

المملكة العربية السعودية

وزارة التربية والتعليم

وكالة التخطيط والتطوير



وزارة التربية والتعليم
MINISTRY OF EDUCATION

Traveller 2

KSA - Edition

اللغة الإنجليزية English Language

التعليم الثانوي - نظام المقررات

البرنامج المشترك

المستوى الثاني

المرحلة الثانوية

الصف الأول الثانوي

الفصل الدراسي الثاني

كتاب المعلم

Teacher's
Manual





Traveller 2

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OUTLINE OF THE COURSE

Objectives

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

Goals

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

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

Syllabus

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

Organisation and length of the course

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

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

Key features

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

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

COURSE COMPONENTS

Student's Book

The Student's Book contains:

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

Workbook and Student's CD

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

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

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

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

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

Workbook Teacher's edition

The Workbook is also available with overprinted answers for teachers.

Teacher's Manual

The Teacher's Manual contains:

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

Class CDs

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

Test CD/CD-ROM

The Test CD-ROM contains:

- 8 tests corresponding to the modules of the book.
- two final tests, one covering modules 1-8 and the other covering modules 1-7.
- keys and transcripts.

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

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

THE STRUCTURE OF THE MODULES IN TRAVELLER 2

Modules 1-8 (an overview)

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

Cover page

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

Vocabulary

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

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

thematically linked to the module. Students are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks. More importantly, before they are required to do the writing task, students are provided with a model essay/article, e-mail, etc., so they are exposed to a sample of what they have to produce later. You can find a recording of all the model texts on the class CDs. This allows teachers to have students listen to the texts while they are reading them.

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

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to students in due course. Alternatively, students could work in pairs and correct each other's work before giving it to the teacher. Moreover, students should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW : wrong word

S : spelling

P : punctuation

T : tense

A : article

WO : word order

^ : something missing

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

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

Round-up

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

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

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

upon the stages and progress students went through.

- In the final stage, it is a good idea to help students determine what has been achieved.

Culture pages / Cross-curricular pages

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

The cross-curricular pages consist of texts which help students see how English and cross-curricular subjects fit together.

Poems

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

POINTS TO REMEMBER

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

Abbreviations used in Teacher's Manual

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

Contents

Modules	Vocabulary	Grammar	Intonation	Reading
1 page 5 Youth culture Culture page: <i>King Abdulaziz University</i> page 18	<ul style="list-style-type: none"> • Conversational English • Phrases related to communication • Phrases describing like/dislike • Free-time activities • Words easily confused • Personality adjectives 	<ul style="list-style-type: none"> • Present Simple vs Present Progressive • Stative verbs • Past Simple • used to • Prepositions of time • Quantifiers 	- Unstressed words	<ul style="list-style-type: none"> • A magazine article: <i>From the letter box to the inbox</i> • A magazine article: <i>Lewis Hamilton and Ed Stafford</i>
2 page 19 What an experience! Cross-curricular page: <i>Who really discovered America?</i> page 32	<ul style="list-style-type: none"> • Adjectives ending in -ed and -ing • Adjectives describing food • Adverbs and adverbial phrases • The weather • Phrases for letters/e-mails 	<ul style="list-style-type: none"> • Past Progressive • Past Simple vs Past Progressive • Time Clauses (when, while, as, as soon as) • Present Perfect Simple • Present Perfect Simple vs Past Simple 	<ul style="list-style-type: none"> • The reduced forms of did you and have you 	<ul style="list-style-type: none"> • A magazine article: <i>A Strange Fruit</i> • A website: <i>Have you ever thought of exploring the desert?</i>
3 page 33 Going places Culture page <i>Quiz: Famous Landmarks</i> page 46	<ul style="list-style-type: none"> • Words related to travelling by plane • Word building (nouns ending in -ion, -ation, -ment, -ance, -al) • Accommodation and facilities • Geographical features • Adjectives describing places 	<ul style="list-style-type: none"> • can, could, may, be able to • have to, don't have to, need to, don't need to, needn't, must, mustn't • Indirect questions • Comparisons 	<ul style="list-style-type: none"> • Sentence stress in indirect questions 	<ul style="list-style-type: none"> • An interview with a caver • A brochure: <i>Come to Sichuan!</i>
4 page 47 Nowadays Cross-curricular page: <i>Green Roots</i> page 60	<ul style="list-style-type: none"> • Words/phrases related to money • Words easily confused • Expressions with make • Abbreviations • Collocations related to technology • Word building (adjectives ending in -ful, -less) 	<ul style="list-style-type: none"> • Future will • will have to, will be able to • Time clauses (when, after, before, until, as soon as) • too-enough • Relative clauses (who-which-that-where) 	<ul style="list-style-type: none"> • Stress in sentences with too and enough 	<ul style="list-style-type: none"> • A magazine article about predictions • Four advertisements about gadgets
5 page 61 Help Culture page: <i>Call for help!</i> page 74	<ul style="list-style-type: none"> • Words related to various problems • Phrasal verbs • Prepositional phrases with 'in' • Words related to accidents • Words easily confused • Idioms describing feelings 	<ul style="list-style-type: none"> • Infinitives • ing form • should - had better • Passive Voice (Present Simple - Past Simple) 	<ul style="list-style-type: none"> • Stress and meaning 	<ul style="list-style-type: none"> • A magazine article: <i>Sending out an SOS</i> • A newspaper article: <i>Train Derailed by Sheep!</i>
6 page 75 Time out Cross-curricular page: <i>Mango Festival in Jizan</i> page 88	<ul style="list-style-type: none"> • Words related to sports • Collocations • Compound nouns • Words related to places of entertainment • Phrasal verbs • Words related to books 	<ul style="list-style-type: none"> • may, might, could • Conditional Sentences Type 1 • if vs when • so / neither / too / either • Present Perfect Progressive • Present Perfect Progressive vs Present Perfect Simple 	<ul style="list-style-type: none"> • Sentence stress in Conditional Sentences Type 1 	<ul style="list-style-type: none"> • A holiday itinerary: <i>Adventure! Mexican Style</i> • Two advertisements: <i>The Dubai Airshow</i> and <i>The Harlem Globetrotters</i>
7 page 89 Good job Culture page: <i>The dollar</i> page 102	<ul style="list-style-type: none"> • Opposites • Words easily confused • Words related to banks and money • Jobs • Words related to employment and qualifications 	<ul style="list-style-type: none"> • Question tags • Negative questions • Exclamatory sentences • Clauses of result • Reflexive pronouns • Past Perfect Simple 	<ul style="list-style-type: none"> • Intonation of question tags 	<ul style="list-style-type: none"> • A magazine article: <i>Let's get down to business</i> • A job forum: <i>Someone's got to do it</i>
8 Optional page 103 Diversity Cross-curricular page: <i>Installation art</i> page 116	<ul style="list-style-type: none"> • Words easily confused • Verbs + prepositions • Words related to cooking • Words related to celebrations 	<ul style="list-style-type: none"> • Reported speech (statements, questions, commands, requests) • Conditional Sentences Type 2 • Wishes and unreal past 	<ul style="list-style-type: none"> • Sentence stress in reported speech 	<ul style="list-style-type: none"> • A magazine article: <i>They do it differently!</i> • A text about Alaska natives

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Listening	Speaking	Writing	Functions
<ul style="list-style-type: none"> Part of a competition A conversation between two people People talking in different situations 	<ul style="list-style-type: none"> Making plans Talking about past habits Discussing likes and dislikes Talking about friends and friendship Asking and answering about personal information (questionnaire) 	<ul style="list-style-type: none"> A short text presenting oneself A description of a person 	<ul style="list-style-type: none"> Talking about routines, habitual actions and permanent situations in the present and past Distinguishing between permanent and temporary situations Describing people Expressing like and dislike
<ul style="list-style-type: none"> A conversation between two friends about a strange experience People talking about living in a foreign country People talking in different situations 	<ul style="list-style-type: none"> Asking and answering about experiences Talking about strange food Telling a story based on visual prompts and guessing the ending Discussing what helps when learning English Making up a story based on visual and verbal prompts 	<ul style="list-style-type: none"> A story An e-mail giving news 	<ul style="list-style-type: none"> Narrating events and stories Describing feelings Referring to time Giving news
<ul style="list-style-type: none"> A conversation at a hotel A conversation between two friends People talking in different situations 	<ul style="list-style-type: none"> Simulating a conversation at a check-in desk Expressing obligation and prohibition (guessing game) Asking for and giving information about accommodation (information gap activity) Expressing preference and justifying Speculating, making a decision and justifying choices 	<ul style="list-style-type: none"> An e-mail asking for information A description of a place 	<ul style="list-style-type: none"> Expressing ability, making requests and asking for permission Expressing obligation, lack of obligation and prohibition Making comparisons Describing places Giving opinion Asking for information
<ul style="list-style-type: none"> People talking in different situations People giving their opinion about mobile phones A conversation between two friends about gifts 	<ul style="list-style-type: none"> Speculating and making a decision Making predictions about the future Defining objects, jobs and places (guessing game) Discussing positive and negative aspects and expressing opinion 	<ul style="list-style-type: none"> Notes and messages A paragraph expressing an opinion 	<ul style="list-style-type: none"> Making predictions, promises, offers and requests Talking about the future Understanding notes and messages Defining people, things and places
<ul style="list-style-type: none"> Two conversations about a problem at work A conversation between two colleagues People talking in different situations 	<ul style="list-style-type: none"> Simulating conversations at the doctor's Stating a problem, asking for and giving advice Speculating about headlines Describing events based on visual and verbal prompts Simulating a conversation between a reporter and an eye-witness 	<ul style="list-style-type: none"> A letter asking for or giving advice An account of a true event 	<ul style="list-style-type: none"> Stating a problem Asking for and giving advice Talking about accidents Narrating experiences Making appointments
<ul style="list-style-type: none"> People giving their opinion about places of entertainment A radio programme with a book critic People talking in different situations 	<ul style="list-style-type: none"> Comparing Discussing two flyers Discussing places of entertainment Organising an advertisement and presenting it Discussing books Discussing advantages and disadvantages of an issue (debate) 	<ul style="list-style-type: none"> A paragraph expressing preference A book review 	<ul style="list-style-type: none"> Describing actions and situations and their consequences Referring to conditions and their results Expressing possibility Agreeing and disagreeing Expressing preference and opinion
<ul style="list-style-type: none"> People talking in different situations A recorded message and a dialogue with a call centre agent 	<ul style="list-style-type: none"> Simulating conversations at the bank, at a cash machine and at a bureau de change Discussing ideal working conditions Simulating a job interview Asking for and giving information Discussing past events Comparing jobs 	<ul style="list-style-type: none"> A curriculum vitae (CV) An e-mail giving information 	<ul style="list-style-type: none"> Sequencing past actions and events Expressing interest and surprise Making exclamations Expressing result Asking for confirmation Talking about work and qualifications Carrying out money transactions Understanding and using advertisement language
<ul style="list-style-type: none"> A conversation about a recipe A conversation between two friends about a festival People talking in different situations 	<ul style="list-style-type: none"> Interviewing and reporting answers Giving instructions Speculating about unreal situations Inviting, accepting and refusing an invitation 	<ul style="list-style-type: none"> A recipe An e-mail based on prompts 	<ul style="list-style-type: none"> Reporting Giving and following instructions Talking about food and quantity Discussing customs Talking about imaginary situations Making wishes Inviting, accepting and refusing an invitation

1 Youth culture

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

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

Where are they? In a classroom.

Do you think the students like the lesson?

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

KEY

- a page from a school yearbook: p. 11
- information about two role models for young people: p. 12
- conversations between young people on the phone: p. 6
- an article about a popular way to communicate nowadays: p. 8
- a description of a new student at college: p. 15

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

Functions

- Using informal language when talking on the phone
 Distinguishing between permanent and temporary situations
 Making plans for the day
 Accepting and refusing an invitation

Structures

- Present Simple vs Present Progressive
 Stative verbs

Vocabulary**Words and phrases**

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

Conversational English

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

WARM-UP

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

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

1. LISTENING & READING CD 1 ► 2

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

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

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

B. Aims: • to present vocabulary, functions and structures in the context of four short telephone conversations
 • to give Ss practice in identifying the main idea of the telephone conversations

LANGUAGE PLUS

- In British English, the word *telly* is the informal equivalent for television.

- Ask Ss to look at the pictures and tell you what they can see.
- Elicit answers.
- Play the CD and have Ss read and listen to the first telephone conversation.
- Alternatively, you can have Ss listen to the first dialogue with their books closed.

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

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

KEY

- Ask Ss some comprehension questions:

1st telephone conversation

What are Ed and Paul watching? They're watching telly/TV.

*Are they watching the same channel? No, they aren't.
 Which channel is Ed telling Paul to switch over to?
 SportPlus Channel.*

What is Ed's brother doing? He's playing football.

2nd telephone conversation

*Does Bob like Race Craze? No, he doesn't.
 Is Race Craze old or new? It's old.*

3rd telephone conversation

*What is Neal doing? He's sending a few e-mails.
 Are Jack and Neal going to meet later? No, they aren't.
 Why? Because Neal has other plans.*

4th telephone conversation

*When does Sam usually finish late from work?
 On Tuesdays.
 Is he working this week? No, he isn't.
 Are Sam and Ken going out later? Yes, they are.
 Where are they going? They are going for coffee.*

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

- Draw Ss' attention to the first question and explain to them that the personal pronoun 'you' is used in an impersonal way, to refer to people in general.
- Have Ss do the activity and check answers.

1. A football match.

2. Race Rage.

3. It's old.

4. Because they talk on the phone all the time.

5. He's calling from the train / from his mobile while on the train.

6. Because they are going into a tunnel and mobiles don't work in tunnels.

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

KEY

2. VOCABULARY

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

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

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

KEY

3. GRAMMAR

PRESENT SIMPLE vs PRESENT PROGRESSIVE

Aim: to have Ss differentiate between the Present Simple and the Present Progressive

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

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

KEY

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

STATIVE VERBS

Aim: to present some stative verbs

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

4. PRACTICE

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

- Have Ss do the activity and check answers.

KEY

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

5. SPEAKING

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

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

Functions

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

Structures

Past Simple
Used to

Vocabulary**Words/Phrases related to communication**

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

Other words and phrases

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

WARM-UP

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

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

1. READING ➤ 3**A. (PRE-READING)**

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

- Ask Ss the questions and initiate a short discussion.

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

BACKGROUND NOTE

- The *inbox* is where e-mail messages which are sent to you are kept.

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

- Ask Ss some questions:

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

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

- Have Ss do the activity and check answers.

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

KEY

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

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

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

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

KEY

E. (POST-READING)

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

- Ask Ss the question and initiate a short discussion.

2. VOCABULARY

Aim: to present vocabulary related to communication

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

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

KEY

OPTIONAL ACTIVITY

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

3. GRAMMAR

PAST SIMPLE

A. Aim: to present the uses of the Past Simple

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

1. b 2. a

KEY

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

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

called, wrote, had, were

KEY

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

USED TO

Aim: to present *used to*

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

The correct answer is b.

KEY

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

4. PRACTICE

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

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

1. Did ... call

2. talked

3. were

4. told

5. couldn't

6. was

7. didn't say

KEY

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

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

1. used to play

2. Did ... use to send

3. didn't use to drink

4. used to sleep

5. used to be

6. used to call

KEY

5. SPEAKING

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

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

Functions

Expressing like and dislike
Talking about routines and free-time activities
Presenting oneself

Structures

Prepositions of time

Vocabulary

Phrases describing *like* and *dislike*

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

Other words

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

WARM-UP

Aim: to introduce the topic of the lesson

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

1. VOCABULARY

Aim: to introduce phrases describing *like* and *dislike*

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

OPTIONAL ACTIVITY

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

2. GRAMMAR

Aim: to present prepositions of time

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

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

- Draw Ss' attention to the table presenting *Other prepositions of time*.

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

3. PRACTICE

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

- Have Ss do the activity and check answers.

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

KEY

4. INTONATION ► 4, 5

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

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

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

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

5. SPEAKING

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

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

6. LISTENING ►16, 7**A. (PRE-LISTENING)**

Aim: to present the topic of the listening text

- Ask Ss the questions and generate discussion.

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

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

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

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

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

KEY

LISTENING TRANSCRIPT

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

- Ask Ss:

What other questions could the presenter ask?

7. WRITING ►18**A. Aim:** to identify purpose, audience and stylistic features of a yearbook entry presenting oneself**BACKGROUND NOTE**

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

LANGUAGE PLUS

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

- Draw Ss' attention to the text.
- Ask Ss to tell you what kind of text it is (*an entry in a yearbook*).
- Ask Ss to read through the text and answer questions 1-3.
- Check the answers with the class.

1. Matt Rogers, a student at the University of Bristol.
2. The students at the University of Bristol.
3. Linking words (and, because, also, so, but, or).

- Ask Ss some comprehension questions:

How old is Matt? He's 18 years old.

Why does he want to have a flatmate? Because he hates living alone and he wants someone to share the expenses with.

What will he study? Art.

What else does he do? He plays football.

How many times a week do Matt and his friends practise? Three times a week.

What does he like doing in his free time? He enjoys reading and taking photographs.

When does he usually study for his classes? In the afternoon or late at night.

- Explain any unknown words.

B. Aim: to help Ss organise their ideas

- Have Ss do the activity and check answers.

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

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

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

Functions

Talking about quantities
Talking about famous people

Structures

Quantifiers

Vocabulary

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

Phrases

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

WARM-UP

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

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

1. READING ►►19**A. (PRE-READING)**

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

- Ask Ss the questions and generate discussion.
- Ask Ss some further questions:

Do you have a role model?

Why is he/she a role model for you?

B. Aims: • to present vocabulary, functions and structures in the context of two texts about two famous people
• to give Ss practice in identifying the main ideas in a text

- Draw Ss' attention to the two pictures and the names accompanying the texts.
- Ask Ss to tell who these men are (*Lewis Hamilton, Ed Stafford*).
- Ask Ss to tell you what they know about them and why they can be good role models.
- Elicit answers but do not correct Ss at this stage.
- Have Ss read the two texts and check their predictions.

- KEY**
- Lewis Hamilton is a good role model because he's a successful, hard working, young athlete.
 - Ed Stafford is a good role model because he has a lot of determination and uses his experience to educate people.

BACKGROUND NOTE

Formula 1 or F1 is a very popular motor race, in which drivers can reach extremely high speeds, up to 360km/h. The Amazon River in Brazil is the world's largest river.

- Ask Ss some comprehension questions:

*Where was Lewis born? He was born in Britain.
Is Formula 1 popular with young people in the UK? Yes, it is.
Does Lewis have a lot of free time? No, he doesn't.
Where does he spend many hours every day? At the gym.
Do F1 drivers need to be fit? Yes, they do.
What do F1 drivers need to have? They need to have strong, muscular bodies and very little body fat.
Is Ed Stafford American? No, he is English.
When did he walk along the Amazon River? In August, 2010.
When did Ed come across many difficulties? During his time in the wild.
How does Ed use his experience? He uses his experience to educate people.
What is Ed's blog about? It's about the Prince's Rainforests Project.*

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

- Have Ss do the activity and check answers.

1. Lewis 2. Ed 3. Ed 4. Lewis
5. Lewis 6. Ed

KEY

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

- Have Ss do the activity and check answers.

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

KEY

E. (POST-READING)

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

- Ask Ss the questions and generate a short discussion.

2. VOCABULARY

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

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

clear: obvious (*One thing was clear.*)

clean: not dirty

popular: liked or admired by many people (... *the sport has become more popular, especially with young people in the UK.*)

well-known: famous (... *is a well-known English explorer...*)

understand the meaning of sth

realise the importance, seriousness, etc. of sth (*He realised that he was in a position to...*)

- Have Ss do the activity and check answers.

1. win 5. popular
2. beat 6. well-known
3. clear 7. understand
4. clean 8. realise

KEY

OPTIONAL ACTIVITY

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

3. GRAMMAR

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

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

Use *some* in affirmative sentences, offers and requests.

Use *any* in questions and negative sentences.

Use *no* in affirmative sentences to give a negative meaning.

KEY

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

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

KEY

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

Use *much* and *(a) little* before uncountable nouns.

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

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

A little means *enough*.
Little means *not enough*.

KEY

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

4. PRACTICE

Aim: to give Ss practice in using quantifiers in context

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

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

KEY

WORKBOOK LISTENING ► 10

- For the listening transcript go to page 144.

Functions

Talking about friends and friendship
Describing people (personality)

Vocabulary**Adjectives describing personality**

active bossy confident helpful honest kind
lazy outgoing quick-tempered rude shy

Phrases

What does he look like?
What is he like?

Other words and phrases

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

WARM-UP**Aim:** to introduce the topic of the lesson

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

1. VOCABULARY**Aim:** to introduce vocabulary related to adjectives describing personality

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

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

KEY

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

2. LISTENING ►11, 12**A. Aim:** to give Ss practice in listening for gist

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

1. c 2. b 3. a

KEY

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

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

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

KEY

LISTENING TRANSCRIPT

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

3. SPEAKING**Aim:** to give Ss practice in talking about friendship and their friends

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

4. WRITING ►►13

A. Aim: to prepare Ss for the writing task by asking them to make predictions based on visual prompts

- Draw Ss' attention to the picture of the boy.
- Ask Ss the questions about the boy.
- Draw Ss' attention to the difference between *What does he look like?* (*we ask about his appearance*) and *What is he like?* (*we ask about his character/personality*).
- Elicit answers but do not correct Ss at this stage.

B. Aims: • to check Ss' predictions

- to familiarise Ss with the structure of a description of a person

- Ask Ss to read through the description of the boy and check their predictions.
- Have Ss do the exercise.
- Check the answers with the class.

KEY

In which paragraph does the writer:

- describe the person's personality? 3
- introduce the person? 1
- describe how he feels about this person? 4
- describe the person's appearance? 2

- Ask Ss some comprehension questions:

Where did the writer meet Andy? At college.

When did Andy start college? A few weeks ago.

Does he have many friends? Yes, he does.

What does Andy look like? He's tall and slim with short dark brown hair and brown eyes.

What kind of clothes does he usually wear? He usually wears really trendy clothes.

Does he always look good? Yes, he does.

What is Andy like? He's clever, confident, outgoing, with a good sense of humour, friendly but also quick-tempered.
Are the writer and Andy going to be best friends? No, they aren't.

Why? Because they don't always get along well.

When do the writer and Andy get good marks? Whenever they work together.

- Explain any unknown words.

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

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

KEY

1, 5, 6, 7

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

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

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

VOCABULARY

A.

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

KEY

GRAMMAR

B.

1.
is ... going, wants, doesn't open, doesn't know
2.
are painting, Do ... need, is coming, are ...
painting, want, doesn't like

KEY

C.

1.
was, broke, didn't want
2.
Did ... tell, called, told, couldn't,
were you, had, needed

KEY

D.

1. on
2. from, till, In
3. at
4. at
5. ago

KEY

E.

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

KEY

F.

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

KEY

1 Round-up

SPEAKING

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

COMMUNICATION

KEY

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

LISTENING ►14

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

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

KEY

LISTENING TRANSCRIPT

1.

- Steve Andy, where are you?
Andy Hey Steve. I'm on my way to Jack's house. Why?
Steve You can't be serious! I'm waiting for you outside the museum.
Andy The museum?
Steve Yeah. You sent me a message yesterday. You asked me to go to the museum with you.
Andy That's right. But you didn't reply so I thought you were busy.

2.

- Billy Hey Sam, let's turn on the telly and see what's on.
Sam Aggh! Not football. I can't stand it!
Billy Yeah, I am not a big fan either. Let's see what else is on.
Sam Oh, leave that.
Billy I'm not really fond of Formula 1, Sam.
Sam Really? I am. I want to be a race car driver one day.

3.

- Kathy So, how's it going with your new friend?
Ann Alright, I guess.
Kathy You don't sound very excited.
Ann It's just that she's always telling me what to do.
Kathy I see.
Ann I mean, she helps me with my homework and everything. She is not a bad person. She helps a lot. It's just that she thinks she knows everything.
Kathy That could be a problem.

4.

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

SELF-ASSESSMENT

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

• to encourage learner autonomy

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

►15

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

WARM-UP

A.

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

What happened in 1967? KAU started operating.

Who was the head of the committee which established KAU? King Faisal.

How many staff members are there at the moment? More than 2000.

How many campuses are there? Two.

What do the campuses have? They have all the cultural, recreational and athletic facilities students need.

What is the aim of the institution? To offer higher education to all students in the western area of Saudi Arabia.

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

B.

- Have Ss do the activity and check answers.

KEY

1. It's in Jeddah, Saudi Arabia.
2. In 1971.
3. About 80,000.
4. Because there are both male and female students at KAU.
5. Yes, they can.
6. Through its external programme and also the Deanship of Distant Teaching.

- Explain any unknown words.

2 What an experience!

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

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

How do you think the man feels?

*Have you ever experienced something similar?
If yes, how did you feel? If not, would you like to?*

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

- a text about a personal experience in an Asian country: p. 22
► an e-mail from a university student: p. 29
► friends showing their holiday photos: p. 20
► a website with helpful tips on surviving in the desert: p. 26
► a man being chased by a swarm of bees: p. 24

KEY

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

Functions

Narrating past experiences
Describing one's feelings

Structures

Past Progressive

Vocabulary**Adjectives: -ed/-ing**

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

Activities

cycling hiking scuba-diving sightseeing

Other words and phrases

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

WARM-UP

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

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

1. LISTENING & READING ►►16**A. (PRE-READING)**

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

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

Which of the activities mentioned do you like doing? would you like to try/have you tried, etc.?

Are there any other activities that you enjoy doing in your free time/you have tried?

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

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

What can you see in the pictures?

What are the people in the pictures doing?

Where do you think the people are?

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

Suggested answer

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

- Ask Ss some comprehension questions:

*Where did they go cycling? In the South of France.
What does Frank think of their cycling trip? That it was nice but a bit tiring.*

Where did they decide to go during their ride on the second day? They decided to go to a gorge.

What was Frank doing most of the way up the hills? He was pushing his bike most of the way up.

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

Was Martin afraid of the rain? No, he wasn't.

How did they feel when they managed to reach the top? They were amazed.

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

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

- Have Ss do the activity and check answers.

KEY

1. Martin.
2. They went on a long ride. / They went to a gorge.
3. Because the hills were really steep.
4. Because he was taking pictures of Frank all the time.
5. Because with all that rain, the camera got wet and stopped working.

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

POST-READING

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

- Ask Ss some questions:

What type of holidays do you prefer?

Have you ever been on a similar trip?

Do you usually take pictures during your holidays? Why/Why not?

2a

2. VOCABULARY

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

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

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

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

- | | |
|---------------|----------------|
| 1. boring | 4. excited |
| 2. surprised | 5. amazing |
| 3. frightened | 6. interesting |

KEY

3. GRAMMAR

A. Aim: to present when the Past Progressive is used and help Ss differentiate between the Past Simple and the Past Progressive

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

- a. 2 b. 1

KEY

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

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

Past Progressive
was or were + verb + -ing

KEY

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

4. PRACTICE

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

- Have Ss do the activity and check answers.

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

KEY

5. SPEAKING

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

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

KEY

Functions

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

Structures

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

Vocabulary**Adjectives describing food**

bitter creamy fresh healthy salty sour
 spicy sweet tasty thick

Other words and phrases

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

WARM-UP

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

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

1. READING ➤17**A. (PRE-READING)**

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

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

B. Aims:

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

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

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

- Ask Ss some comprehension questions:

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

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

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

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

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

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

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

- Have Ss do the activity and check answers.

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

KEY

2b

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

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

KEY

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

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

E. (POST-READING)

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

- Ask Ss the questions and initiate a short discussion.

2. VOCABULARY

Aim: to present and give Ss practice in using adjectives which describe food

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

cake: sweet, fresh
pizza: salty, spicy

KEY

OPTIONAL ACTIVITY

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

3. GRAMMAR

Aim: to present the difference between the Past Simple and the Past Progressive and introduce time clauses

- Ask Ss to read through the sentences 1-3.
- Draw Ss' attention to the verbs in bold.
- Allow Ss some time to match the sentences 1-3 with the meanings a-c.
- Check the answers with the class.

a. 2 b. 3 c. 1

KEY

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

• For further practice, refer Ss to the text and ask them to underline any examples of the Past Progressive and Past Simple which correspond to the meanings a-c.

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

4. PRACTICE

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

- Have Ss do the activity and check answers.

KEY

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

5. SPEAKING

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

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

WORKBOOK LISTENING ► 18

- For the listening transcript go to page 144.

Functions

Narrating a story and experiences

Vocabulary**Adverbs and adverbial phrases**

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

Other words and phrases

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

WARM-UP

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

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

1. VOCABULARY

Aim: to introduce adverbs and adverbial phrases

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

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

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

- Ask Ss to read through the sentences 1–5.
- Have Ss do the activity and check answers.

1. suddenly / all of a sudden
2. fortunately / luckily / amazingly / to my surprise
3. finally
4. unfortunately / unluckily
5. then / after that / finally

2. LISTENING ►19**A. (PRE-LISTENING)**

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

- Ask Ss the questions and initiate a short discussion.

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

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

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

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

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

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

KEY

LISTENING TRANSCRIPT

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

Sam No.

Joe It was really frightening. I was eating yoghurt with honey and reading a book. Suddenly, a bee started buzzing around me so I killed it.

Sam Why did you do that? Bees are our friends.

Joe Oh, I won't do it again, that's for sure. As I was walking back to work, suddenly there was another bee buzzing around my head, then another and another. Soon, there was a whole swarm of them.

Sam Did they sting you?

Joe A few times, yes. On my neck and arms. So, I started running, but I couldn't make them go away.

Sam What did you do?

Joe Well, I was near the river, so I jumped in there and hid under the water.

Sam Did it work?

Joe No, they were just waiting till I got out. So, I got my breath back and ran for it. I tried to find a place to go inside but all I could see was a bus waiting at the bus stop. So, I got on. The people thought I was crazy! The bees just followed me on the bus, so all the passengers got off the bus.

Sam That's unbelievable!

Joe I know. I got off the bus with the others and just ran all the way home. I didn't go back to work that day. But listen to this. I woke up the next morning and all the flowers in my back garden were full of bees, millions of them. Like they were waiting for me...

Sam Oh, come on Joe! I don't believe that!

Joe It's true! I went out through the back door and went to my brother's house. I'm staying there at the moment.

Sam Yes, and there are millions of bees in the neighbourhood waiting for you...

Joe But, Sam, listen...

Sam I've had enough of your jokes, Joe. Goodbye!

D. (POST-LISTENING)

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

- Ask Ss the questions and initiate a short discussion.

3. SPEAKING

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

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

Suggested endings

Story A: A big bird was chasing Brad around the kitchen. Jim decided to help his brother so he opened the kitchen door. As the bird was leaving, Brad thanked his brother.

Story B: A man was lying there. Ted thought he needed a doctor. As he was using the man's mobile phone to call the police, the man started moving. He opened his eyes, stood up, took his mobile phone from Ted's hands and looked at him angrily. The man was just relaxing behind the bushes as Ted was doing in his garden!

KEY

4. WRITING ►►20

A. Aim: to prepare Ss for the writing task through discussion related to their personal experiences

- Ask Ss the questions and initiate a short discussion.

B. Aim: to familiarise Ss with the stylistic features of a story

- Ask Ss to read through the story and answer the two questions.
- Check the answers with the class.

1. The introductory paragraph sets the scene / describes the background of the story and introduces the main characters.

The **main paragraph** describes how the story started and developed.

The **final/concluding paragraph** ends the story and makes a short comment about it.

2. The writer uses the Past Simple and the Past Progressive.

- Ask Ss some comprehension questions about the story:

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

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

What were they doing? They were carrying his neighbour's furniture into a van.

Why did Tom offer to help them? Because he knew that Tom was moving out in a few days.

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

Who was at the door? It was Tom.

How did he look? He looked very upset.

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

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

Did Paul help the police catch the burglars? Yes, he did.

How did Paul help the police? He gave a clear description of the men.

When did the police catch the burglars? After only an hour.

How did Paul help his neighbour? He helped him move everything back into the empty house.

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

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

- Ask Ss to read through the questions.
- Refer Ss to the story.
- Have Ss do the activity and check answers.

- Who is/are the main character(s) and what was/were the main character(s) doing? 1
- What happened in the end? 3
- What did the main character(s) do and what happened? 2
- Where did the story take place? 1
- When did the story take place? 1
- How does/do the main character(s) feel now? 3
- How did the main character(s) feel? 2

KEY

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

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

Functions

Linking past and present time
Talking about travel adventures

Structures

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

Vocabulary**Words/Phrases related to weather conditions**

below zero degrees (°) drop heat
high (temperature) ice lightning
low (temperature) snow storm thunder

Words related to nature

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

Other words and phrases

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

WARM-UP

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

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

What is adventure for you?

What is the most adventurous thing you have ever done?

1. READING ►21**A. (PRE-READING)**

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

- Ask Ss the first question and elicit answers.
- Ask Ss to tell you of any deserts they know of and where they are located (e.g. the Rub' al Khali Desert - Saudi Arabia, the Sahara Desert - Africa, the Kalahari Desert - Africa).
- Ask Ss the second question and draw their attention to the words given.
- Make sure that Ss don't have any unknown words and can relate the words to the symbols.
- Elicit answers.

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

BACKGROUND NOTE

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

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

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

KEY

- Ask Ss some comprehension questions:

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

A third.

What makes deserts a mysterious and unfriendly place?

The extreme conditions.

Can you find lots of water and many plants in a desert?

No, you can't.

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

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

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

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

Does it often rain in the desert? No, it doesn't.

How long can camels survive without drinking water? Seven days.

Is the desert a dangerous place? Yes, it is.

What are the possible dangers in the desert? Heat stroke, severe sunburn and insect bites.

What kind of clothes should you wear in the desert? Long, light and loose clothes.

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

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

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

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

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

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

KEY

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

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

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

PRESENT PERFECT SIMPLE

Aim: to present the Present Perfect Simple

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

PRESENT PERFECT SIMPLE vs PAST SIMPLE

Aim: to have Ss differentiate between the Present Perfect Simple and the Past Simple

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

3. PRACTICE

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

- Have Ss do the activity and check answers.

KEY

- | | |
|-----------------------|----------------------------|
| 1. Have ... visited | 5. Did ... like |
| 2. have never left | 6. Have ... ever travelled |
| 3. have always wanted | 7. flew |
| 4. visited | 8. was |

4. INTONATION ► 22, 23

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

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

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

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

5. SPEAKING

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

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

Functions

Talking about the duration of an action
Giving news

Structures

Present Perfect Simple with *for, since, yet, already*

Vocabulary

Set phrases for letters/e-mails

How are things? I must go now

I'm looking forward to...

Sorry I haven't written for so long

Take care What have you been up to?

Other words and phrases

abroad accept accommodation arrange
exactly foreign make plans organise stressed
take a course

WARM-UP

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

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

Do you think that travelling can broaden your mind?

How?

What other things can broaden your mind? How?

1. GRAMMAR

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

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

Fred moved to the city two years ago.

KEY

- Make sure that Ss can make the connection between *I've had this house for two years and I moved to this city two years ago*.

- Draw Ss' attention to the table.
- Point out to Ss that *for* refers to the duration of an action whereas *since* refers to the time when the action started.
- Draw Ss' attention to the words that go with *for* and *since*.

B. Aims: • to present the Present Perfect Simple with *already* and *yet*
• to present *have been* and *have gone*

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

already, yet, gone, been

KEY

- Refer Ss to the Grammar Reference (p. 128).

2. PRACTICE

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

- Have Ss do the activity and check answers.

1. hasn't returned yet, has gone, have told, have already called

2. haven't seen... since, haven't checked... for, Have ... been

KEY

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

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

- Ask Ss the questions and initiate a short discussion.

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

- Ask Ss to read through the statements a-d.
- Play the CD twice and have Ss do the matching.

Ryan d. Jake a. Phil c.

KEY

LISTENING TRANSCRIPT

Ryan

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

Jake

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

Phil

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

4. SPEAKING

A. Aim: to prepare Ss for the speaking activity

- Ask Ss the questions and generate discussion.

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

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

5. WRITING ►125

A. Aim: to prepare Ss for the writing task

- Ask Ss the questions and generate discussion.

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

BACKGROUND NOTE

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

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

Fred is writing to Gary to tell him his news.
(He's going to Edinburgh for his Master's.)

KEY

- Ask Ss some comprehension questions:

*Why hasn't Fred written to Gary for so long? Because he has been very busy with university.
Where does Gary live? In Edinburgh.
Why is Fred going to Edinburgh? For his Master's.
Why is Fred a bit stressed? Because he hasn't organised things yet.
Does Fred have to look for a flat? No, he doesn't.
Why? Because the university is arranging his accommodation.
What is Fred going to need? A part-time job.
Does Fred know exactly when he is going to Edinburgh?
No, he doesn't.
Have Fred and Gary seen each other recently? No, they haven't.*

- Explain any unknown words.

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

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

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

KEY

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

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

Greetings

Hello Gary, Dear Jamie,

Set phrases for opening paragraph

How are things?

Sorry I haven't written for so long, but...

Thanks for your e-mail.

I'm writing to tell you about...

Hi! How have you been?

Set phrases for closing paragraph

Well, that's all for now.

Write back soon.

I'm looking forward to hearing from you.

I must go now.

Say hi to everyone.

Signature endings

Yours, Take care, Bye for now,

KEY

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

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

2 Round-up

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

VOCABULARY

A.

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

KEY

GRAMMAR

B.

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

KEY

C.

1. Have ... visited
2. went
3. Have ... eaten
4. have already tried
5. had
6. have been
7. Have ... tried
8. went
9. was
10. didn't try

KEY

D.

1. just
2. already
3. never, before
4. yet
5. for
6. ever

KEY

2 Round-up

COMMUNICATION

E.

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

KEY

LISTENING ► 26

- Ask Ss to read through the questions 1-4 and the options given.
- Play the CD twice.
- Check the answers with the class.

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

KEY

LISTENING TRANSCRIPT

1.

- Sean What did you do this weekend, Lenny?
Lenny I went hiking with some friends from work.
Sean Oh yeah, I forgot. Where did you go?
Lenny Dead Man's Gorge.
Sean That's an exciting name.
Lenny Yeah, we liked the name, too. That's why we chose it.
Sean Was it dangerous?
Lenny Not really. It was a very small gorge and it took us hours to get there. It was a bit of a waste of time really.
Sean So, you're not going again.
Lenny No way.

2.

- Bob What are you reading?
Dennis It's an article about French cuisine.
Bob Let me see... hmm... Those snails look nice.
Dennis Have you ever had snails?
Bob No, but I lived in France for a year and I tried other things.
Dennis What, like frogs' legs?
Bob That's a bit too much for me. But I once had a cactus salad.
Dennis Was it good?
Bob Very tasty.

3.

- Marcus I was cycling in the heat, trying to get home and out of the sun when my mobile rang. So, I stopped at the side of the road and started looking for it in my bag. I found it and answered it and then this bee came and stung me. Can you believe it? It probably smelt the sandwich I had in my bag.

4.

- Ali Are those photos from your trip to Egypt, grandpa?
Mohammad Yes, this is me on a camel.
Ali Ha, ha. Did you enjoy the desert?
Mohammad Yes, it was beautiful.
Ali It can get cold there at night, though.
Mohammad Yes, it can. But how do you know?
Ali Well, I read about it in a book.

SPEAKING

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

SELF-ASSESSMENT

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

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

Cross-curricular page

► 27

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

- A.
- Ask Ss the questions and generate discussion.

B.

- Draw Ss' attention to the pictures accompanying the text and ask what they show (*a ship, a statue*).
- Ask Ss to tell you if they can recognise whose statue this is.
- 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, you can play the CD and have Ss read and listen at the same time.

The Native Americans,
Christopher Columbus, Amerigo
Vespucci and Leif Ericson.

KEY

- Ask Ss some comprehension questions:

Which continents are called the Americas? North America and South America.

Who was the first European to discover the Americas? Christopher Columbus.

When did Columbus reach one of the islands we know as the Bahamas? In 1492.

What did he call the island? San Salvador.

Who did he find there? Natives.

What did he call the natives? Indians.

Was he right? No, he wasn't.

What did Amerigo Vespucci explore? He explored the northern coast of South America right up to the Amazon.

When did Leif Ericson make an interesting discovery? In about 1000 AD.

What was Ericson doing when he decided to sail further west? He was exploring the coast of Greenland.

C.

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

- KEY
- The native Americans discovered America when they travelled across from Asia.
 - Two months long.
 - Off the coast of India.
 - Seven years after Columbus.
 - That South America wasn't an extension of Asia, but a whole new continent.
 - A Viking explorer.
 - In Newfoundland in Canada.

3 Going places

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

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

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

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

- a brochure about a region in China: p. 40
► an unhappy passenger: p. 34
► an interview with a caving expert: p. 36
► different places to stay when travelling: p. 38
► a city in Brazil: p. 43

KEY

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

Functions

Expressing ability

Making requests

Asking for permission

Structures

can, could, may, be able to

Vocabulary

Words/Phrases related to travelling by plane

aisle seat arrival baggage board (v)
 boarding card business trip check in conveyor belt
 delay (n) departure destination flight attendant
 gate land (v) (hand) luggage passenger passport
 suitcase take off

Other words and phrases

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

WARM-UP

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

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

1. LISTENING & READING ►29

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

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

What kind of preparations do you make before travelling?

How do you prefer travelling?

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

BACKGROUND NOTE

- Madrid is the capital and largest city of Spain.
- London Heathrow Airport or Heathrow, located in London, is the largest and busiest airport in the United Kingdom.
- Papua New Guinea, is a country in Oceania, occupying the eastern half of the island of New Guinea and numerous offshore islands. It is located in the southwestern Pacific Ocean.
- Lehu is an airport in Papua New Guinea.

- Draw Ss' attention to the man in the picture and ask them to tell you where he is (*at an airport*).
- Ask Ss the questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to listen to the dialogues carefully and check their predictions.

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

KEY

- Ask Ss some comprehension questions:

Where does the first dialogue take place? (At a check-in desk) in Madrid.

Where is the man flying to? He's flying to London Heathrow.

What does the man want to take on the plane with him? A bag.

Does the check-in clerk let him take the bag on the plane? No, he doesn't.

Why? Because it is too heavy for hand luggage.

Why does the man want to take it on the plane with him? Because he has important stuff in it.

Where does the second dialogue take place? (At lost luggage) in London Heathrow.

What kind of mistake did the baggage handler make? He mixed up the airport codes.

What is LHP? The airport code for Lehu.

What is the good news? That they found the man's bag. Do they have the bag? No, they don't.

What have they arranged? To fly his bag directly to London Heathrow as soon as possible.

Why can't the man give the attendant his address in London? Because he has written it in his notebook, which is in his lost bag / in Papua New Guinea.

KEY

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

- Have Ss do the activity and check answers.

1. He would like to have an aisle seat.
2. Two.
3. The airport code for London Heathrow.
4. That there has been a bit of a mix-up and now the man's bag is in Lehu.
5. It's in Papua New Guinea.
6. A courier.
7. His notebook with his address in London.

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

3a

2. VOCABULARY

Aim: to present vocabulary related to travelling by plane

- Ask Ss some questions:

Have you ever been to an airport?

Can you name any of the areas that can be found at an airport?

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

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

arrivals = the place at an airport where passengers go to once they have got off the plane

KEY

land (v) = to come down through the air onto the ground

departures = the place at an airport where passengers go to in order to make all the necessary arrangements before they get on their plane

delay (n) = a period of time when passengers have to wait before they get on their plane because of a problem that makes their flight late

take off = to leave the ground and begin to fly

gate = the place at an airport where passengers are allowed to get on or off a plane

board (v) = to get on a plane

boarding card = a card that a passenger receives after they have checked in and they must have it to be allowed to get on a plane

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

3. GRAMMAR

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

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

May I ...? → a request

Can I ...? → permission

can → ability (in the present)

were able to → ability (in the past)

Could you ...? → request

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

OPTIONAL ACTIVITY

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

4. PRACTICE

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

- Have Ss do the activity and check answers.

1. Can I borrow your mobile phone?

2. I'm sorry but I wasn't able to meet you at the airport yesterday.

3. Could I have some water, please?

4. I can't find my boarding card.

5. May I use my laptop on the plane?

KEY

5. SPEAKING

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

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

Suggested questions

Student A

Where are you flying to?

May I see your passport and ticket, please?

How many bags are you checking in?

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

Student B

Could I have an aisle/a window seat, please?

Could I check in this bag, too?

Could I take my laptop on the plane, please?

KEY

WORKBOOK LISTENING ► 30

- For the listening transcript go to page 144.

Functions

Expressing obligation and lack of obligation
Expressing prohibition

Structures

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

Vocabulary

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

WARM-UP

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

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

1. READING ►31**A. (PRE-READING)**

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

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

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

- B. Aims:**
- to prepare Ss for the reading text by drawing their attention to visual information
 - to present vocabulary, functions and structures in the context of an interview
 - to give Ss practice in reading for gist

- Draw Ss' attention to the picture in the top right-hand corner of the page.
- Ask Ss:

*What does the picture show? The cover of a magazine.
What is the magazine called? ESM.*

What do the initials ESM stand for? Extreme Sports Magazine.

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

What is caving? The exploration of caves.

Who is the man on the cover? He's Clive Stewart.

Why do you think they did an interview with Clive Stewart? Because he has a lot of interesting things to say about caving.

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

- Have Ss do the activity and check answers.

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

KEY

- Ask Ss some comprehension questions:

How deep were the caves that Martel went down in 1889? They were over 100m deep.

What did he use to go down these caves? He used ropes and ladders.

What are these caves called today? They are called 'potholes'.

Do cavers like exploring them? Yes, they do.

What do cavers like about caving? The thrill of the unknown and discovering new places.

When may cavers think, 'What am I doing'? When they have to walk through waist-high water or climb a slippery rock face.

When does it all seem worth it? When a caver discovers a huge underground cave with beautiful rock formations.

What do most caving clubs have? Special programmes for beginners.

How should you always explore caves? In groups.

What is it considered to be a good idea to do before you go on your trip? To leave a note of your trip and the time you expect to return with someone.

What is very difficult in caving? Rescuing people.

What happens if you don't have light with you? You can get lost.

What is it necessary to have with you? A headlamp and at least one extra, batteries, strong ropes and a first-aid kit.

What kind of clothes should you wear? Warm and waterproof.

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

- Have Ss do the activity and check answers.

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

KEY

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

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

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

KEY

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

E. (POST-READING)

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

- Ask Ss the questions and initiate a short discussion.

2. VOCABULARY

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

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

KEY

2. excite → excitement
3. appear → appearance
4. explore → exploration
5. perform → performance
6. prepare → preparation
7. survive → survival
8. improve → improvement
9. discuss → discussion
10. communicate → communication
11. arrive → arrival
12. organise → organisation

3. GRAMMAR

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

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

KEY

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

OPTIONAL ACTIVITY

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

4. PRACTICE

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

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

KEY

- You have to/need to/must wear a helmet at all times.
 You need to/have to/must buy a ticket for the gallery.
 You don't need to/don't have to/needn't pay to enter the funpark on Tuesday.
 You mustn't take your bike in the park.
 You mustn't take photographs using a flash.

5. SPEAKING

Aim: to give Ss practice in using the structures and functions presented in this lesson through a guessing game

- Ask Ss to look at the places.
- Ask Ss to read through the ideas in the box and the speech bubble.
- In groups of four, Ss play the guessing game.
- Go round the class helping Ss when necessary.
- Choose some groups to act out the guessing game.