooker | 11. popular |
| 4. traditional | 12. ordinary |
| 5. old-fashioned | 13. offer |
| 6. ancient | 14. cater for |
| 7. convenient | 15. supply |
| 8. comfortable | |

KEY

LANGUAGE PLUS

- **cuisine:** the cooking style that is characteristic of a country e.g. Italian cuisine
- **kitchen:** a room where people cook and is equipped with devices such as cooker, fridge, dishwasher, etc.
- **cooker:** an electric device used for cooking
- **traditional:** in accordance with tradition
- **old-fashioned:** no longer fashionable
- **ancient:** of the distant past
- **convenient:** easy, useful for a particular purpose
- **comfortable:** sth that is pleasant to sit on, wear or experience
- **cosy:** a place that is warm and pleasant
- **common:** happening often, usual, familiar
- **popular:** sb or sth liked by a lot of people
- **ordinary:** average, not different or special
- **offer:** to ask sb if they would like to have or use sth
- **cater for:** to provide what is required or desired
- **supply:** give sb sth that they need

2. ADJECTIVES + PREPOSITIONS

A.

Aim: to raise Ss' awareness of adjectives + prepositions

- Have Ss do the activity.

of, with

KEY

B.

Aim: to give Ss practice in using adjectives + prepositions in context

- Have Ss do the activity.

- | | |
|--------------|-------------|
| 1. busy | 5. jealous |
| 2. different | 6. nervous |
| 3. famous | 7. proud |
| 4. afraid | 8. familiar |

KEY

GRAMMAR

1. UNREAL PAST I

A.

Aim: to present the form and use of the Unreal Past

- Have Ss do the exercise.

1. No, they can't.
2. Yes, they would.
3. The sentence refers to the present.

KEY

B.

- Have Ss do the exercise.

1. Past Simple
2. The sentences refer to the present.

KEY

- Refer Ss to the Grammar Reference (p.139).

6a vocabulary & grammar

2. PRACTICE

Aim: to help Ss practise the Unreal Past in context

- Have Ss do the activity.

Suggested answers

1. I wish I had enough money to go on holiday. / I wish I could afford to go on holiday.
2. I'd rather my children played football somewhere else.
3. I wish the bus would come now.
4. It's time I had a break.
5. They treated me as if I were a criminal.
6. I wish they had those shoes in my size.

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through a multiple choice cloze exercise (FCE format, Part 1)

- Have Ss do the exercise.

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

KEY

Vocabulary

address affordable bargain credit card crowd
department store designer label get by
influence replace whereas

LISTENING ▶▶ 3-14

Aim: to give Ss practice in listening for specific information and answering multiple choice questions (FCE format, Part 1)

- Explain to Ss that they will hear people talking in six different situations.
- Play the CD and have Ss do the activity.

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

SPEAKING

1. WARM-UP

Aims: • to introduce the topic of the section
• to generate discussion based on Ss' personal experience

- Discuss the question in class.

Suggested answer

- *Where do you like to go shopping?*
I enjoy shopping in shopping centres. It's fun because you can find almost anything you may be looking for. Also, the restaurants and cafés located in the shopping centre make your shopping experience more complete because you can take the time to have a meal or a cup of coffee. Many shopping centres also have spas, gyms, hairdressing salons and entertainment facilities, like bowling alleys, which can make it worth your while to visit the shopping centre even if you do not want to shop.

2. FOCUS ON PICTURES

A.

Aims: • to give Ss practice in comparing photographs
• to provide vocabulary and practice in comparing (FCE format, Part 2)

- Divide Ss into pairs.
- Ask Ss to look at the photos and consider the place and the situation (A: street market, B: modern shopping centre).
- Have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and say what they think the advantages of shopping in these places are, using the words and expressions provided.

Suggested answers

In a street market, people can buy a variety of products, such as fresh vegetables, fruit, handicrafts and clothes at quite affordable prices. Also, people usually bargain when shopping in street markets and can buy products at even cheaper prices.

On the other hand, shopping centres sell designer labels of better quality than the clothes found at street markets. Of course, they are more expensive and bargaining is not an option. However, prices fall during the sales in most department stores. There is always air-conditioning, whereas when shopping at a street market you are exposed to the heat or cold. Last but not least, shoppers can always use a credit card in a department store, whereas in street markets you can only pay in cash.

B.

- Discuss the question in class and ask Ss to provide justification for their answers.

Suggested answer

- *Which place would you prefer to shop at?*
When it comes to buying clothes and shoes I would prefer to shop in a large shopping centre that sells a large variety of brands. This is because I would rather buy designer labels that are of a better quality. On the other hand, when it comes to buying things like spices and herbs I would enjoy shopping in the street market. The products sold are usually of excellent quality. Besides fresh produce, spices and herbs that are on sale, there are also lots of traditional products.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to elaborate and expand on the topic of the speaking activity (FCE format, Part 4)

- Discuss the questions in class.

Suggested answers

- *What influences you when you are shopping?*
The factors that influence shoppers are low prices, fashion, style, etc.
- *Do you think people buy more than they need?*
Yes, people usually buy more than they need. Think about supermarkets, for example. In most cases we end up buying a lot more than there is on our shopping list because we are exposed to advertisements that create false needs.
- *Do you think street markets will one day be replaced by large supermarkets and shopping centres?*
Maybe street markets will one day be replaced by supermarkets and shopping centres, because it is easier for big businesses to offer products at low prices in order to attract shoppers, and still make a profit.

Vocabulary

enchanted gorge hike magnificent pick up
relevant wind through (v)

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

- *If you were studying in a foreign country, would you rather stay with a host family or in a flat by yourself? Why?*
I think that I would choose to stay in a flat by myself. I see it as a challenge and as an opportunity to become more independent. Furthermore, I think I would not enjoy staying with people that I do not know.
- *What do you think are some of the advantages of staying with a host family?*
Advantages of staying with a host family:
 - you have cheaper accommodation and food
 - host families might have children of your age you can hang out with
 - you get to practise the language
 - some host families take their guests on sightseeing trips
 - there are people around to keep you company / give you advice / provide moral support / give you important information
 - you get to eat home-made meals
 - you get first-hand experience of the culture
 - you can concentrate on your studies as you do not have as many responsibilities as you would if you were living alone

2. FOCUS ON PURPOSE AND STYLE

Aim: to help Ss identify purpose, and stylistic features of a letter based on prompts

A.

- Have Ss do the activity.

- Max Jensen and his family are the people who are going to provide you with accommodation while you are doing a course in their city in Heidelberg, Germany.
- You are going to write back in order to provide information on the time of your arrival, and any food preferences or allergies you might have, as well as your opinion on his suggestions concerning activities such as tours and outdoor sports.

B.

- Go through the questions and the options and check understanding.
- Have Ss do the activity.

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

3. OUTLINE

Aim: to help Ss organise and plan their ideas in paragraphs

- Have Ss do the activity.

Suggested outline for letter

Greeting: Dear Mr Jensen,

Opening paragraph: glad to stay with your family

Para 1: details of arrival / food preferences and allergies

Main Part:

Para 2: thank you for the tour, it would be a great idea / accept the offer for hiking saying you love outdoor sports

Closing paragraph: looking forward to meeting you in person

Signing off: Best wishes,

4. WRITING TASK

Aim: to give Ss practice in writing a semi-formal letter based on prompts (FCE format, Part 1)

- Read out and explain the tip.
- Tell Ss that they should write a letter to Mr Jensen giving all the necessary information.
- Refer Ss to the letter and the outline on p.101.

Vocabulary

Words/phrases

admit barely come round contribution drastic
furious pick point out warm (v) wave

Expressions

bide one's time go wild hustle and bustle see red
take advantage of turn upside-down

READING 15

1. PRE-READING

Aims:

- to introduce the topic of the reading activity
- to generate discussion based on Ss' personal experience

- Ask Ss the questions and discuss.

Suggested answers

- *Do you live in the city centre, a suburb, a town or a village?*
I live in a suburb.
- *What do you like most about the area where you live?*
I think what I like most about my area is the fact that it is conveniently located. It is close to the sea, the mountain, the city centre and other commercial areas.
- *What might make you move to a different place?*
I might think about moving to a larger or newer house, or to a house that would be nearer to my school/job/etc.

2. READING FOR GIST

Aim: to help Ss identify the main idea of the text

- Ask Ss to read through the text quickly to choose the sentence which best summarises the text.
- Point out that they should not pay attention to any unknown words they might have.
- Check Ss' answers and ask them to provide justification.

1. b

3. RECONSTRUCTING
A GAPPED TEXT

Aim: to give Ss practice in reconstructing a gapped text (FCE format, Part 2)

- Have Ss read the sentences A-H and check understanding.
- Have Ss do the activity.

- KEY**
1. H (This sentence elaborates on the idea of the boy being tired of not having his own room and is directly linked with the next sentence.)
 2. D (This sentence describes the boy's old room and functions as an introduction to the next sentence: 'What's more, he didn't let me paint the walls in the colours I wanted.' which also deals with the same subject.)
 3. E (This sentence explains why he made friends easily in his new school and introduces the next sentence on people's friendliness: 'Many people even smile...')
 4. G (This sentence refers to Bill's parents being calmer and happier and is followed by a reference to his mother, who has planted and takes care of her garden.)
 5. C (This sentence explains why he misses seeing people walking around- that's what people do in big cities –as opposed to what happens in the small town: 'Here, everything is so far apart...')
 6. A (This describes his happiness if his parents agree to him visiting the city again.)
 7. B (This sentence elaborates on the fact that his parents have accepted his decision and provides the main reason: '...the city is an exciting place for young people'.)

- Ask Ss some comprehension questions, such as:

- *Why didn't Bill want to leave the city?*
Because his life would change drastically.
- *What does Bill think are the positive aspects of his living in the suburbs?*
He has his own room which he can decorate the way he wants and he can do anything he wants anytime he wants. Also, he gets to exercise more because he rides his bike and walks through the forest. He has also met a lot of friendly people. He has more free time and plays football or explores the forest, and he has seen many wild animals.
- *What does Bill miss doing?*
He misses the hustle and bustle of the city, his friends and the things they used to do, such as going to a café, hanging out at the skate park and shopping. Also, he misses seeing people walking around and having a variety of alternatives for entertainment.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find these words/phrases in the text and guess their meaning from the context.
- Ask Ss to read through the options *a*, *b* and *c* and check understanding.
- Have Ss do the activity.

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

KEY

5. POST-READING

Aim: to help Ss expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

Suggested answers

- *If you were in Bill's situation, how would you feel about moving to a suburb?*
If I were Bill, I would feel very happy about it. There are definitely more advantages than disadvantages. I really wish I could live in a place like the one described in the passage because it's close to the natural environment.
- *Have you ever moved house or experienced a 'big' change in your lifestyle? How did you feel about it?*
Yes, I have. I moved from a small town to a big city. The change in my lifestyle was so big that it took me a long time to get used to. Although I have now made new acquaintances and friends, I still miss things in the town I moved from, like my old neighbourhood, my school and my friends.

KEY

Vocabulary

Expressions with 'take'

take an interest in
take by surprise
take into consideration
take sth for granted
take my breath away
take notice of
take pride in
take the blame

Idioms with colours

catch sb red handed
give the green light
green with envy
in black and white
out of the blue
tickled pink
till one is blue in the face

VOCABULARY

1. EXPRESSIONS WITH 'TAKE'

A.

Aim: to introduce expressions with 'take'

- Draw Ss' attention to the sentence and especially to the phrase in bold.
- Have them guess what it means based on the context.

to make good use of an opportunity

KEY

B.

Aim: to give Ss practice in identifying the meaning of expressions with 'take' in context

- Have Ss do the activity.

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

KEY

2. IDIOMS WITH COLOURS

A.

Aim: to introduce idioms with colours

- Draw Ss' attention to the sentence and especially to the phrase in bold.
- Have them guess what it means based on the context.

to become very angry

KEY

B.

Aim: to give Ss practice in identifying the meaning of idioms with colours in context

- Have Ss do the activity.

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

KEY

GRAMMAR

1. CONDITIONAL SENTENCES TYPE 3 - UNREAL PAST II

FOCUS ON USE

Aim: to present Ss with the use of Conditional Sentences Type 3 and Unreal Past II with the Past Perfect

- Have Ss do the activity.

Sentence 1

1. It refers to the past.
2. No, he didn't.
3. No, he didn't.

Sentence 2

1. No, he didn't.
2. He regrets it.

KEY

FOCUS ON FORM

Aim: to present Ss with rules concerning the formation of Conditional Sentences Type 3 and the Unreal Past

- Have Ss do the activity.

If + Past Perfect → would, could, might + have + **past participle**

Wish / if only + **Past Perfect**

KEY

- Refer Ss to the Grammar Reference (p.139).

6b vocabulary & grammar

2. PRACTICE

Aim: to give Ss practice in using Conditional Sentences Type 3 and the Unreal Past in context

- Have Ss do the activity.

Suggested answers

KEY

1. If only I had told him/my friend the truth. / If only I hadn't lied to him/my friend.
2. Hussein wishes he had stayed in last night. / Hussein wishes he hadn't gone out last night. / Hussein wishes he hadn't caught a cold.
3. If my friends had known that I was in hospital, they would have visited me.
4. If only we could have afforded the house we saw last year. / If only we had had the money to buy the house we saw last year.
5. John wishes he had attended his cousin's wedding.
6. If we had arrived at school on time, we wouldn't have missed the class.
7. If only my brother had watered my flowers while I was on holiday!
8. If he hadn't forgotten to lock the door, they wouldn't have broken into his house.

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through a multiple choice exercise (ECCE format)

- Have Ss do the exercise.

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

KEY

Vocabulary

download surf

LISTENING ▶▶16, 17

1. WARM-UP

Aims: • to introduce the topic of the listening activity
• to activate Ss' background knowledge

- Discuss the questions in class.

Suggested answers

- *Many people today complain that they suffer from stress. Why do you think this is so?*
The reason for this is mainly due to the current pace of modern lifestyles. Most people are so pressed for time that they neglect their personal needs. They don't have time to get away from their stressful daily routine and this results in stress building up to such an extent that it leads to major health problems.
- *What can we do to lead less stressful lives?*
 - avoid taking on too many responsibilities
 - put time aside to relax and put things into perspective
 - work out regularly
 - do something you enjoy
 - express your feelings / discuss things that are bothering you
 - learn new skills (time-management skills, decision-making skills, communication skills) that can help you deal with stressful situations
 - eat a balanced diet
 - take up a new hobby
 - get a good night's sleep
 - find a balance between personal, work and family needs

2. LISTENING FOR GIST

Aim: to help Ss practise listening for gist

- Explain to Ss that they are going to listen to an interview about stress and that they have to tick the topics that are being discussed in the interview.
- Have Ss do the activity.

- what job the man does
- the man's family
- the man's health
- the man's opinion of how to avoid stress

3. LISTENING FOR SPECIFIC INFORMATION

Aim: to practise listening for specific information (FCE format, Part 2)

- Explain to Ss that they will hear a man being interviewed about stress. Ask Ss to read through sentences 1-7 and check understanding.

- | | |
|------------------------|---------------------------|
| 1. assistant | 4. occasionally / when he |
| 2. his job | is busy at work |
| 3. his family | 5. more quick-tempered |
| / his two teenage kids | 6. stomach |
| | 7. try and relax |

SPEAKING

1. WARM-UP

Aims: • to introduce the topic of the section
• to generate discussion based on Ss' personal experience

- Ask Ss to look at the photos and identify the media (*newspapers, TV, the Internet, magazines, the radio*).
- Discuss the questions in class.

Suggested answers

Which of the media do you usually use to get informed? Which of them do you use for entertainment?
I use the Internet and the television both as a source of information and as a means of entertainment. They are easy to access, they provide me with a rich source of information and they can be used for entertainment purposes.

2. SPECULATING AND MAKING A DECISION

Aims: • to give Ss practice in speculating on a topic and making a decision
• to provide vocabulary and practice in speculating (FCE format, Part 3)

- Divide Ss into pairs.
- Have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and talk about the role these media play in young people's lives and which one has the greatest influence on young people.

Suggested answers

SA: I don't think that newspapers have a great effect on people's lives not because young people are not interested in the news, but because they live in the age of the Internet, they prefer to get informed through the use of online versions of newspapers. Also, the Internet can be used to download information about different topics for research or project work.

SB: I agree, but in my opinion the TV also plays an important role in young people's lives, especially in our country. We use it both as a source of information and entertainment.

SA: That's true! On the one hand we use it to learn about the world around us by watching documentaries, talk shows and the news, and on the other hand we use it to play TV games. Now, what about the radio? Do you think that it affects young people's lives?

SB: No, I don't. The radio is, in my opinion, an outdated means of communication. I really do not believe that young people listen to the radio anymore.

SA: I sometimes listen to the radio so I don't know if your opinion is quite right. Regarding magazines, I think that young people are only interested in reading magazines that are specialised. I suppose that they read magazines that deal with issues that interest them. What about the media with the greatest influence?

SB: I think that the TV has the greatest influence on young people's lives, because most of them have access to one.

SA: Just because they have access to one does not mean that it has the greatest influence. I believe that the Internet is the most influential. Young people can relate to and are more easily attracted to things that are new and original.

SB: You're right in saying that it is the newest means of communication and entertainment, but the problem is that not many young people have access to the Internet or have a computer, that's why I think the TV is, for the moment, the most influential.

6b vocabulary & grammar

Vocabulary

Collocations with 'put'

put a stop to
put pressure on
put the blame on

Collocations with 'set'

set a date
set an example
set eyes on
set fire to
set foot in
set free
set high standards
set the alarm
set rules
set the table

Other words

assemble
manicure

VOCABULARY COLLOCATIONS WITH 'PUT' AND 'SET'

A.

Aim: to raise Ss' awareness of collocations with 'put' and 'set'

- Have Ss do the activity.

1. Set standards, set limits, etc.

KEY

B.

Aim: to give Ss practice in using collocations with 'put' and 'set'

- Have Ss do the activity.

- | | |
|----------|---------------|
| 1. table | 7. stop |
| 2. fire | 8. foot |
| 3. alarm | 9. pressure |
| 4. free | 10. rules |
| 5. eyes | 11. standards |
| 6. date | 12. example |

KEY

GRAMMAR CAUSATIVE FORM

A.

Aim: to introduce the formation and use of the causative form

- Ask Ss to read the sentence and focus on the phrases in bold.
- Have Ss do the exercise.

- Someone else does it for him.
- He washes the car himself.
- Causative form (have sth done)
- b
- a

KEY

B.

Aims: • to present the rules and use of the causative form
• to practise the use of the causative form in context

- Read out and explain the Note.
- Have Ss read the sentences 1-6 and check understanding.
- Have Ss do the activity.

- I need to have my new television repaired.
- Jane had her brother assemble her bookcase.
- I've already had my leg examined.
- We are going to have the lock on the front door replaced.
- Sally had her nails manicured yesterday.
- Mark got Michael to wash his car.

KEY

- Refer Ss to the Grammar Reference (p.139).

Vocabulary

alarming automobile claim commute
 concerned consequence cope evident exceed
 fine (v) integral irresponsible outraged
 overtake question reckless regardless root
 source speed limit statistics suffer suspend
 sustain traffic light unfavourable violate

- What does the writer focus on in the third paragraph? What solutions to the problem does the writer suggest? In the third paragraph, the writer focuses on ways to deal with the problem. He suggests creating driver education classes for young people and dealing strictly with any traffic violations (fining violations or suspending licenses in the case of repeated violations).

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
 • to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answers

KEY

- How common are automobile accidents where you live? Automobile accidents are unfortunately very common in my country.
- In your opinion, what are the main causes of automobile accidents? One of the main reasons is that drivers do not pay attention to traffic signs and another is that they often drive faster than the speed limit permits.

2. FOCUS ON CONTENT AND ORGANISATION

Aim: to help Ss identify content and paragraph organisation of an essay

A.

- Have Ss read the article and the rubric, underline the key words in the rubric and answer the question that follows.

The following need to be underlined:

KEY

- increase in automobile accidents caused by reckless driving
- get to the root of the problem
- take measures to prevent accidents
- discuss
- offer solutions
- examples
- What are you asked to do in your essay?
- c. discuss the problem of reckless driving and suggest solutions to the problem

B.

- Have Ss read the essay and answer the questions.

Suggested answers

KEY

- What does the writer focus on in the second paragraph? What examples does he give? What phrase does he use to introduce them? In the second paragraph, the writer focuses on the description of the problem and refers to the main contributing factor, which is reckless driving. Examples that are given include; impatient drivers exceeding the speed limit, violating traffic lights and overtaking in narrow streets. He uses the phrase 'are just a few examples', which he places after the examples he mentions.

3. BRAINSTORMING

Aim: to give Ss practice in brainstorming

- Have Ss do the activity.

Suggested answers	
Problem	
People today have unhealthy eating habits.	
Cause	
lack of time to prepare healthy meals	
Solution	
try out healthy recipes which need little time to prepare	
Examples	
instead of having pasta with cream sauce, use fresh tomato and low fat white cheese instead	

Problem	
There are many homeless people in big cities.	
Cause	
unemployment among unskilled workers	
Solution	
programmes aiming at retraining unskilled workers	
Examples	
similar programmes have been a success in countries such as...	

4. OUTLINE

Aim: to provide Ss with a concise plan for writing essays

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an essay.

5. PLANNING

A.

Aim: to provide Ss with a concise plan for writing essays

- Have Ss do the activity.

The following should be underlined:
complain that the demands of schoolwork and examinations
source of great stress and anxiety
discuss
offer solutions that would help young people cope with stress
examples

B.

Aim: to help Ss plan their writing

- Explain to Ss that they should think about the problem, the cause and the solutions, and that they should also provide examples to support their views. Tell them that time is scarce, so their notes should be as short as possible, to act as reminders, otherwise they won't have enough time to write the actual essay.

- Have Ss do the activity.

Suggested answers

Problem
• excessive schoolwork and examinations cause teenagers anxiety and stress
Cause
• too many subjects included in the curriculum
• increase in the demand for examinations certifying language learning and computer skills on the job market → too many exams
• high expectations from parents and teachers
• competitive job market calls for high scores in school exams
Solutions
• find strategies to cope with schoolwork
• teachers should find alternatives to exams
• find ways to relax
Examples
• parents helping teenagers prioritise and organise their school work
• instead of exams, use collaborative projects to assess Ss' progress
• encourage Ss' participation in extracurricular activities

6. WRITING TASK

Aim: to give Ss practice in writing an essay (ECCE format)

- Read out and explain the tip.
- Refer Ss to the essay on p.108, the outline and the tip on page 109 as well as Appendix I for expressions and phrases they can use when writing their essay.
- Have Ss write their essay.

Vocabulary

chore gorgeous grief it's a shame journal
manuscript olive grove picturesque publisher
quit turn up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

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

KEY

D.

1. of 2. something 3. by 4. to
5. with 6. to 7. do 8. would

KEY

E.

1. wish I hadn't spent
2. I had remembered to do
3. Fiona had followed
4. you didn't go out
5. we could go swimming
6. had the washing machine repaired
7. should have someone deliver
8. got my brother to give

KEY

LISTENING ▶▶18-31

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

KEY

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.

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 title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- 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 pages of the module and find where these points are discussed.

KEY

an extract from a novel set in North America: p.121
an incredible story set in an airport: p.126
information about the history of an exotic place in Saudi Arabia: p.117
a brochure about a ski resort in Dubai: p.115
an interview with someone who has been on a trekking holiday in South America: p.124
information about a town in Saudi Arabia: p.123
an article about Ad-Diriyah: p.119

- Read out the objectives listed in the *In this module you will...* section. Explain any unknown words.

Vocabulary

Words/phrases related to skiing

(ski) chalet chairlift ski pole slope snowboard
snowfall ski run

Other words/phrases

admission fee alike amount attached to
availability be subject to belongings book (v)
consultation client contact corporate deluxe
deserve discount disposable ensure extension
extraordinary feature (v) first timer
fitness regime helmet ideal in advance
individual indoor infinity swimming pool
instructor lie (v) locker luxurious minimum
note (v) observation tower outing priority
purchase (v) refresh regular relate rental
requirement reserve resort shuttle service
spacious suite youngster

READING 32

1. PRE-READING

Aims: • to introduce the topic of the reading activity
• to generate discussion based on Ss' personal experience

- Draw Ss' attention to the pictures and ask them to guess what the text is about.
- Ask Ss the questions in the pre-reading section and discuss.

Suggested answers

- *Have you ever been skiing before? If yes, did you enjoy it? If not, would you like to go?*
No, I haven't. Skiing seems like an interesting sports activity and I would really like to try it out some time.
- *Can you name any countries that are popular for their ski resorts?*
The first country that comes to mind is Switzerland, which is well-known for its excellent ski resorts and luxurious chalets.
- *How popular is skiing in your country?*
Skiing is not very popular in my country because of the climate.

BACKGROUND INFORMATION

Countries famous for their ski resorts: Switzerland, Austria, Italy.

2. READING FOR GIST

Aim: to give Ss practice in identifying the purpose of the text

- Ask Ss to read through the text quickly to speculate on the purpose of the text. Point out that they should not pay attention to any unknown words they might have at this stage.

Purpose → to describe various ski-related facilities at the Ski Dubai resort.

3. SCANNING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in locating and understanding specific information (ECCE format, Part 3)

- Point out to Ss that first they should read each question and then find the part of the text which best answers the question.
- Ask Ss to read through questions 1-6 and check understanding.
- Have Ss do the activity.

- b ('Hours and admission fees - ski slope day pass - children [up to 12 years] \$60')
- a ('Hours and admission fees - not included - locker rental')
- a ('Visit our website to book group lessons or buy ski passes and Snow Park tickets online' - booking a table at the restaurant is not mentioned)
- d ('Ski school: Adult group lesson 90 mins, child group lesson 90 mins, youngsters [3-6] 60 mins')
- c ('Ski Dubai Snow Park - opening times Sun-Wed 10am-11pm, Thu-Sat 10am-midnight')
- a ('Corporate Client Deals - Please consider booking at least 10 days in advance.')

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Ask Ss to read through the definitions a-g and check understanding.
- Have Ss do the activity.

- spacious
- priority
- individual
- admission fees
- purchase
- feature
- outing

7a reading

- Ask Ss some comprehension questions, such as:

• *How much extra money do you have to pay if you want to extend your ski slope pass (per hour) if you are an adult?*

\$10

• *What does a ski pass include?*

Jacket, pants, disposable socks, helmets for children, skis, poles, boots and ski lift pass.

• *What do first timers have to do before they buy a ski pass?*

They need to take at least 2 classes in skiing or snowboarding.

• *What are the main attractions of Ski Dubai Snow Park?*

It features hills, rides, a cave, regular snowfalls, an observation tower and a self-service restaurant.

• *What does the Corporate Client Deals programme include?*

A 2-hour ski pass (experienced skiers), initiation lesson (beginners) and a delicious meal at the café.

• *What kind of facilities does the Kempinski International offer?*

A spa, an infinity swimming pool and tennis courts.

5. POST-READING

Aim: to enable Ss to expand on the topic of the reading text and help them recapitulate ideas and related vocabulary

- Ask Ss the questions and initiate a short discussion.

Suggested answers

• *Would you like to visit Ski Dubai? Why / Why not?*

It's unbelievable that they have managed to build an indoor ski resort! This is not something that I ever expected to see so I would definitely be interested in visiting Ski Dubai.

• *Which winter sports do you like?*

I think that I would enjoy sledding and snowboarding. They are both fun activities.

KEY

Vocabulary

accommodation active altitude exhausting
expedition fare fee flourish hostel hot spring
merchant perfume pick (v) plantation resort
seaside thermal baths twists and turns

VOCABULARY WORDS EASILY CONFUSED

Aim: to introduce topic-related vocabulary (holidays-travelling) and provide controlled practice in context

- Ask Ss to read through the first triplet of words in the box.
- Explain to them that they refer to different types of lodging (rooms).
- Tell Ss to try to complete the sentences with the words.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.
- Follow the same procedure with the triplets concerning accommodation (hotel, resort, hostel), travelling 1 (outing, tour, journey), travelling 2 (voyage, trip, expedition), money (fee, bill, fare) and trade (client, guest, customer).
- Time permitting, ask Ss to make sentences using the words in the boxes.

- | | |
|------------|----------------|
| 1. suite | 10. trip |
| 2. cabin | 11. voyage |
| 3. room | 12. expedition |
| 4. hostels | 13. fee |
| 5. resort | 14. fare |
| 6. hotel | 15. bill |
| 7. journey | 16. guests |
| 8. outings | 17. customers |
| 9. tour | 18. clients |

LANGUAGE PLUS

- **room:** a separate part of a house or building
- **suite:** a luxurious room in a hotel
- **cabin:** a small bedroom in a ship
- **hotel:** a building that offers accommodation, food and various facilities
- **resort:** a place where you go on holiday
- **hostel:** a type of hotel which offers very cheap accommodation and is popular with students
- **outing:** a short trip to a place within your area
- **tour:** an organised trip during which you visit different places
- **journey:** when you travel from one place to another
- **voyage:** a long journey by ship or spacecraft
- **trip:** a short journey to a place and back again
- **expedition:** a long journey, especially one made by a group of people with a particular aim
- **fee:** an amount of money that you pay to a professional person or organisation for their work
- **bill:** a written statement of money that you owe for goods/services
- **fare:** the price you pay to travel by bus, train, etc.
- **client:** a person or organisation that receives a service from a professional person or organisation in return of money
- **guest:** somebody who is visiting you or is a customer at a hotel
- **customer:** a person who buys goods or services, especially from a shop

GRAMMAR

1. PAST SIMPLE/PAST PROGRESSIVE

FOCUS ON USE

A.

Aim: to help Ss revise the Past Simple and the Past Progressive forms

- Ask Ss to read through the text and have them match the rules about the uses of the Past Simple with the verbs in red in the text.

Past Simple

1. completed actions in the past: *I got to work late.*
2. completed actions that happened one after the other in the past: *I rushed into my office, sat down at my desk and tried to look busy.*
3. past habits or repeated actions in the past: *...and never showed us...*
4. an action in the past that interrupted a 'longer' action in progress: *...our boss said, ...*

B.

Aim: to help Ss revise the uses of Past Simple and Past Progressive

- Ask Ss to read through the text and have them match the rules about the uses of the Past Progressive with the verbs in blue in the text.

Past Progressive

1. temporary past states or actions: *...I was working for an international company...*
2. an action in progress in the past that was interrupted by another action: *While we were wondering...*
3. simultaneous actions in progress in the past: *some of my colleagues were working while others were discussing...*

FOCUS ON FORM

Aim: to give Ss practice in identifying parts of the verb form

- Ask Ss to read through the questions and check understanding.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.

Question 1: did

Question 2: was: I/He/She/It

were: You/We/You (plural)/They

Question 3: Past Simple

- Refer Ss to the Grammar Reference (p.140).

7a vocabulary & grammar

2. PRACTICE

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

A.

- Have Ss do the activity.

1. went
2. jumped, drank, fell
3. was, were sitting, heard
4. was still learning
5. was, often borrowed
6. graduated
7. was surfing
8. was shopping, took

KEY

B.

- Have Ss do the activity.

1. travelled
2. was
3. noticed
4. was always blowing
5. found out
6. visited
7. was
8. stayed
9. took
10. was
11. were picking
12. smelt

KEY

- Time permitting, ask Ss some comprehension questions such as:

- *Where is Taif?*
It's in the Makkah province of Saudi Arabia.
- *What was the weather like, according to the writer?*
It was much cooler than other places in Saudi Arabia and a scented breeze was always blowing.
- *What information about the King's family did the writer learn?*
That the King's family spends the summer months there when Riyadh is too hot.
- *What do the locals say about their souq?*
That it is one of the most famous in the Kingdom.
- *When did King Abdul-Aziz stay in the Taif palace, according to the stories?*
In the 1930s.
- *Which month did the writer visit Taif?*
In April.
- *Why is Taif called 'Arabia's Rose'?*
Because it produces roses.

ENGLISH IN USE

Aim: to help Ss consolidate topic vocabulary and grammar through a multiple choice cloze exercise (FCE format, Part 1)

- Have Ss do the activity individually or in pairs.

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

KEY

LISTENING

Aim: to give Ss practice in listening for specific information and choosing the picture which best answers the question (ECCE format, Part 1)

- Explain to Ss that they will hear 10 short conversations, each of which is followed by a question. Tell them that they have to choose the picture which best answers the question they hear.
- Read out and explain the tip.
- Ask Ss to look through the options given for questions 1-10. Make sure they understand what each picture shows.
- Play the CD and have Ss do the activity.

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

KEY

SPEAKING

1. WARM-UP

Aims: • to introduce the topic of the section
• to generate discussion based on the Ss' personal experience

- Ask Ss the questions and initiate a short discussion.

Suggested answer

- *Where do you like to go on holiday? Why?*
I love going on holiday to seaside resorts. Besides enjoying activities such as swimming, snorkelling and surfing, I also enjoy relaxing by the sea. It is, for me, the ideal place to unwind and escape from my daily routine.

KEY

2. HELP SOLVE THE PROBLEM

Aim: to give Ss practice in asking for and giving information in order to solve a problem (ECCE format)

- Divide Ss into pairs and refer them either to page 131 or 132.
- Explain that each student has to work with their partner and exchange information so that they can solve a problem.
- Point out that they can use words/expressions from the boxes.

Suggested answers

- A:** Who is the person?
B: My cousin, Mike.
A: What's the problem?
B: He can't decide where to go on vacation.
A: What are the options he is considering?
B: He can go to an exotic resort... or he can take an extreme sport vacation... What do you think are the advantages and disadvantages of each solution?
A: Well, in my opinion, if he likes relaxing holidays, he should go on a package trip to a nice resort on an exotic island. There, he will meet people and make new friends. If I were him, I would choose this option.
B: What about an extreme sport vacation?
A: If he likes sports, then it is a good option, especially if he is tired of bustling city life. If he likes adventure and doesn't mind travelling alone, then it would be better for him to choose this kind of vacation.
It will also be an opportunity to visit picturesque, secluded places, explore nature and test his endurance.

KEY

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to elaborate and expand on the topic of the speaking activity

- Discuss the questions in class.

Suggested answers

- *When given different options for a holiday destination, what are the factors that help you decide?*
I decide after considering how much money I have available to spend on my holiday and what I can do after I arrive, such as relax, see the sights or do other kinds of activities.
- *If you had to choose between a place you've been to before, and liked, or a new place that seems interesting, which would you choose? Why?*
Personally, I prefer new experiences! Going to a place you have already visited might be a safe choice, but it isn't as exciting as going some place new. **OR:**
I'd rather go to a place I've been to before and enjoyed. It is much more relaxing than going somewhere new, because you know all the nice spots and you won't have any unpleasant surprises.
- *How do you like to travel and who do you like to travel with?*
I like to travel by car to places that are not too far because I can stop wherever I want on the way. If the place I want to go to is quite far, I prefer to travel by plane because it is faster and more comfortable than other means of transport. As for who I like travelling with, both family members and friends make good travel companions. I think it is important to travel with people you feel comfortable with. That way you are less likely to disagree about where to go and what to do. **OR:**
I would much rather travel with my family or with friends because a good time is even better when you can share it with someone else. **OR:**
I prefer travelling alone because I have the freedom to choose where to go and what to do without having to think about whether my companions like doing the same things.

KEY

Vocabulary

ancient architecture bathe bustling district
elegant exceptional far and wide fascinating
fond healing interior intriguing landmark
memory notable packed with remarkable
spot stroll undoubtedly

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answer

• *What is the most interesting place you have ever visited? Where is it? What makes it so interesting?*
The most interesting place I've ever visited is Florence, which is in Italy. It is a place of great historical and cultural value. It is well-known for its history, art and architecture and is considered one of the most beautiful cities in the world.

KEY

2. FOCUS ON PURPOSE AND STYLE

A.

Aim: to give Ss practice in identifying purpose, paragraph content and lexical features of a magazine article

- Have Ss answer the questions in the rubric.

It is an article. It might be found in a magazine.

KEY

B.

Aim: to give Ss practice in identifying sequence and paragraph content in an article describing a place

- Explain to Ss that each phrase corresponds to a paragraph in the article.
- Have Ss read the article again and do the activity.

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

KEY

C.

Aim: to give Ss practice in identifying lexical items used to render a text more interesting for the reader

- Explain to Ss that in order to attract the readers' attention, the writer has chosen to use descriptive vocabulary.
- Have Ss do the activity.

very interesting - *intriguing*
busy - *bustling*
great distances - *far and wide*
a leisurely walk - *stroll*
crowded - *packed with*

KEY

- Ask Ss some comprehension questions, such as:

- *Where is Ad-Diriyah?*
In the northwest of Riyadh.
- *What makes it a perfect spot for visitors?*
The ruins of the old city, its elegant architecture and bustling streets.
- *What happened in 2010?*
The At-Turaif district became a UNESCO World Heritage site.
- *Why did people use the At-Turaif Steam Bath House?*
To bathe in its healing waters.
- *What is the whole area notable for?*
It's notable for its remarkable examples of Najdi architecture.
- *Which food should you try?*
You should try *kabsa*, a dish with meat, fish or shrimp.

3. OUTLINE

Aim: to provide Ss with a concise plan for writing articles describing places

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an article describing places.

4. WRITING TASK

Aim: to give Ss practice in writing articles describing places (FCE format, Part 2)

- Read out and explain the tip.
- Have Ss do the activity.
- Tell Ss to refer to the article and the outline on page 119 when writing their article.

Vocabulary

Words related to geographical features/landscapes

barren pathway plain

Other words/phrases

amongst companion grizzly bear indicate
inhospitable miserable nothingness prevent
rifle rub spread (n) stretch (v) sunken
worn (adj)

READING ▶▶34

1. PRE-READING

Aims: • to introduce the topic of the reading activity
• to generate discussion based on Ss' personal experience

- Draw Ss' attention to the picture and ask them to guess what the text is about.
- Have Ss read through the words in the vocabulary box and explain anything they may not know.
- Ask Ss the questions and discuss.

Suggested answers

- *If you were in a foreign country, which of the following places would you like to explore and why? (mountains, desert, plains, valleys)*
I think I would be most interested in exploring the mountains in a foreign country. This would be especially true if they were rich in plant and animal life. Exploring them would give me the opportunity to see these species from up close. When you climb mountains you are also in a position to view the spectacular scenery below, and since I enjoy taking pictures it would be an ideal place to do so.
- *What are the dangers for people travelling in or exploring those places?*
There are hidden dangers in all places that are part of the natural environment. One of the dangers concerns plant species that may be poisonous or animal species that are dangerous. Furthermore, the harsh conditions that exist in places such as deserts make exploring them very dangerous for people who know little about them. No matter how well prepared one is, the natural environment has forces that can not easily be dealt with for example, a sand storm, a thunderstorm or a landslide. When exploring the natural environment one needs to do so with great care.

2. READING FOR GIST

Aim: to give Ss practice in identifying topics mentioned in the text

- Ask Ss to read through the sentences below the rubric and check understanding.
- Have Ss do the activity.

a description of the main character: 3
a description of where the story takes place: 1
a conversation between two characters: 4
a description of a particular location: 2

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details (FCE format, Part 1)

- Have Ss do the activity.

1. b (lines 7-8: '... combines mountains, valleys, rivers and enormous plains...')
2. a (lines 20-23: '... This was the path that so many adventurers had taken in the hope of finding water. But what became of them was clear...')
3. c (lines 23-26: '... as here and there were white objects which shone in the sun... They were bones... They belonged to oxen and men')
4. c (28-35: 'His face was... worn... his eyes were sunken in his head... the hand... was like a skeleton's. It was clear that he was dying... from hunger and thirst... There was no sign of hope.')
5. b (31-32: '... He had climbed here in hope of seeing some signs of water.')
6. d (lines 48-50: '... The child was pale and weak, but her healthy arms and legs showed that she had suffered less than her companion.')
7. d (lines 51-52: '... "How is it now?" he asked anxiously, as she was still rubbing the back of her head' and lines 65-67: 'He watched over her for some time, but then he too fell asleep.')

- Ask Ss some comprehension questions, such as:

- *Where is the story taking place?*
In North America.
- *Find adjectives in the text that describe the place where the two travellers are.*
It's dry, inhospitable, miserable and barren.
- *Who or what lives there?*
There are no people, only the coyote and grizzly bears live in the area.
- *How do you think the man feels?*
He must feel desperate, exhausted and hopeless.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Aim: to give Ss practice in identifying word meaning in context

- Have Ss do the activity individually or in pairs.

1. d 2. e 3. g 4. b 5. h 6. a

KEY

5. POST-READING

Aim: to enable Ss to expand on the topic of the reading activity by drawing on their own experience and speculate on the outcome of the story

- Discuss the questions in class.

Suggested answers

- *Did you like the extract? Why / Why not?*
Yes, I did. I thought it was a very nice piece of writing. I would be interested in finding out not only what happens after this point, but also what had happened before it.
- *What do you think will probably happen next in the story? What makes you think so?*
I think that the man and the little girl will most probably be saved because a group of nomads is heading in their direction. Nomads are not only accustomed to the harsh desert environment, but they are also known to be very hospitable, so I am sure that they will take the old man and the little girl in and offer them the help they require.

KEY

Vocabulary

continental coracle optimistic orchards produce

VOCABULARY

1. ADJECTIVES ENDING IN -ED AND -ING

A.

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

- Have Ss read the example and answer the question.

Adjectives ending in **-ed** describe the feeling or attitude one experiences (e.g. bored = experiencing the feeling of boredom). Adjectives ending in **-ing** describe who or what causes the feeling or attitude (boring = causing boredom).

NOTE

Note the following irregularities:

- impressed BUT impressive
- scared BUT scary

B.

Aim: to give Ss practice in using adjectives ending in -ed and -ing in context

- Have Ss do the activity.

1. surprised
2. tiring
3. interested
4. fascinating
5. disappointed

2. ADJECTIVES DESCRIBING PEOPLE AND PLACES

Aim: to give Ss practice in differentiating between adjectives describing places, people or both

- Have Ss do the activity.

enormous (place)
miserable (people - place)
lonely (people)
dull (place - people)
pale (people)
weak (people)
optimistic (people)
amazing (place - people)
unpleasant (place - people)
luxurious (place)
attractive (place - people)
spectacular (place)

3. ADJECTIVES DERIVING FROM VERBS OR NOUNS

A.

Aim: to help Ss understand how adjectives are formed by adding a suffix to a verb or noun

- Have Ss do the activity.

dangerous noun (danger) + ous
scared noun/verb (scare) + ed
beautiful noun (beauty) + ful
continental noun (continent) + al
exciting verb (excite) + ing
useless noun/verb (use) + less
attractive verb (attract) + ive

B.

Aim: to give Ss practice in forming adjectives (FCE format)

- Tell Ss that the context will help them decide on the right suffix (e.g. negative or positive).
- Have Ss do the activity.

1. careless
2. hungry
3. colourful
4. impressive
5. excited
6. natural
7. mysterious
8. frightening

GRAMMAR

1. PAST PERFECT SIMPLE / PAST PERFECT PROGRESSIVE

FOCUS ON USE

Aim: to help Ss revise the use of the Past Perfect Simple and the Past Perfect Progressive

- Have Ss read the examples and answer the questions.

Question 1: First the child did that (put her head against him) and then she fell asleep.

Question 2: Past Perfect Simple, Past Simple (order of appearance)

Question 3: Because we want to emphasise the duration of the action, not the action itself.

Question 4: By using the Past Perfect Progressive we stress the duration of the action, whereas by using the Past Perfect Simple, we stress the action itself.

FOCUS ON FORM

Aim: to help Ss revise the verb forms of Past Perfect Simple and Past Perfect Progressive

- Have Ss do the activity.

Affirmative	Negative	Question
Past Perfect Simple		
I had eaten	We hadn't eaten	Had he eaten ?
Past Perfect Progressive		
I had been eating	We hadn't been eating	Had he been eating ?

- Refer Ss to the Grammar Reference (p.140).

2. PRACTICE

A.

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

- Have Ss do the activity.

1. arrived - had cooked
2. had already finished - got
3. saw
4. had been walking - came

KEY

B.

Aim: to help Ss practise the Past Tenses in context

- Have Ss do the activity.

1. was staying
2. was having
3. told
4. were going
5. hadn't heard
6. explained
7. used
8. carried
9. decided
10. had been walking
11. spotted
12. had been fishing
13. had caught
14. noticed
15. held / were holding
16. controlled / were controlling
17. got
18. pulled
19. touched
20. lifted

KEY

ENGLISH IN USE

Aim: to help Ss revise the past tenses through an open cloze exercise (FCE format, Part 2)

- Have Ss do the activity.

1. had
2. for
3. had
4. were
5. was
6. so
7. it
8. place

KEY

Vocabulary

go off hassle spoil trekking troublesome

LISTENING ▶▶ 35, 36

1. PRE-LISTENING

Aims: • to introduce the topic of the listening activity
• to generate discussion based on Ss' personal experience

- Discuss the questions in class.

Suggested answers

- *What do you think tourists who visit Patagonia can see and do there?*
The natural environment in Patagonia, as depicted in the picture, seems appropriate for all sorts of activities such as; trekking, mountain climbing, skiing, canoeing, rafting, swimming, sailing, horse riding and visiting attractions and sights that are exclusive to the area.
- *What animals live in Patagonia?*
I am not sure if there is an animal that is natural to the area (indigenous). I would nevertheless suppose that animals such as lions, puma, deer, wolves and foxes are found there.

BACKGROUND INFORMATION

- Patagonia is a geographical region comprising the southernmost edge of the South American peninsula. Most of it belongs to Argentina, but a portion of it lies in Chile. It includes the Andes Mountains to the west and south and low plains and plateaux to the east. The name Patagonia derives from the word *patagon* coined by Magellan in order to describe the unusually tall indigenous population.
- Some of the animals found there are: sheep, the cougar, the guanaco (camel-like animal similar to a llama), the zorro (Brazilian fox) and the tuco-tuco (a subterranean mouse-like animal or rodent).

2. LISTENING TO CHECK PREDICTIONS

Aim: to give Ss practice in listening to check predictions

- Read out and explain the tip.
- Have Ss listen to the interview once and check the predictions they made in the pre-listening activity.

1. Tourists who go to Patagonia can go horse riding, mountain biking, as well as trekking. They can also walk through the beautiful grasslands.
2. The most common animals of Patagonia are sheep.

3. LISTENING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in listening for specific information and doing a sentence completion activity (FCE format, Part 2)

- Play the CD and have Ss do the activity.

1. walking for enjoyment
2. think deeply
3. horse riding - mountain biking
4. (school) teacher
5. the ranches
6. German tourists
7. his children

4. POST-LISTENING

Aim: to help Ss elaborate and expand on the topic of the listening activity

- Discuss the question in class.

Suggested answer

- *Would you like to go on a trekking holiday in Patagonia? Why / Why not?*
Yes, I would. The speaker in the listening exercise spoke of the peace and quiet he experienced while trekking in Patagonia. This is definitely something I would appreciate because I, too, live in a city that is big and busy. Trekking would be an ideal way to unwind while enjoying the sights and sounds of the natural environment.

SPEAKING

1. WARM-UP

Aims: • to activate Ss' background knowledge
• to prepare Ss for the speaking task

- Discuss the question in class.

Suggested answer

- *What kind of things do you enjoy doing during your holiday?*
I enjoy relaxing, visiting sights, tasting traditional cuisine, experiencing cultural events and engaging in interesting activities like canoeing, sailing, snorkelling and trekking.

2. SPECULATING AND MAKING A DECISION

Aims: • to give Ss practice in speculating on a topic and making a decision
• to provide vocabulary and practice in speculating (FCE format, Part 3)

- Divide Ss into pairs.
- Tell them to discuss the problems on page 125 and say how serious they think each of these problems are.
- Afterwards, they have to decide which two problems would completely destroy their holiday.
- Have them read the vocabulary and phrases in the boxes. Make sure they understand them and tell them to make an effort to use them in the activity.
- Read out and explain the tip.

Suggested answers

Picture 1: sudden rain

SA: Well, I think that sudden rain, especially if you are by the beach can be quite a let down!

SB: Well, you are right, but it would not completely spoil my holiday, it would just annoy me a tad.

Picture 2: sunburn

SA: In my opinion, getting sunburnt is definitely the worst thing that can happen to you on the beach. It is so painful and it takes days to go away!

SB: Yeah I agree, it is a hassle, but it would not completely spoil my holiday, after all, there are special creams that tackle the side effects quite fast, you know...

Picture 3: lost luggage

SA: Now, to my mind losing your luggage would be very troublesome. Imagine being in a country with only the clothes you were wearing during the trip, especially when you travel during the winter, you would be freezing...

SB: I suppose that you are right, losing luggage could cause me lots of stress and anxiety. Just the thought of being stuck with the same clothes for days on end stresses me out.

Picture 4: being robbed

SA: Well, as far as I am concerned, having my belongings especially my money stolen would ruin my holiday! Being penniless in some strange foreign country is not my cup of tea.

SB: I agree, being on holidays without money would be a disaster!

Picture 5: getting lost

SA: In my opinion, being lost could be annoying, but I guess you can always ask for directions!

SB: You're right, but it could also be a problem if you don't speak the language and can't communicate!

Picture 6: having communication issues (when you visit a country whose language you don't speak)

SA: I believe that not speaking the language of a country you visit can be a hassle.

SB: It is a bit stressful, but you can always use a phrase book that can help you make yourself understood.

Picture 7: awful hotel room

SA: I think that an awful hotel room would definitely annoy me, especially if I am travelling during the winter. I don't think that it would ruin my holiday though...

SB: I am afraid I disagree. For me, a comfortable room is necessary for a perfect holiday, so I would be really angry if I had to spend the night in a room like that one...

Picture 8: forgot to take a camera

SA: Well, it is a pity to forget to take your camera because afterwards you don't have pictures of places you've been to. Of course, I don't think it would spoil my holiday!

SB: I agree with you, it is a disappointment, but you can always buy another one or just borrow one from your friends.

Reaching a decision

SA: Now, to my mind, the situation that would totally spoil my holiday is having my money stolen. I mean, you are stuck in a place with no money at all, so you aren't able to enjoy yourself.

SB: I'll have to agree with you on that. What about the second worst problem that would ruin your holiday? Getting lost?

SA: Oh, come on! What are the chances of getting lost and not being able to ask for directions? I think that having no luggage is the true nightmare! And it happens left, right and centre all over the world.

VOCABULARY ADVERBS OF MANNER

A.

Aim: to familiarise Ss with adverbs of manner

- Ask Ss to read the extract from the interview and answer the question in the rubric.
- Read out and explain the Note.

the fact that although he had heard stories about pumas he didn't see any

B.

Aim: to give Ss practice in using adverbs of manner in context

- Have Ss do the activity.

- | | |
|----------------|-------------|
| 1. fortunately | 5. probably |
| 2. suddenly | 6. possibly |
| 3. incredibly | 7. luckily |
| 4. Naturally | |

GRAMMAR USED TO - WOULD - WAS/WERE GOING

A.

Aim: to revise verb forms expressing habits (*used to - would*) and intended actions in the past (*was/were going to*)

- Have Ss read through the extracts from the interview and answer questions 1 and 2.

Question 1: we were going to (sentence 2)

Question 2: he used to be, wouldn't see (sentence 1)

B.

Aim: to give Ss practice in using *used to, would and was/were going to* in context

- Have Ss do the activity.

1. I used to eat meat, but I stopped a few months ago.
2. I was going to get up early this morning but my alarm didn't go off.
3. Omar used to work out at the gym every day before he got married.
4. My parents were going to travel by plane, but all the flights were fully booked.
5. Our Maths teacher would always help us whenever we couldn't solve a problem.

- Refer Ss to the Grammar Reference (pp.140-141).

Vocabulary

anxious screen (v)

WRITING

1. DISCUSS

Aims: • to activate Ss' background knowledge
• to prepare Ss for the writing task

- Discuss the questions in class.

Suggested answer

KEY

- *Have you ever been in an embarrassing situation? What happened? How did you feel?*
Yes, I have. A couple of years ago I decided to take part in a cycling contest that was being held by a local charity organisation. As I didn't have a bike, I asked a very good friend of mine to lend me his. He had just bought himself an expensive brand new racing bike, and understandably he was initially hesitant to lend it to me. I told him that he could trust me to look after it and he finally agreed to let me borrow it. Unfortunately, I fell and the bike was badly damaged. Telling him what had happened to his bike was one of the worst moments of my life. I have never felt so embarrassed! Of course, I saved up and bought him a new one, but I have never borrowed anything from a friend ever since.

2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Aim: to help Ss identify purpose, paragraph content and stylistic features of the story

- Ask Ss to read through the rubric and the questions 1-5.
- Tell Ss to quickly read the story and answer the questions.

1. Because while he was at the airport his knife chocolate bar was mistaken for a real knife. Yes, I do. It's funny how misunderstandings can arise about something as innocent as a chocolate.
2. No, he hasn't.
3. 1st para
4. He uses informal language (*Boy, was that a mistake!*, *My dad...*, as well as examples of direct speech).
5. The writer uses past tenses (Past Simple, Past Progressive, Past Perfect Simple) because he refers to events taking place in the past.

KEY

3. FOCUS ON TIME LINKERS

A.

Aim: to help Ss distinguish between the uses of time linkers

- Have Ss do the activity.

1. when, after
2. as
3. then, at the time, last year

KEY

B.

Aim: to give Ss practice in using time linkers in context

- Have Ss do the activity.

1. As soon as we arrived, we went straight to the hotel.
2. Khaled had a big breakfast, and then he went sightseeing.
3. Bob was taking pictures of the monuments while the guide was telling the tourists about the history of the city. / While Bob was taking pictures of the monuments, the guide was telling the tourists about the history of the city.
4. As I was walking around the square, a stranger approached me and asked me for some money.
5. By the time Tim got to the station, the train had already left.

KEY

4. WRITING TASK

A.

Aim: to provide Ss with a concise plan for writing stories ending (or beginning) with a specific sentence/phrase

- Read out and explain the tip.
- Have Ss read through the questions and make sure they understand what each part of the story should include.

B.

Aim: to give Ss practice in writing stories ending (or beginning) with a specific sentence/phrase (FCE format, Part 2)

- Tell Ss to refer to the story on p.126, the outline on p.127 and Appendix I for linking words/phrases and other words/phrases they can use when writing their story.

Vocabulary

announce blossom burst into mineral
promotion temple wrap

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

1. After I left the house, I realised I had not taken my sunglasses.
2. As soon as Ben got home, he turned on the TV.
3. By the time we arrived at the station, the bus had left.
4. While Bassam was swimming in the sea, he saw an octopus.
5. The children were swimming in the pool when, suddenly, it started raining.

KEY

D.

- | | |
|----------|----------|
| 1. to | 6. of |
| 2. there | 7. out |
| 3. took | 8. not |
| 4. so | 9. its |
| 5. where | 10. were |

KEY

E.

- | | |
|----------------------|--------------------------|
| 1. went | 10. asked |
| 2. decided | 11. arrived |
| 3. admired | 12. had already gathered |
| 4. visited | 13. had brought |
| 5. wandered | 14. sat |
| 6. had been admiring | 15. watched |
| 7. bumped | 16. dropped |
| 8. were celebrating | 17. went |
| 9. was going | |

KEY

LISTENING 37

1. a 2. a 3. b 4. a 5. a 6. b 7. b

KEY

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.

Listening Transcripts

MODULE 1A

Speaker 1

I completed my degree in Business Management and Administration a year ago. Although I was lucky to find a job straight away I can't say that I am too pleased with it. You see, I have been working for a telecommunications company but I'm just a clerk. My main duties involve typing agendas for meetings, filing, photocopying and other boring secretarial tasks. I know that we all have to start at the bottom, but this is not what I had in mind. Anyway, I'm not going to let the situation get the better of me. I'm going to work hard and prove to my superiors that I have it in me to do a lot better than this. It's just a matter of time until I make a success of myself.

Speaker 2

I really want to work in the motor race industry so I did some research on the Internet to find out what qualifications are required. Since I'm interested in car design, I narrowed down my search to engineering jobs. The engineers are the people who design, build and test racing cars. It sounded like the perfect job for me! I discovered that I need a degree in Mechanical Engineering. I'd like to go to Birmingham University because most of my friends are planning to go there. I checked the University website and they do the course I want. At the moment, I'm studying Maths, Physics and Chemistry, which are all relevant to engineering. The university requires at least one A grade and two B's so I'm going to have to work very hard over the next two years.

Speaker 3

I'd been looking for a part-time job for a long time with no luck so I decided to go to the careers office to try and get some guidance. The careers counsellor told me that I needed to do some work on my CV and how to fill in job application forms. As well as listing my qualifications, I needed to emphasise any previous work experience and highlight what I learnt from the job and what skills I'd gained. I also had to add a section on extra-curricular activities as this shows I have some interests outside of school. At the careers office there was a list of companies which offer work experience over the summer, so I filled in some application forms and I hope to hear from them soon.

Speaker 4

I became a chef because of my father; he is a professional chef and he always encouraged me to help him at work. One day when I was fifteen, I decided to make some jam; we had fields full of fruit trees surrounding our house so the ingredients were easy to find. When I gave my father a sample to try, he was very excited, so much so that he sent a jar to a local supermarket. They liked it and asked me to make some more. That's how my business got started. Soon, I was supplying all the major supermarkets in the UK. At the age of 18, I made my first million. Despite making all that money, I still felt that I needed some qualifications so after leaving school I did a Cookery Management course at college.

Speaker 5

I had a problem deciding which A level subjects to study next year. You see, I have no idea what kind of job I'd like to do. I got really stressed about it because it's an important decision, so I decided to ask my teacher for some advice. I'm definitely not good at Maths, and I don't really like it so we ruled that out immediately. I do like Biology and I got a good mark in my last exam. I also think it's a good idea to speak a foreign language, and I've been doing OK in Italian. It was more difficult to come up with the third subject, but in the end I chose English Literature because I had good marks in it and I enjoy reading and analysing novels.

MODULE 1B

George: Good afternoon everyone, thanks for tuning into WRSB. I'm George Marquez reporting to you live from the 23rd Annual Foreign Language Learning Convention. The convention hall is packed with visitors eager to hear about the different ways of learning a foreign language. I'll be going around talking to some of the participants here and asking them to share their experiences and ideas about learning a foreign language.

Example: Where is George Marquez?

The correct answer is c, at a convention hall. Now the radio programme will continue.

George: Here we have with us Paul Smith, a representative of the language programme, 'Live and Learn', a programme promoting language learning through a six-week stay in the country of your choice. Paul, can you tell us a little about your programme?

Paul: Hello George, and hello everyone. Well, just as you said George, 'Live and Learn' functions on the principle that people can learn a language better if they actually spend time and take classes in the country where the language is spoken. Being in situations where one has a chance to interact and speak with native-speakers inside and out of the classroom is the quickest and most practical way to learn a foreign language. And the best thing is that we have classes for all different levels—ranging from beginners to the more advanced. Who can possibly resist the idea of seeing the beautiful country of Italy while becoming fluent in Italian? Plus, we have classes for all age groups, so everyone can feel comfortable.

George: Well, it definitely sounds good to me Paul. Now, let's move on and hear about some other programmes.

1. What does Paul think is the best way to learn a foreign language?
2. How are the classes in 'Live and Learn' organised?

George: Now we have with us Oliver Carter who lives in Turkey and owns three after school/after work language centres. Oliver, tell us a little about yourself and your language centres.

Oliver: Yes, of course. Well, I started out as an English teacher with a small school that offered classes from 3pm until 11pm, times that were suitable for working adults, and children who wanted help learning a language after school. Things were going really well, and I loved my job. After two years of saving money and adding more rooms to the building, I hired four other teachers to teach German, French, Italian, and Spanish. Then our student numbers increased, and now I own three schools - people just keep coming, they seem satisfied. Our flexible hours, small classes, and special attention make our schools a popular choice for people looking for efficiency and convenience. If things go well, I'm hoping to add Japanese, Greek and Portuguese. We hire only college graduates with language degrees. Plus, all of our teachers are certified.

George: Well, Oliver, it seems like a good deal. It seems like learning a foreign language can really happen in your spare time.

3. What did Oliver do in the past?
4. What was different about Oliver's classes?

5. Which language is presently not taught at Oliver's schools?
6. In order to teach in one of Oliver's schools, what is necessary?

George: In this next booth, we have representatives of the *Hire-a-Tutor* programme. This is Steve, the founder of the programme. Steve, what exactly is *Hire-a-Tutor*?

Steve: Hello, George, and to everyone listening. Well, *Hire-a-Tutor* is a tutoring service I started which sends qualified language tutors to your doorstep. Lots of people have learnt one, two or more languages through this one-on-one method. I myself know three, you see. This method allows students to feel comfortable speaking, interacting, and most of all, dealing with any handicaps that might arise during the language-learning experience. This works really well for people who don't feel they get the attention they need in large classes, or who simply want to learn a language in the comfort of their own home.

7. Where do tutors from *Hire-A-Tutor* teach?
8. How many languages does Steve know?
9. According to Steve, who might be more interested in the *Hire-A-Tutor* programme?

George: Well, there certainly are a lot of options when it comes to learning a foreign language. Wow, look here, there is a long line of people at this booth. Let's see what everyone is waiting around for. Excuse me Sir, I'm George Marquez for WRSB, may I ask your name and what you are doing in this line?

Mark: Hello, yes, my name is Mark Tennant, and I'm waiting to sign up for a chance to win a cruise throughout the Mediterranean, and learn the language of my choice. There will only be one lucky winner! But even if I don't win, I would still like to receive some information about the Deluxe Language Cruises. I've heard wonderful things about this programme. My neighbour went on a cruise to the Caribbean, and when he returned he could speak Spanish pretty well. He said he had the best time of his life! It's a bit expensive, but worth it. You get to pick from a variety of cruises and over 30 languages. You basically arrange to take a cruise to certain destinations, and learn a language. Most cruises range from two weeks to one month.

George: Wow, Mark, thanks. That was really informative! Well, I want to thank everyone for tuning in. I'd like to encourage all of our listeners to try learning a foreign language - after all, there are so many fun and interesting ways to do it!

10. What does Mark want to sign up for?
11. Where did Mark's neighbour go on a cruise?
12. How long do most cruises last?

ROUND-UP 1

John: This is John Stewart reporting live from the Aspen County Careers and Guidance Fair. I'm here with Carl Barnes, Human Resource Director, with a large employment agency, (Manpower International). Hello Carl and thank you for taking the time to talk to us.

Carl: It's a pleasure to have you here.

John: I think the best way to begin is for you to describe the various techniques and skills a school leaver or college graduate needs at their first job interview.

Carl: Certainly. First, let me begin by discussing the interview skills young job-seekers require in order to be successful in finding a job. They should create

a positive impression when they go for their first interview, by being punctual and dressing smartly. By that I mean they should arrive at least 20 minutes before in order to calm their nerves. Also make certain that cell phones or even watch alarms are switched off during the interview, as unwanted interruptions can be distracting as well as annoying. However, most importantly, when you have your first interview, remember to be friendly and smile as this 'breaks the ice' when you meet someone for the first time. In some cases it may also be useful to 'surf' the Internet, to do some background research on the company before the interview, as this shows that you are well-informed and enthusiastic.

1. Why should job candidates arrive at least 20 minutes earlier?
2. What according to the speaker is necessary for all job interviews?

John: Could you please tell us more about making the right choice when it comes to choosing a career?

Carl: Young adults often wonder what they'll do after leaving school and most of them only start thinking about their future careers at the end of high school. I believe that career guidance should be offered by qualified counsellors. Also aptitude tests should be administered to high school students to allow them to make the right choice at that crucial time. For example, some people may have a mathematical and scientific aptitude. They may follow a degree in Science, such as, Medicine, Dentistry, Engineering, Economics, Computer Technology, etc. Other students, who perform better in languages, should follow Political Science, Social Sciences / the Humanities e.g. Social Anthropology, Sociology, the Arts or Communication-based degrees e.g. Marketing and Business Management etc.

3. What do aptitude tests help to do?
4. If one is good at languages, what should one study?

John: Besides the academic skills, what other factors are important in making a correct career choice?

Carl: It is important that school leavers and university graduates remember that they should choose a profession for which they have the right qualifications. In other words, if you have an Arts degree with English as a major, this doesn't necessarily mean that you're cut out to be an English teacher. It may depend on other aspects such as your character. Can you discipline a class of students? Do you prefer working on your own or in a group? Can you cope with pressure and communicate effectively in your job - let's say in the field of Marketing, Business Administration or Advertising? Are you a creative person and can you take the initiative to solve problems? All these factors are important in making the right choice.

Employers recognise these potential abilities and reward you accordingly. If you are capable, you may receive a promotion and a higher salary.

5. What, according to the speaker, should graduates take into consideration before taking on a job?
6. What do employers take into consideration when they decide to reward you?

John: You have been most helpful and informative, Carl, and thank you for your useful advice and time.

Carl: My pleasure!

John: Now let me introduce you to Arthur Evans, a Career Guidance Counsellor. Good morning,

Listening Transcripts

Arthur. Could you give us your impression of this fair?

Arthur: Good morning. Well, I think it is an excellent idea, as it informs school leavers and university graduates not only about the various jobs on offer, but also offers valuable information about prospective employers, qualifications and skills needed, working conditions, salaries, job-satisfaction, promotion prospects and opportunities for scholarships for further study. Finally, students here at this fair can gain valuable experience on how to write a résumé. Very often, sending a résumé is the first form of contact between a prospective employer and a job-seeker. The art of writing concise information, as well as 'promoting one's strong points' is an essential and a valuable first step.

7. Why is it useful to attend the fair?

8. What should candidates try to do when writing a résumé?

John: Thank you, Arthur. So far we have listened to top tips given to us by experts in the field. Now let's listen to some younger school leavers and college graduates who are with us here today. Hello Jason! Let me begin by asking you, what is more important, to have a degree and the right qualifications or work experience only?

Jason: Well, actually, I'm not so sure... both I guess. As I've only just finished college, I would like to gain some work experience and take a year off from studying. I was hoping to meet some prospective employers here today. But I also believe that it is important to have many qualifications, so I'm hoping to be able to find a job to save up enough money to do some further post-graduate studies. I would also like to find out some information about scholarships, as we all know how expensive university fees are nowadays!

John: Hi! What do you think about that Fred?

Fred: Hi! My situation is different from Jason's. As I'm quite good at languages, I would like to go to university and study for an Arts degree, majoring in foreign languages. I believe that this qualification will open up more job opportunities in the field of translation, which is what I'm hoping to do in the future. In that way a prospective employer will have a more positive image of my skills and abilities.

John: How useful is this fair?

Fred: I think it's absolutely fantastic! I've gained many useful tips on how to enter the job market successfully!

John: Thank you.

9. What does Jason want to do at the moment?

10. What does Fred want to do first?

MODULE 2A

1.

Man: I wanted to be able to take photographs without having to carry a camera around with me. So I had a look around the shops and discovered this little gem. It's a smartphone. I can access the Internet and check my e-mail, too. And that's not all. I can also play games while travelling to work on the train. I'm really pleased that I bought it.

2.

Man 1: Uncle Phil, I'm thinking of doing some shopping online but I'm not sure if it's safe.

Man 2: Well, you just need to make sure you use a secure web browser.

Man 1: But what if someone gets hold of my credit card details?

Man 2: There is always a small risk but overall it's quite safe. When you go to a website to buy something, always make sure that there is a small closed padlock at the bottom right hand corner of your screen. This means the website is secure and it's OK to use it.

Man 1: Maybe I'll give it a try as I'm too busy to go to the mall these days.

3.

Man 1: Peter, what's that in the kitchen?

Man 2: It's my new dishwasher.

Man 1: You live alone, you don't need a dishwasher. How many dirty dishes do you have to wash? It's not like you have a big family.

Man 2: It's not a question of how many dirty dishes there are. I prefer spending my time doing something else than washing dishes, I just put them in the dishwasher. I don't have to worry about the kitchen being in a mess, which is why I bought it.

4.

Man: Hello, is this customer service? I'd like to lodge a complaint. I purchased one of your new automated back scratchers last week, and I've just used it for the first time. Let me tell you, if I had known it would really hurt me, I would never have bought it! It scratched my back really badly. I'm sure you wouldn't want me telling other potential customers about this horrible product, so I am asking for a full refund...

5.

Man: I just took my first ride on the new high-speed Eurostar the other day, and it was amazing. Crossing the Channel before the Eurostar used to be so tiring and time consuming. Today, it only takes two hours! Imagine that, going from London to Paris in just two hours at a speed of over 200 kilometres per hour! Some people are afraid of going on the Eurostar because it goes under the English Channel, through the Channel Tunnel, or, Chunnel. They shouldn't worry, though. You're only under the water for about twenty minutes, and it's very safe.

6.

Man 1: I'd like to welcome Michael Merriweather to the programme. Michael, everyone knows you for your useful gadgets for the kitchen. Tell us about the latest craze.

Man 2: Absolutely. Everyone loves my new battery-powered portable espresso machine. You can have your favourite brand of coffee any time, anywhere, and at a very affordable price! If you order one right now, you will also get two free packets of our specially-sized coffee filters that work with our coffee makers. My machines come in a wide range of trendy colours, so it will be very easy to find one to match your kitchen décor. Order now!

MODULE 2B

Jeff: Please welcome our guest today, Dr Andrew Smith, who is here to talk to us about how biometric recognition technology is being used in passports. Tell us Andrew, what exactly is a biometric passport?

Andrew: At first sight, it doesn't look out of the ordinary; it's the same as a regular passport with a photograph, but it has some new security features, in particular, it has a microchip. The microchip holds biometric data about the owner - these are unique physical characteristics of the person, such

as their fingerprint, face or eyes. This is what we mean by biometric recognition. For example, take the facial features of a person. The microchip will have information about the person's face taken from their photograph. As everyone's face is different this can be used to identify the person.

Jeff: So, the information on the microchip is compared with a scan of the person's face?

Andrew: Exactly.

Jeff: Why has biometric technology started being used in passports?

Andrew: Increasing security concerns is the main reason. Also, adding a person's biometric information to their passport can help prevent someone from stealing their identity, in other words, it can prevent a person from pretending to be someone else.

Jeff: How many countries are using the technology?

Andrew: They are in use in about forty countries so far.

Jeff: How long has this technology been around?

Andrew: Well, biometrics for identification is not a new idea. One of the oldest techniques for identifying individuals is fingerprinting, which has been used by the police for over a hundred years. For the last decade or so, as technology has become more advanced, scientists have started looking at new ways to improve biometric recognition, but it's only in recent years that this technology has been introduced to the public. This is because for biometrics to be successful with the general public, it needs to be close to perfect and to make their lives easier; in a busy airport, you have to have a quick and accurate way of identifying people.

Jeff: What are the disadvantages of this technology?

Andrew: There are none! No, I'm just joking. Of course, there are some disadvantages; people have expressed concern over invasion of privacy because their details will be kept in a computer database. This means as you move between countries you could be watched by the government. Some people don't like that idea. In addition, scientists have done tests to find out which is the most accurate method of biometric identification, that is using the face, fingerprints or the eye. It was found that eye scanning is the most accurate. However, on saying that, eye scanning is 99.9% accurate. Although this is almost perfect, when used in a hugely busy airport like London Heathrow, where millions of passengers pass through every year, there is still the chance that a large number of individuals would not be identified. Despite this, the technology can still be used and scientists are working on making it 100% accurate.

Jeff: What other areas could biometric technology be used in?

Andrew: Apart from the travel industry, this method of identification could be used in banks and businesses, but it could also be applied to home life. Scientists are working on adding voice recognition to the technology; this would increase security for sensitive telephone transactions.

Jeff: If you've just joined us, I'm here with Dr Andrew Smith ...

ROUND-UP 2

Interviewer: Good morning everyone and welcome to today's edition of Modern World. You're listening to Ted Miller. With me in the studio is Dan Wilson a specialist in the field of Science and Technology. He is here to tell us a bit about Palexpo, which is the world's largest exhibition of inventions.

Dan: Thanks Ted! Well, let me begin by thanking

you for giving me the opportunity to talk about this exciting event. Although this exhibition receives a lot of media coverage, I enjoy talking about it because I might just get through to young, ambitious and innovative individuals who have up till now not had the courage to put their inventions on display.

Interviewer: So, what makes Palexpo so special?

Dan: Well, Palexpo takes place every year in Geneva, Switzerland. The large facilities allow for more than 1000 inventions and products to be put on display. We have on average around 785 exhibitors. We also welcome around 650 journalists and 25 television crews that ensure that our exhibitors receive a lot of publicity. Do you know that within a five day period, which is how long the exhibition is on for, we get around 62,000 visitors? Simply put, it is the ideal place to exhibit your invention.

Interviewer: So, it's all about being in the right place at the right time, isn't it?

Dan: That's right Ted. Let me also inform you that a number of the inventions that are exhibited receive prizes and awards, which definitely helps boost their popularity. There are about 54 prizes and awards, the most prestigious of which is the Grand Prix of the International Exhibition of Inventions of Geneva.

Interviewer: Wow, that really does sound like the place to be! So, what fields of research do the inventions cover?

Dan: From energy and computers to sports and leisure. There's no specific field of research that is of particular interest. Anything that's new and fascinating will find a place at this exhibition no matter what field of research it represents.

Interviewer: So, which invention got the Grand Prix?

Dan: Well, it went to a high security system. This system scans the eye of people entering a building and therefore ensures that people who are not allowed to enter are not given access. Because this device scans the inside part of the eye, which is different in every person, there is no way that it will make a mistake. So it differs from other security systems such as fingerprint scanners and voice recognition devices in that it is comparatively more reliable. It's sure to catch on fast.

Interviewer: Interesting! So, what else did you see at this year's exhibition?

Dan: Besides inventions such as this high security system and others that concern the medical field, which are bound to make a big difference, there are small innovative designs that may help us deal with everyday problems. There was a safety belt for foreheads to prevent neck injuries, a one-handed bottle opener and even a 'football trolley' that fits everything a football coach needs. Many inventions are just small devices that help make our lives more convenient.

Interviewer: So no matter how big or small your innovation is, it may just make a difference.

Dan: Exactly! Don't forget that progress would not be possible if man were not interested in satisfying his curiosity by experimenting with things that he knows little about. It's all about finding solutions to problems. Whether these problems are big or small makes no difference. Everyone can contribute to progress. There are many bright people out there who could make a difference, but don't have the confidence or

Listening Transcripts

know-how to promote their ideas.

Interviewer: So, what advice can you give them?

Dan: Exhibiting your invention and getting media coverage are the first steps to success.

Interviewer: So, there you have it! If any of you out there feel that they would like to comment ...(fade out)

MODULE 3A

1.

Man 1: Do you want to go for a hike?

Man 2: No, I'm tired. I just want to set up camp.

Man 1: Shouldn't we find a picnic area to eat dinner?

Man 2: Why not just make dinner when we find the campsite?

Which road sign should they be looking for?

2.

Man 1: Did you have fun windsurfing, Fred?

Man 2: Actually, we went to the lake, so we couldn't really windsurf.

Man 1: I see. What about water-skiing?

Man 2: Nah, it was a pretty boring trip. We just swam and relaxed.

What activity did Fred do on his trip?

3.

Man 1: Do you want to play some pool tonight?

Man 2: I prefer something more active.

Man 1: How about bowling?

Man 2: Actually, why don't we play table tennis?

Man 1: That's not a bad idea.

What activity do they decide to do?

4.

Man 1: Hey, Jack! I heard you've taken up art classes. Are you any good?

Man 2: Well, if I can say so myself, I've actually made a lot of progress. I think you'll be pleased to hear that I don't draw those childish figures I used to draw any more!

Man 1: So, have you drawn any portraits of your family or friends?

Man 2: No, we're doing that next week. At the moment, we're working on the natural environment.

What will Jack be working on next week?

5.

Man 1: Hi, Paul! I left two messages for you on your answering machine on the weekend. Didn't you get them?

Man 2: No, actually I didn't. You see I went to my grandparents' house in the mountains. I was hoping to do some fishing!

Man 1: Fishing? I thought you were more of a hunter than a fisherman!

Man 2: Actually I'm neither. I'm more of a bird-watcher than anything else.

What did Paul intend to do on the weekend?

6.

Man 1: Alex, I bet you got really good at hockey when you were on vacation in Aspen.

Man 2: Actually, I'm terrible on the ice!

Man 1: So, I suppose ice-skating was out too?

Man 2: You got it. I spent the whole trip on my skis!

What sport does the man believe Alex got really good at?

7.

Man 1: Why were you so late this morning, Henry?

Man 2: My alarm didn't go off at the right time.

Man 1: What time did it go off?

Man 2: At four in the morning!

Man 1: Oh no! What time was it supposed to go off?

Man 2: At seven. I didn't realise I was late, until nine, when I woke up and that's when I'm supposed to be here!

What time did Henry's alarm actually go off?

8.

Boy 1: Did you see the grocery list Mum left for us?

Boy 2: Yeah, what do we need again? Milk and bread?

Boy 1: We also need some apples.

Boy 2: You know, I don't really like apples. Why don't we get bananas instead?

Boy 1: No, I think Mum wants them to make a pie.

Which is the correct grocery list?

9.

Man 1: So Barry, did you and Steven go out for dinner last night?

Man 2: No, just the same old thing.

Man 1: Oh, coffee and a museum?

Man 2: Actually this time, we didn't even do the coffee part!

Where was Barry last night?

10.

Man 1: I'm very unfit. I think I should take up a sports activity!

Man 2: I've just started taking karate lessons on Mondays and Wednesdays! Care to join me?

Man 1: Although I need the exercise, I don't think karate is for me. I'd rather try golf or tennis.

Man 2: Of the two, the second one is better. We can take lessons together if you like, provided it's not on the weekend.

Man 1: That sounds great!

Which sports activity are the men going to take up?

MODULE 3B

Speaker 1

Jack and I work together in London. I'm his boss actually, but we often socialise after work! He once invited me to go with him to London's National Gallery. It's an art gallery filled with Western European paintings from the 13th to the 19th centuries. I wasn't sure at first, but I was carried away by the works of art we saw! The works of all the great masters were on display. I live in Aldershot, about fifty minutes from London by train. Fortunately, the National Gallery is situated in Trafalgar Square which is just a short distance from Waterloo Station. So it's quite possible after work to get a bite to eat in one of the reasonably priced restaurants there, visit the museum and still get back home to say hi to my wife before midnight!

Speaker 2

Jack has often tried to get me to go with him to a photographic gallery. He once got me a ticket for an exhibition at the Michael Hoppen Gallery. I'm afraid to say I didn't turn up! I'm sure I really wouldn't have enjoyed it. The thought of spending my evening walking around a gallery looking at a number of contemporary black and white photographs, well it leaves me cold. Maybe it is about where I'm from, but the idea of spending the precious little time I have in a photographic gallery seems well, silly! I just could not take it all seriously. You know what I mean, don't you? I would go to an art gallery, though. Now that's more like the real thing! That's proper culture, isn't it?

Speaker 3

My cousin Jack invited me to Somerset House and I was impressed! It is home to London's Courtauld and Embankment Galleries. It is a whole new entertainment experience! The Courtauld Gallery houses a world-famous collection of Old Masters, Impressionist and Post-impressionist paintings, while The Embankment Galleries host various exhibitions dedicated to art, design, fashion and photography. For those interested in literature, every year Somerset House invites a well-known writer to organise a programme of literary talks and events. They also hold free family workshops every Saturday. You get to do very interesting things - as activities range from painting and model-making to fashion design and animation. They've also got a really neat café in the wing overlooking the river where you can unwind while enjoying the view. And if that's not enough, you can even ice skate there in winter on their outdoor ice-skating rink!

Speaker 4

I must admit I was very sceptical and reluctant to go at first. Especially to go to a photographic gallery. Coming from up North has a lot to do with it perhaps. But Jack was a friend so I suppose I went along at first so as not to disappoint him, to please him, if you see what I mean? Jack can be very persistent when he has an idea in his head to do something. However, the first exhibition was excellent! The range and quality of the images was quite superb! Well, that was fifteen years ago and we still go to photographic galleries on a regular basis! I suppose I have a lot to thank him for now, come to think of it.

Speaker 5

Dear boy, art galleries! Jack dear boy! Yes, yes the Old masters, of course! Great stuff! Yes, Jack and I would often spend a pleasant evening at the National Gallery. Yes, an enthusiastic lad is our Jack, much appreciated. Thing is that was before I got married. I'd love to go the gallery, but I have responsibilities these days. When you have a wife and two kids to think of, you don't have so much spare time, do you? Don't seem to get the opportunity, unfortunately. It's a hard life.

ROUND-UP 3

1.

Boy 1: What did you do last night?

Boy 2: My family had a cookout.

Boy 1: Oh, that sounds like fun. Did you cook the food over a fire?

Boy 2: No, my mom grilled the meat on the new barbeque pit that my dad had bought.

Which picture shows what the boy's family did last night?

2.

Boy 1: Do you like extreme sports, Harry?

Boy 2: Of course I do, Bill. Why do you ask?

Boy 1: My brother wants me to go bungee jumping with him. I don't know if I should.

Boy 2: Oh, do it Bill, it's so much fun! But it's not as exciting as sky diving.

Boy 1: Oh gosh, I could never jump out of a plane! The most exciting thing I've done is rock climbing.

Boy 2: That's OK, I guess. I like the feeling of flying through the air, though.

Which sport might Bill try?

3.

Boy 1: The lecture starts in ten minutes, hurry up!

Boy 2: I thought it started at 8:30.

Boy 1: I told you before. It starts at eight sharp.

Boy 2: We'll never make it. Let's just go to tomorrow's lecture.

Boy 1: That one doesn't start till noon, and I have a doctor's appointment then.

What time does today's lecture start?

4.

Boy 1: Do you have the money for the tickets?

Boy 2: It's right here. Twenty, right?

Boy 1: No, I think they are ten riyals.

Boy 2: Right, ten each, but twenty altogether.

Boy 1: Oh, of course. You're right. But look! They're on sale, buy one get one free.

How much will they pay for the tickets?

5.

Boy 1: Where are we sitting?

Boy 2: It looks like we can choose. How about right in front?

Boy 1: Oh no, I don't like being that close. Here are some nice aisle seats.

Boy 2: Yes, but they are too far away. What about these ones in the middle?

Boy 1: I suppose they'll have to do.

Where will they be sitting in the school auditorium?

6.

Boy 1: Did you try to call me last night?

Boy 2: Yes, Ted, but I couldn't get through. Were you the one on the phone all night long?

Boy 1: No, I was reading. It must have been my brother.

Boy 2: You were reading all night long?

Boy 1: Well, I was taking a bath, too.

What was Ted doing last night?

7.

George: Hey Robert! How about a game of tennis?

Robert: No, thank you George! I don't want to play a game you always win at. How about some football instead?

George: What, just the two of us?

Robert: You're right. OK, how about basketball then?

George: Although it's not my favourite, it's better than staying at home and doing nothing.

At which sport does Robert always lose?

MODULE 4A

Speaker 1

My grandmother used to scare us all the time by saying her dreams could predict the future. I used to believe her when I was a child, but now I try not to think about dreams too much. The funny part is, sometimes I think I have dreams that predict the future too. I remember once I had a very vivid, disturbing dream about some people playing in a river. There was a small waterfall close to them. Suddenly, a great burst of water came down the waterfall and swept them away. The next day, I saw on the news that several people had been killed in a river in a flood. Still, I think the best thing is to forget dreams like that because even if they are true, they don't tell you enough about what is going to happen.

Speaker 2

I never used to believe that dreams had any meaning. I'm a scientist, a biologist, and I believe in what I can see and observe. But recently I had a very surprising dream, and I made a discovery as a result. Let me explain. In my lab, I'd been trying to find the gene that causes a heart defect in mice. I'd noticed that when some mice were born, they had really small ears. But I didn't think that was important, so

Listening Transcripts

I ignored it. Then one night I dreamt that I was at a funeral with all of my family. The strange part was, we all had very small ears! I was quite puzzled when I woke up and I tried to figure out why I had dreamt that. A few days later, I realised that the gene that causes the small ears in the mice was also the one that caused the heart defect.

Speaker 3

I think dreams are interesting because they tell us things about people that we can't find out any other way. We all have something that we want to hide, even from ourselves, but when we dream those secrets are revealed. That's why I like to use dreams in my novels. For example, there's this man who has a very normal, ordinary life: he goes to work, drives his kids to school, has hobbies - there's nothing unusual about him at all. But he has dreams where he is an astronaut exploring outer space or he is climbing Mount Everest. Through his dreams we see he has a whole side to him that we would never guess existed.

Speaker 4

Once I dreamt that there was a baby bird in our garden, and it was flying around close to the house. My sister and I tried to catch it, but it would fly away and we would spend a long time looking for it. Then we would see it again. Finally, I caught it, and I realised it didn't look at all like a normal bird. It wasn't actually alive; it was a fake, made out of rubber or something. Then I woke up. I was confused by this dream, but I'm trying hard to figure it out because I think dreams can tell us how to live our lives. I think the bird represents someone in my life who is going to betray me, because when I caught it, I saw that the bird wasn't what it appeared to be. I wonder who it is.

Speaker 5

My friends drive me crazy by talking about their dreams for hours, and trying to find out what they mean! They insist that everything they dream has some deep meaning. Actually, scientists have figured out that dreams are usually caused by our most ordinary experiences. For example, if you read a book, you might see the main character in a dream a few days later. Or, if you put some fruit in a glass bowl, you might dream you are wearing the glass bowl on your head. The reason for this seems to be that dreams are made out of recent memories. Most likely, your dreams have nothing to do with your deepest thoughts and experiences, but just the things you do every day.

MODULE 4B

John: Hello, this is Dr John Q. and you're listening to 98.2 Fitness Radio. I'm here reporting live from the 10th Annual Vegetarian Festival. Now, I'm not a vegetarian, but I love coming here. There is so much to see. There are vegetarian chefs from around the country preparing fresh meals, there are vegetarian nutritionists explaining how to eat right, and even vegetarian clothing designers! Now, I'm here with Mark, a vegetarian who's been coming to the festival for years. Mark, tell us a little bit about yourself.

Mark: Hello, John. Well, I became a vegetarian about 7 years ago. I was eating too much red meat and foods high in fat, and my doctor told me to be careful. So, I decided to become a vegetarian. It was hard, at first, but now, I love it. I realised I can eat healthily and still enjoy my food. I love coming here and hearing about new recipes, as well as getting advice from nutritionists on how to have a balanced meal.

1. Which of the following can you find at the Vegetarian Festival?
2. Why did Mark become a vegetarian?

3. Why does Mark go to the Vegetarian Festival?

John: Well, having a balanced meal is important, especially when you are a vegetarian. When you cut out meat from your diet, you lose a significant source of protein. Many vegetarians do not get enough protein. That is why many people come and see Mr Kevin Herring, a vegetarian nutritionist who offers his nutritional counselling to many vegetarians seeking to eat right. Hello, Kevin, you're on the air!

Kevin: Hello, John, and everyone listening. Yes, I am a nutritionist, but I'm a vegetarian as well, which has helped me put together various nutritious, delicious meals, out of my own experience. I'm here every year offering nutrition tips and advertising my services. I'm a private nutritional advisor to many vegetarians who want to eat right. My aim is to help vegetarians eat balanced meals. When you cut out meat from your diet, it's important to find other sources of protein, and to incorporate those into every meal. For instance, beans, lentils and chickpeas, are an important source of protein, as well as tofu, which is a soybean-based product. Also, milk, eggs, and cheese are a must. Plus, there are proteins found in vegetables such as cabbage, spinach, tomatoes, broccoli and even eggplant! I would also suggest taking a daily multivitamin as a supplement. Everyone must remember to make careful food choices. You have to be an informed vegetarian, and you should consult your doctor first to see if vegetarianism is right for you.

4. What is Kevin Herring doing at the Vegetarian Festival?

5. Which of the following is not a source of protein?

6. What is tofu made of?

7. What does Mr Herring suggest vegetarians do to supplement their diet?

John: Well, thank you, Kevin. You have been very helpful. Now, I'm moving on to this huge crowd of people surrounding the Veggie House buffet. I'm standing next to the owner of the Veggie House restaurants, George Corning, who is here offering a taste of his restaurant's food to hungry festival goers. Hello, George, nice to meet you. Tell us a bit about Veggie House.

George: Hi, there. Well, when I opened my first Veggie House restaurant 5 years ago, I was a vegetarian chef who wanted to convince people that being a vegetarian does not mean eating boring food. I created a whole menu offering various delicious dishes with absolutely no meat in them. Over the years, Veggie House was so successful that I opened up two more restaurants, and hired chefs to recreate my recipes. Two things that have stayed on the menu over the years are the soy burgers and tofu steak; many non-vegetarians who try them can't believe there's no meat. You see, it's all in the spices. I use secret spices that make my burgers and steak taste like meat. My spinach lasagne is amazing too. Oh, and for dessert, most people ask for the green tea ice cream. While you are here, you should definitely try some of our food!

John: Sounds great George... I definitely will. I think the soy burgers smell delicious!

8. When did George open up his first Veggie House restaurant?

9. How many restaurants does George have?

10. What does George use to make his burgers and steak taste like meat?

ROUND-UP 4

Speaker 1

I learnt to play tennis when I was at school, but I was never really very good. I had always enjoyed the game though, so last year I decided to take it up again. I have a lesson a week and play matches as often as I can! My tennis teacher told me that my biggest problem was that I was very slow at getting to the ball. I have practised a lot and now I am much faster across the court. My teacher has helped me to improve this aspect of my game a lot.

Speaker 2

Two years ago I had a very bad car accident and I was in hospital for months. I had broken both my legs and this left me with very stiff knees and hip joints. I couldn't bend my knees properly any more and walking for long periods was painful. A friend suggested I try swimming and it has had an amazing effect. I can now bend and stretch farther than I could before the accident.

Speaker 3

When my doctor told me I was far too overweight for my height, I knew I had to do something about it. He put me on a diet and gave me an exercise programme which involves walking, running and swimming at least 3 times a week. I have lost about 10% body fat and I look and feel much better. I should have done this years ago!

Speaker 4

I go to a gym four times a week mainly to do a lot of weight training. This involves lifting heavy weights and building up muscle. I remember a few years ago I couldn't even lift a bag of sugar, and now I bench around 80 kilos. I usually go with a group of friends and we have a lot of fun! I like how I look and that I am so strong. I would like to take part in a body building competition so I will probably start going to the gym five times a week.

Speaker 5

My job in a large company is very demanding; I work long hours and have to deal with a lot of stress. I also have four small children and at home life is nearly as stressful as work! I don't have much time for sports so when our company introduced a stress management programme for busy managers I just jumped at the chance! I've found it really has helped and I am much calmer than I was before.

MODULE 5A

Interviewer: Please welcome Dr Murphy, a conservationist who has set up a company which organises gap year experiences in Australia.

Dr Murphy: Good evening.

Interviewer: First can you tell us what inspired you to set up this company?

Dr Murphy: Sure... basically, it was my interest in educating people about conservation work.

Interviewer: Can you tell us a little about the main environmental problems in Australia?

Dr Murphy: Australia has been isolated from the rest of the world for millions of years. As a result of this, the wildlife and plant-life which have evolved there are not found anywhere else. However, the damage caused by human activity and climate change could permanently affect Australia's unique wildlife and landscapes. If we don't help to protect this environment now, we could lose it forever.

Interviewer: What kinds of activities do you organise for people taking a gap year?

Dr Murphy: Well, we arrange conservation projects in different parts of Australia. For example,

you could spend 3 months in Adelaide monitoring rock wallabies...

Interviewer: Rock wallabies?

Dr Murphy: Rock wallabies are kangaroo-like animals that live in rocky areas. Their numbers are dramatically decreasing. This is because they are killed by foxes. Also, other animals like goats compete with the wallabies for food. We must keep a close eye on wallaby populations and try to protect them otherwise they could become extinct in the future.

Interviewer: I see.

Dr Murphy: Another project involves planting trees in fire ravaged areas of Alice Springs. There is also another project in Mount Gambier which involves removing invader plant and animal life from lakes. You see, when a new creature takes up residence in a lake, it can cause significant damage to the environment, for example, it may compete for food or prey on local fish or plants. There is a huge variety of activities available. Ultimately, it's up to you where you want to go and what you want to do.

Interviewer: Do you need any specialist skills or knowledge to take part in these projects?

Dr Murphy: Just common sense and loads of enthusiasm. All training is given beforehand, especially in safety methods. We need people who are good team players and are interested in saving the environment.

Interviewer: And what about leisure activities?

Dr Murphy: Of course, it's not all work. Volunteers have plenty of free time to enjoy all the amazing sights Australia has to offer. We try to combine leisure activities with environmental education. For example, some of our volunteers have been snorkelling with turtles while visiting one of the islands off the Great Barrier Reef, and don't forget there are lots of opportunities to go surfing.

Interviewer: In your opinion, what can people gain from this experience?

Dr Murphy: Well, by taking part in our projects they are making a positive contribution to conservation, but they also have the opportunity to see the fascinating beauty of the Australian outback. Our projects combine travel, fun and hard work. It is a rewarding experience which can lead to personal growth as it gives ordinary people a chance to learn about the environment and to take part in saving the planet.

Interviewer: Who do you think this would appeal to?

Dr Murphy: We've had people from all walks of life taking part: students taking a year out before going to university, people taking a career break, and we've also had a few retired people. Basically, if you want the chance to get out in the fresh air, meet some new people, and do something exciting then this is for you.

Interviewer: So far, what are the results of the volunteer work?

Dr Murphy: We've seen over a million trees re-planted in the last five years, 60 kilometres of protective fencing has been put up in areas where wildlife is under threat, over 300 wildlife surveys have been completed. So, as you can see, this work is having visible results.

Interviewer: Dr Murphy, thank you for being with us in the studio this afternoon and I do hope...
(fade out)

MODULE 5B

Interviewer: Hurricane Katrina was one of the five deadliest hurricanes in the history of the United States. It occurred in August 2005, and killed over 1800 people. However, the most severe loss of life and property damage occurred in New Orleans, Louisiana, where thousands of people lost their homes. Joining us is meteorologist John Soho. He will help answer some questions about Hurricane Katrina.

John: Hello, well, to start off Hurricane Katrina was a category five hurricane. These storms are rare and very, very dangerous. The high winds and the heavy flooding usually cause massive building destruction. In New Orleans, for instance, over 80 per cent of the city was flooded - which means most of the buildings were either destroyed by the storm, or rendered useless by the floods.

Interviewer: Exactly where did Hurricane Katrina come from?

John: Well, Hurricane Katrina formed as a large storm over the Bahamas on August 23, 2005. It then started to move over Florida. Although the storm weakened over land, it regained hurricane status about one hour after entering the Gulf of Mexico. On August 29th, Katrina hit land again, this time in Louisiana, before moving north and weakening.

Interviewer: Weren't there any preparations made for the hurricane?

John: Well yes, people were forced to evacuate in parts of Florida, Mississippi, and Alabama. People were also forced to evacuate New Orleans. However, in spite of the evacuation, many people could not leave town. Those that did not leave the city were sheltered in public places like football stadiums, where they were provided with food and water. Also, the Coast Guard was prepared for help and rescue with planes and boats.

Interviewer: Exactly how much damage did this hurricane cause?

John: Well, that's a good question. It caused damage in a number of different ways. Hundreds of houses, as well as businesses, were lost - leaving many people without an income and without a place to live. Also, Katrina had a major impact on the environment. It caused beach erosion and damage to 20% of the local marshes. This affected many of the local species such as marine mammals, turtles, fish and ducks. Also, a lot of the flood water contained sewage, bacteria and toxic chemicals that affected the health of the local residents, as well as of the local animals.

Interviewer: So what is being done to help people in New Orleans?

John: The government is helping to rebuild roads, bridges and houses. First of all, it was estimated that it would cost about 100 billion dollars to repair the damages. Also, over 70 countries around the world have donated money and services in order to help hurricane victims. There are also charity organisations which are offering volunteer work and donating money in order to help rebuild New Orleans. Despite what we may think, every little bit helps.

Interviewer: In general, what can one do to prepare if such

a hurricane were to hit again?

John: Well, it's important to follow instructions. If an evacuation is called for, then you must be willing to leave your house. That means gathering up your belongings and following the orders of the authorities. For instance, in Louisiana, thousands of people gathered in the Superdome, a football stadium, in order to protect themselves from the flooding. Under no circumstances should anyone drive or be outside once the hurricane has arrived. If you are at home, then it's important to go to a safe place. You should stay indoors in a room that does not have any windows, such as a bathroom or in a closet. Also, if a flood threatens your home, be sure to turn off the mains electricity.

Interviewer: Well, thank you for all your input, John. This was all very informative.

ROUND-UP 5

Interviewer: Today we're talking about different ways to reduce your carbon footprint and in so doing, help the environment. With me, I have Joe Simmons, a well-known journalist and keen environmentalist. He's going to tell us how he tries to protect the environment, by reducing his own carbon footprint. Welcome Joe.

Joe: It's nice to be here.

Interviewer: First of all, what exactly is a carbon footprint?

Joe: Well, to put it simply, it is the effect an individual has on the environment. This is measured in units of carbon dioxide gases released into the atmosphere through everyday land and water use, use of products and everyday activities, etc.

Interviewer: So, in this way you can calculate how many 'natural resources' you use.

Joe: Exactly. A good way to start is to keep track of your recycling with an ecological checklist. You can do it on a daily or weekly basis and include products used and recycled. Then, you can work out how much productive land, water or energy was used to support your lifestyle.

Interviewer: Do you recycle?

Joe: Of course, I have been recycling newspapers, magazines and milk cartons for quite some time now. Other items that I collect and recycle on a weekly basis are aluminium cans, glass and plastic bottles. Another thing I do once a week is collect fallen leaves from my garden and make compost, which I use as a natural fertiliser. There is no need for chemical fertilisers which harm the environment. I also collect rain water to water my plants and I grow my own tomatoes.

Interviewer: Are you a vegetarian?

Joe: No, I eat meat three times per week, preferably white meat such as fish or poultry, which is produced locally. I avoid buying imported goods because they are transported using planes, trains, lorries, etc. and they all pollute the environment.

Interviewer: That's true. I'd never thought of that.

Joe: Aeroplanes are especially bad, aren't they?

Joe: Yes they are. Actually, some people believe that frequent air travellers should arrange to have trees planted according to the number of kilometres they fly. And of course, on an everyday basis, people should use practical environmentally-friendly forms of travel. By that I mean having a car-pooling scheme when

commuting by car, or even better still using public transport. Also, we can walk or cycle more regularly. It's good for our health!

Interviewer: What about chemical detergents? They're harmful to the environment, aren't they?

Joe: They certainly are. I try to avoid using strong chemical detergents to clean the flat. I prefer to use natural vinegar mixed with baking soda, which achieves the same result and is kinder to the environment!

Interviewer: What about batteries?

Joe: They are very harmful to the environment if the acid leaks into the underground water table and affects the ecosystem, so I take them to a specialised recycling centre at least once a month.

Interviewer: How do you conserve electrical energy?

Joe: It has been estimated that up to 40% of a household's energy needs require electricity. However, we can change this wasteful habit by installing 'low wattage' light bulbs, switching off computers, radios or lights when not in use, and switching off all 'standby' switches on all electronic gadgets. They waste so much unnecessary electricity and power and only increase our carbon footprint!

Interviewer: Well, it's time for a commercial break now and when we come back we'll discuss how to actually calculate your carbon footprint... (fade out)

MODULE 6A

1.

Brian: This is Brian Hannigan and here with me in the studio is Linus Orr-Ewing, CEO of the global media and computer giant ITM. Welcome to the programme Linus.

Linus: Glad to be here Brian.

Brian: Now, I believe today you have just announced a new project for Africa.

Linus: We have indeed! The idea is simple; by the end of the next decade we at ITM hope to have a computer available to every teenager attending a secondary school in Africa. Now of course we are also spending money on basic infrastructure...

2.

Man: You know I left Peckham and South London ten years ago to live in the countryside in Cornwall in the south west. And, no I've had no regrets, not one minute! It's not that I dislike Peckham or London, far from it! I really enjoy my visits from time to time. But it's a big city, and I'd had enough of city life. The hassle, the pollution, the noise, the traffic! Not to mention the cost of everything. My little cottage and garden here costs me a tenth of what I would have to pay for a flat in London!

3.

Glen: Roger it's me, Glen! Are we still on for meeting later? ... Good! Just didn't want to make it all the way to the West End and then find out you're not there. ... Now look, I need your advice about what to get for Carl's graduation on Saturday. ... No, not for him stupid! I've got him a gift. It's for me! ... What am I going to wear? A pair of designer jeans and a junior Gaultier T-shirt perhaps? Or is that too casual?

4.

Man: Thank you, headmaster, for inviting me here to address students on the topic: 'A Career in Modern Advertising'. In the distant past when I graduated

in Media Studies from Sussex University, the industry was very different. I'm sure it must be difficult for you all to imagine a world without mobile phones, without laptop computers, or the Internet. Computer skills are important, but when today, we choose our staff teams there are two words I want you to consider: initiative and enthusiasm. The first is about confidence; the second is about showing a real interest in the work.

5.

Woman 1: I don't mind the crowds and the noise at the street market, I like shopping there because everything is much fresher. And there is a much wider choice of products.

Woman 2: You're right about the quality of the products, but it's just so annoying shopping in the heat with so many people. I personally prefer shopping in a nice clean air-conditioned supermarket.

Woman 1: Well, the way I see it, it's the vegetables and fruit you're going to eat, not the air-conditioning.

6.

Man 1: I'll have a glass of lemonade and lime. Thanks, Mark.

Man 2: Won't be a moment, John. Here you are. That'll be two pounds eighty.

Man 1: Two pounds eighty, my goodness! Sorry Mark, I know it's not your fault, but ever since I arrived here from South Wales, it's been so difficult to make ends meet. I'm on a student grant. Everything is so expensive! Food, the rent and a ticket to a museum or gallery is just astronomical. What about a bottle of still water?

Man 2: Sorry, John that's even worse, two pounds ninety! Tell you what, keep the lemonade... have it on me. Oh, and just so you know, Brendan, the manager, is looking for staff in the evenings so...(fade out)

MODULE 6B

Interviewer: Excuse me, excuse me, uh sir. Oh hi, I'm a medical student at the university of Kent and we're conducting a survey about stress in everyday life. Do you think I could have a few minutes of your time?

Man: Well, I was just... Oh, all right. What do you want?

Interviewer: Oh, thank you. First, a couple of preliminary questions really. Occupation?

Man: Well, I work at Stafford High School. I'm the principal's assistant there... It's a busy job, working with the principal and all those teachers.

Interviewer: Oh, yes. I can imagine. Now, what two things cause you the most stress?

Man: My job I suppose. You know I'm always running around making sure everything is organised... arranging meetings for the staff and so on... and another thing I guess, would be my family. I have two teenage kids who seem to enjoy disagreeing with me. Sometimes they're just impossible!

Interviewer: Oh, many teenagers are like that. I disagree with my parents about many things. So, do you often get stressed?

Man: I can't say that I get stressed every day or anything like that but occasionally I do, if I'm busy at work or something...

Interviewer: And uh, when you're under stress, are you aware of any noticeable changes?

Man: I'm certainly much more quick-tempered and I...

Listening Transcripts

Interviewer: I'm sorry I should have clarified my question. I meant physical changes.

Man: Oh, mm yeah ... Well um, my stomach hurts, but that's because I have an ulcer - I don't put the blame for my stomach problems on stress.

Interviewer: Well, research has shown that stress can cause physical disorders.

Man: Really? You mean my stomachache could be a direct result of stress?

Interviewer: If it occurs when you are stressed - then it's very likely. Some people have very serious disorders due to stress. Have you ever been to a doctor with regard to stress?

Man: Of course not. It's not a disease, now is it? I really don't think it's necessary. I think my stomach hurts because I'm a little bit careless with my diet.

Interviewer: What do you think sufferers should do?

Man: I'm certainly no expert but try and relax perhaps...

Interviewer: OK, thank you for your time. It's been nice talking to you.

ROUND-UP 6

1.

Man: Stress-related illnesses are extremely common in today's society. Headaches, muscle pain, ulcers, and high blood pressure are just some examples of what millions of people under stress experience. Some of these illnesses are easy to treat, while others are more difficult. But what most people fail to recognise, is that these are just symptoms, and treating the symptoms will not make the problem go away. People need to focus on ways to reduce stress in their daily lives, such as meditation or exercise. Taking a pill is not the answer - but finding time and ways to relax are.

2.

Man 1: I went to see Philip Johnson's Glass House the other day.

Man 2: Oh, I've heard of Philip Johnson. He's a famous modern architect. What was the house like?

Man 1: It was really strange. It is all glass, so people can see you from the outside. It was actually interesting, but can you imagine having a bedroom with walls made of glass? I would never live in a house like that.

Man 2: Yeah, I agree with you on that, John. I don't really like contemporary architecture, anyway. I guess I won't be visiting the Glass House any time soon.

3.

Man: When I first moved to the city from a small town, I was overwhelmed. I wanted to stay in my flat. The crowded streets, the noise - it all annoyed me. But then, I started to feel cramped in my tiny flat. I slowly began to go outside - just for a little bit each day. I started going to cafés, eating at restaurants and visiting museums. I'm currently enjoying myself and all the city has to offer. Now, when I visit my family in my hometown, I get so bored I wonder how I ever lived there to begin with.

4.

Man: Nowadays, it's very rare to find kids playing outside. They'd rather be playing computer games or something. That's why I make it a point to hold my classes outside. Along with exercise, I think fresh air and seeing a little green grass and trees can do wonders for a person's health. Sometimes we run, sometimes we play sports

like football or basketball. In any case, all of my students love the fact that they don't have to be stuck in a school gymnasium. Hopefully, my class will inspire them to spend less time playing computer games, and more time outdoors.

5.

Man 1: You're here early today, Kevin. What happened?

Man 2: Well, I decided to start riding my bike to work instead of driving. It doesn't make sense for someone living in a city to drive a car. The distances are so short, you can use public transport, walk, or just ride a bike.

Man 1: Sounds like a good idea. You're not contributing to air pollution and you're getting some exercise, too! But what made you change your mind all of a sudden?

Man 2: Actually, at first, I was just looking for a quicker way to get to work, because I was fed up with the traffic every morning...

6.

Man: The amount of rubbish we create is constantly increasing, as is our population. This waste is extremely harmful to the environment and that is why recycling is important. By recycling, we are helping to preserve our environment and our planet for the future generations to come. Many places make it easy to recycle by providing separate bins where you can throw away plastics, glass, and paper. However, some places do not offer services such as these, and that is where it is up to the individual to make smart choices. Try reusing plastic containers and choosing paper bags over plastic ones. Also, try not to buy or use products that may be harmful to the environment.

7.

Man 1: So, what did you think of the modern art museum we went to yesterday?

Man 2: Well, it was very different from any other museum I have been to. I mean, I don't know if I would even call some of the things on display art. How hard can it be to paint a black dot on a red canvas? I think I'm more old-fashioned in my taste in art.

Man 1: Yeah, some of the pieces were a bit silly, but I found others to be really interesting.

Man 2: No, you're right, some things were interesting. I really liked the painting with all the bright colours splashed on it. It reminded me of something ... (fade out)

MODULE 7A

1.

Man: Did you have a good time at the lake?

Boy: Yeah, it was OK, we went hiking and did a lot of fishing.

Man: Then what's the problem?

Boy: We weren't allowed to swim!

What sign did the boy see at the lake?

2.

Man 1: Did you get the train tickets?

Man 2: Actually, I booked us a cruise.

Man 1: What? It will take forever to get there. Let's just take a plane.

Man 2: No way! You can see much more from a boat!

How are they going to travel?

3.

Boy 1: Did you just get back from summer camp?

Boy 2: Yup. I had a blast. We swam every day.
Boy 1: What about sailing and rock climbing?
Boy 2: I did some sailing, too. Unfortunately, it wasn't possible to do any rock climbing.
What didn't the boy do at summer camp?

4.
Man 1: Alright sir, I have you down for a minivan. Is that correct?
Man 2: Actually, it's just me travelling, so could I have something a bit smaller?
Man 1: Of course. How about a two-door pickup?
Man 2: Well, I'd prefer something else. Do you have just a simple four-door mid-size car?
Man 1: Certainly. It will be ready for you at the rental office tomorrow morning.
What kind of automobile will the man rent?

5.
Boy 1: Were there sporting events on the last day of school like last year?
Boy 2: Yes, of course, and luckily we didn't have to sit through a long speech by the principal afterwards. To make it even better there were even fireworks this year!
What didn't happen on the last day of school?

6.
Man 1: Hang on a minute, while I park the car.
Man 2: No, you can't park here, Fred! Didn't you see the sign?
Man 1: Oh right, I thought it was a no right turn sign.
Man 2: There's one of those too. Just park across the street and we can walk over.
Which sign didn't Fred see?

7.
Man 1: So, tell me about your vacation, Jason.
Man 2: Well, coming from a small town, I was really impressed... there's so much to do there! We saw all the sights and went to all the museums and galleries of course. And the food was delicious... there are so many different kinds of restaurants to choose from. It was definitely a great experience! Too bad you didn't come with us.
Man 1: No way! You know that my idea of a perfect vacation is definitely not big cities with lots of traffic. I'm happiest just relaxing on a tropical island.
Where did Jason go on his vacation?

8.
Man: What was the food like in the United States?
Boy: Oh, we had lots of good food. I really liked the turkey and pumpkin pie that Tom's mother cooked for us one day. She made corn, too.
Man: Did you like that?
Boy: Not really.
What didn't the boy like?

9.
Man 1: Do you have a seating preference, sir?
Man 2: I don't want to be on the aisle.
Man 1: How about a window seat? The view will be fantastic.
Man 2: I don't like the window either.
Man 1: Well, I'm afraid the only choice left is one right next to the bathroom.
Man 2: I guess it will have to do.
Which picture shows the man's correct seat?

10.
Boy: What time can you pick me up tomorrow, Dad?

Man: How about around noon?
Boy: Do you mind coming about a half hour later? I don't want to get there before one.
What time will he pick his son up?

MODULE 7B

David: I'm joined in the studio this afternoon by John Waters, who has just returned from a trekking holiday in South America.
John: Hello.
David: Tell us John, what exactly does a trekking holiday involve?
John: I suppose trekking can be best described as walking for enjoyment.
David: And where exactly did you go?
John: I went to the Patagonian Steppe. It's a huge, almost empty place. The only thing moving when I was there was the wind. Some people think it is a lonely place. For me, it's beautiful and it gave me the chance to think deeply. I work as a doctor in a big city and I am always very busy. So the peace and quiet of the trip was one of the main reasons that I decided to go to Patagonia.
David: I see. I think we all benefit from standing back now and again and looking at our lives and what we want to achieve in the future. But is there anything else for the visitor to do?
John: Oh, yes, there's lots. I went horse riding and mountain biking, as well as walking for hours through the grasslands or pampas. While I was doing that, I saw these extraordinary condors circling in the air above me. There were also sheep everywhere. Patagonia is well known for its sheep and the shepherds out there are called *gauchos*.
David: I know that Patagonia is not a rich place. I believe that most of their money comes from cattle. Did you visit any of the ranches?
John: Sure, though they call them *estancias*. Nowadays, increasing numbers of people are coming to Patagonia and the *estancias* are becoming tourist attractions. Fortunately, I made friends with Armando, a local school teacher, who invited me to his family's traditional *estancia* in a lovely valley, a few hundred kilometres from the town of Bariloche.
David: That was very nice. What about the local food? Did you try it?
John: Yes, it was truly delicious. For the main meal of the day, we would have grilled lamb or asado as they call it, with a special sauce called *chimichurri*, green salad, fresh bread and sparkling spring water. Armando's uncle is a *gaucho* and he told us about the old days when he used to be all alone on the ranch and wouldn't see another human being for days. You know those ranches are incredibly big. He described having to walk 20 kilometres between two sheep barns on a typical day.
David: That sounds like a completely different lifestyle. What about your trekking? Did you explore the mountains?
John: I certainly did. I went to the Los Glaciares National Park. It got colder and colder, as I trekked through the mountains with a small group of German tourists. But it was well worth it. Probably the best thing about the whole trip was when, all of a sudden, I saw some pink flamingos down by a sparkling lake. It was breathtaking to be part of nature like that. We were going to go sailing on one of the lakes, too. But, unfortunately, something went wrong and that was cancelled.
David: That sounds like a unique experience! What about pumas? Did you see any of those incredibly fast and athletic animals?
John: Well, I heard plenty of stories about pumas but,

Listening Transcripts

unfortunately, I didn't actually see any. But in four or five years, when my children are old enough to come with me, I shall definitely return to South America and who knows what I will see.

David: Thank you for sharing your experience with us. Please come back on to the programme after your next trip.

ROUND-UP 7

1.
Boy: Have you decided where we will go on vacation?
Man: I narrowed it down to three places. How would you like to go to the mountains on a skiing trip?
Boy: Oh no, it's too cold for that. I'd rather go somewhere warm.
Man: OK then, how about the desert?
Boy: Of course not, that's TOO warm! What about an island somewhere?
Man: That sounds nice, actually.

Where will they most likely spend their vacation?

2.
Man 1: I just had the most amazing weekend by the ocean.
Man 2: Oh yeah? Did you go swimming and surfing?
Man 1: I did go swimming of course, but I didn't surf. I went scuba diving though.
Man 2: That sounds exciting.

What didn't the man do?

3.
Man 1: Hi, Len. Did you have a good vacation? Were the mountains nice?
Man 2: Very nice. I love mountains; it was the perfect trip.
Man 1: Did you go rock climbing or skiing or anything like that?
Man 2: Oh no, I don't know how to rock climb, and there wasn't enough snow for skiing.
Man 1: I see. What did you do then?
Man 2: We spent most of the time swimming in the lake.

What did Len do?

4.
Boy 1: There is so much to do at the resort, I don't know what to do first. What about water skiing?
Boy 2: No, I'm too scared to do that. I just want to go hiking.
Boy 1: That's boring! At least let's do something in the water. Jet skiing is pretty easy.
Boy 2: I like the sound of that.

What activity will they probably do?

5.
Man 1: When are we going to leave for the airport?
Man 2: Our flight is at nine, so I thought maybe we should leave around 7:30.
Man 1: I'm not sure that will give us enough time to get there. There might be a lot of traffic.
Man 2: Oh, you're right. What time do you think is best?
Man 1: How about seven?
Man 2: Isn't that a little early? It usually only takes half an hour to get there.
Man 1: Yeah, but as I said, there might be lots of traffic. Plus, I'd like to do some shopping at the airport.
Man 2: OK, OK. Good point.

What time will they leave for the airport?

6.
Woman 1: How do I get to your house from here?
Woman 2: Go straight along Maple Street until you come to the bank on your right, on the corner. Turn left onto Main Street.
Woman 1: Is that your house across the street from the bank?
Woman 2: No, go up Main Street, past the park. Make a right on Villa Road. I am on the corner.

Which picture is correct?

7.
Man 1: When are you leaving for vacation this year, Michael?
Man 2: Well, the plan was for three weeks in July but it seems that with all the workload July is out of the question.
Man 1: So, will it be August again like every year?
Man 2: Personally, I would rather go in September than August but it isn't up to me.

When will Michael probably go on vacation?

CLASS CDs TRACK LIST

CD 1		
Track	Module	Section
1	Titles	
2	1a	Reading
3	1a	Listening Rubrics
4	1a	Listening
5	1b	Reading
6	1b	Listening
7	1 Round-up	Listening
8	2a	Reading
9	2a	Listening Question 1
10	2a	Situation 1
11	2a	Question 2
12	2a	Situation 2
13	2a	Question 3
14	2a	Situation 3
15	2a	Question 4
16	2a	Situation 4
17	2a	Question 5
18	2a	Situation 5
19	2a	Question 6
20	2a	Situation 6
21	2b	Reading
22	2b	Listening
23	2b	Listening again
24	2 Round-up	Listening
25	3a	Reading
26	3a	Listening
27	3b	Reading
28	3b	Listening Rubrics
29	3b	Listening
30	3 Round-up	Listening

CD 2		
Track	Module	Section
1	Titles	
2	4a	Reading
3	4a	Listening Rubrics
4	4a	Listening
5	4b	Reading
6	4b	Listening
7	4 Round-up	Listening Rubrics
8	4 Round-up	Listening
9	5a	Reading
10	5a	Listening
11	5a	Listening again
12	5b	Reading
13	5b	Listening
14	5b	Listening again
15	5 Round-up	Listening

CD 3		
Track	Module	Section
1	Titles	
2	6a	Reading
3	6a	Listening Question 1
4	6a	Situation 1
5	6a	Question 2
6	6a	Situation 2
7	6a	Question 3
8	6a	Situation 3
9	6a	Question 4
10	6a	Situation 4
11	6a	Question 5
12	6a	Situation 5
13	6a	Question 6
14	6a	Situation 6
15	6b	Reading
16	6b	Listening
17	6b	Listening again
18	6 Round-up	Listening Question 1
19	6 Round-up	Situation 1
20	6 Round-up	Question 2
21	6 Round-up	Situation 2
22	6 Round-up	Question 3
23	6 Round-up	Situation 3
24	6 Round-up	Question 4
25	6 Round-up	Situation 4
26	6 Round-up	Question 5
27	6 Round-up	Situation 5
28	6 Round-up	Question 6
29	6 Round-up	Situation 6
30	6 Round-up	Question 7
31	6 Round-up	Situation 7
32	7a	Reading
33	7a	Listening
34	7b	Reading
35	7b	Listening
36	7b	Listening again
37	7 Round-up	Listening

STUDENT'S AUDIO CD TRACK LIST	
Track 1	Titles
Track 2	1a reading
Track 3	1b reading
Track 4	2a reading
Track 5	2b reading
Track 6	3a reading
Track 7	3b reading
Track 8	4a reading
Track 9	4b reading
Track 10	5a reading
Track 11	5b reading
Track 12	6a reading
Track 13	6b reading
Track 14	7a reading
Track 15	7b reading

Suggested Pacing Charts for Traveller 4

Five sessions per week

The weekly pacing charts on pages 137-147 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 1-5)

If you choose not to teach the optional modules, you have 15 sessions for each module x 5 modules = 75 sessions (with two sessions left over for revision) = 77 sessions altogether.

15 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening & speaking)
- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening & speaking)
- 1 session (vocabulary & grammar)
- 1 session (writing)
- 2 sessions (round-up + self-assessment)
- 1 session (test)

Two sessions are left over for revision.

Option 2 (Modules 1-7)

If you choose to teach all the modules, you have 11 sessions for each module x 7 modules = 77 sessions.

11 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (reading)
- 1 session (vocabulary & grammar)
- 1 session (listening & speaking)

- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary & grammar)
- 1 session (listening & speaking and vocabulary & grammar)
- 1 session (writing)
- 1 session (round-up + self-assessment)
- 1 session (test)

Four sessions per week

The weekly pacing chart on pages 147-151 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.

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 (reading)
- 1 session (vocabulary & grammar)
- 1 session (listening & speaking)
- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary & grammar)
- 1 session (listening & speaking)
- 1 session (vocabulary & grammar)
- 1 session (writing)
- 1 session (round-up + self-assessment)
- 1 session (test)

One session is left over for revision.

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 1-5)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Get to know each other. • Module 1 Success, cover page p. 5. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 1a Success reading pp. 6-7. Do pre-reading, reading for gist, reconstructing a gapped text and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 1a Success p. 4. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • 1a Success, reading p. 7. Check homework and do post-reading. • 1a Success, vocabulary p. 8. Do vocabulary in class. 	<ul style="list-style-type: none"> • 1a Success p. 5. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • 1a Success, grammar pp. 8-9. Do grammar in class. 	<ul style="list-style-type: none"> • 1a Success pp. 5-6. Assign exercises C and D for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 1a Success, listening & speaking p. 10. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 1a Success p. 6. Assign exercises E and F for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 1a Success, writing p. 11. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 1a Success p. 7. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 1b Success, reading pp. 12-13. Do pre-reading, reading for gist, reading for specific information and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 1b Success p. 8. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 1b Success, reading p. 13. Check homework and do post-reading. • 1b Success, vocabulary & grammar p. 14. Do vocabulary in class. 	<ul style="list-style-type: none"> • 1b Success p. 9. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework • 1b Success, vocabulary & grammar pp. 14-15. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 1b Success pp. 9-10. Assign exercises C, D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 1b Success, listening & speaking p. 16. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 1b Success p. 10. Assign exercise F for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 1b Success, vocabulary & grammar p. 17. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 1b Success pp. 11-12. Assign exercises A, B, C and D for homework. If time permits, do exercises E and F in class.
Session 2	<ul style="list-style-type: none"> • Check homework. • 1b Success, writing pp. 18-19. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 1b Success p. 13. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 1 round-up pp. 20-21. Do exercises A-D in class 	<ul style="list-style-type: none"> • 1 round-up pp. 14-15. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 1 round-up pp. 21-22. Do exercise E, listening and self-assessment in class. Have Ss revise for Test 1. 	
Session 5	Test on Module 1	

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 2 Science & Technology, cover page p. 23. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 2a Science & Technology, reading pp. 24-25. Do pre-reading, reading for gist, reading for specific information and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 16. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 2a Science & Technology, reading p. 25. Check homework and do post-reading. • 2a Science & Technology, vocabulary & grammar p. 26. Do vocabulary in class. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 17. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology, vocabulary & grammar p. 27. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 2a Science & Technology pp. 17-18. Assign exercises D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology, listening & speaking p. 28. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 18. Assign exercise F for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology writing p. 29. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 19. Assign exercises A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, reading pp. 30-31. Do pre-reading, reading for gist, scanning for specific information and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 2b Science & Technology p. 20. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 2b Science & Technology, reading p. 31. Check homework and do post-reading. • 2b Science & Technology, vocabulary & grammar p. 32. Do vocabulary in class. 	<ul style="list-style-type: none"> • 2b Science & Technology p. 21. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, vocabulary & grammar pp. 32-33. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 2b Science & Technology p. 21. Assign exercises C and D for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, listening & speaking p. 34. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 2b Science & Technology p. 22. Assign exercises A, B and C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, vocabulary & grammar p. 35. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 2b Science & Technology pp. 22-23. Assign exercises D, E and F for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 2b, Science & Technology, writing pp. 36-37. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 2b Science & Technology pp. 24-25. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 2 round-up pp. 38-39. Do exercises A-D in class. 	<ul style="list-style-type: none"> • 2 round-up pp. 26-27. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 2 round-up pp. 39-40. Do exercise E, listening and self-assessment in class. Have Ss revise for Test 2. 	
Session 5	Test on Module 2	

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 3 Leisure, cover page p. 41. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 3a Leisure pp. 42-43. Do pre-reading, reading for gist, scanning for specific information and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 3a Leisure p. 28. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 3a Leisure, reading p. 43. Check homework and do post-reading. • 3a Leisure, vocabulary & grammar p. 44. Do vocabulary in class. 	<ul style="list-style-type: none"> • 3a Leisure p. 29. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 3a Leisure, vocabulary & grammar pp. 44-45. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 3a Leisure pp. 29-30. Assign exercises C, D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 3a Leisure, listening & speaking p. 46. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 3a Leisure p. 30. Assign exercise F for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 3a Leisure, writing p. 47. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 3a Leisure p. 31. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, reading p. 49. Do pre-reading, reading for gist, reconstructing a gapped text and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 3b Leisure p. 32. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 3b Leisure, reading p. 49. Check homework and do post-reading. • 3b Leisure, vocabulary & grammar p. 50. Do vocabulary in class. 	<ul style="list-style-type: none"> • 3b Leisure p. 33. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, vocabulary & grammar pp. 50-51. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 3b Leisure pp. 33-34. Assign exercises C and D for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, listening & speaking p. 52. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 3b Leisure p. 34. Assign exercise E for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, vocabulary & grammar p. 53. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 3b Leisure pp. 35-36. Assign exercises A, B, C, D and E for homework. If there is time, do exercise F in class.
Session 2	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, writing pp. 54-55. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 3b Leisure p. 37. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 3 round-up pp. 56-57. Do exercises A-D. 	<ul style="list-style-type: none"> • 3 round-up pp. 38-39. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 3 round-up pp. 57-58. Do exercise E, listening and self-assessment in class. Have Ss revise for Test 3. 	
Session 5	Test on Module 3	

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 4 Health & Fitness, cover page p. 59. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 4a Health & Fitness, pp. 60-61. Do pre-reading, reading for gist, reading for details and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 4a Health & Fitness p. 40. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 4a Health & Fitness, reading p. 61. Check homework and do post-reading. • 4a Health & Fitness, vocabulary & grammar p. 62. Do vocabulary in class. 	<ul style="list-style-type: none"> • 4a Health & Fitness p. 41. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 4a Health & Fitness, vocabulary & grammar pp. 62-63. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 4a Health & Fitness pp. 41-42. Assign exercises C, D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 4a Health & Fitness, listening & speaking p. 64. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 4a Health & Fitness p. 43. Assign exercise A for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 4a Health & Fitness, writing p. 65. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 4a Health & Fitness p. 43. Assign exercises B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, reading pp. 66-67. Do pre-reading, reading to check predictions, reconstructing a gapped text and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 44. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 4b Health & Fitness, reading p. 67. Check homework and do post-reading. • 4b Health & Fitness, vocabulary & grammar p. 68. Do vocabulary in class. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 45. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, vocabulary & grammar p. 69. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 46. Assign exercises D, E and F for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, listening & speaking p. 70. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 47. Assign exercise A for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, vocabulary & grammar p. 71. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 47. Assign exercises B and C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, writing pp. 72-73. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 4b Health & Fitness pp. 48-49. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 4 round-up pp. 74-75. Do exercises A-D in class. 	<ul style="list-style-type: none"> • 4 round-up pp. 50-51. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 4 round-up pp. 75-76. Do exercise E, listening and self-assessment in class. Have Ss revise for Test 4. 	
Session 5	Test on Module 4	

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 5 Nature, cover page p. 77. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 5a Nature pp. 78-79. Do pre-reading, reading for gist, reading for details and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 5a Nature p. 52. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 5a Nature, p. 79. Check homework and do post-reading. • 5a Nature, vocabulary & grammar p. 80. Do vocabulary in class. 	<ul style="list-style-type: none"> • 5a Nature p. 53. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 5a Nature, vocabulary & grammar pp. 80-81. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 5a Nature pp. 53-54. Assign exercises C, D and E for homework. If time permits, do exercise F in class.
Session 5	<ul style="list-style-type: none"> • Check homework. • 5a Nature, listening & speaking p. 82. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 5a Nature, p. 55. Assign exercise A for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 5a Nature, writing p. 83. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 5a Nature, reading p. 55. Assign exercises B and C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 5b Nature, reading pp. 84-85. Do pre-reading, reading for gist, reading for details and guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 5b Nature, p. 56. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 5b Nature, reading p. 85. Check homework and do post-reading. • 5b Nature, vocabulary & grammar p. 86. Do vocabulary in class. 	<ul style="list-style-type: none"> • 5b Nature, p. 57. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 5b Nature, vocabulary & grammar p. 87. Do grammar and English in use in class. 	<ul style="list-style-type: none"> • 5b Nature p. 58. Assign exercises D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 5b Nature, listening & speaking p. 88. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 5b Nature, p. 58. Assign exercise F for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 5b Nature, vocabulary & grammar p. 89. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 5b Nature, p. 59. Assign exercises A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 5b Nature, writing pp. 90-91. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 5b Nature, pp. 60-61. Assign exercises A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 5 round-up pp. 92-93. Do exercises A-D in class. 	<ul style="list-style-type: none"> • 5 round-up pp. 62-63. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 5 round-up pp. 93-94. Do exercise E, listening and self-assessment in class. Have Ss revise for Test 5. 	
Session 5	Test on Module 5	

Week 16*

Sessions	Student's Book	Workbook
Session 1	Revision	
Session 2	Revision	

* There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Option 2 (Modules 1-7)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Get to know each other. • Module 1 Success, cover page p. 5. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 1a Success, reading pp. 6-7. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 1a Success p. 4. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 1a Success, vocabulary & grammar pp. 8-9. Do vocabulary and grammar in class. Assign PRACTICE B p. 9 for homework. 	<ul style="list-style-type: none"> • 1a Success pp. 5-6. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 1a Success, listening & speaking p. 10. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 1a Success p. 6. Assign exercises E and F for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 1a Success, writing p. 11. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 1a Success p. 7. Assign exercises A and B for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 1b Success, reading pp. 12-13. Do pre-reading, reading for gist, reading for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 1b Success p. 8. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 1b Success, vocabulary & grammar pp. 14-15. Do vocabulary and grammar in class. Assign PRACTICE p. 15 for homework. 	<ul style="list-style-type: none"> • 1b Success pp. 9-10. Assign exercises A, B, C, D and E for homework.
Session 3	<ul style="list-style-type: none"> • 1b Success, listening & speaking p. 16, vocabulary & grammar p. 17. Do listening & speaking and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • 1b Success pp. 11-12. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 1b Success, writing pp. 18-19. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 1b Success p.13. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 1b Success, round-up pp. 20-22. Do round-up 1 vocabulary & grammar and self-assessment in class. Have Ss revise for Test 1. 	

Week 3

Sessions	Student's Book	Workbook
Session 1	Test on Module 1	
Session 2	<ul style="list-style-type: none"> • Test correction • Module 2 Science & Technology, cover page p. 23. Discuss cover page. 	
Session 3	<ul style="list-style-type: none"> • 2a Science & Technology, reading pp. 24-25. Do pre-reading, reading for gist, reading for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 16. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology, vocabulary & grammar pp. 26-27. Do vocabulary and grammar in class. Assign PRACTICE p. 27 for homework. 	<ul style="list-style-type: none"> • 2a Science & Technology pp. 17-18. Assign exercises A, B, C, D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology, listening & speaking p. 28. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 18. Assign exercise F for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 2a Science & Technology, writing, p. 29. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 2a Science & Technology p. 19. Assign exercises A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 2b Science & Technology, reading pp. 30-31. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 2b Science & Technology p. 20. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 2b Science & Technology, vocabulary & grammar pp. 32-33. Do vocabulary and grammar in class. Assign PRACTICE and English in Use p. 33 for homework. 	<ul style="list-style-type: none"> 2b Science & Technology p. 21. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 2b Science & Technology, listening & speaking p. 34. Do listening & speaking and vocabulary & grammar p. 35 in class. 	<ul style="list-style-type: none"> 2b Science & Technology p. 22. Assign exercises A, B, C and D for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 2b Science & Technology, writing pp. 36-37. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> 2b Science & Technology pp. 24-25. Assign exercises A, B and C for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 2 round-up pp. 38-40. Do round-up 2 vocabulary & grammar A-D and self-assessment in class. Have Ss revise for Test 2. 	
Session 2	Test on Module 2	
Session 3	<ul style="list-style-type: none"> Test correction. Module 3 Leisure, cover page p. 41. Discuss cover page. 	
Session 4	<ul style="list-style-type: none"> 3a Leisure, reading pp. 42-43. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 3a Leisure p. 28. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 3a Leisure, vocabulary & grammar pp. 44-45. Do vocabulary and grammar in class. Assign PRACTICE p. 45 for homework. 	<ul style="list-style-type: none"> 3a Leisure pp. 29-30. Assign exercises A, B, C, D and E for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 3a Leisure, listening & speaking p. 46. Do listening and speaking in class. 	<ul style="list-style-type: none"> 3a Leisure p. 30. Assign exercise F for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 3a Leisure, writing p. 47. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 3a Leisure p. 31. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 3b Leisure, reading pp. 48-49. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 3b Leisure p. 32. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 3b Leisure, vocabulary & grammar pp. 50-51. Do vocabulary and grammar in class. Assign PRACTICE p. 51 for homework. 	<ul style="list-style-type: none"> 3b Leisure pp. 33-34. Assign exercises A, B, C, D and E for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 3b Leisure, listening & speaking p. 52. Do listening & speaking and vocabulary & grammar p. 53 in class. 	<ul style="list-style-type: none"> 3b Leisure pp. 35-36. Assign exercises A, B, C, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 3b Leisure, writing pp. 54-55. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> 3b Leisure p. 37. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 3 round-up pp. 56-58. Do round-up 3 vocabulary & grammar A-D and self-assessment in class. Have Ss revise for Test 3. 	
Session 3	Test on Module 3	
Session 4	<ul style="list-style-type: none"> Test correction Module 4 Health & Fitness, cover page p. 59. Discuss cover page. 	
Session 5	<ul style="list-style-type: none"> 4a Health & Fitness, reading pp. 60-61. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 4a Health & Fitness p. 40. Assign exercises A, B and C for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 4a Health & Fitness, vocabulary & grammar pp. 62-63. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> 4a Health & Fitness pp. 41-42. Assign exercises A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 4a Health & Fitness, listening & speaking p. 64. Do listening and speaking in class. 	<ul style="list-style-type: none"> 4a Health & Fitness p. 43. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 4a Health & Fitness, writing p. 65. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 4a Health & Fitness p. 43. Assign exercises B, C and D for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 4b Health & Fitness, reading pp. 66-67. Do pre-reading, reading to check predictions, reconstructing a gapped text, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 4b Health & Fitness p. 44. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 4b Health & Fitness, vocabulary & grammar pp. 68-69. Do vocabulary and grammar in class. Assign PRACTICE p. 69 for homework. 	<ul style="list-style-type: none"> 4b Health & Fitness pp. 45-46. Assign exercises A, B, C, D and E for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 4b Health & Fitness, listening & speaking p. 70. Do listening & speaking and vocabulary & grammar p. 71 in class. 	<ul style="list-style-type: none"> 4b Health & Fitness p. 47. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 4b Health & Fitness, writing pp. 72-73. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> 4b Health & Fitness p. 48. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 4 round-up pp. 74-76. Do round-up 4 vocabulary & grammar A-D and self-assessment in class. Have Ss revise for Test 4. 	
Session 4	Test on Module 4	
Session 5	<ul style="list-style-type: none"> Test correction Module 5 Nature, cover page p. 77. Discuss cover page. 	

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 5a Nature pp. 78-79. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 5a Nature p.52. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 5a Nature, vocabulary & grammar pp. 80-81. Do vocabulary and grammar in class. Assign PRACTICE p. 81 for homework. 	<ul style="list-style-type: none"> 5a Nature pp. 53-54. Assign exercises A, B, C, D and E for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 5a Nature, listening & speaking p. 82. Do listening and speaking in class. 	<ul style="list-style-type: none"> 5a Nature p. 55. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 5a Nature, writing p. 83. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 5a Nature p. 55. Assign exercises B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 5b Nature, reading pp. 84-85. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 5b Nature p. 56. Assign exercises A, B and C for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 5b Nature, vocabulary & grammar pp. 86-87. Do vocabulary and grammar in class. Assign PRACTICE p. 87 for homework. 	<ul style="list-style-type: none"> 5b Nature pp. 57-58. Assign exercises A, B, C, D and E for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 5b Nature, listening & speaking p. 88. Do listening & speaking and vocabulary & grammar p. 89 in class. 	<ul style="list-style-type: none"> 5b Nature p. 59. Assign exercises A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 5b Nature, writing pp. 90-91. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> 5b Nature p. 60. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 5 round-up pp. 92-94. Do round-up 5 vocabulary & grammar A-D and self-assessment in class. Have Ss revise for Test 5. 	
Session 5	Test on Module 5	

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Test correction Module 6 Modern life, cover page p. 95. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> 6a Modern life, reading pp. 96-97. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 6a Modern life p. 64. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 6a Modern life, vocabulary & grammar pp. 98-99. Do vocabulary and grammar in class. Assign PRACTICE p. 99 for homework. 	<ul style="list-style-type: none"> 6a Modern life pp. 65-66. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 6a Modern life, listening & speaking p. 100. Do listening and speaking in class. 	<ul style="list-style-type: none"> 6a Modern life p. 67. Assign exercise A for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 6a Modern life, writing p. 101. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 6a Modern life p. 67. Assign exercise B for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 6b Modern life, reading pp. 102-103. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 6b Modern life p. 68. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 6b Modern life, vocabulary & grammar pp. 104-105. Do vocabulary and grammar in class. Assign PRACTICE p. 105 for homework. 	<ul style="list-style-type: none"> 6b Modern life pp. 69-70. Assign exercises A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 6b Modern life, listening & speaking p. 106. Do listening & speaking and vocabulary & grammar p. 107 in class. 	<ul style="list-style-type: none"> 6b Modern life pp. 71-72. Assign exercises A, B, C, D and E for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 6b Modern life, writing pp. 108-109. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> 6b Modern life p. 73. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 6 round-up pp. 110-112. Do round-up 6 vocabulary & grammar A-D and self-assessment in class. Have Ss revise for Test 6. 	

Week 14

Sessions	Student's Book	Workbook
Session 1	Test on Module 6	
Session 2	<ul style="list-style-type: none"> Test correction Module 7 Places, cover page p. 113. Discuss cover page. 	
Session 3	<ul style="list-style-type: none"> 7a Places, reading pp. 114-115. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 7a Places p.76. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 7a Places, vocabulary & grammar pp. 116-117. Do vocabulary and grammar in class. Assign PRACTICE B p. 117 for homework. 	<ul style="list-style-type: none"> 7a Places pp. 77-78. Assign exercises A, B, C, D and E for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 7a Places, listening & speaking p. 118. Do listening and speaking in class. 	<ul style="list-style-type: none"> 7a Places p. 78. Assign exercise F for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 7a Places, writing, p. 119. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 7a Places p. 79. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 7b Places, reading pp. 120-121. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 7b Places p. 80. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 7b Places, vocabulary & grammar pp. 122-123. Do vocabulary and grammar in class. Assign PRACTICE B p. 123 for homework. 	<ul style="list-style-type: none"> 7b Places pp. 81-82. Assign exercises A, B, C, D and E for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 7b Places, listening & speaking p. 124. Do listening & speaking and vocabulary & grammar p. 125 in class. 	<ul style="list-style-type: none"> 7b Places pp. 83-84. Assign exercises A, B, C and D for homework.
Session 5	<ul style="list-style-type: none"> Check homework. 7b Places, writing pp. 126-127. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> 7b Places p. 85. Assign exercises A, B and C for homework.

Week 16*

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 7 round-up pp. 128-130. Do round-up 7 vocabulary & grammar A-D and self-assessment in class. Have Ss revise for Test 7. 	
Session 2	Test on Module 7	

* There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Four sessions per week (Modules 1-5)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Get to know each other. Module 1 Success, cover page p. 5. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> 1a Success, reading pp. 6-7. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home. 	<ul style="list-style-type: none"> 1a Success p. 4. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 1a Success, vocabulary & grammar pp. 8-9. Do vocabulary and grammar in class. Assign PRACTICE B p. 9 for homework. 	<ul style="list-style-type: none"> 1a Success pp. 5-6. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 1a Success, listening & speaking p. 10. Do listening and speaking in class. 	<ul style="list-style-type: none"> 1a Success p. 6. Assign exercises E and F for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. 1a Success, writing p. 11. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 1a Success p. 7. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. 1b Success, reading pp. 12-13. Do pre-reading, reading for gist, reading for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> 1b Success p. 8. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 1b Success, vocabulary & grammar pp. 14-15. Do vocabulary and grammar in class. Assign PRACTICE B p. 15 for homework. 	<ul style="list-style-type: none"> 1b Success p. 9. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> Check homework. 1b Success, listening & speaking p. 16. Do listening & speaking in class. 	<ul style="list-style-type: none"> 1b Success p. 10. Assign exercises E and F for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 1b Success, vocabulary & grammar p. 17. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> 1b Success pp. 11-12. Assign exercises A, B, C and D for homework. If time permits, do exercises E and F in class.
Session 2	<ul style="list-style-type: none"> Check homework. 1b Success, writing pp. 18-19. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> 1b Success p. 13. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. 1 round-up pp. 20-22. Do exercises A-D and listening in class. Have Ss revise for Test 1. 	<ul style="list-style-type: none"> 1 round-up pp. 14-15. If time permits, do exercises A, B and C in class.
Session 4	Test on Module 1	

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 2 Science & Technology, cover page p. 23. Discuss cover cover page. 	
Session 2	<ul style="list-style-type: none"> • 2a Science & Technology, reading pp. 24-25. Do pre-reading, reading for gist, reading for specific information guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 16. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology, vocabulary & grammar pp. 26-27. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 2a Science & Technology pp. 17-18. Assign exercises A, B, C, D and E for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology, listening & speaking p. 28. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 2a Science & Technology pp. 18-19. Assign exercises F and A for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 2a Science & Technology, writing p. 29. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 2a Science & Technology p. 19. Assign exercises B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, reading pp. 30-31. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 2b Science & Technology p. 20. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, vocabulary & grammar pp. 32-33. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 2b Science & Technology p. 21. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, listening & speaking p. 34. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 2b Science & Technology p. 22. Assign exercises A, B and C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, vocabulary & grammar p. 35. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • 2b Science & Technology pp. 22-23. Assign exercises D, E and F for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 2b Science & Technology, writing pp. 36-37. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 2b Science & Technology pp. 24-25. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 2 round-up pp. 38-40. Do exercises A-D and listening in class. Have Ss revise for Test 2. 	<ul style="list-style-type: none"> • 2 round-up pp. 26-27. If time permits, do exercises A and B in class.
Session 4	Test on Module 2	

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 3 Leisure, cover page p. 41. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 3a Leisure, reading pp. 42-43. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 3a Leisure p. 28. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 3a Leisure, vocabulary & grammar pp. 44-45. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 3a Leisure p. 29. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 3a Leisure, listening & speaking p. 46. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 3a Leisure p. 30. Assign exercises E and F for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 3a Leisure, writing p. 47. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 3a Leisure p. 31. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, reading pp. 48-49. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 3b Leisure p. 32. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, vocabulary & grammar pp. 50-51. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 3b Leisure pp. 33-34. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, listening & speaking p. 52. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 3b Leisure p. 34. Assign exercise E for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, vocabulary & grammar p. 53. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • 3b Leisure pp. 35-36. Assign exercises A, B, C, D and E for homework. If time permits, do exercise F in class.
Session 2	<ul style="list-style-type: none"> • Check homework. • 3b Leisure, writing pp. 54-55. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 3b Leisure p. 37. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 3 round-up pp. 56-58. Do exercises A-D and listening in class. Have Ss revise for Test 3. 	<ul style="list-style-type: none"> • 3 round-up pp. 38-39. If time permits, do exercises A and B in class.
Session 4	Test on Module 3	

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 4 Health & Fitness, cover page p. 59. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 4a Health & Fitness, reading pp. 60-61. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 4a Health & Fitness p. 40. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 4a Health & Fitness, vocabulary & grammar pp. 62-63. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 4a Health & Fitness pp. 41-42. Assign exercises A, B, C and D for homework. If time permits, do exercise E in class.
Session 4	<ul style="list-style-type: none"> • Check homework. • 4a Health & Fitness, listening & speaking p. 64. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 4a Health & Fitness p. 43. Assign exercise A for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 4a Health & Fitness, writing p. 65. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 4a Health & Fitness p. 43. Assign exercises B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, reading pp. 66-67. Do pre-reading, reading to check predictions, reconstructing a gapped text, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 44. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, vocabulary & grammar pp. 68-69. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 4b Health & Fitness pp. 45-46. Assign exercises A, B, C, D and E for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, listening & speaking p. 70. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 46. Assign exercise F for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, vocabulary & grammar p. 71. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 47. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 4b Health & Fitness, writing pp. 72-73. Do writing 1-3 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 4b Health & Fitness p. 48. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 4 round-up pp. 74-76. Do exercises A-D and listening in class. Have Ss revise for Test 4. 	<ul style="list-style-type: none"> • 4 round-up pp. 50-51. If time permits, do exercises A and B in class.
Session 4	Test on Module 4	

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 5 Nature, cover page p. 77. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 5a Nature, reading pp. 78-79. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 5a Nature p. 52. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 5a Nature, vocabulary & grammar pp. 80-81. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 5a Nature pp. 53-54. Assign exercises A, B, C and D for homework. If time permits, do exercises E and F in class.
Session 4	<ul style="list-style-type: none"> • Check homework. • 5a Nature, listening & speaking p. 82. Do listening and speaking in class. 	<ul style="list-style-type: none"> • 5a Nature p. 55. Assign exercise A for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 5a Nature, writing p. 83. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 5a Nature p. 55. Assign exercises B and C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 5b Nature, reading pp. 84-85. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • 5b Nature p. 56. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 5b Nature, vocabulary & grammar pp. 86-87. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> • 5b Nature pp. 57-58. Assign exercises A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • 5b Nature, listening & speaking p. 88. Do listening & speaking in class. 	<ul style="list-style-type: none"> • 5b Nature p. 58. Assign exercises E and F for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • 5b Nature, vocabulary & grammar p. 89. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • 5b Nature p. 59. Assign exercises A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • 5b Nature, writing pp. 90-91. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • 5b Nature pp. 60-61. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • 5 round-up pp. 92-94. Do exercises A-D and listening in class. Have Ss revise for Test 5. 	<ul style="list-style-type: none"> • 5 round-up pp. 62-63. If time permits, do exercises A and B in class.
Session 4	Test on Module 5	

Week 16*

Sessions	Student's Book	Workbook
Session 1	Revision	

*There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Traveller 4**Teacher's Manual**

H. Q. Mitchell - Marileni Malkogianni

Published by: Tatweer Company for Educational Services

Published under special agreement between MM Publications and Tatweer Company for Educational Services (contract no. 2013/0040) for use in the KSA

Copyright © 2015 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

MM Publications

Edition 2015-2016

ISBN: 978-960-573-550-0

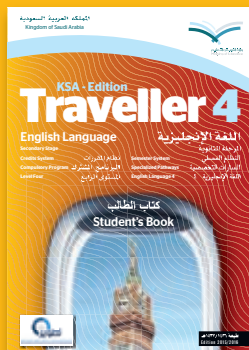
ISBN: _____

Traveller

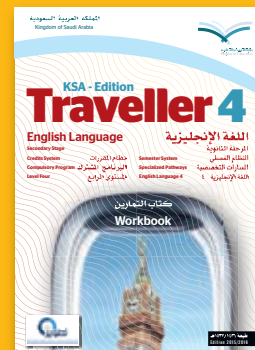
is an exciting course that takes learners from **Beginner** to **Advanced** level. It follows the modular approach and is organised into topic-based modules.

Course Features:

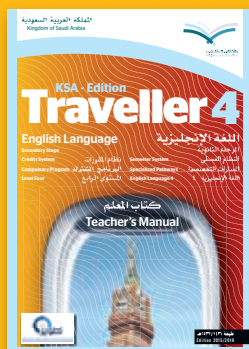
- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section



Student's Book



Workbook



Teacher's Manual



Workbook Teacher's Edition

Digital Material:

- Student's CD
- Class CD
- Tests
- Model lesson
- Interactive Whiteboard Material

CEF

A1

A2

B1

B2

C1

C2



Place ISBN here.

Special Edition for the
Ministry of Education of the
Kingdom of Saudi Arabia

