



KSA - Edition

Traveller 3

English Language

Secondary Stage

Credits System

Compulsory Program

Level Three

نظام المقررات

البرنامج المشترك

المستوى الثالث

Semester System

Specialized Pathways

English Language 3

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٢

كتاب المعلم Teacher's Manual



المملكة العربية السعودية - ٢٠١٦/١٤٣٧ - مشروع الملك عبد الله بن عبد العزيز للتطوير في التعليم العام

طبعة ١٤٣٧/٢٠١٦

Edition 2016/2017



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H. Q. Mitchell - Marileni Malkogianni

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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 up the learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

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

- **Communicative** - to help students establish relations, exchange information, express ideas, attitudes and feelings.
- **Socio-cultural** - to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help students plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** - to help students acquire an understanding of the language and culture.
- **Effective preparation for all exams** (Cambridge FCE, etc.).
- **Intercultural awareness**
- **Learner autonomy** - to help students assess themselves through self-evaluation sections and set objectives.

Syllabus

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

Organisation and length of the course

Traveller 3 is designed for Intermediate level students (CEF B1.1). It is the ideal stepping stone

between A2 (Pre-Intermediate) level and B2 level as it gradually introduces students to the Cambridge FCE and other examinations. However, the primary and most significant focus of the *Traveller* series is for learners to acquire the English language and use it in real-life situations.

The book is organised in seven modules, each of which is based on a general topic. The modules are well-organised within a steady framework. Throughout the module, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have systematically covered the vocabulary and grammatical structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

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

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

The language used in *Traveller 3* is mainly British English. However, it has been taken into consideration that English is spoken as a first, second or foreign language throughout the world. Therefore, in certain sections, American English is used in spoken texts.

COURSE COMPONENTS

- Student's Book
- Workbook and Student's CD
- Workbook Teacher's edition
- Teacher's Manual
- Test Audio CD and CD-ROM
- Class CDs

Student's Book

The Student's Book contains:

- A **table of contents** presenting the topics, grammar, vocabulary, reading, listening, speaking and writing activities practised in each module.
- **Seven modules**, each 16 pages long, divided into two parts *a* and *b* and including a round-up section.
- Four **culture pages**.
- A **speaking section** including pair work activities.
- A **grammar reference** section with useful tables, examples and explanations of the structures dealt with in each module and a list of irregular verbs.
- An appendix containing information about the layout and set phrases students can use in the **writing tasks**.
- An appendix with **differences between British and American English**.
- A **word list** containing the active vocabulary of each lesson in alphabetical order.

Student's CD

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

Workbook

The Workbook is divided into modules corresponding to the Student's Book (10-12 pages per module). It provides further practice of all the linguistic items and skills dealt with in the Student's Book, and includes vocabulary, grammar, reading, listening and writing tasks. Students are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. There are also exam-oriented tasks to provide students with further practice and familiarise them with the examinations. The reading texts and tasks appearing at the end of each module are thematically linked to the topic of the module and offer further reading comprehension practice. The writing tasks focus on various aspects of writing such as style, register, content, organisation, etc.

and provide students with further practice. It is recommended that some of the exercises in the Workbook should be done in class, but most of them should be assigned for homework.

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. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, vocabulary boxes and the aims for every activity in the Student's Book are also included.
- **Ideas for optional activities** which help students get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- **Background notes** on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- **Language Plus boxes** which give further linguistic information about the new linguistic items presented in each lesson.
- All the **transcripts** for the listening tasks included in the Student's Book and the Workbook at the back of the book.
- The **tracks** (▶ 22 = Track 22) for all the recorded material included in the Class CDs.
- The tracks for the Student's Audio CD.
- Pacing Charts (Option 1: Modules 1-5, Option 2: 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. The tracks are clearly highlighted in the corresponding Teacher's Manual pages with the use of the symbol ( 22 = Track 22).

Test CD/CD-ROM

The Test CD-ROM contains:

- 7 tests corresponding to the modules of the book.
- Two final tests one covering modules 1-7 and the other covering modules 1-5.
- Keys and transcripts.

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

The CD-ROM also contains the keys to the tests, the recordings for the listening comprehension section of the tests and the transcripts.

THE STRUCTURE OF THE MODULES

Modules 1-7 (an overview)

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

The structure of each module is as follows:

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

Cover page

The cover page is the first page of the module. Students are introduced to the topic of the module through a discussion. They also learn about what topics they will deal with in the module. The purpose of doing so is to activate students' background knowledge, motivate them and create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students

read about what they will learn in the module, which motivates them and helps them become autonomous learners.

Dialogues

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

Reading

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

A. PRE-READING

Before students are asked to deal with the reading material, they are engaged in warm-up activities, which introduce the topic. These pre-reading questions are usually of a general nature, which students can relate to and express their opinion about or answer according to their personal experience.

B. READING FOR GIST

This task requires students to read the text quickly and understand the main idea(s), the topic(s) discussed, the writer's purpose, etc. It is advisable that students are given sufficient but not excessive time to carry out the task and that teachers point out to students that unknown words should not worry them at this stage.

C. READING FOR DETAIL

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

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

D. GUESSING THE MEANING OF UNKNOWN WORDS

This section requires students to guess the meaning of certain unknown words appearing in the text by looking for clues in the context. It is worth mentioning that some of the words appearing in this section may be beyond the level of B1 students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

E. POST-READING

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

Vocabulary and Grammar

There are three vocabulary and grammar sections in each module after the reading sections of the module.

The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in

situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language, which have the same function as single words. There are 1-3 subsections in each vocabulary section covering different lexical areas such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc. It is worth mentioning that the text in the reading section always serves as a springboard for the vocabulary section. Students are asked to observe the lexical items as used in the text, infer their meaning or use and come up with more examples of their use.

This section also deals with essential grammar and focuses on the main grammatical points and structures, examples of which appear in the preceding reading texts. Their use and usage is illustrated in context through example sentences, and students are actively involved in the understanding of grammar through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, students develop strategies which help them identify language patterns, develop a greater awareness of the language and become more independent learners. A more detailed presentation of the grammar focus in each unit is included in the Grammar Reference at the back of the book, which students may refer to whenever necessary.

The activities in the practice section offer further practice of grammar, often in real-life contexts which enable students to use the new material meaningfully and realistically. **Practice** is an important part of the grammar section and it consists of one or more activities which allow students to use the structure they have learnt in context, while teachers are able to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. Sometimes there is also a speaking activity which allows students to use the grammatical structures through a freer activity in the context of meaningful communication.

At the end of the third vocabulary and grammar section, there is a subsection entitled **English in Use**, which gives students further practice in structural accuracy through tasks that simulate examination-type tasks (open cloze, sentence transformation, multiple choice questions, etc.).

Listening & speaking

In each module there are two listening sections, the topic of which is always related to the general topic of the module. A variety of spoken text types and task formats have been employed, through which important listening micro-skills are developed. In most cases, there is a pre-listening activity which smoothly introduces the topic of the listening activity, activating students' background knowledge and preparing them for the task at hand. Quite often there is also a listening for gist activity requiring students to listen to the text once and check their predictions or understand the main idea(s), the topic(s) discussed, etc. The main listening task focuses on listening for gist and/or specific information. There are different task types all of which are to be found in Cambridge FCE and other exams (multiple choice questions, multiple matching and gap filling).

It is always a good idea to have students read through the questions/sentences or go through the pictures which they are required to use in order to complete the task first, and make predictions about what they will hear. It is always important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the activity, play the CD. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

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

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

of the speaking activity in order to help students carry out the task successfully.

To achieve optimum results, it is advisable to set a time limit for the activity and stick to it. During the activity, the teacher should go round the classroom, listen to the discussions taking place and make sure that students speak only in English. Whenever necessary, help and support should be provided. As the aim of the activity is to enhance students' fluency, it is recommended that teachers should not interrupt them in order to correct their errors. It is preferable for the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of exercises.

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

Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: purpose, audience, syntax, paragraphing, punctuation, spelling and handwriting. For this reason, the course has paid particular attention to this skill. Students build up their writing skills through the integration of skills as the writing activities are thematically linked to the module. By the time students reach the writing section, which is the final section of each part of the module, they will have dealt with the necessary grammatical structures and vocabulary they need in order to complete the writing task. Most importantly, before they are required to do the writing task, students are provided with a model essay/article/e-mail etc., so they are exposed to a sample of what they have to produce later. In addition, the course trains students to develop vital writing skills based on the analysis of texts and the systematic planning of their written work. There is a range of activities, focusing on planning layout, brainstorming, style, register and text organisation, linking words/phrases, and cohesion/coherence. Students are referred to Appendix I, which includes instructions concerning layout as well as set phrases and expressions that students can use depending on the writing task they are required to complete.

The writing tasks are particularly suitable for homework, as they give students the opportunity to revise the language introduced in the unit and expand on the topic. Instructions should be

explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to students in due course. Moreover, students should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW : wrong word	A : article
S : spelling	WO : word order
P: punctuation	^ : something missing
T: tense	Pr : preposition

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

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

Round-up

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

There is also a self-evaluation chart at the end of each round-up section, where students can check their progress. This chart gives students the opportunity to take responsibility for their learning and see what they can do with the language they have learnt and evaluate their own strengths and weaknesses. However, in order to evaluate students' performance, we must ask ourselves about the purpose of evaluation. What do we hope our students will learn? Since our purpose is to improve students' ability and not simply to judge it, we must try and provide them with feedback about their strengths and weaknesses. Here are some practical ideas on how we can go about doing this:

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

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

Culture pages

There are four culture pages related to topics in the book. These pages can be found in a section at the back of the book. The texts further introduce students to the various cultures of the English-speaking world as more multi-cultural information is included within the modules.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. When necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- In the listening tasks, make sure that students have no unknown words before they do the tasks.
- In speaking activities, it is important to remind students that there are no right or wrong answers; the aim is to get them talking about the topic and ideally use some new vocabulary.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms and/or translation.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.

Abbreviations used in Teacher's Manual

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

Contents

Module	Topics	Grammar	Vocabulary
1 page 5 Window on the world	<ul style="list-style-type: none"> Culture Language Customs Lifestyles 	<ul style="list-style-type: none"> Present Simple - Present Progressive Stative verbs Questions and Question words Indirect questions Past Simple used to - be/get used to 	<ul style="list-style-type: none"> Words easily confused British and American English Verbs + prepositions Negative prefixes and suffixes
2 page 21 Heroes	<ul style="list-style-type: none"> History Adventure Everyday heroes 	<ul style="list-style-type: none"> Past Progressive Past Simple vs Past Progressive Relative clauses Adjectives - Adverbs of manner Comparisons 	<ul style="list-style-type: none"> Phrasal verbs with <i>on</i> and <i>off</i> Collocations with <i>say</i> and <i>tell</i> Adjectives formed from nouns – Nouns formed from adjectives Similes Words related to natural disasters
3 page 37 Work & Leisure	<ul style="list-style-type: none"> Free-time activities, hobbies Leisure facilities Job applications and interviews Job qualifications Careers 	<ul style="list-style-type: none"> Present Perfect Simple – Present Perfect Progressive <i>must, have to, need, would rather, had better</i> <i>may, might, could</i> <i>must, can't</i> 	<ul style="list-style-type: none"> Lexical set (sports) Strong adjectives Expressions with <i>make</i> and <i>do</i> Words easily confused Nouns deriving from verbs
4 page 53 Planet Earth	<ul style="list-style-type: none"> Geography Environmental problems Conservation projects Eco-tourism Endangered species Sources of energy 	<ul style="list-style-type: none"> Future tenses Time clauses Conditional sentences (Types 1, 2) Articles - Nouns - Determiners 	<ul style="list-style-type: none"> Lexical set (geographical features) Words easily confused Lexical sets (animals, units of measurement)
5 page 69 That's incredible!	<ul style="list-style-type: none"> Unusual facts and stories Places, buildings, landmarks Crimes and criminals 	<ul style="list-style-type: none"> Past Perfect Simple - Past Perfect Progressive Reported Speech (statements) Reported Speech (questions, commands and requests) 	<ul style="list-style-type: none"> Reporting verbs Phrasal verbs with <i>up</i> Lexical set (words related to crime) Expressions with the word <i>time</i> <i>Be</i> + prepositions
6 Optional page 85 On the move	<ul style="list-style-type: none"> Travelling Means of transport Travel arrangements Space travel Holiday destinations 	<ul style="list-style-type: none"> Passive Voice I Clauses of reason, concession, purpose Passive Voice II 	<ul style="list-style-type: none"> Words easily confused Compound nouns Nouns describing occupations Prepositional phrases with <i>at</i> and <i>in</i> Adjective suffixes
7 Optional page 101 Up-to-date	<ul style="list-style-type: none"> Modern life Technology Education Devices 	<ul style="list-style-type: none"> Infinitives and -ing forms Causative form Modal verbs + have + past participle 	<ul style="list-style-type: none"> Adjectives and prepositions Lexical set (appearance and fashion) Expressions / Collocations with <i>keep</i> and <i>hold</i> Collocations with <i>lose</i> and <i>miss</i> Expressions with the word <i>way</i>

Pair work page 117
Culture pages page 119
Grammar Reference page 123
Irregular Verbs page 133

Appendix I page 134
Appendix II page 136
Word list page 137

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> A magazine article about the Window of the World theme park A magazine article about what colours mean 	<ul style="list-style-type: none"> Part of a radio programme about English used as an international language People talking in different situations 	<ul style="list-style-type: none"> Comparing photographs – Discussing language learning Discussing different lifestyles 	<ul style="list-style-type: none"> Developing a paragraph An e-mail based on prompts (informal)
<ul style="list-style-type: none"> An extract from a short story Three short texts about everyday heroes 	<ul style="list-style-type: none"> A radio show about three great men A conversation between two friends about an adventure holiday A radio interview 	<ul style="list-style-type: none"> Discussing different kinds of heroes and expressing opinion Speculating about the missing parts of a comic strip and narrating a story 	<ul style="list-style-type: none"> A description of a person An informal letter including a narrative
<ul style="list-style-type: none"> Four short texts about young people's free-time activities A magazine article giving advice about job interviews 	<ul style="list-style-type: none"> Six short conversations A job interview People talking in different situations 	<ul style="list-style-type: none"> Speculating and making a decision (Choosing activities and facilities to be offered by a youth centre) Speculating and making a decision (Choosing the most suitable applicant for a job) 	<ul style="list-style-type: none"> An informal letter giving news A letter of application
<ul style="list-style-type: none"> Four advertisements about volunteering for the environment A magazine article about endangered species 	<ul style="list-style-type: none"> People talking in different situations People talking about different aspects of life in the future A conversation between a student and his science teacher about global warming 	<ul style="list-style-type: none"> Speculating and making a decision (Choosing an eco-tourism holiday) Comparing photographs – Discussing environmental problems and sources of energy 	<ul style="list-style-type: none"> An e-mail based on prompts (informal) An article
<ul style="list-style-type: none"> A description of a mysterious island A newspaper article about an unusual burglar 	<ul style="list-style-type: none"> A tour guide giving information A radio programme A radio programme about the Bermuda Triangle 	<ul style="list-style-type: none"> Speculating and making a decision (Choosing which landmark to visit) Talking about a strange event by expanding on input given 	<ul style="list-style-type: none"> A description of a place A story
<ul style="list-style-type: none"> An advertisement for a guided bicycle tour A magazine article about 'beaming', the transport of the future 	<ul style="list-style-type: none"> People talking in different situations Six short conversations People talking in different situations 	<ul style="list-style-type: none"> Comparing means of transport and discussing advantages and disadvantages Comparing photographs – Discussing holiday destinations and types of holiday 	<ul style="list-style-type: none"> A paragraph expressing opinion An essay expressing opinion
<ul style="list-style-type: none"> A magazine article about learning English by using new technology A magazine article about high-tech dining 	<ul style="list-style-type: none"> A radio interview about a project called 'One Laptop Per Child' A conversation between two people about e-books A conversation between two people about 'Robonauts' 	<ul style="list-style-type: none"> Discussing different aspects of modern life Speculating and making a decision (Choosing which devices to take on a trip) 	<ul style="list-style-type: none"> A letter (to the editor) expressing opinion A semi-formal letter / e-mail based on prompts

1 Window on the world

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

- Ask Ss to look at the title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section. Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

A magazine article about what colours mean: p.12

A short text about serving tea in Japan: p.14

A magazine article about a theme park: p.6

An e-mail from Jeddah: p.16

A dialogue taking place in the street p.8

KEY

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

Functions

Discussing habitual actions and routines
 Discussing current activities
 Distinguishing between temporary and permanent situations

Structures

Present Simple - Present Progressive
 Stative verbs

Vocabulary**Words related to places**

admire combine cultural culture custom
 educate entertain enthusiastic exhibit
 exhibition experience (v) foreigner landmark
 marvel (v) region replica resort site
 theme park tradition

Other words and phrases

actual actually aim (n) benefit (n) certainly
 comment (v) contain encourage focus (v)
 graduation habit hold in person increase
 inform organiser original purpose squeezed
 stranger take part take place try on try out

READING**A. Discuss (Pre-reading)**

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

- Have Ss read through the landmarks in the box.
- Ask Ss the first two questions and discuss.
- Provide additional information concerning the landmarks if necessary.
- Ask the third question and discuss.

BACKGROUND INFORMATION

- The Taj Mahal: an Islamic tomb –mausoleum in Agra, India, built by the Emperor Shah Jahan and dedicated to his wife, Mumtaz Maha. The construction - which started in 1631 and was completed in 1653 - is considered to be the best example of Mughal architecture, a style combining Indian, Turkish, Persian, and Islamic architectural elements. As of 1983, The Taj Mahal is a Unesco World Heritage Site. Average number of visitors per year: 3 million.
- The Grand Canyon: The most famous National Park in the US. It is a World Heritage Site which covers 1,218,375 acres and is situated in northwestern Arizona. Its geographical significance lies in the fact that it provides a perfect record of three eras of geological time, as well as an immense variety of geological characteristics and rock types. Yet, it also impresses the visitor by its sheer size: 277 river miles (446km) long, up to 18 miles (29km) wide, and a mile (1.6km) deep. Average number of visitors per year: 5 million.
- Niagara Falls: Huge waterfalls separating the state of New York, USA and the province of Ontario, Canada. It is made up of two main sections divided by Goat Island, the American Falls in the US and the Horseshoe Falls, in Canada. It is considered to be the mightiest waterfall in North America, since on average almost 4 million cubic feet (110,000 m³) of water fall every minute. Average number of visitors per year: 20 million.
- The Acropolis: The Athenian Acropolis, dedicated to Athena, accurately reflects the wealth of the city during the golden age of Pericles. The monument combines various orders (Doric and Ionic) and styles of Classical art in a most innovative manner and was completed under the supervision of the greatest architects, sculptors and artists of the time.

- The Eiffel Tower: an iron tower next to the Seine River in Paris construction of which started in 1887 and was completed in 1889. The tower was designed by Gustave Eiffel, as the entrance arch of the Exposition Universelle, a tribute to the centennial celebration of the French Revolution. It is 325 m (1,063 ft) high and the tallest structure in Paris. Average number of visitors per year: 7 million.

- The Egyptian Pyramids: Despite the fact that there are approximately 100 pyramids in Egypt, the most renowned are the ones located at Giza, Cairo; the Great Pyramid of Khufu, the Pyramid of Khafre and the Pyramid of Menkaure, the first of which is the only of the seven wonders of the world which still exists. Contrary to popular belief, the pyramid builders were not slaves or foreigners, but Egyptians overseen by the pharaoh's supervisors. Trivia: Around 20,000 to 30,000 workers built the Pyramids at Giza over 80 years. Average number of visitors per year: 7 million.

B.

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

- Have Ss read the question and options and check understanding.
- Then have them read the text quickly and answer the questions.
- Point out that Ss should not pay attention to any unknown words they may have.
- Check Ss' answers and ask them to provide justification.

b**C.**

Aim: to give Ss practice in identifying specific information

- KEY
1. F (para 1, lines 1-3)
 2. F (para 2, lines 4-6)
 3. T (para 3, lines 1-3 and para 4)
 4. NM (para 4, lines 4-6)
 5. T (para 6 and para 7 lines 1-3)
 6. T (para 7)

- Ask Ss a few extra comprehension questions.
- *What can you see at the Window of the World Theme Park?*
 Replicas of famous natural and man-made sites in the world.
- *What can visitors to the Islamic Street see?* They can see mosques, buildings and markets that look exactly like those found in the Arab world.
- *Why is the park so attractive to both Chinese and foreign visitors?*
 Because not everyone can visit every famous landmark in the world in one lifetime.
- *What particular culture was the park festival focusing on during the week the article was written?*
 Indian culture.
- *What else can visitors to the park do in addition to seeing replicas of landmarks?*
 They can do sports and go on adventure trips.
- *Where were the visitors who were waiting to go down the Colorado river from?*
 They were from Shenzhen.

1a vocabulary & grammar

D.

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

- Ask Ss to read through the words/phrases 1-6 and their choices.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the questions.
- Elicit answers and initiate a brief discussion on theme parks in general.

VOCABULARY WORDS EASILY CONFUSED

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

- Ask Ss to read through the sentences 1-12 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. try out 7. Foreigners
2. try on 8. strangers
3. take place 9. habit
4. take part 10. custom
5. expect 11. story
6. wait 12. history

KEY

GRAMMAR PRESENT SIMPLE / PRESENT PROGRESSIVE STATIVE VERBS

Aim: to help Ss revise the use of the Present Simple and Present Progressive

- Ask Ss to look at the article on page 6 and answer the questions.

A.

- Question 1: It combines both fun and education. Present Simple. It expresses a permanent situation.
Question 2: They are waiting to go down the Colorado River. Present Progressive. It expresses an action happening now.
Question 3: Present Simple.
Question 4: 'Want' is a stative verb and is not usually used in progressive tenses.

B.

- Have Ss read the examples of the Present Simple and the Present Progressive and think of one more example for each use.
- Examples of stative verbs: ("We **want** the visitors to... have the opportunity to... we **think** that...")
- Refer Ss to the Grammar Reference (p.123).

PRACTICE

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

- Ask Ss to read through the dialogue and explain any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1. are you doing 6. aren't going
2. I'm travelling 7. are applying
3. want 8. don't think
4. love 9. do you need
5. never get 10. hope

KEY

1a listening & reading

KEY

Functions

Asking for, understanding and giving directions
Asking questions politely

Structures

Questions and question words
Indirect questions

Vocabulary

American English words/phrases

apartment awesome cell phone check (n)
chips elevator fall (n) figure out garbage
gas I don't get it. mall pants sneakers
soccer vacation

Other words and phrases

accent cause (v) confuse directions mention
misunderstanding pedestrian relationship
turning zebra crossing

1. He likes it a lot ('Yes, it's awesome').

2. The fact that in British English we say 'how did you find it' and 'zebra crossing' instead of 'how was it' and 'pedestrian crossing' (American English).

3. (indicated on map)



4. He mistook the number 80 for A.T. (because of his friend's British pronunciation).

LISTENING & READING CD 1 ► 2

A. Discuss (Pre-listening/reading)

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in listening for gist

- Have Ss look at the picture and guess what the dialogue is about.
- Play the CD.
- Check the answers with the class.

The dialogue is about a man somewhere in central London who is asking for directions.

KEY

C.

Aim: to give Ss practice in listening/reading for specific information

- Point out to Ss that first they should read each question and then find the part of the text which best answers the question.
- Ask Ss to read through questions 1-4 and check understanding.
- Tell Ss that they do not need to understand everything in the text in order to do the activity.
- Ask Ss to underline where they found the answer in the texts.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

OPTIONAL ACTIVITY

Ask Ss a few comprehension questions, such as:

- Where is Bob from?
The USA.
- How did Tom know that Bob wasn't from London?
Because of his accent.
- Where did Bob go yesterday?
Buckingham Palace.
- Who lives in High Street?
An old friend of Bob's.
- How far is High Street from where Tom and Bob are?
Only 5 minutes on foot.

1a vocabulary & grammar

D.

- Aims:
- to give Ss practice in identifying word meaning from context
 - to raise Ss' awareness of differences in meaning between American and British English

- Ask Ss to read through the words 1-4.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the dialogue if necessary.

VOCABULARY BRITISH AND AMERICAN ENGLISH

Aim: to help Ss differentiate between British and American English

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

1. e 7. i
2. c 8. j
3. g 9. b
4. d 10. k
5. h 11. l
6. a 12. f

KEY

GRAMMAR QUESTIONS AND QUESTION WORDS

Aim: to help Ss revise questions, question words and indirect questions

A.

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

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

KEY

B.

- Have Ss go through the rules and circle the correct words to complete the rules.

Rule 1: isn't
Rule 2: is

KEY

INDIRECT QUESTIONS

- Have Ss read the examples and formulate the rule.
- In indirect questions the embedded question word order is the same as in an affirmative sentence.
- Refer Ss to the Grammar Reference (p.124).

PRACTICE

A.

Aim: to give Ss practice in forming questions using question words

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

1. What did you buy?
2. Who is going to school with Maria?
3. How many fish did you catch?
4. Where do you usually go during the summer?
5. When does Tom go jogging?
6. Which car do they like?

KEY

B.

Aim: to give Ss practice in forming indirect questions

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

1. Do you know how many eggs we need for the cake?
2. Can you tell me how much that jacket cost?
3. Do you know where the bus stop is?
4. Can you tell me why Sally is crying?
5. Do you remember when Kareem's graduation is?

KEY

SPEAKING

Aim: to give Ss practice in giving directions

- Tell Ss to turn to page 117.
- Divide Ss into pairs and tell them to look at the map.
- Have Ss read through the phrases in the box and make sure Ss understand them.
- Tell them that SA should choose a place on the map without telling SB and then tell SB how to get there.
- SB follows SA's directions to reach the place.
- Ss swap roles.

Suggested Answer

SA: Go up High Street until you reach 7th Street. Turn right into 7th Street and then take the second turning on the left. That's Main Street. Go straight on and it's on your right next to the shopping centre.

SB: It's the Italian Restaurant.

SA: Right!

KEY

WORKBOOK LISTENING ► 3

- For the listening transcript go to page 122.

1a listening & speaking

Functions

Talking about foreign language learning
Expressing opinion and preference
Giving reasons

Vocabulary

Words related to learning a language

at one's own speed atmosphere contact (n)
feedback interaction learning environment
mother tongue non-native speaker pronunciation
questionnaire spelling vocabulary

Words related to work / business

client company export (n) import (n)
international personal assistant

Other words

abroad advantage blog common content (n)
convenient disadvantage immediate lively
major (adj) peaceful presence reason
specific suggest

LISTENING ➤ 4

- For the listening transcript go to page 112.

A.

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

- Have Ss read statements 1-7 and check understanding.
- Have Ss guess the answers to the questions.

B.

Aim: to give Ss practice in listening for specific information and answering T/F questions

- Explain to Ss that they will hear an interview about English as a world language. Explain to Ss that they should check their answers in the previous activity.
- Play the CD and have Ss do the activity.
- Check Ss' answers in class.

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

C. Discuss

Aim: to give Ss the opportunity to elaborate and expand on the topic of the listening activity

- Discuss the question in class.

SPEAKING

A. Discuss

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

- Discuss the questions in class.

B.

Aims: • to give Ss practice in comparing and contrasting situations and discussing advantages and disadvantages
• to provide Ss with vocabulary relevant to the situations

- Divide Ss into pairs.
- Ask Ss to look at the photos and speculate about the place and the situations. Then have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Read out and explain the TIP.
- Tell Ss to take turns in order to compare the photographs and say what the advantages and disadvantages of each of the ways of learning are, using the vocabulary in the box.

Suggested Answer

Picture A: learning in a class

- Better for pair or group work.
- The S has the opportunity to actively interact with his/her fellow classmates, enjoy lively discussions and practise oral skills.
- Contact with other students increases motivation.
- The presence of a teacher is of great importance because Ss can ask questions and there is immediate feedback.

Picture B: self study through the use of computers and other aids (e.g. dictionaries, reference books, etc.)

- Self-study is ideal for people who need to make fast progress.
- Ss can learn and study in a peaceful atmosphere and work at their own speed.
- More convenient to organise studying time without the hassle and stress of being in a classroom at a specific time.

C. Discuss

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

- Discuss the questions in class.

Suggested Answers

How do you learn best, with a teacher in a classroom or studying on your own?

Ss answer using ideas from the previous activity.

What would you change about the way you are learning English, if you could?

I would like to do more pair work and group work activities.

I think there should be fewer students in the classroom.

KEY

KEY

1a writing

WRITING (DEVELOPING A PARAGRAPH)

A.

Aim: to introduce the writing task

- Ask Ss to complete the questionnaire.
- Provide explanations if necessary.

B.

Aim: to familiarise Ss with the process of brainstorming

- Initiate a discussion and encourage Ss to use all the prompts provided as a springboard to expand on reasons why people want to learn English.

Suggested Answers

KEY

- English is useful for people who like travelling because it allows you to communicate with people almost everywhere in the world.
- English is also spoken in the world of business so many people need it for job purposes.
- People with hobbies such as skating or motorcycling find English a useful tool since they can access information online which is often in English, participate in discussions and exchange ideas and suggestions with others around the globe who share the same interests.
- Many people want to take exams to prove their knowledge of the language.
- English is necessary for those who decide to study abroad.
- English is the main language used on the Internet.

C.

Aim: to help Ss identify paragraph content and organisation

- Ask Ss to read through sentences 1-4 and check understanding.
- Tell them to read the paragraph and tick the sentences the content of which corresponds to the paragraph.
- Check the answers with the class.

1, 3, 4

KEY

WRITING TASK

Aim: to give Ss practice in developing a paragraph

- Read out and explain the TIP.
- Tell Ss to refer to their ideas in the brainstorming activity (activity B) and the paragraph (activity C) in order to write a paragraph explaining why they want to learn English.

Functions

Referring to past habits and situations
Discussing past events

Structures

Past Simple
Used to - be/get used to

Vocabulary**Nouns related to the meanings of colours**

courage death goodness joy power
weakness

Verbs

achieve argue associate cooperate fight
influence link recover refer relate
represent satisfy suffer symbolise view

Other words/phrases

awareness battle bride curiosity defeat
ecological envelope funeral goal mood
occasion on the other hand positive stuff
various warning sign

READING**A. Discuss (Pre-reading)**

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

- Have Ss read through the words in the vocabulary box and explain anything they may not know.
- Ask Ss the question in the rubric and discuss.

B.

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

- Have Ss do the activity.

a

KEY

1b vocabulary & grammar

C.

Aim: to give Ss practice in reading for details

- Read out and explain the TIP.
- Ask Ss to read through questions 1-5 and the options given.
- Ask Ss to underline where they find the answer in the texts.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. a ('... In Western culture, white represents goodness and purity, while in Asian cultures, white is associated with funerals and mourning.') KEY
2. c ('When the Chinese give gifts of money on special occasions, they usually put the money in a red envelope.') KEY
3. a ('The Cherokees also used coloured beads to achieve certain goals; for example, they associated red beads with good health.') KEY
4. b ('Take the colour white... In western culture, white represents goodness and purity, while in Asian...', 'Yellow is another colour that has various meanings in different cultures... with mourning.') KEY
5. b ('It can also be very useful for travellers and in the world of business.' 'Knowing ... misunderstandings.') KEY

• Ask Ss a few comprehension questions, such as:

- *What colour are Chinese bridal dresses?*
Red
- *What did the colour blue mean for the Cherokee Indians?*
It symbolised one of the four directions: blue-north, white-south, red-east and black-west.
- *What does yellow represent in Japan and in Myanmar?*
Courage in Japan, whereas in Myanmar mourning.
- *What does green represent in Saudi Arabia?*
It is a symbol of wealth and prestige.

D.

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

- Ask Ss to read through the words 1-5.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain that even if they do not know the meaning of a word, the context can help them infer it.
- Ask Ss to read through definitions a-e and check understanding.
- Tell them to match definitions a-e with the words 1-5.
- Have Ss do the activity.
- Check the answers with the class.

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

• Explain any unknown words in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion on the significance of colours in the Ss' country.

VOCABULARY

1. VERBS + PREPOSITIONS

A.

Aim: to present and give Ss practice in using verbs + prepositions in a controlled environment

- Write on the board: 'He recovered _____ his illness.' Ask Ss to fill in the blank (key: from).
- Read out and explain the Note. Explain to Ss that they have to complete the chart by placing each verb under the right category and remind them that some verbs can be followed by more than one preposition.
- Have Ss do the activity.
- Check Ss' answers in class.

Verb + from	Verb + with	Verb + to
suffer	argue	refer
die	cooperate	listen
escape	agree	link
choose	associate	belong
recover	fight	speak

KEY

B.

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

- Have Ss do the activity.
- Check Ss' answers in class.

1. escape from
2. suffer from
3. don't agree/agree with
4. belong to
5. cooperate with

KEY

2. NEGATIVE PREFIXES AND SUFFIXES

Aim: to raise Ss' awareness of negative prefixes and suffixes

A.

- Have Ss read the example and decide if the prefix *mis-* has a positive or a negative meaning.

negative

KEY

B.

- Have Ss read the sentence and decide which option corresponds to the right meaning of the word *careless*.

b

KEY

- Read out and explain the Note.

C.

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

- Have Ss do the activity.
- Check Ss' answers in class.

1. harmless
2. informal
3. uncomfortable
4. inexpensive
5. unable

KEY

GRAMMAR PAST SIMPLE

Aim: to help Ss revise the use of the Past Simple

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

1. Infinitive + ed
2. Did
3. Was/were
4. Completed actions in the past

KEY

USED TO - BE/GET USED TO

Aim: to help Ss revise the use of *used to - be/get used to*

A.

- Have Ss read the extract and answer the question.

It means that in the past they associated colour with the four directions.

KEY

B.

- Have Ss do the activity and read the Note.
- Refer Ss to the Grammar Reference (p.124).

1. a
2. b

KEY

PRACTICE

Aim: to give Ss practice in using the Past Simple and *used to*

- Have Ss do the activity.
- Check Ss' answers in class.

- | | |
|--------------------|-----------------------|
| 1. Did you buy | 6. Did you know |
| 2. used to buy | 7. used to jog/jogged |
| 3. went | 8. came |
| 4. enjoyed | 9. didn't know |
| 5. used to be /was | 10. stopped |

KEY

KEY

ENGLISH IN USE

Aim: to consolidate and give Ss practice in using new vocabulary and grammar

- Have Ss read through the text.
- Explain any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1. to
2. a
3. from
4. they
5. used
6. waiting/there
7. that
8. with

KEY

1b listening & speaking

Functions

Discussing lifestyles
Expressing enthusiasm
Making suggestions
Giving directions

Vocabulary

Words related to lifestyles

alone crowded exhausting fabulous hectic
isolated lifestyle lonely monotonous relaxing
routine schedule socialise trendy

Phrases related to directions

on the corner on your left/right

Phrases / Phrasal verbs

feel like get together hear from keep in touch
keep up with pick up walk past

Other words and phrases

a couple of access apply block (n) expenses
express facilities incredibly ingredients
lack (n) lead quite similar
within walking distance

KEY

LISTENING ► 5-12

• For the listening transcript go to page 112.

Aim: to give Ss practice in listening for specific information and answering multiple choice questions

- Explain to Ss that they will hear people talking in four different situations.
- Read out and explain the TIP.
- Ask Ss to read through the questions 1-4 and the options given. Make sure they have no unknown words.
- Play the CD and have Ss do the activity.
- Check Ss' answers in class.

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

KEY

SPEAKING

Aims: • to give students practice in comparing and contrasting situations and speculating
• to provide vocabulary and expressions relevant to the situations

- Divide Ss into groups of four.
- Ask Ss to look at the photos and speculate about the place and the situation (A: a man surfing the Net B: a man planting a tree- probably volunteering in an reforestation programme C: two families gathered during lunch D: a young couple shopping in a shopping centre/ mall with their children.) Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and answer the questions in the rubric.

Suggested answers

PICTURE A

I believe that the man must lead a very busy life, since he is surfing the Net, probably trying to work. Although he seems to communicate with others, I think that he feels quite lonely -constantly on the Net but always alone- he has easy access to everybody but he never seems to be actually hanging out with other people. His lifestyle is a bit similar to mine because with all the studying / working I talk to my friends on the Net, but getting together with them is difficult, everybody has hectic schedules and sometimes I wish I could spend more time with them.

PICTURE B

I think that the man's activity is related to some kind of reforestation programme that he is volunteering in. It must be exhausting working with your hands in the fields, even if this is something you do in your free time. His lifestyle is very different from mine, because although I miss nature, I never do activities that include planting or even gardening. Maybe this is some kind of volunteer programme. I believe that environmental awareness should also have a practical side, where you actually do something. Also, working with your hands, and being close to nature helps people who suffer from stress.

PICTURE C

In my opinion, the families in picture C seem to be enjoying their get-together for lunch. I believe they all enjoy spending time with friends, because it is a perfect opportunity to discuss anything that might trouble them or even just to relax in a friendly atmosphere. Their lifestyle seems to be similar to mine, since I live with my family. I always have lunch or dinner with them and sometimes we have friends over, like in the picture.

PICTURE D

I suppose the family is having fun shopping in a shopping mall. After all, going around the shopping mall, even if you just want to escape from your routine is very trendy nowadays- it's our alternative to taking strolls in the park! Their lifestyle seems quite different from mine, because although I live in a city, the closest mall is quite far away and I rarely go.

WRITING AN E-MAIL BASED ON PROMPTS

A. Discuss

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

- Discuss the question in class.

B.

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

- Tell Ss to read John's e-mail and answer the question in the rubric.

He will be in his city for a few hours and he would like to meet Ali.

KEY

C.

- Have Ss do the activity.

- a. Give directions: 'Easy to reach'
- b. Suggest a place: 'Let's meet at...'
- c. Express enthusiasm: 'Wonderful!'

KEY

D.

- Have Ss do the activity.

The following parts should be underlined:

'That's wonderful news! You are incredibly lucky!'
'You can walk there and pick me up from work.'
If you feel like having a meal, there are some good restaurants in the area.'
'Walk down Corniche Road...'

KEY

1b writing

E.

Aim: to familiarise Ss with phrases expressing enthusiasm and making suggestions

- Have Ss read the expressions and encourage them to provide examples for each phrase.
- Then, ask Ss to go through situations 1-5 and check understanding. Explain to them that they need to choose an appropriate expression/phrase for situations 1-5.
- Have Ss do the activity and check the answers with the class.

Suggested answers

1. I was really happy to hear that you got the job!
Well done!
2. Why don't we go to the museum?
3. Wow! That's great! I am sure you are over the moon!
4. How about the new book our teacher was telling us about?
5. I think it would be a good idea to organise something for all your family. Maybe invite them for dinner. You are going to have a great time, I am sure!

KEY

WRITING TASK

Aim: to give Ss practice in writing an e-mail based on prompts

- Read out and explain the TIP.
- Tell Ss that they should write an e-mail to their friend using all the notes. Tell Ss to refer to the e-mail on page 16, the TIP on page 17 as well as Appendix I for the layout of e-mails.

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

1. exhibition
2. organisers
3. enthusiastic
4. assistant
5. misunderstanding
6. difference
7. weakness
8. informal

KEY

D.

1. Who lives in that house?
2. Where are you going?
3. How much does it cost?
4. Which flowers do you prefer?
5. Who did Ayman phone this morning?
6. How many people were there at the festival?

KEY

E.

1. are we going
think
went
enjoyed
are travelling
sounds
2. are you flying
am/'m leaving
are you doing
went
had
stayed
were
showed
Do you know
am/'m staying
means

KEY

LISTENING ► 24

• For the listening transcript go to page 112.

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

KEY

SELF-ASSESSMENT

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

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

2 Heroes

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

- Ask Ss to look at the title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section. Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

An extract from a story about an Arab hero: p.22

A radio show about three great men: p.26

An informal letter: p.32

Three short texts about everyday heroes: p.28

A dialogue taking place in a museum: p.24

KEY

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

Functions

Narrating past events
Sequencing past actions and events

Structures

Past Progressive
Past Simple vs Past Progressive

Vocabulary**Adjectives**

brave confident cruel hidden honest
intelligent sensible unknown upset wounded

Phrasal verbs with *on* and *off*

keep off keep on put off put on take off
take on turn off turn on

Other words

announce approach cheer crowd defeat
gather greet ground helmet injury lift
meaning nod pain plan protect push
raise remove shiver soldier supporter
victory

READING**A. Discuss (Pre-reading)**

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

- Have Ss read through the words in the vocabulary box and check understanding.
- Ask Ss the question and discuss.

B.

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

- Ask Ss to read through the choices a-c and check understanding.
- Then, have Ss read through the text quickly and do the activity.

c (a and b are wrong because they only refer to certain parts of the text and not the text as a whole)

KEY

2a vocabulary & grammar

C.

Aim: to give Ss practice in reading for details

- Point out to Ss that first they should read the sentences and decide if they are True or False.
- Ask Ss to read through sentences 1-5 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. T ('...and managed to defeat them at the Battle of Hattin in 1187 and freed Jerusalem.') **KEY**
2. F ('The war continued for many years,...')
3. T ('Some soldiers are approaching!' shouted a knight. Silence fell. As the strangers...)
4. F ('We come in peace...')
5. F ('The knight removed his helmet', 'It was then that all of them realised that what they heard about Saladin's goodness was true.')

OPTIONAL ACTIVITY

Ask Ss to look at the illustration depicting the knight as well as the related vocabulary. Ask them to locate some of the words in the text. Then, as a game, ask them to write a sentence including all of the vocabulary. Read the most ingenious ones in class.

D.

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

- Ask Ss to read through the words 1-6 and their meanings.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

• Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

Aim: to give Ss the opportunity to expand on the topic of the reading activity

- Ask Ss the questions.
- Elicit answers and initiate a brief discussion.

VOCABULARY

PHRASAL VERBS WITH ON AND OFF

Aim: to give Ss practice in using phrasal verbs with *on* and *off* in context

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

1. off 3. on 5. off 7. on
2. off 4. on 6. off 8. on

KEY

GRAMMAR

PAST PROGRESSIVE / PAST SIMPLE VS PAST PROGRESSIVE

Aim: to help Ss revise the uses of the Past Progressive and Past Simple

A.

- Ask Ss to read through the sentences *a-c* and match them with the uses 1-3.

1. c 2. a 3. b

KEY

B.

- Ask Ss to read the sentences *a* and *b* and match them with the meanings 1 and 2.

1. b 2. a

KEY

- Refer Ss to the Grammar Reference (p.124).

PRACTICE

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

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

1. went 7. wasn't
2. were walking 8. seemed
3. saw 9. didn't know
4. was wearing 10. thought
5. was sitting 11. were leaving
6. looked 12. came

KEY

2a listening & reading

Functions

Defining people, things and places
Giving additional information about people, things and places

Structures

Relative clauses

Vocabulary

Verbs

block claim fear recognise tell from trust

Other words

ancient curious eccentric favour
human being lie (n) luxury possession
powerful probably response secret wealthy

LISTENING & READING ►25

A. Discuss (Pre-listening/reading)

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

- Ask Ss the question and discuss.

BACKGROUND INFORMATION

Alexander the Great

born in Pella, Macedonia
died in Babylon

Alexander the Great was born in the kingdom of Macedonia in northern Greece. He was taught politics, military tactics and critical thinking by Aristotle, the philosopher, until he reached the age of 16 when he was appointed captain of the Macedonian army. He soon earned respect from the soldiers for his courage and brilliant military strategies. When Alexander was twenty, his father was assassinated and he became King of Macedonia. Alexander went on to conquer the rest of Greece and the Persian Empire despite facing incredibly difficult odds. By the end of his thirteen-year reign, his empire stretched over three continents; the empire was linked together by an international network of trade and commerce. Alexander died at the age of thirty-three from a fever.

Diogenes

born in Sinope, modern Turkey
died in Corinth, Greece

Diogenes was born in Sinope, modern Turkey. He was an ancient Greek philosopher. He was a controversial figure because he used his lifestyle and behaviour to criticise the social values and institutions of the corrupt society of that time. He also believed that human beings should not live in luxury. He became famous because he used to carry a lamp in the daytime, claiming to be looking for an honest man.

B.

Aim: to give Ss practice in listening for gist

- Ask Ss to read the rubric and initiate a brief discussion.
- Play the CD. Check the answers with the class.

C.

Aim: to give Ss practice in reading for specific information

- Point out to Ss that first they should read the statements and then find the part of the text where they are mentioned.
- Ask Ss to read through statements 1-6 and check understanding.
- Tell Ss that they do not need to understand everything in the text in order to do the activity.
- Ask Ss to underline where they found the answer in the texts.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. D ('Diogenes was sunning himself at the time.')
2. A ('Alexander was a powerful man who many people feared.')
3. N (It is mentioned but it refers to a quality that, according to Diogenes, people should have.)
4. D ('Wasn't Diogenes the eccentric philosopher...')
5. A ('Alexander was a powerful man... He was also very wealthy.')
6. N

KEY

OPTIONAL ACTIVITY

Ask Ss a few extra comprehension questions, such as:

- Where are the students?
They're in a History class.
- What did Diogenes believe?
He thought that people shouldn't be fussy about where they sleep or what they eat and they should know how to tell their friends from their enemies.
- Where did Diogenes live?
In a tub.
- Why did Diogenes carry a lamp around during the day?
He claimed he was looking for an honest man.

D.

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

- Read out and explain the TIP.
- Ask Ss to read through the words 1-5 and the options given.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the dialogue if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

2a vocabulary & grammar

VOCABULARY

COLLOCATIONS WITH SAY AND TELL

A.

Aim: to present collocations with *say* and *tell*

- Have Ss do the activity.

recognise the difference between their friends and their enemies

KEY

B.

Aim: to give Ss practice in using collocations with *say* and *tell* in context

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

- | | |
|------------------------|--------------------|
| 1. say thank you | 6. tell a secret |
| 2. tell the time | 7. say so |
| 3. say hello | 8. telling a story |
| 4. tell the difference | 9. telling a lie |
| 5. tell the truth | 10. saying sorry |

KEY

GRAMMAR

RELATIVE CLAUSES

A.

Aim: to help Ss revise the use of the relative pronouns *who*, *which* and *whose*

- Ask Ss to read the dialogue on p. 24 and do the activity.
- Read out and explain the Note. Encourage Ss to provide their own examples.

Use **who** or **that** to refer to people.

KEY

Use **which** or **that** to refer to things and ideas.

B.

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

- Have Ss do the activity and check the answers.

Which of the two sentences is incomplete without the relative clause? The 1st sentence.

In which of the two sentences does the relative clause give additional information? In the 2nd sentence.

What is the difference in punctuation in the two sentences?

In the second sentence the two clauses are separated by commas.

C.

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

- Tell Ss to read the rules concerning defining and non-defining clauses.
- Refer Ss to the Grammar Reference (p.124).
- Have Ss do the activity.

Wasn't Diogenes the eccentric philosopher who the ancient Athenians admired greatly?

KEY

Defining relative clause

Diogenes, who lived in a tub, was only a poor philosopher.

Non-defining relative clause

PRACTICE

Aim: to give Ss practice in using *who*, *which*, *where* and *whose* in relative clauses

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

1. Coffee is a drink which many people like to drink in the morning.

KEY

2. Saeed Diab, who writes poetry books, is giving a talk at our college.

3. My brother is moving to another city, where he will work as a doctor.

4. Mrs Huda, whose son speaks English very well, is my next door neighbour.

5. Emad, who is captain of the football team, is a friend of mine.

6. Maths is a school subject which many people find difficult.

SPEAKING

Aim: to give Ss practice in using relative pronouns and relative clauses through an oral matching activity

- Tell Ss to go to page 118.
- Divide Ss into pairs.
- Have them read the speech bubble, look at the pictures and read the prompts in the box.
- Make sure they understand the prompts.
- Tell them they have to match the prompts with the pictures in order to make true sentences using *who*, *which*, *whose* or *where*.
- Tell them to take turns to make sentences.

King Faisal, whose father was Ibn Saud, was the king of Saudi Arabia.

KEY

The Colosseum is the place in ancient Rome where gladiators fought each other.

The Masmak Fort is a building which is a symbol of the modern Kingdom of Saudi Arabia.

The Tower of London is the place where the Crown Jewels are kept.

Albert Einstein is a man who is famous for his contribution to physics.

WORKBOOK LISTENING ► 26-33

- For the listening transcript go to page 122.

2a listening & speaking

Functions

Describing a person
Expressing opinion and feelings

Vocabulary

Words and phrases related to describing people
courageous enthusiasm extraordinary patient
responsible sense of humour stress strict
unselfish

Other words and phrases

antibiotic appreciate as for award
be in one's shoes burst career comment (n)
consider danger deal with destroy effect
explosion flame loud main motivate
nearly pressure rescue reward (v) rewarding
risk trap

love to be a teacher. What about doctors? They save people's lives every day.

SB: I think they are very courageous, but I am sure they are under a lot of pressure, because one mistake might cost them a person's life.

SC: It's also a very stressful job. They deal with diseases and their job involves working long hours. I wouldn't want to be in their shoes, although I admire them very much.

SA: What do you think about firefighters? They deserve to be called heroes for sure.

SC: Yes indeed. They enter burning buildings to rescue people without thinking about the danger their job involves. I know I could never be a firefighter. I would be too scared.

SB: No, I disagree. I think I would like the excitement and also the feeling that I have saved a person's life.

LISTENING ► 34

- For the listening transcript go to page 113.

A. Discuss

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

- Ask Ss the first question and discuss.
- Have Ss look at the pictures and answer the second question.

B.

Aim: to give Ss practice in listening to check predictions

- Play the CD.
- Have Ss check their predictions in activity A.

C.

Aim: to give Ss practice in listening for specific information

- Play the CD and have Ss do the activity.
- Check the answers with the class.

- | | |
|------|------|
| 1. P | 5. F |
| 2. F | 6. R |
| 3. P | 7. R |
| 4. F | |

KEY

SPEAKING

Aim: to give Ss the opportunity to practise speaking about the topic of the module (heroes)

- Divide the Ss into groups of 3-4. Tell Ss to go through the questions and the vocabulary box and check understanding. Explain to them that they should discuss the questions using some of the words/phrases in the box.
- Go round the class, helping Ss when necessary.

Suggested answer

SA: I think parents are real heroes. They have to look after their children and be patient and loving.

SB: Of course. Think about all the responsibility of raising children. But also, teachers are heroes, don't you think?

SC: Yes, they are. They too are responsible for children, and they have the additional stress of teaching.

SA: I agree, but it's a very rewarding job. I think I would

2a writing

WRITING A DESCRIPTION OF A PERSON

A. Discuss

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

- Discuss the questions in class.

B/C.

- Aim: to give Ss practice in analysing the rubric and relating it to the model description

B.

- The following key words should be underlined:
Your teacher has asked you to write a description of the person you admire most. Say why you admire him/her and how he/she has influenced you.

C.

Yes, he does (description: 1st para, reason for admiring this person: 2nd para, influence: 3rd para)

KEY

D.

- Aim: to help Ss understand the organisation and content of an essay describing a person

- Have Ss read through the phrases a-d and check understanding.
- Explain to Ss that each of them corresponds to one of the paragraphs.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

E.

- Aim: to raise Ss' awareness of descriptive vocabulary

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

a. strict
b. enthusiasm
c. motivate
d. confident
e. fulfil
f. appreciate

KEY

F.

- Aim: to present Ss with a basic correction code for self-correction and help them practise self-editing

- Go through the correction code along with Ss, providing examples if necessary. Then, have the Ss do the activity.
- Check the answers with the class.

Sp: quiet
WW: last
T: heard
A: a
PR: into
SP: heavy
T: destroyed

KEY

G.

- Aim: to provide Ss with a concise plan for writing a description of a person

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

WRITING TASK

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

- Tell Ss to refer to the description and the outline in order to write a description of a person they admire.

Functions

Making comparisons
Talking about heroes and heroic actions

Structures

Adjectives - Adverbs of manner
Comparisons

Vocabulary**Words related to natural disasters**

avalanche blow (v) collapse crash (n)
earthquake erupt frightening hurricane
impressive incredible keep calm lava
lightning natural disaster shake situation
storm strength surface survive survivor
thick unconscious unharmed violently
volcano

Other words

a bit act astonished bee breathe bury
characteristic climber desire determination
dig dragon entire feather free (v) heroic
mythical ordinary pull reach relieved
safe and sound scale search (v) sheet wolf

READING**A. Discuss (Pre-reading)**

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in reading for gist

- Have Ss do the activity.

KEY

b

a is wrong because it refers to the archetypical hero of old ages, whereas the text refers to everyday people who act as heroes under certain circumstances.

b is the right introduction because it exploits the idea of the “layman hero”, the everyday person who performs a heroic act.

c is too general and doesn't lead into the specific examples of everyday heroes that the text deals with.

2b vocabulary & grammar

KEY

C.

Aim: to give Ss practice in identifying specific information

- Point out to Ss that first they should read the questions and then find the answer in the text.
- Ask Ss to read through questions 1-6 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. M (text 3: 'rescued his friend after the worst avalanche in history.') KEY

2. S (text 2: 'Was Sameer a super hero? In this case, he was just very lucky.') KEY

3. A (text 1: 'The bookcase was so heavy, I don't know how I did it.') KEY

4. M (Text 3: 'That was the most frightening moment of my entire life.') KEY

5. S (Text 2: '...survived a terrible train crash and walked away the only survivor.') KEY

6. M (Text 3: 'He was unconscious when I pulled him out.') KEY

- Ask Ss a few comprehension questions, such as:

• *How did Andy's son get stuck under the bookcase?*
The bookcase started shaking because of a terrible earthquake, and then it fell and Andy's son got trapped under it.

• *Was Sameer badly injured because of the train accident?*
Not at all, he got off the train without the slightest injury.

• *What was the result of the climbers' being caught in an avalanche?*
They were buried under ten feet of thick snow.

D.

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

- Ask Ss to read through the words 1-5 and the definitions a-e.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

- Explain any unknown words in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

VOCABULARY

1. WORD BUILDING

A.

Aim: to give Ss practice in forming nouns and adjectives in a controlled environment

- Have Ss read the Note and provide extra examples if necessary.
- Have Ss do the activity.
- Check the answers with the class.

Noun	Adjective
luck	lucky
strength	strong
calmness	calm
power	powerful
courage	courageous
intelligence	intelligent
hero	heroic
myth	mythical

KEY

B.

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

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

1. mythical 4. strength
2. intelligent 5. courageous KEY

2. SIMILES

Aim: to familiarise Ss with the use of similes

- Have Ss read the Note and ask them to locate similes in the article on everyday heroes.

A.

'as dark as night' (3rd text)
'as white as a sheet' (3rd text) KEY

B.

Aims: • to familiarise Ss with common similes
• to give Ss practice in using similes in context

- Have Ss read the two halves and check understanding.
- Allow Ss some time to complete the task and then check the answers with the whole class.
- Then, tell them to complete sentences 1-5 with an appropriate simile.
- Check the answers with the class.

as light as a feather, as quiet as a mouse,
as good as gold, as free as a bird, as white as a sheet,
as hungry as a wolf, as quick as lightning, as busy as a bee KEY

1. as free as a bird
2. as hungry as a wolf
3. as busy as a bee
4. as light as a feather
5. as good as gold / as quiet as a mouse

3. WORDS RELATED TO NATURAL DISASTERS

Aim: to introduce vocabulary related to natural disasters

- Have Ss read out the words in the vocabulary box and the chart and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

earthquake	volcano	hurricane	avalanche
shake	erupt	blow	snow
Richter scale	explosion	wind	rock
collapse	lava	storm	ice

KEY

OPTIONAL ACTIVITY

Encourage students to form sentences using the words in the chart.

2b vocabulary & grammar

GRAMMAR

ADJECTIVES – ADVERBS OF MANNER

Aim: to help Ss revise the use of adjectives and adverbs of manner

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

Violent: adjective
Violently: adverb of manner

KEY

COMPARISONS

Aims: • to help Ss revise the comparative and the superlative form of adjectives and adverbs
• to help Ss revise the structures: *as + adjective + as* and *comparative form + and + comparative form*

A.

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

How are the comparatives and superlatives of one-syllable adjectives and adverbs formed?
By adding the *-er* and *-est* (respectively)

KEY

LANGUAGE PLUS

This is true for one-syllable adjectives and adverbs that end in consonants. Adjectives and adverbs ending in *-y* change to *-i*, while words ending in *-e* add only *-r* and *-st*.

How are the comparatives and superlatives of multi-syllable adjectives and adverbs formed?

(Comparative) By adding the word *more* in front of the adjective and /or adverb in question.

(Superlative) By adding the word *most* in front of the adjective and /or adverb in question.

Which form is used to compare two people, things or actions?
The comparative form followed by the word *than*.

Which form is used to compare one person, thing or action with several of the same kind?

The superlative, preceded by the definite article *the* and followed by *of/in* (the class, the world, etc.)

B.

- Have Ss do the activity.
- Check the answers with the class.
- Time permitting, Ss should be encouraged to provide their own examples.

c, a

KEY

- Refer Ss to the Grammar Reference (p.125).

PRACTICE

Aim: to give Ss practice in using the comparative and superlative forms of adjectives and adverbs in context

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

1. more exciting
2. the youngest
3. weaker
4. as little
5. more difficult
6. harder
7. farther
8. as quickly

KEY

OPTIONAL ACTIVITY

Ask Ss a few comprehension questions, such as:

- *What was Salman doing when he heard a cry?*
He was cycling along the river on his way to school.
- *What did he see when he approached the river bank?*
A car with a man and two children had fallen into the river.
- *What did Salman do to save them?*
He jumped into the river, approached the car and pulled the children to safety.
- *What was the major difficulty he faced while trying to save the man?*
The river was working against him and was taking the man farther away.

ENGLISH IN USE

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

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

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

KEY

2b listening & speaking

Functions

Telling a story
Transferring from visual to verbal information
Sequencing past actions and events

Vocabulary

Adjectives

elderly faithful freezing innocent valuable

Phrasal verbs

crash into go on hear from slow down

Other words and phrases

after a while against as soon as at first
brake (n) cycle (v) head (v) nearby panic (v)
railway speed (n) to one's horror track wheel

LISTENING ➤ 35

For the listening transcript go to page 113.

1. Pre-listening

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

• Discuss the questions in class.

Suggested Answer

Question 2:
a flat tyre or even more serious mechanical problems
run out of petrol (no petrol station in the vicinity)
no places to stop and rest

2. Listening

A.

Aim: to give Ss practice in listening for gist

- Read out and explain the TIP.
- Ask Ss to go through the choices a-c and check understanding.
- Play the CD and have Ss do the activity.
- Check the answer with the class.

b

KEY

B.

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the statements 1-6 and make sure they have no unknown words.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

KEY

SPEAKING

Aim: to give Ss the opportunity to expand on the topic of accidents and heroes by narrating a series of events

- Divide Ss into pairs and explain to them that each pair should try to imagine what happened in the pictures with the question marks. Tell them that there are no right or wrong speculations.
- Then, using the words in the vocabulary box, they should try and narrate the story starting with: 'It was a nice day so Bob went horse riding'. Remind Ss that they should be using the Past Simple/Past Progressive along with linking words.
- Go round the class, helping Ss if necessary.
- Choose a few pairs to tell their version of the story.

KEY

Suggested Answer

It was a nice day so Bob went horse riding. Bob loved trains, so he always chose the forest path that led to the railway track. Unfortunately, as he was riding down a hill, he fell off the horse and hit his head. He was lying unconscious on the tracks while his faithful horse went to get help. Two boys were playing Frisbee nearby and they came to see what was wrong. They saw a train in the distance so one of them started waving to stop the train. The other one managed to pull Bob off the track and rescue him at the last minute, just as the train was coming.

WRITING AN INFORMAL LETTER INCLUDING A NARRATIVE

A. Discuss

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

- Ask Ss the questions and discuss. (If Ss don't write letters, ask them why people might write letters to friends or relatives e.g. to keep in touch, to give news/inform, to invite, because calling could be expensive).

B.

Aim: to give Ss practice in identifying the purpose of a letter

- Have Ss read the letter and do the activity.
- Check the answer with the class.

c

KEY

OPTIONAL ACTIVITY

Ask Ss a few comprehension questions, such as:

- What happened as Adam was walking back from work?*
He heard some people shouting and then saw a car rolling backwards.
- What was the problem?*
The car was moving towards a group of young kids.
- What did Adam do to prevent the accident? Did it work?*
He jumped in the car and tried to stop it, but the brakes were out of order.
- What did Adam decide to do?*
He decided to steer the car away from the young students and eventually managed to slow it down and crash it into a tree.

C.

Aim: to raise Ss' awareness of the stylistic features of an informal letter including a narrative

- Have Ss read the letter and do the activity.
- Check the answers with the class.

a. Informal language: ...everything is OK at work.;

Not much is happening...; you'll never guess...;
'Get out of the way!'; Hope to hear from you soon.; etc.

b. Short forms: ... you're fine...; ...you'll never guess...;
...that's my storyc. Past tenses to narrate events: ...was walking...; ...heard...;
...noticed...; ...was heading...; etc.d. Time linkers to indicate the sequence of events : while,
as, then, after a while, finally

KEY

2b writing

D.

Aim: to introduce the use of time linkers

- Have Ss do the activity.
- Read out and explain the Note.
- Encourage Ss to provide examples of their own using the time linkers.
- Check the answers with the class.

Use **while** and **as** with the Past Progressive to indicate the longer of the two actions which happened in the past.

KEY

Use **at first, then** and **finally** to indicate the sequence of events that happened one after the other.

Use **after a while** to refer to an event that happened after some time had passed.

E.

Aim: to give Ss practice in using time linkers in context

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

1. While I was driving to work, I had an accident./
I had an accident while I was driving to work.
2. At first, Husam thought something was wrong with the road, then he realised he had a flat tyre.
3. Afaf was reading a book but after a while she got bored.
4. When I opened the door and saw what a mess the house was in, I was shocked.
5. The telephone was ringing for a long time and, finally, somebody answered it.
6. As soon as the head teacher entered the classroom, the students stopped talking.

KEY

F.

Aim: to provide Ss with a concise plan for writing informal letters including a narrative

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an informal letter including a narrative.
- Read out and explain the TIP.

WRITING TASK

Aim: to give Ss practice in writing informal letters including a narrative

- Tell Ss to refer to the letter on page 32, the outline and Appendix I for the layout of informal letters.

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

1. possessions
2. unselfish
3. unconscious
4. courageous
5. intelligent
6. powerful
7. strength
8. calmness

KEY

D.

1. most
2. whose
3. When
4. which
5. than
6. more
7. the

KEY

E.

1. were playing
2. started
3. was working
4. went
5. broke
6. was running
7. were falling
8. saw
9. flew
10. moved
11. ran
12. helped/were helping
13. pulled
14. carried
15. destroyed

KEY

LISTENING ►►36, 37

- For the listening transcript go to page 114.

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

KEY

3 Work & Leisure

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

- Ask Ss to look at the title of the module and the pictures and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section. Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

A dialogue among friends discussing how to spend a day in the city: p.40
KEY
A letter of application for a job: p.48
Texts about how four young people spend their free time: p.38
A magazine article about how to do well at a job interview: p.44
A letter to a friend giving news: p.43

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

Functions

Talking about the present and the past
 Linking present and past time
 Talking about free time, hobbies and sports

Structures

Present Perfect Simple - Present Perfect Progressive

Vocabulary**Words and phrases related to free-time activities**

athletic be into be willing board (n)
 bookworm court entertaining football pitch
 gloves goggles hang out join member net
 outdoors racket relaxed scuba diving
 shin pads slope sociable sporty vest

Other words and phrases

admit although besides come across
 complain constantly every once in a while
 exchange for ages intention lead (v) match (n)
 on top of that out and about out of the ordinary
 poetry practise recently related ring
 sports club tend to unlike

READING**A. Discuss (Pre-reading)**

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

- Ask Ss the questions and discuss.

B.

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

- Ask Ss to read through the text quickly to try to find what the four passages have in common. Point out that they should not pay attention to any unknown words they might have.
- Check the answer with the class.

All four passages have as a common theme the life and favourite pastime(s) of a teenager.

C.

Aim: to give Ss practice in identifying specific information

- Read out and explain the TIP. Point out to Ss that first they should read the question and then find the part of the texts which best answers the question.
- Ask Ss to read through the sentences and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the texts.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

- KEY**
- B ('Unlike many people my age, I don't enjoy going out to cafés.)
 - B ('I love doing things that keep me outdoors in the natural environment.)
 - A ('I find nothing more entertaining than staying at home and reading a good book' / 'I also spend a lot of time in bookshops.)
 - C ('I've been playing computer games ever since my father got me my first computer when I was six.)
 - D ('When I was five, my father took me to the local tennis club and, since then, I have never stopped playing.)
 - A ('My parents are constantly complaining that I don't do anything else...')
 - B ('...I've also been to a lot of interesting places.)
 - C ('I've been playing computer games ever since my father got me my first computer when I was six.)
 - D ('When I was five, my father took me to the local tennis club and, since then, I have never stopped playing.)

- Ask a few comprehension questions, such as:
 - What types of books does Saad like reading?*
He reads anything ranging from adventure to science-fiction.
 - How did being a member of a rock climbing club influence James?*
He met a lot of people and travelled to a lot of interesting places.
 - Apart from rock climbing, does James do other sports as well?*
He windsurfs and has recently taken up scuba diving.
 - What does Faisal do apart from playing computer games?*
He hangs out with his friends at the local sports club.
 - How does Bob describe himself?*
As being a very sociable person who goes out a lot and has a lot of friends.
 - Does he have any other hobbies apart from tennis?*
He is a member of a local football team.

3a vocabulary & grammar

D.

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

- Ask Ss to read through the words 1-7 and the definitions a-g.
- Explain to them that they should locate the highlighted words in the text and guess their meaning from the context. Tell them to match definitions a-g with the words 1-7.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

Aim: to give Ss the opportunity to expand on the topic of the reading text

- Ask Ss the question.
- Encourage Ss to use the newly taught vocabulary.
- Elicit answers and initiate a brief discussion.

VOCABULARY LEXICAL SET

Aim: to familiarise Ss with vocabulary related to specific sports

- Have Ss read the words in the vocabulary box and the table. Ask them to complete the table by inferring the meaning of unknown words. Have Ss do the activity and explain new vocabulary.

SPORT	PLACE	EQUIPMENT
Tennis	court	ball, racket, net, shorts, trainers, T-shirt
Boxing	ring	boots, gloves, shorts
Water polo	pool	ball, goggles, swimwear
Snowboarding	slope	boots, board, goggles, gloves
Basketball	court	ball, net, shorts, trainers, vest
Windsurfing	sea/lake	swimwear, board, sail
Football	pitch	ball, boots, shorts, shin pads

GRAMMAR

PRESENT PERFECT SIMPLE - PRESENT PERFECT PROGRESSIVE

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

A.

- Have Ss do the activity.

1. I've met lots of interesting people...

Does James say exactly when he met those people?

No, he doesn't.

Which tense is used?

Present Perfect Simple

2. Since I joined the team, I've taken part in three matches...

Is Bob still taking part in football matches?

Yes, he is.

Which tense is used?

Present Perfect Simple

3. I've been windsurfing for ages...

Has James stopped windsurfing?

No, he hasn't.

Which tense is used?

Present Perfect Progressive

KEY

B.

- Have Ss do the activity.

The Present Perfect Simple emphasises the result of an action, whereas the Present Perfect Progressive emphasises its duration.

KEY

C.

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

Use the **Present Perfect Simple** for an action which happened in the past, but the exact time is not mentioned.

KEY

Use the **Present Perfect Simple** for an action or state which started in the past and continues up to the present (emphasis on the action).

Use the **Present Perfect Progressive** for an action or state which started in the past and continues up to the present (emphasis on the duration).

Use **for** + period of time and **since** + a specific point in time.

- Refer Ss to the Grammar Reference (p.125).

PRACTICE

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

- Have Ss do the activity.

- Check the answers with the class.

1. have/'ve always wanted

2. gave

3. have/'ve been

4. have/'ve enjoyed/have/'ve been enjoying

5. have/'ve been reading

6. has been studying

7. has/'s been leading

8. went

KEY

WORKBOOK LISTENING ► 39

- For the listening transcript go to page 122.

3a listening & reading

Functions

Talking about necessity, obligation and lack of obligation
Giving advice
Expressing preference
Expressing emotions

Structures

Must - Have to - Need
Had better - Would rather

Vocabulary

Adjectives

amazed delicious delighted exhausted
fascinating furious huge peckish terrified

Phrases / Phrasal verbs

be off to chill out get bored out of my mind
grab a bite hold on I'm in. What's up with you?

Other words and phrases

afterwards loads of though trail

OPTIONAL ACTIVITY

Ask Ss a few extra comprehension questions, such as:

- *How does Hashim know where Edgware Road is?*
He has a guide book and a map.
- *Which sights does he suggest they visit?*
He suggests visiting the British Museum, the National History Museum and the London Eye.
- *Does Saad decide to sleep in the end?*
No, he doesn't. He decides to join Hashim.

LISTENING & READING ► 38

A. Discuss

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in listening/reading for gist

- Have Ss listen to the dialogue and answer the question.
- Play the CD.
- Check the answer with the class.

Suggested answer:

The boys decide to go to Edgware Road to chill out and grab a bite, then go shopping and then do some sightseeing.

KEY

C.

Aim: to give Ss practice in listening/reading for specific information

- Point out to Ss that first they should read the sentences and then decide if they are True or False.
- Ask Ss to read through sentences 1-6 and check understanding.
- Tell Ss that they do not need to understand everything in the text in order to do the activity.
- Ask Ss to underline where they found the answer in the texts.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. F ('It's so exciting to be in London! I know., Edgware Road? Where is that? Well, according to this guide book...')
2. F (...but I need to do some shopping on Edgware Road', 'I heard there are loads of Middle-eastern restaurants there with delicious food.')
3. T ('Also, I don't like Ferris wheels. Especially huge ones.')
4. T ('...do you want to grab a bite first? I'm a bit peckish.', 'I've got it! We can go to Edgware Road first, and have something to eat there.')
5. F (...after lunch, I'm usually a little sleepy.)
6. T ('You know what? You are right. I'll join you.')

KEY

3a vocabulary & grammar

D.

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

- Ask Ss to read through the words 1-7 and the definitions a-g.
- Explain to them that they should locate the highlighted words in the text and guess their meaning from the context.
- Tell them to match definitions a-g with the words 1-7.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the dialogue if necessary.

E. Discuss (Post-reading)

Aim: to give Ss the opportunity to expand on the topic of the reading text

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

VOCABULARY STRONG ADJECTIVES

A.

Aim: to familiarise Ss with gradable and non-gradable adjectives

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

fascinating: very interesting
huge: very big

KEY

B.

Aim: to give Ss practice in replacing non-gradable adjectives with their gradable equivalent

- Tell Ss to read through the vocabulary box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. very pleased
2. very scared
3. very surprised
4. very tired
5. very tasty
6. very angry

KEY

GRAMMAR

MUST - HAVE TO - NEED

Aim: to help Ss revise the meaning and uses of *must-have to-need*

A.

- Have Ss do the activity.

b

KEY

B.

- Have Ss do the activity.

You **mustn't** go sightseeing right away. (c)

Yes, we **have to / need to / must**. We don't have enough time. (a)

KEY

LANGUAGE PLUS

Need expresses a necessity emanating from oneself, whereas *have to* expresses a necessity imposed by external factors.

HAD BETTER - WOULD RATHER

Aim: to introduce the expressions *had better* and *would rather*

- Have Ss do the activity.
- Read out and explain the Note and refer Ss to the Grammar Reference (p.126).

You'd better sleep then. (should)

...I'd rather do some sightseeing. (would prefer)

You'd better and I'd rather are followed by the base form (infinitive without 'to').

KEY

PRACTICE

Aim: to give Ss practice in using the newly taught grammatical structures in context

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

- have to
- 'd rather
- must
- need to
- have to
- would rather
- mustn't
- had to
- had better
- don't need to

KEY

3a listening & speaking

Functions

Discussing advantages and disadvantages
Expressing opinion and preference

Vocabulary

Words related to a youth centre

art class climbing wall Internet access
keep fit table football table tennis

Adjectives

active challenging competitive creative
helpful socialising stimulating

Other words and phrases

correct (v) essay provide research (n)
settle into staff

LISTENING ► 40

- For the listening transcript go to page 114.

Aim: to give Ss practice in listening for specific information and choosing the picture which best answers the question

- Explain to Ss that they will hear 5 short conversations, each of which is followed by a question. Tell them that they have to choose the picture which best answers the question they hear.
- Ask Ss to read questions 1-5 and look through the options given for each question. Make sure they understand what each picture shows.
- Read out and explain the TIP.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

KEY

SPEAKING

Aim: to give Ss practice in speculating and reaching a decision

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

Ideas/Suggested answers

Activity/ Facility	Advantages	Disadvantages
Climbing wall	Helps you to keep fit and active; builds up strength and endurance	Not suitable for people who are afraid of heights; may result in knee injuries
Art class	Creative and fun; intellectually challenging	Expensive materials; not all people have artistic talent
Internet access	Perfect opportunity for those with no internet access; teenagers can do research for their school projects	The equipment needs constant upgrading, isolates rather than encourages socialising
Table tennis	Very entertaining; not requiring a lot of teaching hours; reflexes and hand-eye coordination are improved; keep fit	It could be very competitive; if there are only outdoor tables, people can only play when the weather is good
Table football	Great fun and very entertaining; it gives the sense of actually participating in a real match	Quite competitive; boring if you are not into football

KEY

3a writing

WRITING AN INFORMAL LETTER GIVING NEWS

A. Discuss

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

- Discuss the question in class.

B.

Aim: to familiarise Ss with the question of 'purpose' in writing

- Have Ss read the letter and answer the question.

b

KEY

C.

Aim: to help Ss identify the content and paragraph organisation of an informal letter giving news

- Ask Ss to read the questions and check understanding.
- Have Ss do the activity.
- Check Ss' answers in class.

a. 3

b. 4

c. 3

d. 2

e. 2

f. 1

g. 2

KEY

D.

Aim: to provide Ss with a concise plan for writing informal letters giving news

- Have Ss read through the outline.
- Make sure they understand what each paragraph should include when writing an informal letter giving news.

WRITING TASK

Aim: to give Ss practice in writing informal letters giving news

- Read out and explain the TIP.
- Tell Ss to refer to the letter, the outline and Appendix I for the layout of informal letters when writing their letter.

Functions

Expressing possibility
Making deductions

Structures

Expressing possibility (may - might - could)
Making deductions (must - can't)

Vocabulary**Words related to job interviews**

anxiety appearance appropriate behaviour
body language calm CV (curriculum vitae)
duty eye contact facial expression gesture
image income interview (n) knowledge
nervous organisation position preparation
qualifications responsibility salary
self-confidence typical up-to-date

Other words and phrases

allow care about especially furthermore
genuine improvement in advance include
location possibly search (n) select spill (v)
take into consideration tip

READING**A. Discuss (Pre-reading)**

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

- Have Ss read through the words in the box and check understanding.
- Ask the questions and discuss.

B.

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

- Have Ss do the activity.

a (b and c are wrong because they refer only to certain topics touched upon in the text, but not to the text as a whole)

KEY

3b vocabulary & grammar

C.

Aim: to give Ss practice in reconstructing a gapped text

- Read out and explain the TIP.
- Have Ss read the sentences A-F and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. B (This sentence introduces the idea of the CV and is elaborated on in the next sentence 'It is very important to make sure your CV is up-to-date and free of mistakes.') KEY
2. A (This sentence specifies the frequently asked questions in interviews, something referred to in the next sentence '...try answering these specific questions...')
3. D (This sentence explains exactly how videotaping oneself can contribute to a successful interview.)
4. C (This sentence further expands on the idea of knowing the location of the interview by suggesting a practical measure 'A practice drive...')
5. F (This sentence mentions the necessity of sending a thank-you note, an idea which is analysed in the following sentence 'In it, you should...')

- Ask Ss a few comprehension questions, such as:
 - *How does the article suggest that a candidate should gather information about the post advertised?*
By reading magazines, newspapers and by browsing the Internet for information concerning the specific company.
 - *Why can videotaping oneself be helpful?*
By seeing one's performance (answers and body language) he/she can improve him/herself by practising.
 - *What should a successful candidate never ask about on the first interview?*
The salary that is offered.
 - *What kind of clothing should one choose?*
A clean and well-ironed business suit.
 - *What do you include in a thank-you note?*
You express your interest and explain your specific qualifications which make you the ideal candidate for the position.

D.

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

- Ask Ss to read through the words 1-6 and the meanings a-f.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

VOCABULARY

1. EXPRESSIONS WITH MAKE AND DO

A.

- Aim: to introduce the meaning of expressions with *make* and *do*
- Have Ss do the activity.
 - Check the answers with the class.

do	well / business / my best / a favour / shopping / homework
make	money / noise / a decision / an excuse / mistakes / plans

KEY

B.

Aim: • to give Ss practice in using expressions with *make* and *do* in context

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

1. makes mistakes
2. did well
3. make a decision
4. do... a favour
5. did... best
6. make... noise
7. made an excuse

KEY

2. WORDS EASILY CONFUSED

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

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

1. salary
2. income
3. expression
4. gesture
5. clean
6. clear
7. nervous
8. upset

KEY

3. NOUNS DERIVING FROM VERBS

A.

Aim: to raise Ss' awareness of relationships between words

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

preparation-prepare
improvement-improve
location-locate

KEY

- Read out and explain the Note.

3b vocabulary & grammar

B.

Aim: to give Ss practice in word building in a meaningful context

- Tell Ss to read through sentences 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. advertisement
2. developments
3. discussion
4. education
5. organisations
6. arrangements
7. invitation
8. directions

KEY

GRAMMAR EXPRESSING POSSIBILITY (MAY - MIGHT - COULD) MAKING DEDUCTIONS (MUST - CAN'T)

A.

Aim: to introduce modal verbs expressing possibility
may/might /could

- Have Ss do the activity.
- Encourage Ss to provide their own examples.

b

KEY

B.

Aim: to introduce modal verbs making deductions
(must/can't)

- Have Ss do the activity.
- Encourage Ss to provide their own examples.

He **must** be interested in the money only. (b)
He **can't** possibly care about the job itself. (a)

KEY

C.

Aim: to help Ss revise the formation and uses of the previously taught modal verbs

- Have Ss do the activity.

may/might/could + base form:
something will possibly happen
must + base form:
we are almost sure that something is true
can't + base form:
we believe that something is impossible

KEY

- Refer Ss to the Grammar Reference (p.126).

PRACTICE

Aim: to give Ss practice in using modal verbs in context

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

1. must be
2. may be
3. might help
4. could do
5. might be
6. may not be
7. can't be
8. could try

KEY

ENGLISH IN USE

Aim: to give Ss practice in using the previously taught grammar through a transformation exercise

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

1. has been working for
2. must be in
3. haven't seen Andy for
4. may do business with us
5. would/'d rather not go
6. has Joe been a
7. had better ask
8. put an advertisement

KEY

3b listening & speaking

Functions

Talking about job interviews
Discussing advantages and disadvantages
Comparing qualifications
Expressing opinion

Vocabulary

Words and phrases used when applying for a job
ability adequate ambitious applicant
available be familiar with cashier certificate
clerk computer-literate experience (n)
experienced fluent full time hire interest (n)
manner marital status part-time personality
pleasant polite punctual qualified reliable
require suitable training working conditions

Other words and phrases

advertise at one's convenience complete (v)
currently customer enclose essential
foreign exchange look forward to minimum
previous report task travel agency uniform
with regard to

LISTENING ➤ 41

For the listening transcript go to page 114.

A. Discuss

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

Ask Ss the question and discuss.

OPTIONAL ACTIVITY

Teachers may ask Ss to write down three questions they think a person might be asked at a job interview.

B.

Aim: to give Ss practice in listening for gist

Explain to Ss that they will hear a job interview.
Play the CD and have Ss compare their ideas in activity A with the questions asked in the job interview.

C.

Aim: to give Ss practice in listening for specific information and answering multiple choice questions

Ask Ss to read through questions 1-5 and the options given.
Play the CD and have Ss do the activity.
Check the answers with the class.

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

KEY

SPEAKING

Aim: to give Ss practice in speculating and making a decision using prompts

Divide Ss into pairs.
Tell them to read the advertisement and the profiles of the three candidates and check understanding.

- Explain to Ss that they have to decide which person would be more suitable for the job and why the others are not.
- Have them read the vocabulary and the useful expressions.
- Go round the class, helping Ss if necessary.

Suggested answer

SA: Well. Let's see. I think we should first look at the job requirements before we decide. From what I can see, the applicant should be fluent in one or more foreign languages. So how about David? He speaks Spanish.

SB: I guess you are right, but Salman has a degree in French. I think he could be the one!

SA: Let's examine the rest of their qualifications. For example, David; he speaks Spanish, he is computer literate, he has a Degree in Tourism Management, which is not a prerequisite but it's a plus, and he is interested in travelling. However, he has no work experience in a busy office environment.

SB: Well, I don't think he is the most suitable, because he hasn't worked in the tourism sector.

SA: Well, the most important problem is that he has no office experience.

SB: I think Saad is the ideal candidate. He has got computer skills, speaks English and has got experience in an office and the tourism sector...

SA: I agree, however, Salman is also a good candidate, he is computer literate, he has experience as a receptionist in a tourist office, and he has a Degree in Business Studies apart from French, whereas Saad has just completed secondary school.

SB: I see your point, but Saad is far more experienced than Salman.

SA: Yes, but I think Salman's Business Degree is a major advantage, it means he can contribute a lot to the company.

SB: Well, I guess you are right.

KEY

WRITING A LETTER OF APPLICATION

A. Discuss

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

- Discuss the questions in class.

B.

Aim: to help Ss relate the rubric, including the input, to the content of the letter

- Have Ss read the letter and answer the question in the rubric.
- Check the answer with the class and have Ss justify their opinion.

Yes, he is because he meets the job requirements.

KEY

C.

Aim: to help Ss identify the content and stylistic features of a letter of application

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

The following sentences should be ticked:
a, c, e, f, h

KEY

D.

Aim: to familiarise Ss with formal expressions used in a letter of application

- Ask Ss to read through the words and try to locate the formal expressions which correspond to the informal meanings provided.
- Have Ss do the activity.
- Check the answers with the class.

a. position
b. suitable
c. I consider myself
d. punctual
e. available
f. I have enclosed
g. for your review
h. will be taken into consideration

KEY

3b writing

E.

Aim: to present Ss with phrases and expressions used in letters of application

- Have Ss read the expressions and encourage them to use each phrase in a sentence of their own.
- Then, ask Ss to go through sentences 1-6 and check understanding.
- Explain to them that they need to choose an appropriate expression/phrase to rewrite sentences 1-6.
- Have Ss do the activity.
- Check the answers with the class.

1. I am writing with regard to your advertisement published in the Guardian, on 4th July 2011.
2. I am currently working for *Mr Baker*, a local bakery.
3. In addition, I am fluent in Chinese.
4. I hope my application will be taken into consideration.
5. I look forward to hearing from you.
6. I am available for an interview at your convenience.

KEY

F.

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

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

WRITING TASK

Aim: to give Ss practice in writing formal letters of application

- Tell Ss that they should write a letter of application responding to the advertisement.
- Have Ss read the advertisement and check understanding.
- Tell Ss to refer to the letter, the outline and the TIP on pages 48-49 as well as Appendix I for the layout of formal letters.

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

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

KEY

D.

- | |
|------------------------------------|
| 1. since I have watched |
| 2. came across |
| 3. has been taking English lessons |
| 4. been to Dubai since |
| 5. don't have to |
| 6. can't be |
| 7. might rain later |

KEY

E.

- | |
|---------------------|
| 1. has been making |
| 2. discovered |
| 3. belonged |
| 4. loved |
| 5. found |
| 6. has become |
| 7. liked |
| 8. has been hanging |

KEY

LISTENING ► 42-53

• For the listening transcript go to page 115.

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

KEY

SELF-ASSESSMENT

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

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

4 Planet Earth

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

- Ask Ss to look at the title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section. Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

An article about drought: p.64
A conversation between two friends about global warming: p.56
A magazine article about endangered species: p.60
Two advertisements for holidays close to nature: p.58
Advertisements about different environmental projects: p.54

KEY

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

Functions

Talking about the future
Making predictions

Structures

Future Tenses

Vocabulary**Words related to the environment**

canyon chain of islands coast coastal desert
ecosystem environment flood (n) jungle
oasis ocean paradise plant (n) polar ice cap
pond rainforest sandy species tropical
volunteer (v)

Other words

affect agency amount beauty challenge (n)
community cover (v) create description
destruction development eventually fit (v)
generation global hardworking harmful
housing individual (n) length miss out
protection reduce stretch train (v) treasure
unique youth

READING**A. Discuss (Pre-reading)**

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in reading for gist

- Have Ss read the texts quickly and match them with the pictures 1-4.

1. C 2. A 3. D 4. B

C.

Aim: to give Ss practice in reading for details

- Point out to Ss that first they should read the questions and then find the part of each text that answers the question.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. A (... while they prepare themselves for the green jobs of the future.)

2. D (... clean up the affected areas and give out food and water to hundreds of people who had to abandon their homes after the flood.)

3. D (We are looking for energetic and hard-working people who want to help people in need.)

4. C (You will help compare satellite images to on-the-ground information.)

5. B (You will have the opportunity to travel with scientists through the jungle in an experience of a lifetime.)

6. D (During this 7-day adventure, ...)

7. A (We are moving from a 'grey' economy, based on habits that are harmful... to protect our environment.)

8. C (...this island chain has not been affected by development until quite recently.)

- Ask a few comprehension questions, such as:

• *What exactly is changing in our attitude towards the environment?*

People are supporting an economy which promotes environmentally-friendly practices and habits.

• *Why are scientists worried about the Amazon basin?*

Because by 2020 logging will have reduced the size of the rainforests by 60%.

• *Why are the Bahamas considered to be a tropical paradise?*

Because they boast warm waters and white sandy beaches.

• *What does the Charity Warehouse want to help with?*

They need help with helping those affected by the Jeddah flood who need support until they eventually find safe housing.

4a vocabulary & grammar

D.

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

- Ask Ss to read through the words 1–6 and their meanings.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

VOCABULARY LEXICAL SET (GEOGRAPHICAL FEATURES)

Aim: to familiarise Ss with geographical features

- Have Ss look at the words and the pictures and encourage them to brainstorm other geographical features they may know.

Suggested answer

Other geographical features may include: cave, glacier, volcano, waterfall, etc.

KEY

GRAMMAR FUTURE TENSES

Aim: to help Ss revise Future Tenses and their uses

A.

- Have Ss do the activity.

c, a, b

KEY

B.

- Have Ss do the activity.

When will that happen? a
What is emphasised? b

KEY

C.

- Have Ss do the activity.
- Read out and explain the Note.
- Encourage Ss to provide their own examples.
- Refer Ss to the Grammar Reference (p.126).

The future *will* (*will* + base form) is used for predictions: ‘Of course! Scientists say that in a few years only half of the rainforests will still exist.’

KEY

The future *will* (*will* + base form) is used for spontaneous decisions: ‘In that case I’ll come with you.’

The future *going to* (*am/is/are* + *going to* + base form) is used for people’s intentions or plans that have already been made: ‘Next July, we are going to volunteer with the National Science Foundation and help scientists save the Amazon rainforest.’

The Future Progressive (*will* + *be* + -ing form) is used to emphasise the duration of a future action: ‘During this 7-day adventure, you will be helping the local community...’

The Future Perfect (*will* + *have* + past participle) is used for actions that will be completed before a specific time or another action in the future: ‘However, by 2020, logging will have reduced the size of rainforests by 60%.’

PRACTICE

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

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

- Are you going to watch
- will win
- will be
- are going to watch
- ’ll call
- wake up
- will have left
- will be working / am going to work
- ’ll give
- get
- Will you be / Are you going to be
- get
- am going to be

KEY

4a listening & reading

Functions

Referring to conditions and their results
Talking about imaginary situations
Expressing opinion

Structures

Conditional Sentences (Types 1 & 2)

Vocabulary

Words related to global warming

climate cool off energy flooding fossil fuels
global warming heat melt oil petrol
temperature

Phrases

according to big deal for all I care for starters
hopeless case So what!

Phrasal verbs

give in give up

Other words

alternative countryside disturb experiment
extreme fuss interrupt level obvious
raise rise simply

KEY

- That a lot of cities will also flood along with the one they both live in.
- Josh thinks that Ben is a negative person and he only sees disadvantages to everything.
- He wouldn't have to buy heavy winter clothing.
- They will have to move to the North.
- The price of petrol would go down.

OPTIONAL ACTIVITY

Ask Ss a few extra comprehension questions, such as:

- Who hates cold weather?*
Josh.
- Where does Ben say Josh will swim if sea levels rise?*
In his back garden.

D.

Aim: to help Ss identify the meaning and register of colloquial expressions

- Have Ss read the highlighted expressions and ask them to guess their meanings.
- Elicit answers and then tell Ss to match them with the situations 1-5.
- Check the answers with the class.

KEY

- So what?
- for all I care
- a hopeless case
- for starters
- I give up!

- Explain any unknown vocabulary in the dialogue if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

LISTENING & READING ➤154

A. Discuss

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in listening in order to identify main ideas

- Have Ss read the question in the rubric.
- Play the CD and have Ss do the activity.
- Check Ss' answers with the class.

Advantages of global warming (Josh's version)

- KEY
- People can swim throughout the whole year.
 - Some cities away from the beach will become summer resorts.
 - People will save a lot of money on clothes, since they will never have to purchase heavy items of clothing.
 - If the polar ice caps melt, then it will be easier to dig for oil so transport will become cheaper.

C.

Aim: to give Ss practice in reading for specific information

- Point out to Ss that first they should read the questions and then find the part of the text where they are answered.
- Ask Ss to read through questions 1-5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

4a vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

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

- Have Ss do the activity.
- Check Ss' answers in class.

1. rise
2. raise
3. interrupt
4. disturb
5. oil
6. petrol
7. warm
8. hot
9. give up
10. gave in

KEY

GRAMMAR

CONDITIONAL SENTENCES (TYPES 1 & 2)

Aim: to help Ss revise the use of Conditional Sentences
Types 1 and 2

A.

- Ask Ss to read through the sentences and answer the questions.

1.
Does the sentence refer to the past or the future?

The future.

Does he think that this is likely to happen?

Yes, he does.

- 2.

According to Josh, is Ben negative? Does he see the advantages of global warming?

Yes, Josh thinks Ben is negative and that he can't see the advantages of global warming.

Does the sentence refer to the present or past?

The present.

KEY

B.

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

will, can, must, may, might or
should + base form

if + Present Simple

Imperative

if + Past Simple

would, could + base form

KEY

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

PRACTICE

Aim: to give Ss practice in using Conditional Sentences types 1 and 2 in context

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

1. continues
2. heat
3. melts
4. don't use
5. 'll destroy
6. thought
7. would find
8. runs
9. stops/will stop
10. stopped
11. is
12. will be

KEY

WORKBOOK LISTENING ►155

- For the listening transcript go to page 123.

4a listening & speaking

KEY

Functions

Talking about advantages and disadvantages
Expressing preference and justifying
Expressing opinion, agreement and disagreement
Making suggestions

Vocabulary

Words and phrases related to environmental issues
conservation project crystal clear endangered
endangered environmental awareness
environmentally friendly litter pollution
recycling turtle unspoilt wildlife

Phrases

at all costs change one's mind in favour of
make a difference take action

Nouns / Noun Phrases

argument diving editor flash of lightning
issue leaflet public transport resident skill
snorkelling survey threat town council
traffic congestion

Other words

attract aware damage (v) educational
effective plan (v) sign (v)

LISTENING ►156-63

• For the listening transcript go to page 115.

Aim: to give Ss practice in listening for specific information and answering multiple choice questions

- Explain to Ss that they will hear people talking in four different situations.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

KEY

SPEAKING

A.

Aim: to give Ss practice in discussing the pros and cons of two options and expressing preference

- Divide Ss into pairs.
- Explain that Ss should look at the two advertisements and discuss the relative pros and cons of each holiday and then say which they would prefer.
- Have Ss read the advertisements, the vocabulary box and the useful phrases/expressions and check understanding. Ask them to make an effort to use them in the activity.
- Go round the class, helping Ss when necessary.

Suggested answers:

Reasons for choosing Costa Rica:

1. Challenging holidays: give you the opportunity to explore rare natural habitats such as the rainforests.
2. Educational experience: perfect chance to acquire new skills since you take part in surveys concerning endangered turtles.
3. You become an active participant in protecting the natural environment while helping to raise other peoples' environmental awareness through the surveys.

Reasons for choosing Saudi Arabia:

1. Combines environmental awareness with a relaxing holiday.
2. Active holidays since it includes environmentally-friendly sports such as scuba diving and snorkelling.
3. Educational experience: unique opportunity to see amazing wildlife including baboons and green turtles.

B.

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

- Ask Ss the questions and elicit answers.

Suggested answers:

What are the advantages of ecotourism?

- Ecotourism is a better way to use the land than most agricultural pursuits, especially in arid and semi-arid areas.
- It is a form of economic development that can benefit disadvantaged rural communities.
- It is an excellent source of foreign exchange that can be used by countries to finance economic growth and development.
- It encourages business partnerships between the private sector, conservation authorities and residents located in or near wild areas.
- It is a pollution-free industry promoting economic growth without damaging the environment.

Do you think that you do enough to protect the environment? Why?/Why not?

Well, I recycle, I have installed energy saving light bulbs, I don't leave the water running when I brush my teeth, I shower instead of taking baths...

What can individuals do to protect the environment?

First Save Energy at Home

- Insulate the rooms in your house.
 - Unplug appliances and completely turn off equipment such as TV's and stereos.
 - Improve the fuel economy of your car by going easy on the petrol and brakes, and by removing items from your car boot to help decrease its weight.
 - Set your thermostat in winter to 20°C or less.
 - Turn off the lights in the rooms you're not using.
 - Use fluorescent light bulbs.
 - Use appliances efficiently: wash full loads of clothes.
 - Recycle
- Reduce Fuel Consumption**
- Check your motor oil and air filter, as well as your tyre pressure.
 - Use hybrid cars and renewable fuels.
 - Use public transport.
 - Walk and ride your bike.

4a writing

WRITING AN E-MAIL BASED ON PROMPTS

A. Discuss

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

- Have Ss go through the environmental problems listed in the box and check understanding.
- Ask the questions and discuss.

B.

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

- Tell Ss to read the e-mail that Bob has written and answer the question in the rubric.

He asks you to give your opinion about the problem (building a golf course along the unspoilt coastline), say whether you intend to sign a petition and propose other types of action that the residents can take with the help of the town council.

KEY

C.

Aim: to give Ss practice in brainstorming before writing an e-mail

- Divide Ss into pairs and tell them that each pair should try to come up with ideas to answer the questions in the activity.
- Set a time limit of maximum 5 minutes and have Ss do the activity.
- Check answers with the class.

Suggested answers:

KEY

Give opinion about plan

What are the advantages of building the golf course?

It means more tourists will come, which means that the local economy will be reinforced.

What are the disadvantages?

Negative effects on the environment (sand dunes will be damaged and wildlife habitat will be disturbed, a golf course requires a lot of water for irrigation purposes)

Do you think the disadvantages are greater than the advantages?

Ss' own answer

Should the environment be protected at all costs?

Ss' own answer

Say whether you will sign

Do you think people should take action to protect the environment?

Ss' own answer

Will signing the petition help stop the hotel complex from building the golf course?

Ss' own answer

Suggest

How effective would the following be?

Ss' own answer

Can you think of some other action the residents can take?

Ss' own answer

D.

- Aim: to provide Ss with a concise plan for writing an informal e-mail based on prompts

- Have Ss copy the outline in their notebooks.
- Tell them to read through the questions and make sure they understand what each part of the informal e-mail should include.

SUGGESTED OUTLINE

GREETING

- What greeting will you use?
Dear Bob,

OPENING PARAGRAPH

- What set phrase will you use to begin your e-mail?
I was glad to receive your letter / It was nice to hear from you...

- Why are you writing to your friend?

To say whether I am going to sign the petition or not and also to propose other actions against the building of the golf course.

MAIN PART

- What points do you have to respond to?

1. Signing the petition or not

2. Alternative ways of stopping the building of the golf course

- How will you organise these points into paragraphs?

1st para: Say if you are signing or not

2nd para: Alternative ways of stopping the building of the golf course

CLOSING PARAGRAPH

- Is there anything you want to emphasise?

We have to protect the environment at all costs.

- What set phrase will you use to end your letter?

Well, I hope that I've been of some use. Write soon to tell me what happened with the golf course.

SIGNING OFF

- What signature ending will you use?

All the best,

WRITING TASK

- Aim: to give Ss practice in writing an e-mail based on prompts

- Tell Ss that they should write an e-mail to their friend including the prompts, the notes from activity C and the outline from activity D.

- Encourage them to use Appendix I for the layout and set phrases they can use when writing their e-mail.

KEY

Functions

Talking about animal wildlife
Talking about size and quantity

Structures

Nouns - Articles - Determiners

Vocabulary**Words related to animals**

ant antelope breed butterfly cobra
creature crocodile deer eagle exotic fly
goose habitat horn hunt (n) hunting
illegal insect kangaroo mammal monkey
nest parrot peacock pigeon prey rat
reptile seed tortoise

Units of measurement

centimetre foot gallon gram inch
kilogram kilometre litre metre mile
millilitre ounce pint pound quart tonne

Other words and phrases

at present authorities be aware cause (n)
conditions die out existence feature (v)
in search of inability likely measure (v) nut
peninsula predator remaining researcher
shiny skin stone survive underground
up to weigh weight yard

READING**A. Discuss (Pre-reading)**

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

- Ask Ss the two questions and discuss.

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

- Ask Ss to read the question and the choices a-c and check understanding.
- Have Ss read through the text quickly and do the activity.

c

KEY

C.**Aim: to give Ss practice in reading for details**

- Point out to Ss that first they should read the statements and then find the corresponding part of the text.
- Ask Ss to read through statements 1-8 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. T ('Some of the reasons these animals are endangered include the destruction of natural habitats, pollution and climate change.')
2. NM

3. T ('... illegal hunting caused this creature ... to slowly become extinct ...')
4. F ('more than 100 Arabian Oryx live in the wild while over 600 live in captivity ...')
5. T ('These birds are endangered because they are easy prey for cats, weasels and rats; ...')
6. NM
7. T ('Some researchers are hoping that the toad has moved underground.')
8. F ('No one knows exactly why the toad disappeared, but scientists believe it may be as a result of climate change.')

- Ask a few comprehension questions, such as:

- What are the main reasons for which certain species are endangered?
Destruction of their natural habitats, pollution and climate change.
- What does the Arabian Oryx look like?
It's uniquely beautiful, it may weigh between 55 and 70 kilograms and its horns measure up to 68 cm in length.
- Where does the Arabian Oryx live?
In the Arabian Peninsula and in other parts of the world.
- What do kakapos feed on?
Nuts, seeds and fruit.
- What did the New Zealand authorities do to save them?
They took the last remaining kakapos to protected islands away from their predators.
- What does the Monteverde toad look like?
It's 5 centimetres long and it has orange, shiny skin.
- Where did it use to live?
In the tropical forests near the town of Monteverde in Costa Rica.
- When was the Monteverde toad seen for the last time and why?
In 1989, probably due to changes in the climate.

4b vocabulary & grammar

D.

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

- Ask Ss to read through the words 1-7 and their meanings a-g.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

VOCABULARY LEXICAL SET (ANIMALS)

A.

Aim: to familiarise Ss with types of animals

- Have Ss look at the words and the pictures and encourage them to brainstorm other animals they may know of that belong in the same groups.

Mammals: tiger, lion, puma, ape, giraffe, etc.

Birds: hawk, duck, parrot, etc.

Reptiles: iguana, alligator, turtle, python, boa, etc.

Insects: cockroach, grasshopper, beetle, termite, ladybird, etc.

LEXICAL SET (UNITS OF MEASUREMENT)

B.

Aim: to familiarise Ss with units of measurement

- Explain to Ss that there are different systems of measurement used in different parts of the world and that they should be able to do the basic conversions when travelling or buying products from abroad.
- Go through the tables with the Ss and provide basic examples. e.g. metres vs feet.
- Have Ss do the activity and remind them that in some cases there may be more than one answer.
- Check the answers in class.

a. 330ml
b. 1 l / qt.
c. 25 km / mi
d. 30 cm / in.
e. 3.8 m / yd.
f. oz.
g. 500 g
h. 2 kg / lb.
i. 3 tonnes
j. 6 ft.

KEY

GRAMMAR NOUNS - ARTICLES - DETERMINERS

A.

Aim: to help Ss revise the use of articles

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

- We use **a(n)** before a singular countable noun when we refer to it in a general sense or when it is mentioned for the first time.
- We use **the** before a noun which is something unique, is used in a specific sense or has been mentioned before.

KEY

B.

Aim: to help Ss revise the use of the definite article and **some** with plural countable nouns

- Have Ss do the activity.

1. b 2. c 3. a

KEY

C.

Aim: to help Ss revise the use of determiners and quantifiers before nouns (singular, plural, countable and uncountable)

- Have Ss do the activity.

- Use **(how) much** and **(a) little** before uncountable nouns only.
- Use **how many** and **(a) few** before plural countable nouns only.
- Use **some**, **any**, **no**, **a lot of**, and **lots of** before either uncountable or plural countable nouns.

KEY

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

LANGUAGE PLUS

A few and **a little** show a small number/amount (positive meaning) and can be used with *only*.

Few and **little** show a very small number/amount (negative meaning) and can be used with *very*, *so* and *too*.

PRACTICE

Aim: to give Ss practice in using articles, determiners and quantifiers in context

A.

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

- | | |
|---------|--------------|
| 1. a | 11. - |
| 2. - | 12. the |
| 3. the | 13. - |
| 4. some | 14. the |
| 5. the | 15. - |
| 6. the | 16. - |
| 7. The | 17. the |
| 8. an | 18. - |
| 9. the | 19. - |
| 10. The | 20. - / some |

B.

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

- A. any
 B. much - lots of
 A. Some
 A. a lot of
 B. a few

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through a word building exercise

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

1. eruptions
 2. destruction
 3. deaths
 4. preparation
 5. impossible
 6. scientists
 7. location

KEY

4b listening & speaking

KEY

Functions

Talking about the environment
Comparing situations
Expressing opinion and justifying

Vocabulary

Words and phrases related to environmental issues
acid rain drought exhaust fumes landfill site
rainfall rubbish solar-powered waste (n)
weather conditions wind power

Other words and phrases

conventional crop dependent dispose of
face (v) hazard improve limited practical
predicament retirement ruin (v) shortage
source survival

LISTENING ► 64

For the listening transcript go to page 116.

A.

Aim: to give Ss practice in listening for gist

- Play the CD and have Ss do the activity.
- Check the answers with the class.

Speaker 1: c
Speaker 2: a
Speaker 3: b
Speaker 4: c

KEY

B.

Aim: to give Ss practice in listening for specific information

- Play the CD again and have Ss do the activity.
- Check the answers with the class.

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

KEY

SPEAKING

Aims: • to give Ss practice in comparing photographs
• to provide vocabulary and expressions relevant to the topic of the photos

- Divide Ss into pairs.
- Read out and explain the TIP.
- Ask Ss to look at the photos A1 and A2 and speculate about the place and the situation (A1: the polluted atmosphere in a city centre-smog and A2: a landfill site).
- Have Ss read the two questions given.
- Have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and say how common these problems are and which of these problems is most serious.

Ideas / suggested answers

Pictures A1 and A2

Smog/air pollution is caused by factories or exhaust fumes, waste treatment, oil production, industrial solvents, paints, and coatings.

Landfills:

A landfill is the cheapest way of disposing of rubbish, but the rubbish produces gases and chemicals that are harmful to both animals and humans. Also, even if the landfills are lined, the lining is eventually eroded. As a result, all landfills will eventually fail and leak 'leachate' (hazardous water) into ground and surface water.

Both problems are very serious, and both constitute a health hazard; nevertheless, the landfill issue is more serious, because the leachate can cause major health problems, such as cancers, diabetes etc., which are easily traceable to the dangerous chemicals released into the atmosphere.

Picture B1 and B2

- Follow the same procedure as above. (B1: a conventional source of energy and B2: an alternative source of energy)
- Students take turns to say what the advantages and disadvantages of each of the ways of producing energy and which they consider to be a better solution.

Advantages of conventional sources of energy (fossil fuels, nuclear energy)

The only advantage of conventional sources of energy is that they are cheaper- other than that, the disadvantages are numerous: they cause air and water pollution, they constitute a health hazard in the areas where power plants are operational, they are finite- at some point they will be depleted completely.

Advantages of alternative sources of energy (solar, wind, wave power):

Environmentally friendly, not finite, don't pollute the atmosphere.

Disadvantages: more expensive than conventional sources of energy because of lack of investment to make the type of technology needed cheaper.

WRITING TASK AN ARTICLE

A. Discuss

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

- Discuss the questions in class.

B.

Aim: to help Ss identify the appropriate style and content
of an article by analysing the rubric

- Have Ss do the activity.

Students should underline the following:

Write an article!

*We are looking for articles for the next issue of Earth
Matters.*

*Write about a predicament that your country or another
part of the world is suffering from. Think about the effects of
this situation on human, animal and plant life and describe
them.*

KEY

4b writing

KEY

C 1.

Aim: to give Ss practice in identifying paragraph content in an article

- Explain to Ss that each phrase corresponds to a paragraph in the article.
- Have Ss read the article again and do the activity.
- Check the answers with the class.

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

KEY

C 2.

Aim: to give Ss practice in identifying the stylistic features of an article

- Have Ss read the article again, answer the questions and underline the relevant examples in the text.
- Check Ss' answers in class.

- a. ('Have you ever seen ... water?')
b. ('Now think about... entire country!')
c. –
d. –
e. (Because, As a result, To make matters worse.)

KEY

D.

Aim: to give Ss practice in analysing the rubric in order to identify appropriate content

- Have Ss read the rubric and answer the question.
- Check Ss' answers in class.

The Ss should focus on two aspects of the future, namely changes concerning the environment and aspects of everyday life.

KEY

E.

Aim: to help Ss brainstorm relevant ideas and vocabulary using word webs

- Explain to Ss that they should try to develop the word webs by adding as many relevant words as they can think of.
- Set a time limit of maximum 5 minutes and have Ss do the activity.
- Check Ss' answers in class.

Environment

*atmosphere – polluted – acid rain
rubbish disposal – many landfills – not many recycling plants
nature – shortage of water – destruction of rainforests
climate – global warming – severe weather conditions (floods, tornadoes, etc)
plant and animal life – some species extinct – many species endangered
energy – sources of fossil fuels limited – alternative sources not widely used*

KEY

Everyday life

*houses – solar-powered – built with organic or recycled materials
tourism – holidays on artificial islands powered by the waves- holidays in the North/South Pole because of global warming
entertainment – 3D documentaries, etc.
transport – shuttle airplanes – only bicycles in the historic centres of cities
work environment – more facilities for employees – work from home
school – ecologically friendly buildings – state-of-the-art facilities/equipment (interactive whiteboards, etc)*

F.

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

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an article.
- Read out and explain the TIP.

WRITING TASK

Aim: to give Ss practice in writing an article referring to a topic from a personal point of view

- Tell Ss to refer to the article, the outline and the TIP before writing their article.

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

- | |
|--------------------------------------|
| 1. expect |
| 2. will prove/is going to prove |
| 3. will install/are going to install |
| 4. will have replaced |
| 5. would be |
| 6. will have completed |
| 7. will be presenting |
| 8. will be doing |
| 9. were made |
| 10. will lead |

KEY

D.

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

KEY

E.

- | |
|------------|
| 1. to |
| 2. The |
| 3. were |
| 4. If/When |
| 5. have |

KEY

LISTENING ► 65

• For the listening transcript go to page 116.

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

KEY

SELF-ASSESSMENT

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

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

5 That's incredible!

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

- Ask Ss to look at the title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section. Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

A short text about some strange designs in Peru: p.78
A description of an ancient city: p.75
A newspaper article about an unusual criminal: p.76
A description of a mysterious island: p.70
A dialogue between two friends: p.72
An unbelievable story: p.80

KEY

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

Functions

Talking about past time

Structures

Past Perfect Simple - Past Perfect Progressive

Vocabulary**Reporting verbs**

apologise beg deny order promise remind

Other words

account approximately archaeologist belong
 carve decrease discovery disease enormous
 explorer extinct harbour initially islander
 landscape legend mystery oral origin
 refuse remain remote rule (v) slave
 specialist theory trace tragic tribe truly
 vanish voyage war whoever

READING**A. Discuss (Pre-reading)**

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

- Ask Ss the two questions and discuss.

B.

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

- Ask Ss to read through the text quickly to choose the most appropriate title. Point out that they should not pay attention to any unknown words that they may have.
- Have Ss do the activity.
- Check the answer with the class.

c (The others are wrong because they only refer to certain aspects of the text.)

KEY

C.

Aim: to give Ss practice in reading for details

- Ask Ss to read through the questions 1-4 and the options.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. b (...around 2000 kilometres from the nearest island.)
 2. a (... However they brought back diseases... inhabitants.)
 3. c (...belonged to the ruling tribe...)
 4. c (the last paragraph)

KEY

5a vocabulary & grammar

D.

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

- Ask Ss to read through the sentences 1-8 and match the underlined words with the highlighted words in the text.
- Have Ss do the activity.
- Check Ss' answers in class.

1. vanished
2. decreased
3. truly
4. account
5. approximately
6. voyage
7. diseases
8. remote

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the questions.
- Elicit answers and initiate a brief discussion.

VOCABULARY REPORTING VERBS

A.

Aim: to familiarise Ss with reporting verbs and their meanings

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

a, b

KEY

B.

Aim: to give Ss practice in identifying the meaning of reporting verbs through context

- Ask Ss to read through the sentences 1-6 and the meanings a-f and match the verbs to the meanings.
- Check the answers with the class.

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

KEY

GRAMMAR

PAST PERFECT SIMPLE - PAST PERFECT PROGRESSIVE

Aim: to help Ss revise the Past Perfect tenses and their uses

- Have Ss do the activity.

A1.

Which action happened first and which happened next?

First: Rapa Nui had remained unknown

Next: Jakob Rogeveau discovered it.

Which tenses are used?

Past Simple and Past Perfect Simple

A2

How long had the inhabitants been living on the remote island?

For centuries.

Which tense is used?

The Past Perfect Progressive

B.

Suggested answers

We arrived at the station after the train had left.

The men had been searching for hours when they decided to give up.

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

PRACTICE

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

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

KEY

1. had been thinking
2. found
3. met
4. noticed
5. had been looking
6. stood
7. approached
8. sat
9. began
10. knew
11. had... got/did... get
12. had read
13. finished / had finished
14. asked
15. had found
16. said
17. were

5a listening & reading

Functions

Reporting statements
Talking about strange events

Structures

Reported speech (statements)

Vocabulary

Phrasal verbs with 'up'

bring up call up go up grow up
hold up (bank) make up pick sb up put up
take up turn up

Other words and phrases

apparently arrest bus stop come by detective
didn't mean to do one's best fortunately
immediately odd out of breath paper pursue
real-life reckon rob robber robbery
run away rush (v) shortly stay put
suspicious taekwondo the other day thin
unbelievable wander off

KEY

1. Last week. ('I had my first lesson last week.')
2. He talked to two police officers. ('I was waiting at the bus stop when two police officers ran up to me and shouted...')
3. Because he rushed on the bus out of breath and was looking around suspiciously. ('...when a man rushed on...suspiciously.')
4. Because he wanted to follow the man. ('When we came to my bus stop, I didn't get off...Did you pursue him?')
5. He followed the man. ('Then I turned around and followed him.')
6. They told him not to leave. ('They said I should stay put...')
7. Ray had read about the man in the newspaper. ('It was in all the papers.')

LISTENING & READING CD 2 ► 2

A. Discuss (Pre-listening/reading)

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in listening for gist

- Have Ss read the question in the rubric.
- Play the CD and have Ss answer the question.
- Check the answer with the class.

Toby helped the police arrest a robber.

KEY

C.

Aim: to give Ss practice in reading for specific information

- Point out to Ss that first they should read the questions and then find the part of the text where they are answered.
- Ask Ss to read through questions 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

5a vocabulary & grammar

D.

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

- Have Ss locate the words 1-4 in the text and ask them to guess their meanings.
- Elicit answers and then tell them to choose the correct meaning from the options provided.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the dialogue if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the questions.
- Elicit answers and initiate a brief discussion.

VOCABULARY PHRASAL VERBS WITH 'UP'

A.

Aim: to introduce phrasal verbs with up

- Have Ss do the activity.

turn up = appear
hold up = rob (a bank)

KEY

B.

Aim: to give Ss practice in identifying the meaning of phrasal verbs through context

- Ask Ss to read sentences 1-8 and guess the meaning of the phrasal verbs in context.
- Elicit answers and explain to Ss that even if they do not know the meaning of the phrasal verbs, the context can help them infer it.
- Have Ss match the phrasal verbs with the meanings a-h.
- Check the answers with the class.

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

KEY

GRAMMAR REPORTED SPEECH (STATEMENTS)

A.

Aim: to help Ss revise the use of Reported Speech (Statements)

- Have Ss do the activity.

I haven't seen anyone like that.
You should stay put. We will be there shortly.
He tried to make up a story about you being part of the robbery.

KEY

B.

Aim: to help Ss revise introductory verbs and the changes in tenses when using Reported Speech (statements)

- Have Ss do the activity.

tell, say, Past Simple, Past Perfect Simple, would

KEY

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

PRACTICE

Aim: to give Ss practice in using Reported Speech in context

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

1. Brad told Tom that he was thinking of taking a foreign language course.
2. Adam told me that he didn't know what time Jack would arrive.
3. Philip told me that he was going to buy a holiday home in Spain.
4. Paul said that it might rain at the weekend.
5. Peter told me that he had bought a new car for the race.

KEY

WORKBOOK LISTENING ► 3

- For the listening transcript go to page 124.

5a listening & speaking

Functions

Talking about landmarks
Discussing pros and cons
Expressing preference

Vocabulary

Vocabulary related to landmarks and sightseeing
architecture artefact destination entrance
fountain guided tour Houses of Parliament
landmark queue ruins tomb tour guide
tower traditional

Adjectives

breathtaking glorious legendary magnificent
numerous outstanding spectacular

Other words and phrases

caravan cliff definitely donkey
Don't miss it for the world. effort glimpse gorge
in the heart of last (v) on display trade
wonder (n) worth

LISTENING ➤ 4

- For the listening transcript go to page 117.

A. Discuss

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in transferring from verbal to visual information

- Ask Ss to look at the pictures a-f and guess what type of landmarks they are, e.g. a castle, a bridge, a park, etc.
- Explain to them that they are going to listen to a tour guide talking about London landmarks and they have to tick the buildings / landmarks he mentions.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

c, d, f

KEY

C.

Aim: to give Ss practice in listening for details

- Have Ss read statements 1- 6 and check understanding.
- Explain to them that they should decide if the statements are true or false.
- Play the CD again and have Ss do the activity.
- Check the answers with the class.

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

KEY

SPEAKING

Aims: • to give Ss practice in speculating on a topic and reaching a decision
• to provide vocabulary and phrases/expressions relevant to the topic

- Divide Ss into pairs.
- Explain to Ss that they should discuss the pros and cons of each place and then decide which one to visit.
- Have them read the advertisements, the vocabulary box and the useful phrases/expressions and check understanding. Ask them to make an effort to use them in the activity.
- Go round the class, helping students if necessary.

Suggested answers

Reasons for visiting King Fahd's Fountain:

This breathtaking sight is one of a kind - it is the tallest water fountain in the world.
It offers visitors a spectacular sight, especially at night.
It is open daily.

Reasons for visiting Jeddah Regional Museum of Archaeology and Ethnography:

It is located in a very attractive location, the Khuzam Palace.
It is educational: you can see important historic artefacts from various eras.

KEY

5a writing

WRITING A DESCRIPTION OF A PLACE/BUILDING

A. Discuss

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

- Discuss the questions in class.

B.

Aim: to help Ss understand the main points of a description and give a personal response

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

Open answer

KEY

C.

Aim: to give Ss practice in identifying sequence and paragraph content in a description of a place

- Explain to Ss that each phrase corresponds to a paragraph in the description.
- Have Ss read the description again and do the activity.
- Check the answers with the class.

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

KEY

D.

Aim: to raise Ss' awareness of descriptive vocabulary

- Explain to Ss that in order to attract the readers' attention, the writer has chosen descriptive vocabulary.
- Have Ss locate these words in the text using the definitions given as an aid.
- Check the answers with the class.

a. legendary
b. trade
c. numerous
d. on display
e. glimpse
f. destination

KEY

E.

Aim: to provide Ss with a concise plan for writing a description of a place

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

WRITING TASK

Aim: to give Ss practice in writing a description of a landmark/building

- Read out and explain the TIP.
- Tell Ss to refer to the article and the outline when writing their description.

KEY

Functions

Talking about crimes and criminals
Reporting questions, commands and requests

Structures

Reported questions, commands and requests

Vocabulary**Words related to crime**

break into burglar burglary charge with
commit confess crime criminal fingerprints
identification kidnap kidnapper kidnapping
murder murderer punish release theft
thief victim

Expressions with the word 'time'

by the time for the time being from time to time
in no time in time on time once upon a time

Words: be + prepositions

be about to be after be against be for be over
be up be up to

Other words and phrases

apart from bizarre chubby confirm
container daily encounter (v) face (v) fair
homeless in action leftovers match (v) owner
pan pot safety scatter scraps thankfully
to one's astonishment

1. NM

2. F ('The police told him not to panic and said that they would be there in no time. They also told him to stay in his room for safety reasons.')

3. T ('They also found about ten bags of food he was ready to take with him before he left.')

4. NM

5. T ('They returned home once to find one of their front windows broken and their kitchen a mess.')

6. T ('We checked to see if our money and jewellery were gone... everything was in its place.')

7. NM

8. T ('The police confirmed the identification of the man... containers from his previous burglaries.')

9. F ('After the burglar confessed...')

10. F ('He was charged with burglary and can face up to two years in prison.')

- Ask Ss a few comprehension questions, such as:

- How was the burglar caught during his last burglary?*

The owner of the house who was asleep woke up and called the police who came before the burglar left the crime scene.

- What kind of food was he eating when he was arrested?*

Chicken leftovers.

- Why did the burglar break into houses?*

Because he was homeless and he preferred home-cooked meals to stealing food from the supermarket.

READING**A. Discuss (Pre-reading)**

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

- Ask Ss the two questions and discuss.

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

- Ask Ss to read the question and the choices given.
- Have Ss read through the text quickly and do the activity.
- Ask Ss to provide justification for their answer.

b (it does not follow the norms of a short story - too much information that is more appropriate for a newspaper report, it cannot be a weekly magazine because in the first paragraph it reads 'Last night...' and a police report would exclude all quotations).

KEY

C.**Aim: to give practice in reading for details**

- Point out to Ss that first they should read the statements and then find the corresponding part of the text.
- Ask Ss to read through statements 1-10 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class.

5b vocabulary & grammar

D.

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

- Ask Ss to read through the words 1-7 and their meanings a-g.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check Ss' answers in class.

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

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question and discuss.
- Elicit answers and initiate a brief discussion.

VOCABULARY

1. WORDS RELATED TO CRIME

Aim: to raise Ss' awareness of verbs and nouns (both abstract and as an agent) related to crime

- Explain to Ss that the verb expresses an action, the noun in the second column the crime and the noun in the third column the agent.
- Have Ss do the activity.
- Check the answers with the class.

A.

ACTION (VERB)	CRIME	CRIMINAL
steal	theft	thief
rob	robbery	robber
murder	murder	murderer
break in/into	burglary	burglar
kidnap	kidnapping	kidnapper

KEY

B.

Aim: to give Ss practice in using crime-related words in context

- Ask Ss to read through sentences 1-4 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. robbery
2. broke into, stole
3. kidnapper(s)
4. theft

KEY

2. EXPRESSIONS WITH THE WORD 'TIME'

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

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

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

KEY

3. 'BE' + PREPOSITIONS

A.

Aim: to introduce the meaning and use of expressions with 'be' + prepositions

- Have Ss answer the question.

c

KEY

B.

Aim: to give Ss practice in identifying the meaning of expressions with 'be' + prepositions in context

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

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

KEY

GRAMMAR

REPORTED QUESTIONS, COMMANDS AND REQUESTS

A.

Aim: to give Ss practice in using reported questions, commands and requests

- Have Ss do the activity.

Please, come to my house as quickly as possible.

Don't panic, sir!

Did you hear or see anything?

Why have you committed these crimes?

KEY

B.

Aim: to help Ss revise the rules concerning reported commands, requests and questions

- Have Ss do the activity.
- Check the answers with the class.
- Refer Ss to the Grammar Reference (p. 130).

not, ask, if, affirmative

KEY

PRACTICE

Aim: to give Ss practice in using reported commands, requests and questions in context

- Have Ss do the activity.
- Check Ss' answers in class.

1. Andy wanted to know if/whether Tony was going to the beach on Thursday.
2. Peter asked the waiter to bring (whether/if he could bring) him some ketchup.
3. Becky wondered if /whether the weather would be nice that weekend.
4. My father wanted to know why I was taking part in that competition.
5. The airport security guard told me to put my bag in the container.
6. Ameer wondered where he had left his credit card.
7. Julie asked her sister not to make noise.

KEY

ENGLISH IN USE

Aim: to give Ss practice in using newly taught vocabulary in context

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

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

KEY

5b listening & speaking

Functions

Talking about strange events
Asking about events
Providing information

Vocabulary

Phrasal verbs

fade away go out light up make out

Other words and phrases

after all alarm system ambulance citizen
dream (n) elegant flood lights hardly
immediately incident mysterious shape (n)
so far stain (n) suburb suddenly thankful
throughout trip (v) urgent

SB: I thought they were some kind of fireworks, but then I realised that the lights were too high to be fireworks.

SA: What kind of shapes did the lights form?

SB: At first, they formed circles and then spirals.

SA: What kind of sounds did you hear?

SB: It sounded like an engine.

SA: How did you feel?

SB: We weren't worried, but we were trying to figure out what was going on.

SA: Where do you think the lights were coming from?

SB: I think they were coming from a plane.

LISTENING ➤ 5

- For the listening transcript go to page 117.

A.

Aim: to give Ss practice in listening for gist

- Play the CD and have Ss answer the question.
- Check the answer with the class.

Who was responsible for the mess in Andy's house?

KEY

Andy's pet rabbit.

B.

Aim: to give Ss practice in listening for specific information and doing a sentence completion activity

- Play the CD and have Ss do the activity.
- Check the answers with the class.

- burglary
- locked
- parents
- door
- in the house
- information

KEY

SPEAKING

Aims:

- to give Ss practice in asking and providing information about past events
- to give Ss practice in recounting events

- Divide Ss in pairs.
- Ask them to go through the newspaper report, the vocabulary box and the questions box and check understanding. Ask them to make an effort to use them in the activity.
- Go round the class, helping students if necessary.

Suggested answer:

SA: Where exactly were you and what were you doing at the time of the incident?

SB: I was at my best friend's house and we were playing football in his garden.

SA: How would you describe the sight?

SB: We saw a red light forming different shapes in the sky. Then the shapes changed colour and became yellow and orange.

SA: What did you think when you first saw the lights?

WRITING A STORY

A. Discuss

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

- Discuss the question in class.

B.

Aim: to familiarise Ss with rubric specifications and the purpose of a story

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

KEY

- Yes, because the story ends with the words specified in the competition rules ('So, Peter realised it was a dream after all.').
- He says he had been dreaming.

C.

Aim: to give Ss practice in identifying narrative tenses and time words /phrases

- Tell Ss to read the story again and answer questions 1-3.
- Check the answers in class.

KEY

1. Past Progressive, Past Simple, Present Simple
2. Past Progressive, Past Simple, Present Simple, Past Perfect Simple, Past Perfect Progressive
3. a. when, while
b. before, then
c. last Friday night

5b writing

D.

Aims: • to present Ss with a comprehensive list of time words/phrases and their uses
• to give Ss practice in using time words and phrases

- Ask Ss to go through the table with time words /phrases and check understanding.
- Encourage Ss to provide their own examples.
- Have Ss read the story that follows and choose the right time words/phrases.
- Have Ss do the activity.
- Check the answers with the class.

1. While
2. By the time
3. When
4. until
5. after
6. As soon as
7. When

KEY

WRITING TASK

Aims: • to provide Ss with a concise plan for writing stories ending or beginning with a specific sentence/phrase
• to give Ss practice in writing stories ending or beginning with a specific sentence/phrase

- Have Ss read through the questions in the outline and make sure they understand what each part of the story should include.
- Have Ss complete the outline for their story.
- Read out and explain the TIP.
- Tell Ss to write their story using the outline they have made. Tell them to refer to the story on page 80 and the TIP when writing their story.

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

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

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

KEY

D.

- | |
|------------------|
| 1. unbelievable |
| 2. advertisement |
| 3. curiosity |
| 4. owner |
| 5. criminal |
| 6. homeless |
| 7. apologised |
| 8. thankful |

KEY

E.

- | |
|----------------------------------|
| 1. wondered if/whether I had |
| 2. not to leave the |
| 3. had sent the invitations |
| 4. (that) he had never seen |
| 5. wondered where Bob had bought |
| 6. had been walking for |
| 7. apologised for taking |
| 8. denied taking any money from |

KEY

LISTENING ► 6

- For the listening transcript go to page 118.

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

KEY

SELF-ASSESSMENT

Aims:

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

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

Aims:

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section. Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

Three short dialogues between a man and a hotel receptionist: p.88

KEY

A text about an imaginary way of travelling: p.92

An essay discussing the options a large city offers to young people: p.96

A short text about an unusual taxi: p.87

A magazine article about a bicycle tour: p.86

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

Functions

Talking about travelling
Emphasising actions rather than agents

Structures

Passive Voice I

Vocabulary

Words related to travelling

accommodation	area	arrive	attraction
barge (n)	board (v)	border	canal
fare	journey	rider	route
tour	trip	sight	ticket

Other words and phrases

afford	appeal (v)	attack (v)	choice	construct
cross (v)	enjoyable	frequent	frequently	
guarantee (v)	persuade	physical	pros and cons	
repeatedly	rest (v)	restore	span (n)	speciality
				supervision

- Ask a few comprehension questions, such as:

- How much time do you need to complete the tour and how much does it cost?*
It lasts eight days and it costs around €635.
- How far do the cyclists need to cycle per day?*
24 miles on average
- Where is Castle de Haar?*
It is situated along the route between Amsterdam and Breukelen.
- What can the cyclists do in Brussels?*
Explore the city and taste the local specialities, mussels, chips and waffles.
- When can you take part in the cycle tour?*
From May till September, due to weather restrictions.

D.

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

- Ask Ss to read through the words 1-6 and the definitions a-h. Explain that there are two extra meanings that they will not need to use.
- Explain to Ss that they should locate the highlighted words in the text and guess their meaning from the context. Tell them to match the words 1-6 with their definitions.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

READING

A. Discuss (Pre-reading)

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

- Ask Ss the questions and discuss.

B.

Aim: to raise Ss' awareness of the purpose of the text

- Have Ss read the text quickly and answer the question.

b

KEY

C.

Aim: to give Ss practice in reconstructing a gapped text

- Have Ss read the sentences A-F and check understanding.
- Have Ss do the activity.
- Check Ss' answers in class and have them justify their answers.

1. B (It refers to the route which is mentioned in the previous sentence.)
2. C (This sentence describes the beginning of the route and is followed up by the next sentence: 'Then...')
3. A (This sentence is the only sentence which refers to the castle, mentioned in the previous sentence.)
4. F (This sentence further explains what the cyclists do in Brussels once they get there and is connected to the previous sentence by 'here', a direct reference to 'Brussels').
5. E (The sentence gives additional information about how much the tour will cost participants-mentioned in the previous sentence-by referring to travel costs to Amsterdam.)

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

6a vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

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

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

1. tour
2. journey
3. trips
4. fare
5. ticket
6. area
7. location
8. site
9. arrive
10. get
11. reach
12. took
13. bring
14. carry

KEY

GRAMMAR PASSIVE VOICE I

A.

Aim: to present the basic uses of the Passive Voice

- Have Ss do the activity.

1. b
2. a

KEY

B.

Aims: • to present Ss with a concise but comprehensive table of verb changes from the Active into the Passive Voice
• to help Ss locate examples of the Passive Voice in context

- Have Ss read through the table and the Note and ask them to do the activity.

Passive Voice Examples

'The route is cycled...', '...cyclists are taken...', 'This castle was originally constructed...', '...it had to be restored...', '...the Belgian border is finally crossed.', 'A final dinner of... is offered...', '...the weather is guaranteed...'

KEY

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

KEY

PRACTICE

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

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

1. are considered
2. have been used
3. are called
4. can be seen
5. will find
6. carry
7. be shown

6a listening & reading

KEY

Functions

Carrying out hotel transactions
Expressing reason, concession and purpose
Talking about hotel accommodation

Structures

Clauses of reason
Clauses of concession
Clauses of purpose

Vocabulary

Words: Compound nouns

air conditioning beauty salon business centre
conference room credit card double room
package tour room service Wi-Fi connection

Words related to hotel accommodation

accommodate book (v) cancel charge (v)
reservation sauna security spa

Phrasal verbs

check in check out come up

Other words and phrases

accountant be supposed to bottom copy (n)
counter damage (n) deposit (n) despite
discount (n) expand following guarantee (n)
in cash in order to in that case invoice
none order (v) original passport prove
receipt record (n) reduction take advantage of
traveller's cheque wing

1. A 20% special discount offer.
2. The weekend before that of the 30th and 31st.
3. He will have to leave a SAR1000 deposit as a guarantee against any damage.
4. By credit card.
5. Two copies of the receipt.

OPTIONAL ACTIVITY

Ask Ss a few extra comprehension questions, such as:

- *Why are there no rooms at the Jeddah Luxury Hotel for the weekend of the 30th and 31st?*
It's a long weekend and many people are taking advantage of a special discount the hotel is offering.
- *How would Salman rather pay for his room?*
In cash.
- *What does the receptionist ask Salman to do when he gives him his receipt?*
He asks him to sign at the bottom.

LISTENING & READING ► 7

A. Discuss (Pre-listening/reading)

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

- Ask Ss the first question and elicit answers.
- Go through the vocabulary box, check understanding, ask the second question and initiate a brief discussion.

B.

Aim: to give Ss practice in identifying the main idea of the texts and the time sequence of the texts

- Have Ss do the activity.

dialogue 3, dialogue 1, dialogue 2

KEY

C.

Aim: to give Ss practice in reading for details

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

6a vocabulary & grammar

D.

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

- Ask Ss to read through the meanings 1–6 and try to locate the words in the text.
- Explain to them that they should find words in the text that correspond to the meanings.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

- deposit
- charge
- receipt
- expand
- accommodate
- discount

- Explain any unknown words in the dialogues if necessary.

E. Discuss (Post-reading)

Aims: • to give Ss the opportunity to expand on the topic of the reading activity by drawing on their own experience
• to give Ss the opportunity to act out situations using vocabulary and expressions learnt in the dialogues

- Divide Ss into pairs and explain to them that SA is a guest whereas SB is the receptionist.
- Point out that they should be using the vocabulary and expressions from the dialogue on page 88.
- Have Ss do the activity.

VOCABULARY COMPOUND NOUNS

A.

Aim: to familiarise Ss with compound nouns

- Have Ss look at the example.
- Read out and explain the Note.
- Have Ss answer the question.

- the number of the room,
service for guests in their room

B.

Aim: to give Ss practice in forming compound nouns and using them in context

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

- package tour
holiday destination
hotel guest
peak season
return ticket
weather forecast
1. hotel guests
2. weather forecast
3. peak season
4. package tour
5. holiday destinations

GRAMMAR

CLAUSES OF REASON

Aim: to present clauses of reason

- Have Ss answer the question.

It is used to explain why something happens.

KEY

CLAUSES OF CONCESSION

Aim: to present clauses of concession

- Have Ss answer the question.

They express an idea in contrast with the rest of the sentence.

KEY

CLAUSES OF PURPOSE

Aim: to present clauses of purpose

- Have Ss underline the phrases.

Ss underline *so that* and *in order to*.

KEY

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

PRACTICE

Aim: to give Ss practice in using clauses of reason, concession and purpose in context

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

- Although
- because
- Even though
- due to
- in order to
- In order to
- as
- despite
- Even though

KEY

WORKBOOK LISTENING ► 8

- For the listening transcript go to page 124.

6a listening & speaking

Functions

Talking about air travel
Discussing means of transport
Discussing advantages and disadvantages
Expressing preference

Vocabulary

Words and phrases related to travelling by plane
aisle seat boarding card check-in desk
flight number frequent flyer card
frequent flyer programme gate luggage
passport control seat number terminal
timetable window seat

Phrases

at a low cost for instance to start with what's more

Other words and phrases

basic be exposed to campsite cause (v)
comfort (n) driving licence flexible freedom
fuel means of transport organised request (v)
restrict traffic jam vegetarian visa wheelchair

LISTENING ➤ 9-20

• For the listening transcript go to page 118.

A. Discuss

Aims: • to activate Ss' background knowledge

- to prepare Ss for the listening task
- to provide topic-related vocabulary

• Have Ss go through the vocabulary boxes, ask the questions and discuss them.

- *If you were going to travel somewhere by plane, would you rather have a window seat or an aisle seat? Why?*
Open answer
- *What are the following places at an airport?*
Check-in desk - the place where you go to hand in your luggage and get your boarding pass.
Terminal - the part of the airport where passengers go to board the plane.
Gate – the place in the terminal where passengers leave the airport to board the plane.
- *Which of the following documents might you need if you want to travel by plane to another country?*
Visa, passport, ID card.
- *If you want to change a flight reservation, which of the following do you think you need?*
Flight number, flight reservation number.
- *What information does a boarding pass include?*
The passenger's name, the flight number, the seat number (not always- low budget flights have a first come -first board policy), the date, the scheduled time of departure, the points of departure and arrival.
- *What do you think a frequent flyer programme is? What kind of person would have a frequent flyer card?*
A frequent flyer programme is a reward programme through which people who frequently fly using one or a combination of air companies get points that correspond to air miles covered that can be exchanged for products or even for free tickets. This scheme is mostly used by businessmen who fly often due to the nature of their work- they might work in multinational companies operational all over the world.

B.

Aim: to give Ss practice in listening for specific information and answering multiple choice questions

• Explain to Ss that they are going to hear 6 people talking in six different situations.

- Ask them to go through the questions and the choices provided before the listening activity.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

KEY

SPEAKING

Aims: • to give Ss practice in discussing advantages and disadvantages of different means of transport
• to provide vocabulary and expressions relevant to the topic

- Divide Ss into groups of four.
- Ask them to look at the pictures and identify the different means of transport (bicycle, car, aeroplane).
- Go through the vocabulary box and the expressions box and check understanding.
- Explain to Ss that they should take turns to ask and answer the questions.
- Go round the class, helping Ss if necessary.

Suggested answers

Bicycle

Advantages

- Perfect for short distances in the city centre.
- Ideal for avoiding traffic.
- Environmentally friendly.
- Cheap - no fuel needed.
- Easy to park everywhere and can be used in combination with other means of transport, such as tram or train.
- Helps you keep fit.

Disadvantages

- Not for everyone.
- You are exposed to the weather conditions.
- Not very comfortable; especially if you work in an office, you arrive sweaty.
- Tiring for those who are not used to exercising.
- When you cycle in the centre you inhale polluted air and because you exercise at the same time, this could lead to breathing problems.

Car

Advantages

- Freedom of movement – you can drive anywhere you want without depending on public transport.
- Convenient if you want to carry heavy stuff, small furniture or even groceries.
- Ideal for transport in extreme cold or heat – you are not subject to weather conditions.

Disadvantages

- Expensive to maintain (insurance, special local council fares, petrol, rented parking spots).
- Gas emissions are harmful to the environment.
- Creates traffic problems in the city centre.
- Difficult to find a parking space in the city centre.
- Using the car all the time leads to lack of exercise.

Aeroplane

Advantages

- Fastest way to travel long distances.
- Aeroplanes are often more comfortable than cars for long distances.
- Booking flights using the Net is very convenient.

Disadvantages

- High ticket prices.
- Harmful to the environment.
- High levels of noise pollution in areas near airports.

OPTIONAL ACTIVITY

Time permitting, initiate a brief discussion on means of transport using feedback from all groups.

6a writing

WRITING A PARAGRAPH EXPRESSING AN OPINION

A. Discuss

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

- Discuss the questions in class.

B.

Aim: to give Ss the opportunity to consider their opinion on a topic

- Have Ss read the two paragraphs and answer the question in the rubric.

Open answer

KEY

C.

Aim: to give Ss practice in identifying paragraph content and organisation

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

1. At the beginning of the paragraph.

Phrases used: In my opinion, in my experience

2. Para 1: Firstly, Next, Finally

Para 2: In the first place, What's more, Last but not least

KEY

D.

Aim: to give Ss practice in brainstorming

- Have Ss do the activity.
- Discuss Ss' answers in class.

Suggested answers

KEY

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Freedom of movement – you can drive anywhere you want without depending on public transport• Convenient if you want to carry heavy stuff, small furniture or even groceries• Ideal for transport in extreme cold or heat – you are not subject to weather conditions	<ul style="list-style-type: none">• Very expensive to maintain (petrol, insurance, rented parking spots, etc.)• Using a car instead of public transport increases traffic in the city centre• Parking is very difficult in the city centre• Using a car all the time leads to lack of exercise

WRITING TASK

Aim: to give Ss practice in writing a paragraph expressing their opinion

- Read out and explain the TIP.
- Tell Ss to refer to the two sample paragraphs when writing their paragraph.

KEY

Functions

Discussing science fiction
Emphasising actions rather than agents

Structures

Passive Voice II

Vocabulary**Prepositional phrases with 'at' and 'in'**

at last at least at once at the age of
at the latest at the moment in a good/bad mood
in a hurry in a mess in detail in general
in other words in particular

Words describing occupations

artist biologist chemist electrician engineer
receptionist reporter scientist technician

Adjectives with the suffixes -ent, -al, -ly

additional costly existent fictional logical
monthly national natural personal slightly
yearly

Other words and phrases

argue aspect beam (v) boast catch-phrase
commonplace consequence enable fantasy
hand-held phone mix (n) object (n) physics
popularity portable put forward reality
transport (v) transportation version via
wherever

1. d (... is based on the mix of science and fantasy...)
2. d (all other technological gadgets are mentioned in the second paragraph)
3. b ('It is argued ... that this (warp speed) will never be possible as it goes against the laws of physics.)
4. b ('...a fictional machine which could transport people and things to wherever they wanted to go immediately.)
5. c ('It could, however, still have consequences for transportation in the future.)

• Ask Ss a few comprehension questions, such as:

- *What kind of technological gadgets did the Star Trek crew use in order to communicate?*
Mobile and hand-held phones, portable computers and speech recognition equipment.
- *What is warp speed?*
A fictional speed which allowed spaceships to travel at approximately the speed of light.
- *In 'Star Trek' how was the 'transporter' usually used?*
It was mostly used to beam people to strange planets or back to their spaceship and to help them escape from dangerous situations.
- *How is the technology used by the TV news station similar to beaming on Star Trek?*
They beamed the image of a reporter into the studio using computer technology and interviewed him as if he were in the TV studio.

READING**A. Discuss (Pre-reading)**

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

• Ask Ss the questions and discuss.

B.

Aims: • to give Ss practice in identifying paragraph gist
• to give Ss practice in selecting the correct paragraph heading

• Have Ss read the text quickly and do the activity.
• Explain to them that they should not worry about unknown words at this stage.

1. B 2. E 3. F 4. C 5. A 6. D

KEY

C.

Aim: to give Ss practice in reading for details/specific information

- Point out to Ss that first they should read the questions and then find the part of the text that answers the question.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

6b vocabulary & grammar

D.

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

- Ask Ss to read through the words 1-7 and their meanings.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

VOCABULARY

1. NOUNS DESCRIBING OCCUPATIONS

A.

Aim: to present nouns describing occupations

- Have Ss answer the question.

write, science

KEY

- Have Ss read the Note.

B.

Aim: to give Ss practice in forming nouns describing occupations

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

-er	-ist	-ian
reporter	scientist	electrician
engineer	receptionist	politician
manager	artist	technician
cleaner	biologist	mathematician

KEY

C.

Aim: to give Ss practice in using nouns describing occupations

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

- politicians
- scientists
- receptionist
- artist
- electrician
- reporter

KEY

2. PREPOSITIONAL PHRASES WITH 'AT' AND 'IN'

A.

Aim: to present prepositional phrases with *at* and *in*

- Have Ss do the activity.

In many respects, at warp speed, at ... the speed of light, in the case of Star Trek, in fact, in reality, at work, in the classroom, in the future

KEY

B.

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

- Have Ss do the activity.
- Check Ss' answers in class.

- At first
- in a bad mood
- at the age of
- at the latest
- In other words
- in a mess
- in detail
- at least

KEY

6b vocabulary & grammar

3. ADJECTIVE SUFFIXES

A.

Aim: to present adjective suffixes

- Have Ss answer the questions.

The word 'different' derives from 'differ'. The suffix used is -ent.
The word 'fictional' derives from 'fiction'. The suffix used is -al.

KEY

- Read out and explain the Note.

B.

Aim: to give Ss practice in forming adjectives by adding the suffixes -ent, -al, -ly

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

-ent	confide, depend, exist
-al	education, addition, nature, nation, logic, person, tradition
-ly	cost, day, week, month, year

GRAMMAR PASSIVE VOICE II

Aim: to present Ss with certain uses of the Passive Voice (with the verbs *say*, *think*, *know*, etc.)

A.

- Have Ss look at the extracts and answer the questions.

1. Long before the technology became commonplace, people were **using mobiles and hand-held phones** in Star Trek.
We are **still not sending spaceships** into space at warp speed...
2. We form the Present Progressive and Past Progressive in the Passive Voice by adding the past participle of the verb to the Present Progressive and Past Progressive of the verb 'be'.
Subject + is/are being + past participle (+ agent)
Subject + was/were being + past participle (+ agent)
3. b

KEY

B.

- Ask Ss to go through the table and provide their own examples.
- Refer Ss to the Grammar Reference (p. 130).

Suggested answers

They are decorating the house. The house is being decorated.
They were decorating the house. The house was being decorated.
They say he is extremely talented. It is said that he is extremely talented./He is said to be extremely talented.

PRACTICE

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

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

1. The politician is being interviewed at the moment.
2. Tim's last book is said to be a huge success.
3. Two laptops were being used for this project.
4. Niles is believed to be a millionaire.
5. The e-mails are being sent as we speak.
6. It is thought that the house on the hill belongs to a rich businessman.

KEY

ENGLISH IN USE

Aim: to give Ss practice in word building

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

1. successful
2. exciting
3. travellers
4. daily
5. traditional
6. costly
7. additional
8. popularity

KEY

6b listening & speaking

KEY

Functions

Discussing holiday destinations and types of holidays
Transferring from spoken to visual information
Expressing preference
Expressing opinion

Vocabulary

Linking words and phrases

firstly from my point of view in the first place
moreover such as to begin with what is more without a doubt

Adjectives used to describe holidays

appealing beneficial economical energising
ideal refreshing

Other words and phrases

broaden car rental course employment
giant independent insurance option
range (n) relatively restriction sit back
stressful tour operator variety

LISTENING ►21

• For the listening transcript go to page 119.

Aim: to give Ss practice in listening for specific information and choosing the picture which best answers the question

- Explain to Ss that they will hear five short conversations each of which is followed by a question. Tell them that they have to choose the picture which best answers the question.
- Ask Ss to look through the question and the options given. Make sure they understand what each picture shows.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

KEY

SPEAKING

Aims: • to give Ss practice in comparing and contrasting photographs and expressing preference
• to provide vocabulary and expressions relevant to the situations

A.

- Divide Ss into pairs.
- Ask Ss to look at the photos and speculate about the place and the situation (A1: exotic resort with sandy beaches, A2: winter resort skiing destination.)
- Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and talk about the benefits and the drawbacks of going to each place and to express their preference.
- Go round the class, helping Ss if necessary.

Suggested answers

A1 (sandy beach)

Advantages

- Relaxing holidays combined with some water sports such as scuba diving
- Perfect chance to let off steam and recharge your batteries
- Good opportunity to get to know other cultures and civilisations

Disadvantages

- Expensive to fly to exotic islands
- Not for everyone

A2 (ski resort)

Advantages

- Ideal for people who like winter sports such as skiing and snowboarding
- Refreshing and energising way to get some exercise and be close to nature at the same time

Disadvantages

- Not suitable for people who are not into winter sports or do not like cold weather

KEY

B.

- Ask Ss to look at the photos and speculate about the place and the situation (B1: package tour, B2: independent travelling.) Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and talk about the differences and express their preference.
- Go round the class, helping students if necessary.

Suggested answers

B1 (package holidays)

- You don't have to worry about booking tickets, hotel accommodation or sightseeing - everything is arranged by the tourist agency
- A travel guide accompanies the group and guides them giving them useful information about places of interest
- Much safer

B2 (independent travelling)

- You have to book flights, look for accommodation and become your own tourist guide, which means you have to devote a lot of time to reading guides.
- Freedom to choose the places you visit, where to eat and so on. You can always adjust your schedule and stay longer in one place or leave earlier.
- You might get lost or disoriented which is a problem especially if you don't speak the language.
- Independent travelling is not for everyone.

WRITING AN ESSAY EXPRESSING AN OPINION

A. Discuss

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

- Discuss the questions in class.

B.

Aim: to help Ss identify the purpose of an article and appropriate content by analysing the rubric

- Have Ss do the activity.

Ss should underline the following:

Your teacher has asked you to write an essay on the following topic:

Many young people prefer to leave small towns and move to larger cities because they feel there are more options available. What is your opinion?

What are you asked to do? **b**

KEY

C.

Aims: • to familiarise Ss with the function of topic sentences
• to raise Ss' awareness of techniques used to develop paragraphs

- Ask Ss to go through the questions and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. b 2. b 3. a

KEY

D.

Aim: to give Ss practice in identifying linking words and phrases

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

You can use the following linking words/phrases to:

KEY

List points

firstly, to begin with, in the first place, finally

Add points

also, in addition, another reason, furthermore, moreover, what is more

Give examples

for instance, such as, for example, especially

Give your opinion

in my opinion, I believe, from my point of view

6b writing

E.

Aim: to give Ss practice in choosing appropriate topic sentences and linking words/phrases

- Read out and explain the Note.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. d
2. a (For instance, such as, What's more)
3. c (For example)
4. b (In my opinion)

F.

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

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an essay expressing an opinion.

G.

Aim: to give Ss practice in preparing an outline for an essay

- Explain to Ss that they should follow the outline in activity F.
- Explain to them that the outline is a guiding tool and therefore is meant to be short. Tell them that they should not write whole sentences, just phrases codifying the content of each paragraph.
- Set a maximum of 5-7 minutes for the completion of the task.

KEY

Suggested outline

Introduction

Agree with the idea that the ideal holiday destination is a small, peaceful town.

Main Part

Para 1: relax, walk around the town, enjoy local specialities

Para 2: away from the hectic city lifestyle, no noise and traffic, perfect for recharging your batteries

Conclusion

Taking everything into consideration, there is no doubt that...

WRITING TASK

Aim: to give Ss practice in writing an essay expressing an opinion

- Read out and explain the TIP.
- Tell Ss to refer to the sample essay, the outline they have prepared in G and the TIP when writing their essay.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

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

KEY

D.

- | |
|----------|
| 1. be |
| 2. order |
| 3. been |
| 4. of |
| 5. being |
| 6. make |
| 7. It |
| 8. which |

KEY

E.

- | |
|------------------------------|
| 1. because of (the) |
| 2. so that I would not |
| 3. in spite of training |
| 4. is believed that Mike was |
| 5. are being provided with |
| 6. was caught by the police |
| 7. in order to lose |
| 8. even though she felt |

KEY

LISTENING ►|22-33

• For the listening transcript go to page 119.

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

KEY

SELF-ASSESSMENT

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

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

7 Up-to-date

Optional

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

- Ask Ss to look at the title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section. Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

A dialogue between two young women: p.104

A text about using new technology in language learning: p.102

An announcement about a course in Islamic Art: p.113

An article about restaurants using new technology: p.108

A short text about a trendy way to keep fit: p.110

A letter to the editor of a school newspaper: p.107

KEY

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

Functions

Talking about language learning
Talking about language teaching methods

Structures

Infinitives and -ing forms

Vocabulary**Adverbs**

entirely gradually increasingly unlikely

Words and phrases related to learning through the Internet

interactive log on media site virtual

Other words and phrases

analyse attend clip conversation dedicated
exchange expert individual (adj) instead
it's no use it's worth jealous method
no longer partner rather relevant replace
resource scene

KEY

1. F ('On the Internet there are countless sites dedicated to language learning.')
2. T ('...we will sit in front of the computer, log on from home, and "meet" our teacher and other learners in a "virtual" classroom.')
3. T ('The teacher, or moderator, encourages the language learner to analyse what and how he or she wants to learn and then helps him or her to achieve those ends.')
4. F ('Tandem learning means learning with a partner who is a native speaker of the language you are learning, but who is also learning your native language.')
5. NM
6. F ('Will the teacher be unnecessary? It is unlikely.')

• Ask a few comprehension questions, such as:

- *What do language learning sites offer users?*
Worksheets, interactive games, puzzles, quizzes etc.
- *How do students learn through tandem e-mail?*
They exchange e-mails with a native speaker of the language they wish to learn; the e-mail is written half in their language and half in their partner's language.
- *What are the advantages of using CDs when learning a foreign language?*
Students can set their own learning pace and can repeat items they wish to learn as many times as they want.
- *What kind of materials are used in educational CDs?*
Short clips of typical scenes and situations, interactive quizzes, etc.

READING**A. Discuss (Pre-reading)**

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

- Tell Ss to read through the titles a-c and the text quickly in order to choose which title is most appropriate for the text.
- Ask Ss the questions and discuss.

B.

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

- Have Ss do the activity.

c ('a' is too general whereas 'b' is wrong because it refers only to an aspect of the new teaching methods, some of which still require the presence of the teacher)

KEY

C.

Aim: to give Ss practice in reading for details

- Point out to Ss that first they read the statements and then find the corresponding part of the text that answers the question.
- Ask Ss to read through statements 1-6 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline where they found the answer in the text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

7a vocabulary & grammar

D.

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

- Ask Ss to read through the words 1-5 and the meanings a-f.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity and check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the questions.
- Elicit answers and initiate a brief discussion.

VOCABULARY ADJECTIVES + PREPOSITIONS

A.

Aim: to raise Ss' awareness of adjectives followed by prepositions

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

to	about
similar	curious
harmful	serious
relevant	nervous
for	of
famous	aware
suitable	full
responsible	jealous

KEY

B.

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

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

1. nervous about
2. relevant to
3. responsible for
4. similar to
5. aware of

KEY

GRAMMAR INFINITIVES AND -ING FORMS

A.

Aim: to present the basic uses of the full infinitive

- Have Ss do the activity.

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

KEY

- Read out and explain the Note.

B.

Aim: to present basic uses of the -ing forms

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

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

KEY

C.

Aim: to present the differences in meaning of *remember* and *forget* when followed by the full infinitive and the -ing forms

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

1. b 2. a

KEY

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

PRACTICE

Aim: to give Ss practice in using infinitives and -ing forms in context

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

1. to see
2. affect
3. to do
4. walking
5. not have
6. to get
7. to buy
8. paying

KEY

Functions

Talking about appearance
Expressing interest and surprise

Structures

Causative form

Vocabulary

Words and phrases related to appearance

abaya anorak blouse bracelet cardigan
 chain earrings fitness programme hairstyle
 high heels in shape jewellery jumper
 makeover make-up necklace sandals slippers
 thobe Wellington boots

Other words and phrases

absolutely complete (adj) dietician dye (v)
 facial gorgeous pick out recommend tailor

L**I****S****T****E****N****I****N****G** & **R****E****D****A****G****I****N****G** ►34

A. Discuss (Pre-listening/reading)

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

- Ask Ss the question and discuss.

B.

Aim: to give Ss practice in listening for gist

- Ask Ss to go through the questions.
- Play the CD and have Ss do the activity.

KEY

- A makeover is a complete change to the appearance of a person or place done in order to improve it.
- This shopping centre has got over 350 shops, it's got a gym and the shop assistants can help you improve your appearance.

C.

Aim: to give Ss practice in scanning for specific information

- Ask Ss to read through the questions 1-8 and check understanding.
- Have Ss do the activity and check the answers in class.

KEY

1. B
2. S
3. M
4. M
5. M
6. M
7. S
8. S

7a vocabulary & grammar

D.

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

- Ask Ss to read through the words 1–5 and the options provided.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity and check the answers with the class.

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

KEY

- Explain any unknown vocabulary in the dialogue if necessary.

E. Discuss (Post-reading)

Aim: to give Ss the opportunity to expand on the topic of the listening / reading text by drawing on their own experience

- Ask Ss the questions.
- Elicit answers and initiate a brief discussion.

VOCABULARY LEXICAL SET (APPEARANCE)

Aim: to familiarise Ss with vocabulary related to appearance

- Have Ss look at the words and the pictures and encourage them to brainstorm other items they may know belonging in the same groups. Elicit all answers and write them on the board.

GRAMMAR CAUSATIVE FORM

A.

Aim: to introduce the formation and use of the causative form

- Have Ss do the activity.

1. No, she didn't; a hairstylist and make-up artist did it for her.
2. She bought new jewellery and clothes herself.
3. The verb 'have' (followed by an object and the past participle of the main verb).

KEY

B.

Aim: to present Ss with the rules of formation and use of the causative form

- Have Ss do the activity.
- Example from the dialogue:
...who had a complete makeover done...
- Read out and explain the Note and refer Ss to the Grammar Reference (p. 131).

PRACTICE

Aim: to give Ss practice in using the causative form in context

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

1. Andy will have a suit made (by a tailor).
2. Mrs Adams is having her hair dyed.
3. Linda had all the food prepared (by a catering company).
4. Didn't you have your car serviced yesterday?
5. Mr Wilson had all the letters typed and sent.
6. I am going to have the house cleaned.

KEY

WORKBOOK LISTENING ► 35

- For the listening transcript go to page 125.

7a listening & speaking

Functions

Talking about aspects of modern life
Expressing feelings and opinion

Vocabulary

Words and phrases related to food

canteen chicken nugget hunger junk food
nutritious overweight

Other words and phrases

addicted aid (n) catch on come up with
compete concerned consist developing countries
drawback in conclusion pastime poverty
radical stock (v) to make matters worse trend
vending machine

LISTENING ► 36

- For the listening transcript go to page 120.

A. Discuss

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in listening for gist

- Play the CD and have the Ss do the activity.
- Check the answer with the class.

b

KEY

C.

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5 and check understanding.
- Play the CD again and have Ss do the activity.
- Check the answers with the class.

1. an architect
2. food
3. educational
4. \$200
5. battery

KEY

D. Discuss

Aim: to give Ss the opportunity to give personal response to the topic of the listening comprehension activity

- Ask Ss the question.
- Elicit answers and initiate a brief discussion.

SPEAKING

Aims: • to give Ss practice in commenting on photographs depicting aspects of modern life
• to provide vocabulary and expressions / phrases relevant to the photographs

- Divide Ss into pairs.
- Ask Ss to look at the photos and speculate about the place and the situation (A: fast food, B: a boy playing computer/online games C: a shopping mall D: a laptop).
- Then, have Ss go through the words and expressions/phrases in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to talk about the photos and answer the questions in the rubric.

Advantages/Disadvantages - Suggested answers

Picture A

Fast food: very popular with young people

Negative aspects:

- consumption of junk food is bad for your health

Positive aspects:

- convenient
- inexpensive

Picture B

Computer / online games: very popular with young people

Negative aspects:

- Some people spend too much time playing these games and neglect other aspects of life.
- It can cause health problems.

Positive aspects:

- fun
- challenging
- educational

Picture C

Shopping mall: very popular with young people

Negative aspects:

- Teenagers can become addicted to shopping constantly, since the choice of shops and the products on offer are vast.
- Young people hang out with their friends in malls instead of taking up some kind of fun hobby or sport and doing sth active.

Positive aspects:

- convenient for shopping
- food and entertainment on the premises
- family-oriented (some have creches and activities for children)

Picture D

A laptop

Negative aspects:

- This way of communication alienates people from each other. Teenagers tend to send e-mails to their friends/family instead of meeting them and arranging some kind of activity with them.

Positive aspects:

- A convenient way to communicate when people are not able to meet due to busy schedules or distance.
- Relatively inexpensive compared to telephone communication.

KEY

7a writing

WRITING A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

A. Discuss

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

- Discuss the questions in class.

B.

- Aim: to give Ss practice in identifying the purpose and appropriate content of a letter to the editor

- Have Ss read through the letter quickly and tell Ss to answer the questions in the rubric.

- He addresses the issue of unhealthy dinners offered to schoolchildren.
- Open response.

KEY

C.

- Aim: to help Ss identify the stylistic features of a letter expressing an opinion

- Have Ss read the letter and do the activity.
- Check the answers with the class.

- The following should be ticked:
a, b, d, f, g, h

KEY

D.

- Aim: to familiarise Ss with formal expressions used in a letter to the editor

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

- a. concerned
- b. obesity
- c. provide
- d. nutritious
- e. recommend
- f. take action on this issue

KEY

E.

- Aim: to provide Ss with a concise plan for writing a letter to the editor expressing an opinion

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a letter to the editor expressing an opinion.

WRITING TASK

- Aim: to give Ss practice in writing a letter to the editor expressing an opinion

- Read out and explain the TIP.
- Tell Ss to read the rubric carefully.
- Make sure they understand the task.
- Tell them to look back at the listening activity in order to remember what the OLPC project was about.
- Tell Ss to refer to the sample letter, the outline, the TIP and Appendix I (for the layout of formal letters) before writing their letter to the editor.

Functions

Talking about high-tech restaurants
Expressing regret, certainty and possibility with reference to past events

Structures

Modal verbs + have + past participle

Vocabulary**Expressions with 'keep' and 'hold'**

hold a meeting hold hands hold one's breath
hold the line keep a secret keep an eye on
keep in mind keep one's promise keep sb company

Expressions with 'lose' and 'miss'

lose contact lose one's temper miss a turn

Expressions with the word 'way'

by the way in the way make one's way to
on the way one's way out of the way
the hard way there's no way

Other words and phrases

come up to confusion cook (n) discourage
feature (n) flight of stairs handy install
projector record (v) rush (n) scenery
selection spicy tablecloth takeaway tap on
technician touch screen tray webcam

READING**A. Discuss (Pre-reading)**

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

- Ask Ss the questions and discuss.

B.

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

- Tell Ss to read the question and the options and then read through the text quickly in order to answer the question.
- Have Ss do the activity.
- Check the answers with the class.

b**KEY****C.**

Aim: to raise Ss' awareness of text cohesion and coherence by having them complete a text with missing sentences

- Have Ss read the sentences A-G and check understanding.
- Have Ss do the activity.
- Check the answers with the class and have Ss provide justification.

- KEY**
- D (this sentence leads into the following one where the manager notices the writer's 'confusion')
 - B (This sentence describes what the writer did after he gave his card to the cashier and also mentions that the dining area is on the second floor: 'I didn't enjoy having to carry my food up two flights of stairs.')
 - C (This is the only sentence that can serve as a topic sentence of a new paragraph describing another high-tech restaurant.)
 - A (This sentence mentions that the touch screen tabletop allowed the customers to play games: 'We had so much fun playing games...')
 - F (This sentence mentions using the touch screen tabletops, which were referred to in the previous sentence, to order a taxi. In addition, no other sentence makes sense in this gap.)
 - G (This sentence refers to the convenience of being able to view the long lunch time queue online, because it allowed him to pack his luggage and visit the restaurant when the lunchtime rush was over, as mentioned in the next sentence.)

- Ask Ss a few comprehension questions, such as:
 - How do the customers use the chip card in the Italian restaurant?*
They swipe the card at any food and drink station and the card records the order.
 - What was the thing the writer didn't like in the Italian restaurant?*
The fact that the dining area was on the second floor which meant that he had to walk up two flights of stairs to get there.
 - How did the writer select his meal in the second high-tech restaurant?*
Instead of paper menus, there were touch screen tabletops and he tapped on what he wanted to order.
 - Besides the touch screen tabletops, what was an interesting novelty in the Indian restaurant?*
Through a webcam, you could actually see the cooks preparing the meal in the kitchen.
 - How can customers avoid waiting in the Spanish Tapas takeaway?*
They can use the webcam to check to see if there is a long queue of people waiting.

7b vocabulary & grammar

D.

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

- Ask Ss to read through the words 1-7 and their meanings a-g.
- Explain to them that they should find these words in the text and guess their meaning from the context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a word, the context can help them infer it.
- Have Ss do the activity and check the answers with the class.

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

- Explain any unknown vocabulary in the text if necessary.

E. Discuss (Post-reading)

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

- Ask Ss the questions.
- Elicit answers and initiate a brief discussion.

VOCABULARY

1. COLLOCATIONS/ EXPRESSIONS WITH 'KEEP' AND 'HOLD'

A.

Aim: to introduce the meaning of collocations/ expressions with *keep* and *hold* in context

- Have Ss read the sentence and ask them to guess the meaning of the expression based on the context.

keep an eye on = watch sth carefully

B.

Aim: to give Ss practice in using expressions/ collocations with *keep* and *hold* in context

- Ask Ss to read through sentences 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. held
2. keep
3. hold
4. keeps
5. keep
6. holding
7. keep
8. hold

2. COLLOCATIONS WITH 'LOSE' AND 'MISS'

A.

Aim: to introduce the meaning of collocations with *lose* and *miss* in context

- Have Ss read the sentence and ask them to guess the meaning of the expression based on context.

miss the plane = not board the plane

KEY

B.

Aim: to give Ss practice in using collocations with *lose* and *miss* in context

- Ask Ss to read through sentences 1-10 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. missed
2. missed
3. lost
4. lost
5. missed
6. lose
7. miss
8. lose
9. missed
10. lost

KEY

3. EXPRESSIONS WITH THE WORD 'WAY'

A.

Aim: to introduce the meaning of expressions with the word *way* in context

- Have Ss read the sentence and ask them to guess the meaning of the expression based on context.

make my way to = move towards

KEY

B.

Aim: to give Ss practice in identifying the meaning of expressions with the word *way* in context

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

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

KEY

GRAMMAR

MODAL VERBS + HAVE + PAST PARTICIPLE

Aim: to present modal verbs + have + past participle - formation and uses

A.

- Have Ss do the activity.

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

KEY

B.

- Have Ss do the activity.

They refer to the past. After the modal verb we use
'have' + past participle.

KEY

C.

- Have Ss do the activity.
- Refer Ss to the Grammar Reference (p.132).

Use should + have + past participle

Use must + have + past participle

Use may/might/could + have + past participle

KEY

PRACTICE

Aim: to give Ss practice in using modal verbs + have + past participle in context

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

1. must have broken
2. must have used
3. shouldn't have done
4. shouldn't have lent
5. could have destroyed
6. must have paid
7. should have gone

KEY

ENGLISH IN USE

Aim: to give Ss the opportunity to practise vocabulary and grammar through an open cloze activity

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

1. in
2. to
3. is
4. out
5. has
6. which/that
7. for
8. so

KEY

7b listening & speaking

Functions

Comparing and making a decision
Responding to an announcement and asking for information

Vocabulary

amusement announcement collage contribute
entertainment event in black and white
regarding relaxation whereabouts

LISTENING ➤37

- For the listening transcript go to page 120.

A. Discuss

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

- Ask Ss the questions and discuss.

B.

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-6 and check understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

KEY

Suggested answers

Items

Mobile phone

Ideal for communicating with friends and relatives even if you are travelling far, since the new 3G mobile phones offer unlimited roaming everywhere in the world. Also, a mobile phone allows you to call in cases of emergency or danger.

Camcorder

It is necessary if you want to remember all the places you have visited during your holiday. Its only drawback is that because it is quite expensive, tourists carrying one become targets for thieves - you will be very disappointed to go back home without it if it gets stolen, especially because your recordings would also be lost.

Camera

I can't think of any tourist who doesn't have a digital camera - the most convenient way to remember all the places one has visited. On top of this, most digital cameras allow you to upload the images on special websites and not worry in case you lose it or it gets stolen. Also, they are not as bulky as they used to be, they can fit almost anywhere since the new ones are literally the size of a credit card.

Laptop

Unless you are travelling for business, you really do not need to take a laptop with you. It is bulky and can break easily, especially if you carry it in your backpack. On top of this, you can find a computer and an Internet connection almost anywhere.

SPEAKING

Aims: • to give Ss practice in speculating about a situation and making a decision
• to provide vocabulary and expressions/phrases relevant to the topic

- Divide Ss into pairs.
- Ask Ss to look at the photos and make sure they can identify each object.
- Then, have Ss go through the words and expressions/phrases in the boxes and explain any new vocabulary.
- Ask Ss to imagine that they are going on a trip. They have to discuss how useful each item is and which ones they would choose to take along on a trip.
- Read out and explain the TIP.

WRITING A SEMI-FORMAL LETTER/ E-MAIL BASED ON PROMPTS

A. Discuss

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

- Discuss the questions in class.

B.

Aim: to help Ss identify the purpose of the letter / e-mail

- Ask Ss to read the announcement as well as Faisal's notes and answer the question in the rubric.

Faisal wants to find out what topics the new writers have to write about. He also wants to know how often the magazine will be published.

KEY

C.

Aim: to help Ss relate the notes to the required response

- Tell Ss to read the letter and underline the parts that correspond to Faisal's notes.
- Check answers in class.

Dear Mr Nizar,

KEY

I was very excited to see the announcement about the university magazine. I think the English club needs a magazine where students can express themselves and find out about what's going on. I have always been fond of writing and I would be delighted to take part in this project!

However, I would like to have some more information regarding the magazine. For example, you say that writers should have free time. I have some free time, but it is limited. So I would like to know how often the magazine will be published.

Another question I have is about the subject matter. The announcement mentions what's going on on campus. Does that include other things besides academic events? Please let me know.

Looking forward to your reply.

Best wishes,
Faisal Al Saad

D.

Aim: to help Ss identify the style and register of a semi-formal letter based on prompts

- Have Ss read the letter again and answer the questions.
- Check answers in class.

1. in a formal way: Dear Mr Nizar
2. They are a combination of both direct and indirect questions. ('So I would like to know...', 'Does that include...?')
3. c
4. He signs off semi-formally: Best wishes

KEY

7b writing

E.

Aim: to give Ss practice in transforming direct into indirect questions

- Have Ss read the questions 1-6 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. I was wondering what time the museum opens.
2. I would like to know how much work the project will involve.
3. I would be grateful if you could tell me how much the course costs.
4. Could you tell me how I can get to 5th Street?
5. I would like to know when registration starts.
6. I am interested in finding out if/whether the university offers accommodation.

KEY

F.

Aim: to give Ss practice in identifying letter content by analysing the rubric, the input and the notes

- Ask Ss to read through the rubric, the announcement and the notes.
- Tell them to underline the key words in the rubric and answer the question.

You have seen the following announcement about an Islamic Art course offered by an Art teacher who is an old friend of your family. Read the announcement and the notes you have made. Then, write a letter to the teacher using all your notes.

KEY

Ss have to state their interest in art, they need to ask about the cost of the course, its duration and the days the course is going to be held.

G.

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

- Have Ss do the activity.
- Check Ss' outlines and comment on them if necessary.

Suggested outline

Greeting: Dear...

Opening paragraph: state your interest in art

Main Part

Para 1: ask about the cost

Para 2: ask about the duration of the course and on which days it will be held

Closing paragraph: Looking forward to your reply

Signing off: Best wishes

WRITING TASK

Aim: to give Ss practice in writing a semi-formal letter based on prompts

- Read out and explain the TIP.
- Tell Ss that they should write a letter to the teacher in activity F including all the notes.
- Tell Ss to use their outline and refer Ss to the sample letter and the TIP before writing their letter as well as to Appendix I for the layout of semi-formal letters.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

VOCABULARY & GRAMMAR

A.

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

KEY

B.

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

KEY

C.

- | |
|----------------------|
| 1. to hang out |
| 2. to spend/spending |
| 3. meeting/to meet |
| 4. displaying |
| 5. to be |
| 6. to go |
| 7. to talk |
| 8. checking out |
| 9. to take |
| 10. to note |
| 11. to design |

KEY

D.

- | |
|-----------------|
| 1. unlikely |
| 2. countless |
| 3. dependent |
| 4. concerned |
| 5. gradually |
| 6. interactive |
| 7. increasingly |
| 8. addicted |

KEY

E.

- | |
|---|
| 1. had my car repaired |
| 2. will have my flat painted |
| 3. stopped going to |
| 4. not tall enough to |
| 5. definitely worth visiting |
| 6. must have had a |
| 7. may/might have left |
| 8. shouldn't have bought / wish I hadn't bought |

KEY

LISTENING ► 38

- For the listening transcript go to page 121.

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

KEY

Culture Page 1

CD 2 ►► 39

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

A. Discuss (Pre-reading)

- Draw Ss' attention to the title of the two texts and the pictures accompanying the texts.
- Ask Ss to tell you what the pictures show.
- Elicit answers (*two people*).
- Ask Ss:
Do you know who these people are?
Can you guess why they are considered to be 'inspiring heroes'?
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the texts and compare their answers.

Wayne Gretzky is a world-famous ice hockey player who is considered to be the greatest player ever.

Edmund Hillary was the first man to climb Mount Everest.

KEY

B. Reading

- Have Ss read the questions 1-8 and check understanding.
- Have Ss read through the texts again and answer the questions, underlining the parts of the texts that answer the questions.
- Check Ss answers in class.

1. F ('From a young age it was clear that Gretzky had a lot of talent on the ice.')
2. T ('When he retired, the National Hockey League decided that no other player would ever again wear the number 99.')
3. T ('By the end of his professional ice hockey career, he had become an international sports legend.')
4. F ('...he and Sherpa mountaineer Tenzing Norgay became the first climbers to reach the summit of Mount Everest...')
5. F ('... in which Tenzing Norgay took part...')
6. T ('The 1953 expedition was actually led by mountaineer John Hunt...')
7. T ('...there are no photos of Hillary as Tenzing had no experience with a camera.')
8. F ('In the following years Hillary climbed ten other mountains in the Himalayas.')

KEY

- Ask Ss a few comprehension questions, such as:

- *Did Wayne Gretzky's family want him to play ice hockey?*
Yes, they encouraged him to play.
- *When did Gretzky first wear the number 99 jersey?*
When he was a teenager.
- *How long did he keep that number for?*
He kept it for the rest of his career.
- *Where was Sir Edmund Hillary from?*
He was from New Zealand.
- *When did he become interested in mountain climbing?*
While he was at school.
- *Which was his first major climb?*
The 1939 climb of Mount Ollivier in New Zealand.
- *When did Sir Edmund Hillary die?*
In 2008.

- Explain any unknown words in the texts.

C. Discuss (Post-reading)

- Ask Ss the following questions and initiate a brief discussion on the topic of inspiring heroes.
Do you admire sports heroes like Wayne Gretzky? Why / Why not?
Do you think that sports heroes inspire young people to take up sports? How?
What do you admire most about Edmund Hillary?
Would you join a mountain climbing team? Why / Why not?

CD 2 ►► 40

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

A. Discuss (Pre-reading)

- Draw Ss' attention to the title of the text and the pictures accompanying the text.
- Ask Ss to tell you what the pictures show.
- Elicit answers (*rock formations along a coast*).
- Explain to Ss that a causeway is a road or path that crosses water.
- Ask Ss:
Where do you think this place is?
Can you guess why these formations are called 'Giant's Causeway'?
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and compare their answers.
- Point out that the meanings of some words they may not know are provided in the box below the text.

The Giant's Causeway is on the North Antrim Coast of Northern Ireland. **KEY**

The rock formations are called the 'Giant's Causeway' because, according to a legend, the causeway was built by the giant Fionn mac Cumhaill in order to cross the sea to Scotland.

B. Reading

- Have Ss read the questions 1-6 and check understanding.
- Have Ss read through the text again and answer the questions, underlining the parts of the text that answer the questions.
- Check Ss answers in class.

1. It was formed by a volcanic eruption over 60 million years ago. (*para 1, line 4*) **KEY**
2. There are approximately 40,000 columns. (*para 1, line 5*)
3. He wanted to cross the sea to Scotland in order to fight the Scottish giant Benandonner. (*para 2, lines 2-3*)
4. Fionn fell asleep before he crossed the causeway to Scotland and Benandonner came to find him. Fionn was covered with a blanket so Benandonner thought it was Fionn's son. When Benandonner saw how big the baby was, he thought that Fionn would be much bigger so he decided to go back to Scotland. (*para 2, lines 3-8*)
5. Because these columns of rock are unique. (*para 3, line 2*)
6. Rising levels of water and coastal erosion threaten the Giant's Causeway. (*para 3, lines 3-4*)

- Ask Ss a few comprehension questions, such as:

- *How would you describe the Giant's Causeway?*
The causeway consists of columns of rocks like stepping stones that start from the coastal cliffs and lead out into the sea.
- *What other attractions can tourists see in the area?*
There are ruins that show how past generations of farmers and fishermen lived. Tourists can visit local towns and villages and see the landscape and rare plants and animals, too.
- *What are The Granny, the Giant's Chimney, the Giant's Boot, the Wishing Chair and the Giant's Gate?*
They are interesting geological features related to the Fionn mac Cumhaill legend.

- *What is a possible result of the rising water levels on the North Antrim Coast?*

By 2050 many of the causeway stepping stones may be under water and this will also affect plant and animal life in the area.

- Explain any unknown words in the text.

C. Discuss (Post-reading)

- Ask Ss the following questions and initiate a brief discussion on the topic of natural wonders.
Is the Giant's Causeway a place you would like to visit? Why / Why not?
Are there any geographical features (mountains, rivers, canyons, etc.) that are related to legends or myths in your country?
Do you know of any other places that are considered natural wonders?

BACKGROUND INFORMATION

Ss may be familiar with the following natural wonders:
Grand Canyon – a gorge which was carved by the Colorado River in the state of Arizona in the USA.
Great Barrier Reef – the largest coral reef in the world which is located in the Coral Sea off the coast of Queensland in northeast Australia.

Mount Everest – the highest mountain on Earth; part of the Himalayan range.

Victoria Falls – considered by some to be the largest waterfalls in the world; situated in southern Africa on the Zambezi River between the countries of Zambia and Zimbabwe.

Paricutin – a volcano in the state of Michoacán in Mexico; part of the Michoacán-Guanajuato Volcanic Field in west central Mexico.

Culture Page 3

CD 2 ► 41

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

A. Discuss (Pre-reading)

- Draw Ss' attention to the title of the text and the picture accompanying the text.
- Ask Ss to tell you what the picture shows.
- Elicit answers (a beautiful landscape featuring snow-capped mountains, and a whale in the sea).
- Ask Ss:
Where do you think this place is?
Can you guess what the text is about?
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and compare their answers.

It is about Tim Severin, a man who decided to cross the Atlantic in a small boat called *the Brendan*.

KEY

B. Reading

- Have Ss read the questions 1-5 and check understanding.
- Have Ss read through the text again and answer the questions, underlining the parts of the texts that answer the questions.
- Check Ss' answers in class.

1. T ('...an Irishman called Brendan...')
2. T ('First, he needed a boat like Brendan's...made of animal skins.')
3. F ('...Severin felt seasick...', '...they were always wet...', 'Sometimes, they had to sail in the opposite direction...', '...The waves were huge...', 'the Brendan hit ice and water began to flood the boat...', etc.)
4. F ('Brendan describes an island where unfriendly people threw burning rocks at him'.)
5. T ('...saw icebergs...close to Newfoundland, Canada... hit ice and water began to flood the boat.')

KEY

- Ask Ss a few comprehension questions, such as:

- *What happened nine hundred years earlier than Columbus' discovery of America?*

An Irishman called Brendan described a voyage on a tiny boat to a place that could be America.

- *When did Tim Severin sail from Ireland?*

In May 1976.

- *Which of the two sailors encountered whales in the course of their voyage?*

Both Tim Severin and Brendan.

- *How many years did Tim Severin's voyage last?*

It lasted a little more than one year.

- Explain any unknown words in the text.

C. Discuss (Post-reading)

- Ask Ss the following questions and initiate a brief discussion on the topic of the *Voyage of the Brendan*.
Would you like to take part in Tim Severin's voyage? Why/Why not?
Are there any famous sailors or explorers in your country?
What are they famous for?

CD 2 ►► 42

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

A. Discuss (Pre-reading)

- Draw Ss' attention to the title of the text and the picture accompanying the text.
- Ask Ss to tell you what the picture shows.
- Elicit answers (*art on a rock wall*).
- Explain to Ss that the adjective 'aboriginal' refers to people or animals that have lived in a place from the earliest known times or before people from other countries arrived in that place.
- Ask Ss:
What do you think the carving on the rock wall shows?
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and compare their answers.
- Point out that the meanings of some words they may not know are provided in the box below the text.

B. Reading

- Have Ss read the questions 1-4 and check understanding.
- Have Ss read through the text again and answer the questions, underlining the parts of the text that answer the questions.
- Check Ss answers in class.

1. b (para 1 lines 8-9; not a - para 1, lines 6-7;
not c - para 1, lines 13-15)
 2. c (para 1, lines 9-15)
 3. a (para 2, lines 6-9)
 4. c (para 2, lines 4-13)

KEY

- Ask Ss a few comprehension questions, such as:
 - *Where did the first inhabitants of Australia probably migrate from?*
From Asia.
 - *What were the traditional roles of Aboriginal men and women?*
The men hunted animals and birds; the women collected fruit, herbs and vegetables.
 - *What does the word 'land' mean to Aboriginal Australians?*
They believe the 'land' includes the environment, the seasons, the people and their stories.
 - *What is another word for Aboriginal ceremonies?*
Corroborees.
 - *Which ceremonies are attended only by men?*
Coming of age ceremonies are attended only by young men and introduce them to their adult life.
- Explain any unknown words in the text.

C. Discuss (Post-reading)

- Ask Ss the following questions and initiate a brief discussion on the topic of Aboriginal Australians.
 - *Why do you think many Aboriginal Australians choose to live in remote areas and follow the traditional way of life?*
 - *What did you learn about the Aboriginal Australians that you didn't know before you read the text?*
 - *Which aspect of Aboriginal Australian culture would you like to learn more about? Why?*

Listening Transcripts Student's Book

MODULE 1A

Presenter Good afternoon. Today I have with me Donald Turpin from East Durham University and we are going to talk about English, the language which is fast becoming the world language. Welcome, Donald.

Donald It's a pleasure to be here.

Presenter So, how many people across the globe speak English?

Donald The current figure is estimated to be about 1.5 billion people.

Presenter Really?

Donald Yes, and if you consider the population of the world, which is 6.7 billion, that means approximately one in four people on the planet can speak English.

Presenter That's interesting. And I expect these numbers are growing.

Donald Yes, English is the most taught language in the world, with over one billion people learning it.

Presenter Well, I often hear world leaders and politicians from different countries speaking in English. And major events like the Olympics are conducted in English.

Donald Yes, if there is a world language, I think we can safely say it's English. Most of the world's communication is in English. In fact, 75% of all letters and postcards are in English.

Presenter And I expect it's the same for the Internet.

Donald Definitely, 80% of Internet content is in English and over 1/3 of the 1 billion web users are English language users.

Presenter And these users are not necessarily native English speakers, I understand.

Donald Not at all. Many non-natives choose to write articles or blogs in English so their work has a wider audience.

Presenter That makes sense.

Donald However, research shows that the increasing number of Chinese web users means that, in the future, most of the web could well be in Mandarin.

Presenter An interesting thought. OK, let's talk more about the effect that English... (fade out)

MODULE 1B

1.

Man 1 Did you have a good time during your holiday?

Man 2 It wasn't what I expected.

Man 1 Oh, I remember you had a great time in Italy last summer.

Man 2 Yeah, I did, but this time it wasn't as good as last year. You see, the weather was terrible.

2.

Man 1 May I see your boarding pass, please?

Man 2 Yes, of course. Just a minute...

Man 1 Hurry up please. There's a long queue behind you waiting to board. (politely)

Man 2 Oh, here it is.

3.

Presenter So, Mr Dawson, we were talking about how some streets got their names.

Mr Dawson Well, there are a number of streets named after important figures, famous places, authors, explorers and so on.

Presenter What about Sherman Street? It's named after the famous General Sherman tree, right?

Mr Dawson Well, there is a Sherman Street. It wasn't named after the tree, but a writer called Victor Sherman.

4.

Sunil Food is very important for us in India, and we love preparing it.

Husam I've never tried food from other countries so I don't know what Indian food tastes like. Is it spicy?

Sunil Yes. In Kerala, where I come from, we use a lot of spices and coconut in our food. Like in Saudi Arabia, we eat lots of vegetables, chicken and rice. Do you have bread with your food?

Husam Of course.

Sunil Ours is called naan.

ROUND-UP 1

1.

Man 1 What did you think of the museum?

Man 2 It was amazing, all those beautiful paintings! I didn't realise the Mona Lisa was so small in real life.

Man 1 Yes, I know.

Man 2 The only problem was the museum was so big that we didn't have enough time to see everything.

2.

Son Let's go to Italy for our summer holiday.

Father Good idea! Where about?

Son Well, we've been to Florence and Venice already... we've never been to Rome before. What do you think?

Father Of those three cities, I liked Venice the best. Remember last summer? There was so much to see and do there. And the food was simply delicious!

3.

Man 1 I have some good news - I got the promotion I wanted, and now it's my job to set up our new offices in Japan.

Man 2 Congratulations! I'm so happy for you. I know you really wanted to go to Japan.

Man 1 All those Japanese lessons will finally be put to the test.

Man 2 So when are you leaving?

Man 1 Next month.

4.

Man 1 The International Society are planning a trip to Oxford next week. Would you like to go?

Man 2 That sounds interesting. Yes, I think I will. I went with them to Edinburgh a few months ago. It was very interesting. Edinburgh is such a great city. I even had a deep-fried Mars bar! Have you ever tried one of those? They're a Scottish speciality.

Man 1 No! A fried Mars bar doesn't appeal to me. Anyway,

the tickets for the Oxford trip cost £10; I'm going by the office later to pick up mine. Would you like me to get you one?

Man 2 Yes, that would be great. Thanks.

5.

Man 1 When are you leaving?

Man 2 Next month.

Man 1 What are you planning to do while you're visiting all those countries?

Man 2 Well, I don't plan to do anything while I'm in Thailand apart from swimming. But when I get to Australia, I'm going to do conservation work. After that, I will spend some time in India and do volunteer work at an orphanage in Calcutta.

Man 1 Wow! That's really good. Now I wish I were taking a gap year instead of going straight to university.

6.

Man 1 So what were you doing in Papua New Guinea? Were you on holiday?

Man 2 Not exactly, I was there studying one of the tribes for my research project at university. It was really fascinating. This tribe lives in a remote village in the jungle. They are called 'tree people' because they build their houses up in the trees. Some of their houses were 40 feet above the ground.

Man 1 What were these people like?

Man 2 It was difficult at first, as they don't trust outsiders. We were helped a lot by a British researcher who has been working there for a number of years. As soon as they realised we weren't a threat, they were very friendly.

John Ofcourse. Louis Pasteur was born in France on 27 December, 1822. He studied Mathematical Sciences and was a professor of Physics and Chemistry at the University of Strasburg.

Tony Now,Pasteur discovered many things during his lifetime. What do you think is the most important contribution?

John IfI had to choose I'd say his work on pasteurising milk.

Tony Canyou explain this process to our listeners?

John Ofcourse. Pasteur showed how germs can spoil food, like milk, so he invented a simple way to kill those germs. One way to do that was to heat milk in order to kill the bacteria.

Tony Agreat scientist. Who is next?

John WilhelmRöntgen, the German physicist. He was born on 27 March, 1845. He studied in Zurich as a mechanical engineer.

Tony Whatwas his most important work?

John Thisextraordinary man is responsible for a form of radiation called X-rays.

Tony Anamazing step in medicine.

John Yes.Actually, the very first X-ray was that of his wife's hand.

John Itmust have been an amazing experience.

John Indeed.Röntgen received a Nobel Prize in Physics in 1901 and gave the money from the prize to the university. He died in 1923 leaving behind an achievement that we still use today.

Tony Well,we've had a look at three different, very important scientists and their greatest achievements. I think we can all agree that their work changed the world forever... (fade out)

MODULE 2A

Tony Welcometo the show. Today we are going to talk about three famous scientists and how they have changed the world. With me here in the studio is John Maxwell, who is going to tell us more about the topic.

John Goodevening.

Tony So,John, tell us, who are we going to talk about today?

John Firstcomes Alexander Fleming. He was born on 6 August, 1881.

Tony InScotland, right?

John That'sright. He was an extremely good student, but also very poor. However, at the age of 20, he inherited some money from an uncle. His older brother, Tom, who was a doctor, encouraged him to follow the same career.

Tony Whathappened next?

John Well,he became an excellent surgeon and in the First World War he worked in a hospital in France healing wounded people. When he returned home, he discovered something that would change medicine.

Tony Penicillin.

John Exactly.The world's first antibiotic which has saved, and is still saving millions of people around the world. In 1945, he received the Nobel Prize in Medicine along with two other scientists.

Tony Right.Let's move on to Louis Pasteur.

MODULE 2B

Faisal So,Saad, I am dying to hear all about your trip to Riyadh! How was it?

Saad Itwas full of excitement, that's for sure!

Faisal Wasit just you and Mohammad, or did his brother, Salman, join you?

Saad No,just the two of us.

Faisal Isee. So what was it like? Is rock climbing very difficult?

Saad No,not really... of course I almost ended up in hospital!

Faisal What?What happened?

Saad Well,as you know it was my first rock climbing trip. It had always been my dream to go to the Graffiti Rock. It's a rocky mountain in the middle of the desert some 110 km from Riyadh, which has got some amazing old carvings on it.

Faisal Yes,I know; it's beautiful. I saw a documentary about it on TV.

Saad Well,we started our journey early, at about 4 o'clock in the morning, because we wanted to avoid the blazing sun. So, there we were in a jeep, passing by rocks and camels and Bedouins.

Faisal Soundsexciting! So then what?

Saad Eventually,we reached a point where we had to leave the jeep, and so we started hiking.

Faisal And?

Saad Well,it was very steep. But after the climb, we finally saw the carvings. They were unbelievable.

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- It's hard to imagine they were made more than 2000 years ago.
- Faisal** Yes, and those people carved some animals, like ostriches, which might mean that the area was not always a desert. But what was the problem?
- Saad** It was on our way down. Although Mohammad was very helpful and gave me tips on how to keep safe, at some point I ... slipped and fell headfirst down the rock...
- Faisal** Oh no... That's terrible! What happened next?
- Saad** Well, I hurt my foot, so I couldn't walk! But I had also hurt my head and I was out for about 20 minutes. Mohammad had to carry me down the steep rock and into the jeep so that we could drive back to the city.
- Faisal** Oh no! That must have been hard on Mohammad!
- Saad** Well, it gets worse. For some reason, the jeep wouldn't start! And mind you, by that time it had got really hot. We needed to get out of there.
- Faisal** I can't believe it!
- Saad** I know! Eventually, some tourists came along and helped us get the jeep started so we could get back.
- Faisal** Were you very badly hurt?
- Saad** No, not really. I just had to rest for a couple of days before going back home.
- Faisal** Well, it's a good thing Mohammad was with you.
- Saad** That's right. He saved my life.

ROUND-UP 2

- Ronald** Hello, and welcome to our show. Today we have (host) a very special guest named Sheila Rogers. Sheila claims to possess unique psychic gifts and through her talent, she recently helped the police find a missing girl lost in the woods. Tell us Sheila, how did this all come about?
- Sheila** Hi, Ronald. Well, it all started some time ago while I was listening to a reporter speaking about a missing girl, Mary Paine. As he spoke, I saw the image of a small lake, followed by an old building, tall trees, and a sign. I could feel the little girl's emotions almost as if I were sharing them. I sensed being in an unfamiliar place and feeling alone and scared.
- Ronald** Wow, that must have been a very strange experience!
- Sheila** Indeed, it was. It was a shock to see a place that I had never been to. It was at once both frightening and fascinating. I didn't know the girl, but the images I received were so clear and real.
- Ronald** So you decided to go to the police. What happened next?
- Sheila** I told them my story. Of course, they had their doubts at first. I told them what the girl looked like and that she was very scared. I could see her by the lake and I gave a description of the lake as well as of the old building next to it. 'Can you see anything on the sign?' they asked. 'I can only see initials,' I replied, 'the letters O and M.'
- Ronald** And your story finally proved correct, right?
- Sheila** Fortunately, yes. Mary was eventually found next to a lake by the 'Old Mill' building, in a location matching my description. She was later returned, a bit upset, but OK, to her very happy and thankful mother.

MODULE 3A

1.

Man 1 I think we should order some office supplies. We definitely need some paper.

Man 2 Yes, you're right and we also need some envelopes.

Man 1 Do we need any pens?

Man 2 No, we've got two boxes full of those.

2.

Man 1 What happened to you this morning? You were supposed to be here at 9.

Man 2 I know... I know... I thought I set my alarm for 7am but when I woke up it was 8!

Man 1 But how come it took you so long to get to work?

Man 2 There was an accident on the road. I was stuck in traffic for nearly two hours.

3.

Wife I think I'm going to have a selection of desserts to choose from tonight. A cake...

Husband A cake is fine, but make sure you have some ice-cream, too, because you know that's what I like best.

Wife Don't worry; I'm making ice-cream sundaes.

Husband What else are you making?

Wife Well, I thought I'd include something light like fruit.

Husband Good idea.

4.

Man 1 Wow! That's a beautiful painting. Did you paint that yourself?

Man 2 No, my brother did. I'm more into photography. I especially like taking pictures of gardens and flowers.

5.

Man 1 I think we should do something active this weekend.

Man 2 What do you suggest?

Man 1 Well, I have a few ideas; we could go hiking in the mountains.

Man 2 Mmm, sounds interesting. Or we could go fishing at the lake.

Man 1 I'm not that keen on fishing. I have another idea. Do you remember that riding school we saw when we were driving back from the park yesterday? Why don't we go and have a riding lesson?

Man 2 I think hiking in the mountains sounds better.

MODULE 3B

Interviewer Good morning. Please have a seat.

Man Thank you.

Interviewer Would you like a glass of water before we begin?

Man No, thank you.

Interviewer OK. I'll start by telling you a bit about the company. We are a large organisation with offices in Paris, New York and Los Angeles. Our main office is in London, which is where the position of marketing assistant is based. Now, I would like to move on and ask you a few questions. Can you tell me about yourself?

Man Yes, of course. I've recently got my degree in Marketing. I have been working part-time

- as a marketing assistant for a Marketing and Promotions company for the past two years. Now that I've finished my degree, I want to move on to a full-time job with training opportunities.
- Interviewer** So, you were working as a marketing assistant while you were at university. It must have been difficult to work and study at the same time. Tell me, how did you manage your time?
- Man** Well, I am a very organised person; I wrote down all the tasks I needed to do each week. As I completed them, I would tick them off. I also divided my study and work so that I would always have enough time to do my coursework or study for exams.
- Interviewer** Very good. Can you tell me what your strengths are?
- Man** Well, I have experience which is useful for this position. I have excellent computer skills, I'm organised and I work well in a team, although I can be left alone to get on with my work as well.
- Interviewer** Good...and a weakness?
- Man** Ah! Well, ...I would say I am very ambitious.
- Interviewer** You've mentioned team work skills. Can you give me an example of when you worked in a team?
- Man** Of course. In my job as a marketing assistant, I worked in a team of four on various projects. My role in the team was to do research and write up reports. We each gave ideas and made suggestions to help the team and to make sure that we completed our projects on time. Working in a team also gave me the opportunity to learn from other people.
- Interviewer** In this company we often have to work hard to finish jobs quickly. How reliable are you?
- Man** I'm very reliable. I'm used to working hard to finish things. I do this by being organised and prioritising my tasks.
- Interviewer** OK. Well, that's all I want to ask for now. Do you have any questions you would like to ask?
- Man** Can you tell me what the job will involve?
- Interviewer** You will be working... (fade out)

ROUND-UP 3

- 1.
- Man 1** Good morning; I have an interview with Mr Carr at 9:00 o'clock.
- Man 2** Good morning; let me just check that for you. What is your name?
- Man 1** David Jackson.
- Man 2** Oh... but I have you down for a 10:00am interview.
- Man 1** But on the letter I received the time given was 9:00. Here, I have it with me; take a look. It says arrive at 8:30 for the test then the interview will take place at 9:00.
- Man 2** Oh I'm terribly sorry, I must have made a mistake. But don't worry; fortunately, Mr Carr is available.

- 2.
- Man 1** Shall we try the diving course that's offered at the hotel?
- Man 2** I don't know; I really just want to relax while I'm here. Learning how to dive is a bit too much for me.

- Can't we just go for a swim in the sea?
- Man 1** That's so boring! I want to do something active. How about a game of tennis?
- Man 2** Oh, all right then, but only if we go swimming afterwards.
- Man 1** It's a deal!
- 3.
- Man 1** So, are you going to take part in the marathon?
- Man 2** Yes, I'm running for a local children's charity.
- Man 1** That's really good. It's in about 8 weeks isn't it?
- Man 2** Actually, it's in 6 weeks exactly.
- Man 1** So, are you feeling confident?
- Man 2** I've been training three times a week for the past 5 months. I do feel fit enough, but we'll have to see what happens on the day.
- Man 1** Sounds like you've been working hard. Good luck with it.
- 4.
- Woman 1** How long have you been a teacher?
- Woman 2** Let's see... I've been teaching for 15 years.
- Woman 1** And do you like it?
- Woman 2** I love teaching; it's one of the most rewarding professions you can do.
- Woman 1** I'm starting my new teaching job next month. I'm feeling a bit nervous.
- Woman 2** Don't worry. You'll be fine. The first lesson is always the hardest. After that, you'll start enjoying yourself.
- 5.
- Man 1** How long have you been horse riding?
- Man 2** About two years. It's great to be out in the countryside. It's a wonderful break from being stuck in the office all day.
- Man 1** What made you start horse riding?
- Man 2** I remember I was driving down one of those narrow country lanes and I saw a couple of riders on their horses. As I overtook the horses I thought to myself: I want to try that. So, the next day I found a riding school near where I live and started lessons. A year ago I bought my own horse, Silver – he's fantastic. I keep him at a farm that rents stables out.

- 6.
- Man 1** So, what time is the documentary starting?
- Man 2** There are three of them: at 7:30, 8:30 and 9:30.
- Man 1** How about watching the 7:30 one and getting something to eat afterwards?
- Man 2** Good idea. But let's do it the other way round and eat first.
- Man 1** OK, I don't mind. There's a good Chinese restaurant near here. We can eat there and watch the 9:30 documentary.
- Man 2** That's fine with me, just as long as we don't miss the programme. I don't want to stay up late because I have to wake up early tomorrow.

MODULE 4A

- 1.
- Man 1** Hey, don't leave your bottle on the beach.
- Man 2** Ooh, yeah, I forgot to pick it up.
- Man 1** It really upsets me when I see litter on the beach.

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Look at that, someone's left a can over there, and an empty juice carton.

2.
Son Look at that waterfall. Isn't it beautiful?
Father Yes, it's unbelievable. This place is amazing. The rainforest is full of wildlife. I think I'll take a photo of the waterfall.
Son After you've done that, shall we go for a swim?
Father Great idea. We can even go under the waterfall.

3.
Man 1 The sea looks very rough today. Maybe it's not a good day for fishing.
Man 2 I don't think it's that bad.
Man 1 But look at how dark and heavy those clouds are.
Man 2 So it might rain a little. It's no big deal.
Man 1 Did you see that?
Man 2 Yes that streak of lightning across the sky.
Man 1 So do you still want to head out there?
Man 2 Maybe you're right. We can leave the fishing until the storm clears.

4.
Man 1 If we want to save our planet, we need to change our lifestyles.
Man 2 I agree; that's why I never throw away anything that can be recycled.
Man 1 That's good! And I hardly ever use my car any more. I use public transport or I cycle.
Man 2 I am ashamed to say this but I can't live without my car.

MODULE 4B

Speaker 1

In the future I believe we will see more eco-cities. These are cities which are built to be environmentally friendly. China has already created plans for an eco-city which will be the first of its kind in the world. It will generate electricity from alternative sources of energy such as solar and wind energy. There is already a plan to build a similar city in part of London. I believe if the Chinese city is successful, other countries will follow in their footsteps and try to create cities that will work with the environment rather than against it.

Speaker 2

I believe one of the greatest threats facing our planet in the future is lack of water. Scientists have predicted that, in as little as twenty years, serious water shortages will occur around the world. The amount of fresh water available to the world's population is decreasing due to both climate change and our increasing needs. Scientists have said that we have to manage how we use water in a better way if we want to save the planet. People have to start taking action now if we want to stop this disaster from happening.

Speaker 3

I think that eco-tourism is something that will become more popular in the future. Eco-tourism allows tourists to visit natural areas without causing harm to the environment. It also aims to improve the lives of the local people. As more and more people become aware of the environmental problems facing the planet, it is predicted that they will choose to go on eco-tourism holidays. In addition, as our modern lifestyles become busier, people will want to escape from the cities and head for natural environments, where

they may be able to give something back to the Earth. I believe that in the future this type of responsible travel will play a large role in the tourism industry.

Speaker 4

I think life will be better for us in the future. I believe the home of the future will be very different from the way it is now. As technology becomes more advanced, so will our homes. People are already building environmentally-friendly homes that do not cause any damage or pollution to the natural environment and use energy efficiently. This type of home will become more common in the future. In addition, I think computers will also play an important role in future homes; possibly computers or robots will do many tasks in the modern household such as housework and shopping. This will give people more time to do other recreational activities and enjoy their free time.

ROUND-UP 4

- James** Good afternoon, Mr Allen. Do you have a moment?
Mr Allen Certainly, James. How can I help you?
James I have a question about global warming.
Mr Allen Yes? Tell me.
James I read in a magazine that the Earth's temperature is now 1 degree hotter than it was 100 years ago. It also said that if this continues, then weather conditions worldwide will become worse.
Mr Allen That's correct. What was your question?
James I was talking to a friend today, and he said that the Earth's temperature changes all the time. For example, volcanoes and variations in the sun's temperature can often lead to similar climate effects. So my question is: Is global warming a real problem?
Mr Allen Well, James, that's a very good question. There are many people who still deny this problem, but it is, unfortunately, very real. The fact is global warming has a human origin. For example, what's the biggest difference between present-day society and society 100 years ago?
James Hmm, I'd say technology. We now have more factories, cars, etc.
Mr Allen Precisely. So, think of it this way. Imagine a sunny, summer day and a small glass room. If the sun's energy or heat passes through the glass and is then not able to escape again, what will happen to the room?
James It will probably get very hot!
Mr Allen Right. That's what global warming is all about. We call this the greenhouse effect. The small glass room is like a greenhouse, and our planet is very similar to this. The carbon dioxide that the hundreds of thousands of cars and factories produce traps the Sun's heat on Earth. So in fact, like the glass room, our planet is now getting hotter and hotter.
James Wow, I never thought of it that way. So if this continues, then the temperature will also continue to rise. What will happen after that?
Mr Allen Then we'll start to see major climate changes, such as severe hurricanes, tornadoes, and worse. But that's not something we should wait for. We could avoid such problems if we changed our behaviour. So the real question is: How willing are you to make a change?

MODULE 5A

Welcome to our Sights of London tour which starts here at one of London's most famous landmarks. It was built about 150 years ago and it is the third largest clock tower in the world. It is situated at the north end of the Houses of Parliament. It's commonly known as Big Ben, but that is really just a nickname for the bell inside the huge clock tower. It is not clear where the name Big Ben comes from. Some say it is after Sir Benjamin Hall, who oversaw the rebuilding of the Houses of Parliament including the installation of the bell. But others say it is named after a famous boxer of the time called Benjamin Caunt. The bell can be heard all across London and it is a popular place for New Year's celebrations. Tours of the tower are possible, however you have to arrange in advance with a local MP and children under 11 aren't permitted.

This is one of London's newest tourist attractions. The London Eye is the largest Ferris wheel in Europe. With 3 million visitors a year, it has become the most popular paid tourist attraction in the UK. And it's easy to see why. It is situated right on the bank of the River Thames and as it slowly rises above the city, visitors are treated to a breathtaking view of London. During the half-hour ride, or 'flight' as it's popularly called, all the sights of London are visible and on a clear day, you can see about 25 miles into the distance. Unfortunately, this tour doesn't include a flight on the London Eye. Just to let you know, tickets cost eighteen pounds per person, but there is a 20% discount if you book in advance online. Needless to say, it's wise to check the weather forecast before you book your tickets to make sure it's a clear day.

Now we are approaching one of London's oldest landmarks. People usually identify the Tower of London with The White Tower which stands in the middle of a whole complex of buildings which make up the Tower of London. The original White Tower was built in 1078 by William the Conqueror. Since it was built, the Tower has been a palace for kings and queens, it's been a prison and also a royal zoo. Also, the Crown Jewels of the United Kingdom have been kept at the Tower since 1303 and are only removed for royal ceremonies. The Tower has a staff of 35 Yeoman Warders, or as they are more commonly known, Beefeaters. Traditionally, they were guards of the tower, protecting the Crown Jewels, but today they act as tour guides and are more than welcome to answer any questions you may have.

MODULE 5B

Narrator When Andy Tredway entered his house one evening, he encountered an awful scene – broken lamps, papers all over the floor, torn sofas, and the kitchen cupboards open with cans and bags of food thrown on the floor. The first thought that came to his mind was - burglary! He ran quickly to the phone and called the police. Detective Allen Keys was soon at the scene of the crime. He was wearing a large tan trench coat with a missing button and old, worn out brown shoes. Despite his appearance, he had sharp eyes which moved across the room, taking in everything in a single look.

Detective Keys	So Mr Tredway, you say that the door was locked when you came home. Did the key turn easily in the door? Was there any difficulty in opening it?
Andy	Well, Mr Keys, I didn't notice anything at first. The door opened as it has in the past three years since I moved here.
Detective Keys	And the outside windows seem to be intact, unbroken, you say? Do you keep your windows open or unlocked when you leave home?
Andy	No, never. In fact, the windows are set on an alarm system. If they're broken or opened, the alarm will be set off.
Detective Keys	Have you ever given your house key to anyone, a friend, your parents, brothers or sisters?
Andy	Well, my parents do have a key, but then again, they live in London. Other than that, I haven't given my key to anyone. Unless someone stole the key from my parents, made a copy, and then returned here to Newcastle, I can't imagine how anyone could have got the key!
Detective Keys	Nor I, Mr Tredway. So it would seem then, that we either have an incredible thief who is able to pick a lock without leaving a mark, or Mr Tredway, we're facing something much worse.
Andy	Likewhat?
Detective Keys	The door – is it on the same alarm system as the windows?
Andy	Well, yes, of course it is.
Detective Keys	And you haven't left this house since you returned home.
Andy	I've been here the entire time.
Detective Keys	Then if the windows are intact and the door hasn't been opened, this could mean only one thing... (pauses)... the thief is still in the house!
Andy	Oh, my goodness!
Narrator	A sound is suddenly heard in the next room; a strange scratching. Allen Keys slowly makes his way to the door. He puts his finger to his lips as if to say, 'Be very quiet!', and in a flash, he opens the door with a shout:
Detective Keys	Gotcha!
Narrator	And indeed, the clever Detective had caught the culprit. In the next room a small rabbit looked up at the Detective fearfully.
Andy	Snowball! I'm so sorry Detective, but when I saw the disaster here in my house, I completely forgot the most important piece of information! I just got Snowball yesterday, and it must have got out of its cage and caused this little mess around the house.
Detective Keys	(irritated) Indeed, this little mess! That would explain everything, wouldn't it?

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ROUND-UP 5

- Interviewer** Goodevening and welcome to our World Mysteries series. Here with me today is Dr Robert Brown, from the University of Birmingham. He is going to talk to us about one of the world's greatest mysteries - The Bermuda Triangle. Hello, Dr Brown and welcome to the show.
- Dr Brown** Good evening.
- Interviewer** Letme start by asking where the Bermuda Triangle is.
- Dr Brown** The Bermuda Triangle is in a region of the north-western Atlantic Ocean between Bermuda, Miami and Puerto Rico.
- Interviewer** We'veall heard the stories about disappearing ships and aircraft, but has this region of the world always been mysterious?
- Dr Brown** Well, the first recorded strange incident was made by Christopher Columbus in 1492. He saw 'strange lights on the horizon' and abnormal compass readings. Today, we believe the strange lights he saw were the cooking fires of natives on a nearby island and the compass readings were due to human error.
- Interviewer** Now,let's talk about what happened around 75 years ago.
- Dr Brown** Ah yes, the most famous incident connected with the Triangle; the disappearance of Flight 19. It was a navy training mission known as Flight 19 and five planes vanished without a trace. There were 14 men on board the planes. During the flight it is thought the pilots experienced compass problems and got lost out at sea. Many years later, a wreckage of a plane thought to be one of the Flight 19 planes was found off the coast of Florida. However, to this day there is still no scientific explanation as to what happened. Some people believe enormous sea monsters or even giant squid could be responsible. A navy report recorded the cause as 'pilot error', but after protests from family members the verdict was changed to 'reasons unknown'.
- Interviewer** Interesting. So what do you think is special about the area of ocean in the Bermuda Triangle?
- Dr Brown** Well, it does have some unusual features which can lead to bizarre compass readings. It has the deepest underwater trench in the world; this means a wreckage could sink deep below the surface of the ocean floor. The weather in that region is also odd, hurricanes are common. Another interesting fact is that the Gulf Stream travels through that area. The Gulf Stream is a powerful current, like a river within the ocean; the warmer water within it can create strange weather patterns. This could even lead to high waves. Also, some of the unpredictable storms in the area can produce spouts of water that could destroy planes and ships.
- Interviewer** Well,thank you Dr Brown. I expect everyone will agree that was fascinating.....

MODULE 6A

1.

- Man 1** Hello, Wings Airlines, how can I help you?
- Man 2** Hello, I have a question about the frequent flyer programme.
- Man 1** What would you like to know?
- Man 2** I have a frequent flyer card and I saw on your website that if I stay in the Hilton Hotel, I will earn triple points. I just wanted to check how long that offer is valid for.
- Man 1** The offer ends on 30th November.
- Man 2** That's fine. I'm flying to Florence next week.
- Man 1** Ooh, I'm sorry; that Hilton offer is only valid if you stay in the Hilton Milan or Rome.

2.

- Man 1** Hello, I am flying to Paris next week with my mother, but she's sprained her ankle. Would it be possible to have a wheelchair for her?
- Man 2** Of course, sir. Can you give me your flight reservation numbers?
- Man 1** My mother's flight reservation number is CRA3730765. Mine is CLA3730764.
- Man 2** I will arrange for a wheelchair to pick your mother up from the check-in desk.
- Man 1** Thank you very much. Also, can she have an aisle seat?
- Man 2** I'll just check for you... no problem. That's done.
- Man 1** Another thing I forgot; could I have a vegetarian meal on board?
- Man 2** That's done for you. Is there anything else?
- Man 1** No, I think that's all for now.

3.

- Man 1** Excuse me. Can you help me, please? Do you know where Terminal C is?
- Man 2** Yes, you have to take the train there.
- Man 1** Where do I get the train?
- Man 2** Here, let me show you on the map. We are in Terminal A now. Take the escalator down, turn right and you will see the stop for the train. It will take you to Terminal C. It's the second stop. What gate do you have to go to?
- Man 1** Let me have a look at my boarding pass... Gate 22.
- Man 2** OK once you get to Terminal C, just keep walking straight on and follow the signs, they will direct you.
- Man 1** Thank you.

4.

- Man 1** Hello, is that the American Embassy?
- Man 2** Yes, how can I help you, sir?
- Man 1** I am planning to study at a university in New York and I want to know what I need to do.
- Man 2** First you have to come into the office for an appointment and someone will discuss it with you.
- Man 1** Actually, can I make an appointment now?

5.

- Man 1** Can I see your passport, please?
- Man 2** I have it right here... where is it? Ooh no! I've forgotten my passport!
- Man 1** I'm afraid you can't fly with us if you don't have your passport.
- Man 2** What! But I have to be in Madrid tomorrow; my daughter is getting married.
- Man 1** Do you have any other form of ID on you?

Man 2 Well, let me see. Here, I have my driving licence.
Man 1 No, I'm sorry we can't accept that.
Man 2 What do you mean! Wait, here I have my National Identity Card. You're not going to tell me I can't use that, are you?
Man 1 That is acceptable. Now sir, do you have any luggage to check in today?

6.

Clerk FlyAway Airlines. What can I do for you?
Client Hello, my name's Jim Veder and I'm calling to change my flight reservation. Though I made my reservation over the Net, I don't understand why I can't change it via the Net.
Clerk Yes, changes can only be made by contacting the airline.
Client I see. Well, I was supposed to fly to Chicago on Thursday, but unfortunately something has come up and I can't leave before Friday.
Clerk Can I have your flight reservation number?
Client Sure it's FAA4557655.
Clerk OK, Mr Veder. There's a flight leaving on Saturday morning. However, there is a £25 fee which we'll have to charge you for the change.
Client That's no problem. Thank you very much.
Clerk Enjoy your flight.

MODULE 6B

1.

Man 1 Well, I've just checked the train schedule and there are departures at 6:15, 7:00 and 8:30.
Man 2 Remember, though, we have to pick up Charlie from work at 7:15 and then go to the station.
Man 1 I guess we only have one option, then.

2.

Man 1 I think this year for our summer holiday we should go to a nice village up in the mountains instead of a beach resort again.
Man 2 I don't know. You see, I really like going swimming in the summer.
Man 1 Of course! We can go swimming in lakes and rivers.
Man 2 Then no problem.

3.

Man 1 Are you going away for the weekend?
Man 2 Yeah, I'm going to visit my parents in Brighton.
Man 1 Really? I'm going to Brighton myself! How are you getting there?
Man 2 I was hoping to go by car but it broke down, and now I have to go by bus or train.
Man 1 Well, there's plenty of room in my car!
Man 2 Thank you very much.

4.

Man 1 Where could you possibly have lost your passport?
Man 2 I don't know. I had it when I got off the plane because I went to the car rental agency and showed it to them to get a car. And then when I went to the hotel to check in, I couldn't find it!

5.

Man 1 So how was Egypt?
Man 2 It was great! I saw the Sphinx and the pyramids and

I did lots of shopping.
Man 1 Did you go on a camel ride?
Man 2 Extreme adventures are not for me.
Man 1 Riding a camel is not extreme.
Man 2 Still, it's not for me.

ROUND-UP 6

1.

Man 1 So how was your trip to Mexico?
Man 2 Unfortunately, we didn't make it after all.
Man 1 Oh no! Don't tell me it was Bill's fault again.
Man 2 Well, yes. But he can't help it if he's afraid of flying.
Man 1 I see. So, did you stay in Leamington, then?
Man 2 Actually, we took a train to London and went to Tate Modern. They had an exhibition of Frida Kahlo, the Mexican painter. It almost felt like we were in Mexico!

2.

Man 1 Four Seasons Hotel, how can I help you?
Man 2 Yes, hello. I would like to make a reservation for the 26th of December.
Man 1 Of course, sir. How many nights are you planning on staying?
Man 2 Just three.
Man 1 So you are leaving on the 29th, then?
Man 2 No, the 28th.
Man 1 So that's two nights then, the 26th and the 27th.
Man 2 Yes, that's right. Are there any ocean-view suites available on those dates?
Man 1 Let me check. Erm... Yes, there is one. Would you like me to book it?
Man 2 Yes, please. The name is Jones. Todd Jones.

3.

Man 1 Now look to the west, and keep your eyes open for the medieval castle.
Man 2 Is it on the right or the left?
Man 1 On your left, sir.
Man 2 I don't see it. Can you point it out again?
Man 1 It's right there.
Man 2 I thought you said it was on the left.
Man 1 It is on the left! I said... oh, never mind. Now, in a few minutes we'll be passing in front of the National Gardens where we will spend the next hour.
Man 2 Are we going to do any shopping today?
Man 1 Well, sir, this is the end of the tour. We have been on the road for five hours.

4.

Man 1 So, did you pack everything for your trip to Barcelona?
Man 2 No, not really. Actually, I haven't even decided what clothes to take with me.
Man 1 Well, it's probably going to be warm and sunny over there.
Man 2 Quite the opposite, actually. I read it online.
Man 1 Well, at least you're going somewhere.
Man 2 Why don't you join me? I'm sure we can get another ticket.
Man 1 Do you mean it? I would love to!

Listening Transcripts Student's Book

5.

- Man 1** What do you think about Costa Rica for this summer?
Man 2 Forget it.
Man 1 Why? I thought you always wanted to go to Costa Rica!
Man 2 True. But the same goes for the Bahamas, Puerto Rico and Tahiti and all tropical islands. You need two months' salaries to fly to such faraway places.
Man 1 Oh, is that what's bothering you? Don't worry about it. My friend Carl is a travel agent. He'll get us the cheapest prices available.
Man 2 Let's go and see him and we'll talk about it.

6.

- Man 1** Have you got plans for the weekend?
Man 2 Well, I was thinking of going shopping. What about you?
Man 1 I was thinking of visiting my uncle in Dover. Do you feel like joining me?
Man 2 I would love to! I need a break from this rainy weather.
Man 1 I hate to disappoint you, but the weather isn't much better there either.
Man 2 Still, it's a nice change and a trip will do me good.

MODULE 7A

- Martin** Goodmorning, listeners. Today we have a special guest, Dr Kevin Truman, an IT specialist and research scientist at Bells & Collins Inc. He'll be telling us about the new philanthropic project called 'laptop for a child'.
Kevin Hi, Martin, it's actually called the OLPC or 'One Laptop Per Child'. This was a project initially thought up by Nicholas Negroponte, an architect and computer scientist who also helped develop the media lab at the Massachusetts Institute of Technology.
Martin Please excuse the mistake, Kevin, I'm still on my first cup of coffee.
Kevin (laughs) No problem at all.
Martin So what's this OLPC all about?
Kevin Well, the basic idea is that many developing countries within the Americas, Asia, and of course Africa, face a number of problems in becoming economically and technologically independent. The response of the OLPC project is then similar to the old saying about fish...
Martin You mean, 'Give a man a fish, and he'll eat for a day. Teach a man to fish, and he'll eat for a lifetime.'?
Kevin Precisely. In countries such as Somalia, Rwanda, Ethiopia, Malawi, and others, the main problem is that international aid focuses primarily on giving food and helping these countries deal with crises such as war. As a consequence, longer term needs and goals are often not given enough attention.
Martin By that you mean such things as education and technology?
Kevin Exactly. To get straight to the point, the OLPC is a project aimed at creating educational opportunities for the world's poorest children. The initial goal of the project was to build an affordable laptop which, at the same time, was technologically equivalent to

the standard personal computers found in richer countries...

- Martin** And were these goals achieved?
Kevin Yes and no. The OLPC project initially aimed at producing laptops which could be sold at no more than \$100 each. Unfortunately, the motherboard itself costs around \$75 dollars, so, in the end, the price had to be raised to about \$200. As far as technology is concerned, I think the project pretty much achieved its goals. The laptop has a relatively powerful processor and memory, a flash disc storage drive, a camera, a built-in wireless, and a special screen for reading under direct sunlight. Oh, and it also comes with a special environmentally-friendly battery which can be manually charged using a rotating lever.
Martin Impressive! And what do the developing countries think about the OLPC?
Kevin Many developing countries are now beginning to see that unless they start focusing on building up basic facilities in terms of education and technology, they will never be able to face the challenges of the coming age. In light of this, the Government of Ghana recently announced that it will buy around 10,000 of these new laptops. So, it's certainly one step in the right direction.
Martin Well, that's about all the time we have. The OLPC project and laptop-changing the world, one step at a time. Thanks for your time, Kevin.
Kevin Thank you, Martin.

MODULE 7B

- Craig** Hi, Will, how are you?
Will Craig! Good to see you! I just finished a school project and I am going for a walk.
Craig Is the library open today?
Will No, it's closed. But I was studying in the computer room.
Craig Oh, I see. So how many books did you borrow?
Will Actually, I didn't.
Craig What? You must have used books for your project.
Will Sure, only this time, I used e-books. You know, electronic books.
Craig Oh, right. How does that work? Our teacher was telling us about it but I am a little confused.
Will It's very convenient. The school has an e-library and all the books in our library can be found online.
Craig Very handy! No need to carry all that weight around!
Will That's right. But also, it's very helpful because, as the books are in electronic form that means that you can search for keywords more easily. Say, if I am not sure a book is suitable for my project, I can type in a relevant word or phrase, for instance 'environmental destruction' and the computer will find all the instances of that word or phrase in the book.
Craig That's very impressive. Still, I think I like printed books better. I mean, I enjoy turning the pages and holding the book in my hands. I am not much of a computer person.
Will But Craig, with e-books you save lots of time. And that's not all.
Craig What do you mean?
Will Well, our school e-library provides access to more

than 30,000 books!

Craig That's amazing! Our library is so small! I had no idea we had so many books!

Will That's my point. We don't. You see, our school must have cooperated with other school libraries and created a combined database that includes all their books!

Craig Fantastic! So, even if our library doesn't have a specific book, there is still a chance you can find it in the e-library!

Will Exactly. That's what I did for my project.

Craig You know, now that I think about it, there is one other advantage in using e-books.

Will What's that?

Craig They are environmentally friendly. You don't need to cut down trees to make an e-book, do you?

Will No, you certainly don't!

Craig Thanks for letting me know, Will. I might think about using e-books for my next project!

ROUND-UP 7

Host Welcome back. Science matters now, with Greg Cooper. What have you got for us this week, Greg?

Greg Well, it seems that NASA needs a little help up there in space. For the past ten years they've been spending a lot of money on a new kind of robot called Robonaut.

Host Robonaut, so it's a robot designed to travel in space. That's right, but unlike previous robots that travelled to Mars and worked on space stations, Robonaut looks and moves like a human. It has two arms and hands that are able to work on difficult tasks in space.

Host Sounds great. So, we won't have to send human astronauts into space anymore.

Greg Not quite. Although Robonauts can do pretty much what humans can, they will be used to assist humans, or perhaps complete dangerous activities supervised by humans.

Host That will be useful. I've seen astronauts on space stations going on spacewalks and fixing space stations and it always looks pretty scary to me.

Greg Well, NASA is still working on ways to protect Robonauts from the dangerous environment in space, so spacewalks are likely to be on the cards.

Host What's the danger? Are there a lot of meteors, or is it the temperature maybe? It gets pretty cold up there, right?

Greg That's right. It can drop to about -390 degrees, and Robonauts can't function under those conditions yet. But NASA is planning to change all this with newer versions which will undertake Project M.

Host Project M? That sounds exciting.

Greg Well, after they have tested Robonauts on space stations, they are planning to send one to the moon. The Robonaut will travel alone and NASA will control it from Earth.

Host Will it have wheels like the previous lunar rovers?

Greg Well, early Robonaut designs had two or even four wheels. But recent technology suggests the newer Robonauts will have two full-working legs.

Host Wow! I can't wait to see that. Before you explain more about the Robonaut let's...

Listening Transcripts Workbook

MODULE 1

Interviewer: And now it's time for Travel Spot. With us, today, just back from, of all places - Greenland, is Jock Murphy. So, tell us Jock, how was it?

Jock: Well, for a start, the name 'Greenland' is very misleading. I arrived there by plane and all I could see underneath me was this huge patch of white. Mind you, it was quite a smart move from Eric the Redhair, the Viking who discovered Greenland in the 10th century and gave it its name. After all, he had to somehow encourage his people to settle in a land that wasn't really that attractive. And it worked!

Interviewer: So, it's been inhabited for more than a thousand years.

Jock: Oh yes, but never very heavily. Today there are 55,000 people living there. I mean Nuuk, the capital city, has only 15,000 inhabitants and there are a number of other smaller towns with between three and five thousand.

Interviewer: And they are all Danish nationals, aren't they?

Jock: Yes, but not very Danish in nature. The vast majority is Inuit and they look a lot more Asian than European.

Interviewer: Don't you mean Eskimos?

Jock: No, no, you must never call them that. It's very offensive. People can get very upset, you know. There is also a small percentage of native-born Europeans, blond blue-eyed people who don't seem to have much in common with the Inuit people.

Interviewer: Tell me. How did you get around?

Jock: With difficulty. You see, there are no proper roads between the towns. The only way of getting about in the summer is by boat, plane or helicopter and in the winter by dog sleigh.

Interviewer: Why is it worth travelling to Greenland, Jock?

Jock: For the views. Greenland is a dream destination for nature lovers and trekking enthusiasts. I was based in the town of Kangerlussuaq which is situated just beyond the Arctic Circle and it's where the international airport is. It's an excellent base to tour from. It is a 25-kilometre hike from Kangerlussuaq to the front wall of the ice-cap, something really worth seeing! You can also see musk, oxen and reindeer in their natural habitat. Although there are no trees in Greenland, there are over 500 species of plant life, which, considering all the ice, is quite amazing! There are also a number of beautiful flowers.

Interviewer: What about the weather? I expect it's always cold.

Jock: Strangely enough, it's not. In fact, it's very changeable. The locals have a saying 'if you don't like the weather, just wait five minutes, it's sure to change'. In fact, a few times I was actually walking around in a T-shirt! But then, a lot of the time I needed my winter woollies or it was pouring with rain.

Interviewer: It just goes to show how much I know about Greenland! We'll have a break now, but stay where you are Jock. The phone lines are open. I'm sure our listeners have got lots of questions to ask you about Greenland.

MODULE 2

1. At first I couldn't believe my eyes. I was so shocked that I couldn't move. I just sat there watching the place burning. Suddenly, I caught a glimpse of what I thought was a boy. It must have been my imagination, though, because when I looked again, all I saw was a curtain that was on fire. All the while I could hear a cat meowing, but I could not pinpoint its whereabouts so I wasn't going to risk my life trying to find it. Then I saw him. There were huge flames coming out of the windows on the first floor, and he was on the second floor. I just rushed in without thinking about the consequences. You see, I too have a son his age! I just had to get him out.

2.

I was sitting on the bank of the river reading a book when it happened. There was a little row boat with two people in it. A child with his grandfather. I don't know how or why, but the boat suddenly capsized and they both fell into the water. At first, my instinct told me to head for the boy, but one look and I realised that he was a strong enough swimmer to get himself out. The old man seemed to be in trouble as he was shouting and waving his hands and as I approached, I realised that he did not know how to swim. Thankfully, he was quite close so I managed to get to him in time.

3.

I was walking home from school one day. I wanted to get home quickly so that I could get my football kit ready for practice. In my rush to get home, I tripped and fell over a rock that was sticking out of the ground. As I looked up, I saw a wallet. I was shocked to find that it had a lot of money in it. I didn't know what to do! Some people keep the money; others give it to poor people. I thought the best thing to do was give it to the police.

4.

It's not that I feel guilty that I am more fortunate than these people. And I can't say that I feel pity for them either. I just feel as if it's my calling in life. You see I've never had to worry about how to earn a living or pay my bills. My dad's multi-million dollar company has given me plenty of free time. I reckon that there's a reason for this. It's because I'm supposed to use this time and money to do good! So I'm going to make sure that I do as much as I can for people in need.

MODULE 3

1. What does this week's speaker do?

Boy 1 Who is Mr Davis bringing in to talk to us about careers?

Boy 2 I think it's a firefighter this week.

Boy 1 No, that was last week, you weren't there, remember? Let me have a look at the schedule... Oh yes. It's a doctor this week.

Boy 2 I might not bother coming then. I'm not interested in becoming a doctor. You know my dream is to be a pilot.

2. How does the man's brother get to work?

Man 1 Have you seen the new trend in the city? People are skating to work!

Man 2 It's not such a bad idea, my brother is a keen skateboarder, so he skateboards to work. He says it's quick and more fun than taking the bus.

Man 1 What will they think of next!

Man 2 Well, I heard in one country some of the people skydive to work.

Man 1 Are you serious?

Man 2 No! I'm joking.

3. How is the man going to travel?

Man 1 So are you going on that cruise in the summer?

Man 2 That was the original plan, but I've decided to go on a train journey through the country. I'll get to see a lot more places on the train. I am really looking forward to going to places that I've never been to before.

Man 1 So no caravan this year.

Man 2 No. Last year was good and the family loved it, but this year we want a change.

4. What did they play last week?

Man 1 Hey, Mark. How about a game of table tennis?

Man 2 Oh, no, not again.

Man 1 What do you mean? We haven't played for weeks. I've had enough of playing darts.

Man 2 We played a game of table tennis last week.

Man 1 That was table football.

Man 2 Oh, all right then.

5. In which country did the man like the sea?

Man 1 What's the most amazing place you've ever been to?

Man 2 That's hard; I've been to quite a few. India was beautiful and the Taj Mahal is amazing. On my trip to Egypt I saw the Pyramids. I'll never forget that. I really enjoyed my trip to Thailand as well, the beaches were fantastic. I don't think I've ever seen such crystal clear water. A place I haven't been to yet that I'd really like to go to is Australia. I'd like to visit Ayers Rock.

6. What job did the man apply for?

Man 1 Guess what! I got that job I applied for!

Man 2 Congratulations!

Man 1 I'm so glad I've decided to change careers. I was so bored with working in a bank. Now I can make a living from photography. You are so lucky that you've always done something you love for a living.

Man 2 Well, if you decide to change jobs again, you can join me and become an optician.

MODULE 4

Interviewer Welcome to Environment Watch Radio!

We have a special guest today, but before I introduce him, let me remind our listeners about the competition. You can win a trip on an incredible eco-tourism holiday to Peru if you answer the following question correctly. The melting of the arctic glaciers is threatening the home of which of the following animals? Is it A the tiger, B the penguin or C the polar bear. If you know the correct answer, call 00884433 or text message us at 1100 with your mobile phone and you could be a winner! The prize includes tickets for two to Peru; you'll get to stay at a beautiful nature reserve where you will have the chance to observe amazing

wildlife and explore scenic landscapes. Now, for the past two weeks we have been running the Focus on Nature series. I want to welcome our special guest today, Alexander Mitchell, a marine biologist who is here to talk to us about jellyfish.

Alex

Interviewer Thank you. Now Alex, all I know about jellyfish is that they can give me a nasty sting. In fact, I was stung once by a jellyfish while on holiday in the Mediterranean.

Alex

Ha, ha, ha... That's unfortunate. You're right; a jellyfish sting can give you a bad rash or can actually make you very sick. You have to be careful with jellyfish. I always wear protective gloves when I study them. They use their stinging cells to stun their food or protect themselves from predators.

Interviewer I believe there has been an alarming increase in the number of jellyfish found in certain places.

Alex

Yes, that is correct; huge numbers of jellyfish have been turning up in unexpected places. They clog water pipes and they also cause problems for fishermen because the jellyfish get caught up in their nets. A particularly troublesome jellyfish is the giant jellyfish. It is usually found in waters near Japan and China. It can be up to 2 metres in length and it can weigh as much as a bear. Recently, there have been clusters or 'blooms' of these jellyfish found in certain places. When this happens with any creature, it usually means that some kind of change has happened to the environment.

Interviewer How long has this phenomenon been going on for?

Alex

Well, there were 'blooms' in jellyfish in Japanese waters in 2002, 2003 and 2004. Japanese scientists did research to find out what was causing the increase in jellyfish. They collected jellyfish eggs and exposed them to different water temperatures. The scientists discovered that when water suddenly became warmer, the jellyfish grew more quickly.

Interviewer That is very interesting. So could it actually be changes in the environment that are causing this increase in jellyfish?

Alex

It's possible. There is a warm current of water which passes through the sea near China, Japan and Korea. This warm current has become stronger in recent years. Some scientists believe warm water is the clue to why we've seen an explosion in jellyfish populations. However, it is not just jellyfish that are affected by warm water; there are other creatures and plants living in the sea which will be affected. As well as eating some fish, jellyfish eat small plants. Therefore, if the number of plants in the sea increases, so will the jellyfish.

Interviewer Should we be worried about these changes?

Alex

Well, jellyfish are important creatures in the sea. They are a source of food for turtles and other fish. They are also eaten by humans. I think we need to find out exactly what is causing the changes in jellyfish populations.

Listening Transcripts Workbook

because it could tell us more about the health of the Earth's oceans.

MODULE 5

Interviewer Heretoday with me in the studio is John Curtis who is here to tell us about a very strange experience he had. John...

John This happened about two years ago. I went to my grandparents' home to stay for the summer holidays. I hadn't been there since my grandfather passed away, which was about six years ago. My grandmother had died long before that and he was the only reason why I kept going there. When he died, it hardly seemed worthwhile for me to go there even though he had left the house to me.

Interviewer Where is the house?
John It's on the island of Corfu and the house is very close to the sea. It's actually an ideal place to spend your summer holidays. The cottage was, and still is, in very good condition and it's got all the conveniences one could wish for.

Interviewer Did you go there on your own?
John Well, I had arranged for some friends of mine to meet me there. Given that I hadn't been there and didn't know what state I would find it in, I decided to go there a couple of days earlier. Little did I know what would happen! Anyway, I found the place in very good condition. So after doing some cleaning, I went to the town centre to do some grocery shopping. I somehow got lost on the way back, so it was rather late when I finally reached the cottage.

Interviewer So, what happened then?
John Well, as I dumped the shopping on an old table, I realised that it wasn't a table but my grandfather's old desk. Curiosity got the better of me and I started searching the drawers and compartments. I found some old papers and an envelope with my name on it. I opened it up and inside was a letter from my grandfather explaining that he wanted to give me a jewellery box as a gift. I realised he had planned to give me the jewellery box before he died, and the letter was meant to be with it.

Interviewer What did you do?
John Well, I searched everywhere for the jewellery box but I couldn't find it. Then I went to the basement to see what was in it. I soon regretted it because it was in a huge mess. However, there was a lot of interesting stuff in it. I found an old recipe book, clothes that had been worn by my grandparents in their youth, and an album with lots of photographs of my grandparents when they were young. There were even some of their engagement. In one of the photographs my grandmother was holding a small jewellery box! The one that my grandfather had spoken of in the letter. I realised that he must have given it to her as a present for their engagement. It was beautiful. It was gold and it had precious gems on it.

Interviewer So, what did you do next?

John

Well, I spent the whole next day sorting out all the stuff in the basement. But as I was taking out a box full of old papers, which I was going to throw out, I accidentally slipped and fell. The box tore open and all the contents fell onto the floor. It was then that my eye fell on the little jewellery box.

Interviewer Was there anything in it?

John Yes, it was full of valuable jewellery! But that's not all. At the bottom of the jewellery box was a secret compartment. Inside I found another letter. It was a letter to me from my grandparents. They told me that upon my birth a bank account had been opened in my name. The money in it had been collected over the years to help me get a head start in life. I was to make good use of it.

Interviewer ...and did you?

John Actually, yes! I used some of it to open a fish restaurant in Corfu, which had always been my grandparents' dream. I must say that I feel very fortunate because it has turned out to be a great success. I have since become a permanent resident and I have never been happier.

Interviewer It's nice to hear that your dream came true.

John John, thanks so much for joining us today. Thanks for having me!

MODULE 6

Man 1 Hi, Asad, you look very refreshed after your holiday! Did you go to Jeddah in the end?

Man 2 I was keen on going to Jubail, but we decided on Dammam because we have some relatives there that we wanted to see. I don't regret it. Dammam is absolutely fantastic. If you ever get the chance, you should definitely go.

Man 1 Really? Tell me more about it.

Man 2 Well, to start with, Dammam is one of the most beautiful cities I've ever been to, and that's saying a lot because I've been to a lot of cities around the world.

Man 1 So what can you do there?

Man 2 Where shall I start! On our first day, we went on a walk around the city. There was so much to see! We were really impressed by the Dammam Corniche, which is an enormous seaside walkway. While we walked along the Corniche, we admired some breathtaking modern art. It's like a museum. You can also do water sports and play games there.

Man 1 What about fishing? Did you go fishing?

Man 2 Yes, of course. My son loves fishing. The best place to go fishing is on Coral Island.

Man 1 Where's that?

Man 2 Well, someone at our hotel recommended we go to Coral Island. It is a very popular destination about 1800 metres away from the Corniche. My son and I rented a boat and although we only caught some small fish, it was great fun! My son really enjoyed it.

Man 1 Sounds fun. What about the food?

Man 2 It is like in other cities in Saudi Arabia. For example, we had *kabsa* and *mandi* with chicken, which were delicious.

Man 1 Oh, that sounds tasty. What else did you do?

Man 2 We went to Dammam Heritage Village.

- Man 1** What can you do there?
- Man 2** The Heritage Village is a place for people who like history. It's a history museum with lots of artefacts, traditional clothes and tools from ancient times until today. The Village also has a restaurant where we had lunch and a nice market, but unfortunately we didn't have time to visit it.
- Man 1** It must be fascinating.
- Man 2** It is. They say that the Heritage Village has everything you need to know about Dammam.
- Man 1** Well, I think I'll definitely consider Dammam for my next holiday destination.

MODULE 7

Speaker 1

I set up this company because I wanted to help reduce the unnecessary waste that is produced by the clothing industry, but at the same time I needed to produce fabulous clothes to keep my customers happy. I started out by collecting leftover pieces of fabric from factories that produce clothes for designers. I found damaged clothes and fabrics which would not be used again. I collected these and created my own styles from them.

Speaker 2

Our company makes accessories for people who want to wear products that have been created in an ethical way. The accessories are designed by our designers, then they are created by workers in disadvantaged communities in Africa. We train the local people in jewellery making and provide them with fair wages for their work. We also buy the materials for our accessories in Africa, which has a wealth of beautiful raw materials to choose from, as well as traditional fabrics which we use to make our colourful handbags. In this way, we provide business opportunities for the local people.

Speaker 3

Everyone loves casual clothes. They can be dressed up with flashy jewellery, or you can just hang out in your casual clothes for informal occasions. In spite of all their advantages, casual clothes are usually made from cotton and sadly the production of cotton is responsible for nearly 10% of pesticide and 22 % of insecticide use. We know that these chemicals are bad for the environment. So if you want to be an ethical shopper, why not buy organic clothes made out of organic cotton? Organic cotton is grown without the use of dangerous chemicals so it is good for the environment.

Speaker 4

The hot new trend at the moment in ethical fashion is vegan. There is a wide assortment of vegan clothes, footwear and handbags to be found in shops. Vegans are people who choose a lifestyle that does not include animal ingredients which are found in food, clothes and other materials. Even people who are not vegans are buying vegan fashion accessories. I found one shop that specialises in vegan shoes and bags. Shoppers can find an exciting range of designer non-leather shoes including boots, formal shoes and summer sandals. I think this is an excellent way for people who love fashion to contribute to protecting the environment.

Tracklists

STUDENT'S AUDIO CD TRACK LIST

Track	Module/lesson	Exercise
1	Titles	
2	1a	Listening and Reading / B
3	1a	WB Listening
4	2a	Listening and Reading / B
5	2a	WB Listening / Question 1
6	2a	WB Listening / Situation 1
7	2a	WB Listening / Question 2
8	2a	WB Listening / Situation 2
9	2a	WB Listening / Question 3
10	2a	WB Listening / Situation 3
11	2a	WB Listening / Question 4
12	2a	WB Listening / Situation 4
13	3a	Listening and Reading / B
14	3a	WB Listening
15	4a	Listening and Reading / B
16	4a	WB Listening
17	5a	Listening and Reading / B
18	5a	WB Listening
19	6a	Listening and Reading / B
20	6a	WB Listening
21	7a	Listening and Reading / B
22	7a	WB Listening
23	Culture Page 1	Inspiring heroes
24	Culture Page 2	Giant's Causeway
25	Culture Page 3	The Voyage of the Brendan
26	Culture Page 4	Aboriginal Australians

CLASS CDs TRACK LIST

CD 1		Exercise		CD 2		Exercise
Track	Module/lesson			Track	Module/lesson	
1	Titles			1	Titles	
2	1a	Listening and Reading / B		2	5a	Listening and Reading / B
3	1a	WB Listening		3	5a	WB Listening / E
4	1a	Listening / B		4	5a	Listening / B
5	1b	Listening / Question 1		5	5b	Listening / A
6	1b	Listening / Situation 1		6	5 Round-up	Listening
7	1b	Listening / Question 2		7	6a	Listening and Reading / B
8	1b	Listening / Situation 2		8	6a	WB Listening
9	1b	Listening / Question 3		9	6a	Listening / Question 1
10	1b	Listening / Situation 3		10	6a	Listening / Situation 1
11	1b	Listening / Question 4		11	6a	Listening / Question 2
12	1b	Listening / Situation 4		12	6a	Listening / Situation 2
13	1 Round-up	Listening / Question 1		13	6a	Listening / Question 3
14	1 Round-up	Listening / Situation 1		14	6a	Listening / Situation 3
15	1 Round-up	Listening / Question 2		15	6a	Listening / Question 4
16	1 Round-up	Listening / Situation 2		16	6a	Listening / Situation 4
17	1 Round-up	Listening / Question 3		17	6a	Listening / Question 5
18	1 Round-up	Listening / Situation 3		18	6a	Listening / Situation 5
19	1 Round-up	Listening / Question 4		19	6a	Listening / Question 6
20	1 Round-up	Listening / Situation 4		20	6a	Listening / Situation 6
21	1 Round-up	Listening / Question 5		21	6b	Listening
22	1 Round-up	Listening / Situation 5		22	6 Round-up	Listening / Question 1
23	1 Round-up	Listening / Question 6		23	6 Round-up	Listening / Situation 1
24	1 Round-up	Listening / Situation 6		24	6 Round-up	Listening / Question 2
25	2a	Listening and Reading / B		25	6 Round-up	Listening / Situation 2
26	2a	WB Listening / Question 1		26	6 Round-up	Listening / Question 3
27	2a	WB Listening / Situation 1		27	6 Round-up	Listening / Situation 3
28	2a	WB Listening / Question 2		28	6 Round-up	Listening / Question 4
29	2a	WB Listening / Situation 2		29	6 Round-up	Listening / Situation 4
30	2a	WB Listening / Question 3		30	6 Round-up	Listening / Question 5
31	2a	WB Listening / Situation 3		31	6 Round-up	Listening / Situation 5
32	2a	WB Listening / Question 4		32	6 Round-up	Listening / Question 6
33	2a	WB Listening / Situation 4		33	6 Round-up	Listening / Situation 6
34	2a	Listening / B		34	7a	Listening and Reading / B
35	2b	Listening / A		35	7a	WB Listening
36	2 Round-up	Listening / Rubric		36	7a	Listening
37	2 Round-up	Listening / Interview		37	7b	Listening / B
38	3a	Listening and Reading		38	7 Round-up	Listening
39	3a	WB Listening				
40	3a	Listening				
41	3b	Listening				
42	3 Round-up	Listening / Question 1				
43	3 Round-up	Listening / Situation 1				
44	3 Round-up	Listening / Question 2				
45	3 Round-up	Listening / Situation 2				
46	3 Round-up	Listening / Question 3				
47	3 Round-up	Listening / Situation 3				
48	3 Round-up	Listening / Question 4				
49	3 Round-up	Listening / Situation 4				
50	3 Round-up	Listening / Question 5				
51	3 Round-up	Listening / Situation 5				
52	3 Round-up	Listening / Question 6				
53	3 Round-up	Listening / Situation 6				
54	4a	Listening and Reading / B				
55	4a	WB Listening				
56	4a	Listening / Question 1				
57	4a	Listening / Situation 1				
58	4a	Listening / Question 2				
59	4a	Listening / Situation 2				
60	4a	Listening / Question 3				
61	4a	Listening / Situation 3				
62	4a	Listening / Question 4				
63	4a	Listening / Situation 4				
64	4b	Listening				
65	4 Round-up	Listening				

Suggested Pacing Charts for Traveller 3

Five sessions per week

The weekly pacing charts on pages 128-139 have been created for a sixteen-week semester, in which the students have five sessions per week. Holidays have also been taken into consideration. Therefore the total number of sessions has been calculated to be seventy-seven.

So, 16 weeks x 5 sessions per week = 80 sessions minus 3 sessions for holidays = 77 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than five.

Teachers have two options:

Option 1 (Modules 1-5)

If you choose not to teach the optional modules, you have 15 sessions for each module x 5 modules = 75 sessions (with two sessions left over for revision or for the culture pages) = 77 sessions altogether.

15 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 2 sessions (lesson a: reading + vocabulary & grammar)
- 2 sessions (lesson a: listening & reading + vocabulary & grammar)
- 1 session (lesson a: listening & speaking)
- 1 session (lesson a: writing)
- 2 sessions (lesson b: reading + vocabulary & grammar)
- 2 sessions (lesson b: vocabulary & grammar + listening & speaking)
- 1 session (lesson b: writing)
- 2 sessions (round-up + self-assessment)
- 1 session (test)

Two sessions are left over for revision and/or culture pages. Projects are optional and can be done if time permits.

Option 2 (Modules 1-7)

If you choose to teach all the modules, you have 11 sessions for each module x 7 modules = 77 sessions.

11 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 2 sessions (lesson a: reading + vocabulary & grammar)
- 1 session (lesson a: listening & reading + vocabulary & grammar)
- 1 session (lesson a: listening & speaking + writing)
- 1 session (lesson b: reading + vocabulary & grammar)
- 1 session (lesson b: vocabulary & grammar + listening & speaking)

- 1 session (lesson b: writing)
- 2 sessions (round-up + self-assessment)
- 1 session (test)

Culture pages and projects are optional and can be done if time permits.

Four sessions per week

The weekly pacing chart on pages 140-143 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-one.

So, 16 weeks x 4 sessions per week = 64 sessions minus 3 sessions for holidays = 61 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than four.

12 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 2 sessions (lesson a: reading + vocabulary & grammar)
- 2 sessions (lesson a: listening & reading + vocabulary & grammar)
- 1 session (lesson a: listening & speaking + writing)
- 2 sessions (lesson b: reading + vocabulary & grammar)
- 1 session (lesson b: listening & speaking)
- 1 session (lesson b: writing)
- 1 session (round-up + self-assessment)
- 1 session (test)

One session is left over for revision.

Abbreviations used in pacing charts

SB = Student's Book

Ss = Students

p. = page

pp. = pages

Recommended homework:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Option 1 (Modules 1-5)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">• Get to know each other.• Module 1, Window on the world, cover page p. 5. Discuss cover page.	
Session 2	<ul style="list-style-type: none">• 1a reading, pp. 6-7. Do activities A, B, C, D, E and Vocabulary in class.• Ask Ss to read the text p. 6 at home.	<ul style="list-style-type: none">• 1a, p. 4. Assign activities A, B for homework.
Session 3	<ul style="list-style-type: none">• 1a vocabulary & grammar, p. 7. Teach Grammar. Do Practice in class.	<ul style="list-style-type: none">• 1a, pp. 4-5. Assign activities C, D for homework.
Session 4	<ul style="list-style-type: none">• 1a listening & reading, pp. 8-9. Do activities A, B, C, D and Vocabulary in class.	<ul style="list-style-type: none">• 1a, pp. 5-6. Assign activities A, B, C for homework.
Session 5	<ul style="list-style-type: none">• 1a vocabulary & grammar p. 9. Teach Grammar. Do Practice and speaking in class.	<ul style="list-style-type: none">• 1a, p. 6. Assign activity D for homework.• 1a, p. 7. If time permits, do activity F (listening) in class.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">• 1a listening & speaking, p. 10. Do Listening and Speaking in class.	<ul style="list-style-type: none">• 1a, p. 6. Assign activity E for homework.
Session 2	<ul style="list-style-type: none">• 1a writing, p. 11. Do activities A, B, C in class. Assign the writing task for homework.	<ul style="list-style-type: none">• 1a, p. 7. Assign activities A and B for homework.
Session 3	<ul style="list-style-type: none">• 1b reading, pp. 12-13. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 12 at home.	<ul style="list-style-type: none">• 1a, p. 8. Assign activity C for homework.
Session 4	<ul style="list-style-type: none">• 1b vocabulary & grammar, pp. 13-14. Do Vocabulary 1A, 1B, 2A, 2B, 2C in class.	<ul style="list-style-type: none">• 1b, p. 9. Assign activity A for homework.
Session 5	<ul style="list-style-type: none">• 1b vocabulary & grammar, p.14. Teach Grammar. Do Practice and English in Use in class.	<ul style="list-style-type: none">• 1b, p. 9. Assign activities B, C for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">• 1b listening & speaking, p. 15. Do Listening and Speaking in class.	<ul style="list-style-type: none">• 1b, p.10. Assign activity D for homework.
Session 2	<ul style="list-style-type: none">• 1b writing, pp. 16-17. Do activities A-E in class. Assign the writing task for homework.	<ul style="list-style-type: none">• 1b, pp. 10-11. Assign activities A, B, C for homework.
Session 3	<ul style="list-style-type: none">• 1 round-up, pp. 18-19. Do activities A, B, C, D in class.	<ul style="list-style-type: none">• 1 round-up, pp. 12-13. Assign activities A and B for homework.
Session 4	<ul style="list-style-type: none">• 1 round-up, pp. 19-20. Do activity E, listening and self-assessment in class. Have Ss revise for the test on Module 1.	
Session 5		Test on Module 1

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction. • Module 2, Heroes, cover page p. 21. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 2a reading, pp. 22-23. Do activities A, B, C, D, E in class. • Ask Ss to read the text p. 22 at home. 	<ul style="list-style-type: none"> • 2a, p. 14. Assign activity A for homework.
Session 3	<ul style="list-style-type: none"> • 2a vocabulary & grammar, p. 23. Do Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> • 2a, pp. 14-15. Assign activities B, C, D for homework.
Session 4	<ul style="list-style-type: none"> • 2a listening & reading, p. 24. Do activities A, B, C, D, E in class. • Have Ss read the text p. 24 at home. 	<ul style="list-style-type: none"> • 2a, p. 16 Assign activity A for homework.
Session 5	<ul style="list-style-type: none"> • 2a vocabulary & grammar p. 25. Do Vocabulary in class. Teach Grammar. Do Practice and Speaking in class. 	<ul style="list-style-type: none"> • 2a, pp. 16-17 Assign activities B, C for homework. If time permits, do activity D (listening) in class.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 2a listening & speaking, p. 26. Do Listening A, B, C in class. Do Speaking in class. 	<ul style="list-style-type: none"> • 2a, p. 17. Assign activity B for homework.
Session 2	<ul style="list-style-type: none"> • 2a writing, p. 27. Do activities A-F in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 2a, pp. 17-18. Assign activities A and C for homework.
Session 3	<ul style="list-style-type: none"> • 2b reading, pp. 28-29. Do activities A, B, C, E in class. Ask Ss to read the text p. 28 at home. Assign activity D for homework 	
Session 4	<ul style="list-style-type: none"> • 2b vocabulary & grammar, p. 29. Do Vocabulary in class. 	<ul style="list-style-type: none"> • 2b, pp. 18-19. Assign activity A for homework.
Session 5	<ul style="list-style-type: none"> • 2b vocabulary & grammar, p.30. Teach Grammar. Do Practice and English in Use in class. 	<ul style="list-style-type: none"> • 2b, p. 19. Assign activities B, C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 2b listening & speaking, p. 31. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> • 2b, p. 20. Assign activity D for homework.
Session 2	<ul style="list-style-type: none"> • 2b writing, pp. 32-33. Do activities A-F in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 2b, pp. 20-21. Assign activities A, B, C for homework.
Session 3	<ul style="list-style-type: none"> • 2 round-up, pp. 34-35. Do activities A, B, C, D in class. 	<ul style="list-style-type: none"> • 2 round-up, pp. 22-23. Assign activities A, B for homework.
Session 4	<ul style="list-style-type: none"> • 2 round-up, pp. 35-36. Do activity E, listening and self-assessment in class. Have Ss revise for the test on Module 2 	
Session 5		Test on Module 2

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Test correction • Module 3, Work & Leisure, cover page p. 37. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • 3a reading, pp. 38-39. Do activities A, B, C, D, E in class. • Ask Ss to read the text p. 38 at home. 	<ul style="list-style-type: none"> • 3a, p. 24. Assign activity B for homework.
Session 3	<ul style="list-style-type: none"> • 3a vocabulary & grammar, p. 39. Do Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> • 3a, pp. 24-25. Assign activities A, C, D for homework.
Session 4	<ul style="list-style-type: none"> • 3a listening & reading, pp. 40-41. Do activities A, B, C, D, E and Vocabulary A, B in class. Have Ss read the text p. 40 at home. 	<ul style="list-style-type: none"> • 3a, p. 25. Assign activities A, B for homework.
Session 5	<ul style="list-style-type: none"> • 3a vocabulary & grammar p. 41. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> • 3a, pp. 26-27. Assign activities C, D, E for homework. <p>If time permits, do activity F (listening) in class.</p>

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 3a listening & speaking, p. 42. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> • 3a, p. 27. Assign activity A for homework.
Session 2	<ul style="list-style-type: none"> • 3a writing, p. 43. Do activities A-D in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 3a, p. 28. Assign activity B for homework.
Session 3	<ul style="list-style-type: none"> • 3b reading, pp. 44-45. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 44 at home. 	<ul style="list-style-type: none"> • 3b, p. 29. Assign activity B for homework.
Session 4	<ul style="list-style-type: none"> • 3b vocabulary & grammar, pp. 45-46. Do Vocabulary 1A, 1B, 2, 3A, 3B in class. 	<ul style="list-style-type: none"> • 3b, p. 29. Assign activity A for homework.
Session 5	<ul style="list-style-type: none"> • 3b vocabulary & grammar, p. 46. Teach Grammar. Do Practice and English in Use. 	<ul style="list-style-type: none"> • 3b, pp. 29-30. Assign activities C, D for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 3b listening & speaking, p. 47. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> • 3b, p. 30-31. Assign activities A, B, C, D for homework.
Session 2	<ul style="list-style-type: none"> • 3b writing, pp. 48-49. Do activities A-F in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 3b, pp. 31-32. Assign activities E, F for homework.
Session 3	<ul style="list-style-type: none"> • 3 round-up, pp. 50-51. Do activities A, B, C, D in class. 	<ul style="list-style-type: none"> • 3 round-up, pp. 33-35. Assign activities A, B, C for homework.
Session 4	<ul style="list-style-type: none"> • 3 round-up, pp. 51-52. Do activity E, listening and self-assessment in class. Have Ss revise for the test on Module 3. 	
Session 5		Test on Module 3

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Test correction Module 4, Planet Earth, cover page p. 53. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> 4a reading, pp. 54-55. Do activities A, B, C, D, E in class. Do Vocabulary in class. Ask Ss to read the text p. 54 at home. 	<ul style="list-style-type: none"> 4a, p. 36 Assign activities A,B for homework.
Session 3	<ul style="list-style-type: none"> 4a vocabulary & grammar, p. 55. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 4a, p. 37. Assign activities C, D for homework.
Session 4	<ul style="list-style-type: none"> 4a listening & reading, p. 56. Do activities A, B, C, D, E in class. Have Ss read the text p. 56 at home. 	<ul style="list-style-type: none"> 4a, p. 38. Assign activity A for homework.
Session 5	<ul style="list-style-type: none"> 4a vocabulary & grammar p. 57. Do Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 4a, pp. 38-40. Assign activities B, C, D for homework. If time permits, do activity E (listening) in class.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 4a listening & speaking, p. 58. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 4a, p. 40. Assign activity A for homework.
Session 2	<ul style="list-style-type: none"> 4a writing, p. 59. Do activities A-D in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 4a, p. 41. Assign activity B for homework.
Session 3	<ul style="list-style-type: none"> 4b reading, pp. 60-61. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 60 at home. 	<ul style="list-style-type: none"> 4b, p. 42. Assign activity A for homework.
Session 4	<ul style="list-style-type: none"> 4b vocabulary & grammar p. 61. Do Vocabulary A and B in class. 	<ul style="list-style-type: none"> 4b, p. 42. Assign activity B for homework.
Session 5	<ul style="list-style-type: none"> 4b vocabulary & grammar p. 62. Teach Grammar. Do Practice and English in Use in class. 	<ul style="list-style-type: none"> 4b, p. 42. Assign activities C, D for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 4b listening & speaking, p. 63. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 4b, pp. 43-44. Assign activities E, B for homework.
Session 2	<ul style="list-style-type: none"> 4b writing, pp. 64-65. Do activities A-F in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 4b, pp. 44-45. Assign activities A, C for homework.
Session 3	<ul style="list-style-type: none"> 4 round-up, pp. 66-67. Do activities A, B, C, D in class. 	<ul style="list-style-type: none"> 4 round-up, pp. 45-46. Assign activities A, B for homework.
Session 4	<ul style="list-style-type: none"> 4 round-up, pp. 67-68. Do activity E, listening and self-assessment in class. Have Ss revise for the test on Module 4. 	
Session 5		Test on Module 4

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Test correction. Module 5, That's incredible, cover page, p. 69. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> 5a reading, pp. 70-71. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 70 at home. 	<ul style="list-style-type: none"> 5a, p. 47. Assign activity A for homework.
Session 3	<ul style="list-style-type: none"> 5a vocabulary & grammar, p. 71. Do Vocabulary. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 5a, pp. 47-48. Assign activities B and C for homework.
Session 4	<ul style="list-style-type: none"> 5a listening & reading, pp. 72-73. Do activities A, B, C, D, E in class. 	<ul style="list-style-type: none"> 5a, p. 49. Assign activity B for homework.
Session 5	<ul style="list-style-type: none"> 5a vocabulary and grammar, p. 73. Do Vocabulary. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 5a, pp. 48-49. Assign activities A and C for homework. If time permits, do activity E (listening), p. 50, in class.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 5a listening & speaking, p. 74. Do Listening A, B, C and Speaking in class. 	<ul style="list-style-type: none"> 5a, p. 49 Assign activity D for homework.
Session 2	<ul style="list-style-type: none"> 5a writing, p. 75. Do activities A-E in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 5a, pp. 50-51. Assign activities A and B for homework.
Session 3	<ul style="list-style-type: none"> 5b reading, pp. 76-77. Do activities A-E in class. Ask Ss to read the text p. 76 at home. 	<ul style="list-style-type: none"> 5b, p. 51. Assign activity A for homework.
Session 4	<ul style="list-style-type: none"> 5b vocabulary & grammar, p. 77. Do Vocabulary 1A, 1B, 2, 3A, 3B in class. 	<ul style="list-style-type: none"> 5b, p. 52. Assign activity B for homework.
Session 5	<ul style="list-style-type: none"> 5b vocabulary & grammar, p. 78. Teach Grammar. Do Practice and English in Use in class. 	<ul style="list-style-type: none"> 5b, pp. 52-53. Assign activities C, D, E for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 5b listening & speaking, p. 79. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 5b, p. 53. Assign activity F for homework.
Session 2	<ul style="list-style-type: none"> 5b writing, pp. 80-81. Do activities A-D in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 5b, p. 54. Assign activities A, B for homework.
Session 3	<ul style="list-style-type: none"> 5 round-up, pp. 82-83. Do activities A, B, C, D in class. 	<ul style="list-style-type: none"> 5 round-up, pp. 55-56. Assign activities A, B for homework.
Session 4	<ul style="list-style-type: none"> 5 round-up, pp. 83-84. Do activity E, listening and self-assessment in class. Have Ss revise for the test on Module 5. 	
Session 5		Test on Module 5

Week 16*

Sessions	Student's Book	Workbook
Session 1		Revision and/or Culture page
Session 2		Revision and/or Culture page

*There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Option 2 (Modules 1-7)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">• Get to know each other.• Module 1, Window on the world, cover page p. 5. Discuss cover page.	
Session 2	<ul style="list-style-type: none">• 1a reading, pp. 6-7, Do activities A, B, C, D, E and Vocabulary in class.• Ask Ss to read the text p. 6 at home.	<ul style="list-style-type: none">• 1a, p. 4. Assign activities A, B for homework.
Session 3	<ul style="list-style-type: none">• 1a vocabulary & grammar, p. 7. Teach Grammar. Do Practice in class.	<ul style="list-style-type: none">• 1a, pp. 4-5. Assign activities C, D for homework.
Session 4	<ul style="list-style-type: none">• 1a listening & reading, pp. 8-9. Do activities A, B, C, D, Vocabulary in class.• 1a vocabulary & grammar p. 9. Teach Grammar. Do Practice and Speaking in class.	<ul style="list-style-type: none">• 1a, pp. 5-6. Assign activities A, B, C, D, E for homework.• 1a, p. 7. If time permits, do Listening in class.
Session 5	<ul style="list-style-type: none">• 1a listening & speaking, p. 10. Do Listening A, B, C and Speaking A, B, C in class.• 1a writing, p. 11. Do activities A, B, C in class. Assign the writing task for homework.	<ul style="list-style-type: none">• 1a, pp. 7-8. Assign activities A, B, C for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">• 1b reading, pp. 12-13. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 12 at home.• 1b vocabulary & grammar, pp. 13-14. Do Vocabulary 1A, 1B, 2A, 2B, 2C in class.	<ul style="list-style-type: none">• 1b, pp. 9-10. Assign activities A and D for homework.
Session 2	<ul style="list-style-type: none">• 1b vocabulary & grammar p. 14. Teach Grammar. Do Practice and English in Use in class.• 1b listening & speaking, p. 15. Do Listening and Speaking in class.	<ul style="list-style-type: none">• 1b, p. 9. Assign activities B, C for homework.
Session 3	<ul style="list-style-type: none">• 1b writing, pp. 16-17. Do activities A, B, C, D, E in class. Assign the writing task for homework.	<ul style="list-style-type: none">• 1b, pp. 10-11. Assign activities A, B, C, D for homework.
Session 4	<ul style="list-style-type: none">• 1 round-up, pp. 18-19. Do activities A, B, C, D in class.	<ul style="list-style-type: none">• 1 round-up, pp. 12-13. Assign activities A, B for homework.
Session 5	<ul style="list-style-type: none">• 1 round-up, pp. 19-20. Do activity E, Listening and Self-assessment in class.• Have Ss revise for the test on Module 1.	

Week 3

Sessions	Student's Book	Workbook
Session 1	Test on Module 1	
Session 2	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 2, Heroes, cover page p. 21. Discuss cover page. 	
Session 3	<ul style="list-style-type: none"> 2a reading, pp. 22-23. Do activities A, B, C, D in class. Ask Ss to read the text p. 22 at home. 	<ul style="list-style-type: none"> 2a, p. 14. Assign activity A for homework.
Session 4	<ul style="list-style-type: none"> 2a vocabulary & grammar, p. 23. Do activity E and Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 2a, pp. 14-15. Assign activities B, C, D for homework.
Session 5	<ul style="list-style-type: none"> 2a listening & reading, pp. 24-25. Do activities A, B, C, D, E and Vocabulary A, B in class. 2a vocabulary & grammar p. 25. Teach Grammar. Do Practice and Speaking in class. 	<ul style="list-style-type: none"> 2a, pp. 16-17. Assign activities A, B, C for homework. If time permits, do Listening in class.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 2a listening & speaking, p. 26. Do Listening A, B, C and Speaking in class. 2a writing, p. 27. Do activities A, B, C, D, E, F, G in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 2a, pp. 17-18. Assign activities A, B, C for homework.
Session 2	<ul style="list-style-type: none"> 2b reading, pp. 28-29. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 28 at home. 2b vocabulary & grammar, p. 29. Do Vocabulary 1A, 1B, 2A, 2B, 3 in class. 	<ul style="list-style-type: none"> 2b, pp. 18-19. Assign activity A for homework. 2b, p. 20. Assign activity D for homework.
Session 3	<ul style="list-style-type: none"> 2b vocabulary & grammar p. 30. Teach Grammar. Do Practice and English in Use in class. 2b listening & speaking, p. 31. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 2b, p. 19. Assign activities B, C for homework. 2b, p. 20. Assign activities A, B for homework.
Session 4	<ul style="list-style-type: none"> 2b writing, pp. 32-33. Do activities A, B, C, D, E, F in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 2b, p. 21. Assign activity C for homework.
Session 5	<ul style="list-style-type: none"> 2 round-up, pp. 34-35. Do activities A, B, C, D in class. 	<ul style="list-style-type: none"> 2 round-up, pp. 22-23. Assign activities A, B for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 2 round-up, pp. 35-36. Do activity E, Listening and Self-assessment in class. Have Ss revise for the test on Module 2. 	
Session 2	Test on Module 2	
Session 3	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 3, Work & Leisure, cover page p. 37. Discuss cover page. 	
Session 4	<ul style="list-style-type: none"> 3a reading, pp. 38-39. Do activities A, B, C, D in class. Ask Ss to read the texts p. 38 at home. 	<ul style="list-style-type: none"> 3a, p. 24. Assign activity B for homework.
Session 5	<ul style="list-style-type: none"> 3a vocabulary & grammar, p. 39. Do activity E and Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 3a, pp. 24-25. Assign activities A, C, D for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 3a listening & reading, pp. 40-41. Do activities A, B, C, D, E and Vocabulary A, B in class. 3a vocabulary & grammar p. 41. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 3a, pp. 25-26. Assign activities A, B, C, D, E for homework. 3a, p. 27. If time permits, do Listening in class.
Session 2	<ul style="list-style-type: none"> 3a listening & speaking, p. 42. Do Listening and Speaking in class. 3a writing, p. 43. Do activities A, B, C, D in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 3a, pp. 27-28. Assign activities A and B for homework.
Session 3	<ul style="list-style-type: none"> 3b reading, pp. 44-45. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 44 at home. 3b vocabulary & grammar, pp. 45-46. Do Vocabulary 1A, 1B, 2, 3A, 3B in class. 	<ul style="list-style-type: none"> 3b, p. 29. Assign activities A, B for homework.
Session 4	<ul style="list-style-type: none"> 3b vocabulary & grammar p. 46. Teach Grammar. Do Practice and English in Use in class. 3b listening & speaking, p. 47. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 3b, pp. 29-30. Assign activities C, D for homework. 3b, p. 31. Do activities C, D in class. 3b, pp. 30-31. Assign activities A, B, E for homework.
Session 5	<ul style="list-style-type: none"> 3b writing, pp. 48-49. Do activities A, B, C, D, E, F in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 3b, p. 32. Assign activity F for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 3 round-up, pp. 50-51. Do activities A, B, C, D in class. 	<ul style="list-style-type: none"> 3 round-up, pp. 33-35. Assign activities A, B, C for homework.
Session 2	<ul style="list-style-type: none"> 3 round-up, pp. 51-52. Do activity E, Listening and Self-assessment in class. Have Ss revise for the test on Module 3. 	
Session 3	Test on Module 3	
Session 4	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 4, Planet Earth, cover page p. 53. Discuss cover page. 	
Session 5	<ul style="list-style-type: none"> 4a reading, pp. 54-55. Do activities A, B, C, D, E in class. Ask Ss to read the texts p. 54 at home. 	<ul style="list-style-type: none"> 4a, p. 36. Assign activity B for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 4a vocabulary & grammar, p. 55. Do Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 4a, pp. 36-37. Assign activities A, C, D for homework.
Session 2	<ul style="list-style-type: none"> 4a listening & reading, pp. 56-57. Do activities A, B, C, D, E and Vocabulary in class. 4a vocabulary & grammar p. 57. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 4a, pp. 38-39. Assign activities A, B, C, D for homework. 4a, p. 40. If time permits, do Listening in class.
Session 3	<ul style="list-style-type: none"> 4a listening & speaking, p. 58. Do Listening and Speaking in class. 4a writing, p. 59. Do activities A, B, C, D in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 4a, pp. 40-41. Assign activities A, B for homework.
Session 4	<ul style="list-style-type: none"> 4b reading, pp. 60-61. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 60 at home. 4b vocabulary & grammar, p. 61. Do Vocabulary A, B in class. 	<ul style="list-style-type: none"> 4b, p. 42. Assign activities A, B for homework.
Session 5	<ul style="list-style-type: none"> 4b vocabulary & grammar p. 62. Teach Grammar. Do Practice and English in Use in class. 4b listening & speaking, p. 63. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 4b, pp. 42-43. Assign activities C, D, E for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	• 4b writing, pp. 64-65. Do activities A, B, C, D, E, F in class. Assign the writing task for homework.	• 4b, pp. 44-45. Assign activities A, B, C for homework.
Session 2	• 4 round-up, pp. 66-67. Do activities A, B, C, D in class.	• 4 round-up, pp. 45-46. Assign activities A, B for homework.
Session 3	• 4 round-up, pp. 67-68. Do activity E, Listening and Self-assessment in class. • Have Ss revise for the test on Module 4.	
Session 4	Test on Module 4	
Session 5	• Correct the test Ss have taken during the previous session. • Module 5, That's incredible, cover page, p. 69. Discuss cover page.	

Week 10

Sessions	Student's Book	Workbook
Session 1	• 5a reading, pp. 70-71. Do activities A, B, C, D, E and Vocabulary in class. Ask Ss to read the text p. 70 at home.	• 5a, p. 47. Assign activity A for homework.
Session 2	• 5a vocabulary & grammar, p. 71. Teach Grammar. Do Practice in class.	• 5a, pp. 47-48. Assign activities B and C for homework.
Session 3	• 5a listening & reading, pp. 72-73. Do activities A, B, C, D, E and Vocabulary in class. • 5a vocabulary and grammar, p. 73. Teach Grammar. Do Practice in class.	• 5a, pp. 48-49. Assign activities A, B, C, D for homework. • 5a, p. 50. If time permits, do Listening in class.
Session 4	• 5a listening & speaking, p. 74. Do Listening A, B, C and Speaking in class. • 5a writing, p. 75. Do activities A, B, C, D, E in class. Assign the writing task for homework.	• 5a, pp. 50-51. Assign activities A and B for homework.
Session 5	• 5b reading, pp. 76-77. Do activities A, B, C, D, E in class. • 5b vocabulary & grammar, p. 77. Do Vocabulary 1A, 1B, 2, 3A and 3B in class. • Ask Ss to read the text p. 76 at home.	• 5b, pp. 51-52. Assign activities A, B for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	• 5b vocabulary & grammar, p. 78. Teach Grammar. Do Practice and English in Use in class. • 5b listening & speaking, p. 79. Do Listening and Speaking in class.	• 5b, p. 53. Do English in Use in class. • 5b, pp. 52-53. Assign activities C, D, E for homework.
Session 2	• 5b writing, pp. 80-81. Do activities A, B, C, D in class. Assign the writing task for homework.	• 5b, pp. 54-55. Assign activities A and B for homework.
Session 3	• 5 round-up, pp. 82-83. Do activities A, B, C, D in class.	• 5 round-up, pp. 55-56. Assign activities A, B for homework.
Session 4	• 5 round-up, pp. 83-84. Do activity E, Listening and Self-assessment in class. • Have Ss revise for the test on Module 5.	
Session 5	Test on Module 5	

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 6, On the move, cover page p. 85. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> 6a reading, p. 86. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 86 at home. 	<ul style="list-style-type: none"> 6a, p. 57. Assign activity B for homework.
Session 3	<ul style="list-style-type: none"> 6a vocabulary & grammar, p. 87. Do Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 6a, pp. 57-58. Assign activities A, C and D for homework.
Session 4	<ul style="list-style-type: none"> 6a listening & reading, pp. 88-89. Do activities A, B, C, D, E in class. 6a vocabulary & grammar, p. 89. Do Vocabulary in class. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 6a, pp. 59-60. Assign activities A, B, C, D for homework. If time permits, do listening in class.
Session 5	<ul style="list-style-type: none"> 6a listening & speaking, p. 90. Do Listening and Speaking in class. 6a writing, p. 91. Do activities A, B, C, D in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 6a, pp. 61-62. Assign activities A, B, C, D for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 6b reading, pp. 92-93. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 92 at home. 6b vocabulary & grammar, p. 93. Do Vocabulary 1 and 2 in class. 	<ul style="list-style-type: none"> 6b, pp. 62-63. Assign activities A, B for homework.
Session 2	<ul style="list-style-type: none"> 6b vocabulary & grammar, p. 94. Do activity 3. Teach Grammar. Do Practice and English in Use in class. 6b listening & speaking, p. 95. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 6b, pp. 63-64. Assign activities C, D, E and F for homework.
Session 3	<ul style="list-style-type: none"> 6b writing, pp. 96-97. Do activities A, B, C, D, E, F, G in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 6b, pp. 64-65. Assign activities A, B, C for homework.
Session 4	<ul style="list-style-type: none"> 6 round-up, pp. 98-99. Do activities A, B, C and D in class. 	<ul style="list-style-type: none"> 6 round-up, pp. 66-67. Assign activities A and B for homework.
Session 5	<ul style="list-style-type: none"> 6 round-up, p. 99-100. Do activity E, Listening and Self-assessment in class. Have Ss revise for the test on Module 6. 	

Week 14

Sessions	Student's Book	Workbook
Session 1		Test on Module 6
Session 2	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 7, Up-to-date, cover page, p. 101. Discuss cover page. 	
Session 3	<ul style="list-style-type: none"> 7a reading, pp. 102-103. Do activities A, B, C, D, E and Vocabulary in class. Ask Ss to read the text p. 102 at home. 	<ul style="list-style-type: none"> 7a, p. 68. Assign activities A and B for homework.
Session 4	<ul style="list-style-type: none"> 7a vocabulary & grammar, p. 103. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 7a, pp. 68-69. Assign activities C, D and E for homework.
Session 5	<ul style="list-style-type: none"> 7a listening & reading, pp. 104-105. Do activities A, B, C, D, E and Vocabulary in class. 7a vocabulary & grammar, p. 105. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 7a, pp. 69-70. Assign activities A, B, C, D for homework. 7a, p. 70. If time permits, do activity E in class.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 7a listening & speaking, p. 106. Do listening A, B, C, D and Speaking in class. • 7a writing, p. 107. Do activities A, B, C, D, E in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 7a, pp. 71-72. Assign activities A, B, C, D for homework.
Session 2	<ul style="list-style-type: none"> • 7b reading, pp. 108-109. Do activities A, B, C, D, E in class. • 7b vocabulary & grammar, p. 109. Do Vocabulary 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 7b, p. 73. Assign activities A, B, C for homework.
Session 3	<ul style="list-style-type: none"> • 7b vocabulary & grammar, p. 110. Teach Grammar. Do Practice and English in Use in class. • 7b listening & speaking, p. 111. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> • 7b, p. 74. Assign activities D, E and F for homework.
Session 4	<ul style="list-style-type: none"> • 7b writing, pp. 112-113. Do activities A, B, C, D, E, F, G in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • 7b, p. 75. Assign activities A and B for homework.
Session 5	<ul style="list-style-type: none"> • 7 round-up, pp. 114-115. Do activities A, B, C, D in class. 	<ul style="list-style-type: none"> • 7 round-up, pp. 76-77. Assign activities A and B for homework.

Week 16*

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 7 round-up, pp. 115-116. Do activity E, Listening and Self-assessment in class. • Have Ss revise for the test on Module 7. 	
Session 2		Test on Module 7

*There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Four sessions per week (Modules 1-5)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Get to know each other.Module 1, Window on the world, cover page p. 5. Discuss cover page.	
Session 2	<ul style="list-style-type: none">1a reading, pp. 6-7. Do activities A, B, C, D, E and Vocabulary in class.Ask Ss to read the text p. 6 at home.	<ul style="list-style-type: none">1a, p. 4. Assign activities A, B for homework.
Session 3	<ul style="list-style-type: none">1a vocabulary & grammar, p. 7. Teach grammar. Do Practice in class.	<ul style="list-style-type: none">1a, pp. 4-5. Assign activities C, D for homework.
Session 4	<ul style="list-style-type: none">1a listening & reading, pp. 8-9. Do activities A, B, C, D and Vocabulary in class.	<ul style="list-style-type: none">1a, pp. 5-6. Assign activities A, B, C for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">1a vocabulary & grammar p. 9. Teach grammar. Do Practice and Speaking in class.	<ul style="list-style-type: none">1a, pp. 6-7. Assign activities D, E for homework. If time permits, do activity F (listening) in class.
Session 2	<ul style="list-style-type: none">1a listening & speaking, p. 10. Do Listening A, B, C and Speaking A, B, C in class.1a writing, p. 11. Do activities A, B, C in class. Assign the writing task for homework.	<ul style="list-style-type: none">1a, pp. 7-8. Assign activities A, B and C for homework.
Session 3	<ul style="list-style-type: none">1b reading, pp. 12-13. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 12 at home.	<ul style="list-style-type: none">1b, p. 9. Assign activity A for homework.
Session 4	<ul style="list-style-type: none">1b vocabulary & grammar, pp. 13-14. Do Vocabulary 1A, 1B, 2A, 2B, 2C in class. Teach grammar. Do Practice and English in Use in class.	<ul style="list-style-type: none">1b, p. 9. Assign activities B, C for homework..

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">1b listening & speaking, p. 15. Do Listening and Speaking in class.	<ul style="list-style-type: none">1b, p. 10. Assign activity D for homework.
Session 2	<ul style="list-style-type: none">1b writing, pp. 16-17. Do activities A-E in class. Assign the writing task for homework.	<ul style="list-style-type: none">1b, pp. 10-11. Assign activities A, B, C for homework.
Session 3	<ul style="list-style-type: none">1 round-up, pp. 18-20. Do activities A, B, C, D and listening in class. If time permits, do activity E in class.Have Ss revise for the test on Module 1.	<ul style="list-style-type: none">1 round-up, pp. 12-13. If time permits, do activities A, B in class.
Session 4	Test on Module 1	

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Test correctionModule 2, Heroes, cover page p. 21. Discuss cover page.	
Session 2	<ul style="list-style-type: none">2a reading, pp. 22-23. Do activities A, B, C, D, E in class.Ask Ss to read the text p. 22 at home.	<ul style="list-style-type: none">2a, p. 14. Assign activity A for homework.
Session 3	<ul style="list-style-type: none">2a vocabulary & grammar, p. 23. Do Vocabulary in class. Teach grammar. Do Practice in class.	<ul style="list-style-type: none">2a, pp. 14-15. Assign activities B, C, D for homework.
Session 4	<ul style="list-style-type: none">2a listening & reading, p. 24. Do activities A, B, C, D, E in class.Have Ss read the text p. 24 at home.	<ul style="list-style-type: none">2a, p. 16. Assign activity A for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	• 2a vocabulary & grammar p. 25. Do Vocabulary in class. Teach Grammar. Do Practice and Speaking in class.	• 2a, pp. 16-17. Assign activities B, C for homework. If time permits, do activity D (listening) in class.
Session 2	• 2a listening & speaking, p. 26. Do Listening A, B, C in class. Do Speaking in class. • 2a writing, p. 27. Do activities A-F in class. Assign the writing task for homework.	• 2a, pp. 17-18. Assign activities A, B and C for homework.
Session 3	• 2b reading, pp. 28-29. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 28 at home.	• 2b, p. 18. Assign activity A for homework.
Session 4	• 2b vocabulary & grammar, pp. 29-30. Do Vocabulary in class. Teach Grammar. Do Practice and English in use in class.	• 2b, p. 19. Assign activities B, C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	• 2b listening & speaking, p. 31. Do Listening and Speaking in class.	• 2b, p. 20. Assign activity D for homework.
Session 2	• 2b writing, pp. 32-33. Do activities A-F in class. Assign the writing task for homework.	• 2b, pp. 20-21. Assign activities A, B, C for homework.
Session 3	• 2 round-up, pp. 34-36. Do activities A, B, C, D and listening in class. If time permits, do activity E in class. • Have Ss revise for the test on Module 2.	• 2 round-up, pp. 22-23. If time permits, do activities A, B in class.
Session 4	Test on Module 2	

Week 7

Sessions	Student's Book	Workbook
Session 1	• Test correction • Module 3, Work & Leisure, cover page p. 37. Discuss cover page.	
Session 2	• 3a reading, pp. 38-39. Do activities A, B, C, D,E in class. • Ask Ss to read the text p. 38 at home.	• 3a, p. 24. Assign activity B for homework.
Session 3	• 3a vocabulary & grammar, p. 39. Do Vocabulary in class. Teach grammar. Do Practice in class.	• 3a, pp. 24-25. Assign activities A, C, D for homework.
Session 4	• 3a listening & reading, pp. 40-41. Do activities A, B, C, D, E and Vocabulary A, B in class. Have Ss read the text p. 40 at home.	• 3a, p. 25. Assign activities A, B for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	• 3a vocabulary & grammar p. 41. Teach grammar. Do Practice in class.	• 3a, pp. 26-27. Assign activities C, D, E for homework. If time permits, do activity F (listening) in class.
Session 2	• 3a listening & speaking, p. 42. Do Listening and Speaking in class. • 3a writing, p. 43. Do activities A-D in class. Assign the writing task for homework.	• 3a, p. 27 Assign activity A for homework.
Session 3	• 3b reading, pp. 44-45. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 44 at home.	• 3b, p. 29. Assign activity B for homework
Session 4	• 3b vocabulary & grammar, pp. 45-46. Do Vocabulary activities. Teach grammar. Do Practice and English in Use in class.	• 3b, p. 29. Assign activities A, C for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	• 3b listening & speaking, p. 47. Do Listening and Speaking in class.	• 3b, p. 30. Assign activity D for homework.
Session 2	• 3b writing, pp. 48-49. Do activities A-F in class. Assign the writing task for homework.	• 3b, pp. 30-31. Assign activities A, B, C, D, E for homework.
Session 3	• 3 round-up, pp. 50-52. Do activities A, B, C, D and listening in class. If time permits, do activity E in class. • Have Ss revise for the test on Module 3.	• 3 round-up, pp. 33-35. If time permits, do activities A, B, C in class.
Session 4		Test on Module 3

Week 10

Sessions	Student's Book	Workbook
Session 1	• Test correction. • Module 4, Planet Earth, cover page p. 53. Discuss cover page.	
Session 2	• 4a reading, pp. 54-55. Do activities A, B, C, D, E in class. Do Vocabulary in class. • Ask Ss to read the text p. 54 at home.	• 4a, p. 36 Assign activities A, B for homework.
Session 3	• 4a vocabulary & grammar, p. 55. Teach Grammar. Do Practice in class.	• 4a, p. 37. Assign activities C, D for homework.
Session 4	• 4a listening & reading, p. 56. Do activities A, B, C, D, E in class.	• 4a, p. 38. Assign activity A for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	• 4a vocabulary & grammar p. 57. Do Vocabulary in class. Teach Grammar. Do Practice in class.	• 4a, pp. 38-40. Assign activities B, C, D for homework. If time permits, do activity E (listening) in class.
Session 2	• 4a listening & speaking, p.58. Do Listening and Speaking in class. • 4a writing, p. 59. Do activities A-D in class. Assign the writing task for homework.	• 4a, p. 40. Assign activity A for homework.
Session 3	• 4b reading, pp. 60-61. Do activities A, B, C, D, E in class. Do Vocabulary A, B in class. Ask Ss to read the text p. 60 at home.	• 4b, p. 42. Assign activities A, B for homework.
Session 4	• 4b vocabulary & grammar p. 62. Teach grammar. Do Practice and English in Use in class.	• 4b, p. 42. Assign activities C, D for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	• 4b listening & speaking, p. 63. Do Listening and Speaking in class.	• 4b, pp. 43-44. Assign activities E, B for homework.
Session 2	• 4b writing, pp. 64-65. Do activities A-F in class. Assign the writing task for homework.	• 4b, pp. 44-45. Assign activities A and C for homework.
Session 3	• 4 round-up, pp.66-68. Do activities A, B, C, D and listening in class. If time permits, do activity E in class. • Have Ss revise for the test on Module 4.	• 4 round-up, pp. 45-46. If time permits, do activities A, B in class.
Session 4		Test on Module 4

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Test correction. Module 5, That's incredible, cover page, p. 69 Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> 5a reading, pp. 70-71. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 70 at home. 	<ul style="list-style-type: none"> 5a, p. 47. Assign activity A for homework.
Session 3	<ul style="list-style-type: none"> 5a vocabulary & grammar, p. 71. Do Vocabulary. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 5a, pp. 47-48. Assign activities B and C for homework.
Session 4	<ul style="list-style-type: none"> 5a listening & reading, pp. 72-73. Do activities A, B, C, D, E and Vocabulary in class. 	<ul style="list-style-type: none"> 5a, pp. 48-49. Assign activities A and B for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 5a vocabulary and grammar, p. 73. Teach Grammar. Do Practice in class. 	<ul style="list-style-type: none"> 5a, pp. 49-50. Assign activities C and D for homework. If time permits, do activity E (listening) in class.
Session 2	<ul style="list-style-type: none"> 5a listening & speaking, p.74. Do Listening A, B, C and Speaking in class. 5a writing, p. 75. Do activities A-E in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 5a, pp. 50-51. Assign activities A and B for homework.
Session 3	<ul style="list-style-type: none"> 5b reading, pp. 76-77. Do activities A-E in class. 5b vocabulary & grammar, p. 77. Do Vocabulary 1A, 1B, 2 in class. Assign 3A and 3B for homework. Ask Ss to read the text p. 76 at home. 	<ul style="list-style-type: none"> 5b, pp. 51-52. Assign activities A and B for homework.
Session 4	<ul style="list-style-type: none"> 5b vocabulary & grammar, p. 78. Teach grammar. Do Practice and English in Use in class. 	<ul style="list-style-type: none"> 5b, pp. 52-53. Assign activities C, D and E for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 5b listening & speaking, p. 79. Do Listening and Speaking in class. 	<ul style="list-style-type: none"> 5b, p. 53. Assign activity F for homework.
Session 2	<ul style="list-style-type: none"> 5b writing, pp. 80-81. Do activities A-D in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> 5b, p. 54. Assign activities A, B for homework.
Session 3	<ul style="list-style-type: none"> 5 round-up, pp.82-84. Do activities A, B, C, D and listening in class. Have Ss revise for the test on Module 5. If time permits, do activity E in class. 	<ul style="list-style-type: none"> 5 round-up, pp. 55-56. If time permits, do activities A, B in class.
Session 4	Test on Module 5	

Week 16

Sessions	Student's Book	Workbook
Session 1		Revision and/or Culture Page

*There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Traveller 3**Teacher's Manual**

H. Q. Mitchell - Marileni Malkogianni

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Traveller

is an exciting course that takes learners from **Beginner** to **Advanced** level. It follows the modular approach and is organised into topic-based modules.

Course Features:

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section
- Culture pages

The image shows four book covers for the KSA-Edition Traveller 3 series, arranged in a 2x2 grid. Each cover features a green and white design with the title 'Traveller 3' prominently displayed. The top row contains the 'Student's Book' and 'Workbook'. The bottom row contains the 'Teacher's Manual' and 'Workbook Teacher's Edition'. All covers include the 'Kingdom of Saudi Arabia' logo and the 'publ. al-Adab' logo. The 'Student's Book' and 'Teacher's Manual' also mention 'Secondary Stage', 'Secondary Education', 'Comprehensive Program', 'Level Three', 'General English', 'Specialized Pathways', and 'English Language 3'. The 'Workbook' and 'Workbook Teacher's Edition' also mention 'Student's Book' and 'Teacher's Manual' respectively.

Student's Book

Workbook

Teacher's Manual

Workbook Teacher's Edition

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