OUTLINE OF THE COURSE

Objectives

*Traveller* is an exciting and easy-to-use language course. 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 (CEFR). 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

The book is organised in four 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
- **Task-based activities preparing students for the real world**
- **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* 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
The Student’s Book contains:
• A table of contents presenting the topics, grammar, vocabulary, reading, listening, speaking and writing activities practised in each module.
• Four modules, each 16 pages long, divided into two parts a and b and including a round-up section.
• A section with task-based activities (one for every module).
• Two 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 of the active vocabulary of each lesson in alphabetical order.

Student’s CD/CD-ROM
The Student’s CD/CD-ROM 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, as well as a vocabulary list with all the active and passive vocabulary that appears in the Student’s Book and Workbook.

Workbook
The Workbook is divided into modules corresponding to the Student’s Book (14-16 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.
• 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.
• An introduction to the Student’s Book and Workbook. The passive vocabulary is marked with an asterisk.

Test CD/CD-ROM
The Test CD-ROM contains:
• four tests corresponding to the modules of the book
• a final test covering modules 1-4
• 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 the classes.

Interactive Whiteboard Material
The Interactive Whiteboard Material includes all the textual, visual and audio material from the Student’s Book and Workbook. It also includes a vocabulary list with all the active and passive vocabulary that appears in the Student’s Book and Workbook. The passive vocabulary is marked with an asterisk.
THE STRUCTURE OF THE MODULES

Modules 1-4 (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 the students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important 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.

In the Workbook, there are three or four pages corresponding to the writing tasks in each lesson of the Student’s Book, the focus of which is to develop writing skills. These pages include a brainstorming activity in the form of a writing plan, as well as a blank page for students to do the writing task.

The writing tasks give students the opportunity to revise the language introduced in the unit and expand on the topic. Instructions should be explained carefully, 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.

<table>
<thead>
<tr>
<th>WW : wrong word</th>
<th>A : article</th>
</tr>
</thead>
<tbody>
<tr>
<td>S : spelling</td>
<td>WO : word order</td>
</tr>
<tr>
<td>P : punctuation</td>
<td>^ : something missing</td>
</tr>
<tr>
<td>T : tense</td>
<td>Pr : preposition</td>
</tr>
</tbody>
</table>

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 two 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.

Tasks
There are four tasks in the book (one for each module). First the students are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then, the students are involved in various competence-based activities (reading,
writing, speaking), which are usually done in pairs or groups. These activities require students to find and/or exchange information, take notes, negotiate, make a decision, etc. At this stage, learner autonomy and collaborative learning are encouraged as the students work by themselves without the active participation of the teacher. The final stage of the task is a real-life meaningful task requiring students to produce a spoken or written text which serves as performance evidence and links the English language with real-life needs. This last phase is often enriched by a spoken interaction activity in which students ask and answer questions.

**21ST CENTURY COMPETENCIES**

- **Intercultural awareness**
  When learning a new language it is important to learn about the cultures associated with it as well. Our focus is not only on vocabulary, grammar and communication. The writers have taken into consideration the need to provide learners with a deeper understanding of the target-language cultures as well as other cultures worldwide. (e.g. Culture pages etc.)

- **Critical thinking**
  Learners should be encouraged to think for themselves, solve problems, make decisions and express their opinions. Throughout the book there are activities which help learners enhance their critical thinking skills. (e.g. ‘Discuss’ section and ‘Flick through the module and find...’ section on the Cover page of each module, warm-up, reading for gist, post-reading, guessing the meaning of unknown words, etc.)

- **Autonomous learning**
  Learners should be able to take responsibility for their own learning in order to be successful inside and outside the language classroom. That is why the material is designed in a way that allows learners to set their goals, check their progress and look for opportunities to practise outside the classroom. (e.g. ‘In this module you will learn...’ section on the Cover page of each module, ‘Self-assessment’ section, etc.)

- **Communication**
  Communication in the classroom means expressing oneself, exchanging ideas with others as well as presenting one’s work. If communication is effective, it benefits both the learner and the teacher. (e.g. speaking activities, projects/tasks in which students present their work, ‘Discuss’ sections, etc.)

- **Cooperation**
  Cooperation creates opportunities for achievement and promotes a positive self-concept. Learners working in pairs or groups offer help to each other and this facilitates the achievement of their goals. Further to this, cooperation promotes polite behaviour and respect toward others, which are important social skills. (e.g. all pair-work/group-work)

- **Creativity**
  Creativity is an important skill in real life. Learners become more motivated if they can create something. The book provides learners with activities that promote creative thinking and make classroom work more enjoyable. (e.g. writing, brainstorming activities, poems, etc.)

- **ICT literacy**
  Nowadays, it is vital for learners to use technology as a tool to research, organise, evaluate and communicate information in order to function in society. Since the value and the availability of information are constantly changing, and this affects our lives, we have to train our students to use technological aids (e.g. Student’s CD/CD-ROM, Interactive Whiteboard CD-ROM) to their advantage.

- **Personal and social responsibility**
  Educators play an important role in the development of the community. Learners should understand that one of their roles is being active members of their community. That is why a sense of the common good as well as the need for an active involvement in the community should be reinforced in the classroom.

**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
- adv. → adverb
- prep. → preposition
- n. → noun
- v. → verb
- p. → page
- pp. → pages
- SB → student B
- SA → student A
- Ss → students
- L1 → student B
- TM → Teacher’s Manual
- etc. → et cetera
- sb → somebody
- sth → something
- etc. → et cetera
- prep. → preposition
- n. → noun
- v. → verb
- p. → page
- pp. → pages
- L1 → Ss’ first language

**PO INTS  T O RE ME MBER**

- 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.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| 1 | Window on the world | • Culture  
• Language  
• Customs  
• Lifestyles | • Present Simple - Present Progressive  
• Static verbs  
• Questions and Question words  
• Indirect questions  
• Past Simple  
• used to - be/get used to | • Words easily confused  
• British and American English  
• Verbs + prepositions  
• Negative prefixes and suffixes |
| 2 | Heroes | • History  
• Adventure  
• Everyday heroes | • Past Progressive  
• Past Simple vs Past Progressive  
• Relative clauses  
• Adjectives - Adverbs of manner  
• Comparisons | • Phrasal verbs with on and off  
• Collocations with say and tell  
• Adjectives formed from nouns – Nouns formed from adjectives  
• Similes  
• Words related to natural disasters |
| 3 | Work & Leisure | • Free-time activities, hobbies  
• Leisure facilities  
• Job applications and interviews  
• Job qualifications  
• Careers | • Present Perfect Simple – Present Perfect Progressive  
• must, have to, need, should/ought to, would rather, had better  
• may, might, could  
• must, can’t | • Lexical set (sports)  
• Strong adjectives  
• Expressions with make and do  
• Words easily confused  
• Nouns deriving from verbs |
| 4 | Planet Earth | • Geography  
• Environmental problems  
• Conservation projects  
• Eco-tourism  
• Endangered species  
• Sources of energy | • Future tenses  
• Time clauses  
• Conditional sentences (Zero Conditional / Types 1, 2)  
• Articles - Nouns - Determiners | • Lexical set (geographical features)  
• Words easily confused  
• Lexical sets (animals, units of measurement) |

Tasks p. 69  
Culture pages p. 75  
Speaking Activities p. 77  
Grammar Reference p. 79  
Irregular Verbs p. 85  
Appendix I p. 86  
Appendix II p. 88  
Word list p. 90
<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A magazine article about the Window of the World theme park</td>
<td>• Part of a radio programme about English used as an international language</td>
<td>• Comparing photographs – Discussing language learning</td>
<td>• Developing a paragraph</td>
</tr>
<tr>
<td>• A magazine article about what colours mean</td>
<td>• People talking in different situations</td>
<td>• Discussing different lifestyles</td>
<td>• An e-mail based on prompts (informal)</td>
</tr>
<tr>
<td>• An extract from a short story</td>
<td>• A radio show about three great men</td>
<td>• Discussing different kinds of heroes and expressing opinion</td>
<td>• A description of a person</td>
</tr>
<tr>
<td>• Three short texts about everyday heroes</td>
<td>• A conversation between two friends about an adventure holiday</td>
<td>• Speculating about the missing parts of a comic strip and narrating a story</td>
<td>• An informal letter including a narrative</td>
</tr>
<tr>
<td>• Four short texts about young people’s free-time activities</td>
<td>• Five short conversations</td>
<td>• Speculating and making a decision (Choosing activities and facilities to be offered by a youth centre)</td>
<td>• An informal letter giving news</td>
</tr>
<tr>
<td>• A magazine article giving advice about job interviews</td>
<td>• A job interview</td>
<td>• Speculating and making a decision (Choosing the most suitable applicant for a job)</td>
<td>• A letter of application</td>
</tr>
<tr>
<td>• Four advertisements about volunteering for the environment</td>
<td>• People talking in different situations</td>
<td>• Speculating and making a decision (Choosing an eco-tourism holiday)</td>
<td>• An e-mail based on prompts (informal)</td>
</tr>
<tr>
<td>• A magazine article about endangered species</td>
<td>• People talking about different aspects of life in the future</td>
<td>• Comparing photographs – Discussing environmental problems and sources of energy</td>
<td>• An article</td>
</tr>
<tr>
<td></td>
<td>• A conversation between a student and his Science teacher about global warming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

• Read out the objectives listed in the In this module you will... section. Explain any unknown words.
Aim: to introduce the topic of the reading activity

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

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
  - custom
  - educate
  - entertain
  - enthusiastic
  - exhibit
  - educate
  - entertain
  - enthusiastic
  - exhibit

- Other words and phrases:
  - actual
  - actually
  - aim (n.)
  - benefit (n.)
  - certainly
  - comment (v.)
  - contain
  - encourage
  - focus (v.)
  - graduation
  - habit
  - hold
  - in person
  - increase

- Experience (v.)
- Foreigner
- Landmark
- Theme park
- Tradition

TEXT

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 Mahal. 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 Ionian) 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.

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

- What can you see at the Window of the World Theme Park? Replicas of famous natural and man-made sites in the world.
- What are the visitors to the Islamic Street seeing? 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 is the park festival focusing on during the week the article was written? Indian culture.
- What can you see at the Window of the World Theme Park? Replicas of famous natural and man-made sites in the world.
- Where were the visitors who were waiting to go down the Colorado River from? They were from Shenzhen.
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

- 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

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.79).

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. ’m travelling 7. are applying  
3. want 8. don’t think  
4. love 9. do you need  
5. never get 10. hope
LISTENING & READING CD 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.

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.

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).

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.

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

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
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

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

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

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

Rule 1: isn’t  
Rule 2: is

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.80).

SPEAKING  
Aim: to give Ss practice in giving directions
- Tell Ss to turn to page 77.  
- 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!

WORKBOOK LISTENING  
- For the listening transcript go to page 78.
LISTENING

- For the listening transcript go to page 72.

A.
Aim: • 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.


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.
Aim: • 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.
- 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.
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
• 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.

WRITING TASK
Aim: to give Ss practice in developing a paragraph
• Draw Ss’ attention to the TIP and explain it.
• 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.
• Ask Ss to go to the Workbook p. 9 and complete the writing plan before they start writing the task.
• Draw Ss’ attention to the page provided in the Workbook for the writing task.
• Allow Ss some time to write their paragraph as instructed.
• Alternatively, if time is scarce assign the activity for homework.
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.
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.’)
2. c (‘When the Chinese give gifts of money on special occasions, they usually put the money in a red envelope.’)
3. a (‘The Cherokees also used coloured beads to achieve certain goals; for example, they associated red beads with good health.’)
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.’)
5. b (‘It can also be very useful for travellers and in the world of business.’ ‘Knowing ... misunderstandings.’)

• Ask Ss a few comprehension questions, such as:

  • What colour are Chinese bridal dresses?
  • What did the colour blue mean for the Cherokee Indians?
  • What colour are Chinese bridal dresses?
  • What does yellow represent in Japan and in Myanmar?
  • What does green represent in Saudi Arabia?

  Red
  It symbolised one of the four directions: blue-north, white-south, red-east and black-west.
  Courage in Japan, whereas in Myanmar mourning.
  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 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.

<table>
<thead>
<tr>
<th></th>
<th>from</th>
<th>with</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>suffer</td>
<td>argue</td>
<td>refer</td>
<td></td>
</tr>
<tr>
<td>die</td>
<td>cooperate</td>
<td>listen</td>
<td></td>
</tr>
<tr>
<td>escape</td>
<td>agree</td>
<td>link</td>
<td></td>
</tr>
<tr>
<td>choose</td>
<td>associate</td>
<td>belong</td>
<td></td>
</tr>
<tr>
<td>recover</td>
<td>fight</td>
<td>speak</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

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

  b
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

**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*

**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.

B.  
- Have Ss do the activity and read the Note.  
- Refer Ss to the Grammar Reference (p.80).

1. a  
2. b

**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  
2. used to buy  
3. went  
4. enjoyed  
5. used to be /was  
6. Did you know  
7. used to jog/jogged  
8. came  
9. didn’t know  
10. stopped
LISTENING

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

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 a 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.

C.

• Have Ss do the activity.

a. Give directions: ‘Easy to reach’

b. Suggest a place: ‘Let’s meet...’

c. Express enthusiasm: ‘Wonderful!’

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...’
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!

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

• Draw Ss’ attention to the TIP and explain it.
• Tell Ss that they should write an e-mail based on prompts using all the notes. Refer Ss to the e-mail on p. 16 as well as Appendix I for a plan and set phrases they can use when writing their e-mail.
• Ask Ss to go to the Workbook p. 14 and complete the writing plan before they start writing the task.
• Draw Ss’ attention to the page provided in the Workbook for the writing task.
• Allow Ss some time to write their e-mail as instructed.
• Alternatively, if time is scarce assign the activity for homework.
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

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

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

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?

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

LISTENING 13-24
• For the listening transcript go to page 72.
1. c 2. c 3. a 4. b 5. b 6. c
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

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

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

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

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

B.

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

1. b 2. a

- Refer Ss to the Grammar Reference (p.80).

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
LISTENING & READING
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 he was 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

OPTIONAL ACTIVITY
Ask Ss a few extra comprehension questions, such as:
• Where are the students?
  They’re in a museum.
• 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 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

• 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.

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

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

Structures
Relative clauses

Vocabulary
Verbs
claim      fear      recognise      tell from      trust

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

VOCABULARY
COLLOCATIONS WITH SAY AND TELL
A. Aim: to present collocations with say and tell
• Have Ss do the activity.
  1. say thank you
  2. tell the truth
  3. say hello
  4. tell a secret
  5. tell the time
  6. say so
  7. telling a lie
  8. telling a story
  9. saying sorry
  10. tell a lie
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.

PRINCIPLES
A. Aim: to present collocations with say and tell

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.
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.

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.80).
• Have Ss do the activity.

Wasn’t Diogenes the eccentric philosopher who the ancient Athenians admired greatly?
Defining relative clause
Diogenes, who lived in a tub, was only a poor philosopher.
Non-defining relative clause.

SPEAKING
Aim: to give Ss practice in using relative pronouns and relative clauses through an oral matching activity
• Tell Ss to go to page 78.
• 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.

WORKBOOK LISTENING
• For the listening transcript go to page 78.
LISTENING

• For the listening transcript go to page 73.

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

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 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.
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)

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

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

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

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.
• Ask Ss to go to the Workbook p. 23 and complete the writing plan before they start writing the task.
• Draw Ss’ attention to the page provided in the Workbook for the writing task.
• Allow Ss some time to write their description as instructed.
• Alternatively, if time is scarce assign the activity for homework.
**2b reading**

**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** 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.
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.’)
2. S (text 2: ‘Was Sameer a super hero? In this case, he was just very lucky.’)
3. A (text 1: ‘The bookcase was so heavy, I don’t know how I did it.’)
4. M (Text 3: ‘That was the most frightening moment of my entire life.’)
5. S (Text 2: ‘...survived a terrible train crash and walked away the only survivor.’)
6. M (Text 3: ‘He was unconscious when I pulled him out.’)

- Ask Ss a few comprehension questions, such as:
  - How did Andy’s son get stuck under the bookcase?
  - Was Sameer badly injured because of the train accident?
  - What was the result of the climbers’ being caught in an avalanche?

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

- 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

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.

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 2. intelligent 3. powerful 4. strength 5. courageous

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)

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
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

Encourage students to form sentences using the words in the chart.
**Vocabulary & 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

**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)

**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

*Refer Ss to the Grammar Reference (p.81).*

**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

**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
LISTENING 🔗36

• For the listening transcript go to page 73.

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. 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.


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.

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.

Key

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
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. 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.

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

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.

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 p. 32, the outline and Appendix 1 for the layout of informal letters.
- Ask Ss to go to the Workbook p. 28 and complete the writing plan before they start writing the task.
- Draw Ss’ attention to the page provided in the Workbook for the writing task.
- Allow Ss some time to write their letter as instructed.
- Alternatively, if time is scarce assign the activity for homework.
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

B.

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

C.

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

D.

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

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

LISTENING [37, 38]

• For the listening transcript go to page 74.

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.

The teacher’s notes for Task 2 can be found on p. 67
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
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.
3a reading

**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
  - unlikely

**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.

1. B (‘Unlike many people my age, I don’t enjoy going out to cafés.’)
2. B (‘I love doing things that keep me outdoors in the natural environment.’)
3. A (‘I find nothing more entertaining than staying at home and reading a good book’ / ’I also spend a lot of time in bookshops.’)
4. C (‘I’ve been playing computer games ever since my father got me my first computer when I was six.’)
5. D (‘When I was five, my father took me to the local tennis club and, since then, I have never stopped playing.’)
6. A (‘My parents are constantly complaining that I don’t do anything else...’)
7. B (‘...I’ve also been to a lot of interesting places.’)
8. C (‘I’ve been playing computer games ever since my father got me my first computer when I was six.’)
9. 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.
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  

• 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.  

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

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.  

B.  
• Have Ss do the activity.  

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

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. 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.81).  

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/’s been studying  
7. has/’s been leading  
8. went  

WORKBOOK LISTENING  
• For the listening transcript go to page 78.
LISTENING & READING

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.

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.’)
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

• 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

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

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.
LISTENING

• For the listening transcript go to page 74.

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

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.

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

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.

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

• Draw Ss’ attention to the TIP and explain it.
• Tell Ss to refer to the letter, the outline and Appendix I for the layout of informal letters when writing their letter.
• Ask Ss to go to the Workbook p. 37 and complete the writing plan before they start writing the task.
• Draw Ss’ attention to the page provided in the Workbook for the writing task.
• Allow Ss some time to write their letter as instructed.
• Alternatively, if time is scarce assign the activity for homework.
Aims: • to introduce the topic of the reading activity
  • to generate discussion based on Ss’ personal experience
  • Ask the questions and discuss.

B. Aim: • to give Ss practice in identifying the main idea of the text
  • Have Ss do the activity.

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

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)

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

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.
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

---

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

---

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)

---

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

- Refer Ss to the Grammar Reference (p.82).

---

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

---

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
LISTENING

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

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.

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.
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.

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

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
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.

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.

WRITEING 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 pp. 48-49 as well as Appendix I for the layout of formal letters.
• Ask Ss to go to the Workbook p. 43 and complete the writing plan before they start writing the task.
• Draw Ss’ attention to the page provided in the Workbook for the writing task.
• Allow Ss some time to write their letter as instructed.
• Alternatively, if time is scarce assign the activity for homework.
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

B.

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

C.

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

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

E.

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

LISTENING

• For the listening transcript go to page 75.

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

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.

The teacher’s notes for Task 3 can be found on p. 68
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

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


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.
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

- 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.

GRAMMAR
FUTURE TENSES
Aim: to help Ss revise Future Tenses and their uses

A.
- Have Ss do the activity.

B.
- Have Ss do the activity.

When will that happen? a
What is emphasised? b

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. 82).

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.'
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%.'
**LISTENING & READING [57]**

**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.

**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.

**Advantages of global warming (Josh’s version)**

- 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.

**Options**

**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.

1. So what?
2. for all I care
3. a hopeless case
4. for starters
5. 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.

**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
temperature

**Vocabulary**

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

**Structures**
Conditional Sentences (Types 1 & 2)
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

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.

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

• Refer Ss to the Grammar Reference (p.83).

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

WORKBOOK LISTENING

• For the listening transcript go to page 79.
LISTENING

For the listening transcript go to page 75.

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.

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 hybrid cars and renewable fuels.
• Use public transport.
• Walk and ride your bike.
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.

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:
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.
• Ask Ss to go to the Workbook p. 54 and complete the writing plan before they start writing the task.
• Draw Ss’ attention to the page provided in the Workbook for the writing task.
• Allow Ss some time to write their e-mail as instructed.
• Alternatively, if time is scarce assign the activity for homework.
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. 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.
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 |

- 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 |
**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.

**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

**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.

- Refer Ss to the Grammar Reference (p.83).

**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

**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.

4b listening & speaking

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 ◆67◆
• For the listening transcript go to page 76.

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

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

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.
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

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.)

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.

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.

Suggested answers:
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

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.
- Ask Ss to go to the Workbook p. 60 and complete the writing plan before they start writing the task.
- Draw Ss’ attention to the page provided in the Workbook for the writing task.
- Allow Ss some time to write their article as instructed.
- Alternatively, if time is scarce assign the activity for homework.

Suggested answers:
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.)
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  

B.

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

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. will be made  
10. will lead  

D.

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

**ENGLISH IN USE**

1. to  
2. being  
3. as  
4. of  
5. into  
6. to  
7. are  
8. with/to  
9. to  
10. is  

**LISTENING**

• For the listening transcript go to page 76.

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

**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.

The teacher’s notes for Task 4 can be found on p. 69.
Aims: • to involve Ss in various competence-based activities
  • to promote learner autonomy, interaction and collaborative learning
  • to involve Ss in a real-life meaningful task and have them display performance evidence

A.
• Ask Ss to look at the two pictures and tell you whether they have ever visited either Granada or Toronto. Then have them listen to an extract from a game show and complete the notes.
• Ask Ss to compare their answers in pairs.
• Check the answers in class.

1. Spanish
2. eggs
3. an hour
4. 14th
5. over 500 metres
6. baseball
7. very cold
8. Chinese restaurants

LISTENING TRANSCRIPT

Gamesmaster: Welcome to another episode of ‘Where in the world am I?’ OK, so let’s get started. Everybody ready? Good, so here are your first clues. All around me are people talking in Spanish. I am sitting in a café and eating a ‘tortilla’ made with eggs and potatoes. It’s July and the weather is very hot.

Contestant: (buzzes) Are you in Mexico City?
Gamesmaster: No, not Mexico City. I am an hour away from the Mediterranean coast and just 40 minutes from the beautiful Sierra Nevada mountains. I am walking around a neighbourhood called Albayzin, which has rich Islamic history.

Contestant: (buzzes) Are you in Barcelona?
Gamesmaster: No, not Barcelona. Let’s continue... People here like to take siestas, which means that shops close for a few hours in the afternoon and everyone takes a rest. The most famous site here is the spectacular Al Hambra palace built in the 14th century.

Contestant: (buzzes) Are you in Granada?
Gamesmaster: Yes, that’s correct! OK, let’s move on to our second location. I am in a big city now and I am looking at a very tall building called the CN tower. It’s over 500 metres tall.

Contestant: (buzzes) Are you in New York?
Gamesmaster: Not New York, no. Let’s continue. The most popular sports here are ice hockey, baseball and football. I feel very cold right now, but the local people are used to living in these low temperatures during the winter months.

Contestant: (buzzes) Are you in Stockholm?

Gamesmaster: No, that’s not correct. Let’s have some more clues: This evening I’m going to Chinatown to enjoy some delicious Chinese cuisine in one of the many Chinese restaurants this city is home to, and tomorrow I’m going for a walk along the banks of Lake Ontario.

Contestant: (buzzes) You are in Toronto, Canada!
Gamesmaster: That’s right!!!

B.
• Divide Ss into groups. Have each group work together to write notes on three different locations.
• Point out that Ss should use the table provided to write their notes.
• Next, Ss should form pairs with Ss from other groups and take turns to act out a quiz show, like the one in activity A. Student A will be taking on the role of the quizmaster who, like the one in the previous activity, will try to elicit the answer from Student B by describing the landmarks, food, language, weather, etc. of the place they are in.

C.
• At this stage, Ss have to produce a paragraph presenting their own country.
• Point out that their description should include various aspects, such as culture, cuisine, customs, ceremonies, language and landmarks.
• Allow Ss some time to write their paragraphs and have them read their work to the class.
TASK 2
Aims: • to involve Ss in various competence-based activities
• to promote learner autonomy, interaction and collaborative learning
• to involve Ss in a real-life meaningful task and have them display performance evidence

A.
• Ask Ss to look at the two pictures and tell you whether they recognise these two people. Initiate a short discussion.
• Next, ask Ss to read the texts and decide whether the statements are True, False, or Not Mentioned.
• Ask Ss to compare their answers in pairs.
• Check the answers in class.

B.  
• Divide Ss into pairs.
• Explain that they have to discuss the two biographies with their partner and say what they find interesting, surprising, etc.
• Next, Ss have to decide which person they would like to meet, why and what they would ask him.
• Point out the phrases in the speech bubble and explain that they should use them in their exchange.

Suggested answer
It is interesting that Sir Isaac Newton wasn’t interested in school. I didn’t expect that. Yes, but the fact that he was not better than the other students and didn’t win any awards is even more surprising. If it were possible, I would like to meet and interview him about how he came up with and built all those mechanical devices. I would ask him how he made the connection between the apple and the forces of the universe. I agree. I would also ask him how his contemporaries viewed this conclusion, and whether they thought he was a genius or just crazy. Yes, that’s right. Finally, I would want to know whether he considered himself a genius.

C.  
• In this stage, Ss have to think about an important figure of their country and write notes in the space provided. They have to produce a short biography, much like the ones in activity A.
• Ss also have to include as much information as possible in a concise paragraph as well as explain why they admire this person.
• Allow Ss some time to write the short biographies and have Ss read them to the rest of the class.

**Task 3**

**Aims:**
- to involve Ss in various competence-based activities
- to promote learner autonomy, interaction and collaborative learning
- to involve Ss in a real-life meaningful task and have them display performance evidence

**A.**
- Ask Ss if they have ever applied for a job at a summer camp before. If so, ask which qualifications they think would be necessary and initiate a short discussion.
- Have Ss listen to the interview and complete the CV.
- Ask Ss to compare their answers in pairs.
- Check the answers in class.

| 1. five | 5. 1 and 2 |
| 2. communication | 6. Spanish |
| 3. Economics | 7. photography |
| 4. Masters | 8. ambitious |

**LISTENING TRANSCRIPT**

**Interviewer:** So, tell me, in which area would you like to work at Henderson’s Summer Camp?

**Applicant:** I would like to work in the office managing accounts and part-time as a tennis coach.

**Interviewer:** And why would you like to work for our company?

**Applicant:** Well, I have been working as a junior accountant for five years at Financial Matters so I have all the necessary experience to manage your accounts, but I also love being active and being around young people, so I think this role provides the perfect opportunity for me!

**Interviewer:** And what were your responsibilities at Financial Matters?

**Applicant:** I managed five accounts and was responsible for communication with clients.

**Interviewer:** What qualifications do you have?

**Applicant:** I studied Economics at University College London and then completed a Masters in Accounting. I also have the International Tennis Coach certificates Levels 1 and 2.

**Interviewer:** What other skills do you have?

**Applicant:** I speak fluent Spanish and have a clean driving licence.

**Interviewer:** What do you like to do in your free time?

**Applicant:** I love keeping fit and have been playing tennis since I was a young child. I also enjoy photography.

**Interviewer:** What would you say are your best qualities?

**Applicant:** I am hard-working, ambitious and work very well as part of a team.

**B.**
- In this stage, Ss should work individually and come up with different jobs that they could do at the summer camp based on the announcement.
- Next, Ss should make notes in the respective boxes about their own skills, qualities and experience. Once this is done, they should think about what questions might be asked in a job interview at Henderson’s Summer Camp, and make notes.

**C.**
- In this stage, Ss should talk in pairs and act out interviews for a position at the summer camp. After each dialogue has been completed, Ss should change roles.
- Point out the phrases in the speech bubbles and encourage Ss to use them in their exchange.
- **Suggested model dialogue:**
  - **Have you got any work experience?**
    I worked as a security guard for three years, so I think I am very qualified for a position in the security staff.
  - **What exactly did you do?**
    I had to guard the entrance of a business centre in Birmingham. I had to monitor visitors, security cameras and employees.
  - **And why are you applying for this job?**
    Because I have always been interested in working at a summer camp. I enjoy being outdoors and I would like to explore the possibility of working in an environment with teenagers.
  - **What about some of your best qualities?**
    I am very patient and extremely hard-working. I am also very confident about my skills. I know that I can do my job well because I enjoy it very much.
  - **What other skills do you have?**
    I speak three languages, English, Spanish and Russian. I also have a driving licence.
  - **What about your free time?**
    I like riding horses.
Aims: • to involve Ss in various competence-based activities
• to promote learner autonomy, interaction and collaborative learning
• to involve Ss in a real-life meaningful task and have them display performance evidence

A.
• Ask Ss to look at the title of the forum as well as the pictures that accompany it and guess the content of the post. Ask them whether they have ever posted a comment on or read an environment-related forum before and initiate a short discussion.
• Have Ss read through the text and answer the questions that follow.
• Ask Ss to compare their answers in pairs.
• Check the answers in class.

1. Sea turtles are an older species.
2. They have been eating pieces of plastic bags.
3. In order to lay their eggs.
4. They predict that many species will disappear.
5. He has decided to organise ‘clean-the-beach’ days in his area.
6. He has put up posters in all the local schools and has also spoken on the radio.
7. On the last Sunday of every month.

Ask some comprehension questions:

Where does the blogger live?
He lives in northeastern Australia.

Why does he consider the inhabitants of his area lucky?
Because they have communities of sea turtles living in the surrounding ocean.

How does the blogger describe turtles?
He describes them as beautiful animals.

Apart from plastic bags, what else is putting turtles’ lives in danger?
Litter left on beaches.

Why did the blogger speak on the radio?
To raise people’s awareness of the problem.

What will the members of the community do on the last Sunday of every month?
They will get together and clear the local beaches of litter.

What is the blogger suggesting the readers do?
He suggests they do the same in other areas too.

B.
• Divide Ss into pairs. Have Ss discuss the environmental problems their area is facing and think of various ways of tackling them.
• Point out the phrases in the speech bubbles and explain that they should use them in their discussions.

C.
• In this stage, Ss have to produce a post to be included in the Planet Earth forum telling members about the problem they discussed in activity B as well as what needs to be done.
• Point out that they have to describe the reasons why it is so important to take action and the ways in which people can help.
• Allow Ss some time to write their post and have them read it to the rest of the class.

Suggested answer
I think water pollution is a major environmental problem in our area.
How serious is the problem?
It’s quite serious. The lakes and rivers, which once were clean and provided a habitat for fish and bird species, are now a dumping site for rubbish.

What can we do?
I think it’s time we took action. If we are organised, we can clean up the area in the next few months.

Who can be involved?
I think everyone should be involved, young and old members of the community.

If we don’t act now, then the situation will get worse, as more and more rubbish is being dumped in the area.
In my opinion, we can raise awareness by creating an online forum and inviting people to join in. Then, we can organise clean-up events for the whole community to participate in.
Aim: to introduce Ss to various aspects of the different cultures of the English-speaking world

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.

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 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.')

• 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.

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?
Aim: to introduce Ss to various aspects of the different cultures of the English-speaking world

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.

BACKGROUND INFORMATION
The Giant’s Causeway is on the North Antrim Coast of Northern Ireland.
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.

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)
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.

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.
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  That’s interesting. 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.

MODULE 2A

Tony  Welcome to 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  Good evening.

Tony  So, John, tell us, who are we going to talk about today?

John  First comes Alexander Fleming. He was born on 6 August, 1881.

Tony  In Scotland, right?

John  That's right. 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  What happened 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.

John  Of course. 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 Strasbourg.

Tony  Now, Pasteur discovered many things during his lifetime. What do you think is the most important contribution?

John  If I had to choose I'd say his work on pasteurising milk.

Tony  Can you explain this process to our listeners?

John  Of course. 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  A great scientist. Who is next?

John  Wilhelm Röntgen, the German physicist. He was born on 27 March, 1845. He studied in Zurich as a mechanical engineer.

Tony  What was his most important work?

John  This extraordinary man is responsible for a form of radiation called X-rays.

Tony  An amazing step in medicine.

John  Yes. Actually, the very first X-ray was that of his wife’s hand.

Tony  It must 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 2B

Faisal  So, Saad, I am dying to hear all about your trip to Riyadh! How was it?
Saad  It was full of excitement, that’s for sure!
Faisal  Was it just you and Mohammad, or did his brother, Salman, join you?
Saad  No, just the two of us.
Faisal  I see. 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 Sounds exciting! 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. 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 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! I must have overslept.

**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 a salad...

**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 9:00 o’clock.
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. 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.

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 planned 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
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. However, 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 for nature 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 for nature enthusiasts.

Interviewer: 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.
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 for nature enthusiasts. 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.
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 Thank you.
Interviewer 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 So 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 because it could tell us more about the health of the Earth’s oceans.
<table>
<thead>
<tr>
<th>Track</th>
<th>Module/lesson</th>
<th>Exercise</th>
<th>Track</th>
<th>Module/lesson</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Titles</td>
<td></td>
<td>35</td>
<td>2a</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td>2</td>
<td>1a</td>
<td>Listening and Reading</td>
<td>36</td>
<td>2b</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td>3</td>
<td>1a</td>
<td>WB Listening</td>
<td>37</td>
<td>2 Round-up</td>
<td>Listening / Rubrics</td>
</tr>
<tr>
<td>4</td>
<td>1a</td>
<td>Listening and Speaking</td>
<td>38</td>
<td>2 Round-up</td>
<td>Listening / Interview</td>
</tr>
<tr>
<td>5</td>
<td>1b</td>
<td>Listening and Speaking / Question 1</td>
<td>39</td>
<td>Culture Page 1</td>
<td>Inspiring heroes</td>
</tr>
<tr>
<td>6</td>
<td>1b</td>
<td>Listening and Speaking / Situation 1</td>
<td>40</td>
<td>3a</td>
<td>Listening and Reading</td>
</tr>
<tr>
<td>7</td>
<td>1b</td>
<td>Listening and Speaking / Question 2</td>
<td>41</td>
<td>3a</td>
<td>WB Listening</td>
</tr>
<tr>
<td>8</td>
<td>1b</td>
<td>Listening and Speaking / Situation 2</td>
<td>42</td>
<td>3a</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td>9</td>
<td>1b</td>
<td>Listening and Speaking / Question 3</td>
<td>43</td>
<td>3b</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td>10</td>
<td>1b</td>
<td>Listening and Speaking / Situation 3</td>
<td>44</td>
<td>3 Round-up</td>
<td>Listening / Question 1</td>
</tr>
<tr>
<td>11</td>
<td>1b</td>
<td>Listening and Speaking / Question 4</td>
<td>45</td>
<td>3 Round-up</td>
<td>Listening / Situation 1</td>
</tr>
<tr>
<td>12</td>
<td>1b</td>
<td>Listening and Speaking / Situation 4</td>
<td>46</td>
<td>3 Round-up</td>
<td>Listening / Question 2</td>
</tr>
<tr>
<td>13</td>
<td>1 Round-up</td>
<td>Listening / Question 1</td>
<td>47</td>
<td>3 Round-up</td>
<td>Listening / Situation 2</td>
</tr>
<tr>
<td>14</td>
<td>1 Round-up</td>
<td>Listening / Situation 1</td>
<td>48</td>
<td>3 Round-up</td>
<td>Listening / Question 3</td>
</tr>
<tr>
<td>15</td>
<td>1 Round-up</td>
<td>Listening / Question 2</td>
<td>49</td>
<td>3 Round-up</td>
<td>Listening / Situation 3</td>
</tr>
<tr>
<td>16</td>
<td>1 Round-up</td>
<td>Listening / Situation 2</td>
<td>50</td>
<td>3 Round-up</td>
<td>Listening / Question 4</td>
</tr>
<tr>
<td>17</td>
<td>1 Round-up</td>
<td>Listening / Question 3</td>
<td>51</td>
<td>3 Round-up</td>
<td>Listening / Situation 4</td>
</tr>
<tr>
<td>18</td>
<td>1 Round-up</td>
<td>Listening / Situation 3</td>
<td>52</td>
<td>3 Round-up</td>
<td>Listening / Question 5</td>
</tr>
<tr>
<td>19</td>
<td>1 Round-up</td>
<td>Listening / Question 4</td>
<td>53</td>
<td>3 Round-up</td>
<td>Listening / Situation 5</td>
</tr>
<tr>
<td>20</td>
<td>1 Round-up</td>
<td>Listening / Situation 4</td>
<td>54</td>
<td>3 Round-up</td>
<td>Listening / Question 6</td>
</tr>
<tr>
<td>21</td>
<td>1 Round-up</td>
<td>Listening / Question 5</td>
<td>55</td>
<td>3 Round-up</td>
<td>Listening / Situation 6</td>
</tr>
<tr>
<td>22</td>
<td>1 Round-up</td>
<td>Listening / Situation 5</td>
<td>56</td>
<td>Task 3</td>
<td>A</td>
</tr>
<tr>
<td>23</td>
<td>1 Round-up</td>
<td>Listening / Question 6</td>
<td>57</td>
<td>4a</td>
<td>Listening and Reading</td>
</tr>
<tr>
<td>24</td>
<td>1 Round-up</td>
<td>Listening / Situation 6</td>
<td>58</td>
<td>4a</td>
<td>WB Listening</td>
</tr>
<tr>
<td>25</td>
<td>Task 1</td>
<td>A</td>
<td>59</td>
<td>4a</td>
<td>Listening and Speaking / Question 1</td>
</tr>
<tr>
<td>26</td>
<td>2a</td>
<td>Listening and Reading</td>
<td>60</td>
<td>4a</td>
<td>Listening and Speaking / Situation 1</td>
</tr>
<tr>
<td>27</td>
<td>2a</td>
<td>WB Listening / Question 1</td>
<td>61</td>
<td>4a</td>
<td>Listening and Speaking / Question 2</td>
</tr>
<tr>
<td>28</td>
<td>2a</td>
<td>WB Listening / Situation 1</td>
<td>62</td>
<td>4a</td>
<td>Listening and Speaking / Situation 2</td>
</tr>
<tr>
<td>29</td>
<td>2a</td>
<td>WB Listening / Question 2</td>
<td>63</td>
<td>4a</td>
<td>Listening and Speaking / Question 3</td>
</tr>
<tr>
<td>30</td>
<td>2a</td>
<td>WB Listening / Situation 2</td>
<td>64</td>
<td>4a</td>
<td>Listening and Speaking / Situation 3</td>
</tr>
<tr>
<td>31</td>
<td>2a</td>
<td>WB Listening / Question 3</td>
<td>65</td>
<td>4a</td>
<td>Listening and Speaking / Question 4</td>
</tr>
<tr>
<td>32</td>
<td>2a</td>
<td>WB Listening / Situation 3</td>
<td>66</td>
<td>4b</td>
<td>Listening and Speaking / Situation 4</td>
</tr>
<tr>
<td>33</td>
<td>2a</td>
<td>WB Listening / Question 4</td>
<td>67</td>
<td>4 Round-up</td>
<td>Listening</td>
</tr>
<tr>
<td>34</td>
<td>2a</td>
<td>WB Listening / Situation 4</td>
<td>68</td>
<td>4 Round-up</td>
<td>Listening</td>
</tr>
<tr>
<td>35</td>
<td>2a</td>
<td>WB Listening / Question 1</td>
<td>69</td>
<td>Culture Page 2</td>
<td>Giant’s Causeway a natural wonder</td>
</tr>
</tbody>
</table>

80 TM
Four Sessions per week

The weekly pacing charts on pages 82-85 have been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have been taken into consideration; therefore the sessions (60 in total) are actually covered in 15 weeks.

So, 16 weeks x 4 sessions per week = 64 sessions minus 1 week for holidays = 60 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 has been omitted.

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 + writing)
• 2 sessions (lesson b: reading + vocabulary & grammar)
• 1 session (lesson b: reading & speaking)
• 2 sessions (lesson b: writing)
• 2 sessions (round-up + self-assessment + project + culture page every two modules)
• 1 session (task)
• 1 session (test)

Five Sessions per week

The weekly pacing charts on pages 86-89 have been created for a sixteen-week semester, in which the students have five sessions per week. Holidays have been taken into consideration; therefore the sessions (75 in total) are actually covered in 15 weeks.

So, 16 weeks x 5 sessions per week = 80 sessions minus 1 week for holidays = 75 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 has been omitted.

18 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)
• 2 sessions (lesson b: writing)
• 2 sessions (round-up + self-assessment + project + culture page every two modules)
• 1 session (task)
• 1 session (test)

Three sessions are left over for Revision.

Abbreviations used in pacing charts

Ss = Students
p. = page
pp. = pages

Recommended homework:

It is suggested that the Ss are asked to study the active vocabulary of each session.
### Four sessions per week

#### Week 1

<table>
<thead>
<tr>
<th>Sessions</th>
<th><strong>Student’s Book</strong></th>
<th>Workbook</th>
</tr>
</thead>
</table>
| **Session 1** | • Get to know each other.  
• Module 1, Window on the world, cover page p. 5. Discuss cover page. | |
| **Session 2** | • 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. | • 1a, p. 4. Assign activities A, B for homework. |
| **Session 3** | • 1a vocabulary & grammar, p. 7. Teach Grammar. Do Practice in class. | • 1a, pp. 4–5. Assign activities C, D for homework. |
| **Session 4** | • 1a listening & reading, pp. 8–9. Do activities A, B, C, D and Vocabulary in class. | • 1a, pp. 5–6. Assign activities A, B, C for homework. |

#### Week 2

<table>
<thead>
<tr>
<th>Sessions</th>
<th><strong>Student’s Book</strong></th>
<th>Workbook</th>
</tr>
</thead>
</table>
| **Session 1** | • 1a vocabulary & grammar p. 9. Teach Grammar. Do Practice and Speaking in class. | • 1a, pp. 6–7. Assign activities D, E for homework.  
Do activity F (listening) in class. |
| **Session 2** | • 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. | • 1a, p. 9. Have Ss complete the writing plan in class.  
• 1a, pp. 7–8. Assign activities A, B and C for homework. |
| **Session 3** | • 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, p. 11. Assign activity A for homework. |
| **Session 4** | • 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. | • 1b, p. 11. Assign activities B, C for homework. |

#### Week 3

<table>
<thead>
<tr>
<th>Sessions</th>
<th><strong>Student’s Book</strong></th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>• 1b listening &amp; speaking, p. 15. Do Listening and Speaking in class.</td>
<td>• 1b, p. 12. Assign activity D for homework.</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>• 1b writing, pp. 16–17. Do activities A–E in class.</td>
<td>• 1b, pp. 12–13. Assign activities A, B, C for homework.</td>
</tr>
</tbody>
</table>
| **Session 3** | • 1b writing, p. 17. Do the writing task in class. | • 1b, p. 14. Have Ss complete the writing plan before they start the writing task in class.  
• 1b, p. 13, Assign activity D for homework. |
| **Session 4** | • 1 round-up, p. 18. Do activities A, B in class. | • 1 round-up, pp. 16–17. Assign activities A and B for homework. |

#### Week 4

<table>
<thead>
<tr>
<th>Sessions</th>
<th><strong>Student’s Book</strong></th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>• 1 round-up, pp. 19–20. Do activities C, D, E, Listening and Self-assessment in class.</td>
<td>• Do project Module 1, p. 68 in class.</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>• Do Task 1, p. 69 in class.</td>
<td>• Have Ss revise for the test on Module 1.</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td></td>
<td>Test on Module 1</td>
</tr>
</tbody>
</table>
| **Session 4** | • Correct the test Ss have taken during the previous session.  
• Module 2, Heroes, cover page p. 21. Discuss cover page. | |
### Week 5

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| **Session 1** | • 2a reading, pp. 22-23. Do activities A, B, C, D, E in class.  
• Ask Ss to read the text p. 22 at home. | • 2a, p. 18. Assign activity A for homework. |
| **Session 2** | • 2a vocabulary & grammar, p. 23. Do Vocabulary in class. Teach Grammar. Do Practice in class. | • 2a, pp. 18-19. Assign activities B, C, D for homework. |
| **Session 3** | • 2a listening & reading, p. 24. Do activities A, B, C, D, E in class.  
• Have Ss read the text p. 24 at home. | • 2a, p. 20. Assign activity A for homework. |
| **Session 4** | • 2a vocabulary & grammar p. 25. Do Vocabulary in class. Teach Grammar. Do Practice in class. | • 2a, pp. 20-21. Do activity D (Listening) in class. Assign activities B, C for homework. |

### Week 6

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| **Session 1** | • 2a listening & speaking, p. 26. Do Listening A, B, C in class. Do Speaking in class.  
• 2a writing, p. 27. Do activities A-G in class. Assign the writing task for homework. | • 2a, p. 23. Have Ss complete the writing plan in class.  
• 2a, pp. 21-22. Assign activities A, B and C for homework. |
| **Session 2** | • 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. 25. Assign activity A for homework. |
| **Session 3** | • 2b vocabulary & grammar, pp. 29-30. Do Vocabulary in class. Teach Grammar. Do Practice and English in Use in class. | • 2b, p. 25. Assign activities B, C for homework. |
| **Session 4** | • 2b listening & speaking, p. 31. Do Listening and Speaking in class. | • 2b, p. 26. Assign activity D for homework. |

### Week 7

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>• 2b writing, pp. 32-33. Do activities A-F in class.</td>
<td>• 2b, p. 26. Assign activities A, B for homework.</td>
</tr>
</tbody>
</table>
| **Session 2** | • 2b writing, p. 33. Do the writing task in class. | • 2b, p. 28. Have Ss complete the writing plan before they start the writing task in class.  
• 2b, p. 27. Assign activity C for homework. |
| **Session 3** | • 2 round-up, pp. 34-36. Do activities A, B, C, D, E, Listening and Self-assessment in class. | • 2 round-up, p. 30. Assign activities A, B for homework. |
| **Session 4** | • Do Culture page, p. 75 in class. | • Do project Module 2, p. 69 in class. |

### Week 8

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>• Do Task 2, p. 70 in class.</td>
<td>• Have Ss revise for the test on Module 2.</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td>Test on Module 2</td>
</tr>
</tbody>
</table>
| **Session 3** | • Correct the test Ss have taken during the previous session.  
• Module 3, Work & Leisure, cover page p. 37. Discuss cover page. | |
| **Session 4** | • 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. 32. Assign activity B for homework. |
### Week 9

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 3a vocabulary &amp; grammar, p. 39. Do Vocabulary in class. Teach Grammar. Do Practice in class.</td>
<td>• 3a, pp. 32-33. Assign activities A, C, D for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 3a listening &amp; 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.</td>
<td>• 3a, p. 33. Assign activities A, B for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 3a vocabulary &amp; grammar p. 41. Teach Grammar. Do Practice in class.</td>
<td>• 3a, pp. 34-35. Do activity F (Listening) in class. Assign activities C, D, E for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 3a listening &amp; 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.</td>
<td>• 3a, pp. 35-36. Assign activities A and B for homework. • 3a, p. 37. Have Ss complete the writing plan in class.</td>
</tr>
</tbody>
</table>

### Week 10

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 3b reading, pp. 44-45. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 44 at home.</td>
<td>• 3b, p. 39. Assign activity B for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 3b vocabulary &amp; grammar, pp. 45-46. Do all Vocabulary activities in class. Teach Grammar. Do Practice and English in Use in class.</td>
<td>• 3b, pp. 39-40. Assign activities A, C, D for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 3b listening &amp; speaking, p. 47. Do Listening and Speaking in class.</td>
<td>• 3b, p. 40. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 3b writing, pp. 48-49. Do activities A-F in class.</td>
<td>• 3b, p. 41. Assign activities B, C, D, E for homework.</td>
</tr>
</tbody>
</table>

### Week 11

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 3b writing, p. 49. Do the writing task in class.</td>
<td>• 3b, p. 43. Have Ss complete the writing plan before they start the writing task in class. • 3b, p. 42. Assign activity F for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 3 round-up, p. 50. Do activities A, B in class.</td>
<td>• 3 round-up, pp. 45-47. Assign activities A, B, C for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 3 round-up, pp. 51-52. Do activities C, D, E, Listening and Self-assessment in class.</td>
<td>• Do project Module 3, p. 70 in class.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• Do Task 3, p. 72 in class.</td>
<td>• Have Ss revise for the test on Module 3.</td>
</tr>
</tbody>
</table>

### Week 12

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Test on Module 3</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>• Module 4, Planet Earth, cover page p. 53. Discuss cover page.</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>• 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.</td>
<td>• 4a, p. 48. Assign activities A, B for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 4a vocabulary &amp; grammar, p. 55. Teach Grammar. Do Practice in class.</td>
<td>• 4a, p. 49. Assign activities C, D for homework.</td>
</tr>
</tbody>
</table>
## Week 13

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 4a listening &amp; reading, p. 56. Do activities A, B, C, D, E in class.</td>
<td>• 4a, p. 50. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 4a vocabulary &amp; grammar p. 57. Do Vocabulary in class. Teach Grammar. Do Practice in class.</td>
<td>• 4a, pp. 50-52. Do activity E (listening) in class. Assign activities B, C, D for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 4a listening &amp; 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.</td>
<td>• 4a, p. 54. Have Ss complete the writing plan in class. • 4a, pp. 52-53. Assign activities A, B for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 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.</td>
<td>• 4b, p. 56. Assign activities A, B for homework.</td>
</tr>
</tbody>
</table>

## Week 14

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 4b vocabulary &amp; grammar p. 62. Teach Grammar. Do Practice and English in Use in class.</td>
<td>• 4b, p. 56. Assign activities C, D for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 4b listening &amp; speaking, p. 63. Do Listening and Speaking in class.</td>
<td>• 4b, pp. 57-58. Assign activities E, B for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 4b writing, pp. 64-65. Do activities A-F in class.</td>
<td>• 4b, p. 58. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 4b writing, p. 65. Do the writing task in class.</td>
<td>• 4b, p. 60. Have Ss complete the writing plan before they start the writing task in class. • 4b, p. 59. Assign activity C for homework.</td>
</tr>
</tbody>
</table>

## Week 15

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 4 round-up, pp. 66-68. Do activities A, B, C, D, E, Listening and Self-assessment in class.</td>
<td>• 4 round-up, p. 62. Assign activities A, B for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• Do Culture page, p. 76 in class.</td>
<td>• Do project Module 4, p. 71 in class.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• Do Task 4, p. 74 in class.</td>
<td>• Have Ss revise for the test on Module 4.</td>
</tr>
<tr>
<td>Session 4</td>
<td></td>
<td>Test on Module 4</td>
</tr>
</tbody>
</table>
## Five sessions per week

### Week 1

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student's Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• Get to know each other. • Module 1, Window on the world, cover page p. 5. Discuss cover page.</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>• 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.</td>
<td>• 1a, p. 4. Assign activities A, B for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 1a vocabulary &amp; grammar, p. 7. Teach Grammar. Do Practice in class.</td>
<td>• 1a, pp. 4-5. Assign activities C, D for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 1a listening &amp; reading, pp. 8-9. Do activities A, B, C, D and Vocabulary in class.</td>
<td>• 1a, pp. 5-6. Assign activities A, B, C for homework.</td>
</tr>
<tr>
<td>Session 5</td>
<td>• 1a vocabulary &amp; grammar p. 9. Teach Grammar. Do Practice and Speaking in class.</td>
<td>• 1a, p. 7. Do activity F (Listening) in class. • 1a, p. 6. Assign activity D for homework.</td>
</tr>
</tbody>
</table>

### Week 2

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student's Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 1a listening &amp; speaking, pp. 10. Do Listening and Speaking in class.</td>
<td>• 1a, p. 6. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 1a writing, p. 11. Do activities A, B, C in class. Assign the writing task for homework.</td>
<td>• 1a, p. 8. Have Ss complete the writing plan in class. • 1a, p. 7. Assign activities A and B for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 1b vocabulary &amp; grammar, pp. 13-14. Do Vocabulary 1A, 1B, 2A, 2B, 2C in class.</td>
<td>• 1b, p. 11. Assign activity A for homework.</td>
</tr>
</tbody>
</table>

### Week 3

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student's Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 1b listening &amp; speaking, pp. 15. Do Listening and Speaking in class.</td>
<td>• 1b, p. 12. Assign activity D for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 1b writing, pp. 16-17. Do activities A-E in class.</td>
<td>• 1b, pp. 12-13. Assign activities A, B, C for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 1b writing, p. 17. Do the writing task in class.</td>
<td>• 1b, p. 14. Have Ss complete the writing plan before they start the writing task in class. • 1b, p. 13. Assign activity D for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 1 round-up, pp. 18-19. Do activities A, B, C, D in class.</td>
<td>• Do project Module 1, p. 68 in class.</td>
</tr>
<tr>
<td>Session 5</td>
<td></td>
<td>• 1 round-up, p. 16. Assign activity A for homework.</td>
</tr>
</tbody>
</table>
### Week 4

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 1 round-up, pp. 19-20. Do activity E, Listening and Self-assessment in class.</td>
<td>• 1 round-up, p. 16. Assign activity B for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• Do Task 1, p. 69 in class.</td>
<td>• Have Ss revise for the test on Module 1.</td>
</tr>
<tr>
<td>Session 3</td>
<td>Test on Module 1</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>• Correct the test Ss have taken during the previous session. • Module 2, Heroes, cover page p. 21. Discuss cover page.</td>
<td></td>
</tr>
<tr>
<td>Session 5</td>
<td>• 2a reading, pp. 22-23. Do activities A, B, C, D, E in class. • Ask Ss to read the text p. 22 at home.</td>
<td>• 2a, p. 18. Assign activity A for homework.</td>
</tr>
</tbody>
</table>

### Week 5

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>2a vocabulary &amp; grammar, p. 23. Do Vocabulary in class. Teach Grammar. Do Practice in class.</td>
<td>• 2a, pp. 18-19. Assign activities B, C, D for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 2a listening &amp; reading, p. 24. Do activities A, B, C, D, E in class. • Have Ss read the text p. 24 at home.</td>
<td>• 2a, p. 20. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 2a vocabulary &amp; grammar p. 25. Do Vocabulary in class. Teach Grammar. Do Practice and Speaking in class.</td>
<td>• 2a, pp. 20-21. Do activity D (Listening) in class. Assign activities B, C for homework.</td>
</tr>
<tr>
<td>Session 5</td>
<td>• 2a writing, p. 27. Do activities A-G in class. Assign the writing task for homework.</td>
<td>• 2a, p. 23. Have Ss complete the writing plan in class. • 2a, pp. 21-22. Assign activities A and C for homework.</td>
</tr>
</tbody>
</table>

### Week 6

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 2b reading, pp. 28-29. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 28 at home.</td>
<td>• 2b, p. 25. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 2b vocabulary &amp; grammar, p. 29. Do Vocabulary in class.</td>
<td>• 2b, p. 25. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 2b listening &amp; speaking, p. 31. Do Listening and Speaking in class.</td>
<td>• 2b, p. 26. Assign activity D for homework.</td>
</tr>
<tr>
<td>Session 5</td>
<td>• 2b writing, pp. 32-33. Do activities A-F in class.</td>
<td>• 2b, p. 26. Assign activities A, B for homework.</td>
</tr>
</tbody>
</table>

### Week 7

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 2b writing, p. 33. Do the writing task in class.</td>
<td>• 2b, p. 28. Have Ss complete the writing plan before they start the writing task in class. • 2b, p. 27. Assign activity C for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 2 round-up, pp. 34-35. Do activities A, B, C, D in class.</td>
<td>• 2 round-up, p. 30. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 2 round-up, pp. 35-36. Do activity E, Listening and Self-assessment in class.</td>
<td>• 2 round-up, p. 30. Assign activity B for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• Do Culture page, p. 75 in class.</td>
<td>• Do project Module 2, p. 69 in class.</td>
</tr>
<tr>
<td>Session 5</td>
<td>• Do Task 2, p. 70 in class.</td>
<td>• Have Ss revise for the test on Module 2.</td>
</tr>
</tbody>
</table>
### Week 8

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Test on Module 2</td>
<td></td>
</tr>
</tbody>
</table>
| Session 2 | • Correct the test Ss have taken during the previous session.  
  • Module 3, Work & Leisure, cover page p. 37. Discuss cover page. |          |
| Session 3 | • 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. 32. Assign activity B for homework. |
| Session 4 | • 3a vocabulary & grammar, p. 39. Do Vocabulary in class. Teach Grammar. Do Practice in class. | • 3a, pp. 32-33. Assign activities A, C, D for homework. |
| Session 5 | • 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. 33. Assign activities A, B for homework. |

### Week 9

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 3a vocabulary &amp; grammar p. 41. Teach Grammar. Do Practice in class.</td>
<td>• 3a, pp. 34-35. Do activity F (Listening) in class. Assign activities C, D, E for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 3a listening &amp; speaking, p. 42. Do Listening and Speaking in class.</td>
<td>• 3a, p. 35. Assign activity A for homework.</td>
</tr>
</tbody>
</table>
| Session 3 | • 3a writing, p. 43. Do activities A-D in class. Assign the writing task for homework. | • 3a, p. 37. Have Ss complete the writing plan in class.  
  • 3a, p. 36. Assign activity B for homework. |
| Session 4 | • 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. 39. Assign activity B for homework. |
| Session 5 | • 3b vocabulary & grammar, pp. 45-46. Do Vocabulary 1A, 1B, 2, 3A, 3B in class. | • 3b, p. 39. Assign activity A for homework. |

### Week 10

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 3b vocabulary &amp; grammar, p. 46. Teach Grammar. Do Practice and English in Use.</td>
<td>• 3b, pp. 39-40. Assign activities C, D for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 3b listening &amp; speaking, p. 47. Do Listening and Speaking in class.</td>
<td>• 3b, p. 40. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 3b writing, pp. 48-49. Do activities A-F in class.</td>
<td>• 3b, p. 41. Assign activities B, C, D, E for homework.</td>
</tr>
</tbody>
</table>
| Session 4 | • 3b writing, p. 49. Do the writing task in class. | • 3b, p. 43. Have Ss complete the writing plan before they start the writing task in class.  
  • 3b, p. 42. Assign activity F for homework. |
| Session 5 | • 3 round-up, pp. 50-51. Do activities A, B, C, D in class. | Do project Module 3, p. 70 in class. |

### Week 11

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 3 round-up, pp. 51-52. Do activity E, Listening and Self-assessment in class.</td>
<td>• 3 round-up, pp. 45-46. Assign activities A, B for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• Do Task 3, p. 72 in class.</td>
<td>• 3 round-up, p. 46. Assign activity C for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td></td>
<td>• Have Ss revise for the test on Module 3.</td>
</tr>
<tr>
<td>Session 4</td>
<td>Test on Module 3</td>
<td></td>
</tr>
</tbody>
</table>
| Session 5 | • Correct the test Ss have taken during the previous session.  
  • Module 4, Planet Earth, cover page p. 53. Discuss cover page. |          |
### Week 12

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 4a reading, pp. 54-55. Do activities A, B, C, D, E in class. Do Vocabulary in class. &lt;br&gt;• Ask Ss to read the text p. 54 at home.</td>
<td>• 4a, p. 48 Assign activities A, B for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 4a vocabulary &amp; grammar, p. 55. Teach Grammar. Do Practice in class.</td>
<td>• 4a, p. 49. Assign activities C, D for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 4a listening &amp; reading, p. 56. Do activities A, B, C, D, E in class.  &lt;br&gt;• Have Ss read the text p. 56 at home.</td>
<td>• 4a, p. 50. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 4a vocabulary &amp; grammar p. 57. Do Vocabulary in class. Teach Grammar. Do Practice in class.</td>
<td>• 4a, pp. 50-52. Do activity E (Listening) in class.  &lt;br&gt;Assign activities B, C, D for homework.</td>
</tr>
<tr>
<td>Session 5</td>
<td>• 4a listening &amp; speaking, p. 58. Do Listening and Speaking in class.</td>
<td>• 4a, p. 52. Assign activity A for homework.</td>
</tr>
</tbody>
</table>

### Week 13

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 4a writing, p. 59. Do activities A-D in class. Assign the writing task for homework.</td>
<td>• 4a, p. 54. Have Ss complete the writing plan in class.  &lt;br&gt;• 4a, p. 53. Assign activity B for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 4b reading, pp. 60-61. Do activities A, B, C, D, E in class. Ask Ss to read the text p. 60 at home.</td>
<td>• 4b, p. 56. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 4b vocabulary &amp; grammar p. 61. Do Vocabulary A and B in class.</td>
<td>• 4b, p. 56. Assign activity B for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 4b vocabulary &amp; grammar p. 62. Teach Grammar. Do Practice and English in Use in class.</td>
<td>• 4b, p. 56. Assign activities C, D for homework.</td>
</tr>
<tr>
<td>Session 5</td>
<td>• 4b listening &amp; speaking, p. 63. Do Listening and Speaking in class.</td>
<td>• 4b, pp. 57-58. Assign activities E, B for homework.</td>
</tr>
</tbody>
</table>

### Week 14

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• 4b writing, pp. 64-65. Do activities A-F in class.</td>
<td>• 4b, p. 58. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 2</td>
<td>• 4b writing, p. 65. Do the writing task in class.</td>
<td>• 4b, p. 60. Have Ss complete the writing plan before they start the writing task in class.  &lt;br&gt;• 4b, p. 59. Assign activity C for homework.</td>
</tr>
<tr>
<td>Session 3</td>
<td>• 4 round-up, pp. 66-67. Do activities A, B, C, D in class.</td>
<td>• 4 round-up, p. 62. Assign activity A for homework.</td>
</tr>
<tr>
<td>Session 4</td>
<td>• 4 round-up, pp. 67-68. Do activity E, Listening and Self-assessment in class.</td>
<td>• 4 round-up, p. 62. Assign activity B for homework.</td>
</tr>
<tr>
<td>Session 5</td>
<td>• Do Culture page, p. 75 in class.</td>
<td>Do project Module 4, p. 71 in class.</td>
</tr>
</tbody>
</table>

### Week 15

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• Do Task 4, p. 74 in class.</td>
<td>• Have Ss revise for the test on Module 4.</td>
</tr>
<tr>
<td>Session 2</td>
<td>Test on Module 4</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>Revise the structures the Ss have been taught before they have the final test.</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>Revise the structures the Ss have been taught before they have the final test.</td>
<td></td>
</tr>
<tr>
<td>Session 5</td>
<td>Revise the structures the Ss have been taught before they have the final test.</td>
<td></td>
</tr>
</tbody>
</table>
Traveller

is an exciting course that 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
- Competence-based tasks
- Culture pages

Digital Materials:
- Student’s CD
- Class CD
- Tests
- Model lesson
- Interactive Whiteboard Material

CEFR
A1
A2
B1
B2
C1
C2

Builds 21st century competencies

Special Edition for the Ministry of Education of the Kingdom of Saudi Arabia