

**Functions**

Asking for and giving information about different types of accommodation

**Structures**

Indirect questions

**Vocabulary**

Words/Phrases related to different types of accommodation

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

**Other words and phrases**

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

**WARM-UP**

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

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

**1. VOCABULARY**

**Aim:** to present vocabulary related to different types of accommodation

**BACKGROUND NOTE**

- **Bed and Breakfast (B&B)** is a type of accommodation which refers to a room to sleep in for the night and a morning meal, or a private house or small hotel offering this.
- **A youth hostel** describes a place where people, especially young people, can stay cheaply for short periods when they are travelling.
- **Wi-Fi connection** is a system for connecting electronic equipment such as computers and electronic organisers to the Internet without using wires.

- Ask Ss to look at the pictures which show different types of accommodation and read through the words underneath each picture.
- Make sure that Ss are familiar with all four types of accommodation.
- Ask Ss to read through the words in the box.
- Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

**KEY**

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

**2. GRAMMAR**

**Aim:** to present indirect questions

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

**3. INTONATION ► 32, 33**

**A. Aim:** to familiarise Ss with the difference in intonation between direct and indirect questions

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

- a. falling intonation  
b. rising intonation

**KEY**

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

- Play the CD and pause after each question.
- Ask Ss to repeat each question and write the appropriate symbol next to it.
- Check the answers with the class.

1. rising intonation  
2. falling intonation  
3. rising intonation  
4. falling intonation  
5. falling intonation  
6. rising intonation

**KEY****4. PRACTICE**

**Aim:** to give Ss practice in forming indirect questions

- Have Ss do the activity and check answers.

1. Excuse me, can you tell me what time the gym opens?  
2. Do you know where the swimming pool is?  
3. Can you tell me where you stayed?  
4. Could you tell me how much you paid?  
5. Do you know when Tom's graduation is?

**KEY**

**5. LISTENING ➤ 34****A. (PRE-LISTENING)**

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

- Ask Ss the questions and initiate a short discussion.

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

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

*Suggested answer*

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

KEY

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

- Ask Ss to read through the sentences 1-7.
- Play the CD, have Ss do the activity and check answers.

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

KEY

**LISTENING TRANSCRIPT**

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

Receptionist  
Customer  
Receptionist

Just go, now! Go on!  
I beg your pardon!  
I'm sorry, I was talking to the hotel caretaker. He's coming to fix your door now.

Well, tell him to hurry, please.  
Of course. Now, when he fixes it, please come downstairs and we can discuss...

I'm sorry, but I'm already half an hour late for a meeting.  
OK, do you know when you are going to be back?  
Later this evening. But I'm not going to stay.  
OK. I'm very sorry about all this.

**6. SPEAKING**

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

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

**7. WRITING ➤ 35****A. Aim: to prepare Ss for the writing task**

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

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

- Refer Ss to the e-mail.
- Ask Ss the questions and check the answers with the class.

1. Peter asks four questions about the campsite.  
2. Firstly, Also, Finally.  
3. He has used both direct and indirect questions.

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

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

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

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

KEY

**Functions**

Talking about the natural beauty of a place  
Making comparisons

**Structures**

Comparisons

**Vocabulary****Geographical features**

cliff coast jungle mountain range valley  
volcano waterfall

**Other words**

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

**WARM-UP**

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

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

**1. VOCABULARY**

**Aim:** to present vocabulary related to geographical features

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

**2. READING ►►36****A. (PRE-READING)**

**Aim:** to help Ss make predictions about the reading text by relying on visual information and/or their background knowledge

- Draw Ss' attention to the map and the pictures accompanying the text.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to look at the layout of the text and tell you what it is (*a brochure*).

**B. Aims:**

- to check Ss' predictions
- to present vocabulary, functions and structures in the context of a text
- to give Ss practice in reading for gist

- Ask Ss to read through the text. Alternatively, play the CD and have Ss read and listen to the text at the same time and check their predictions.
- Ask Ss to look at the list of the topics and tick the ones that are mentioned in the text.
- Have Ss do the activity and check answers.

nature, animals, food, places of interest

KEY

- Ask Ss some comprehension questions:

*Why is Sichuan considered to be an ideal holiday destination? Because of its beautiful scenery, friendly people and great food.*

*Where is Sichuan? It's in (southwest) China.*

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

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

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

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

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

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

- Have Ss do the activity and check answers.

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

KEY

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

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

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

KEY

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

#### E. (POST-READING)

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

- Ask Ss the questions and initiate a short discussion.

### 3. GRAMMAR

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

- Ask Ss to read through the four examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the two questions.
- Elicit answers.

- The first and the fourth sentence include adjectives in the comparative form while the second and the third sentence include adjectives in the superlative form.
- We use the word *than* after adjectives in the comparative form. We use the word *the* before adjectives in the superlative form.

KEY

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

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

The correct answer is b.

KEY

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

### 4. PRACTICE

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

- Have Ss do the activity and check answers.

1. the worst
2. better
3. tasty
4. more expensive
5. quiet
6. the cheapest

KEY

### 5. SPEAKING

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

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

**Functions**

Making decisions and justifying them  
Describing a place

**Vocabulary****Adjectives describing places**

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

**Other words and phrases**

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

**WARM-UP**

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

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

**1. VOCABULARY****A. Aim:** to present adjectives used to describe places

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

KEY

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

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

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

**2. SPEAKING****Aim:** to give Ss practice in making a decision and justifying their choices

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

**3. LISTENING ► 37****A. (PRE-LISTENING)**

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

- Ask Ss the question and initiate a short discussion.

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

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

Zack likes living in the city.

KEY

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

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

1. b

2. b

3. c

4. a

KEY

**LISTENING TRANSCRIPT**

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

Bob The seventh.

Tim Do you have a nice view? Or do you have to look at your neighbour's washing every day?

Bob It's not that bad. But all I can see is a boring office building.

Tim Oh well. You seem really happy here and... (*fade out*)

**4. WRITING ► 38****A. Aim:** to prepare Ss for the writing task

- Ask Ss the questions and generate a short discussion.

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

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

The correct answer is b.

KEY

- Ask Ss some comprehension questions:

*What is the capital of the state of Bahia? It's Salvador.  
 Where is Salvador? It's in eastern Brazil on the coast.  
 What is 'Pelourinho'? It's the 'old city'.  
 Why does this area attract many tourists every year?  
 Because it has colourful colonial buildings, narrow streets and beautiful squares.  
 What else is worth visiting? The Afro-Brazilian Museum.  
 What can you do in Salvador? You can go to Mercado Modelo for Salvador's best shopping.  
 What can you do there? You can buy souvenirs and taste Bahian cuisine.  
 Are there a lot of beaches in Salvador? Yes, there are.*

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

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

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

1. In which paragraph does the writer:

- describe what tourists can do there? 3
- say how he/she feels about the place? 4
- describe the most important sights? 2
- give general information about the place? 1

2. The writer uses a variety of adjectives (*impressive, interesting, colourful, narrow, beautiful, fascinating, exciting, etc.*) to make the description more lively.

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

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

# 3 Round-up

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

## VOCABULARY

A.

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

KEY

B.

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

KEY

## GRAMMAR

C.

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

KEY

D.

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

KEY

E.

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

KEY

## COMMUNICATION

F.

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

KEY

# 3 Round-up

## LISTENING ► 39

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

1. a      2. a      3. c

KEY

### LISTENING TRANSCRIPT

1.

*DING DONG!!*

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

2.

Jim So, how was your weekend away?

Dan Very nice.

Jim Did you stay in that B&B you found on the Net?

Dan Yes, it was lovely. The room was great and the people there were really friendly.

Jim Better than a hotel?

Dan Well about the same.

Jim But much cheaper I suppose.

Dan Of course.

3.

Man 1 Just look at that view!

Man 2 Yes, it's amazing.

Man 1 Hey, is that a tent on the beach?

Man 2 Yes, they're camping there. Is that allowed?

Man 1 I don't know. Hey, what time do we have to leave tomorrow?

Man 2 After breakfast. We've got a long trip ahead of us.

Man 1 Oh, that's too bad. Anyway, we must tell the receptionist to wake us up early.

## SPEAKING

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

## SELF-ASSESSMENT

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

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

► 40

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

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

*What is it? It's a quiz.*

*Where can you find quizzes like this one? In magazines.*

*Do you like doing quizzes? About what?*

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

# 4 Nowadays

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

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

*Do you know or can you guess what this building is used for? (It is used as a shopping centre, a hotel and a restaurant.)*

*Have you been or would you like to go there?*

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

- notes and SMS messages: p. 53
- two friends in an art gallery: p. 48
- two opinions about computers: p. 57
- advertisements about unusual gadgets: p. 54
- four wrong predictions: p. 50

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

**Functions**

Talking about the future

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

**Structures**

Future *will*  
Time clauses

**Vocabulary**

Words and phrases related to money

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

**Conversational English**

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

**Other words and phrases**

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

**WARM-UP**

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

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

*What things are worth buying?*

*What things are a waste of money?*

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

**1. LISTENING & READING CD2 ►►2**

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

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

*Have you ever been to an art exhibition/gallery?*

*If so, did you like it? If not, would you like to?*

*What is your favourite form of art?*

*Do we need art? If so, why?*

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

**LANGUAGE PLUS**

- *spend* = to give money to pay for something
- *waste* = to use more money than is necessary/useful/wise

- Draw Ss' attention to the picture and ask them to tell you what they can see (*two men at an art gallery looking at a painting*).

- Ask Ss the question in the rubric.

- Elicit answers but do not correct Ss at this stage.

- Play the CD and ask Ss to listen to the dialogue carefully and check their predictions.

KEY

**Suggested answer**

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

- Ask Ss some comprehension questions:

*Does Lee like the painting? No, he doesn't.*

*How much is the painting? It's £7500.*

*Does Jack have all the money to buy the painting? No, he doesn't.*

*When will Jack pay Lee back? At the end of next month.*

*What is the painting called? It's called 'December'.*

*What does Lee think of the painting? It looks like a big egg to him.*

*Will Lee help Jack buy the painting? Yes, he will.*

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

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

- Have Ss do the activity and check answers.

KEY

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

- Explain any unknown words and choose Ss to act out the dialogue.

# 4a

## 2. VOCABULARY

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

### LANGUAGE PLUS

- **be broke** = having no money
- **be short of sth** = not having enough of sth
- **lend** = to give something to someone for a period of time
- **borrow** = to receive sth which belongs to someone else and to use it for a period of time
- **note** = a piece of paper money
- **coin** = a small round piece of metal, usually silver or copper coloured, which is used as money
- **bill** = a request for payment of money owed, or the piece of paper on which it is written
- **receipt** = a request for payment of money paid, or the piece of paper on which it is written
- **afford** = to be able to buy something because you have enough money
- **save (up)** = to put money aside so that you can buy something with it in the future

- Ask Ss to read through the sentences 1-9 and draw their attention to the words in bold.
- Alternatively, ask Ss to read through the first two sentences and draw their attention to the words in bold.
- Refer Ss to the dialogue and help them deduce the difference between the two phrases (*be broke* and *be short of*) from the context.
- Follow the same procedure with the rest of the sentences (3+4, 5, 6+7, 8+9).
- Check the answers with the class. If necessary, provide Ss with explanations from the Language Plus box and/or examples.

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

KEY

### OPTIONAL ACTIVITY

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

## 3. GRAMMAR

### FUTURE *will*

Aim: to present the Future *will*

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

- a. 3 b. 2 c. 1

KEY

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

## TIME CLAUSES

Aim: to present time clauses

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

Present

KEY

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

## 4. PRACTICE

Aim: to give Ss practice in using the Future *will* and time clauses in the context of two short dialogues

- Have Ss do the activity and check answers.

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

KEY

## 5. SPEAKING

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

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

## WORKBOOK LISTENING ►13

- For the listening transcript go to page 145.

**Functions**

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

**Structures**

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

**Vocabulary****Expressions with *make***

make a decision make a mistake make a phone call  
make a prediction make money make sure

**Other words and phrases**

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

**WARM-UP**

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

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

**1. READING ➤14****A. (PRE-READING)**

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

- Ask Ss the question and elicit answers.

**BACKGROUND NOTE**

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

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

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

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

**Suggested answer**

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

- Ask Ss some comprehension questions:

*What did Wilbur Wright predict? That man wouldn't fly for 50 years.*

*Who did he tell his prediction? His brother Orville.*

*When did he make this prediction? In 1901.*

*How did the Wright brothers feel after they tried out their flying machine? They were/felt disappointed.*

*Who made the first non-stop transatlantic flight? Captain John Alcock and Lieutenant Arthur Whitten Brown.*

*What distance did the first non-stop transatlantic flight cover? From Newfoundland, Canada to Ireland.*

*Who was Thomas J. Watson? The chairman of the board of IBM.*

*When was Thomas J. Watson the chairman of the board of IBM? In 1943.*

*Was Thomas J. Watson positive about the future of computers in 1943? No, he wasn't.*

*How many computers do experts predict there will be by 2015? 2 billion.*

*When did Darryl Zannuck make his prediction about the future of TV? In 1946.*

*How many TV sets are there in the world? Over 1.5 billion.*

*How many TV channels are there in the USA? Over 2000.*

*When did Yuri Gagarin go to outer space? In 1961.*

*Who is Neil Armstrong? The first man to ever walk on the moon.*

# 4b

- C. Aim: to give Ss practice in identifying specific information in the texts through a True/False activity
- Have Ss do the activity and check answers.

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

KEY

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

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

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

KEY

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

## POST-READING

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

- Ask Ss some questions:

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

*What do you usually use your computer for?*

*Do you think computers have changed our lives? In what way?*

- Elicit answers and initiate a short discussion.

## 2. VOCABULARY

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

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

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

KEY

## 3. GRAMMAR

### *will* FOR PREDICTIONS

Aim: to present *will* for predictions

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

They express prediction.

*will have to, will be able to*

Aim: to present *will have to* and *will be able to*

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

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

KEY

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

## 4. PRACTICE

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

- Have Ss do the activity and check answers.

1. won't be able to, will have to, won't be able to, will  
2. won't, will be able to, will, will, will

KEY

## 5. SPEAKING

Aim: to give Ss practice in making predictions about the future through a pair work activity

- Ask Ss to read through the speech bubble and the ideas in the box.
- In pairs, Ss talk about what they think will happen in the future.
- Go round the class helping Ss when necessary.
- Choose some pairs to present their predictions about the future to the class.

**Functions**

Using abbreviations  
Writing notes and SMS messages

**Structures**

too, enough

**Vocabulary**

cancel instead out of order paper run late stuck

**WARM-UP**

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

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

**1. VOCABULARY**

**Aim:** to introduce abbreviations by activating Ss' background knowledge

- Ask Ss to look at the abbreviations and explain that an abbreviation is the process of making a word or phrase shorter by using only some of the letters of each word.
- Ask Ss the questions and elicit answers.

- St: Street, asap: as soon as possible, Rd: Road, PTO: Please Turn Over or Parent-Teacher Organisation, min.: minute, hr: hour, No.: Number, tel.: telephone, e.g.: exempli gratia (= for example), Dr: Doctor or Drive, kg: kilogram, Mon: Monday, Sept: September
- We can see abbreviations almost everywhere, but they are mainly used in notes, messages and signs.
- We use them when we want to express what needs to be said in a clear and short way, without any unnecessary words.

**2. GRAMMAR**

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

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

too, enough, enough

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

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

1. b 2. a 3. a

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

**3. PRACTICE**

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

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

- a. It's too expensive. / It isn't cheap enough.  
b. It's too big. / It isn't small enough.

**4. INTONATION ► 5, 6**

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

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

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

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

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

KEY

**5. LISTENING ► 17**

**A. (PRE-LISTENING)**

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

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

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

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

1. yoghurt, eggs 3. (the) dentist(s),  
2. Modern Art, 8, Stone Wednesday  
Road/Rd

KEY

**LISTENING TRANSCRIPT**

1.  
Alan Hey, Frank where are you? Have you been to the supermarket yet?  
Frank No, but I will go. Why? Do you want to add to the list? I already have sugar and yoghurt.  
Alan I know, I know. Could you get some milk, too? There's not enough... Oh, and some eggs.  
Frank ...and I think we need coffee, too.  
Alan No, we don't.  
Frank OK, I'll be home asap.  
2.  
Joe Hello?  
Ted Hi, Joe. It's me Ted. Listen, Fred and I are going to a modern art exhibition tonight at around 8pm. Do you want to come along?  
Joe Sure, where is it?  
Ted It's in Fairview.  
Joe What? That's too far for me. It's going to take me an hour to get there.  
Ted Come on. It'll be fun. And we can go for dinner afterwards. Just the three of us.  
Joe OK, I'll come. Did you say 8?  
Ted Yes and here's the address: 72 Stone Road.  
Joe See you later.  
3.  
Answering machine Hi! I'm not at home at the moment. Please leave your message after the beep.....  
Monica Hi Mary, it's me Monica. Sorry but I can't make it today. I have a terrible toothache and must see a dentist later. Can we go shopping tomorrow afternoon? Call me tonight. Bye.

**6. WRITING ►►8**

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

- Ask Ss the questions and elicit answers.

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

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

KEY

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

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

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

KEY

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

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

**Functions**

Defining people and things and giving information about them

**Structures**

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

**Vocabulary**

**Words/Phrases related to gadgets and technology**  
 antivirus program button charge (a battery)  
 coffee maker dead battery download  
 enter file hands-free headphones  
 hoover (n) install password plug in  
 press shut down software turn sth on  
 username wireless

**Other words and phrases**

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

**WARM-UP**

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

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

**1. READING ►19****A. (PRE-READING)**

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

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

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

**LANGUAGE PLUS**

- Vac (AmE) is the informal equivalent for *vacuum cleaner*.

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

- Ask Ss some comprehension questions:

*Who will find the USB desk vac particularly useful? Those who hate dirty desks.*

*How does it work? It plugs into the USB port of your computer.*

*What does it clean up? Dust and crumbs.*

*How much does it cost? £13.*

*How will the radio trainers make you travel? In style.*

*How can you listen to the radio? By using wireless headphones.*

*How long does the battery last? 6 hours.*

*How much do they cost? £149.99.*

*What do cars look like these days? Like mobile homes.*

*What can a car have? Radios, hands-free phones, TVs and game consoles.*

*Who will love the Car Coffee Maker? Drivers who love luxury.*

*How much does it cost? £80.*

*What can you do with the SolarJacket? You can charge your mobile phone and anything else that has a battery.*

*How much does it cost? £60.*

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

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

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

KEY

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

KEY

**OPTIONAL ACTIVITY**

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

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

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

USB = a device used for storing computer information

KEY

wireless = without wires

headphones = a device with a part to cover each ear through which you can listen to the radio without other people hearing

coffee maker = an electric appliance used for making coffee

hands-free = a piece of equipment, especially a telephone, that you can use without holding it in your hand

game console = a surface on which you find the controls for a game

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

**E. (POST-READING)**

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

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

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

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

**2. VOCABULARY**

**Aim:** to present collocations related to technology

**BACKGROUND NOTE**

- The software of a computer is the program which contains the instructions which control what the computer does.
- An anti-virus program is used to protect the main memory of a computer against infection by a virus.

- Ask Ss to read through the two columns.
- Allow Ss some time to do the matching.
- Check the answers with the class. If necessary, provide any necessary clarification.

**3. GRAMMAR**

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

**A.**

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

drivers panels the trainers a place

KEY

**B.**

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

who which where

KEY

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

• Refer Ss to the examples and point out to them that **who/that** in the first sentence and **which/that** in the second sentence are the subjects of the verbs of the respective relative clauses, while **which/that** in the third sentence is the object of the verb of the relative clause and can be omitted.

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

**4. PRACTICE**

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

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

- |                 |                 |
|-----------------|-----------------|
| 1. (which/that) | 5. (which/that) |
| 2. where        | 6. who/that     |
| 3. who/that     | 7. which/that   |
| 4. (who/that)   | 8. where        |

KEY

**5. SPEAKING**

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

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

**Functions**

- Talking about gadgets  
 Talking about the positive and negative aspects of an issue  
 Listing points  
 Agreeing/Disagreeing  
 Expressing opinion

**Vocabulary****Adjectives**

addicted annoying careless harmful harmless  
 helpless successful useless

**Expressions with do**

do good do harm do without

**Linking words/phrases**

as a result first of all in addition in my opinion  
 lastly personally to begin with what is more

**Other words**

adult cause (v) damage (v) delete destroy  
 disagree invention socialise

**WARM-UP**

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Ask Ss:  
*What are the things you can't live without?  
 Why are they so important to you?*
- Elicit answers.

**1. VOCABULARY**

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

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

**Suggested answers**

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

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

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

- |               |              |
|---------------|--------------|
| 1. harmless   | 6. beautiful |
| 2. successful | 7. peaceful  |
| 3. careless   | 8. harmful   |
| 4. helpless   | 9. careful   |
| 5. helpful    |              |

KEY

**2. LISTENING ►10**

**A. (PRE-LISTENING)**

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

- Ask Ss the questions and generate discussion.

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

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

Frank e Brad b Roger d Jonathan a

KEY

**LISTENING TRANSCRIPT****Frank**

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

**Brad**

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

**Roger**

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

**Jonathan**

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

**3. SPEAKING**

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

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

**4. WRITING ►|11****A. Aim:** to prepare Ss for the writing task

- Ask Ss the question and generate discussion.
- B. Aim:** to give Ss practice in identifying purpose and some of the stylistic features of paragraphs expressing opinions
- Have Ss read through the two paragraphs and answer the questions.
- Check the answers with the class.

1. The writer of the second paragraph has a positive opinion about computers.

KEY

He lists some of the positive aspects of using a computer.

2. First paragraph: First of all, What is more, Lastly  
Second paragraph: To begin with, Also, In addition

3. First paragraph: Personally, I believe  
Second paragraph: In my opinion

- Ask Ss some comprehension questions:

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

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

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

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

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

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

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

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

- Ask Ss to read through the paragraph.
- Have Ss do the activity and check answers.

1. opinion

KEY

2. First

3. addition

4. also

5. Finally/Lastly

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

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

# 4 Round-up

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

## VOCABULARY

A.

1. lent
2. coins
3. ridiculous
4. batteries
5. of
6. handy
7. invention
8. deleted
9. addicted

KEY

B.

1. made
2. make
3. do
4. made
5. make
6. do
7. do
8. makes
9. make

KEY

## GRAMMAR

C.

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

KEY

D.

1. too expensive, enough money
2. too tired
3. close enough
4. careful enough
5. too colourful

KEY

E.

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

KEY

# 4 Round-up

## COMMUNICATION

F.

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

KEY

## SPEAKING

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

## LISTENING ➤ 12

A.

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

Paul d Stephen c Gary e

KEY

B.

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

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

KEY

## LISTENING TRANSCRIPT

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

George That's it! His mouse wasn't working very well the last time I saw him.

Peter Just a mouse? Is that enough for a present?

George Maybe we can get him a wireless one.

Peter OK, where will we find it? On the second floor with the hi-fi systems?

George On the first with all the other gadgets.

Peter You go up and look around, I'll buy this and meet you up there.

George OK.

## SELF-ASSESSMENT

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

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

# CROSS-CURRICULAR PAGE

► 13

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

**A.**

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

*Suggested answer*

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

KEY

- Ask Ss some comprehension questions:

*Do we know what the hanging gardens of Babylon looked like? No, we don't.  
What is true about green roofs in the modern world? That they are environmentally friendly and are becoming very popular in cities.  
Does a green roof work well in all seasons? Yes, it does.  
How does a green roof help control the temperature of the house in summer? The green roof keeps the temperature low in the house.  
How do green roofs help prevent flooding? They absorb rain very well.  
How many types of green roofs are there? There are two.  
What are they? The intensive and the extensive type.  
What do intensive green roofs look like? They look like normal gardens.  
How much soil do they need? They need at least 30cm of soil.  
Are they suitable for all buildings? No, they aren't.  
Do you need to look after them a lot? Yes, you do.  
Are they attractive? Yes, they are.  
Do extensive green roofs need a lot of soil? No, they don't.  
Do they have grass? Yes, they do.  
Do you need to look after them a lot? No, you don't.  
Which green roofs are more common? Extensive green roofs are more common than intensive green roofs.  
Are green roofs cheap? No, they aren't.*

**C.**

- Have Ss do the activity and check answers.

- Because the hanging gardens of Babylon were probably rooftop gardens.
- Because it keeps the heat inside.
- On intensive roofs.
- Big buildings with strong roofs (that can take the weight of all the soil and plants.).
- On any roof.
- Plants that you find on cliffs.

KEY

- Explain any unknown words.

- Ask Ss:

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

- Elicit answers and initiate a short discussion.

**POEM ► 14**

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

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

about  
without  
speed  
communicate  
late  
fridge  
install  
free  
change

KEY

# 5 Help

**Aims:** • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and ask them what they think the module will be about.
- Ask Ss to look at the picture and tell you what they can see (*someone is helping a man go up a cliff/some rocks*).
- Ask Ss some questions:

*Why does the man in the picture need the other person's help?*

*Have you ever found yourself in a similar situation?*

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

KEY

- a sinking ship: p. 64
- an annoyed man at a museum: p. 70
- a patient talking to a doctor: p. 62
- a newspaper article about an accident: p. 68
- a doctor giving advice in a problem page: p. 67

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

**Functions**

Learning how to make a doctor's appointment  
Talking about medical problems

**Structures**

Infinitives

**Vocabulary**

Words/Phrases related to medical problems

allergy bones chemist's cough examine  
have a cold hurt (v) illness pain painkiller  
patient (n) pill prescribe prescription  
runny nose sneeze sore throat surgery treatment  
What exactly are your symptoms?  
What seems to be the problem?

**Phrasal verbs**

booked up get over hang on lie down  
run out of take away

**Other words and phrases**

available convenient fluid get rest  
make an appointment schedule

**WARM-UP**

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when we ask this question (*when we want to find out about someone's health*).
- Ask Ss the question and elicit answers (e.g. *I'm fine, I'm not very well, Not too bad, etc.*).
- Ask Ss to tell you what they think the lesson is about.

**1. LISTENING & READING ►15**

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

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

*Do doctors make you feel nervous?  
What makes a good doctor?*

**B. Aims:** • to present vocabulary, functions and structures in the context of three dialogues  
• to give Ss practice in reading for gist and understanding sequence

- Draw Ss' attention to the picture and ask them to tell you what they can see (*a doctor and a patient*).
- Ask Ss to read through the three dialogues and put them in the correct order.
- Play the CD and ask Ss to listen to the dialogues carefully and check their answers.

a. 3    b. 2    c. 1

KEY

- Ask Ss to tell you what is happening in each dialogue.
- Elicit answers (*the man is making a doctor's appointment -c, the man is at the doctor's telling his symptoms -b, the doctor is telling the man what is wrong with him and what he should do -a*).

- Ask Ss some comprehension questions:

*What is the doctor's name? Dr Barkley.*

*Does Mr Smith make an appointment for the same day?  
No, he doesn't.*

*Why can't he make an appointment for the same day?  
Because the doctor is booked up for the day.  
When is his appointment? The following day. / Tomorrow morning.*

*What does Mr Smith think his problem is? He thinks that his allergy is back.*

*Does Mr Smith have a temperature? Yes, he does.*

*When is his grandson's wedding? On the 13th.*

*Will he be all right by then? Yes, he will.*

*How long will it take him to get over his cold? About a week.*

*Where is Mr Smith going straight after the doctor's? To the chemist's.*

**C. Aim:** to give Ss practice in identifying specific information in the dialogue through a note-taking activity

- Ask Ss to look at the computer screen.
- Ask Ss to tell you what they can see (*a file where the doctor keeps his patient's data*).
- Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

10:30 / Jim Smith / terrible headache, runny nose, sneezing, bones hurt, temperature / rest, lots of fluids, painkillers

- Explain any unknown words and choose Ss to act out the dialogues.

## 2. VOCABULARY

Aim: to present some phrasal verbs

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the dialogues and draw their attention to the highlighted phrasal verbs.
- Encourage Ss to deduce the meaning of the phrasal verbs from the context.
- Ask Ss to read through the meanings a-e. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

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

### OPTIONAL ACTIVITY

Ask Ss to make their own sentences using the phrasal verbs in the previous activity.

## 3. GRAMMAR

Aim: to present the full and the bare infinitive

- Ask Ss to read through the dialogues.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these are some examples of full and bare infinitives.
- Make sure that Ss understand the difference between the full and the bare infinitive (*full infinitive: to + base form of the verb, bare infinitive: base form of the verb without to*).
- Ask Ss to read through the tables containing the rules.
- Make sure that Ss do not have questions and/or unknown words.
- Have Ss do the activity and check answers.

would like, seem, too, what, after, let **KEY**

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

## 4. PRACTICE

Aim: to give Ss practice in using the full and the bare infinitive in the context of four short dialogues

- Have Ss do the activity and check answers.

1. call, to take  
2. show, to use, finish  
3. to visit, to come, to go  
4. study, to help, to do

## 5. INTONATION ►16, 17

A. Aim: to present how stress affects meaning

- Play the CD and have Ss repeat each sentence as they hear it.
- Point out to Ss that in the first sentence the word *John* is stressed, whereas in the second sentence the word *bananas* is stressed.
- Explain to Ss that according to the meaning we want to express, we stress different words in a sentence.

B. Aim: to give Ss practice in using stress to convey a specific meaning

- Play the CD and have Ss repeat each question as they hear it.
- Ask Ss to underline the word which is stressed in each question and choose the correct answer depending on the meaning of each question.
- Have Ss do the activity and check answers.

**KEY**

1. Does Salman have toothache? a.

2. Did Andy go to the bank? b.

3. Are you seeing the dentist on Monday? b.

## 6. SPEAKING

Aim: to give Ss practice in using the functions, structures and vocabulary presented in this lesson by simulating conversations between a doctor, a doctor's receptionist and a patient

- Ask Ss to read through the instructions.
- Point out to Ss that they can use the three dialogues in the first activity as models.
- In groups of three, Ss take turns to act out the conversations according to the allocated roles.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the conversations.

**Functions**

Reacting in an emergency situation

**Structures**

-ing form

**Vocabulary****Prepositional phrases with *in***

in a hurry    in common    in danger    in fact

**Other words and phrases**

a number of    bell    crew    development    flag  
 government    gun    light (v)    location    nearby  
 perhaps    sailor    ship    signal (n/v)    simple  
 sink (n)    sound (n)    stand for    upside down

**WARM-UP**

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.

**1. READING ➤118****A. (PRE-READING)**

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

- Ask Ss the questions and elicit answers.

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

**BACKGROUND NOTE**

**Radio Communication** is a wireless system of transmitting messages, especially to signal danger. Marchese Guglielmo Marconi (1874-1937) was very important to the development of wireless telegraphy. Today, advanced radio communication is widely used in many other aspects of our lives.

- Ask Ss to look at the picture accompanying the text and tell you what they can see (*a sailing ship which has sunk*).
- Draw Ss' attention to the title and ask them when a ship sends out an SOS (*when it is in danger*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their predictions.
- Alternatively, play the CD and ask Ss to listen to the text carefully and check their predictions.

The letters SOS don't stand for anything.

- Ask Ss some comprehension questions:

*What methods did they use in the past to show the location of the ship? They lit signal flares or flew a signal flag.*

*What did they use in the past to make a ship hear you? They used bells and foghorns and they fired a gun repeatedly.*

*When did sailors start using Morse Code to send messages? With the development of wireless telegraphy.*

*What is the most well-known Morse Code message asking for help? SOS.*

*Who was the first to use the SOS signal? The German government.*

*When did they use it for the first time? At the beginning of the 20th century./In 1905.*

*What happened in 1908? The SOS signal became an international distress signal.*

*What do some people believe that SOS stands for? 'Save Our Ship' or 'Save Our Souls'.*

*Why did these people probably believe that? Because these phrases helped them remember the letters.*

*If you want someone to see that you're in danger, how will you signal SOS? By signalling with three short, three long and three short light flashes or by writing it in the sand or snow.*

*When did the Titanic sink? In 1912.*

*What did two of the crew members of the Titanic use to ask for help? Radio communication.*

*What did they also try to do? They also tried to send an SOS message to a nearby ship, the Californian.*

*How did they try to do this? By using a Morse lamp.*

**C. Aim:** to give Ss practice in identifying specific information in the text through a multiple-choice activity

- Have Ss do the activity and check answers.

1. a    2. b    3. c    4. b

KEY

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

- Refer Ss to the text and draw their attention to the highlighted words/expressions.
- Encourage Ss to deduce the meaning of the words/expressions from the context.
- Ask Ss to read through the meanings a-f. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

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

KEY

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

#### E. (POST-READING)

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

- Ask Ss the questions and initiate a short discussion.

#### 2. VOCABULARY

**Aim:** to present and give Ss practice in using prepositional phrases with *in*

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

1. In my opinion	5. in a hurry
2. In fact	6. in common
3. in the end	7. in the beginning
4. In addition	8. in danger

KEY

- Explain any unknown words/phrases if necessary.
- Draw Ss' attention to the NOTE and explain it.
- Point out to Ss that the phrases *in the beginning/end* are used as adverbs, while the phrase *at the beginning/end + of* is followed by a noun.

#### OPTIONAL ACTIVITY

Ask Ss to make their own sentences using the prepositional phrases with 'in' in the previous activity.

#### 3. GRAMMAR

**Aim:** to present the -ing form

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss to read through the table containing the uses of the -ing form.
- Have Ss do the activity and check answers.

b, c, a

KEY

- Refer Ss to the Grammar Reference (p. 131).

#### 4. PRACTICE

**Aim:** to give Ss practice in using the -ing form and the full and the bare infinitive in the context of two short dialogues

- Ask Ss to read through the dialogues.
- Have Ss do the activity and check answers.

KEY

1. do, lighting, Making, hear, running

2. to come, going, doing, ask

#### WORKBOOK LISTENING ► 19

- For the listening transcript go to page 145.

**Functions**

Talking about various problems  
Asking for and giving advice

**Structures**

should / had better

**Vocabulary****Words/Phrases related to various problems**

a fear of advice advise anxiety control (v)  
deal with deep breath medication  
reduce stress suffer from

**Other words and phrases**

anxiously waiting audience beat (v) (for heart)  
colleague fellow student focus on  
on one's own physical activity presentation  
public speaking suggest sweat (v) tip  
vitamin

**WARM-UP**

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

- Draw Ss' attention to the title of the lesson.

**LANGUAGE PLUS**

**advice (noun)** = an opinion you give sb when they have a problem

**advise (verb)** = to give sb an opinion or make a suggestion to help them solve a problem

- Ask Ss to tell you what they think the lesson is about.
- Ask Ss:

*When was the last time you asked for a word of advice?  
When was the last time you gave a word of advice?  
What was the most useful word of advice you have ever been given?*

**1. VOCABULARY**

**Aim:** to present vocabulary related to various problems

- Ask Ss to read through each extract and draw their attention to the words in bold.
- Point out to Ss that these words are related to various problems.
- Help Ss deduce the meaning of these words from the context.

1. **suffer from** = to be affected by an unpleasant condition  
**control** = to have power over sth/sb  
**reduce** = decrease, make smaller or less
2. **a fear of** = be afraid of  
**deal with** = to take action in order to solve a problem / tackle  
**advise** = to tell sb what they should do or how they should act in a particular situation

**2. GRAMMAR**

**Aim:** to present **should** and **had better**

- Ask Ss to read through the two dialogues and draw their attention to the words in bold.
- Explain to Ss that these are the modal verbs **should** and **had better**.
- Ask Ss to read through the sentences 1-6.
- Have Ss do the activity and check answers.

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

KEY

- Refer Ss to the Grammar Reference (p. 131).

**3. PRACTICE**

**Aim:** to give Ss practice in using **should** and **had better** in context

- Have Ss do the activity and check answers.

1. You had better go now because you're going to be late.
2. You should not/shouldn't leave your mobile in the car.
3. You had better not borrow my car without asking.
4. You had better not be late, otherwise Abdulrahman will leave without you.
5. You should talk to your parents.

KEY

**4. LISTENING ► 20, 21****A. (PRE-LISTENING)**

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

- Ask Ss the question and initiate a short discussion.

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

- Have Ss read through the three statements and check understanding.
- Play the CD and have Ss listen and decide if the statements are True or False.
- Check the answers with the class.

1. T 2. F 3. F

KEY

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

- Explain to Ss that they are going to listen to Andy talking about the same issue.
- Have Ss read through the three statements and check understanding.
- Play the CD and have Ss listen and decide if the statements are True or False.
- Check the answers with the class.

1. T 2. F 3. T

KEY

- For the listening transcript go to page 67.

## LISTENING TRANSCRIPT

## 1.

- Jack** So, how is work, Brad?  
**Brad** Not so well, actually. These days I am thinking of looking for a new job.  
**Jack** Really? Why? What happened?  
**Brad** Well, it's Andy. We don't get along.  
**Jack** You and Andy are sharing the office, right?  
**Brad** That's right. So, it's kind of hard to avoid him, you know.  
**Jack** I imagine. So, what happened?  
**Brad** Well, ever since I met him, he hasn't stopped talking on the phone. I mean, it's one phone call after another. I can't hear exactly what he is saying, but still, it's hard to focus on work when there is so much talking.  
**Jack** It sounds like it's a big problem. Did you try talking to him?  
**Brad** Well, he is never available!  
**Jack** OK, I'll see what I can do.

## 2.

- Jack** Andy, can I have a word with you?  
**Andy** Yes, of course.  
**Jack** First of all, you seem worried. What's wrong?  
**Andy** Well, these past two weeks have been very hard on me. You see, my parents had an accident and they are in hospital, so I am on the phone with the doctor every day.  
**Jack** Oh... that explains everything... I am sorry to hear that.  
**Andy** Thanks. We are very busy and I can't take any days off, so I have to make lots of phone calls to make sure my parents are OK. My brothers go to the hospital every day, so they call me too to tell me how things are going. The only problem is that I am now sharing the office with the new guy. He must think I'm very rude! I had better tell him what happened.  
**Jack** Yes, you should talk to him. He'll understand.

## 5. SPEAKING

**Aim:** to give Ss practice in asking for and giving advice about a problem

- Ask Ss to read through the ideas in the respective boxes.
- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to ask for and give advice.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

## 6. WRITING ►122

**A. Aim:** to introduce the type of writing task through an oral activity involving personal experience and opinion

- Ask Ss what a problem page is (*it's a magazine column where people can write about a problem they have and get advice*).
- Ask Ss the questions and generate discussion.

**B. Aims:** • to give Ss practice in reading for gist  
• to prepare Ss for the writing task

- Ask Ss to read through the letter asking for advice and then the reply.
- Point out to Ss that a letter asking for or giving advice should have paragraphs (opening paragraph, main part, closing paragraph), whereas in the letters sent to a Problem page only one paragraph is needed.
- Ask Ss the questions and check answers.

KEY

- He's afraid of public speaking.
- He should practise giving his presentation in front of a mirror until he feels confident. Before his presentation, he should do some kind of physical activity (e.g. take a walk) to help reduce his anxiety. During his presentation, he should choose a few friendly faces from the audience and focus on them. He should also take deep breaths to feel calm. If all this doesn't work, he should take a training course in public speaking.

- Ask Ss some comprehension questions:

*How does Ned feel while he's writing to Fred Wilson? He feels helpless and doesn't know what to do.*

*How did he feel as he walked to the front of the lecture theatre? He could feel his heart beating fast and he was sweating.*

*What happened to him when it was time for him to talk? He just stood there looking at everyone because he couldn't remember what to say.*

*Who gave the presentation in the end? His fellow student. According to Fred, does Ned need to worry about what happened to him? No, he doesn't.*

*Why? Because he's not the only one who's afraid of public speaking.*

**C. Aim:** to give Ss practice in identifying some stylistic features of a letter asking for advice and of a letter giving advice

- Ask Ss to underline all the phrases used in the respective letters to ask for and give advice.
- Elicit answers (asking for advice: *I need your advice because...*, *What should I do?* – giving advice: *...you should...*, *...you can...*, *...you should do...*, *...don't forget to...*, *I advise you to...*).
- Ask Ss to read through the sentences 1-6. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. G 2. G 3. A 4. A 5. G 6. A

KEY

**D. Aim:** to give Ss practice in writing letters asking for and giving advice

- Draw Ss' attention to the TIP and explain it.
- For a more detailed list of set phrases for Ss to use in their letters, refer them to p. 123.
- Allow Ss some time to write a letter asking for advice.
- Ask Ss to swap letters with their partners, read their partner's letter and write a letter giving him/her advice.
- Choose Ss to read out their letters.

**Functions**

Giving an account of an event

**Structures**

Passive Voice (Present Simple – Past Simple)

**Vocabulary****Words/Phrases related to accidents and emergencies**

ambulance    be on fire    burn    crash    die  
 injure    put out    smoke (n)    survivor    tragedy

**Other words and phrases**

a flock of    brake (n)    completely    engine  
 except    fence    field    kph    metre    missing  
 notice    opposite direction    pull    sheep  
 surround    tracks    within minutes

**WARM-UP**

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

- Draw Ss' attention to the title of the lesson and ask them to tell you what the phrase *in the news* means (*a report about sb or sth that appears in newspapers or on television or the radio*).
- Ask Ss to make their own sentences using the phrase *be in the news* about a person or an event (e.g. *The elections were in the news for quite some time*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

**1. READING ►123****A. (PRE-READING)**

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

- Ask Ss the questions and generate discussion.

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

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*an article*) and where it can be found (*in a newspaper*).
- Ask Ss to tell you what the name of the newspaper is (*The Daily News*) and when it was published (*on Monday 1st November*).
- Ask Ss to look at the two pictures accompanying the article and tell you what they can see (*a train accident and a sheep*).
- Draw Ss' attention to the headline of the article (*Train Derailed by Sheep!*) and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the article and check their predictions.
- Alternatively, play the CD and ask Ss to listen to the article carefully and check their predictions.

**KEY**

It is about a train accident caused by some/a flock of sheep.

- Ask Ss some comprehension questions:

*What kind of train was derailed? An InterCity train.*

*Where was it derailed? In a tunnel in South Wales.*

*How fast was the train going? 160 kph.*

*What happened? It hit a flock of sheep that was going in the opposite direction.*

*What happened to the train? It came off the tracks, fell onto its side and skidded for another 200 metres before coming to a stop.*

*Did any of the passengers get killed? No, they didn't.*

*How many passengers were seriously injured? Five.*

*Where were they taken? To local hospitals.*

*What did the firefighters see when they arrived? Smoke coming out of the tunnel.*

*Did it take them long to put out the fire? No, it didn't.*

*Was the train driver hurt in the accident? No, he wasn't.*

*Who rescued the sheep that didn't die in the crash? A police officer.*

*What do they call her now? Lucky Lucy.*

*Who owned the sheep? A local farmer.*

*Where does he keep all his sheep? In a nearby field which is surrounded by a fence.*

*Can he explain how the sheep got out and caused the train accident? No, he can't.*

**C. Aim:** to give Ss practice in identifying specific information in the newspaper article

- Ask Ss to read through the sentences 1-9.
- Have Ss do the activity and check answers.

**KEY**

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

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

- Ask Ss to read through the meanings 1–8.
- Refer Ss to the relevant paragraphs in the article and ask them to find the words.
- Have Ss do the activity and check answers.

1. was derailed	5. tragedy
2. a flock of	6. put out
3. injured	7. survivor
4. rescue	8. field

KEY

## 2. VOCABULARY

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

- Ask Ss to read through each set of sentences.
- Refer Ss to the words in the article, or when it is necessary provide them with further definitions and/or examples.

### LANGUAGE PLUS

**damaged** = destroyed (*The tunnel was damaged ...*)

**injured** = hurt (...*28 people were injured, ... / The injured passengers were taken to local hospitals.*)

**survived** = were alive after the accident

**rescued** = saved (...*they arrived within minutes to rescue the people*)

**look** = to turn your eyes in a particular direction

**watch** = to look at sth with attention (e.g. *TV*)

**notice** = to see or observe sth (*As soon as I noticed the animals, ...*)

- Have Ss do the activity and check answers.

1. injured	2. damaged	3. survived	4. rescued
5. watch	6. look	7. notice	

KEY

## 3. GRAMMAR

**A. Aims:**

- to present the Present Simple and the Past Simple of the Passive Voice
- to help Ss distinguish between the Active and the Passive Voice

- Ask Ss to read through each example in the Active and in the Passive Voice respectively.
- Draw Ss' attention to the verbs in bold.
- Ask Ss the questions in the rubric.

The sentences in the Active Voice have the same meaning as the ones in the Passive Voice. The sentences in the Active Voice focus on the person doing the action (*The train driver, We*). The sentences in the Passive Voice focus on the action (*is driven, were taken*).

**B. Aim:** to present the formation of the Present Simple and the Past Simple of the Passive Voice

- Refer Ss to the sentences in the Active Voice in A.
- Explain to Ss how the words in these sentences follow the structure:

Subject	+ Main Verb	+ Object
The train driver	drives	the train.
We	took	the passengers to hospital.

- Refer Ss to the sentences in the Passive Voice in A.
- Ask Ss to tell you what they notice about the formation of the sentences in the Passive Voice.
- Ask Ss to look at the rule of the Passive Voice in the table and complete it.
- Check the answers with the class.

Subject + Verb **be** + Past Participle of Main Verb (+ by ...)

- Refer Ss to the Grammar Reference (p. 131).

## 4. PRACTICE

**Aim:** to give Ss practice in using the Present Simple and the Past Simple of the Passive Voice

- Have Ss do the activity and check answers.

1. is organised	2. was delivered
3. was hit, wasn't injured	4. are used
5. were rescued, was ... destroyed	6. is spoken 7. is/was kept

KEY

## 5. SPEAKING

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

- Ask Ss to read through the newspaper headlines.
- Point out to Ss that headlines do not usually include articles, possessives, auxiliary verbs, etc.
- Ask Ss to read through the speech bubble.
- In pairs or in small groups, Ss take turns to describe what happened in each of the news articles.
- Go round the class helping Ss when necessary.
- Choose some Ss to describe each event/incident.

**Functions**

Narrating annoying, embarrassing, funny experiences  
Sequencing events

**Vocabulary****Idioms**

drive sb up the wall get on sb's nerves  
go red as a beetroot laugh one's head off  
make a fool of oneself nearly jump out of one's skin  
not believe your eyes want the ground to swallow you up

**Other words and phrases**

almost annoyed apologise bump into cry  
embarrassed embarrassing furious grab  
lamp post sip spill touch turn off wave (v)  
whisper

**WARM-UP**

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when the utterance *That's not funny!* can be said (*to show your annoyance at sth that sb has done or said to you and they think it is amusing, funny, etc.*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

**1. VOCABULARY**

**Aim:** to present some idioms describing feelings

**LANGUAGE PLUS**

**idiom** = a group of words which have a different meaning when used together from the meaning of each individual word

- Ask Ss to read through the sentences 1-7.
- Draw Ss' attention to the expressions in bold.
- Point out to Ss that these are idioms which describe people's feelings.
- Have Ss decide what the idioms express and match them with the adjectives in the box.
- Check the answers with the class.

1. embarrassed    2. surprised    3. embarrassed  
4. annoyed    5. embarrassed    6. annoyed  
7. surprised

KEY

**2. LISTENING ►124****A. (PRE-LISTENING)**

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

- Ask Ss the questions and generate discussion.

- B. Aims:**
- to give Ss practice in using visual prompts to predict the content of the listening text
  - to give Ss practice in listening for gist
  - to give Ss practice in transferring from verbal to visual information

- Ask Ss to look at the pictures and tell you what they think happened to Len.
- Play the CD and have Ss listen carefully and put the pictures a-d in the correct order.
- Check the answers with the class.

a. 2

b. 1

c. 4

d. 3

KEY

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

- Ask Ss to read through the sentences 1-6.
- Have Ss listen to the dialogue again and decide whether the sentences are True or False.
- Check the answers with the class.

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

KEY

**LISTENING TRANSCRIPT**

John Morning Len!  
Len Hi, John. Have you heard?  
John Heard what?  
Len I did something really, really stupid yesterday.  
John You didn't make a fool of yourself during yesterday's meeting, again, did you?  
Len No, the meeting went very well.  
John So, what's up?  
Len Well, you know Terry, the window cleaner?  
John Yeah, I really like him.  
Len He's not too fond of me at the moment.  
John Why not?  
Len You know he uses our office window to go outside sometimes.  
John Yeah, it's the easiest way to get to those high windows and he was cleaning them yesterday. What happened?  
Len Well, after a while, it started getting cold in here so I closed the window without thinking. Then, I had to go to the meeting and it went on and on and finished after eight o'clock. I had an appointment at the dentist and I was kind of late, so after the meeting I ran back here, turned the lights off and left. And I was the last one out of the office.  
John Oh no! You didn't. So, did the cleaners open the window to let him in later in the evening?  
Len No, it was Tuesday yesterday, remember?  
John Of course, they come on Mondays, Wednesdays and Saturdays. So, who let him in?  
Len Me. I came in early this morning because I had to prepare some notes, and as I sat down, I heard a tap on the window.  
John So, he was out there all night? Len, that's terrible!  
Len Please, I feel bad enough as it is.  
John What did you say to him?  
Len I tried to apologise, but he didn't want to listen. He just left.  
John Looks like we'll need a new window cleaner.  
Len You can say that again.

**3. SPEAKING**

**Aim:** to give Ss practice in giving an account of an annoying and embarrassing incident by transferring from visual to verbal information

- Ask Ss to look at the pictures and read through the prompts.
- Ask Ss to imagine that they are the person the arrow points to in each one of them and describe what happened to them and how they felt.
- Point out to Ss that they can use some of the idioms in the vocabulary activity in order to describe their feelings more vividly.
- Choose Ss to describe what happened and their feelings.
- Alternatively, in pairs, Ss take turns to describe what happened and their feelings.
- Choose some pairs to describe the pictures and their feelings.

**4. WRITING ➤125**

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

- Ask Ss the questions and generate discussion.

**B. Aims:** • to give Ss practice in understanding the main points of an account  
• to give Ss practice in identifying the purpose and some stylistic features of an account

- Ask Ss to read through the account entitled 'A day I'll never forget'.
- Ask Ss the questions 1-6.
- Check the answers with the class.

- It took place two years ago on a train going from Paris to London.
- In the middle of his experience the writer felt furious. At the end of his experience the writer felt embarrassed.
- The introductory paragraph (introduction) gives the background of the event and introduces the main characters. The second paragraph (main part) describes how the event started and developed. The concluding paragraph (conclusion) describes the outcome of the event and makes a short comment on it.
- Because he wants to make the account more realistic and interesting.
- The Past Simple and the Past Progressive.
- As soon as (time), but/however (contrast), because (cause), so (result). He uses them to make his writing flow.

- Ask Ss some comprehension questions:

*Who was the writer travelling with? Some friends from university.*

*Were there many people on the train? Yes, there were.*

*How long did the writer have to wait to get some coffee?*

*For almost half an hour.*

*What did the writer realise as soon as he sat down with his coffee? That he needed to get something from his luggage.*

*What did he tell to his friends before leaving? Not to touch his coffee.*

*What did he see on his way back to his seat? One of his friends sipping his coffee.*

*What did he do? He grabbed the coffee cup from the person.*

*What happened then? He spilt the coffee all over that person and even on a few other passengers.*

*What did he realise then? That the person with the coffee wasn't his friend.*

*How did his friends react? They were laughing their heads off.*

*Did the people forgive him after he apologised to them? No, they didn't.*

- Explain any unknown words.

**C. Aim:** to give Ss practice in using linking words/phrases

- Ask Ss to read through the linking words/phrases in the box.
- Have Ss do the activity and check answers.

1. As soon as/When I realised that Nasir was angry,  
I stopped laughing.  
I stopped laughing because I realised that Nasir was angry.

I realised that Nasir was angry, so I stopped laughing.  
2. While Abdullah was running up the stairs, he fell and broke his leg.

Abdullah fell and broke his leg as he was running up the stairs.

3. Bob took a taxi to work because he was late.  
Bob was late for work, so he took a taxi.

4. As soon as they left the room, the baby started crying.  
When they left the room, the baby started crying.

5. I start work at 9:00, so/but I get up at 8:00.  
I get up at 8:00 because I start work at 9:00.

6. As soon as we had dinner, we went out.  
Before we went out, we had dinner.

**D. Aim:** to give Ss practice in writing an account of an event

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

**Aim:** to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

## VOCABULARY

A.

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

KEY

B.

- 
1. audience  
2. nerves  
3. make  
4. examine  
5. skin  
6. get  
7. suggest  
8. crew

KEY

C.

- 
1. out  
2. from, with  
3. in, on  
4. for  
5. over  
6. down

KEY

## GRAMMAR

D.

- 
1. to buy                    6. shopping  
2. to come                 7. lend  
3. to go                    8. borrow  
4. going                   9. complaining  
5. to get

KEY

E.

- 
1. gave  
2. was written  
3. was pulled  
4. is painted  
5. are taught  
6. called

KEY

F.

- 
1. You had better not lie to the police.  
2. You should work out three times a week.  
3. You shouldn't be rude to your family and friends.  
4. You had better visit a doctor before you get worse.

KEY

# 5 Round-up

## COMMUNICATION

G.

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

KEY

### LISTENING ►►26

- Ask Ss to read through the four questions and their options.
- Play the CD twice.
- Alternatively, play each exchange twice and have Ss decide on the correct answer.
- Check the answers with the class.

1. c      2. b      3. c      4. a

KEY

### LISTENING TRANSCRIPT

1.  
Eric Morning, Marcus.  
Marcus You don't look very well. What's up?  
Eric I'm a bit ill.  
Marcus You shouldn't be at work. You should go home and rest.  
Eric But I have a presentation this afternoon.  
Marcus You can't do it like that. Let me feel your head.  
No, you don't have a temperature.  
Eric Ah, Ah, Ahchoo! Ohhh, my head.  
Marcus That's it. You're going home. And stop at a chemist's on your way to get some painkillers for your head.  
Eric OK, OK.  
Marcus And don't come back until you get over that cold.
2.  
John Hey, do you want to come to my brother's house tonight? He's having a few friends round.  
Keith No thanks.  
John Why not? I thought you liked him.  
Keith I don't have a problem with your brother... It's just that...  
John What?  
Keith Well, he has a pet rabbit.  
John Oh, I forgot about that. We can ask him to put it in another room.  
Keith No, there'll be hairs everywhere and I'll sneeze all evening. I'd better stay at home.  
John That's a shame.

3.  
Chemist Good afternoon.  
James Hello, I have this prescription but I can't understand what my doctor has written. I'm sorry.  
Chemist Why don't you let me have a look at it?  
James Go ahead.  
Chemist Ah, right. I'm sorry but we've run out of these pills.  
James Are you going to get some more in?  
Chemist Of course. In fact, I ordered some this morning.  
James So, you'll have them by tomorrow, right?  
Chemist Definitely.

4.

### Radio announcer

The 100 passengers of the *Arctic Tours* were in danger yesterday when the ship hit an iceberg and started sinking. The ship was in the north Atlantic going towards Canada. Fortunately, a nearby ship responded to their SOS signal and immediately went to their rescue. Only about 15 people were injured, but other than that, all passengers and crew are safe on board the *Atlantic Seaways*.

## SPEAKING

- Ask Ss to read through the prompts as well as the words in the box.
- In pairs, Ss take turns to ask and answer questions about the fire.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the interview.

## SELF-ASSESSMENT

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

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

## ► 27

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

A.

- Ask Ss the questions and generate discussion.

B.

- Draw Ss' attention to the pictures accompanying the text and ask them what they can see (*an ambulance, a telephone receiver and an ambulance light*).
- Draw Ss' attention to the six numbers and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their predictions.
- Alternatively, you can play the CD and have Ss listen to the text and check their predictions.

KEY

911 is the emergency telephone number for the USA and the rest of North America.

999 is the number for the police in Saudi Arabia and the emergency telephone number for the UK.

311 is a non-emergency telephone number for North America.

112 is the emergency telephone number for all EU countries.

998 is the Saudi number you call in case of a fire and

997 for an ambulance.

- Ask Ss some comprehension questions:

*What is the first thing to remember in an emergency? To stay calm.*

*Is a 911 call free? Yes, it is.*

*When did 999 start in the UK? On 30th June 1937.*

*Is a 999 call free? Yes, it is.*

*Which number do you call for the ambulance in Saudi Arabia? 997.*

*Are there other emergency numbers in Saudi Arabia? Yes, there are.*

*Can you call 112 from a mobile phone? Yes, you can.*

*Why do emergency services use a three-digit number?*

*Because it isn't hard to remember.*

*What can put people's lives in danger? Calling the emergency services when there is no real emergency.*

C.

- Ask Ss to read through the sentences 1-7.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- Explain any unknown words.

# 6 Time out

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

- Draw Ss' attention to the title of the module.
- Ask Ss what *Time out* is (*a break from school/work/the daily routine in order to rest or do something different*).
- Ask Ss to look at the picture and tell you what they can see (*the centre of a city*).
- Help Ss relate the title of the module to the content of the picture and ask them what they think the module will be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- a postcard about an extreme sports holiday: p. 78  
► a man playing golf in his living room: p. 76  
► a roller coaster: p. 80  
► a book review: p. 85  
► ads for two famous shows: p. 82

KEY

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

**Functions**

Expressing possibility in the present and future  
Talking about sports

**Structures**

may, might, could

**Vocabulary****Words related to sports**

athletics baseball bowling boxing catch (v)  
dribble (v) drop (v) final golf hit (v) kick (v)  
move (v) pass (v) score (v) shoot (v) swing (v)  
throw (v)

**Conversational English**

I'm going to thrash you!

What shall we...?

**Other words and phrases**

monotonous normal scissors  
stop sb from doing sth wrist

**WARM-UP**

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

- Draw Ss' attention to the title of the module.
- Ask Ss to tell you when we ask this question (*when we want to ask if sb feels like doing some physical activity/working out*).
- Ask Ss to tell you what they think the lesson is about.
- Ask Ss some questions:

*What sports do you play?*

*How often do you play them?*

*Do you prefer team or individual sports?*

**1. LISTENING & READING ►►28**

**A. Aim:** to introduce the topic of the dialogue by relating it to Ss' personal preferences

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

*What kind of video games do you like playing?*

*What is your favourite video game?*

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

**BACKGROUND NOTE**

The latest types of game consoles combine controllers with movement sensors instead of joysticks. A wireless controller has a motion sensor.

- Draw Ss' attention to the pictures accompanying the dialogue and ask them what they can see (*a young man playing golf*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to listen to the dialogue carefully and check their predictions.

*Suggested answer*

How realistic a wireless game controller can be.

- Ask Ss some comprehension questions:

*What did Tony buy for Alex? A game console.*

*What kind of game console is it? One with a wireless controller.*

*What might happen to the controller if you throw it? It might break.*

*What sports games does the game console have? Tennis, bowling, football, baseball, boxing and golf.*

*Does Alex find it difficult to use the controller to play golf? No, he doesn't.*

*Does Tony know how to play golf on the game console? Yes, he does.*

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

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

**KEY**

1. Because he already has a game console.
  2. Tony's cousin.
  3. You move your arm just like in real bowling.
  4. A wrist strap (that the controller has).
  5. Because it's Alex's favourite sport.
  6. Both.
- Explain any unknown words and choose Ss to act out the dialogue.

**2. VOCABULARY****A. Aim:** to present vocabulary related to sports

- Ask Ss to look at the pictures and read through the verbs underneath them.
- Make sure that Ss can relate the meaning of the verbs to what the pictures show.
- Ask Ss to read through the verbs in the box.
- Have Ss do the activity.
- Check the answers with the class.

hit, throw, score

KEY

**B. Aim:** to present collocations related to sports

- Ask Ss to look at the table and make sure that they do not have any unknown words.
- Point out to Ss that they will have to combine a verb with one of the activities in the table to form a collocation.
- Have Ss do the activity and check answers.

play volleyball, go skiing, do karate, play on/for a team, play a game, go windsurfing, play in the final, go swimming, do water sports, do athletics, play team sports

KEY

**OPTIONAL ACTIVITY**

- Ask Ss to work out more collocations with the verbs in the table.
- Elicit answers (e.g. *play football, go fishing, do gymnastics, etc.*).

**3. GRAMMAR****Aim:** to present *may, might* and *could*

- Ask Ss to read through the three examples and draw their attention to the words in bold.
- Point out to Ss that the words *may, might* and *could* are modal verbs.
- Ask Ss to read through the sentences a-c and ask them the question in the rubric.
- Check the answer with the class.

The words in bold express a. Something that can possibly happen.

KEY

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 131).

**4. PRACTICE****Aim:** to give Ss practice in using *may (not), might (not)* and *could* to express possibility/lack of possibility in the present or future

- Ask Ss to look at the pictures 1-3.
- Point out to Ss that they should use the verbs in activity 2A.
- Have Ss do the activity and check answers.

*Suggested answers*

- He may/might dribble the ball and then pass it to another player. / He may/might dribble the ball and then shoot and score a point for his team.
- He may/might kick the ball and score a goal. / He may/might pass the ball to another player.
- He may/might hit/miss the ball.

KEY

**5. SPEAKING****Aim:** to give Ss practice in expressing their opinion and justifying it

- Ask Ss to read through the words in the box and make sure they do not have any unknown words.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to talk about whether they prefer playing sports on a game console or playing real sports justifying their preference.
- Go round the class helping Ss when necessary.
- Choose some Ss to say their opinion.

**Functions**

Talking about conditions and their results  
Talking about an extreme sports holiday

**Structures**

Conditional Sentences Type 1

**Vocabulary**

alternatively aquarium book (v) chance  
change one's mind check into check out of  
coach creature discount dolphin in advance  
kayaking main on offer opportunity  
parasailing participant per cent railway station  
recommend ruins seal shark souvenir shopping  
speedboat taxi rank the rest of tourist attraction  
travel agency travel agent

**WARM-UP**

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to look at the picture in the top right-hand corner of the page and tell you what it shows (*kayaking, an extreme sport*).
- Help Ss deduce the meaning of the phrase *thrills and spills* (= *the excitement that is involved in dangerous activities*) by relating it to the content of the picture.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

**1. READING ►►29****A. (PRE-READING)**

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

- Ask Ss the questions and elicit answers.

**B. Aims:**

- to present vocabulary, functions and structures in the context of a text
- to give Ss practice in reading for gist

- Ask Ss to look at the layout of the text and tell you what they think it is about (*the schedule for an extreme sports holiday*) and where it can be found (*in a brochure, on the Internet*).
- Draw Ss' attention to the titles a-c.
- Ask Ss to read through the text and decide on the most appropriate title for it.
- Alternatively, play the CD and have Ss read and listen to the text and do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answer.

The best title is b because it best conveys the main idea of the text, which is about an extreme sports holiday in Mexico.

- Ask Ss some comprehension questions:

*How many days does the extreme sports holiday in Mexico last? Six days.*

*What is the first destination of your trip? Ensenada.*

*What can you see in Guadalupe Island? Great white sharks.*

*Where will you spend the first two nights of your trip? On the boat.*

*What will you have the opportunity to eat there? Some traditional Mexican food.*

*When will you watch a diving safety video? In the afternoon.*

*What is Guadalupe famous for? For its fur seals.*

*If you get scared and don't want to swim with the sharks, what can you do? You can sit and watch all the action on a 42' TV in the main salon through a special underwater 'shark cam'.*

*What extreme sports can you try in Cancun? Bungee jumping, windsurfing and parasailing.*

*When will you go sightseeing? On the fourth day of your trip. / On your second day in Cancun.*

*Where can you see fascinating Mayan ruins? At the El Rey archaeological site.*

*How can you ride down the Papagayo River? In a speedboat.*

*Where will the goodbye gathering take place? In the breakfast area of the hotel.*

*When do you have to check out of the hotel? By midday.*

*Why is it a good idea to book your taxi to the airport in advance? Because you'll get a 10% discount.*

**C. Aim:** to give Ss practice in identifying specific information in the text through a gap-filling activity

- Point out to Ss that this is a postcard written by Mike, who is on the extreme sports holiday in Mexico.
- Ask Ss to read through the postcard.
- Have Ss do the activity and check answers.

1. Cancun 2. dolphins 3. Mayan 4. windy  
5. sharks 6. Acapulco 7. kayaking

KEY

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

- Ask Ss to read through the definitions 1-6. Make sure that Ss do not have any unknown words.
- Refer Ss to the relevant paragraphs in the text.
- Have Ss do the activity and check answers.

1. on offer 2. aquarium 3. recommend  
4. check into 5. coach 6. participants

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

**E. (POST-READING)****Aim:** to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss the question and initiate a short discussion.

**2. VOCABULARY****A. Aim:** to present compound nouns**LANGUAGE PLUS**

Compound nouns can be formed as two words (*e.g. bus stop*) or as one word (*e.g. postman*). Sometimes they are joined using a hyphen (*e.g. check-in*).

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the text and ask them to find compound nouns.
- Allow Ss some time to do the activity and check answers.

Indicative examples of compound nouns appearing in the texts:

- |       |   |
|-------|---|
| Day 1 | fur seals                                       |
| Day 2 | shark cages                                     |
| Day 3 | bungee jumping, windsurfing                     |
| Day 4 | sightseeing, sea urchins, stingrays, tour guide |
| Day 5 | rock climbing, speedboat                        |
| Day 6 | midday, airport                                 |

**B. Aim:** to give Ss practice in forming compound nouns

- Ask Ss to read each column.
- Have Ss do the activity and check answers.

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

**3. GRAMMAR****CONDITIONAL SENTENCES TYPE 1****Aim:** to present Conditional Sentences Type 1

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Explain to Ss that these are Conditional Sentences Type 1.
- Draw Ss' attention to the table.
- Explain to Ss that conditional sentences consist of the if-clause followed by the main clause.
- Ask Ss to look at the examples again and complete the rule in the table.
- Have Ss do the activity and check answers.

**Present Simple, will, might****KEY**

- Ask Ss to make their own examples using Conditional Sentences Type 1.

**if vs when****Aim:** to present the difference between *if* and *when*

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss to read through the questions 1-4.
- Allow Ss some time to work out the answers to the questions.
- Check the answers with the class.

1. They refer to the future. 2. No, he isn't.  
3. Ryan. 4. The first one.

- Refer Ss to the Grammar Reference (p. 131).

**KEY****4. PRACTICE****Aim:** to give Ss practice in using Conditional Sentences Type 1 and *if/when* in the context of two short dialogues

- Ask Ss to read through each dialogue.
- Have Ss do the activity and check answers.

1. If, is, may go, When, decide, give  
2. 'll do, if, doesn't get, 'll know, when, sees, If, take

**KEY****5. INTONATION ►130****Aim:** to raise Ss' awareness of issues of intonation and rhythm in Conditional Sentences Type 1

- Play the CD and have Ss repeat the first sentence as they hear it paying careful attention to the intonation and rhythm.
- Do the same with the rest of the conditional sentences.

**6. SPEAKING****Aim:** to give Ss practice in discussing two flyers and making a decision

- Ask Ss to turn to the appropriate page.
- Ask Ss to look at the flyers. Make sure that they do not have any unknown words.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to discuss what they can do at each place so as to decide where to go.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

**WORKBOOK LISTENING ►E1**

- For the listening transcript go to page 145.

**Functions**

Talking about different places of entertainment  
Expressing agreement / disagreement  
Expressing preference

**Structures**

so, neither, too, either

**Vocabulary**

admit artefact as (because) atmosphere  
bowling alley entertainment exhibit give sth up  
indoor outdoor outdoor prize ride (n)  
success theme park tournament

**WARM-UP**

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

- Ask Ss to look at the picture in the top right-hand corner of the page and tell you what it shows (*a roller coaster in a theme park*).
- Ask Ss if they have been to a theme park, what the atmosphere was like there, etc.
- Draw Ss' attention to the title of the lesson and help them deduce the meaning of the phrase *hot spots* (= *places where there is a lot of activity and entertainment*) by relating it to the previous discussion.
- Ask Ss to tell you what they think the lesson is about.
- Ask Ss to name any other *hot spots* they can think of.

**1. VOCABULARY**

**Aim:** to present vocabulary related to places of entertainment

- Draw Ss' attention to the three places of entertainment.
- Ask Ss to read through the words in the first column. If necessary, explain any unknown words.
- Point out that they sometimes have to tick more than one place for each word.
- Have Ss do the activity and check answers.

KEY

	theme park	museum	bowling alley
exhibits		✓	
queue	✓	✓	
artefacts		✓	
games	✓		✓
indoor		✓	✓
outdoor	✓		
rides	✓		

**2. LISTENING ►132****A. (PRE-LISTENING)**

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

- Ask Ss the questions and generate discussion.

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

- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss match the names with the places of entertainment.
- Check the answers with the class.

KEY

Danny: bowling alley, Roger: theme park,  
Mike: museum

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

- Play the CD again.
- Have Ss do the activity and check answers.

KEY

**LISTENING TRANSCRIPT**

Danny: My friends and I usually meet there at the weekend, but sometimes during the week, too. I really like the atmosphere there. The food isn't that good, and most of it is very unhealthy. But the main reason I like it is because there are lots of activities to do, and a lot of people don't realise that. It's also open 24 hours. So, it's a good place to hang out. Of course, I'm also on a team and we play in a league on Saturday nights. We're not doing very well this season, but it's still good fun.

Roger: For most people it's a very popular thing to do when you go out. And it's true I used to really enjoy going before I had children. You see, now they want to go two or three times a week! Don't get me wrong, there are lots of times when I really enjoy it, but other times I would like to stay at home. And when it's crowded and I have to queue up for hours I get annoyed. I used to eat all the unhealthy food and sweets on offer, and I got really fat. I don't touch them any more.

Mike: Whenever I go, I get really excited. I love everything about it. I love looking at the artefacts but I also love arranging how to get there, I even like queuing up. It's all part of the atmosphere. All those people, coming together for one purpose, to see the new exhibits. I think it's entertainment and education in one.

**3. GRAMMAR**

**Aim:** to present *so, neither, too, either*

- Ask Ss to read through the two short dialogues and the sentences a-c.
- Have Ss do the activity and check answers (a, c, b, c).
- Refer Ss to the Grammar Reference (p. 132).

**4. SPEAKING**

**Aim:** to give Ss practice in expressing agreement and disagreement

- Ask Ss to look at the places in the box.
- Ask Ss to read through the speech bubble.
- In groups of three, Ss say what they like or don't like about each place and agree or disagree with each other.
- Go round the class helping Ss when necessary.
- Choose some groups to act out the dialogues.