

KSA - Edition Traveller 6

English Language

Secondary Stage

Credits System

Elective Program

Level Six

نظام المقررات

البرنامج الاختياري

المستوى السادس

Semester System

Specialized Pathways

English Language 6

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٦

كتاب المعلم Teacher's Manual



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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 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, Michigan ECCE, etc.)**
- **Intercultural awareness**
- **Learner autonomy** - to help students set objectives and assess themselves through self-evaluation sections.

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 five modules, each of which is divided into two units. 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 provided with 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
- 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 exam skills and strategies
- A **round-up section** in each module providing regular revision and consolidation
- A **grammar reference** section

- **Cross-curricular and cultural information**

- **Personalisation activities**

- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*) sections, and learning objectives on the cover pages.
- An inductive approach to present grammar and vocabulary is employed, new information is related to prior knowledge with warm-up activities, Ss are asked open-ended questions and provided with problem-solving activities.

The language used in *Traveller 6* 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 and that students prepare for various examinations administered by British and American examination bodies. Therefore, in certain sections, American English is used in written and spoken texts. To avoid confusion, British English spelling conventions are used throughout the book.

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.
- **Five modules**, each 24 pages long, divided into two units and including a round-up section.
- A **speaking section** including pairwork 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 **tips and guidance for the writing tasks**, information about the layout and set phrases students can use.
- An appendix with **differences between British and American English**.

Student's CD/CD-ROM

The Student's CD/CD-ROM is meant to give students extra practice at home. It includes the recordings from the listening activities in the Round-up Section of each module in the Student's Book, as well as 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.

Workbook

The Workbook is divided into modules corresponding to the Student's Book (14-18 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 and reading 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. It is recommended that some of the exercises in the Workbook should be done in class, but most of them should be assigned as homework.


Teacher's Manual

The Teacher's Manual contains:

- An **introduction**.
- A **table of contents** as it appears in the Student's Book.
- **Teacher's Notes** corresponding to the pages of the Student's Book. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, vocabulary boxes and the aims for every activity in the Student's Book are also included.
- **Ideas for optional activities** which help students get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.

- **Background notes** on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- **Language Plus boxes** which give further linguistic information about the new linguistic items presented in each lesson.
- Teacher's notes, keys and transcripts corresponding to the IELTS Practice section that appears in the Workbook.
- All the **transcripts** for the listening tasks included in the Student's Book at the back of the book.
- The **tracks** (▶▶ 22 = Track 22) for all the recorded material included in the Class CD.
- The Class CD track list.
- Pacing Charts.

Class CD

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

Test CD/CD-ROM

The Test CD/CD-ROM contains:

- 5 tests corresponding to the modules of the book
- two final tests one covering modules 1-5 and the other covering modules 1-3
- keys and transcripts
- the recordings of the listening tasks of the tests

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

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/UNITS

Modules 1-5 (an overview)

Each module is divided into two units. In both units, 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.

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.

Units 1-10 (an overview)

The structure of each unit is as follows:

- reading (2pp.)
- vocabulary and grammar (2pp.)
- listening (1p.)
- vocabulary and grammar (1p.)
- speaking (1p.)
- examination practice (1p.)
- writing (2pp.)

Reading

There is one reading section in each unit. Throughout the book, students are exposed to a variety of reading material commonly found in examinations: newspaper and magazine articles, brochures, advertisements, etc. The texts cover a broad range of motivating and contemporary topics and provide students with

interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of students this course is intended for. The texts aim at the development of reading micro-skills with emphasis on skimming or reading for gist, scanning for specific information, understanding details and awareness of text cohesion. The reading section is divided into five subsections:

1. PRE-READING

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

2. READING FOR GIST

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

3. READING FOR DETAIL

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

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

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

5. POST-READING

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

Vocabulary and Grammar

There are two vocabulary and grammar sections in each unit, one after the reading section and a shorter one after the listening section.

The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for

the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language, which have the same function that single words do. There are 2-3 subsections in each vocabulary section covering different lexical areas such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc. It is worth mentioning that the text in the reading section always serves as a springboard for the vocabulary section. Students are asked to observe the lexical items as used in the text, infer their meaning or use and come up with more examples of their use.

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

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

Listening

The listening section, the topic of which is always related to the general topic of the unit, consists of one or two parts. 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 (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 and cope with examination tasks with the inclusion of useful advice given throughout the book in the form of tips.

Speaking

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, pairwork helps to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. For most speaking activities, support is provided through boxes including words, phrases and expressions related to the topic of the speaking activity in order to help students carry out the task successfully. In pairwork involving information exchange, each of the two students is provided with a different set of information found in a special section at the end of the book.

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

Examination Practice

This section gives students further practice in structural accuracy through tasks that simulate examination-type tasks (open cloze, sentence transformation, multiple-choice questions, etc.).

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 as well as writing within a specific word limit, which depends on the nature of the task. For this reason, the course has paid particular attention to this skill. Students build up their writing skills in an integrated manner as the writing activities are thematically linked to the unit. By the time students reach the writing section, which is the final section of each unit, 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 instructed to refer to Appendix I, which is a guide to writing including instructions concerning layout as well as set phrases and expressions that students can use depending on the writing task they are required to complete.

In the Workbook, there are three or four pages corresponding to the writing tasks in each unit 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.

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

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

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

Round-up

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

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, 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.

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.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.

Abbreviations used in Teacher's Manual

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

Contents

		Grammar	Vocabulary
MODULE 1 Culture	Unit 1 page 8 Visual arts	<ul style="list-style-type: none"> Relative clauses Participle clauses 	<ul style="list-style-type: none"> Words easily confused Adjectives deriving from verbs and nouns
	Unit 2 page 18 The written word	<ul style="list-style-type: none"> Infinitives and -ing forms Modal verbs + have + Past Participle 	<ul style="list-style-type: none"> Words easily confused Prepositional phrases with <i>in</i> and <i>out of</i> Nouns ending in -er, -or, -ist and -ian Noun suffixes (-th, -ness, -ure, -ity, -al, -hood, -dom, -ence)
	Round-up page 28		
MODULE 2 Get the message	Unit 3 page 32 Education	<ul style="list-style-type: none"> Passive Voice 	<ul style="list-style-type: none"> Words easily confused Phrasal verbs (go) Nouns ending in -ant and -ent Phrasal verbs (turn) Compound nouns
	Unit 4 page 42 Communication	<ul style="list-style-type: none"> Clauses of concession, result and purpose Causative form 	<ul style="list-style-type: none"> Words easily confused Phrasal verbs (come) Prepositional phrases (preposition + word + preposition) Idioms with parts of the body
	Round-up page 52		
MODULE 3 Body and mind	Unit 5 page 56 The mind	<ul style="list-style-type: none"> Reported Speech (Statements, questions, commands and requests) 	<ul style="list-style-type: none"> Adjectives + prepositions Expressions with <i>come</i> Idioms Collocations (adjectives + nouns)
	Unit 6 page 66 The body	<ul style="list-style-type: none"> Unreal Past Inversion 	<ul style="list-style-type: none"> Lexical set: the body Phrasal verbs (take) Expressions with <i>get</i> Phrasal verbs (bring) Expressions with <i>put</i>
	Round-up page 76		

Reading	Listening	Speaking	Writing
• Advertisements for five different museums	• People talking in eight different situations	• Comparing photographs - Discussing art	• An informal letter based on prompts
• An article about dictionaries	• A radio programme about the Brothers Grimm	• Speculating and making a decision (which book collection to purchase) - Discussing books, literature and reading habits	• A book review
• An article about a painter's experiences	• A radio interview about the nature of art		
• A brochure about Indiana University Intensive English Program	• A radio interview with an elementary school teacher	• Choosing between options (what event to organise) • Discussing extra-curricular activities	• An informal letter describing an event
• An article about scientists' attempts to communicate with extraterrestrials	• A talk by an expert about body language • People talking about ways in which different civilisations communicated	• Comparing photographs - Discussing communication and advertising	• An essay
• A magazine article: <i>Are you happy?</i>	• An interview with an expert about what characterises a genius • People talking in eight different situations	• Helping solve a problem concerning career choice - Discussing issues related to education and careers	• A formal letter of application
• Four short texts about various ways people can keep in shape	• A radio interview with an expert talking about aromatherapy	• Speculating and making a decision (how beneficial the options that a spa offers are) - Discussing health issues	• A report

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Optional MODULE 4 Getting ahead	Unit 7 page 80 Success	<ul style="list-style-type: none"> • Present Simple - Present Progressive - Present Perfect Simple - Present Perfect Progressive • Can - could - be able to 	<ul style="list-style-type: none"> • Compound words starting with <i>back</i> • Negative prefixes and suffixes • Words with multiple meanings
	Unit 8 page 90 Work and money	<ul style="list-style-type: none"> • Conditional Sentences • Comparisons 	<ul style="list-style-type: none"> • Words easily confused • Word combinations • Prepositional phrases with <i>at, in, on</i>
	Round-up page 100		
Optional MODULE 5 Around the globe	Unit 9 page 104 Travel	<ul style="list-style-type: none"> • Past Simple - Past Progressive - Past Perfect Simple - Past Perfect Progressive • Used to - would - was/were going to - was/were about to 	<ul style="list-style-type: none"> • Prepositional phrases relating to location/ distance • Verbs describing movement and sight • Noun suffixes • Idioms relating to feelings/emotions
	Unit 10 page 114 Culture	<ul style="list-style-type: none"> • Relative clauses • Participles and Participle Clauses 	<ul style="list-style-type: none"> • Idiomatic expressions with <i>give</i> • Verbs starting with <i>dis-, en-</i> and <i>de-</i> • Words with similar spelling and/or pronunciation
	Round-up page 124		

Speaking Activities page 127
Grammar Reference page 129
Irregular Verbs page 140

Appendix I page 141
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• Two short texts about success	• Two short extracts relating to getting ahead in life	• Speculating and making a decision, discussing leisure activities and other issues relating to success and fulfilment	• An informal letter based on prompts
• A newspaper article with money tips	• A radio interview with a forensic scientist	• Comparing photographs, speculating, discussing issues relating to jobs and job satisfaction	• An expository essay
• Two short texts about travelling	• Five short extracts in which people are talking about different types of holidays	• Expounding on a topic, discussing types of holiday, summer camps and other issues relating to travelling	• A semi-formal letter
• A magazine article about the Egyptian pharaoh, Tutankhamun	• A segment from a radio programme expanding on the topic of the reading text	• Speculating and making a decision, discussing issues relating to culture	• An article describing something

1 Culture

unit 1 Visual arts unit 2 The written word

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

• to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to tell you what the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

KEY

- *What does the word culture mean to you?*

Well, I would have to say that culture is the customs, beliefs, attitudes and values of a group of people – it really is what makes them special.

- *What different forms of art are you familiar with? Which ones do you enjoy most?*

I think we've all been exposed to painting, drawing or sculpting at some point in our lives, especially on school trips. I personally enjoy sculpting most because it's a 3D art form that allows you to truly explore what you're seeing.

- Read out the topics listed in the *Flick through the module and find...* section. Explain any unknown words.
- Ask Ss to flick through the pages of the module and find where these topics are discussed.

- advertisements about museums: pp. 8-9

- a text about a Mexican artist: p. 15

- an article about dictionaries: pp. 18-19

- a short text about an international book fair: p. 21

- a review of a book: p. 26

KEY

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

Vocabulary

accessible artefact bizarre civilisation
descendant digital art disability document
donate emerging artist endangered species
established artist exhibition hall gem globe
immigrant interactive multimedia legal processing
medical processing medieval Europe mineral
recording taping terrace wheelchair

1. PRE-READING

Aims:

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

- Discuss the questions in class.

Suggested answers

- *Do you like visiting museums? Why / Why not?*

I really enjoy visiting any kind of museum. Museums of natural history, art museums, historical museums, archaeological museums, you name it. I find the exhibits fascinating because they tell us so much about the world we live in.

- *What kind of exhibits can you see in the following types of museums?*

In a natural history museum, you can see exhibits of plant and animal life as well as geological exhibits. In an archaeological museum, you can see artefacts from ancient times that tell us a lot about those civilisations. In a technology museum, you can see how technology has developed through the ages.

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and do the activity. Tell Ss not to pay attention to any unknown words they might have at this stage.

Suggested answers

They all seem very interesting museums and I would like to visit them all. However, I think I would choose the American Museum of Natural History because I am very interested in nature, and I'd like to learn more about how the Earth has developed. Also, I would really like to watch the documentary about how what humans do has affected animals.

3. SCANNING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions 1-10 and the options.
- Have Ss do the activity.

1. a (Open all year round)
2. d (See world-famous art collections. Discover the art, architecture and gardens of medieval Europe.)
3. b (Have dinner on the outside terrace under the New York skyline.)
4. b (Note: because parking is limited, it is best to use public transport.)
5. d (text 4: Outside parking available for a fee & text 5: Museum parking garage (hourly rate))
6. b (Look at the collection of historical artefacts donated to the museum by descendants of the immigrants.)
7. d (text 3: Watch the award-winning documentary... & text 4: Watch an IMAX documentary...)
8. b (NO TAPING, RECORDING, OR PHOTOGRAPHING IS ALLOWED)
9. b (Visitors get to experience new digital images through video displays and interactive technology.)
10. b (text 2: It is committed to supporting local, international, emerging and established artists. & text 5: See world-famous art collections.)

- Ask Ss some comprehension questions, such as:

Text 1

How else is Robert Ripley called? He's also called 'the modern Marco Polo'.

How many countries did he visit? 198.

What did he collect? He collected strange objects.

What did he document? He documented the most unusual stories.

Text 2

What forms of art is lacda dedicated to? It is dedicated to all forms of digital art, digital video art, net art, digital sculpture and interactive multimedia.

Who does the gallery support? It supports local, international, emerging and established artists.

Can you tape or record anything in the gallery? No.

What days is the gallery open? It's open from Wednesday to Saturday.

Text 3

Why did immigrants come to America? They came in search of a better life.

What happened in the Great Hall? Millions of immigrants waited for medical and legal processing.

What is the name of the documentary you can watch? It's called 'Island of Hope, Island of Tears'.

What artefacts were donated to the museum? Priceless family heirlooms, family photos and beautiful clothing and jewellery were donated.

Text 4

How many exhibition halls are there? There are more than forty.

What can you learn about? You can learn about dinosaurs, gems and minerals, life in the sea and cultures of the seven continents.

What is the documentary you can watch about? It explores how human activity has raised the number of endangered species.

Can you take photographs? Yes, in most areas, but only for personal use.

Unit 1 reading

Text 5

What is the Egyptian exhibition about? It is about the golden civilisation of ancient Egypt.

When you go through the Moon Gate, where do you go? You go into (the peace and quiet of) a Chinese garden.

What will you see from medieval Europe? You will see art, architecture and gardens.

Is the museum always closed on Mondays? No, it is open on select Holiday Mondays.

- *Is there any museum that you wouldn't consider visiting? Why?*

I'm not sure if I would choose to visit the **lacda gallery**. I'm not so interested in digital art and I would probably find doing something else more enjoyable.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- *How do you think a visit to these museums would benefit you?*

A visit to **Ripley's museum** would be beneficial because I'm naturally curious and I would like to see a lot of strange objects that have been collected from around the world, something which helps to broaden your horizons.

A visit to the **lacda gallery** would help to make me more informed about the applications of digital art and the latest advances in this field.

A visit to the **Ellis Island Immigration Museum** would be informative and at the same time humbling, because it would help me understand the circumstances that led millions of immigrants to leave their homes in search of a better life. I would also learn about the conditions they faced during their journey and upon arrival.

The American Museum of Natural History is a museum that would be quite educational; I'd really like to learn more about the history of our planet and the different forms of life occupying it.

The Metropolitan Museum of Art is a museum that offers a unique cultural experience. By visiting it, I would be able to see examples of art throughout the ages and become familiar with different cultures.

KEY

Functions

Distinguishing between words easily confused
Referring to, defining, and giving additional information about people, places, and things

Structures

Relative clauses

Vocabulary

additional arrive attractive complimentary
confident daily economical famous favourite
gaze glance historical hourly image
informative lift luxurious natural notorious
pleasant popular raise rise risky scene
sight stare view watch

LANGUAGE PLUS

rise: to go up by itself or to increase (intransitive verb – does not take object)

raise: to move sth upward (transitive verb – takes object)

arise: to happen or to become apparent

lift: to move sth upward usually using some physical strength

famous: widely known and recognised

popular: enjoyed, liked or admired by many people

favourite: liked, enjoyed or admired the most

notorious: widely known, usually for a negative reason

image: the way in which someone or something is thought of by others

view: sth which you can see from a particular place or position

sight: sb or sth which is seen

scene: the place where sth bad happened

watch: to closely or attentively look at sth over a period of time, especially sth which is moving or changing

stare: to look at sth intently with eyes wide open

glance: to quickly look at sth

gaze: to look at sb or sth for a long period of time often because of surprise or admiration, or because you're thinking of sth else

VOCABULARY

1. 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.
- Have Ss do the activity.
- Check the answers with the class.

1. rises
2. raise
3. raise
4. raise
5. risen
6. lift
7. arises
8. famous
9. popular
10. favourite
11. notorious
12. image
13. view
14. sight
15. scene
16. watching
17. stare
18. glanced
19. gazing

KEY

2. ADJECTIVES DERIVING FROM VERBS AND NOUNS

A.

Aim: to raise Ss' awareness of relationships between words

- Read out and explain the Note.
- Have Ss do the activity.
- Check the answers with the class.

fame - famous
history - historical
hour - hourly
impress - impressive
access - accessible
nature - natural

KEY

B.

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

- Tell Ss to read through sentences 1 – 10 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|----------------|-------------------|
| 1. economical | 6. additional |
| 2. pleasant | 7. luxurious |
| 3. confident | 8. risky |
| 4. informative | 9. daily |
| 5. attractive | 10. complimentary |

KEY

Unit 1 vocabulary & grammar

GRAMMAR

1. RELATIVE CLAUSES

A.

Aim: to help Ss revise the use of the relative pronouns **who** and **which**, and the relative adverb **where**, and recognise when they are not necessary

- Have Ss read through sentences 1 – 5 and check understanding.
- Have Ss do the activity.
- Tell Ss to look back at the advertisements on pages 8-9.
- Check the answers with the class.

1. which
2. who
3. where
4. which
5. which

In which of the sentences could that be used? 1, 2, 4

In which of the sentences can the relative pronoun or adverb be omitted? 1, 4

KEY

B.

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

- Tell Ss to read the rules for defining and non-defining relative clauses and the Note.
- Refer Ss to the Grammar Reference (p. 129).
- Ask Ss to read the sentences 1 -5 in A and decide if the relative clauses are defining or non-defining.
- Have Ss do the activity.
- Check the activity with the class.

Defining relative clauses - 1, 2, 4

Non-defining relative clauses - 3, 5

KEY

2.

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

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

1. Rugby is a sport which/that many people in Britain play.
2. John Walters, who won a gold medal for cycling, is visiting our town.
3. I want to introduce you to Andrew Jones, who I am going to work with on the science project.
4. Here's my laptop and flat-screen TV, both of which need to be fixed.
5. This is the tallest building in the city, where Jim has an office on the second floor.
6. Acupuncture, which is becoming more and more popular, is a form of alternative medicine.
7. John, whose car was stolen, is my friend.
8. The man and woman who/that drowned in the river last night were my neighbours.
9. There were a lot of people on the bus, one of whom reminded me of my uncle Omar.
10. My brother is going to Seattle, where he will go to college.

KEY

Vocabulary

art critic gallery curator pointless subject
technique

▶▶ 2-17

- For the listening transcript go to p. 120.

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 eight different situations. After each situation they will hear a question. They must choose the correct answer for each question.
- Ask Ss to read through the question before each situation is played.
- Play the CD and have Ss do the activity.
- Check the activity in class.

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

KEY

Unit 1 vocabulary & grammar

Functions

Distinguishing between words easily confused
Defining and giving additional information about people, places, and things

Structures

Participle clauses

Vocabulary

advertisement announcement audience
commercial donation earn gain income
invest onlooker payment publicity reward
salary spectator viewer win

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

1. advertisement
2. announcement
3. publicity
4. commercials
5. salary
6. income
7. payment
8. reward
9. donation
10. earned
11. win
12. gain
13. invest
14. audience
15. spectators
16. viewers
17. onlookers

KEY

LANGUAGE PLUS

advertisement: a public notice which tries to persuade people to purchase sth, or that tells people about a job, etc.

announcement: a formal written or spoken statement telling people about sth

publicity: sth which attracts the public's attention

commercials: a public advertisement played on the radio or television

salary: a fixed regular payment usually paid monthly or yearly

income: money that is earned for work or from investments

payment: money or sth that is paid in return for a job or service

reward: money or sth given in return for good behaviour, service or assistance

donation: sth that is given to a person or organisation in order to help them

earn: to receive money or reward for your effort or work done

win: to be successful in a competition, election, game, etc. by getting the first position and/or a prize

gain: to get sth that is beneficial or useful to you

invest: to put money, time or effort into sth in the hope of benefiting in the future

audience: the group of people who are watching any type of presentation

spectator: sb who watches or looks on at a show, game or other event

viewer: sb who watches television

onlooker: sb who watches sth in a public place without taking part in it

GRAMMAR

PARTICIPLE CLAUSES

A.

Aim: to present participle clauses and explain how they can replace relative clauses

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

1. b 2. b

KEY

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

B.

Aim: to give Ss practice using participle clauses in context

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

- | | |
|----------------|----------------|
| 1. produced | 6. taken |
| 2. offering | 7. written |
| 3. talking | 8. taking |
| 4. made | 9. complaining |
| 5. not passing | 10. included |

KEY

Functions

Comparing and contrasting situations
Expressing preference and opinion

Vocabulary

abstract acquire knowledge
appreciation of the arts artistic belief
broaden one's mind creative pastime custom
depict installation art lifestyle material
stimulation tradition understand one's culture

1. WARM-UP

Aims:

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

- Draw Ss' attention to the questions.
- Ask Ss to give you some answers and initiate a short discussion in class.

Suggested answers

- *Do you consider yourself creative? Why / Why not?*
Yes, I do. I like making things like model planes and I'm very good at drawing and painting.
- *Do you know of any famous artists in your country? What have they done?*
(Students' individual answers will vary.)

2. FOCUS ON PICTURES

A. / B.

Aims:

- to give Ss practice in comparing photographs
- to provide vocabulary and practice in comparing
- to elaborate and expand on the topic of the speaking activity

- Divide Ss into pairs.
- Have Ss look at the photographs and speculate about the place and the situations. (A1: a photograph of a colourful neighbourhood, A2: a painting of the countryside, B1: traditional artefacts, B2: art gallery)
- Then have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns comparing the photographs according to the instructions while using as many of the words/expressions as they can.

Suggested answers

A.

SA: Picture A1 shows a photograph of a row of colourful houses along a street, whereas Picture A2 shows an impressionist painting of the countryside in bloom. I believe that both photography and painting require certain artistic talent and imagination. Also, they are both forms of art that allow the artist to express himself/herself. The main difference, as I see it, is that photography depicts reality as it can be seen through the lens of a camera, whereas in painting an artist is free to depict reality as he interprets or understands it. Also, in photography the artist must know especially well how to work with light, whereas in painting the artist must understand how light works but also show that through the colours he uses.

SB: I prefer painting because it requires more imagination. Also, it allows you to express your feelings or mood at the time more freely.

B.

SB: Picture B1 shows the inside of a museum with historical/cultural exhibits, whereas picture B2 shows the inside of a museum with modern exhibits. Both museums have a lot to offer their visitors. In the first museum visitors can see artefacts from the past and acquire a better understanding of the customs, beliefs and traditions of specific people. In the second museum, technology and multimedia are used to create new and exciting forms of art, such as installation art which allows visitors to interact with the art. This type of museum also represents our modern lifestyle.

SA: I believe that historical museums are more interesting because they allow us to learn about the past and see artefacts that are of historical significance.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to express their opinion using topic vocabulary and useful expressions

- Have Ss go through the words/expressions in the box and explain any unknown words.

Suggested answers

- *Why do you believe visiting art galleries and museums is important?*
- Visiting art galleries and museums is important because it broadens one's mind and it provides intellectual stimulation, as well as a greater appreciation of the arts. It's a creative pastime which helps visitors understand various cultures and acquire knowledge.
- *What is the most impressive work of art you have ever seen?*
- The most impressive work of art I have ever seen is Water Lilies by Claude Monet. The image and the colours used to create it are beautiful.
- *If you were an artist, what would you like to create? Why?*
- If I were an artist, I would probably create a painting of the sea. This way I could use various shades of blue which is my favourite colour.

Unit 1 examination practice

Vocabulary

delightful monumental significant

A.

Aim: to help Ss revise the structures, functions and vocabulary presented in Unit 1

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

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

KEY

B.

Aim: to help Ss revise the structures, functions and vocabulary presented in Unit 1

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

1. historical
2. impressive
3. significant
4. luxurious
5. natural
6. monumental
7. attractive
8. reference
9. delightful
10. famous

KEY

Functions

Requesting and providing information
Expressing enthusiasm and agreement
Making suggestions

Vocabulary

admire appreciate deadline encyclopedia
in particular look forward to project
unfortunately wonder

WRITING: AN INFORMAL LETTER BASED ON PROMPTS

1. DISCUSS

- Aims:**
- to activate Ss' background knowledge
 - to prepare Ss for the writing task
- Discuss the questions in class.

Suggested answers

- *How often do you write letters? Who to? What about?*
I don't really write letters very often because I find email more convenient. However, if I didn't have email, I would write letters to friends and relatives who live in other places. I would write to tell them my news and to keep up with their news, or just to keep in touch with them.
- *How would you communicate with a friend who lives in another city or country?*
As I already mentioned, I find email quite convenient, but I could also communicate by phone, or by instant messaging.

2. FOCUS ON USING PROMPTS

- Aims:**
- to help Ss understand the prompts and relate them to the required response
 - to give Ss practice in identifying functions
- Refer Ss to Jack's letter and draw their attention to the notes Edward has made. Explain that the notes should be included in Edward's reply.
 - Point out to Ss that they must read Edward's letter and underline the parts that correspond to his notes.
 - Have Ss do the activity.
 - Check the answers with the class.

Dear Jack,

I was really excited to hear that you will be in England in June. It will be great to see you again. There are a few art exhibitions taking place in Sheffield. In particular, until 16th June there is one called Code: Craft, where we can see how artists produce stunning visual art using the latest technologies. Also, until 3rd July there is another one called Writers of Influence, where we can see portraits of some of Britain's greatest artists. Anyway, let me know where you would like to go and when is best for you.

Don't worry about the ticket prices, because admission is free for both exhibitions. Also, I think we should have dinner at my house. My mum will make your favourite: fish and chips.

I suggest you come and stay over at my house because the last train back to Leeds leaves early. We could also do some shopping in Sheffield the next day if you have time.

I hope to hear from you soon.

Take care,
Edward

3. FOCUS ON COMMUNICATION FUNCTIONS

Aim: to give Ss practice in using the appropriate style and responding to prompts in an informal letter

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

Suggested answers

1. I am so excited you are visiting England once again!
2. Unfortunately, there are no interesting art exhibitions in June. How about going to Kelham Island Museum?
3. We could always visit the Ancient Worlds Exhibition at the new Leeds City Museum.
4. Well, make sure you write back as soon as possible so that I have enough time to organise everything.

4. BRAINSTORMING

A./B.

Aim: to give Ss practice in brainstorming when planning a letter

- Have Ss read the letter and the notes they have made.
- Divide Ss into pairs or groups and tell them that they should discuss the questions. Set a specific time frame for the completion of the task so that Ss learn to work within time restrictions.

Suggested answers

EXPRESS ENTHUSIASM

What phrases/expressions can you use?

I'm so excited; I'm very happy; I'm thrilled

SAY WHO AND WHY

Open answer

EXPLAIN WHERE TO FIND INFORMATION

Open answer

ASK ABOUT DEADLINE AND OFFER TO SEND MAGAZINE ARTICLES

How would you ask about the deadline?

When do you have to hand in your project?

What phrases/expressions can you use to make your offer?

If you'd like, I could; I'd be happy to send you; Would you like me to; Can I;

KEY

5. WRITING TASK

Aim: to provide Ss with practice in writing an informal letter

- Ask Ss to go through the rubric and check understanding.
- Have Ss do the activity.
- Refer Ss to the letter on p. 16, the brainstorming activity in exercise 4, as well as Appendix I for greetings, set phrases and signature endings.
- Ask Ss to go to the Workbook p. 10 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 letters as instructed.
- Alternatively, if time is scarce, assign the activity for homework.

Vocabulary

acquire advancement advent alphabetically
ordered attempt bound to be made up of clay
collapse compilation compile comprehensive
concise consist (of) contain cornerstone
cuneiform definition endeavour engrave
entirely literary on the contrary publication
refer (to) reign reputable status volume

1. PRE-READING

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

- Discuss the questions in class.

Suggested answers

- *How often do you use a dictionary?*

I use a dictionary quite often because I'm learning two foreign languages and I find it necessary to look up the meaning of words, check their pronunciation and also find examples of how these words are used.

- *Do you think that compiling a dictionary is a demanding task? Why/Why not?*

I'm sure that compiling a dictionary is an extremely demanding task. Just the idea of having to include all the words in a particular language, define them accurately and give other kinds of information about them is mind-boggling.

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and do the activity. Tell Ss not to pay attention to any unknown words they might have at this stage.

b

3. RECONSTRUCTING A GAPPED TEXT

Aim: to give Ss practice in completing a text with missing sentences in order to raise their awareness of issues of cohesion and coherence

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

1. **F** (This sentence follows the previous one explaining exactly when the advent of the first dictionary is believed to have been.)
2. **B** (This sentence refers to the two glossaries, that of Appolonius and that of Verrius Flaccus, which were mentioned in the previous sentences.)
3. **H** (This sentence follows because it points out that unlike what was happening in Europe, which was mentioned in the previous sentence, the Middle East was advancing, which explains why it was there that the first attempt to compile a dictionary was made.)
4. **A** (This sentence explains why the dictionary previously mentioned was not actually the first because it contained Latin and was not only an English language dictionary.)
5. **D** ('His' in this sentence refers to Henry Cockeram and this sentence explains that the first book using the word 'dictionary' appeared in 1623.)
6. **C** (The 'all that' in this sentence refers to the unsuccessful dictionaries mentioned in the previous sentence, and 'This' in the following sentence refers to the two-volume lexicon 'A Dictionary of the English Language'.)
7. **G** (This sentence naturally follows, explaining the result of the greater need for reference books)

- Ask Ss some comprehension questions, such as:

What is a basic requirement for anyone who wants to study the English language? A good dictionary.

How long ago was the first attempt made to compile an English language dictionary? Less than six hundred years ago.

When was the advent of the first dictionary believed to have been? It is believed to have been over 2,500 years ago during the reign of King Ashurbanipal of Assyria.

What is cuneiform writing? It is a primitive form of written language.

Who put together the first alphabetically ordered glossary? Verrius Flaccus.

Who carried out the first attempt to complete a single language dictionary? The Arab Khalil Ibn Ahmad.

Why can it be said that 'The Storehouse for Children and Clerics' is not the first English dictionary? Because it translated English words into Latin.

When did dictionaries like the ones we know today first appear? In 1604.

What was the name of this first dictionary? 'A Table Alphabetical'.

What created the need for the use of reference books? The advancement in the standards of education.

How many books are there in the full set of the Oxford English Dictionary? There are twenty.

Is it possible to find a smaller version? Yes.

Unit 2 reading

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words.
- Have Ss do the activity.
- Check the answers with the class.

1. c
2. g
3. d
4. a
5. h
6. f

KEY

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- *Which of the dictionaries mentioned in the text do you think was the most pioneering or influential?*

I think that the dictionary compiled by Khalil Ibn Ahmad was probably the most pioneering because it was the first complete single language dictionary and also the most influential because it encouraged the compilation of other dictionaries.

- *Which of them would you like to see and possibly use?*

I'd really like to see Khalil Ibn Ahmad's dictionary and I'd like to be able to see and use the Oxford English Dictionary.

KEY

Functions

Distinguishing between words easily confused

Structures

Infinitives and -ing forms

Vocabulary

attend basic book fair common compelling
consist constructively distributor edit estimate
flock include mention normal obtain
primary print publish regular renowned
report representative respect simple typical

Prepositional phrases with in and out of

in a hurry in advance in brief in charge
in fashion in order in practice in shape
in the meantime in time in vain out of breath
out of date out of fashion out of practice
out of shape out of work

VOCABULARY

1. 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.
- Have Ss do the activity.
- Check the answers with the class.

1. basic
2. primary
3. simple
4. include
5. consist
6. contain
7. involves
8. mention
9. refer
10. reported
11. common
12. normal
13. regular
14. typical
15. appreciate
16. estimate
17. respect
18. edited
19. published
20. printed

KEY

LANGUAGE PLUS

basic: forming the simplest or most important part of sth

primary: being the main or most important

simple: not difficult or complicated

include: to have as part of a whole

consist: to have or make up as part of a whole, followed by 'of'

contain: to have inside

involve: to have as an essential part

mention: to talk or write about sth briefly

refer: to direct attention to sb/sth by talking about it/ them specifically

report: to give a written or spoken description of sth, or information about it

common: happening, found or done frequently

normal: ordinary, usual or expected

regular: happening or done often

typical: showing qualities expected from a particular group of things or people

appreciate: to be thankful for

estimate: to make a rough guess or calculation about the value, size, significance, etc.

respect: to recognise and admire sb for their qualities, abilities or accomplishments

edit: to prepare a text by altering, correcting or making it shorter

publish: to prepare and produce a book, magazine, newspaper, etc. and make it available to people

print: to use a machine to copy a text or image onto a paper

2. PREPOSITIONAL PHRASES WITH 'IN' AND 'OUT OF'

A.

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

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

Suggested answers

What do you think the phrases in bold mean?

Out of the question – used to say that sth can't or will not happen

In particular – used to talk about sth/sb specifically

Can you think of any other phrases starting with 'in' and 'out of'?

in an effort, in favour of, in all; out of place, out of touch, out of sorts

KEY

Unit 2 vocabulary & grammar

B.

Aim: to familiarise Ss with prepositional phrases with 'in' and 'out of'

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

1. in
2. in
3. in
4. in / out of
5. in / out of
6. out of
7. out of
8. in
9. in / out of
10. in / out of
11. in
12. out of
13. in / out of
14. in

KEY

C.

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

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

1. practice
2. a hurry
3. fashion
4. work
5. advance
6. the meantime
7. breath
8. brief
9. the question
10. charge
11. order
12. vain
13. shape
14. date
15. particular
16. time

KEY

GRAMMAR

1. INFINITIVES AND -ING FORMS

A.

Aim: to help Ss revise the forms of the infinitive and -ing forms

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

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

KEY

B.

Aim: to present the differences in meaning of go on, stop, regret, try and remember when followed by the infinitive or -ing forms

- Have Ss do the activity.
- Check the activity with the class.
- Refer Ss to the Grammar Reference (pp. 129-130).

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

KEY

2. PRACTICE

Aim: to give Ss practice using the infinitive and -ing forms in context

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

1. to learn
2. attend
3. presenting
4. to discuss
5. to obtain
6. exploring
7. spend
8. to find
9. to attend
10. taking

KEY

Vocabulary

background equally extensive fairy tale
government hometown illustrate increased sales
recognition support wealth wealthy

1. PRE-LISTENING

Aims:

- to activate Ss' background knowledge
- to prepare Ss for the listening task

- Discuss the questions in class.

Suggested answers

- *Did you like fairy tales when you were a child?*
Yes, I did, and I think most children like having fairy tales told to them.
- *What do you know about the Brothers Grimm?*
(Answers will depend on individual Ss' knowledge.)

BACKGROUND INFORMATION

Jacob and Wilhelm Grimm were two German brothers who lived during the second half of the 18th century and the first half of the 19th century. They are famous for the folk tales and fairy tales they published. These stories were and still are very popular throughout Europe. A few of their most well-known stories are Cinderella, Hansel and Gretel, Rumpelstiltskin and The Frog Prince.

2. LISTENING FOR

SPECIFIC INFORMATION 18

- For the listening transcript go to p. 121.

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

- Explain to Ss that they will hear a radio interview called 'Fable and Fiction' in which they will hear an expert talking about the Brothers Grimm.
- 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 – 20 and check understanding.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. c

2. a

3. a

4. a

5. c

6. c

7. a

8. c

9. b

10. c

11. c

12. c

13. b

14. b

15. c

16. c

17. a

18. b

19. b

20. a

Unit 2 vocabulary & grammar

Functions

Expressing regret or criticism about past events
Expressing the absence of necessity in the past, possibility and unfulfilled possibility in the past
Expressing positive and negative deduction in the past

Structures

Modal verbs + have + Past Participle

Vocabulary

arrival artist boredom childhood confidence
creativity director electrician exposure failure
freedom greatness growth independence
instructor mathematician neighbourhood
operator plumber politician popularity
producer reporter scientist survival typist
weakness width

VOCABULARY

1. NOUNS ENDING IN -ER, -OR, -IST AND -IAN

A.

Aim: to present Ss with nouns ending in -er, -or, -ist and -ian

- Read and explain the Note.
- Have Ss do the activity.
- Check the answers with the class.

-er	-or	-ist	-ian
reporter	director	scientist	mathematician
producer	instructor	artist	politician
plumber	operator	typist	electrician

B.

Aim: to give Ss practice using nouns ending in -er, -or, -ist and -ian in context

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

1. Scientist
2. electrician
3. typist
4. director
5. operator

2. NOUN SUFFIXES (-TH, -NESS, -URE, -ITY, -AL, -HOOD, -DOM, -ENCE)

A.

Aim: to raise Ss' awareness of the uses of suffixes to form nouns

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

popular → popularity, grow → growth,
independent → independence, arrive → arrival,
free → freedom, expose → exposure,
neighbour → neighbourhood, great → greatness

B.

Aim: to give Ss practice using suffixes to form nouns

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

- | | |
|---------------|-------------|
| 1. creativity | 5. weakness |
| 2. boredom | 6. failure |
| 3. confidence | 7. survival |
| 4. childhood | 8. width |

GRAMMAR

MODAL VERBS + HAVE + PAST PARTICIPLE

A.

Aim: to help Ss revise the use of have + past participle with modal verbs when referring to the past

- Have Ss read the sentences 1 - 6 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

Past

B.

Aim: to help Ss revise the uses of modal verbs

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

Regret or criticism about an action or somebody's behaviour in the past
should/shouldn't or ought (not) to + have + past participle
Absence of necessity in the past (something wasn't necessary but it was done)
needn't + have + past participle
Possibility in the past (perhaps something happened but we are not sure)
may or might + have + past participle
Unfulfilled possibility in the past (it was possible for something to happen)
could + have + past participle
Positive deduction in the past (we are almost sure that something happened)
must + have + past participle
Negative deduction in the past (we are almost sure that something didn't happen)
can't or couldn't + have + past participle

- Refer Ss to the Grammar Reference (pp. 130-131).

C.

Aim: to give Ss practice using modal verbs + have + past participle in context

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

- | | |
|------------------------------|--------------------------------|
| 1. needn't have tried | 5. should/ought to have called |
| 2. should/ought to have worn | 6. may/might have heard |
| 3. must have tidied | 7. must have failed |
| 4. can't/couldn't have been | 8. could have had |

Functions

Comparing and contrasting
Making speculations
Expressing opinion and reaching a decision

Vocabulary

atlas beneficial costly development downside
easy reach for educational impractical knowledge
motivating novel periodical practical reference
subscription up-to-date

1. WARM-UP

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

- Draw Ss' attention to the questions.
- Ask Ss to give you some answers and initiate a short discussion in class.
- Discuss the questions in class.

Suggested answers

- *Do/Did you often use your school library?
Why / Why not?*

Yes, I use it very often. It has a large variety of books and I can borrow them free of charge. Sometimes I borrow books that I need for my projects and other times I borrow books that I like to read for fun.

- *What type of books do you like to read?*

I like reading science fiction books because reading stories about events that take place in the future always excites me. I know that these stories aren't realistic, but I like them because they make me use my imagination.

2. SPECULATING AND MAKING A DECISION

Aims: • to give Ss practice in speculating on a topic and making a decision
• to provide vocabulary and practice in speculating

- Divide Ss into pairs.
- Ask Ss to look at the photos and make sure they can identify each object. Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss they have been asked to suggest a collection of books to be purchased for the school library.
- Tell Ss to take turns in order to say what the advantages and disadvantages of each of these options are. Afterwards, have them decide which two ideas are the most useful for the students.

Suggested answers

- *What are the advantages and disadvantages of each of these options?*

Encyclopedias are very useful and reliable reference books, but they are quite costly.

Art books help students learn about various forms of art and develop their creativity. On the other hand, they are not as beneficial for them as certain other types of books.

Dictionaries are practical and they also help students' language development, but they may not be used very often by many students.

Magazines, periodicals and comics are motivating for most students. They may read about topics which are up-to-date or out of the ordinary. The downside of purchasing these is that the school will have to pay a monthly or yearly subscription.

Classic novels are also very important to have in a school library not only because they help language development, but because they allow students to read books which have been recognised as masterpieces. On the other hand, they may not be popular with certain students who may find them boring.

Atlases may be very interesting for certain students and they may also help them in classes like geography. Nevertheless, for other students they may not be as useful or interesting as something else.

- *Which two do you think would be most useful for the students?*

I believe that the two most useful collections for the students would be the encyclopedias because they are reliable reference books which are necessary in every library, and the novels (classics) because this way the students can be introduced to literary masterpieces which have been admired throughout the years.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to express their opinion using topic vocabulary and useful expressions

- Have Ss go through the words/expressions in the box and explain any unknown words.
- Discuss the questions in class.

Suggested answers

- *In your opinion, what are the features that make a book important?*

I believe that one of the main features that make a book important is whether it is able to positively influence the reader. This may be by allowing him/her to understand more about a culture, people or life in general.

- *Is it important for schools to have a library with a variety of books?*

I think it's very important. If a school has a library, books will be in easy reach for its students. This is very convenient for the students because they won't have to go out of their way to find a book they need. Also, because access will be so easy, many students may start using the library more often and therefore read more books.

- *Why do you believe people read books?*

There are many reasons why people read books. First of all, reading books is an enjoyable way to spend one's time. Secondly, some books are educational and help us expand our knowledge by learning about the past or present.

Unit 2 examination practice

Vocabulary

etymology handwriting regard vain

A.

Aim: to help Ss revise the vocabulary presented in Unit 2

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

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

KEY

B.

Aim: to help Ss revise the structures and functions presented in Unit 2

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

1. needn't have woken up
2. doesn't appear to care
3. had difficulty (in) finding
4. will try to get there
5. can't have written
6. ought not to have cheated
7. stopped playing professional football
8. left the house without locking

KEY

Vocabulary

acquaintance author best-known brief
character eventually evident fictional
foolishness gain greed hypocrisy imaginative
individualism Industrial Revolution intense
mistreat orphan overall plot portray poverty
review set situate strive summary theme
various workhouse

Book genres

autobiography biography historical fiction
mystery science fiction

WRITING: A BOOK REVIEW

1. DISCUSS

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

- Discuss the questions in class.

Suggested answers

- *Do you read reviews of books in newspapers or in magazines? Why / Why not?*
- Yes, I like to read reviews because they help me choose books that I want to read. - No, I don't find them very helpful. I prefer to read books that my teachers or friends have recommended to me.
- *Do reviews influence your decision to read a book?*
- Yes, the information about the plot, characters and style of writing help me to decide if I would like to read a particular book or not. - No, I find reviews boring and not very reliable as the opinions expressed are always very subjective.

2. FOCUS ON CONTENT AND ORGANISATION

A.

Aim: to introduce Ss to the content and paragraph organisation of a book review

- Have Ss do the activity.
- Discuss the question with the class.

Suggested answers

Do books like this appeal to you?

I have always liked books like these because even though they are fiction, we can get an idea of what life was like at the time. Also, the characters and the stories are quite interesting.

B.

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

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

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

3. FOCUS ON LANGUAGE

A.

Aim: to familiarise Ss with language used in book reviews

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

1. plot
2. author
3. set
4. fictional
5. character
6. theme

B.

Aim: to help Ss differentiate between words used in book reviews that have similar meanings

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

1. theme
2. plot
3. author
4. character
5. imaginative
6. fictional
7. situated
8. set

C.

Aim: to familiarise Ss with different categories of books

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

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

4. OUTLINE

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

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a book review.
- Read out and explain the tip.

5. WRITING TASK

Aim: to give Ss practice in writing book reviews

- Have Ss do the activity.
- Tell Ss to refer to the review, the outline and the tip on p. 27 before writing their book review, as well as to Appendix I for expressions/phrases.
- Ask Ss to go to the Workbook p. 18 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 review 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

EXAMINATION PRACTICE

A.

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

KEY

B.

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

KEY

C.

1. forward to her holiday (beginning)
2. prevented us from going
3. ought to have been ready
4. where my father
5. (which was) designed by
6. denied stealing / having stolen
7. whose son works in a
8. not having a special pass

KEY

D.

- | | |
|----------------|-----------------|
| 1. requirement | 6. informative |
| 2. definition | 7. enjoyable |
| 3. stimulation | 8. creations |
| 4. viewer | 9. visitors |
| 5. interactive | 10. combination |

KEY

LISTENING ▶▶19-20

- For the listening transcript go to p. 122.

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

KEY

SELF-ASSESSMENT

- Aims:**
- to give Ss the opportunity to check their progress
 - to encourage learner autonomy
- Draw Ss' attention to the points and get Ss to read them.
 - Explain any unknown words.
 - Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

2 Get the message

unit 3 Education unit 4 Communication

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

• to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to tell you what the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

KEY

- *What means of communication do you find most effective? Why?*

Well, the best way for me is to meet the person face to face. That way I can tell if the other person understands what I'm saying or if I have questions I can ask.

- *What is the importance of having a good education nowadays?*

It is very important to have a good education to get a good job. Almost all jobs today expect you to have finished at least secondary school, and if you want a very good job, you need to go to university.

- Read out the topics listed in the *Flick through the module and find...* section. Explain any unknown words.
- Ask Ss to flick through the pages of the module and find where these topics are discussed.

- a brochure about a university: p. 33
- informal letters describing school events: pp. 40-41
- an article about scientists' attempts to communicate with extraterrestrials: p. 43
- a short text about schools in the Australian outback: p. 35
- an essay about using the Internet: p. 50
- a short text about an ancient philosopher and mathematician: p. 39
- a short text about a communication breakdown: p. 49

KEY

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

Vocabulary

accommodation adjust (to) admit at least
browse establish fee readily tuition

1. PRE-READING

Aims:

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

- Discuss the questions in class.

Suggested answers

- *If you were interested in studying at a university in an English-speaking country, what kind of information would you like to have?*

I would like to have information about the courses the university offers. I would like to know who teaches the courses. I would also like to know what life is like in the city where the university is located. I would also like to have information about the tuition costs, accommodation and the cost of living in the city. Other useful information would be if the university offered any grants/scholarships or if there were any opportunities for part-time work there.

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and do the activity. Tell Ss not to pay attention to any unknown words they might have at this stage.

Suggested answers

The brochure says that it offers a variety of programmes and some information about the faculty. It also gives information about how to find accommodation, but it doesn't mention anything about costs. It does not talk about grants/scholarships or any opportunities for part-time work.

3. SCANNING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in scanning 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 – 12.
- Tell Ss that they do not need to understand everything in the text in order to do the activity.
- Ask Ss to underline the part of the text that answers each question.

- d (It is surrounded by hills, green woodlands and lovely lakes.)
- a (After receiving your application form, we will send you a campus housing application.)
- b (Off-campus housing is best arranged after your arrival in Bloomington, but you can begin by browsing the electronic classified ads in the Bloomington Herald Times.)
- a (Campus apartments are all within walking distance of classes and are on the University bus routes.)
- d (Teachers in the IEP are qualified to teach English as a second language and have taught in the United States and abroad.)
- c (The goal of the Indiana University Intensive English Program (IEP) is to increase the English language skills of non-native English speakers ...)
- b (At levels Six and Seven, students also select from a variety of courses...)
- c (...the level needed for study at a college or university in the United States.)
- b (Bloomington and Indiana University offer a large variety of recreational activities and social events going on all year round.)
- c (All students admitted to the programme must have earned at least a high school diploma)
- c (At levels Six and Seven, students also select from a variety of courses in... computer skills... and the World Wide Web...)
- a (Our application materials will tell you how much money is needed for each session. & After receiving your application form, we will send you a campus housing application.)

- Ask Ss some comprehension questions, such as:

What is Indiana University known for? It is known for the excellence and variety of its programmes.

What is Bloomington like? It is a dynamic, safe and culturally-sophisticated town.

What is the goal of the IEP? The goal of the IEP is to increase the English language skills of non-native English speakers to the level needed for study at a college or university in the United States.

What must students admitted to the programme show? They must show that they or their sponsors are able to pay for their living expenses and tuition while in the United States.

How many classroom hours do students in the IEP program have to complete each week? 20 – 24 classroom hours each week.

What do the first five levels concentrate on? They concentrate on listening, speaking, writing and grammar.

Why would students want to go on to Level Seven? It can help them adjust to their new environment.

What does Level Seven give students? It gives them a clear idea of the kind of work which is required by American universities.

Unit 3 reading

What have graduates of the Center for English Language Training gone on to pursue? They have gone on to pursue careers in such areas as physics, art, chemistry, business, education and even teaching English as a foreign language.

How far are campus apartments from classes? They are all within walking distance.

When should you try to arrange off-campus housing? It is best to arrange it after your arrival in Bloomington.

What recreational and social events does Bloomington and Indiana University offer? They offer soccer, swimming, boating, tennis, racquetball, skiing and many other forms of exercise and relaxation. There are also combined education and enjoyment trips to nearby zoos, art festivals, museums and nature centres.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words.
- Have Ss do the activity.
- Check the answers with the class.

- KEY**
1. b
 2. c
 3. a
 4. a
 5. b

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- KEY**
- *Does the idea of attending the Intensive English Program at Indiana University appeal to you? Why? / Why not?*
Yes, it does. It sounds like an excellent programme and Bloomington, Indiana sounds like a nice place to live for a while. The fact that there are also extracurricular activities makes it all the more attractive.

Functions

Distinguishing between words easily confused
Emphasising an action rather than the doer of the action

Structures

Passive Voice I

Vocabulary

applicant approve assistant at last award
celebration ceremony consultant contest
correspondent festival gather reward servant
socialise

Phrasal verbs

go ahead with go off go on go over go through
go with

VOCABULARY

1. 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.
- Have Ss do the activity.
- Check the answers with the class.

1. quality
2. excellence
3. perfection
4. last but not least
5. at least
6. At last
7. lastly
8. ceremony
9. festival
10. celebration
11. studious
12. academic
13. intellectual
14. campus
15. premises
16. dorm
17. factual
18. authentic
19. accurate

KEY

LANGUAGE PLUS

excellence: very high quality

quality: a characteristic indicating that something is good

perfection: quality or state that cannot possibly be better

lastly: finally (used when mentioning the last point or item)

at last: finally (implying after much delay, effort, etc.)

at least: a phrase used to indicate that despite a disadvantage mentioned, there is a positive aspect

last but not least: a phrase used to indicate that the last person, thing or idea mentioned is as important as the others mentioned previously

celebration: a special gathering where people enjoy a special occasion – a formal event

festival: a series of events occurring for a limited period of time

academic: related to studies in schools and universities

intellectual: related to a person's ability to think and understand

studious: fond of studying

campus: university area containing buildings and facilities

dorm (short for dormitory): a building in which university students live

NOTE: The word dorm is used with this meaning in American English. The equivalent in British English is hall of residence.

premises: the building and land belonging to a business or institution

authentic: genuine, real, not fake

accurate: correct and exact

factual: having to do with facts

2. PHRASAL VERBS (GO)

A.

Aim: to present phrasal verbs with 'go'

- Have Ss read the extract and guess the meaning of 'going on'.
- Check the answer with the class.

happening

KEY

B.

Aim: to give Ss practice in identifying the meaning of phrasal verbs through context

- Ask Ss to read sentences 1 – 6 and guess the meaning of the phrasal verbs in context.
- Elicit answers and explain to Ss that even if they do not know the meaning of the phrasal verbs, the context can help them infer it.
- Have Ss match the phrasal verbs with the meanings a – f.
- Check the answers with the class.

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

KEY

Unit 3 vocabulary & grammar

3. NOUNS ENDING IN -ANT AND -ENT

A.

Aim: to raise Ss' awareness of relationships between words

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

students → study
inhabitants → inhabit

KEY

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. consultant
2. contestants
3. assistant
4. applicants
5. immigrants
6. correspondent
7. servant
8. residents

KEY

GRAMMAR

1. PASSIVE VOICE I

A.

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

- Have Ss read the extracts 1 – 8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

Which of the verb forms in bold above are in the Active Voice and which are in the Passive Voice?

KEY

Active Voice	Passive Voice
is to increase	was founded
must have earned	is known
have gone on to pursue	may be recommended
have combined	are located

What is emphasised in the Passive Voice, the action itself or the doer of the action? the action

How is the Passive Voice formed?

Subject + verb be + past participle

B.

Aim: to revise how the Passive Voice is formed

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

- Active, Passive
- Active, Passive
- full infinitive

KEY

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

2. PRACTICE

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

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

1. have been taught
2. were/had been conducted
3. decided
4. gets
5. is spent
6. received
7. be reviewed
8. are isolated
9. are held
10. travel
11. is known
12. be shown

KEY

1. PRE-LISTENING

Aims: • to activate Ss' background knowledge

• to prepare Ss for the listening task

- Ask Ss the first question and elicit answers.
- Ask the second question and initiate a brief discussion.

Suggested answers

- *Would you like to be an elementary school teacher?*

Why? / Why not?

I think that I would like to be an elementary school teacher. There are several reasons why I find this job attractive. First of all, it is a very rewarding job. Besides that, it is a job that is challenging and doesn't lead to boredom easily. Last but not least, teachers have long holidays which give them time to get away from their every day routine and recharge their batteries.

- *Which of your teachers really inspired and motivated you? In what way?*

My French teacher Mrs Slattery was an inspirational teacher and motivated her students to learn French because she tried to teach the language in a fun and enjoyable way. She didn't stick to the coursebook, but would devise various interesting group activities which required us to work together.

KEY

2. LISTENING FOR SPECIFIC INFORMATION ▶▶ 21

- For the listening transcript go to p. 123.

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

- Tell Ss they are going to hear a radio programme called *People Who Have Made a Difference*. A teacher is talking about their career.
- Tell Ss that they will hear the programme in several parts and that after each part they will hear 2 – 4 questions.
- Play the CD and tell them to listen to the introduction and note the example question.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|-------|-------|
| 1. b | 11. b |
| 2. b | 12. c |
| 3. a | 13. c |
| 4. c | 14. a |
| 5. a | 15. b |
| 6. c | 16. b |
| 7. a | 17. a |
| 8. c | 18. c |
| 9. b | 19. a |
| 10. b | 20. c |

KEY

Unit 3 vocabulary & grammar

Functions

Emphasising an action using the Passive Voice
Stating accepted facts

Structures

Passive Voice II

Vocabulary

according to participant

Phrasal verbs

turn down turn in turn into turn out turn over

VOCABULARY

1. PHRASAL VERBS (TURN)

A.

Aim: to present phrasal verbs with 'turn'

- Have Ss read the extract and guess the meaning of 'turned into'.
- Check the answer with the class.

transformed

B.

Aim: to give Ss practice in identifying the meaning of phrasal verbs through context

- Ask Ss to read sentences 1 - 5 and guess the meaning of the phrasal verbs in context.
- Elicit answers and explain to Ss that even if they do not know the meaning of the phrasal verbs, the context can help them infer it.
- Have Ss match the phrasal verbs with the meanings a - e.
- Check the answers with the class.

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

2. COMPOUND NOUNS

A.

Aim: to familiarise Ss with compound nouns

- Have Ss look at the example.
- Read out and explain the Note.
- Have Ss answer the question.
- Check the answer with the class.

bookshelf → a shelf to put books on

time machine → a machine that helps you travel through time

football player → a person who plays football

alphabet museum → a museum with a collection of interesting things beginning with each letter of the alphabet

history book → a book about history

B.

Aim: to give Ss practice in forming compound nouns

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

toothpaste, bedroom, school bus, weather forecast, toothache, water tank, police station, kitchen table, motor boat, sail boat, bike station, sunroom, waterbed, sunbed, schoolgirl

C.

Aim: to give Ss practice in using compound nouns in context

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

1. police station
2. weather forecast
3. waterbed
4. school bus
5. toothache

GRAMMAR

PASSIVE VOICE II

A.

Aim: to present Ss with certain uses of the Passive Voice

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

- What makes classrooms look stimulating?* posters on the walls
Who believes so? people
- Which words have been omitted between flashlight and attached?* which was
- Which of the two verbs in bold is in the passive voice?* is being designed

- Refer Ss to Grammar Reference p. 131-132

B.

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

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

- are being questioned at the moment (by the detective)
- is believed to be very strict
- is being built on the outskirts of the city
- is said that this town was founded by the French in the 17th century / is said that the French founded this town in the 17th century / is said to have been founded by the French in the 17th century
- (which were) made by the participants were delicious

Functions

Requesting information and reaching a decision
Expressing opinion

Vocabulary

acquire broaden horizons condition cultivate
expose (to)

1. WARM-UP

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

- Draw Ss' attention to the questions and the vocabulary in the box.
- Ask Ss to give you some answers and initiate a short discussion in class.
- Discuss the questions in class.

Suggested answers

- *What kind of extracurricular events does your school/college organise?*

My school organises various extracurricular events. We have debating contests and field trips throughout the year, and writing contests, sports competitions and art exhibitions at the end of the school year.

- *Have you ever participated in any of them?*

Yes, of course. I've participated in almost all of them. Last year, I even won first prize in the writing contest.

2. CHOOSING BETWEEN OPTIONS

Aim: to give Ss practice in asking for information in order to make a decision

- Divide Ss into pairs and refer them to either p. 38 or p. 127.
- Explain to SA that he/she should read the situation, look at the pictures and ask the questions provided in his/her section. Tell SB that he/she is supposed to answer based on the information included in his/her part. Then SA should choose one of the activities and explain why they have chosen it.
- Have Ss go through the words/phrases in the vocabulary box and explain any unknown words.
- Go round the class helping Ss if necessary.
- Choose a few pairs to act out the dialogue.

Suggested answers

- *What are the options?*

Well, the first option is to have an art exhibition, using technology and the second option is to have a sports competition.

- *What are the advantages/disadvantages of each option?*

The art exhibition is indoors, so we won't have to worry about the weather conditions. On the other hand, this event may be more expensive to organise because of the material which will need to be bought. Also, the students will have to submit their work ahead of time so that everything can be ready on the day of the event. The sports competition can help raise money for the school by selling refreshments.

This way, more events can be held in the future.

Nevertheless, the sports competition is outdoors, so if the weather is bad, the event will have to be cancelled.

Lastly, I think that both events are popular with students. The art exhibition will appeal to students who are into art, and the sports competition will appeal to students who are into sports.

- *Which activity have you chosen? Why?*

I've chosen the sports competition because I believe that more students will be interested in it. Also, it is cheaper to organise and the school will even be able to raise money for future events. Of course, due to the fact that it will have to be held outdoors, the day it will take place on will have to be chosen very carefully so as to avoid bad weather. The art exhibition sounds very interesting, but it will be more expensive to organise. Also, perhaps students won't be able to submit their work in time and that may create various problems.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to express their opinion using topic vocabulary and useful expressions

- Have Ss go through the words/expressions in the box and explain any unknown words.

Suggested answers

- *Do you think that extracurricular activities are important? Why / Why not?*

I believe that extracurricular activities are very important. Students can choose an activity which they are interested in. This way they can develop a talent or acquire further knowledge on a specific topic. Each activity may offer something different to students. Some activities can help encourage creativity, while others can cultivate cultural awareness and broaden a student's horizons.

- *In your opinion, which extracurricular activities are most interesting? Why?*

In my opinion, sports activities are the most interesting. Students can work out while enjoying themselves. They may play a team sport and learn about the importance of teamwork, or play individual sports and learn how to cope by themselves. In both types of sports they also learn how to follow rules while having fun.

Unit 3 examination practice

Vocabulary

contribute contribution

A.

Aim: to help Ss revise the structures, functions and vocabulary presented in Unit 3

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

1. be
2. great/large
3. are
4. by
5. to
6. up
7. over
8. more
9. as
10. to
11. out
12. into

KEY

B.

Aim: to help Ss revise the vocabulary presented in Unit 3

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

1. scientist
2. located
3. studios
4. investigations
5. discoveries
6. addition
7. contributions
8. application

KEY

Functions

Describing an event

Vocabulary

address article chatty contraction definitely
 direct question exclamation mark firm get
 together preposition punctuation recipient
 response sign off spelling tense word order

WRITING: AN INFORMAL LETTER DESCRIBING AN EVENT

1. DISCUSS

- Aims:**
- to activate Ss' background knowledge
 - to prepare Ss for the writing task
- Discuss the questions in class.

Suggested answers

- *What kind of events does your school/university organise?*
 My school organises events on special occasions. For example, when students graduate, there is a special graduation ceremony. My school also organises various competitions, such as writing competitions.
- *Which is your favourite? Why?*
 Although I haven't graduated yet, I think the graduation ceremony is my favourite. Everyone is very happy when they graduate; students feel like they have achieved one of their goals in life and look forward to future accomplishments. At the same time, students are also sad to be leaving friends and teachers behind. After the ceremony, students celebrate with their friends and family and everyone enjoys themselves.

2. FOCUS ON CONTENT AND STYLE

A.

Aim: to help Ss identify the purpose of the letter

- Ask Ss to read the rubric and underline the key words.
- Check the answers with the class.

- school events around the world
- describing a popular school event in your country and saying why it's important to you
- letter

B.

Aim: to help Ss understand the content and style of an informal letter describing an event

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

Suggested answers

It sounds quite interesting and nice. The writer gave a very good description of what happens and also how he feels and his own plans, so we get a clear idea of what happens on the day mentioned.

C.

Aim: to raise Ss' awareness of the style and vocabulary used in informal letters

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

The following should be ticked: 2, 3, 6, 7

KEY

3. EDITING YOUR WRITING

Aim: to give Ss practice in editing their writing

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

Dear Martin,

Hi there! We have many important school events, but the one that I always look forward **to** is Earth Day. It is held **on** 22 April and all the schools in my area participate in this important day. The point of **the** event is to learn about the city's environmental problems and do something to help.

During this day **various** activities take **place** and our school usually does something different every year. For example, our school may organise a clean-up day and get together with another school to clean up an area in the city. This way everyone collects all the litter from the parks and lakes. Something else our school may do is plant trees in different places **where** they are needed, so we can make our city greener. Apart from the main celebration on the 22, our teachers **include** lessons about the environment in the curriculum throughout **April** in an effort to make us more knowledgeable about it.

I like this day a lot. Anyone who has participated in Earth Day will tell you that it is a **unique** experience. It gives you the chance to learn about the environment, as well as to do something to help it while having fun!

Well, I hope I **have been** of some help to you. If **there is** anything else you need, just let me know.

Best wishes,
 Ryan

4. OUTLINE

Aim: to provide Ss with a concise plan for writing an informal letter describing an event

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an informal letter describing an event.

5. WRITING TASK

Aim: to provide Ss with practice in writing an informal letter

- Read out and explain the tip.
- Ask Ss to go through the rubric and check understanding.
- Have Ss do the activity.
- Refer Ss to the letter on p. 40, the outline on p. 41 as well as Appendix I for the layout and set phrases used in 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.

Vocabulary

analyse approximately assist astronomer
attached be worth cluster come across compose
controversial convinced curiosity data decade
determine download existence extraterrestrial
illuminated indicate initiate locate mankind
motivation observe peak persuade plaque
position probe publish rapid reflect
representative signal sophisticated structure
surface transmission transmit universe
unmanned with a view to

1. PRE-READING

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

- Discuss the question in class.

Suggested answers

- *Is it possible that there is life on other planets?*
Since we don't have any indication that there is life on other planets so far and because the conditions on the planets in our solar system are not favourable for forms of life as we know it, I think that it is improbable that there is life on other planets.

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and do the activity. Tell Ss not to pay attention to any unknown words they might have at this stage.

d

3. READING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in reading for specific information

- Point out to Ss that first they need to read through questions 1-7 and the options given and then they need to find the corresponding part of the text that answers each question.
- 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 text.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification.

1. a

- c (...enormous mirror which would be used for sending signals to the Martians. His plan was to 'burn' messages into the sand on Mars by reflecting sunlight on the surface of the planet)
- b (During the twentieth century, space travel became a reality and scientists' methods of 'communicating' with extraterrestrials became more sophisticated. In 1972...)
- b (...unmanned spacecraft called Pioneer 10 into the solar system)
- d (Both probes will take about 40,000 years to reach Alpha Centauri)
- d (Unfortunately, the M13 cluster of stars is so far away from Earth that it will take approximately 25,000 years for the message to reach its destination, so we won't be receiving a response any time soon!)
- a (...the software will collect data transmitted from a device located near the Arecibo telescope. The data will then be sent to members of the research team so that they can analyse it and determine whether a signal has been received from extraterrestrials.)

- Ask Ss some comprehension questions, such as:

What has helped scientists to attempt to get answers to whether aliens exist and if we can communicate with them? rapid technological advancements

Why did our fascination with extraterrestrials reach a peak in the nineteenth century? There were many books and articles published on the subject at that time.

What did Charles Cros believe the lights he'd observed on Mars were? He believed they indicated the existence of a major city.

What did he want to do with the mirror he wanted to build? He wanted to 'burn' messages into the sand on Mars by reflecting sunlight on to the surface of the planet.

What happened to space travel in the twentieth century? It became a reality.

What happened in 1972? NASA launched an unmanned spacecraft called Pioneer 10 into the solar system.

What was the purpose of the Pioneer Plaque? It was to communicate some basic information about humankind to any intelligent species that might come across the spacecraft.

Why did NASA launch Voyager 1 and Voyager 2? NASA launched them in order to gather more information about Jupiter and Saturn.

What was attached to the probes? A gold record with sounds and images representative of life on Earth.

How long will it take for both probes to reach Alpha Centauri? about 40,000 years

What is Alpha Centauri? the star nearest the sun

What was the 'Arecibo Message'? It was a radio message that was transmitted into space using the Arecibo radio telescope located in Puerto Rico.

What was in the message? images which showed, among other things, the numbers one to ten, the structure of DNA, the figure of a man and the solar system

How long will it take the message to reach its destination? about 25,000 years

What does SETI do? It searches for other life in the universe.

Unit 4 reading

What program gives the general public the opportunity to become involved in the search for extraterrestrials? SETI@home

How does it work? When your computer is not in use but connected to the Internet, the software in the program will collect data transmitted from a device located near the Arecibo telescope. This data is sent to members of the research team so that they can analyse it and determine whether a signal has been received from extraterrestrials. Have we been able to communicate with extraterrestrials? no

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words
- Have Ss do the activity.
- Check the answers with the class.

1. f
2. g
3. h
4. a
5. c
6. d

KEY

5. POST READING

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

- Discuss the questions in class.

Suggested answers

- *What's your opinion about the SETI@home project?*

It seems rather unrealistic to me. The study of astronomy is one thing and trying to get the general public to participate in a search for extraterrestrial life is another. I can't really take it seriously.

KEY

Functions

Distinguishing between words easily confused
Expressing purpose, result, and contrast/concession

Structures

Clauses of purpose, result and concession

Vocabulary

as a result of be in need of come about
come into come round come up against
come up with gesture height hygiene
in addition to in comparison to in contact with
in favour of in relation to in reply to inquiry
location notice on account of on behalf of
regain consciousness remark sign site spot
submarine top transfer transport wealthy
with regard to with the exception of

VOCABULARY

1. 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.
- Have Ss do the activity.
- Check the answers with the class.

1. peak
2. top
3. height
4. observe
5. notice
6. remarked
7. sign
8. signal
9. gesture
10. symbol
11. position
12. location
13. spot
14. site
15. transmit
16. transfer
17. transport

KEY

LANGUAGE PLUS

peak: the point of highest intensity, value or achievement

height: the measurement of how tall sb/sth is

top: the highest point of sth

notice: to observe sth

remark: to say or write sth and comment on it

observe: to watch sth/sb carefully

signal: a sign, gesture or sound intended as a message, command, etc.

sign: a piece of wood, metal or plastic that tells or shows people sth

symbol: an idea, shape or design used to represent sth

gesture: a movement you make with your hands, or a facial expression you use to convey a particular meaning

location: the place where sth happens or exists

position: a place where sb/sth is

site: a place used for sth, or where sth has happened

spot: a specific place or location

transfer: to move sb/sth from one place to another

transmit: to send a signal from one place to another

transport: to carry people or goods from one place to another

2. PHRASAL VERBS WITH 'COME'

A.

Aim: to introduce phrasal verbs with 'come'

- Ask Ss to read the extract and guess the meaning of the phrasal verb in context.
- Elicit answers and explain to Ss that even if they do not know the meaning of the phrasal verb, the context can help them to infer it.
- Have Ss do the activity.
- Check the answers with the class.

find by chance

KEY

B.

Aim: to give Ss practice in identifying the meaning of phrasal verbs in context

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

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

KEY

Unit 4 vocabulary & grammar

3. PREPOSITIONAL PHRASES

A.

Aim: to present prepositional phrases

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

Suggested answers

on good terms with, in spite of, in front of, in view of, in order to

B.

Aim: to give Ss practice in using prepositional phrases in context

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

1. behalf
2. comparison
3. favour
4. addition
5. result
6. need
7. reply
8. exception
9. contact
10. account
11. relation
12. regard

LANGUAGE PLUS

on account of: because of

in addition to: besides, apart from

on behalf of: as the representative of sb

in comparison to: comparing two things or people

in contact with: in touch with

with the exception of: except for

in favour of: supporting and agreeing with sb/sth

in need of: needing or requiring sth

with regard to: regarding, concerning

in relation to: concerning

in reply to: as an answer to sb/sth

as a result of: because of

- Which of the phrases in bold express a contrasting idea to the rest of the sentence? 1, 4
- Which of the phrases in bold expresses purpose? 2
- Which of the phrases in bold expresses the result of a fact mentioned in the rest of the sentence? 3

B.

Aim: to present Ss with the rules for using clauses of purpose, result and concession

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

CLAUSES OF PURPOSE

in order to

CLAUSES OF RESULT

so

CLAUSES OF CONCESSION

although

in spite of

- Refer Ss to the Grammar reference (p. 132).

2. PRACTICE

Aim: to give Ss practice in using clauses of purpose, result and concession in context by rewriting sentences

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

1. being tired / the fact that he was tired, Bill knew he had to keep running to win the race
2. heat up food
3. so strong that the bridge was closed for six hours
4. she was seriously ill, she never lost her courage
5. he wouldn't see Michael
6. spicy for Nasir to eat
7. the weather / it was stormy, Ian decided to go surfing
8. not to be recognised, the bank robber was disguised as a gorilla
9. a lot of noise that I couldn't hear a word
10. a talented writer that everyone wants to read his books
11. case you need to call us later, take your mobile phone with you

GRAMMAR

1. CLAUSES OF PURPOSE, RESULT AND CONCESSION

A.

Aim: to present clauses of purpose, result and concession

- Have Ss read the examples from the text on p. 43 and check understanding
- Have Ss do the activity.
- Check the answers with the class.

Vocabulary

convey giggle hostile memorise prolonged
transaction upright

1. PRE-LISTENING

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

- Discuss the questions in class.

Suggested answers

- *How would you define 'body language'?*
Body language is how your position and movements show people how you feel or what you think.
- *In your opinion, can body language indicate a person's real feelings? Can you think of any examples?*
Yes, body language sometimes indicates a person's real feelings when that person's words are actually saying something different. For example, when people are lying, even though their words may be saying one thing, the fact that that person can't look you in the eyes when he/she is speaking to you indicates that he/she is not truthful.

2. LISTENING FOR

SPECIFIC INFORMATION ▶▶22-23

- For the listening transcript go to p. 125.

Aim: to give Ss practice in listening for specific information through the completion of gapped sentences

- Explain to Ss that they will hear an expert talking about body language.
- Ask Ss to go through the sentences and check understanding. Remind them that they should first read the gapped sentences and then listen to the interview.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

1. tone of voice
2. happiness
3. laughter
4. soul
5. 60-70%
6. rude
7. avoid or break
8. sad or bored
9. glasses or pens
10. safe and secure

3. PRE-LISTENING ▶▶24-25

- For the listening transcript go to p. 125.

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

- Discuss the question in class.

Suggested answers

- *What do you know about the systems of communication below which were used by different civilisations?*
(Students' individual answers will vary.)

BACKGROUND INFORMATION

Egyptian hieroglyphics were a formal system of writing that the ancient Egyptians used. It combined alphabetic and logographic (letters that represented words or units of language) elements.

Sumerian cuneiform is the earliest known system of writing in the world. It initially consisted of wedge-shaped impressions made on clay tablets but later developed into linear drawings.

Chinese characters are the oldest system of writing in the world that has been continuously used. It consists of logographs. The Kangxi dictionary includes about 47,035 of these logographs.

Cave paintings are prehistoric paintings made on cave walls in France and Spain. They are considered to have been a means of communication with others or to have had religious purposes.

Smoke signals are a form of communicating over long distances. They are considered to be one of the oldest forms of communication in history.

4. MULTIPLE MATCHING

Aim: to give Ss practice in listening for specific information through a multiple matching exercise

- Explain to Ss that they will hear five different people talking about ways in which different civilisations communicate/communicated.
- Read through the statements A-F and check understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

1. E
2. B
3. A
4. F
5. D

Unit 4 vocabulary & grammar

Functions

Expressing actions we have arranged to be carried out by someone else

Structures

Causative form

Vocabulary

Idioms with parts of the body

be all ears be all fingers and thumbs break a leg
cost an arm and a leg down in the mouth
flesh and blood get cold feet
have (one's) heart in (one's) mouth
have the cheek put (one's) foot down
turn a blind eye to

Other words

plumber

B.

Aims: • to present the rules and use of the causative form
• to practice the use of the causative form in context

- Read out and explain the rules.
- Have Ss read the dialogues and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. fix the central heating problem
2. have/get it fixed
3. Are you having your car serviced
4. was having/getting my hair cut
5. have/get it repaired by a technician
6. buy a new one
7. Do the Jacksons have their house painted
8. paint it
9. did you get these cool sunglasses
10. broke them

- Refer Ss to Grammar Reference (pp. 132-133).

VOCABULARY

IDIOMS WITH PARTS OF THE BODY

Aim: to give Ss practice in identifying the meaning of idioms with parts of the body

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

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

GRAMMAR

CAUSATIVE FORM

A.

Aim: to introduce the formation and use of the causative form

- Ask Ss to read the sentences and focus on the phrases in bold.
- Have Ss do the activity.
- Check the answers with the class.

- *I did something myself.* 2
- *I asked someone to do something for me.* 3
- *I arranged for a professional to do something for me.* 1

Functions

Comparing situations
Expressing and justifying opinion/preference

Vocabulary

billboard circulate convenient economical flyer
health hazard landline litter obstruct (one's) horizon
outdated powerful reliable subconscious

1. WARM-UP

- Aims:**
- to introduce the topic of the section
 - to generate discussion based on Ss' personal experience
- Draw Ss' attention to the questions.
 - Ask Ss to give you some answers and initiate a short discussion in class.

Suggested answers

- *Do you speak on the phone a lot? Who to? What do you usually talk about?*
I don't really speak on the phone a lot. I speak on the phone to my friends or members of my family in order to make arrangements about where to go, where to meet and things like that.
- *Do you like seeing advertisements on billboards in the street, on TV, in magazines, etc.? Why? / Why not?*
Well, I think that advertisements on billboards in the street are dangerous; it's a fact that they attract the attention of drivers and cause accidents. I don't mind advertisements on TV or in magazines because they are a good way of finding out about new products.

KEY

2. FOCUS ON PICTURES

A. / B.

- Aims:**
- to give Ss practice in comparing photographs
 - to provide vocabulary and practice in comparing
 - to elaborate and expand on the topic of the speaking activity
- Divide Ss into pairs.
 - Ask Ss to look at the photos and speculate about the different forms of communication and advertising. (A1: man in an office talking on the landline phone, A2: man outdoors talking on a mobile phone, B1: a billboard advertising a new home, B2: a flyer left on the windscreen of a car).
 - Then have Ss go through the words and expressions in the boxes and explain any new vocabulary.
 - Tell Ss to take turns comparing the photographs according to the instructions while using as many of the words/expressions as they can.

Suggested answers

- A.**
- SA:** Both landline phones and mobile phones have advantages. For example, a landline phone doesn't have a battery that needs to be recharged like a mobile phone. Also, you don't have to worry about having good reception. It is more reliable and less likely to be cut off. Some people believe that it is outdated, yet it is a convenient and economical means of communicating with others. On the other hand, a mobile phone bypasses the local telephone infrastructure, and may still work when landlines are not working. In my opinion, it is an advanced means of communication. The main advantage is that it is portable, which is very useful in emergencies, e.g. accidents. Other things you can do with a mobile phone are sending text messages, taking photos and accessing the Internet. Nevertheless, there are reports that link heavy use of mobile phones with certain types of cancer, thus posing a health hazard.

KEY

SB: At home, I prefer the landline because it is so much cheaper! On top of this, it doesn't give you terrible headaches like a mobile phone does. On the other hand, if I am out, it's really handy to use my mobile to talk to my friends!

B.

SB: The first picture features a typical means of advertising, that of billboard (hoarding) advertising. In the second picture, you can see an example of advertising through the circulation of flyers, which can either be distributed on the street or left on the windscreens of cars. Both types of advertising are untargeted, in the sense that anyone can become the recipient of the advertisement. As far as I am concerned, I believe that billboard advertising is costly yet much more effective than handing out flyers since the target audience is wider, from drivers to cyclists or just pedestrians. On the other hand, flyers are a fairly good way to promote something specific such as an art exhibition, yet I believe that it lacks the universality of billboard advertising and its message hardly ever reaches the audience – in most cases it ends up being thrown away as litter or stepped on.

SA: In my opinion, billboard advertising greatly contributes to what we nowadays call aesthetic pollution, since it distorts the image of cities and streets. It obstructs the horizon and distracts drivers. In fact, it has also been known to cause car accidents. Flyers can be annoying too because they are ubiquitous, they are distributed literally everywhere and I question their effectiveness, but at least they don't cause accidents.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to express their opinion using topic vocabulary and useful expressions

- Have Ss go through the words/expressions in the box and explain any unknown words.

Suggested answers

- *If you had the choice of only one of the two, landline or mobile phone, which would you choose and why?*
I think that I would definitely choose a mobile phone because it depends on wireless network technologies, which are extensive in most of the civilised world, and most of all it is portable and I can use it at home and elsewhere.
- *What additional features of mobile phones do you find most useful/attractive?*
I think I mostly like texting and sending MMS. I also think it's great to have a camera installed on my mobile phone, and I think an Internet connection is quite useful because you can check your emails while waiting for the bus!
- *Does advertising influence your choice of items when you shop? How?*
I think that the power of advertising is immense, mostly because it functions at two levels, a conscious one and a subconscious one. Even if images and products fail to make an impression at the first level, they manage to enter the subconscious and influence our choices in ways that we can't control.
- *Is advertising necessary in order for a product to become popular?*
Product advertisement and placement is necessary in order for a product to become popular. This can occur in various ways different from traditional forms of advertisements. One of the most effective and popular nowadays is using celebrities; e.g. if David Beckham wears a certain brand of shoes, these instantly become popular.
- *In your opinion, which form of advertising is the most powerful? Why?*
I think that the most powerful form of advertising is TV commercials because they combine image, sound and moving picture.

KEY

Unit 4 examination practice

Vocabulary

associate blood pressure case clarify
faux pas point restroom (AmE) [British: toilet]

A.

Aim: to help Ss revise the structures and functions presented in Unit 4

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

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

KEY

B.

Aim: to help Ss revise the vocabulary presented in Unit 4

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

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

KEY

Functions

Expressing opinion
Expressing and sequencing arguments
Expressing emphasis
Expressing result or consequence
Expressing contrast

Vocabulary

a great deal of as a matter of fact carry out
cause confiscate consequence factor finding
generation illustrate in contrast in fact in short
in summary legislation necessity nevertheless
no matter how questionnaire require researcher
to summarise what is more

WRITING: AN OPINION ESSAY

1. DISCUSS

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

- Discuss the questions in class.

Suggested answers

- *Do you use the Internet on a daily basis?*
Yes, I do. I use it to check my email, to read online editions of newspapers and to find information when I need it.
- *In your opinion, what are the advantages of using the Internet? Are there any disadvantages?*
The advantages of the Internet are many. You can communicate with people easily by email, instant messaging services, Skype, etc. In addition, you can quickly find information on almost any subject you want. You can shop and make travel arrangements etc. over the Internet too. A few of the disadvantages are that it is easy for people to hide their identity on the Internet, it is not always safe as hackers can access your personal information and use your identity, credit card, etc. and finally, the information you find is not always reliable.

2. FOCUS ON CONTENT AND ORGANISATION

A.

Aim: to help Ss identify the content and organisation of an essay

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

Suggested answers

Do you agree with the opinions expressed by the writer of the essay? Why / Why not?
I agree with the writer. The internet can be a useful tool, but you do have to be careful when using the internet. You shouldn't spend too much time on the internet and you should be careful about which sites you use.

B.

Aim: to help Ss identify the content and organisation of an essay

- Have Ss read the essay and answer the questions.
- Check the answers with the class.

1.

- The Internet may have become an important part of young people's everyday life but that does not mean that it has only advantages.
- First of all, surfing the Internet can sometimes be harmful to their health.
- Moreover, some websites may not be reliable or safe.
- In short, although the Internet is very useful, it should not be overused.

2. the third paragraph

3. the second paragraph

3. FOCUS ON LINKING WORDS/PHRASES

A.

Aim: to present linking words/phrases

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

Adding more points: moreover, apart from that, what is more

Giving examples: for instance

Expressing result or consequence: As a result (of)

Expressing contrast: although

Summarising: In short

B.

Aim: to help Ss identify the use of linking words/phrases in an essay

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

1. In fact

2. In addition

3. Although

4. such as

5. Consequently

6. For example

7. Furthermore

8. In summary

Unit 4 writing

4. BRAINSTORMING

Aim: to give Ss practice in brainstorming

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

Suggested answers

KEY

1. whether mobile phones should be used in public places or not
2. disadvantages: ring in places they shouldn't, people talk loudly
advantages: helpful in an emergency, can keep in touch with others regardless of location
3. For example, when you are in class or in a library, it can be very distracting if someone's mobile phone starts ringing. What is more, some people talk very loudly which can be quite annoying.
On the other hand, in case of an emergency, you can call for help immediately. Also, you can call anyone any time and do not have to wait until you or they get home.
4. The advantages of having a mobile phone definitely outweigh the disadvantages.
5. Mobile phones are very convenient; however it is important to consider those around you when using them.

5. OUTLINE

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

- Ask Ss to read through the outline and make sure they understand what each paragraph should include when writing an essay.
- Have Ss do the activity.

6. WRITING TASK

Aim: to provide Ss with practice in writing an essay

- Tell Ss that they are going to write an essay based on the topic you discussed in activity 4.
- Have Ss do the activity.
- Refer Ss to the essay on p. 50, the brainstorming activity in exercise 4, the outline in exercise 5 as well as Appendix I for linking words and phrases.
- Ask Ss to go to the Workbook p. 36 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 essays 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

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

EXAMINATION PRACTICE

A.

1. by
2. for
3. too
4. was/got
5. how
6. were
7. fingers
8. of
9. In
10. being
11. was/were
12. had

KEY

B.

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

KEY

C.

1. I am called Jay by
2. so hot (that) I can't
3. so that he won't / wouldn't
4. even though we tried
5. use this knife for cutting
6. in case it gets
7. is being investigated by
8. Alan has / gets his hair cut

KEY

D.

1. communication / communicating
2. combination
3. movement
4. expression(s)
5. speech
6. development
7. especially
8. population
9. unbelievable
10. similarities / similarity

KEY

LISTENING 26

- For the listening transcript go to p. 126.

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

KEY

SELF-ASSESSMENT

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

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

3 Body and mind

unit 5 The mind unit 6 The body

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

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to tell you what the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

KEY

- *What does the saying 'healthy body, healthy mind' mean? Do you agree?*

It means that if our body isn't in good condition, our mind won't be either. I think this is definitely true because if we don't eat well, exercise or get enough sleep we don't feel well or even become ill, and when we aren't well, we can't think clearly or do things that we want or need to do.

- *'If you can believe it, the mind can achieve it.' Do you agree?*

I agree up to a point. It is important for you to believe that you can do something or else you won't try very hard, but there are some things that are impossible to do, so no matter how much you believe it, it just can't happen.

- *In your opinion, what should people do to be fit and healthy?*

It is important to eat healthy food, exercise and get plenty of sleep. You should also drink lots of water.

- Read out the topics listed in the *Flick through the module and find...* section. Explain any unknown words.
- Ask Ss to flick through the pages of the module and find where these topics are discussed.

- a letter of application: p. 64
- an article about the secret of happiness: p. 57
- short texts about various ways people can keep in shape: pp. 66-67
- a report on summer camp: p. 74
- a short text about 'well-being' classes: p. 63

KEY

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

Vocabulary

bliss element food for thought journal naive
pursuit reasonable seek stimulate strenuous
term

1. PRE-READING

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

- Discuss the questions in class.

Suggested answers

- *What are some of the things that make you happy?*
Well, being with my friends and family makes me happy. Other things that make me happy are reading a good book, eating a nice meal, going on holiday, getting good marks in school, etc.
- *Do you think that happiness is a relative state?*
Yes, I would say it is. For example, when you have been ill, you are happy just to be feeling better, whereas under normal circumstances something else makes you happy.

KEY

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and do the activity.
- Tell Ss not to pay attention to any unknown words they might have at this stage.

c

KEY

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details

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

1. b (On average, people in America and Europe are twice as wealthy as they were forty years ago, yet surveys show that they are not as happy. In fact, in many cases they are less so.)
2. a (What's surprising to most of us is that disabled people have the same possibility for happiness as the rest of us do.)
3. c (If you discover that something absolutely awful is going to happen, then the life you had been leading up to that point can seem like absolute bliss, although you probably thought it was miserable while you were living it.)
4. d (They attached electrodes to a rat's brain and connected them to a handle in the animal's cage so that it could directly stimulate its pleasure centres by pressing the handle. The result was that the rat kept on pressing the handle instead of eating or drinking.)

KEY

5. c (In order to be happy, we need to come to terms with a few truths. We must learn how to live contentedly with the negative elements of life rather than attempting to live a life where nothing bad ever happens.)
6. a (*The flow* is the state you are in when you are doing something that completely absorbs you. ...The point is that people do these things because they want to and not because they are looking for some kind of reward.)
7. c

- Ask Ss some comprehension questions, such as:

What is necessary for people to have to be happy? They need to have a reasonable amount of possessions.

Are people in America and Europe happier than they were forty years ago? No, they aren't.

Does having a lot of friends make you happier? Yes, it does.

Why do they say happiness is a relative state? Because we often think the life we are leading is miserable, but if something awful happens, then we would be happy if our life was like it was before.

What usually happens even if we achieve happiness? We do something that will mess it up.

What was the result of the experiment the scientists carried out on the rats? Rats preferred pressing the handle to eating or drinking.

Why do we have a problem finding happiness? Because we think happiness means that nothing bad happens.

What does the professor from the University of Chicago believe that the key to happiness is? He believes that it is the flow which means you are completely absorbed in what you are doing.

What activity do people often do in which they have no flow at all? They watch TV.

What should we consider if we are seeking happiness? We need to think about if the activity we are doing contributes to things that are most important in our lives.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- *Do you believe that it is really hard for humans to be happy?*

It seems to be. People generally seem to need more and more to be happy. However, I think that if we try, we can find happiness.

- *After reading the text, would you make any changes to your everyday life? Why? / Why not?*

Yes, I would. I might try to do things that make me feel good more often. I also think I would take the advice given in the text and try to live contentedly in spite of the things that go wrong.

KEY

Unit 5 vocabulary & grammar

Functions

Reporting

Structures

Reported Speech (statements, commands and requests)

Vocabulary

admit ashamed beg capable conscious deny
encourage forbid handle leadership permit
procedure scar threaten

Expressions with 'come'

come in handy come into effect come into power
come to light come to terms with come true

Idioms

a penny for your thoughts have second thoughts
have to be seen to be believed make-believe
train of thought

VOCABULARY

1. ADJECTIVES + PREPOSITIONS

A.

Aim: to raise Ss' awareness of adjectives followed by prepositions

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

from
with

KEY

B.

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

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

1. of
2. about
3. of
4. with
5. with
6. with
7. of
8. of
9. of
10. about
11. with
12. about
13. with
14. about

KEY

2. EXPRESSIONS WITH 'COME'

A.

Aim: to introduce the meaning of expressions with the word 'come' in context

- Have Ss read the sentence and ask them to guess the meaning of the expression based on context.

come to terms with = to accept something

KEY

B.

Aim: to give Ss practice in understanding the meaning of expressions with 'come' in context.

- Ask Ss to read through sentences 1 - 5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

3. IDIOMS

A.

Aim: to familiarise Ss with the use of idioms

- Have Ss read the sentence and ask them to guess the meaning of the idiom based on context.

food for thought = something that makes you think carefully

KEY

B.

Aim: to give Ss practice in understanding the meaning of idioms in context

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

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

KEY

Unit 5 vocabulary & grammar

GRAMMAR

1. REPORTED SPEECH (STATEMENTS)

A.

Aim: to help Ss revise the use of Reported Speech

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

1. are planning
2. I am able
3. I have made
4. You will feel
5. I can't, behaved

KEY

B.

Aim: to help Ss revise introductory verbs and the changes in tenses when using Reported Speech (statements)

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

1. say + to + object, tell + object
2. announce, claim, add. etc.
- 3.

KEY

Direct Speech	Reported Speech
Present Simple	Past Simple
Present Progressive	Past Progressive
Past Simple	Past Perfect Simple
Present Perfect Simple	Past Perfect Simple
Present Perfect Progressive	Past Perfect Progressive
will	would
can	could
must	had to

2. REPORTED COMMANDS AND REQUESTS

Aim: to give Ss practice in using reported commands and requests

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

'Please, pay attention. Don't interrupt me.'

KEY

3. SPECIAL INTRODUCTORY VERBS

Aim: to familiarise Ss with special introductory verbs in Reported Speech

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

should do

KEY

- Refer Ss to the Grammar Reference (pp. 133-134).

4. PRACTICE

Aim: to provide practice in using Reported Speech in context

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

1. all the blue shoes were on sale
2. shouting/having shouted at Steve the previous day/ the day before
3. Ed that he had just got in from the gym
4. me not to go out until I cleaned up the mess in the kitchen
5. to talk to the headmaster
6. he would buy him lunch the next/following day if he helped him finish the project
7. Gareth to drive him home
8. Roy to bring his boots for football training
9. trying pony riding the following weekend
10. to breaking/having broken the window in the schoolyard

KEY

Vocabulary

acupuncture criticise exceptionally genius
homesickness individualism medication school
counsellor unconvinced

1. PRE-LISTENING

Aims: • to activate Ss' background knowledge

• to prepare Ss for the listening task

• Discuss the questions in class.

Suggested answers

- *What do you know about the following people?*
(Students' individual answers will vary.) *What do they have in common?* Both of these two men's great intelligence, originality and diverse talents contribute to them being considered geniuses.
- *In your opinion, what features or qualities characterise a genius?*
I think that a genius is a person of extraordinary intellect, originality of thought and creative power.

BACKGROUND INFORMATION

Leonardo da Vinci (1452-1519) is considered to be one of the most diversely talented people who ever lived. He had unquenchable curiosity and great powers of invention. He is considered to be one of the greatest painters of all times, but was also a sculptor, an architect, a scientist, a mathematician, an engineer, an inventor, an anatomist, a geologist, a cartographer, a botanist and a writer, too. Some of his most famous works of art are the *Mona Lisa* and the *Vitruvian Man*. Albert Einstein (1879-1955) is said to be the father of modern physics. He was a theoretical physicist and philosopher who is best known for his theory of relativity. Einstein was also an entertaining comedian. He was one of the most influential scientists of his time, and today his name has become synonymous with 'genius'.

2. LISTENING FOR SPECIFIC INFORMATION ▶▶27-28

• For the listening transcript go to p. 126.

Aim: to give Ss practice in listening for specific information

- Have Ss read through the sentences.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

1. creativity
2. curiosity
3. (true) nature
4. a healthy lifestyle
5. mathematics/maths and physics
6. (pocket) compass
7. maths/mathematics was taught
8. to switch off
9. ask questions

3. LISTENING FOR GIST AND DETAILS ▶▶29-44

• For the listening transcript go to p. 127.

Aim: to give Ss practice in listening for gist and details and answering multiple choice questions

- Explain to Ss that they will hear people talking in eight different situations.
- Have them do the activity.
- Check the answers with the class.

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

KEY

Unit 5 vocabulary & grammar

Functions

Reporting

Structures

Reported Speech (questions)

Vocabulary

burning lasting mental sense stimulating

VOCABULARY

COLLOCATIONS (ADJECTIVES + NOUNS)

A.

Aim: to raise Ss' awareness of adjective + noun collocations

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

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

KEY

B.

Aim: to give Ss practice in using adjective + noun collocations

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

1. lasting impression
2. wide range
3. burning desire
4. stimulating environment
5. mental power
6. strong influence
7. vivid imagination
8. common sense

KEY

GRAMMAR

REPORTED QUESTIONS

A.

Aim: to help Ss revise the use of reported questions

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

How did Leonardo da Vinci enrich himself to develop greater intelligence?

Did Einstein's genius show itself in early childhood?

KEY

B.

Aim: to present Ss with the rules for reported questions

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

- Which verb is used to introduce the reported questions? ask
- Which words do the reported questions begin with? how, if/whether
- Are the verbs in the reported questions in the affirmative or in question form? affirmative
- What other verbs do we use to introduce reported questions? wonder, want to know, etc.

KEY

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

C.

Aim: to provide practice in using reported questions in context

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

1. Hugh asked what time the ferry was expected to arrive from Malta.
2. Terry asked Bill when he had visited the States.
3. Tina asked me if/whether I could tell the twins apart.
4. Peter asked Bill why he was going to buy another pair of jeans.
5. George asked if/whether I remembered the name of the restaurant where Andy worked.
6. Claire asked Gemma why she was reading an old newspaper.
7. Mr Jackson asked Michael who had given him permission to use Mr Jackson's/his computer.
8. David wondered if/whether he would ever be rich.

KEY

Functions

Requesting information
Solving a problem
Giving advice

Vocabulary

academic academic subject career path
dead-end job employed immature impractical
job security mature practical unemployed

1. WARM-UP

Aims:

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

- Draw Ss' attention to the questions.
- Ask Ss for their answers and initiate a short discussion in class.

Suggested answers

- *What career path do you want to follow? Why?*
I want to become a doctor. I have wanted to since I was very young. I think it's a job that is useful to society and also gives you a great sense of accomplishment.
- *Which school subjects appeal to you? Why?*
(Students' individual answers will vary.) Well, I tend to like science subjects like biology and chemistry and I also like maths. I think they are fascinating because they have to do with life and have practical applications. They are also challenging subjects.

2. HELP SOLVE A PROBLEM

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

- Divide Ss into pairs and refer them to either p. 62 or p. 128.
- Explain to SA that he/she should ask the questions provided in his/her section and that SB is supposed to answer based on the information included in his/her part. Then SA should offer some advice about the problem either by choosing from the suggested solutions or by creating his/her solution, using the information he/she has learnt – both should use the words and expressions in the box.
- Go round the class helping Ss if necessary.
- Choose a few pairs to act out the dialogue.

Suggested answers

Solution 1: Well, I think a medical degree is an excellent choice for your brother. It's a mature decision because being trained as a doctor is a rewarding job and it offers job security.

Solution 2: I don't think that Jo should become a professional artist because his parents wouldn't be happy about it. He could always continue drawing as a hobby, and at the same time follow his parents' advice. Yet, it is true that if this is his vocation and he really believes in it, he should go for his dream – he needs to be determined and sure about it.

3. FURTHER DISCUSSION

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

- Have Ss go through the words/expressions in the box and explain any unknown words.
- Discuss the questions in class.

Suggested answers

- *What do you think the best age to start thinking about one's future career is?*
Adolescence is the best time to start thinking about one's future employment, during high school: students at that age have an understanding about the academic subjects they might like and the job opportunities related to them. In addition, most schools provide career counsellors, who inform students about different academic subjects and how these are linked to certain skills and professions.
- *Do schools in your country provide career counselling? Do you think that career counselling helps students decide on a career? Why? / Why not?*
Yes, they do. A good career counsellor is indispensable because he/she can teach students techniques for finding a good job. He/she aids students in understanding their strengths and weaknesses and therefore helps them to make the right decision as far as choosing the ideal job is concerned.
- *Do you think schools/colleges provide students with the skills required in the job market?*
I think that in most cases they tend to do it successfully, yet sometimes it seems that schools/colleges lack the provision of practical skills – e.g. the ability to communicate, resolve crises, or being able to adapt to changing work places.
- *What facilities should schools/colleges provide for students?*
Computer lab, library, gym, swimming pool, indoor and outdoor sports facilities in general, and a cafeteria.

Unit 5 examination practice

Vocabulary

benefit experiment initially lifeguard
nonetheless survey well-being

A.

Aim: to help Ss revise the vocabulary presented in Unit 5

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

1. exciting
2. critical
3. satisfaction
4. emotional
5. happiness
6. helpful
7. depression
8. guidance
9. importance
10. goodness

KEY

B.

Aim: to help Ss revise the structures and functions presented in Unit 5

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

1. whether Peter was working that
2. forbade Mark to smoke / forbade Mark from smoking
3. had rung him the previous
4. suggested that we should go
5. advised us not to swim
6. complained about standing in that/the
7. for waking / having woken him up
8. accused Henry of breaking

KEY

Functions

Giving and requesting information

Vocabulary

aim award contribution
CV (Curriculum Vitae) degree eligible enclose
equivalent fluent maintenance grant manufacture
miniature organisational positive presently
reference relevant request scholarship

WRITING: A LETTER OF APPLICATION

1. DISCUSS

- Aims:**
- to activate Ss' background knowledge
 - to prepare Ss for the writing task
- Discuss the questions in class.

Suggested answers

- *Have you ever written any kind of letter of application? What for?*
Yes, I have. I had to write a letter of application for a language course I wanted to attend at a university.
- *What kind of information do you think should be included in a letter of application for a scholarship?*
Probably your name and age, what kind of scholarship you are interested in, what school you have graduated from, your marks, why you want the scholarship and why you think you qualify for the scholarship.

2. FOCUS ON CONTENT, LAYOUT AND ORGANISATION

- Have Ss read the announcement and answer the questions.
- Check the activity with the class.

1. Applicants must have (or be expecting) a minimum of 3 As at A level or equivalent. Two of the subjects taken should be mathematics and physics.
2. Professor Albert Shaw

B.

Aim: to help Ss identify paragraph content, stylistic features and layout of a letter of application

- Have Ss read the letter of application and answer the question.
- Check the activity with the class.

See Appendix I

C.

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

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

3. FOCUS ON LANGUAGE AND STYLE

A.

Aim: to help Ss identify formal style and vocabulary of a letter of application

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

- a. was awarded
- b. particularly
- c. wish
- d. this work experience
- e. provided
- f. be grateful
- g. requirements
- h. at your earliest convenience

B.

Aim: to give Ss practice in using formal expressions in a letter of application

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

1. I am writing with regard to
2. I have a degree in
3. I am fluent in
4. I believe I am suitable for
5. I am a highly motivated person
6. I am available for an interview
7. I am enclosing
8. I look forward to
9. I am presently attending
10. I believe

4. OUTLINE

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

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

5. WRITING TASK

Aim: to give Ss practice in writing a letter of application

- Read out and explain the tip.
- Ask Ss to go through the rubric and check understanding.
- Have Ss do the activity.
- Refer Ss to the letter of application on p. 64, the outline on p. 65 as well as Appendix I for the layout of a formal letter.
- Ask Ss to go to the Workbook p. 46 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 letters as instructed.
- Alternatively, if time is scarce, assign the activity for homework.

Vocabulary

calf chore condition coordination discipline
dunk endurance flexibility frustration
fulfilling inspire intense lap military muscle
quit recruit schedule self-conscious session
shin skip squat structured sweaty tone
treadmill

Phrases/Expressions

be caught up cut out embark on end up eye roll
get in shape get rid of give sth a try hang out
in good shape jumping jack physically fit/unfit
shin splint show up stick with take up

1. PRE-READING

Aims:

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

- Discuss the questions in class.

Suggested answers

- *How would you describe a physically fit person?*
How about a physically unfit person?

Somebody who is physically fit has good general health and is able to participate in physical activities, like sports etc. He/She has a healthy diet, exercises and also gets enough rest. Somebody who is physically unfit is not very healthy because he/she probably doesn't eat well, may not get any exercise and also might stay up late and not get enough sleep.

- *List some of your favourite pastimes. Which ones do you think help you stay healthy and fit? Which ones do not?*
A few of my favourite pastimes are reading, going out for dinner with my family or friends, playing football, and working out at the gym. I think that working out at the gym and playing football help me keep fit. Reading and going out for dinner don't help me keep fit. However, I don't eat junk food often so I think that helps me stay healthy.

- *What are some things that prevent people from being in good shape?*

I think that our modern lifestyle doesn't help people keep in good shape. For example, working in an office, driving rather than walking, eating fast food that is not always healthy, and watching TV to relax do not contribute to physical fitness.

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and do the activity.
- Tell Ss not to pay attention to any unknown words they might have at this stage.

1. D

2. A

3. B

4. -

5. C

KEY

3. SCANNING FOR SPECIFIC INFORMATION

Aim: to give Ss practice in reading for specific information

- Point out to Ss that first they should read each question and then find the part of the texts which best answers the question. Ask Ss to read through the questions 1-15 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline the part of the text that answers each question.
- Have Ss do the activity.
- Check the answers with the class.

1. C (...I developed a painful condition called shin splints, which happens when the muscles in the calf become stronger than the shin muscles.)
2. B (I have a lot of friends, and we often end up at somebody's house watching TV and eating crisps...)
3. C (I've made a lot of friends in the group, and we hang out together even when we aren't running.)
4. D (My father took a martial arts class at a local gym last year.)
5. B (Overall comprehension of second paragraph)
6. A (One that would tone their muscles, build strength and endurance and get rid of extra kilos, as well as being fun and fulfilling.)
7. C (We also have a great coach who shows us the best way to train for our fitness level so that we don't get injured.)
8. C (Greg, 17, wanted an activity that would help him stay fit for school...)
9. B (Fitness boot camps are based on the intensive physical training that new army recruits receive.)
10. D (If by fitness you mean using a treadmill or doing laps, I have one word for you: boring!)
11. B (...I'm making sure I get more active – walking more, riding my bike, cutting out the junk food. I want to feel prepared.)
12. D (...I hope that when they see how much I'm enjoying myself, they will be inspired to get out of their comfort zone and off the couch.)
13. A (What activity best suits your schedule and lifestyle? Do you prefer structure or flexibility? How can you relate the activity to your interests so that it is not a chore? Do you like to include exercise in your social life or is it something you prefer to do alone?)
14. B ('I wish I could find time to exercise, but it's really hard,' he says. 'I'm in my final year of school, I spend hours studying and I also work several hours a week. When I have free time, I usually surf the Internet....')
15. D (At first I was self-conscious...)

KEY

Unit 6 reading

- Ask Ss some comprehension questions, such as:

Text A

What does Karim say the perfect fitness programme should be like? It should tone muscles, build strength and endurance and get rid of extra kilos, as well as being fun and fulfilling.

What happens when people only want a 'quick fix'? They lose interest and quit before there is any change in their health.

What is important to consider before embarking on a fitness regime? People must consider what activity best suits their schedule and lifestyle and if they want structure or flexibility. They also need to think about relating the activity to their interests and if they want to do it alone or with others.

What should they do so they don't end up injured? They should do some research and find out how the activity will affect their body.

Text B

Why is it difficult for Mark to find time to exercise? Because he is in his final year at school, so he has to study a lot and he also works several hours a week.

What are fitness boot camps based on? They are based on the intense physical training that new army recruits receive, but they are for the average person who wants to lose weight or improve their endurance and strength.

What does the training involve? It involves jumping jacks, squats, running laps, timed sprints, and push-ups – between 300 and 400 a session.

What happens if someone is late or misses a session? There are consequences – they might get dunked in the lake or have to run extra laps.

Text C

Why did Greg decide to try running? He wanted an activity that would help him stay fit for school sports.

When do shin splints happen? They happen when muscles in the calf become stronger than the shin muscles.

What happened when Greg tried the running group? He discovered that he preferred running with a group rather than on his own.

What does their coach show them? Their coach shows them the best way to train for their fitness level so that they don't get injured.

Text D

Why doesn't Paul like running? He thinks it's boring.

What did he think when his father took a martial arts class? He thought it was funny and that he wouldn't stick to it.

How did his father feel after he came back from his class? He was always in a good mood.

How did he feel when he first started doing Tae Bo? He felt very self-conscious, but he loved the moves and soon was caught up in the moment.

4. GUESSING THE MEANING OF UNKNOWN WORDS

A.

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

- Ask Ss to read through the words 1-4 and the options.

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

KEY

B.

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

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

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

KEY

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- *What is your opinion of the activities that Mark, Greg and Paul did to improve their fitness?*

Regarding Mark's choice of activity, I think that a fitness boot camp is much too extreme. I'd never consider doing anything like that. I think that jogging, which Greg chose to do, is a great idea and it's something that I might actually think about doing in the future. I really like the idea of taking a martial arts class, which is what Paul chose to do. It's a good way to keep fit and also learn self-defence, which can be useful.

- *Different people have given the following excuses about why they aren't in shape. What advice could you give them?*
- *'I don't exercise because I find it boring.'* - Exercising might be boring, but you can always take up a fun sport that will help you keep fit too.
- *'I don't like getting all sweaty - especially in public!'* - You can always get a treadmill or an exercise bike that you can use in the privacy of your own home. As far as getting sweaty is concerned, I think it's worth putting up with it in order to keep fit.
- *'I would like to get in shape, but it's too expensive.'* - There are lots of things you can do that you don't need to pay for. It's not necessary to join a gym. You can always go jogging, exercise at home or join a local football or volleyball team.
- *'I just don't have the time to exercise.'* - Well, I think that you should make time. I'm sure that if you think about it, there is some time during the week that you can set aside in order to exercise. You just have to make a decision and stick to it.
- *'I have no coordination.'* - You might need to be coordinated to take part in some activities and sports, but certainly not all of them. You don't have to be particularly coordinated to go jogging or swimming or even to work out at a gym

KEY

Functions

Making wishes
Expressing regret, annoyance, dissatisfaction, preference, criticism or complaint

Structures

Unreal Past

Vocabulary

Body

ankle belly chest chin elbow eyebrow
eyelash forehead intestine kidney liver lung
nostril shoulder thigh waist

Phrasal Verbs

take after take back take down take in take off
take on take over take up

Expressions with 'get'

get down to business get even with get into trouble
get on (sb's) nerves get the better of get the sack

Other words/phrases

defeat licence plate

3. EXPRESSIONS WITH 'GET'

A.

Aim: to introduce expressions with 'get'

- Ask Ss to read the extract and guess the meaning of 'get rid of' in context.
- Elicit answers and explain to Ss that even if they do not know the meaning of the expression, the context can help them to infer it.
- Have Ss do the activity.
- Check the answers with the class.

remove / dispose of

KEY

B.

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

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

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

KEY

VOCABULARY

1. LEXICAL SET (THE BODY)

Aim: to familiarise Ss with vocabulary related to the body

- Have Ss look at each group of words and think of other parts of the body included in each group.
- Check the answers with the class.

head: cheek, eyelid, etc.
upper body: thumb, wrist, etc.
lower body: knee, toe, etc.
organs: heart, stomach, etc.

KEY

2. PHRASAL VERBS (TAKE)

Aim: to give Ss practice in using phrasal verbs with 'take'

- Ask Ss to read the sentences and guess the meaning of the phrasal verbs in context.
- Elicit answers and explain to Ss that even if they do not know the meaning of the phrasal verbs, the context can help them to infer it.
- Have Ss match the phrasal verbs with the meanings a-h.
- Check the answers with the class.

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

KEY

Unit 6 vocabulary & grammar

GRAMMAR

1. UNREAL PAST

Aim: to present the form and use of the Unreal Past

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

I wish I could find time to exercise, but it's really hard.

KEY

- Does Mark find time to exercise? No, he doesn't.
- How does he feel about it? He is sad.
- Does the sentence refer to the present or the past?
Present

If only my friends had given it a try, too.

- Did Paul's friends give it a try? No, they didn't.
- How does he feel about it now? He feels disappointed.
- What tenses are used after wish and if only? Complete the table.

wish / if only / would rather / as if / as though / it's (high/about) time + Past Simple
referring to the present or future
wish / if only / would rather / as if / as though + Past Perfect
referring to the past

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

2. PRACTICE

Aim: to give Ss practice in using the Unreal Past in context by rewriting sentences

- Ask Ss to read through the rules and sentences 1 – 10 and check understanding.
- Have Ss do the exercise.
- Check the answers with the class.

1. I could afford/buy a new surfboard / I could afford to buy a new surfboard

KEY

2. I had a break

3. I were a criminal

4. my brother / he hadn't borrowed my camera without asking me

5. I had attended the school's end-of-year ceremony

6. we had arrived at the port on time / we hadn't missed the ferry

7. my brother / he did his homework

8. I had my credit card with me

9. we had eaten lunch before going on a long walk

10. my parents would allow me to paint my bedroom black / I wish I could paint my bedroom black

Vocabulary

basil cinnamon essential oils inhale
 jasmine lavender nutritional peppermint
 react rosemary side effect spice substance
 supplement

1. PRE-LISTENING

- Aims:**
- to activate Ss' background knowledge
 - to prepare Ss for the listening task
- Discuss the questions in class.

Suggested answers**KEY**

- *Are you familiar with the plants and spices below?*
 Yes, I'm familiar with all of them since peppermint, basil, cinnamon and rosemary are commonly used in cooking. Lavender and jasmine are commonly found in scents.
- *What is aromatherapy?*
 Aromatherapy is a kind of alternative medicine which uses essential oils and other aromatic compounds to improve a person's psychological and physical well-being.
- *How do you think essential oils can help a person's health?*
 They can help people feel better physically or psychologically.

BACKGROUND INFORMATION

A few examples of how essential oils are believed to be beneficial follow: Citronella, lavender and peppermint oil can be used as an insect repellent. Tea tree oil has anti-microbial properties. Clove oil can be used to relieve toothache. Lemon oil can be used to relieve stress.

2. LISTENING FOR DETAILS ▶▶45-46

- For the listening transcript go to p. 128.

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

- Explain to Ss that they will hear a radio interview with an expert on aromatherapy.
- Ask Ss to read through the questions and answers before each section is played.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

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

KEY

Unit 6 vocabulary & grammar

Functions

Emphasising

Structures

Inversion

Vocabulary

downfall swing

Phrasal Verbs

bring about bring back bring in bring on
bring round

Expressions with put

put a stop to put effort into put money into
put pressure on put the blame on

Other words/expressions

by no means in no way no sooner...than
on no account seldom

B.

Aim: to give Ss practice in using expressions with 'put' in context

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

1. pressure
2. stop
3. blame
4. effort
5. money

KEY

LANGUAGE PLUS

put pressure on: to try forcefully to persuade sb to do sth
put a stop to: to stop sth from continuing
put the blame on: to accuse sb of sth
put effort into: to do sth using extra energy
put money into: to invest money

VOCABULARY

1. PHRASAL VERBS (BRING)

A.

Aim: to introduce phrasal verbs with 'bring'

- Ask Ss to read the extract and guess the meaning of the phrasal verb in context.
- Elicit answers and explain to Ss that even if they do not know the meaning of a phrasal verb, the context can help them to infer it.
- Check the answer with the class.

lead to

KEY

B.

Aim: to give Ss practice in identifying the meaning of phrasal verbs in context

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

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

KEY

2. EXPRESSIONS WITH 'PUT'

A.

Aim: to introduce expressions with 'put'

- Draw Ss' attention to the sentence and especially to the phrase in bold.
- Have them guess what it means based on the context.

put yourself in somebody else's shoes, put on paper,
put a price on, etc.

KEY

GRAMMAR

INVERSION

A.

Aim: to introduce the formation and use of inversion

- Ask Ss to read the sentences and focus on the phrases in bold.
- Have Ss do the exercise.
- Check the answers with the class.

- Are the examples statements or questions? statements
- Are the verbs in the affirmative or in question form? question form
- What is the purpose of this grammatical structure? a

KEY

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

B.

Aim: to give students practice in using inversion by rewriting sentences

- Ask Ss to read through the rules and sentences 1 - 8, and check understanding.
- Have Ss do the exercise.
- Check the answers with the class.

1. On no account should you use a mobile phone in the library.
2. Under no circumstances can we leave the hall before the speaker has finished his lecture.
3. Only when you see the pain on the children's faces, will you understand the tragedy.
4. Hardly had we started our picnic when it started raining heavily.
5. Rarely do I write letters nowadays.
6. By no means is it certain that we will win tomorrow's game.
7. No sooner had Claire switched on her computer than there was a power cut.
8. Not even a single question did she answer in class during the whole term.

KEY

Functions

Expressing opinion
Speculating and making a decision

Vocabulary

anxiety concentration health resort massage
mud pilates tension unwind

1. WARM-UP

Aims:

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

- Draw Ss' attention to the questions.
- Ask Ss to give you some answers and initiate a short discussion in class.

Suggested answers

- *What do you do to relax when you've had a hard day?*
I go home and have some coffee or iced tea while I sit in the garden; or I might take a shower to relax my muscles and then take a nap for a while.
- *Have you ever been to a spa or a health resort? If not, would you like to go? Why? / Why not?*
I haven't ever been to a spa or a health resort, but I would like to go to one. I think that we lead such hectic lives that it is difficult to take time out to relax, and going to a spa or a health resort would be the perfect way to relax and recharge your batteries.

2. SPECULATING AND MAKING A DECISION

Aims:

- to give Ss practice in speculating on a topic and making a decision
- to provide vocabulary and practice in speculating

- Divide Ss into pairs.
- Have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Tell Ss to take turns in order to compare the photographs and talk about how beneficial each of the services are, and which two activities they would like to do.

Suggested answers

- SA:** This spa is famous all over the country; I can't wait to get there! How are we going to decide what to do?
- SB:** Well, we can only do two things, so we have to make them count. I say, let's only do things that we can't do anywhere else.
- SA:** Good thinking. So, we should rule out going swimming and doing pilates. We can do those at our gym.
- SB:** You're right. And we can also make healthy smoothies at home to detox, so I say we leave that out as well. Now we're left with some sort of spa and a massage.
- SA:** Right. Why don't we each choose one?
- SB:** That sounds fair. Well, lately my body has been really stiff and tense from all the stress from work. I would really like a full body massage because it would relax

me and help me get rid of my aches and pains.

- SA:** That's a great way to unwind! I wonder if they use those hot stones.
- SB:** I'm sure they will if we ask. Now what about you, what do you want to do?
- SA:** I suppose since we're having a body massage, I should choose something that doesn't have to do with the body, so I'll choose the facial treatment.
- SB:** That's a good idea. I've never had a facial before, and I've always wanted to try it. My skin has been so dry lately, I bet that will really help get my face back into shape!
- SA:** Yeah, plus they use all kinds of natural oils and herbs, so it will be relaxing and help get rid of anxiety as well.

3. FURTHER DISCUSSION

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

- Have Ss go through the words/expressions in the box and explain any unknown words.
- Discuss the questions in class.

Suggested answers

- *What kinds of activities can people do to promote their health and well-being?*
I think that introducing simple activities into your daily life is the best solution. If you don't have to change your routine too much, then you'll be more inclined to keep at it. Taking the stairs, walking more, maintaining a well-balanced diet and doing easy exercises or playing sports you enjoy will help you maintain an active and healthy lifestyle.
- *Why is it important to exercise regularly?*
Regular exercise is important for staying in shape, controlling weight, as well as maintaining low cholesterol and blood pressure. Also, exercising reduces stress and helps you sleep better at night. Plus, if you exercise all the time, and your kids see you doing this, it will set a good example for them and encourage them to do the same.
- *How important is a healthy diet in order to have good mental and physical health?*
Maintaining a well-balanced diet that contains food from all the food groups helps you enhance your general well-being and reduce the risk of a number of conditions such as heart disease, strokes, cancer, diabetes and osteoporosis. Also, certain foods have been proven to improve mental capabilities like memory and concentration.
- *Is the health of the mind as important as the health and well-being of the body?*
Some people might say that mental well-being is not as important as physical well-being, but I don't agree. I've noticed, for example, that when I am emotionally or psychologically unwell, I also tend to get sick more often. Also, sometimes when people are depressed, they might tend to eat food that comforts them but is unhealthy, such as really fatty food. So I truly do believe that a healthy mind means a healthy body.

Unit 6 examination practice

Vocabulary

advance advanced contract cool down
dehydration ensure evaporate exhaustion
expand humidity internal isotonic drink
keep in shape measure pill secure sprinter
sweat temperate thrower under no circumstances

A.

Aim: to help Ss revise the structures and functions presented in Unit 6

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

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

KEY

B.

Aim: to help Ss revise the vocabulary, functions and structures presented in Unit 6

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

1. for
2. than
3. with
4. on
5. out
6. to
7. well
8. only
9. of
10. the

KEY

Functions

Describing and assessing

Vocabulary

base locker marine on duty possession
setting shipwreck suitability sunlounger
superior supervisor take into consideration

WRITING: A REPORT

1. DISCUSS

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

- Discuss the questions in class.

Suggested answers

- *Would you enjoy spending a holiday at a summer camp? Why? / Why not?*
To be honest, I wouldn't because I'm the type of person that doesn't really enjoy group activities. I wouldn't like having to do everything according to a schedule or along with a group of other people. / I would love to spend a holiday at a summer camp. I'd have the opportunity to meet lots of other people my age and also take part in many activities, do sports and maybe see interesting sights.
- *If you were considering going to a summer camp, what kind of information would you like to have about it?*
I'd like to know where it is, what the premises and facilities are like, what the daily programme is, what kind of activities I could take part in, whether the staff are qualified and experienced, etc.

2. FOCUS ON STYLE, CONTENT AND ORGANISATION

A.

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

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

head teacher - report - suitability of a summer camp

B.

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

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

1. b 2. b 3. a

C.

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

- Have Ss do the activity.

- Check the answers with the class.

Introduction

Location

Staff

Organised activities

Conclusion

D.

Aim: to help Ss understand the content of a report

- Have Ss read the statements and check understanding. Then ask Ss to tick the box if the statement applies to the report.
- Check the answers with the class.

a, c, d, e and i should be checked

E.

Aim: to help Ss understand the stylistic features of a report

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

- the use of formal language and Passive Voice
- contractions, direct speech, first person singular not used
- information presented in an impersonal way

3. PRACTICE

Aim: to help Ss understand the organisation of a report

- Have Ss read the report and make sure they have no unknown words.
- Then have Ss do activities A and B.

A.

3 Detailed description – Features

5 Conclusion

1 Introduction

4 Facilities

2 Location

B.

Paragraph 1: The purpose of this report is to give information about Golden Beach in order for it to be included in the magazine's feature on the Blue Bay region.

4. OUTLINE

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

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

5. WRITING TASK

Aim: to give Ss practice in writing a report

- Read out and explain the tip.
- Ask Ss to go through the rubric and check understanding.
- Have Ss do the activity.
- Refer Ss to the report on p. 74, the outline on p. 75 as well as Appendix I for set phrases they can use when writing their report.
- 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 report 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

EXAMINATION PRACTICE

A.

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

KEY

B.

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

KEY

C.

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

KEY

D.

- | | |
|-------------|-------------|
| 1. who/that | 7. is |
| 2. bring | 8. would |
| 3. such | 9. more |
| 4. or | 10. this/it |
| 5. if/when | 11. should |
| 6. that | 12. if/when |

KEY

E.

1. endurance
2. strengthens
3. flexibility
4. selection
5. importance
6. housing
7. Philosophers
8. education
9. variety
10. illustrations

KEY

F.

1. know if/whether the interview would
2. how far it was
3. only I had gone
4. he was on the way
5. congratulated me on being awarded
6. we had had enough time
7. wishes he could afford
8. had tried pilates the previous
9. wondered if/whether she would ever

KEY

LISTENING ▶▶47-48

- For the listening transcript go to p. 129.

- Speaker 1 - B
Speaker 2 - F
Speaker 3 - C
Speaker 4 - A
Speaker 5 - E

KEY

SELF-ASSESSMENT

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

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

4 Getting Ahead

unit 7 Success unit 8 Work and money

Optional

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

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to tell you what the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

KEY

- *Are you optimistic about your future? Why / Why not?*

I would say I am optimistic. I believe that I can do many things and that we can make this world a better place for everyone.

- *Do you think that financial success can lead to happiness?*

There is no doubt that having money makes things easier. You can do the things you want to do so you feel happier. On the other hand, there are a lot of people with lots of money who are not happy, so it is not the money that buys happiness.

- Read out the topics listed in the *Flick through the module and find...* section. Explain any unknown words.
- Ask Ss to flick through the pages of the module and find where these topics are discussed.

- a quotation from a successful entrepreneur: p. 98
- a text about young people and their hopes: p. 80
- a letter written to a friend: p. 88
- a text with advice on how to deal with money: p. 91
- an essay on the topic of young people and unemployment: p. 98
- a newspaper extract about forensic scientists: p. 94

KEY

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

Vocabulary

accessible acquisition application collaboration
convention cyberspace desirable dispel
endeavour entrepreneur establishment exclusively
flexibility forum found generate increasingly
initiative innovation institution liberate
life-long limitation misconception
multi-functional perception potential prospective
provision pursuit reassess resource restraint
revolutionary simultaneously time-honoured
ultimate venture

Other words/expressions

geared towards live up to rooted in rush into

1. PRE-READING

Aims:

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

- Discuss the questions in class.

Suggested answers

- Which of the following does success depend on and to what degree?

The way I see it, success depends on all of these factors to a certain extent. Moreover, just one of them is not enough to guarantee success. However, I think that character, a good education and foresight are the most significant factors and they increase one's prospects of being successful in any undertaking one is involved in. Creativity, timing and luck, of course, also contribute but are not decisive. Prudence can help in some cases and in others be an obstacle, since sometimes success depends on taking risks. Financial support can make one's first steps easier, naturally, but is not decisive.

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and do the activity.
- Tell Ss not to pay attention to any unknown words they might have at this stage.

Suggested answers

- What is the main theme in each text?

Text A: The dreams and hopes of young people today and their prospects for success.

Text B: The potential of e-learning and how it will contribute to people's access to learning opportunities.

- Ask Ss some comprehension questions, such as:

Text A:

Why would you expect young people today to worry about their future? Because of financial crises and looming environmental catastrophes.

What is one thing that young people all over the world have in common? They are optimistic.

How old was Blaise Pascal when he invented the first calculator? Sixteen.

What did Igor Sikorsky do at the age of nineteen? He

designed the first working helicopter.

When did Bill Gates found Microsoft? When he was twenty years old.

Why is it important to supply young people with the tools they need for success? Because if we do, we are not only securing their future, but that of future generations.

Text B:

What is still considered necessary for education? The fact that students must physically attend a particular educational institution, for a specific period of time, at a specific age.

What is different today when we consider online learning? Our perception of it has changed.

What has made the difference? Recent developments in Internet and multimedia technologies have caused people to reassess the potential of online learning.

What will virtual classrooms be like in the future? Virtual classrooms will be multi-functional, acting simultaneously as learning platforms, forums and social networks.

What will they be geared towards? The acquisition of knowledge as a life-long endeavour, through global collaboration.

How will cyberspace institutions help? They will free us from the limitations of time and space.

Will age or background be important for learning opportunities? No.

What will the pursuit of knowledge become? It will become an end in itself and not just a means to an end.

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details

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

1. c (...young people across the globe have one thing in common: hope. They are optimistic that the future holds great possibility, and it is this optimism that will help bring their dreams to fruition...)

2. b (Whatever their goals, young people must be supported and encouraged. By providing young people with all the tools they require for success, we are not only securing their future but the future of generations to come.)

3. d (For instance, acquiring an education has always involved us physically attending a particular educational institution, for a specific period of time, at a specific age. Advances in technology, however, have generated revolutionary applications that could change the face of education as we know it today.)

4. a (They will be geared towards promoting the acquisition of knowledge as a life-long endeavour, occurring through global collaboration... The pursuit of knowledge will consequently become an end in itself and not a means to an end.)

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words and do the activity.
- Check the answers with the class.

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

KEY

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- *How far do you agree with text A that young people today are hopeful and optimistic?*

On the whole, I agree that young people are hopeful and optimistic because they are just starting out in life, they have energy and ambitions. However, how hopeful and optimistic an individual is depends on various factors like the country's economy, its percentage of unemployment, etc.

- *Do you think that the pursuit of knowledge contributes more to personal fulfilment or to achieving success?*

I think that the pursuit of knowledge contributes to both. The more knowledge one gains, the more prospects for success one has. However, regardless of how successful one is professionally or financially, the pursuit of knowledge always contributes to personal fulfilment by broadening one's horizons, and personal fulfilment is also a kind of success.

KEY

Functions

Distinguishing between permanent and temporary situations
Using appropriate tenses to link the past with the present

Structures

Present Simple – Present Progressive – Present Perfect
Simple – Present Perfect Progressive

Vocabulary

backbone backbreaking backdate backfire
backtrack backup backward backwash
bear conceive countless immoral incapable
inconceivable moral unbearable unjustified

B.

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

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

1. incapable
2. impossible
3. unlikely
4. unexpected
5. hopeless
6. unbearable
7. inconceivable
8. unjustified
9. countless
10. unforgettable

KEY

VOCABULARY

1. COMPOUND WORDS STARTING WITH 'BACK'

A.

Aim: to familiarise Ss with compound words starting with 'back'

- Have Ss look at the extract and answer the question.
- Check the answer with the class.

the background or situation in which something happens

KEY

B.

Aim: to give Ss practice in identifying the meaning of compound words starting with 'back' in context

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

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

KEY

2. NEGATIVE PREFIXES AND SUFFIXES

A.

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

- Read out and explain the Note.
- Have Ss do the activity.
- Check the answers with the class.

not known or definite / not predictable

KEY

Unit 7 vocabulary & grammar

GRAMMAR

1. PRESENT SIMPLE – PRESENT PROGRESSIVE – PRESENT PERFECT SIMPLE – PRESENT PERFECT PROGRESSIVE

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

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

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

KEY

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

2. PRACTICE

A.

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

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

1. I have been learning English for six years now.
2. My brother is getting married next Saturday.
3. Are they playing in the garden?
4. Sue has been to the USA several times.
5. I haven't seen my sister for three weeks.
6. Emily has read three novels this month.

KEY

B.

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

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

- | | |
|---|-----------------------|
| 1. haven't been | 9. have seen |
| 2. have been planning | 10. am thinking |
| 3. lives | 11. Are you applying |
| 4. have just not had /
just have not had | 12. have been looking |
| 5. is coming | 13. haven't found |
| 6. wants | 14. like |
| 7. has given | 15. just hope |
| 8. do you think | 16. means |

KEY

Vocabulary

broaden convince distance learner drawback
insignificant on the side overshadow

A.

1. PRE-LISTENING

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

- Discuss the question in class.

Suggested answers

- *How difficult do you think it is to work and study at the same time?*

It must be extremely difficult. Having divided responsibilities makes it difficult for one to prioritise because what needs to be done may be of equal importance. Furthermore, when one needs to earn a living to pay one's bills, it is easy to neglect one's studies in one's efforts to stay on top of work-related responsibilities. For this reason, balancing both successfully is not easy.

2. LISTENING FOR

SPECIFIC INFORMATION ▶▶ 49-50

- For the listening transcript go to p. 129.

Aim: to give Ss practice in listening for specific information

- Have Ss read through the sentences.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

1. a

2. a

B.

1. PRE-LISTENING

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

- Discuss the questions in class.

Suggested answers

- *If you had to choose between attending a course at a university and doing a course online, which would you prefer and why?*

I think that attending a course at a university is better because you are in a position to meet people and develop a close relationship with peers and lecturers alike. I feel that personal contact makes the learning experience more dynamic. To my mind, one attends a course not only to acquire knowledge in a specific field of study, which can be done online, but also to develop social skills that will make one more skilled at managing human relations.

- *What are the advantages of taking an online course?*
Online courses are ideal for people who wish to work and study at the same time. The main advantage of distance learning is its flexibility. Students can work online courses into their busy schedules. They determine the pace at which they wish to study. Online courses are also comparatively economical because you save on expenses such as transport costs and convenience meals.

2. LISTENING FOR

SPECIFIC INFORMATION ▶▶ 51

- For the listening transcript go to p. 129.

Aim: to give Ss practice in listening for specific information

- Have Ss read through the sentences.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

3. b

4. a

Unit 7 vocabulary & grammar

Functions

Distinguishing between words with multiple meanings
Expressing ability/inability

Structures

can - could - be able to

Vocabulary

Expressions/phrases

at the end of the day end of story
give sb a run for their money make up one's mind
mind one's tongue on end run errands
run one's own business set one's mind
the end justifies the means

Other words

hypocrite undeniable

VOCABULARY

WORDS WITH MULTIPLE MEANINGS

Aim: to introduce words with multiple meanings

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

A.

- run (a fever)
(errands to) run
run (your own business)
- end (of the day)
end (of the world)
(hours on) end
- (don't) mind
(broaden my) mind
mind (your tongue)

KEY

B.

- run a fever – b
errands to run – c
run your own business – a
- end of the day – c
end of the world – b
hours on end – a
- don't mind – b
broaden my mind – a
mind your tongue – c

KEY

C.

- end - a
- mind - b
- mind - a
- End - b
- run - b

KEY

GRAMMAR

1. CAN / COULD / BE ABLE TO

Aim: to revise the use of 'can / could / be able to'

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

ABILITY IN THE PRESENT

can am/is/are able to

INABILITY IN THE PRESENT

can't am/is/are not able/unable to

GENERAL ABILITY IN THE PAST

could

SPECIFIC ABILITY IN THE PAST

was/were able to managed to

INABILITY IN THE PAST

couldn't was/were not able/unable to

ABILITY IN THE FUTURE

will be able to

KEY

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

2. PRACTICE

Aim: to give Ss practice in using 'can / could / be able to' in context

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

- can speak
- was able to come to
- could not go
- did not manage to find
- am not able to

KEY

Functions

Expressing opinion
Speculating and making a decision

Vocabulary

cooperation creative determination
mother nature outlet release tension
self-discipline soothe stamina

1. WARM-UP

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

Suggested answers

- *What kind of leisure activities are popular with young people in your country?*
Sports activities such as football, basketball, volleyball, swimming, tennis, martial arts (karate, tae kwon do)
Other: taking art classes, photography, model making, computer-related activities
- *Do you do any leisure activities? Why / Why not?*
Yes, I do. Playing football/basketball, etc. keeps me fit, but it also gives me the opportunity to make acquaintances and interact with people who have the same interests as myself.
No, I don't. I used to take an art class, but now I have so little time at my disposal that I have been forced to give it up.

2. SPECULATING AND MAKING A DECISION

- Aims:**
- to give Ss practice in speculating on a topic and making a decision
 - to provide vocabulary and practice in speculating

- Divide Ss into pairs.
- Ask Ss to look at the pictures and make sure they can identify each activity. Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
- Ask Ss to imagine that they have to choose the activity that best reflects the benefits of doing leisure activities.
- Tell Ss to take turns in order to say how important each of these activities are. Afterwards, have them decide which one best reflects the benefits of doing leisure activities.

Suggested answers

Here are some pictures showing different types of leisure activities. First talk to each other about how important you think these activities are.

- The creative arts, as depicted in the upper left-hand picture, are crucial in developing certain skills. For example, attending art classes may help develop a student's hand eye coordination, depth perception and appreciation of colour and aesthetic. Besides this, the arts allow you to express yourself and, in this way, act as a creative outlet for emotions. Artistic expression thus contributes significantly to self-awareness and fulfilment.

Furthermore, it is important that children develop an appreciation for reading and a desire to learn, as depicted in the upper right-hand picture, because this will determine the extent to which they will apply themselves academically. Regarding participation in sports activities, as depicted in the lower left-hand picture, it is common knowledge that a healthy body makes for a healthy mind. It is thus essential that children be taught the importance of maintaining a balance. Neglecting one's physical well-being will not only be detrimental to one's health but it will also lead to reduced productivity and mental sharpness. Gardening, as seen in the lower right-hand picture, can be both relaxing and rewarding because you can enjoy the results of your efforts.

Then decide which picture best reflects the benefits of doing leisure activities.

- It's very hard to choose just one! I think that all the activities depicted in these pictures are beneficial in that they contribute to personal growth and character development. However, if I had to make a choice, I would say that reading best reflects the benefits of a leisure activity as it is both educational and enjoyable.

3. FURTHER DISCUSSION

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

- Have Ss go through the words/expressions in the box and explain any unknown words.
- Discuss the questions in class.

Suggested answers

- *What do you think people can gain from taking part in such activities?*
From my point of view, people gain a balance in their lives from taking part in leisure activities, and this balance contributes to a sense of fulfilment and satisfaction. In addition, people who take part in team sports, for example, learn how to work with others to achieve a goal.
- *Do you think young people should be encouraged to take up leisure activities?*
Yes, I do. Considering the numerous benefits of leisure activities, it is essential that young people should be encouraged to lead an active lifestyle.
- *Do you think a person can learn everything there is to know simply by attending school? What are some lessons that people learn from life?*
Schools play an important role in helping us develop some basic but nevertheless essential skills. Each person will make more or less of this opportunity depending on their potential, enthusiasm and appetite for learning. However students can only master work-related skills on the job as the practical application of skills differs from the theoretical knowhow provided in textbooks.
- *Is getting a good education/job the only way to be successful in life?*
Although getting a good education is of great importance, it is not the only way to succeed. A combination of factors plays a role. Certain qualities such as self-confidence, determination, creativity, resourcefulness, perceptiveness, drive and a positive frame of mind are equally important.

Unit 7 examination practice

Aim: to help Ss revise the structures and functions presented in Unit 7

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

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

KEY

Functions

Responding to requests for information
Expressing opinion

Vocabulary

Advanced level (A level) approachable bound to
challenging extracurricular relieved student hall
supportive tough tutor

1. DISCUSS

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

- Discuss the question in class.

Suggested answers

- *If you were considering doing a course at a university abroad, what kind of information would you ask somebody who had done the same course?*
Ask about: Lecturers - quality of the teaching / Are lecturers well-qualified/friendly/helpful? Lessons - group size / duration of lessons / type of learning activities University Campus - facilities available / type of leisure activities available / proximity to city centre / condition of student halls Student Body - easy to make friends / Does the student body organise cultural events/excursions? Cost - How much for lectures/accommodation/food/ living expenses? Is money spent worth the while? / Are there hidden costs that need to be considered?

2. FOCUS ON AUDIENCE AND PURPOSE

Aim: to give Ss practice in identifying audience and purpose

- Have Ss read the rubric, underline the key words and answer the questions that follow.

The following need to be underlined:

- Read the extracts
- Salim's letter
- Carl's diary
- using the information appropriately
- write Carl's reply to Salim, which should include whether or not the university is recommended and why
- What does the task require you to write? Who for? The task asks students to write Carl's reply to Salim.
- Should it be written in a formal or informal style? Why? The letter must be informal because it is a letter to a friend.

3. FOCUS ON CONTENT AND ORGANISATION

A.

Aim: to help Ss identify content and paragraph organisation of an informal letter based on prompts

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

- *Do you think I'll like it in Manchester?*
Manchester a nice city, lots to do and see here.
- *Did you find it easy to make new friends?*
Made lots of new friends.
- *Are the tutors friendly and helpful?*
Tutors friendly and helpful.

B.

Aim: to help Ss identify content and paragraph organisation of an informal letter based on prompts

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

1. *In which part of the letter does Carl say whether he recommends Manchester University or not?*
Introduction
2. *Which of Salim's questions are answered in the second and third paragraphs?* **second paragraph:** Do you think I'll like it in Manchester? Did you find it easy to make new friends?
third paragraph: Are the tutors friendly and helpful?
3. *What extra comments or information does Carl include in his letter?*
second paragraph: background information - reference to size of student body and advantages of living in student halls
third paragraph: refers to difficulties encountered and makes a suggestion
4. *Find examples of how Carl has rephrased the following points in his letter.*
 - a. *Manchester a nice city* - It's a fantastic university and the city is amazing. - I think Manchester is a great place to be a student.
 - b. *Tutors friendly and helpful* - ... but all the tutors are very approachable and easy to get on with and have been very supportive.
 - c. *Course difficult* - My course is very challenging and it's been tough adjusting to managing my time. It was especially stressful during the exam period in January ...
 - d. *Hard to manage time* - ... it's been tough adjusting to managing my time.
 - e. *Have exams. Stressed* - It was especially stressful during the exam period in January ...

4. FOCUS ON STYLE AND REGISTER

Aim: to help Ss identify style and register of an informal letter

- Have Ss read the letter again and find examples.
- Check the answers with the class.

- a.** Exclamations: Thanks, Congratulations!
- b.** Abbreviations and contractions: I'm, you've, I wouldn't, it's been, you'll
- c.** Expression of personal opinion and feelings: I'm so happy, I think, I hope,
- d.** Use of first person singular: I'm, I think, When I, I moved into, has given me, I've also learnt
- e.** Phrasal verbs: moved into, to get on with

KEY

- Alternatively, if time is scarce, assign the activity for homework.

5. WRITING TASK

A.

Aim: to help Ss understand the rubrics

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

The following need to be underlined:

...using the information appropriately, write a letter to your friend saying whether or not you would recommend the school and give your reasons.

KEY

B.

Aim: to help Ss identify purpose and letter content

- Have Ss read the extract and the advertisement and answer the questions.
- Check the answers with the class.

1. *Do you think the English Language Learning Centre is a school your friend would like? Why / Why not?*
Yes, because the school is in a nice location, the classes are small, the learning environment is friendly, there is a wide range of leisure activities, excursions are organised, and the town has a marina so sailing is possible.
2. *What does your friend ask about specifically?*
If he will like the school; what the teachers are like; if the school arranges extracurricular activities or excursions.

KEY

C.

Aim: to provide Ss with practice in writing an informal letter

- Read the tip and explain it.
- Refer Ss to the letter on p. 88, as well as Appendix I for the layout of informal letters and greetings, set phrases and signature endings.
- Ask Ss to go to the Workbook p. 63 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 informal letter as instructed.

Vocabulary

association bulk cautious concern debit card
debt income investment make transactions
promptly rate run up sth shop around up front

1. PRE-READING

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

- Discuss the question in class.

Suggested answers

- *Do you feel that it is necessary to start saving your money from a young age? Why / Why not?*
Yes, I personally believe that it is important to do so. You see, we live in times of great uncertainty, which means that we need to be careful about how we spend our money. To earn it we spend a lot of energy, effort, time and talent. Wasting your earnings is like wasting your resources. Learning to systematically put money aside for a rainy day is a must for those who wish to secure a comfortable source of livelihood for when they retire or are unable to work.

KEY

2. READING FOR GIST

Aim: to give Ss practice in identifying the writing style of the text

- Ask Ss to read through the text quickly and do the activity. Tell Ss not to pay attention to any unknown words they might have at this stage.
- Check the answers with the class.

c

KEY

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details

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

1. c (Money may not be the answer to happiness, but it is certainly one of the most important ingredients for a more comfortable and less stressful life.)
2. a (Begin to save money today, ... The simplest way to save is to spend less.)
3. b (Don't keep the bulk of your money in a drawer, set up a savings account.)
4. d (It teaches you to look at what you are spending and where you are spending it.)
5. d (Also don't run up bank fees by exceeding your credit limit or by making late payments...)

KEY

6. b (Do lots of research and learn about your market and the chances of success from your investment. ...In general, though, the greater the risk you take with an investment the more chance there is of a high reward.)

7. a

- Ask Ss some comprehension questions, such as:

How can you avoid difficulties with your money? If you learn to manage your finances well.

What should you begin to do? You should begin to save money today.

How can you do that? You simply spend less by buying what you really need and not just what you want.

What should you think about when you are still young? A pension plan.

Why is it important to make a budget? It teaches you to look at what you are spending and where you are spending it.

What will a financially secure life allow you? It will allow you more time to do the things you enjoy.

What must you be careful about doing if you have a credit card? You need to pay your bills promptly, don't go over your credit limit or make late payments so that you don't run up bank fees.

Why is it a good idea to shop around when taking out a loan? Because banks are often competitive on rates in order to get customers, so you could find a better deal if you look carefully enough.

What should you do before you decide to invest? You should do lots of research and learn about your market and the chances of success from your investment.

What is the difference between cautious investors and those who take risks? Cautious investors usually make smaller profits than risk-takers.

When it comes to your finances, what should you be informed about? You should be informed about everything that has to do with your money and you need to make sure you learn about your bank's terms, read the small print when you make transactions and take time over any big financial decisions.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

5. POST-READING

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

- Discuss the question in class.

Suggested answers

- *Which of the tips mentioned in the text do you consider most useful? Why?*

The first tip which mentions the importance of saving and managing your money from a young age. I think that it is a good piece of advice that is sure to have a positive effect on a person's future and perspective on life.

KEY

Functions

Distinguishing between words easily confused
 Expressing general truths and facts
 Expressing hypotheses about what is likely or unlikely to happen in the present/future
 Referring to something that is imaginary, unreal, or unlikely to happen in the present/future
 Referring to situations and events that could have happened in the past but didn't

Structures

Conditional Sentences

Vocabulary

Expressions/phrases

at a discount at all costs at such short notice
 bank deposit account annual income
 for a rainy day in close collaboration in debt
 in demand in short supply make ends meet
 market value monthly instalments on schedule
 on the job pay up front for sth pension plan
 put aside severance pay

Other words

allowance bonus budget claim compensation
 donation earnings elect exceed expense fine
 grant groundbreaking mortgage outstanding
 proceeds remuneration royalty savings shift

LANGUAGE PLUS

earnings: sum of money received for work done

proceeds: the money collected or acquired from an event or activity when something is sold - often connected to events held for charity purposes

savings: money that is being put aside, especially in a bank

compensation: money claimed from a person or organisation considered responsible for personal trauma, suffering or loss

severance pay: money received by an employee when a work contract is terminated

fine: a sum of money paid as punishment for breaking the law or for not adhering to rules and regulations

bonus: a lump sum received by an employee in addition to their pay for performing exceptionally well – used as an incentive to enhance employee commitment to organisational goals and performance

royalties: a fixed percentage of the profits given to authors when their work is sold

allowance: pocket-money given to children by their parents on a weekly/monthly basis; an amount of money given on a regular basis to cover various expenses (living, clothing allowance) or for a specific purpose (education)

remuneration: a general term used to refer to the money one is paid for getting work done

donation: something that is given free of charge to a charity or organisation to benefit or further a worthy cause

grant: the provision of monetary aid to individuals or organisations by the government or some other institution for a specific purpose

VOCABULARY

1. WORDS EASILY CONFUSED

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

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

1. savings
2. earnings
3. proceeds
4. compensation
5. severance pay
6. fine
7. royalties
8. allowance
9. bonus
10. donations
11. grant
12. remuneration

KEY

2. WORD COMBINATIONS

Aim: to familiarise Ss with word combinations

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

1. market value
2. monthly instalments
3. annual income
4. pension plan
5. bank deposit account

KEY

3. PREPOSITIONAL PHRASES

Aim: to present prepositional phrases

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

- | | |
|-----------|--------|
| 1. at | 6. in |
| 2. at | 7. on |
| 3. on | 8. in |
| 4. in, in | 9. at |
| 5. on | 10. on |

KEY

Unit 8 vocabulary & grammar

LANGUAGE PLUS

at

at a discount: sth being sold at a reduced price

at short notice: informed about sth at the last minute

at all costs: do what needs to be done to achieve a desired result

in

in short supply: scarce or not readily available

in demand: wanted, needed or considered essential, important or useful

in collaboration with: working together with other people on a joint venture

in debt: owing a lot of money which you are having difficulty paying back

on

on duty: to be working at a particular time

on schedule: used to say that things are going as planned

on the job: sth that happens while you are at work

on account of: due to; because of

GRAMMAR

1. CONDITIONAL SENTENCES

A.

Aim: to help Ss revise the use of conditional sentences

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

1.

- *What does the conditional sentence express?* b
- *Could when be used instead of if?* No
- *If the sentence above were 'If you started saving money now, you would enjoy the rewards in the future', what would it express?* b

2.

- *Does the conditional sentence express something happening generally or something that might happen in the future?* something happening generally
- *Could when be used instead of if?* Yes

3. How can you express the same meaning using if?

If you don't make a budget, you could have financial problems later on.

4.

- *Did he make wise investments?* No
- *Did he make a lot of money?* No
- *How does he feel about it?* He regrets it.

B.

Aim: to help Ss revise the tenses used in conditional sentences

- Ask Ss to find examples of conditional sentences in the text on page 91 and then to complete the table.
- Have Ss do the activity.
- Refer Ss to the Grammar Reference on p. 136
- Read out and explain the Note.
- Check the answers with the class.

introduction line 5: ...you can avoid countless difficulties if you learn to manage your finances well.

paragraph 3 line 1: If you have a credit card, remember to pay your bills promptly.

paragraph 3 line 7: Be careful if you borrow money...

paragraph 3 line 12: ...so you could find a better deal if you look carefully enough.

paragraph 4 line 1: ...but if you want to invest, be wise and don't rush into things.

paragraph 4 line 10: So, if you decide to take a big risk, your investment may generate more money...

Zero Conditional

If or when + Present Simple → Present Simple

1st Conditional

if + Present Simple → will, can,
must, may, might,
should + base form
→ Imperative

2nd Conditional

if + Past Simple → could, would, might + base form

3rd Conditional

if + Past Perfect → would, could, might + have + past participle

2. PRACTICE

Aim: to give Ss practice in using conditional sentences in context

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

1. If you don't start saving up now, you will be in trouble in the future.
2. If I were you, I wouldn't buy a second-hand car.
3. If our parents did not support us financially, we couldn't possibly make ends meet.
4. If you hadn't missed the bus, you wouldn't have been late for school.
5. If you apply for one more credit card, you will regret it pretty soon.
6. If you (should) see Dad, tell him to give me a call.
7. You will probably not get a promotion if you do not start working harder.
8. If we had arrived at the port on time, we wouldn't have missed the ferry.

Vocabulary

advancement forensic science

1. PRE-LISTENING

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

- Discuss the questions in class.

Suggested answers

- *If you were interested in following a career in forensics, what questions would you ask an expert in this field?*
What qualifications do I need to become a forensic scientist? How many years of study are involved? What qualities make a good forensic scientist? Is in-house training required? What are my chances of finding a job after I finish my degree? What are the job specifications of a forensic scientist? What skills are required? Is work experience considered important? If yes, how do I acquire it? What is the pay/remuneration like? What are the working hours like? Are job prospects readily available for those in this line of work?
- *What do you think are the pros and cons of such a career?*
One of the main advantages of pursuing a career in forensics is that one will be playing a crucial role in solving crimes and putting criminals behind bars. In addition to this, given that there is presently a demand for individuals qualified in this field of study, chances are that those who successfully complete their studies will have various job opportunities made available to them. Moreover, they are well-remunerated for the work they do.
On the downside, since forensic science technicians are involved not only in the analysis of physical evidence but also in its collection, their services are most probably called upon at all hours of the day. This is obviously very inconvenient as it will interfere with an individual's private life and make it difficult for them to strike a balance between work-related and family-related responsibilities.

2. LISTENING FOR

SPECIFIC INFORMATION ▶▶ 52-53

- For the listening transcript go to p. 130.

Aim: to give Ss practice in listening for specific information

- Read out the tip and explain it.
- Have Ss read through the sentences.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

1. hours
2. law
3. public
4. a jury
5. science degree
6. fierce
7. (Relevant) work experience / Lab experience
8. (scientific) lab/laboratory

3. POST-LISTENING

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

- Discuss the question in class.

Suggested answers

- *Would you be interested in a career in forensics? Why / Why not?*
No, I wouldn't. Although I value the work done by forensic scientists, I do not think that I am cut out for this line of work. I would not like to be stuck in a laboratory examining forensic evidence.

Unit 8 vocabulary & grammar

Functions

Distinguishing between words easily confused
Making comparisons

Structures

Comparisons

Vocabulary

defence witness depict disperse disseminate
dissolve evidence forceful forecast foresight
illustrate insight nagging portray premonition
proof prosecution roam rural savage sketch
testify testimony the burden of proof witness

fierce: cut-throat; intense; strong

wild: untamed; undomesticated; of or belonging to the natural environment

forceful: compelling; convincing; persuasive

savage: violent; that cannot be controlled

GRAMMAR

1. COMPARISONS

Aim: to help Ss revise the use of comparisons

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

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

- | | |
|----------------|---------------|
| 1. illustrated | 11. dispel |
| 2. portrayed | 12. dissolve |
| 3. sketch | 13. testimony |
| 4. depict | 14. evidence |
| 5. forecast | 15. proof |
| 6. insight | 16. witness |
| 7. foresight | 17. fierce |
| 8. premonition | 18. wild |
| 9. disseminate | 19. savage |
| 10. dispersed | 20. forceful |

KEY

LANGUAGE PLUS

portray: represent abstractly

illustrate: use features such as pictures/photographs/drawings to help describe or decorate sth

sketch: draw sth quickly/roughly/humorously/satirically

depict: represent in a work of art; give an impression/description of sth

insight: perception/understanding of a complex situation

foresight: the ability to predict correctly what will happen in the future and act according to that knowledge

forecast: predict/calculate that sth will occur in advance

premonition: have a feeling that sth bad is going to happen

dispel: do away with; put out of one's mind

disperse: scatter; spread; disband (for group of people)

dissolve: melt; break up; disappear

disseminate: broadcast; publicise; distribute

evidence: a thing / things that demonstrate(s)/indicate(s) the correctness of one's beliefs/suspicions without necessarily being conclusive

proof: conclusive evidence, which is based on fact, that sth is true

testimony: a formal statement in a court of law

witness: a person who happened to see an event and who is requested to give a formal account of it in a court of law

1.

• Why do easy and comfortable form their comparatives in a different way? One syllable adjectives and adjectives ending in -y form the comparative by adding -er and -ier respectively. Adjectives with more than two syllables form the comparative with *more* + adjective.

• What are the superlative forms of the two adjectives? easiest, most comfortable

2.

• How does the word quite modify the meaning of the adjective common? It emphasises that it is common to a fairly great extent.

• Can quite be used before an adjective in the comparative form? No, quite is not used before the comparative form.

• Look at the table below and tick the appropriate columns.

	Positive form	Comparative form
very	✓	
rather	✓	✓
fairly	✓	
much		✓
far		✓
too	✓	
a lot		✓
slightly	✓	✓
extremely	✓	

3.

• What phrase could be used instead of so happy as? happier than

2. PRACTICE

Aim: to give Ss practice in using comparatives in context

- Ask Ss to read through the sentences and notice the words in bold.
- Have Ss do the activity.
- Refer Ss to the Grammar Reference (p. 137).
- Check the answers with the class.

1. This year the average temperature is a little lower than it was last year.

2. I give up, this is the best I can do.

3. The documentary was not as interesting as I expected.

4. The rescue operation was easier than they thought in the beginning.

KEY

Functions

Comparing situations
Expressing and justifying opinion/preference

Vocabulary

compensate computer literacy computer literate
evident have an eye for nerve-racking scrutinise
whatnot zillion

1. WARM-UP

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

- Discuss the questions with the class.

Suggested answers

- *Have you got or have you ever had a job? What kind of job is/was it?*
At the moment I do not have a job because I have to concentrate on my studies, but I often work during the summer holidays. The type of work varies but is mostly menial work, such as waitressing.
- *What kind of a job do you imagine yourself doing in the future? Why?*
In the future I would like to work in the private sector and start my own business. Although I do not know exactly what kind of business this will be, I value my independence and will not be happy working for someone else.

2. FOCUS ON PICTURES

A. / B.

- Aims:**
- to give Ss practice in comparing photographs
 - to provide vocabulary and practice in comparing
 - to elaborate and expand on the topic of the speaking activity
- Divide Ss into pairs.
 - Ask Ss to look at the photos and speculate about the different jobs and work situations.
 - Then, have Ss go through the words and expressions in the boxes and explain any new vocabulary.
 - Tell Ss to take turns comparing the photographs according to the instructions while using as many of the words/expressions as they can.
 - Go round the class, helping Ss if necessary.

Suggested answers

A.

- SA:** *What types of jobs are shown in the pictures?*
A1 – an office worker, a businessman
A2 – a farmer
A3 – a potter
- *What kinds of skills and qualities do you think are needed for each type of job?*
A1 – office worker: computer literate, good communication, organisational and time management skills, good telephone manner, polite nature - businessman: good decision making and discourse management skills, leadership qualities such as decisiveness, assertiveness, integrity, dedication, resourcefulness, keen sense of fairness, foresight
A2 – agricultural and mechanical skills, respect for the land and the natural environment, well-informed on developments taking place in the farming industry
A3 – creativity, artistic skills, an appreciation of colour, shape and form, having an eye for detail
- *How do you think each of the people in the pictures feels?*
A1 – bored, distracted
A2 – content, in his element, satisfied
A3 – engrossed, relaxed
- *Compare two of the pictures and say which you think is the more stressful working environment. Why?*
I think that the occupations depicted in pictures A2 and A3 offer those who do them time to reflect and relax. This is not to

say that they are not in any way demanding or stressful. Being a farmer must be more stressful than being a potter, though, because one has to do with external factors such as weather conditions and pests which could bring about the destruction of one's crops. So one's income is at risk as extreme weather conditions such as floods and droughts are common nowadays.

SB: *Which picture do you think best reflects a feeling of job satisfaction? Why?*

It's not an easy decision to make because all of these occupations may provide a sense of job satisfaction, but I would say that the picture of the potter best reflects the feeling of job satisfaction, as creating something yourself must be very rewarding.

B.

SB: *What do you think is happening in each picture?*

B1 – A board/staff meeting is taking place.

B2 – An interview is in progress.

B3 – The man in the picture is making a professional presentation in which he is presenting information on research that has been carried out.

• *Describe the atmosphere in each picture.*

B1 – friendly, interactive and constructive

B2 – tense, formal, uncomfortable, stressful, intimidating

B3 – professional and semi-formal

• *How do you think the people are feeling?*

B1 – comfortable in each other's presence and interested in the topic of discussion

B2 – the interviewee most probably feels stressed, anxious, tense and uncomfortable; he may also feel as if he has been put on the spot

B3 – the presenter looks as if he is confident in his abilities and comfortable with the people he's addressing

• *Compare two of the pictures and say which situation you think is less stressful and why.* I think that attending a board/staff meeting is less stressful than attending an interview because the people attending the meeting are familiar with one another, which means that a friendly exchange of ideas occurs.

SA: *Which of these people do you think know each other the best? Why?* The people in picture B1 because they work in the same environment and most probably come into contact with each other on a daily basis.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to express their opinion using topic vocabulary and useful expressions

- Have Ss go through the words/expressions in the box and explain any unknown words.

Suggested answers

- *What skills/qualities do you think help people get good jobs?* The kind of skills/qualities required vary depending on whether one is working with other people or alone. If one's position requires interaction, one needs to have good people skills, conflict management skills, assertiveness, a pleasant nature, resourcefulness and open-mindedness. If one works alone, then one must be independent-minded, disciplined, systematic, resourceful and driven.
- *If you had to choose between a low-paying job which gave you lots of satisfaction and a high-paying job which was very stressful, which job would you choose and why?*
It's hard to say, but if I was in urgent need of money, I would probably choose the high-paying job. But if money was not a concern, I'd go with the job that gives me satisfaction because it would make it easier and more rewarding for me to spend so much of my time every day doing it.
- *Do you think some people get paid too much?*
Yes, absolutely. For example, international sports stars, whose jobs are mostly a form of entertainment, are very highly paid.
- *Which jobs do you think should be the highest paying ones?*
I believe people who do life-saving work, such as doctors and firefighters, deserve to be paid the most in any given society.

Unit 8 examination practice

Vocabulary

commute enticing extend retirement
standing joke

A.

Aim: to help Ss revise the structures and functions presented in Unit 8

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

1. at
2. of
3. not
4. aside
5. most/first
6. more
7. most/some/several
8. less
9. Unless
10. If

KEY

B.

Aim: to help Ss revise the vocabulary presented in Unit 8

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

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

KEY

Functions

Discussing and developing a topic
Sequencing arguments
Emphasising
Expressing cause and result
Expressing contrast

Vocabulary

at a record high conversely dilemma drive
few and far between go hand in hand hit
on the other side of the coin put a stain on
quotation recession struggle to vending machine

WRITING: AN EXPOSITORY ESSAY

1. DISCUSS

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

- Discuss the question in class.

Suggested answers

Discuss the following quotation from a successful entrepreneur. How far do you agree with it?

I agree with it. I think that people who are in the right frame of mind and who believe in themselves will succeed in life. They are the people like Richard Branson, who grab the opportunities that arise.

2. FOCUS ON ANALYSING THE RUBRIC

Aim: to help Ss analyse the rubric of an essay

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

The following should be underlined:

- young people and unemployment
- write an essay on the topic
- A current trend in the UK is to encourage school leavers and new graduates to become entrepreneurs and run their own businesses.
- What factors have contributed to this trend?
- Discuss, giving examples

1. b
2. a
3. b

3. FOCUS ON CONTENT AND ORGANISATION

A.

Aim: to help Ss identify the content of an expository essay based on the rubric

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

This trend can be attributed to economic factors as well as the changing workforce needs of many industries.

B.

Aim: to help Ss organise the content of an expository essay

- Have Ss read the essay and answer the questions.
- Check the answers with the class.

1. In the first paragraph.
2. In the second and third paragraphs.
3. para. 2 – Possibly the most significant factor... in the recession.
para.3 – Moreover, in major... by machines.
4. b
5. para. 2 – By providing the example of school leavers and new graduates, and explaining why employers don't want to train them.
para. 3 – By giving examples of sectors in which people are being replaced by machines and explaining how this has affected school leavers who have fewer job opportunities.
6. In the final paragraph.

4. FOCUS ON LANGUAGE

A.

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

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

Add information: as well as, moreover
Emphasise a point: in particular
Give an example: for instance, such as
Express cause or result: consequently
Express contrast: on the other side of the coin
Summarise: to sum up

B.

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

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

1. Although
2. First of all
3. For example
4. Consequently
5. What is more
6. In fact
7. Thus
8. Nevertheless
9. All in all

5. BRAINSTORMING

Aim: to give Ss practice in brainstorming

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

- KEY**
1. *What issue are you required to discuss?*
What should be taken into consideration when choosing a career.
 2. *What factors do you think should be taken into consideration when choosing a career?* job satisfaction, salary, job opportunities, security of job, working conditions, perks, opportunities to meet people, travel, etc.
 3. *Which two or three factors do you think you should focus on in your essay? Why?* Job satisfaction, salary and job opportunities, because these are the basic factors concerning a job that allow you to live a fulfilling and comfortable life.
 4. *What examples can you give to illustrate the significance of the factors?* If your job doesn't give you any satisfaction, you will not be happy doing it. If you aren't paid well, you may not be able to live comfortably, which can cause resentment. If there are many job opportunities, you will have a greater choice when it comes to deciding which job you want and you may be able to look for the best conditions.
 5. *What is your personal opinion on the issue?* Personally, I think that it is important for a job to give you satisfaction / to be well-paid / to have good perks / to provide security, etc.

6. OUTLINE

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

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

- KEY**
- Introduction**
There can be no doubt today that deciding what career to follow is a decision that is not easy to make.
- Main Part**
- significance of job satisfaction - personal happiness
 - significance of a good salary - acceptable standard of living
 - significance of the availability of openings on the job market - several options to choose from
- Conclusion**
- On the whole,... The way I see it,...

7. WRITING TASK

Aim: to give Ss practice in writing an expository essay

- Read out and explain the tip.
- Have Ss do the activity.
- Refer Ss to the essays on pp. 98-99, the outline they wrote as well as Appendix I for linking words and phrases for an expository essay.
- Allow Ss some time to write their essay 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 4 through various activities

EXAMINATION PRACTICE

A.

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

KEY

B.

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

KEY

C.

1. is always talking to me
2. has been putting money aside
3. have been working
4. up front in cash
5. you should need any help
6. only if he had the qualifications
7. about shopping around / we shop around

KEY

D.

1. the
2. much / far / quite
3. lot / number
4. If
5. most
6. will
7. Unless
8. no
9. too / so / very
10. as
11. would
12. the

KEY

LISTENING ▶▶ 54-55

- For the listening transcript go to p. 130.

A.

1. childhood
2. health, behavioural
3. (very) ashamed
4. deserve
5. hit
6. frustration
7. work
8. intentional
9. incidents

KEY

SELF-ASSESSMENT

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

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

5 Around the Globe

unit 9 Travel unit 10 Culture

Optional

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

• to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to tell you what the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

Do you like travelling? Why / Why not?

I really like travelling, especially to places that I have never been before.

What is the difference between a tourist and a traveller?

A tourist is someone who travels to a place so as to get to know the area and learn about the people, cuisine, etc. A traveller is someone who goes to a place, but not necessarily to see it. They may be going on business or to see someone they know; they can be tourists also.

- Read out the topics listed in the *Flick through the module and find...* section. Explain any unknown words.
- Ask Ss to flick through the pages of the module and find where these topics are discussed.

- An article about a traditional ceremony: p. 122
- A text advertising a holiday destination: pp. 104, 125
- A text about an ancient king: pp. 114-115
- A text discussing a journey 'out of this world': p. 105

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

Vocabulary

boast bustling compromise conquer cradle
creak detect diversity elegance elegant
enchanted exceptional expansion haven
heritage idyllic immense indulgence lap lush
luxurious migration mine mineral opulence
orbit sacrifice scale serene sumptuous sustain
to the brim traditional tranquil tranquility
vibrant

1. PRE-READING

Aims:

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

- Read the sentences and have Ss do the activity.

Suggested answers

1. broadens your mind
2. enables you to learn about new cultures
3. helps you get away from your daily routine
4. enables you to get first-hand experience of new places
5. gives you the opportunity to try out foreign cuisine

KEY

2. READING FOR GIST

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

- Ask Ss to read through the texts quickly and do the activity.
- Tell Ss not to pay attention to any unknown words they might have at this stage.

Visit Malaysia - travel brochure / travel magazine
Leaving Earth - Science and Technology magazine

KEY

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details

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

1. c (overall understanding)
2. d (Visitors to this vibrant city are struck by the extreme contrasts; towering skyscrapers look down upon traditional wooden houses built on stilts, and luxurious five star hotels with all their opulence stand several metres away from ancient reefs.)
3. a (Our first footsteps off Earth may be taken in search of resources off the planet to sustain our civilisation back home.)

KEY

4. c (...it would take years or centuries to reach the nearer stars, and a hundred thousand years to reach the far side of our galaxy. And that's almost as long as humanity has existed.)

- Ask Ss some comprehension questions, such as:

Visit Malaysia

Why is Malaysia called a melting pot? Because many different ethnic groups including Malays, Indians and Chinese all live together in perfect harmony.

What are some examples of contemporary architecture in Malaysia? The Petronas Twin Towers, one of the world's tallest twin towers, and the KL tower, one of the tallest communications towers in the world.

What strikes visitors to Kuala Lumpur? The extreme contrasts – towering skyscrapers which look down upon traditional wooden houses built on stilts, and luxurious five star hotels with all their opulence which stand several metres away from ancient reefs.

Where can you find beaches with powdery sand? On the eastern coastline.

What is the beach like at Pantai Pasir Hitam? It is a black sand beach.

Where can you find a pebble beach? At Pantai Batu Kerikil.

Where can you find excellent and inexpensive food? At the countless food stalls.

Leaving Earth

What are two urgent issues the world is facing? We're facing climate change and we're running out of essential resources such as oil, coal and fresh water.

What would we have to do to be able to live on this planet? We would have to sacrifice not only population growth, but economic expansion too.

What will ultimately cause us to migrate to the stars? Our inability to compromise on issues such as population growth and economic expansion.

What will our footsteps off Earth likely be for? It may be in search of resources off the planet to sustain our civilisation back home.

How long would it take to reach the nearer stars and the far side of our galaxy? It would take years or centuries to reach the nearer stars, and a hundred thousand years to reach the far side of our galaxy if we travelled at lightspeed.

Unit 9 reading

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- *Which of the two texts did you like the most? Why?*
I think that both were interesting. Each serves a different purpose and it does so in an interesting fashion. Nevertheless, if I were to choose one, I'd say Text A. I like the description of the country.
- *Would you be interested in finding out more about the topics of the texts?*
I think I would be interested in reading more about text A only if I were planning a trip to Malaysia.
Regarding Text B, which is about the topic of space travel, I don't think I'd read more. The text is well-written and thought-provoking, but I am not interested in speculation regarding future developments in space research and travel.

KEY

Functions

Distinguishing between similar words related to movement and sight

Distinguishing between the Past Simple, the Past Progressive, the Past Perfect Simple and the Past Perfect Progressive

Sequencing past situations and events

Structures

Past Simple – Past progressive – Past Perfect Simple – Past Perfect Progressive

Vocabulary

chatter etched fort fumble gaze glance
glare glimpse herd hurtle lurch peer
spontaneity stumble trait tremendous
turbulence

Phrases

be on the lookout for in the middle of nowhere
off the beaten track within walking distance

LANGUAGE PLUS

within walking distance: at a distance that can be covered on foot

off the beaten track: a place that is isolated/secluded and is not frequented by many people

on the way: while going somewhere

in the middle of nowhere: located far from other places

on the edge: located on the brim or part that is furthest from the centre

at the top: at the highest point

on the horizon: situated in the distance at the point where the sky meets the land

2. VERBS DESCRIBING MOVEMENT AND SIGHT

A.

Aim: to familiarise Ss with verbs describing movement and sight

- Have Ss read through the sentences and decide if the verb describes movement or sight.
- Check the answers with the class.

1. stumbled – M
2. peered – S
3. glared – S
4. glimpsed – S
5. hurtling – M
6. lurched – M
7. glanced – S
8. gazing – S

KEY

B.

Aim: to give Ss practice in identifying the meaning of verbs describing movement and sight in context

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

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

KEY

VOCABULARY

1. PREPOSITIONAL PHRASES RELATING TO LOCATION/DISTANCE

A.

Aim: to present prepositional phrases relating to location/distance

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

in the centre

KEY

B.

Aim: to give Ss practice in using prepositional phrases relating to location/distance in context

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

1. within
2. off
3. On
4. in
5. on
6. At
7. on

KEY

Unit 9 vocabulary & grammar

3. NOUN SUFFIXES

A.

Aim: to raise Ss' awareness of noun suffixes

- Read out and explain the Note.
- Have Ss do the activity.
- Check the answers with the class.

Can you think of any more examples in each group?

-ion - perfection, insulation, ventilation, renovation, accommodation, demonstration, irritation

-ation - privatisation, hospitalisation, centralisation, transportation, alteration, specialisation

-ance - performance, attendance, acceptance, endurance, assistance, defiance, reliance

-ant - consultant, accountant, servant, disinfectant, pollutant

-cy - advocacy, hesitancy, prophecy, urgency, competency, democracy, obstinacy, privacy

-ity - conformity, hospitality, availability, captivity, clarity, ability, personality, electricity

-ness - absentmindedness, activeness, airsickness, cosiness, effectiveness, inventiveness, liveliness

-ence - difference, conference, confidence, independence, intelligence, obedience

B.

Aim: to give Ss practice in using noun suffixes

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

1. attendant
2. eligibility
3. appearance
4. resourcefulness
5. fluency
6. description
7. convenience

GRAMMAR

1. PAST SIMPLE – PAST PROGRESSIVE – PAST PERFECT SIMPLE – PAST PERFECT PROGRESSIVE

A.

Aim: to help Ss revise the Past Simple, Past Progressive, Past Perfect Simple and Past Perfect Progressive

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

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

2. PRACTICE

A.

Aim: to give Ss practice in identifying the correct use of the past tenses

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

1. I had been learning English for six years before I decided to study in the UK. ✓

2. The boys were watching TV in their room when they heard a loud scream coming from downstairs. ✓
was reading

3. I *read* a book when suddenly the lights went out.
didn't realise

4. I *hadn't realised* it was Michael until he had taken off his mask.

5. We checked in, went through passport control and rushed to our departure gate. Unfortunately, boarding *had finished* *finished* two minutes before.

B.

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

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

1. went
2. had been raining
3. left
4. was heading
5. was
6. were entertaining
7. sat
8. gazed
9. got
10. saw
11. had ever seen
12. set
13. were walking
14. heard
15. were travelling
16. spotted
17. drew / had drawn
18. found
19. had not only visited
20. had also made

1. PRE-LISTENING

Aims:

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

- Draw Ss' attention to the pictures and discuss the question in class.

Suggested answers

Look at the following types of holidays. Which of them do you find most appealing? Why?

I like the idea of a working holiday. Although I have never been on one, I like the thought of offering my services to benefit a community. A working holiday also provides you with the unique opportunity to develop new skills and meet people. On the other hand, a relaxing holiday also sounds great. Our hectic lifestyles don't allow us to get away from our daily stresses and strains so we end up feeling very tense and frustrated. I think a comfortable resort is an ideal place to go to if you wish to unwind and restore your general health and well-being.

KEY

2. LISTENING FOR GIST ▶▶56-57

- For the listening transcript go to p. 131.

Aim: to give Ss practice in listening for gist

- Tell Ss that they are going to hear five people talking about different types of holidays.
- Read out the tip and explain it.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

3. LISTENING TO IDENTIFY

ATTITUDES ▶▶58-59

- For the listening transcript go to p. 131.

Aim: to give Ss practice in identifying the attitudes of speakers

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

Speaker 1 - a
Speaker 2 - e
Speaker 3 - h
Speaker 4 - g
Speaker 5 - d

KEY

Unit 9 vocabulary & grammar

Functions

Expressing permanent states, past actions, or typical behaviour, and repeated actions in the past

Expressing past intention

Structures

Used to – would – was/were going to – was/were about to

Vocabulary

Idioms

be caught dead be on cloud nine down in the dumps
drive sb up the wall hard as nails
jump out of one's skin make one's blood boil
over the moon send chills down one's spine
the last straw walk on air

Other words

exasperation howl longing reluctance

VOCABULARY

A.

Aim: to introduce idioms

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

a

B.

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

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

1. shame/embarrassment
2. exasperation
3. depressed
4. fear
5. showing no sympathy
6. happy because something wonderful happened
7. to cause a feeling of great anger
8. annoyance
9. happy because something wonderful happened
10. fright/horror

GRAMMAR

1. USED TO – WOULD – WAS/WERE GOING TO – WAS/WERE ABOUT TO

Aim: to help Ss revise verb forms expressing habits (used to – would) and intended actions in the past (was/were going to – was/were about to)

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

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

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

2. PRACTICE

Aim: to give Ss practice in using *used to*, *would*, *was/were going to* and *was/were about to* in context

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

1. When Mansour was younger, he ^{used to go / would go} was going for long walks in the countryside.
^{was going to / was about to}
2. I ~~would~~ leave for work when I realised I was still wearing my slippers.
3. She used to eat a lot of chocolate but now she doesn't eat any. ✓
^{would travel / used to travel}
4. He ~~was travelling~~ by train whenever he had to go to London because he didn't like to drive.
^{used to be}
5. There ~~would be~~ a bakery on the corner but it closed last month.
6. I was about to ^{leave} leaving when the telephone rang.
7. As a child he would always read before going to bed. ✓
8. They ~~used to be walking~~ ^{to walk} to school but now they take the bus.

Functions

Expounding on a topic
Expressing agreement/disagreement
Expressing opinion

Vocabulary

exposure fraternity gain interact recreation
restricted self-confidence time-consuming

1. DISCUSS

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

- Draw Ss' attention to the questions.
- Ask Ss to give you some answers and initiate a short discussion in class.

Suggested answers

- *What places would you like to travel to? Who with?*
I think that any country abroad could serve as an interesting holiday destination. Especially those with an entirely different cultural and historical background to my own. Countries in the East, such as Japan and China, have always intrigued me for this reason. As for who I would travel with, I think that travelling with family is ideal. Your travel companions need to be people who you know very well and are comfortable with.
- *What means of transport do you prefer when you travel?*
My choice of transport varies depending on my destination. If I am travelling abroad, my preferred means of transport is the aeroplane. It is fast, convenient and safe. On the other hand, if my holiday destination is within the borders of my own country, I usually travel by car. I think that it is very convenient to have your own means of transport. In addition to this, you can stop wherever and whenever you like, and choose the route which you would like to take. Last but not least, new developments such as inbuilt televisions allow for in-car entertainment, making the journey for all the passengers more enjoyable.

2. EXPOUNDING ON A TOPIC

Aim: to give Ss practice in expounding on a topic using prompts

- Divide Ss into pairs.
- Have Ss look at the prompt cards and check understanding.
- Ask Ss to read through the words/phrases in the box and check understanding.
- Tell Ss to take turns in order to talk about the question on their prompt cards and to be prepared to answer the questions on their partner's card.

Suggested answers

- *What do young people gain from going to a summer camp in a foreign country?*
There is no doubt that young people can gain a lot from spending their summer at a camp in a foreign country.

Not only is it a unique opportunity to experience something very different from what you are used to but it is also ideal for practising a foreign language. First of all, you meet a lot of people and can make new friends, and some of these friendships can last a lifetime. It is also an ideal way to experience a new culture and learn about the country you are visiting since, in most cases, excursions to places of historical interest or to famous sights are organised as well. Of course, summer camps are a lot of fun because there is usually a wide variety of recreational activities from sports to arts and crafts to choose from.

- *Is it preferable to go on a package holiday or to travel independently?*

I'd say that it depends on your personality as well as where you are planning to go to. For example, if you are planning to travel to a place where safety might be an issue, it might be wiser to choose a package holiday since obviously the travel agents will take that into consideration and make sure that you are not at any risk. You don't have to worry about accommodation, travel arrangements or decide what is important to see. On the other hand, on a package holiday, the timetable is restricted and you don't have the freedom to do whatever you want whenever you want. Travelling independently is preferable for those people who don't like being herded around in a group, as it allows you more choice and flexibility which might make your holiday more exciting. However, planning holidays and making all the arrangements on your own can be very time-consuming and in many cases people don't have the time required to do all the searching, booking, etc.

3. FURTHER DISCUSSION

Aim: to give Ss the opportunity to express their opinion using topic vocabulary and useful expressions

- Have Ss go through the words/expressions in the box and explain any unknown words.

Suggested answers

- *People travel more now than they did in the past. Why do you think this is?*
 - air travel and improved rail and coach travel have made travelling more comfortable
 - easy access to cheap flights
 - greater exposure to other countries through the media
 - the Internet makes it easier to plan and book holidays
 - many package tours are very economical
- *'Getting there is half the fun'. How far do you agree with this?* I agree one hundred percent that preparing to go on holiday and the actual trip there constitute half the fun. While preparing for your holiday, you can engage in various entertaining thoughts about the places you are going to visit, the things you are going to do and the feelings you are going to experience. Then, on the journey you often have the opportunity to see places, meet people and face unexpected turns of events, which can be a lot of fun.

Unit 9 examination practice

Vocabulary

amenity

A.

Aim: to help Ss revise the structures and functions presented in Unit 9

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

1. didn't use to be that/so
2. we had (already) been waiting
3. was about to wash the car
4. didn't wake up until
5. by the time we got
6. would bite his nails when he
7. while we were flying to
8. the first time I had tried

KEY

B.

Aim: to help Ss revise the vocabulary presented in Unit 9

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

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

KEY

Functions

Responding to requests for information
Making recommendations
Making suggestions
Expressing opinion

Vocabulary

contact notoriously particularly recommend
spectacular surrounding unpredictable

WRITING: A SEMI-FORMAL LETTER

1. DISCUSS

- Aims:**
- to activate Ss' background knowledge
 - to prepare Ss for the writing task
- Discuss the question in class.

Suggested answers

- Which places do you think a visitor to your country should visit? Why?
- One place I think is especially worth visiting is the ancient town of Ad-Diriyah, where one should definitely see the Turaif Quarter. Another place is Tarut island, with its natural bridge linking it to the mainland. On Tarut island one can see antiquities from various civilisations that existed in the area.

2. FOCUS ON CONTENT

Aim: to help Ss identify purpose and letter content

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

- underline the sections in Luke's letter that correspond to Mr Mansur's questions

Dear Mr Mansur,

I am writing in reply to your letter asking for advice about visiting England this summer.

In my opinion, the best place to visit is the south-west of England which is a rural area full of picturesque little villages, ideal for walks and enjoying nature. I recommend that you stay in the small city of Bath in Somerset as here you will be able to enjoy the surrounding countryside as well as visit tourist attractions, such as the roman Baths. Furthermore, just 20 miles away is Westonbirt Arboretum, one of the world's most spectacular tree collections, which would be a perfect day out for you.

Regarding what clothing to bring, I agree that light clothing is appropriate, but I suggest you bring raincoats also as English weather is notoriously unpredictable! I also suggest that you bring some sun cream and good shoes for walking outside in the countryside. In any case, I'm sure you will be able to find anything else you might need in the local shops.

I hope that this helps and that you enjoy your trip. If there is anything else I can do for you, please feel free to contact me.

Yours sincerely,

Luke Stevens

- Has Luke included all the necessary information? Yes.

3. BRAINSTORMING

Aim: to give Ss practice in brainstorming

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

Students' answers will depend on their choice of places.

KEY

4. WRITING TASK

Aim: to provide Ss with practice in writing a semi-formal letter

- Ask Ss to go through the rubric and check understanding.
- Have Ss do the activity.
- Refer Ss to the letter on p. 112, the brainstorming activity in exercise 3, as well as Appendix I for greetings and signature endings.
- Ask Ss to go to the Workbook p. 77 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 letters as instructed.
- Alternatively, if time is scarce, assign the activity for homework.

Vocabulary

accompany antiquity artefact awe backgammon
barely beneath campaign chariot coated
coffin commendable cursed dismantle
distantly ensconced excavation excavator fatal
funeral funerary give birth halt innermost
intact legend lid limestone loot mummify
mummy patron prosperous quartzite
reconstructive reign resin resume rubble
rumble sarcophagus sealed shadowy shrouded
solid successor tomb virtually

1. PRE-READING

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

- Draw Ss' attention to the title of the text and the accompanying pictures, and ask them what they know or can guess about Tutankhamun.

Suggested answers

Although I have heard of Tutankhamun, I cannot say that I know much about him or his life. I know that he was an Egyptian Pharaoh, which is evident from the pictures that accompany the text. The gold mask depicted in the first picture leads me to assume that he must have been a very important person in his time.

KEY

2. READING FOR GIST

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

- Ask Ss to read through the text quickly and to do the activity.
- Tell Ss not to pay attention to any unknown words they might have at this stage.

3. READING FOR DETAILS

Aim: to give Ss practice in reading for details

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

1. NM

2. NM

3. T (...his patron, the wealthy George Herbert, Lord Carnarvon...)

4. T (On 1 November 1922, Carter's team started to dig beneath Ramesses's tomb. Just three days later, 16 steps emerged, leading to a sealed doorway. Carter sent a coded telegram to Cararvon: 'At last have made wonderful discovery in valley. A magnificent tomb with seals intact. Re-covered same for your arrival. Congratulations. Carter'.)

5. NM

6. F (...the innermost made of solid gold.)

KEY

7. T (Today many of Tutankhamun's spectacular grave goods are displayed in the Cairo Museum.)

- Ask Ss some comprehension questions, such as:

Why were archaeologists who cleared the tomb of Tutankhamun disappointed? They found almost no writings, and Tutankhamun remained a shadowy figure.

When was Tutankhamun born? He was born during the reign of the 18th dynasty King Akhenaten.

How old was he when he became king? He was eight.

What was his name before it became Tutankhamun? Tutankhaten

What did Tutankhamun do for Egypt during his reign? He launched building projects and sent his army to campaign in Syria.

What activities did the young king take part in? He raced his chariot across the desert, hunted and played the board game senet, an ancient form of backgammon.

How did Tutankhamun die? He had a fatal accident.

What happened to his tomb as time passed? It became known as Tomb KV62 and was forgotten and built over.

What happened in 1917? Howard Carter and his patron, the wealthy George Herbert, Lord Carnarvon, agreed on a plan to locate the lost burial site of Tutankhamun.

Where did they finally find the site? It was under Ramesses's tomb.

How many times was the tomb robbed in antiquity? Twice, but the thieves were discovered by guards.

Why was Tutankhamun's tomb considered cursed? Because Carnarvon died after suffering from blood poisoning and pneumonia.

What did they find in 1924? They found the shrouded figure of Tutankhamun.

Where had Tutankhamun been buried? He had been buried in three mummiform coffins, each placed inside another like Russian dolls, the innermost made of solid gold.

Where are many of Tutankhamun's goods displayed today? In the Cairo Museum.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- Ask Ss to read the words.
- Have Ss do the activity.
- Check the answers with the class.

1. shadowy
2. successor
3. prosperous
4. rubble
5. commendable
6. resumed
7. halted

KEY

5. POST-READING

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

- Discuss the questions in class.

Suggested answers

- *Did you enjoy reading the text? Why / Why not?*
Yes, I did. I find reading about historical figures and ancient civilisations very interesting.
- *Which of the information mentioned did you find most interesting?*
The information about Tutankhamun himself.
- *What else would you like to know about Tutankhamun and his tomb?*
More background information about Tutankhamun would be interesting and so would a more detailed account of his life and the causes surrounding his death. I would also like to know more about the duties of a Pharaoh. Regarding his tomb I would find reading about the artefacts and reliefs that were found very interesting.

KEY

Functions

Referring to, defining and giving additional information about people, places and things

Structures

Relative clauses

Vocabulary

decoded defrost demote demotivate disarm
disembark disobey disorganize disorientate
enclose encode get dehydrated give ground
preserve relief

Expressions with 'give'

be given the sack give ground give it a try
give vent to

VOCABULARY

1. PHRASES AND IDIOMATIC EXPRESSIONS WITH 'GIVE'

A.

Aim: to introduce phrases and idiomatic expressions with the word 'give'

- Draw Ss' attention to the sentence and especially to the phrase in bold.
- Have them guess what it means based on the context.
- Check the answers with the class.

triggering, causing to emerge

KEY

B.

Aim: to give Ss practice in identifying the meaning of phrases and idiomatic expressions with 'give' in context

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

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

KEY

2. VERBS STARTING WITH THE PREFIXES EN- AND DE-

A.

Aim: to raise Ss' awareness of verbs starting with the prefixes en- and de-

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

1. b
2. c

KEY

B.

Aim: to raise Ss' awareness of how the meaning of a verb changes with the prefixes en- and de-

- Have Ss read the sentences and do the activity.
- Read the Note and check understanding.

See Note

KEY

C.

Aim: to give Ss practice in using the prefixes en- and de- in context

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

1. **enclose** - make a circle around, completely surround sth
2. **demotivate** - dishearten/discourage/make someone lose his/her enthusiasm for sth
3. **defrost** - thaw frozen food by taking it out of the freezer so that you can cook or heat it
4. **dehydrated** - loss of body fluids that occurs due to extreme heat or lack of water intake
5. **enable** - make it possible for you to do something/ give you the opportunity to do something

KEY

3. VERBS STARTING WITH THE PREFIX DIS-

A.

Aim: to raise Ss' awareness of the meaning of verbs starting with the prefix dis-

- Read out and explain the Note.
- Have Ss do the activity.
- Check the answers with the class.

C

KEY

B.

Aim: to give Ss practice in identifying the meaning of verbs starting with the prefix dis- and using them in context

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

1. **disarm** - take away one's weapons or means of defence
2. **disembark** - get off a boat, aeroplane, bus, train, etc.
3. **disobey** - not follow orders; not do as you are told by a superior
4. **disorientate** - lose your sense of direction; feel confused or dazed
5. **disorganised** - not well planned or managed; unsystematic; muddled

KEY

Unit 10 vocabulary & grammar

GRAMMAR

1. RELATIVE CLAUSES

Aim: to help Ss revise relative clauses

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

Sentences 1 and 2

- *In which of the two sentences does the relative clause provide additional information about someone?* Sentence 2
- *In which of the two sentences does the relative clause provide information which is necessary to define someone?* Sentence 1
- *In which of the two relative clauses could that be used instead of who?* Sentence 1
- *Can who be omitted in any of the two relative clauses? Why/Why not?* No. In the Defining Relative Clause the relative pronoun *who* or *which* can only be removed when it refers to the object, but not when it refers to the subject. In sentence 1, *who* refers to the subject of the sentence and may therefore not be removed. In a NonDefining Relative Clause the relative pronoun *who* or *which* cannot be removed.

Sentence 3

- *Which other relative pronoun could be used instead of that? which*
- *Is the relative clause defining or non-defining?* defining

Sentence 4

- *Does the relative clause provide additional or essential information about Aswan?* additional information
- *Why is where used?* because reference is being made to the location or place where this incident occurred

Sentences 5 and 6

- *Which words have been omitted before called and leading? who was, which were*
- *Find two more examples of reduced relative clauses introduced with a present or past participle in the text on pages 114-115 in paragraphs 4, 8 and 9.*

Present Participle

- On 5 April, he died, giving birth to the legend that Tutankhamun's tomb was cursed. (On 5 April, he died, which gave birth to the legend that Tutankhamun's tomb was cursed.)
- The shrines surrounding the burial were slowly dismantled. (The shrines which surrounded the burial were slowly dismantled.)

Past Participle

- As time passed, Tutankhamun's tomb, known as Tomb KV62, insignificant in comparison to those surrounding it, was forgotten and built over. (As time passed, Tutankhamun's tomb, which is/was known as Tomb KV62, insignificant in comparison to those surrounding it, was forgotten and built over.)
- Tutankhamun had been buried in three mummiform coffins, each placed inside another like Russian dolls, the innermost made of solid gold. (Tutankhamun had been buried in three mummiform coffins, each of which was placed inside another like Russian dolls, the innermost was made of solid gold.)

- Refer Ss to the Grammar Reference (pp. 138-139).

2. PRACTICE

Aims: • to give Ss practice in joining sentences using relative pronouns and adverbs
• to give Ss practice in using relative clauses and reduced relative clauses

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

1. We must arrange a time when we can discuss the project in detail.
2. His latest book didn't live up to my expectations, which came as a surprise to me.
3. Charles Dickens is a famous English author, whose novels are still loved by people all over the world. / Charles Dickens, whose novels are still loved by people all over the world, is a famous English author.
4. The statues in this museum, (which were) made in ancient times, are very impressive.
5. The new history professor, who/whom I have already been introduced to, seems to be very strict.
6. We visited a famous library the other day, where valuable books are kept.
7. My father is planning something, which I have no idea about.
8. The hotel, (which is) situated at the top of a hill, has a breathtaking view of the bay. / The hotel, which has a breathtaking view of the bay, is situated at the top of a hill.

Vocabulary

antechamber chamber conclude foremost germ
infection inscription intelligible loom untimely

1. PRE-LISTENING

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

- Discuss the questions in class.

Suggested answers

- *Why do you think the discovery of Tutankhamun's tomb is so important?*

It is important because it sheds light on a specific era of Egyptian history. The fact that the tomb was intact also means that all the artefacts that were found served as a rich source of information for archaeologists and historians. Discoveries such as this help to enrich our understanding of ancient civilisations by providing us with a glimpse into the past.

- *In your opinion, what was the reason for the boy king's untimely death?*

Given that the boy king is said to have taken part in various activities, such as chariot racing, the assumption that he was killed in a fatal accident sounds convincing.

ADDITIONAL BACKGROUND INFORMATION
ON KING TUTANKHAMUN

New studies involving the use of CAT scans and DNA analysis have lifted the veil of mystery that has surrounded King Tutankhamun ever since the discovery of his tomb in 1922. King Tutankhamun was not the only mummy to be subjected to this comprehensive analysis. The study involved DNA taken from 11 mummies, and it is for this reason that findings have yielded crucial information concerning the boy king's lineage. It was discovered that a mummy known to this day as KV55, now identified as the 'heretic king' Akhenaten, is the boy king's father. Information regarding his mother has also come to light. Although her name is still unknown, evidence has revealed that she was Akhenaten's sister. This inbreeding is said to have been the reason for King Tutankhamun's ill health. It is said that the boy king was suffering from a bone disease and that his left foot was deformed. He was thus forced to walk using a cane, which explains why approximately 130 were found in his tomb. The DNA analysis also showed that King Tutankhamun had suffered from multiple malarial infections. It is believed that these infections had weakened his immune system making him very frail. His death is attributed to a combination of factors which involve the breaking of his left thighbone in an accident, his immuno-deficient state and his contraction of a deadly strain of malaria.

2. PREPARING FOR THE EXAM TASK

Aim: to give Ss practice in preparing for the listening exam task

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

3. EXAMINATION TASK ▶▶60-61

- For the listening transcript go to p. 132.

Aim: to give Ss practice in an examination task with multiple choice questions

- Read out and explain the tip.
- Have Ss do the activity.
- Check the answers with the class.

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

Unit 10 vocabulary & grammar

Functions

Distinguishing between words with similar spelling and/or pronunciation
Expressing time relations and reason
Providing additional information
Expressing a condition

Structures

Participles and Participle Clauses

Vocabulary

attain conception concession conclude
conserve contention convention converge
converse convey deserve detain dispense
distinguish extinguish persist pertain rabble
regain relinquish reserve resist restrain
retain rumble seclude transform transmit
vanquish

VOCABULARY

A.

Aim: to raise Ss' awareness of words with similar spelling and/or pronunciation

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

retain - hold; maintain; keep in one's possession
reattain - accomplish; acquire; obtain again
remain - last; continue; stay behind
retrain - undergo training again

KEY

B.

Aim: to give Ss practice in distinguishing between words with a similar form but quite different meanings

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

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

KEY

GRAMMAR

1. PARTICIPLES AND PARTICIPLE CLAUSES

Aim: to present Ss with the use of participles and participle clauses

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

1.

- *Who was feeling increasingly unwell?* Carnarvon
- *What does the sentence above mean?* a

2.

- *Why was he a skilled archaeologist?* Because he had trained alongside some great excavators.
- *What does the form having trained suggest?* a

3. *What could be used instead of rubbed in the example above?* a

- Refer Ss to the Grammar Reference (p. 139).

2. PRACTICE

Aim: to give Ss practice in using participles and participle phrases in context

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

1. Not knowing the way to the Archaeological Museum, we asked for directions.

2. Having taken their shoes off, they entered the building through the main entrance.

3. Worried about the weather, we decided to cancel our day trip.

4. Looming south of the Spanish border, the Rock of Gibraltar symbolises strength and stability.

5. Mixed with water, this substance changes to a brownish colour.

KEY

Functions

Expressing opinion
Speculating and making a decision

Vocabulary

enrich invigorate

1. DISCUSS

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

- Discuss the question in class.

Suggested answers

- *If you were visiting a foreign country and wanted to learn more about its culture, which of the following would interest you most? Why?*

The culture of a country is multi-faceted and consists of various aspects. These aspects combined give it its distinctive nature. To get a feel for it one must try to experience all aspects of that culture. Nevertheless, if I were to choose one of the options given, I think I would choose to attend a local ceremony, like a wedding. These rituals give us insight into the beliefs, principles and moral standards that the members of that community adhere to.

2. SPECULATING AND MAKING A DECISION

Aims: • to give Ss practice in speculating on a topic and making a decision
• to provide vocabulary and practice in speculating

- Divide Ss into pairs.
- Tell Ss to look at pictures C and D and talk about how the people in the pictures feel.
- Afterwards, have them look at all the pictures and imagine that their school is organising an exhibition entitled 'Aspects of our culture'. Tell them to talk about the various aspects of culture represented in the pictures and to suggest two other aspects of culture that they would like to see represented.
- Have Ss read through the words/phrases in the boxes and check understanding.

Suggested answers

Look at the pictures C and D and talk about how the people in these two pictures feel.

SA: Picture C shows a young boy looking at a bird exhibit in a museum. He is probably trying to work out which of these birds he knows the names of and which ones he has seen in the countryside.

SB: And picture D shows a man trying a local dish, perhaps Chinese noodles. It looks like he's trying this for the first time, so he may be feeling perplexed but interested.

Talk together about the various aspects of culture represented in the pictures.

SB: Well, picture A depicts an archaeological site, and these buildings, usually, can tell us a lot about a culture's history, architecture and aesthetical values.

SA: Yes, historical sites definitely reveal much about a culture.

For example, how people lived, their customs and beliefs. Then picture B I think represents a culture's art. The art itself can tell us things not only about the artist but also about the historical time in which he lived, the conditions in the country and what people were interested in.

SB: And I think we can learn much about a culture when it has an active artistic community and encourages artists. For instance, it says that they believe in beauty, not only functionality, that they enjoy life, the exchange of ideas and freedom of expression.

SA: You're right. What about picture C? I believe it represents a culture's appreciation of the environment and living things. And we mustn't forget that nature often influences a people's clothing, literature, art.

SB: For sure. But perhaps the picture represents museums in general as well. Museums reveal a culture's history, their natural history, as we see here, and so much more. Last but not least, we have picture D and the aspect of cuisine.

SA: Yes, an area's cuisine defines it. People have not only different fresh produce but also various ways of cooking them, and that adds to the diversity we see in cultures.

Then suggest two other aspects of culture that you would like to see represented in the exhibition.

SA: I think that the exhibition must include a display of handmade arts and crafts which were, and may still be, used for ornamental or domestic purposes. These products are usually found in local markets and enjoy remarkable tourist popularity because they reflect the unique culture of a country.

SB: The exhibition must also, in my opinion, display traditional costumes. These costumes are often works of art in themselves as they are handcrafted and richly embroidered. They serve as records that document the cultural and ethnic identity of people living in a specific geographic region. They also tell us a lot about the lifestyle, beliefs, traditions, values and ideals prevalent during a specific period of time in history.

3. FURTHER DISCUSSION

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

- Discuss the questions in class.

Suggested answer

- *Which two activities in the picture above do you find the most appealing? Why?*

The ones that appeal to me most are pictures A and D. First of all, I love visiting historical sites and trying to imagine what the past was like. Second, I also appreciate different kinds of food. I love trying dishes from different countries.

- *In what ways are cultural activities important for society?*
These activities are important because they enrich our lives and stimulate our imagination, thereby improving the quality of our lives, they make us feel different emotions, such as joy, wonder and surprise, and they also give us a sense of identity, of who we are and where we've come from.

Unit 10 examination practice

Vocabulary

aftermath annihilate blast crater demise
devastate devastation inundate invigorate
trigger

A.

Aim: to help Ss revise the structures, functions and vocabulary presented in Unit 10

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

1. c
2. d
3. a
4. c
5. b
6. b
7. c
8. a
9. a
10. d
11. b
12. c
13. d
14. a
15. c
16. b
17. c
18. b
19. c
20. a

KEY

B.

Aim: to help Ss revise the structures, functions and vocabulary presented in Unit 10

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

1. painted the picture that is displayed
2. feeling tired
3. at which I studied / which I studied at
4. where we stayed was situated
5. who I have already seen
6. not wanting to fail the exam

KEY

Functions

Describing customs and traditions

Vocabulary

attend bridal brocade ceremonial cleansing
don eve exquisitely exuberant feast genuinely
highlight hoist kinship memorable oriental
outfit ritual-packed robe royalty solemn
transition

Phrases

take the leap into

WRITING: AN ARTICLE DESCRIBING SOMETHING

1. DISCUSS

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

- Discuss the questions in class.

Students should give a personal response to these questions and their answers will differ according to their respective cultures, experiences and personality.

KEY

2. FOCUS ON CONTENT AND ORGANISATION

A.

Aim: to help Ss to identify the content of an article describing something based on the rubric

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

The writer is expected to give a descriptive account of the customs, and refer to the emotions that he/she experienced when witnessing the ceremony.

KEY**B.**

Aim: to help Ss organise the content of an article describing something based on the rubric

- Have Ss read the article and do the activities.
- Check the answers with the class.

1.

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

KEY**2.**

The following should be underlined:

- I felt as if I were a member of the family
- impressed me deeply
- It was an unforgettable experience and I thoroughly enjoyed every minute of it.
- I felt a certain kinship to the whole affair
- very moving

KEY**3. FOCUS ON LANGUAGE AND STYLE****A.**

Aim: to help Ss understand the language and stylistic features of an article describing something

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

Paragraph 1

a. take the leap into

b. initially

Paragraph 2

c. eve

d. transition

Paragraph 3

e. donned

f. exuberant

Paragraph 4

g. highlight

h. genuinely

Paragraph 5

i. kinship

KEY**B1.**

Aim: to help Ss understand the language and stylistic features of an article describing something

- Have Ss read the sentences and do the activity.
- Check the answers with the class.
- Read the Note and explain it.

As if/though + past simple is a subordinate clause used when one compares something they have seen, heard, smelt, felt with something else. The comparison we are making on the explanation we are giving is not real but imagined, unreal, speculative or hypothetical.

KEY**B2.**

Aim: to help Ss understand the language and stylistic features of an article describing something

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

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

KEY

Unit 10 writing

4. BRAINSTORMING

Aim: to give Ss practice in brainstorming

- Discuss the questions with the class.

Students' individual answers will vary.

KEY

5. OUTLINE

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

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing an article describing something.

6. WRITING TASK

Aim: to give Ss practice in writing articles describing something

- Read out and explain the tip.
- Have Ss do the activity.
- Tell Ss to refer to the article on p. 122 and the outline in activity 5 when writing their article.
- Allow Ss some time to write their article 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 5 through various activities

EXAMINATION PRACTICE

A.

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

B.

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

C.

1. where we ate our meal was perched
2. having had my breakfast, I left
3. whom they were related to
4. would tell me
5. didn't use to use
6. was about to book
7. after I had visited
8. which we stayed at

D.

1. exceptional
2. description
3. enable
4. disagree
5. excitement
6. unspoilt
7. lively
8. spectacular
9. convenience
10. attractions

LISTENING ▶▶ 62-64

- For the listening transcript go to p. 133.

Extract One

1. b
2. a

Extract Two

3. a
4. a

SELF-ASSESSMENT

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

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

Listening Transcripts Student's Book

UNIT 1

1.

Man: Ladies and gentlemen, the next item is a genuine painting by Van Ross. If you take a closer look, you'll notice he has used vibrant colours to convey mood and emotion. This painting, which represents his own room, is considered an absolute masterpiece. Please observe how he depicts the bed and the pictures he has on the walls. An excellent choice for any collector. Of course, since this painting is an original, the starting bid will be 1.5 million. Yes, do I hear another offer? Yes, 1.7 million. Excellent sir, anyone else? Yes, the man in the back. 1.8 million. Going once... going twice...

2.

Man: Excuse me, do you work here?

Curator: Yes, sir.

Man: Can you tell me where the Picasso painting is?

Curator: Right here, in front of you.

Man: What, this mess?

Curator: Mess! Sir, this is one of Picasso's greatest works and one of the finest examples of cubist painting, an artistic movement which revolutionised European painting and sculpture.

Man: Is that a fact? And this?

Curator: This is a Goya.

Man: Is that what it's called?

Curator: No, sir. It's the *Prison Interior* by Goya!

Man: Oh! Well, it's not a happy subject, but at least I know what's going on.

Curator: Yes, well, if you will excuse me now... I can't believe what I have to put up with every day.

3.

Man 1: So, tell us about this new creation of yours, Gary. It looks so real, just like a photograph. I'm impressed.

Man 2: Thank you. I wish everybody shared your opinion. I've had some pretty negative feedback. Anyway, I was inspired by the fields near my village, the picturesque scenery, the magnificent colours of autumn and the cloudy skies above. I've used short brush strokes and red and orange shades to add to the atmosphere and give it a more lively appearance. The final touch was the sharp contrast between the darkness of the sky and the bright sunlight streaming through the clouds.

4.

Girl: What did you think, Dave?

Boy: Well sis, I think that it was a complete waste of time. Everything! I've never seen anything like it before either! I was expecting a better exhibition.

Girl: Come on Dave, give the guy a break. It's his first exhibition. So, he didn't accurately represent his subjects. Some of his work isn't very realistic. So what?

Boy: Give the guy a break! What about that statue called *Young boy*? It was simply awful.

Girl: Oh, all right! The arms were a bit uneven. But...

Boy: So, you noticed that, too. I knew my eyes weren't

playing tricks on me.

Girl: Anyway, as I was saying, the face was very detailed and expressive.

5.

Nora: What do you think of this one?

Kelly: What's it supposed to be?

Nora: Judging by the paints and canvases, it must be the artist's studio.

Kelly: I don't know about these modern paintings. You can't work out what they are.

Nora: You have to admit, the colours are very powerful.

Kelly: I suppose so, but I think I prefer some of his later work.

Nora: How do you know? They're all in the next room.

Kelly: I read a biography on him before we came. I like to be informed before I come to these places.

Nora: So, you're a bit of an expert, then?

Kelly: You could say that.

6.

Man: Have you seen anything you like, sir?

Omar: I'm not sure.

Man: You seem to have taken a liking to this De Moreau. It is one of the artist's most interesting pieces.

Omar: It's lovely yes, but...

Man: Perhaps it's not in your price range. I can show you...

Omar: It's not that. You see, I wanted something for my living room.

Man: Well, many people might not agree that this kind of abstract art is suitable for the living room, but that's up to you.

Omar: I agree. My house is full of abstract art, I even have one in the bathroom. But I have a bright sofa and armchairs and I'm worried this painting might clash with them.

Man: I see.

Omar: The thing is, I was thinking of changing the furniture anyway. But I'm not going to do it just for a painting.

Man: That is a bit much, yes.

7.

Rob: Hey Ivan, fancy going to an art gallery on Thursday?

Ivan: To do what?

Rob: To experience some culture, to learn about the new trends in modern art.

Ivan: Oh come on, they're just taking us for fools. I mean I could get a canvas, splash some paint all over it, and call it art.

Rob: It's not all like that. And anyway, you love bright colours.

Ivan: OK, that's true.

Rob: My cousin went to the exhibition and he said it inspired him to attend an art class.

Ivan: Really? I don't know. I just can't see the point. I mean, I understand why you might want to decorate your house with a nice harmony of colours, but that's not art, is it? I like pictures, that tell a story, or that help you understand what life was like in the past.

Rob: Sometimes modern art makes you think deeper about the world.

Ivan: I'm not sure about that.

Rob: Well, let's go and find out. You've got nothing to lose.

Ivan: OK, then.

8.

Dan: So, is this your studio?

Jafar: Yes, this is where I work usually. But in the summer, I sometimes go out into the garden.

Dan: Oh, this is a lovely sculpture.

Jafar: Thanks, it's one of my favourites.

Dan: Is it supposed to be an orange tree?

Jafar: No, those are lemons.

Dan: Oh, yes I see. Did you copy a real lemon tree, or did you make it up?

Jafar: It's actually one from my garden. You can see it over there, next to the wood shed.

Dan: Oh yes, it's very similar. Are these tin cans?

Jafar: Yes, I used about 500 cans to make the tree.

Dan: All lemonade, I expect.

Jafar: That's right.

Dan: Are these plastic lemons on the tree?

Jafar: No, they're made from cans, too. I just painted them.

Dan: It's a very clever idea. So simple, but it works really well.

UNIT 2

Interviewer: Welcome to this week's 'Fable and Fiction', the programme that gives you information not only about famous pieces of writing, but also about the people who wrote them. With us tonight is Professor Peter Lassen from Harvard University who specialises in the art of fairy tales and he is going to give us information on perhaps the greatest fairy tale tellers in history, the Brothers Grimm. Good evening and welcome, Professor Lassen.

Professor: Thank you.

Interviewer: So, Professor, for those of our listeners who don't know, can you tell us exactly where the Brothers Grimm came from?

Professor: Jacob and Wilhelm Grimm were born in 1785 and 1786 respectively in Hanau in Germany which was a one-day carriage ride from the city of Frankfurt. However, in 1791 their father was given the position of district magistrate in Steinau in the northeast of Germany where they stayed until their father's untimely death in 1796.

Example:

Where were the Brothers Grimm born?
The correct answer is c, Hanau.

Interviewer: They lost their father very young then?

Professor: Yes, they did. Their father Philip Grimm was only 44 years old when he died leaving his six surviving children behind. Three

others had already died before him. At the time of his father's death, Jacob, who was the oldest, was only eleven years old. Dorothea Grimm was forced to leave the government residence which was given to the family as part of her husband's job. The next couple of years were very difficult for the family. In 1798, with the help of Dorothea's sister, who was a lady-in-waiting for a Hessian princess, Jacob and Wilhelm were sent to Kassel, their mother's hometown, where they attended the Lyzeum, a high-class secondary school. The boys shared the same room and coped with loneliness and being left out because of their low social position by studying ten hours a day. They proved to be excellent students and both graduated top of their class.

1. Why did Dorothea Grimm leave her house?

2. Why were the boys lonely?

Interviewer: What did they do when they finished school?

Professor: Well, Wilhelm was not as strong as his brother Jacob. The physical effort affected his health and he had a serious asthma attack at school. In fact, for the rest of his life he would have trouble with his lungs. In 1802, Jacob was accepted at the University of Marburg to study law. Wilhelm, despite his ill health, entered the same University the following year. The brothers shared a room in a house on Barfüsser Street and it was while they were living there that they met the man who was to change their lives. He was an aristocratic young Law professor Friedrich Carl von Savigny. He was so impressed with Jacob's appetite for learning that he opened his private library to the older Grimm brother. Jacob spent hours studying Savigny's collection of rare manuscripts containing tales from medieval times. That is when Jacob first developed a taste for researching and collecting German literature and folk tales. Soon, his brother also became enthusiastic about this pastime.

3. Why was it surprising that Wilhelm Grimm entered the university?

4. What did Jacob study in Savigny's library?

Interviewer: Were the brothers very alike?

Professor: No, not at all. Jacob was not a striking figure. He was short and stocky. He was also very shy and only interested in books. His classmates would sometimes ask him to accompany them on walks in the country to which he would answer that he preferred 'to take a walk in literature'. They used to call him 'the old one'. On the other hand,

Listening Transcripts Student's Book

Wilhelm was a lot more outgoing. He got married when he was twenty-nine years old. His wife had been a friend from childhood and was actively involved in helping the brothers in their work. Jacob definitely was the more scholarly of the two and had the original ideas for most of their projects. Yet, the brothers worked very well together and they signed their joint efforts simply 'Brothers Grimm.'

5. What was Jacob Grimm like?
6. What is true about Wilhelm's wife according to the speaker?
7. Which of the two brothers contributed most to their projects?

Interviewer: When did they actually start writing fairy tales?

Professor: Well, it happened almost by accident. In 1808, Dorothea Grimm died leaving Jacob more or less responsible for the care of the whole family. At that time, Wilhelm was too ill with his asthma and a weak heart to do much work. Jacob was working as a librarian. It was then that he was approached by a friend who was planning a collection of German folk literature stories. The brothers agreed to become involved in the project. Within a few years, the Grimms had collected 49 tales, taking a few from old books and the rest from acquaintances in Kassel. Then, when the friend failed to produce the collection, the brothers decided to continue and publish their own. The tales were first published in 1812, a very tough year for the Grimm family. They were surviving on just one meal a day so it's not so surprising that many of the characters in their books suffer from hunger.

8. What happened in 1808?
9. Why didn't Wilhelm work?
10. Whose idea was it to start collecting folk tales?
11. Why was 1812 a difficult year for the Grimm family?

Interviewer: Where exactly did they get all the stories from?

Professor: Altogether about forty people gave the Grimms stories. Many of the storytellers came to the Grimms' house in Kassel. One of their informants was a widow called Dorothea Viehmann. She used to walk into town to sell fruit and vegetables from her garden. Her father had kept an inn and she had grown up listening to stories from travellers on the road to Frankfurt. Amongst the stories she told them was 'Aschenputtel', better known to us as 'Cinderella'. Someone else who provided the Grimms with stories was Marie Hassenpflug, a sister-in-law of Charlotte

Grimm, their younger sister. Charlotte married Ludwig Hassenpflug in 1822. The brothers listened to the stories Marie grew up with. Marie also grew up in the town of Hanau, which at the time had a strong French influence. So, naturally her nannies would have told her French stories, many of which were taken from a book called 'Tales of My Mother Goose', published in France in 1697 and written by Charles Perrault.

12. Who gave the brothers the Cinderella story?
13. From whom did Marie hear a lot of stories?

Interviewer: So, a lot of the Brothers Grimms' stories weren't actually German!

Professor: In the second edition of their own collection, the Grimms acknowledge that many of their tales have deep international roots. Included in the Brothers' notes are references to similar stories from many other cultures including Russian, Japanese, Irish and Slavic. You see, long before the time of the Grimms, storytelling was very much a part of everyday life. Whenever people came together, stories were told. Particularly in the spinning rooms where peasant women worked making thread. There, on long winter evenings, they would entertain themselves with tales of adventure.

14. What did the Brothers point out in their second collection?
15. When did people usually tell each other stories?

Interviewer: It is said that the cruelty in the Grimms' stories wasn't a product of their fantasy. Is that true?

Professor: Yes, it was actually a reflection of medieval times and the law-and-order system that existed then. Take 'Rumpelstiltskin', for example. It's about a poor miller's daughter who is ordered by a king to turn straw into gold. Failure means death while success will bring a royal marriage to the king's son. Then there's 'Hansel and Gretel' which is about abandoned and neglected children, something that happened a lot in those times.

16. What are the Grimms' stories about?
17. What does the girl in 'Rumpelstiltskin' have to do?

Interviewer: Did the Brothers ever make any money from their writing?

Professor: Actually, they hadn't made any money at all up until 1825 when they published the 'Small Edition', a collection of fifty shortened stories illustrated by their younger brother Ludwig. That is when Wilhelm understood that the main audience for the stories was children. You see, in about 1819, Wilhelm had taken over the main responsibility for the fairy

tales so that Jacob could dedicate himself to researching and explaining German Grammar. That year they were both given honorary doctorates by the University of Marburg and in 1829 they were appointed professors at the University of Göttingen. So, as you can see, the Grimms earned more status than money with their writings.

18. What did Wilhelm understand in 1825?
19. What did Wilhelm do after 1819?
20. What did the Brothers mostly gain from their work?

MODULE 1 - ROUND-UP

Interviewer: Good evening, listeners, it's time for your daily dose of *The Harland Show*... The show that gets you talking! With us tonight, we have Maurice Farnsworth of *The Truth in Art Society* and the young artist, Ripley. As I'm sure you are all aware, Ripley's latest works are currently being exhibited at the Waterman Gallery and causing quite a stir... In fact, some people are seeing red, isn't that right Mr Farnsworth?

Farnsworth: Yes, exactly right, Harland. *The Truth in Art Society*, which works to promote art and culture, strongly disapproves of Mr Ripley's art works. If you can call them that...

Interviewer: Ripley, would you like to describe your exhibition to our listeners? Give them an idea of what all the fuss is about?

Ripley: I'm not quite sure what all the fuss is about either. My current exhibition is called *The Modern Caveman* and consists of a number of sketches, drawings and paintings that resemble cave paintings. But the theme is life in the modern world, so, for example, one of the cave paintings shows a man talking on his mobile phone.

Farnsworth: Yes, and it's absolutely ridiculous. You're exhibiting a collection of cartoon strips, in my opinion, Mr Ripley. Nothing more than silly stick figures using a computer. Is that really art?

Interviewer: Good question. How would you classify your works of art, Ripley? Are you an artist in the traditional sense?

Ripley: Yes, I am because I offer the public my own perspective on the world. That's what artists are supposed to do. I like using different mediums and I have produced a number of works ranging from paintings and wood carvings to sculptures and pottery in the past. Right now, I'd classify myself as a painter, but I think labels and definitions are so limiting.

Interviewer: Who would you say are your influences, Ripley?

Ripley: Hmm... Rudolph Monk, who is famous for his papier-mâché sculptures, is my mentor and probably my greatest influence. Philosophy is also a tremendous inspiration.

You know, philosophy really encourages the creative process.

Farnsworth: Creative process? My foot! Any fool could come up with the things you do! Picasso, Matisse, Michelangelo, those were great artists! After visiting your exhibition, I was shocked! I've seen more impressive art work at my niece's nursery school! And I'm very surprised that the Waterman Gallery, where more conservative pieces of art are usually exhibited, actually gave your collection the green light.

Interviewer: Any comment, Ripley?

Ripley: The people at the Waterman know good art when they see it. *The Modern Caveman* compares the modern world with the primitive world. You're just jealous of my unique vision, Mr Farnsworth.

Farnsworth: Yes. Jealous. I'm positively green with envy. That's exactly what it is...

Ripley: Look, art is a form of self-expression, Farnsworth. There aren't any rules. Do you really think that you and your society can define art, can succeed where great thinkers and philosophers have failed?

Farnsworth: You know, Harland, I could talk till I'm blue in the face, but it won't do any good. This man, who is obviously extremely full of himself, will never understand my point of view and...

Interviewer: Have to stop you there, I'm afraid, Mr Farnsworth. It's time for a commercial break... (fade out)

UNIT 3

Interviewer: Welcome to another edition of 'People Who Have Made a Difference'. With us, today, we have Dan Morris - an elementary school teacher. He has done more in two years than others have done in a lifetime. Welcome to the programme, Mr Morris.

Dan: Dan, please, and thank you for inviting me.

Interviewer: Dan, you teach in a public school in the neighbourhood you grew up in. Did you also go to the same school?

Dan: Actually, I grew up in a neighbourhood that's not too far from where I work. And no, I didn't attend the same school.

Example:

Where does Dan work?

The correct answer is c.

Interviewer: Sorry about that! So, Dan, could you tell our listeners what made you decide to become a teacher?

Dan: My love of books. I lived in a one-bedroom apartment in a poor neighbourhood with my little brother and my father. My mother died when I was four. We were always short

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of cash. There were times when we didn't have electricity because we couldn't pay the bills on time. But we had books and I soon found out that they could take me anywhere. I could see the world without having to leave my room. I could have exciting adventures and live dangerously without risking my life.

1. Who brought Dan up?
2. What didn't Dan and his family have?
3. What did Dan like doing as a child?

Interviewer: You certainly didn't have it easy!

Dan: No, I didn't. Of course, I wouldn't be here if it wasn't for Patrick Lynch. He wasn't only one of my professors at college; he was a great mentor and a wonderful person. Funnily enough, I didn't think much of him at first because he seemed so traditional. But, all that changed once I got to know him better. He was a harsh critic and reduced me to tears on many occasions. However, I learnt a lot from him and entered my profession with excitement and confidence instead of fear.

4. Who was Patrick Lynch?
5. What was Dan's first impression of Patrick?
6. How did Dan feel when he started teaching?

Interviewer: So, what was your first day like? How did it feel?

Dan: Out of this world! I remember looking at my students and thinking, 'This is my destiny, to have this group of children before me.' And a large group it was, I can tell you that. 30 kids! In some schools there will be 15 kids, 20 tops in a class. Anyway, I made up a story and gave them a funny speech about how strict I was and how I taught football players and prisoners, so a bunch of fifth-graders wasn't much of a challenge.

7. What went through Dan's head on his first day?
8. How many students did Dan have?
9. Who were Dan's first students?

Interviewer: Most of your students have trouble reading, isn't that right?

Dan: Yes, they have a poor grasp of phonetics. These children have a lot to deal with. Most of them come from broken homes. Some don't even have a roof over their head and are in and out of shelters. With a background like that, it's no wonder they have trouble reading. One of the first things I do is record samples of the children's reading. It's painful to see big kids struggling to guess the sound of each letter.

Interviewer: How do you help them?

Dan: I tell them we are going to make an alphabet museum - for the kindergartners. Each day I assign a letter and the following day students have to bring in interesting things beginning with that letter. That way they get the alphabet practice that they need without having to feel ashamed.

10. What problem do Dan's students have?
11. What's the purpose of the alphabet museum?

Interviewer: Do you think that classrooms can motivate students?

Dan: Definitely. I did what all other teachers do to brighten up their classrooms and make them look stimulating like hanging posters on the walls and putting students' projects up on the bulletin board. I also set up a classroom library for the kids to use. That's what makes my classroom unique. I remember when I finished setting up my classroom, the older teachers shook their heads and told me it looks over-stimulating, which to me meant they were jealous. My uncle made the bookcase and I bought the books myself since the school is on a tight budget and can barely afford the necessities. I had to work another job on Saturdays to make it all happen. That's why I was really angry when somebody stole a comic book about Columbus from the class library. I told the kids, 'Whoever did it, just put it back on the shelf.' But, nobody did, so I locked all the books in the closet. The kids started complaining saying it's not fair to punish the whole class for something one student did. I told them what I had to go through so that they could read good literature and that I wasn't going to leave my personal possessions out if I couldn't trust the people I'm with. Couple of days later, I found the book on my desk.

12. What does Dan have in his classroom that others don't?
13. What was the other teachers' reaction to Dan's classroom?
14. Who helped Dan buy the books?
15. What did Dan do about the stolen book?

Interviewer: You use games in your class. How effective are they?

Dan: Very. They make learning fun. Last year I made a time machine with my students. The idea was time travel through books. At first I was thinking of using an old refrigerator or a trunk when it hit me. I had this cupboard at home which I wasn't using. So, I brought it in and with a bit of paint and imagination we turned it into a time machine. I put a flashing red police-car light on top and

we glued various knobs and keyboards on it. Inside I put a bookshelf with history books, a comfortable pillow for sitting and a flashlight attached to a phone cord. Students take turns in the time machine. They go in, the doors close and off they go. The rest of the class reads silently. Half an hour later we retrieve the person. You'll be amazed by what they have to say and every student has a different story to tell.

16. What was the purpose of the time machine?
17. What did Dan use to make the time machine?
18. What was inside the time machine?

Interviewer: How do your students do in the standardised reading and math test?

Dan: They have the best scores in the school. At least a one-year jump in grade level for almost everyone and several kids jump two or three years.

Interviewer: I'm impressed. Most teachers aren't proud of their students' test scores.

Dan: Yes. You know I just remembered something that my mentor Patrick said: 'The difference between a teacher who just started teaching and an experienced one is that the former asks, 'How am I doing?' and the experienced teacher asks, 'How are the children doing?'

Interviewer: You are doing great, Dan! Keep up the good work and thank you for joining us today.

19. How many years in grade level do most of Dan's students jump?
20. What's the difference between experienced and inexperienced teachers?

UNIT 4

2.

It's important to realise that communication is not limited to verbal exchanges. When we speak to each other, we convey a number of messages using our bodies, facial expressions and tone of voice. Non-verbal communication, or body language, can give us an indication of what people are really thinking or feeling by either reinforcing or contradicting what is being said. But, body language can be misinterpreted, so I would urge listeners not to jump to conclusions when assessing other people's physical signals.

Probably the best way to convey to others what we are feeling is with our faces; often words aren't even needed when one look or facial expression will do the trick. For example, when we want to show happiness, we smile and our eyes sparkle; when we are surprised we widen our eyes and our jaws drop open; when we are afraid, our upper eyelids rise, making the whites of the eyes more visible, and our lips become tense. These facial expressions are common to people from all cultural backgrounds,

but one should keep in mind the fact that some types of facial expressions differ from country to country. In North America, for example, people blush to show embarrassment; in Japan, embarrassment is shown by laughter or giggling.

I'm sure you've heard the expression 'the eyes are the window to the soul'. There is great truth to this because our eyes very clearly communicate what we are thinking and feeling. Eye contact is a particularly important element of face-to-face communication. If you want to form a bond with someone, it's vital that you maintain eye contact for at least 60 to 70 per cent of the conversation. According to some studies, when Westerners talk to each other, they make eye contact about 61 per cent of the time and the average gaze lasts about 2.95 seconds. Remember though, that in some Asian and South American countries, making eye contact for an extended period of time is frowned upon, because it can make the individual seem rude or hostile.

Sometimes, people avoid or break eye contact. There are many possible reasons for this: the person might be feeling embarrassed, ashamed or guilty. Or he might be feeling uncomfortable in the presence of the individual he is talking to; avoidance of eye contact might also be a sign that the person is feeling nervous and wants to avoid a confrontation.

Posture is another important indicator of a person's mood or attitude. For example, positive, happy people tend to carry themselves upright, while people who may be sad or bored will often slouch or 'collapse' into their bodies. Another interesting point is that people who are fond of each other often lean in towards each other when engaged in conversation.

Of course, it's not just our faces and bodies that communicate our feelings to other people. Very often, we use objects, such as glasses or pens, to send a non-verbal message. For example, people who have been pressured into making a decision and want to play for time, will take off their glasses, slowly wipe the lenses and then put their glasses back on. Sometimes people use sunglasses to hide their eyes and therefore their feelings and to create a distance between themselves and the person they are talking to. Objects can also be used to make us feel more safe and secure, and to relieve tension. When people feel nervous, they may click a pen or chew on a pencil. People who are anxious might play with their jewellery or fiddle with their clothing.

Body language is indeed a fascinating aspect of human communication; it gives us greater insight into other people's thoughts, feelings and attitudes, and ultimately makes the communication process richer and more rewarding.

4.

Speaker 1:

Cave paintings, made thousands of years ago by prehistoric man, were the first real attempts at visual communication. Early artists used four basic paint colours: black, white, red and yellow, to depict various scenes, the subjects of which

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were usually animals. Experts believe that cave paintings were intended to pass on information to other tribes about the hunting environment. Cave paintings and rock drawings were also used to warn others of potential danger; an example of this is a rock drawing that was found near a steep path in New Mexico. The picture shows a mountain goat standing up, while a man and a horse lie on the ground nearby. The drawing is intended to warn horse-riders that the path is too steep for horses.

Speaker 2:

The world's first writing system was invented by the Sumerians in Mesopotamia in order to keep accurate records of the number of agricultural and manufactured goods that they produced. The Sumerians drew pictures of these items on the surface of wet clay tablets. These pictures were usually of objects such as sheep, wheat or bread. Gradually, the images evolved into a system of symbols called cuneiform. This writing system, which consisted of about 600 symbols, was used by the Sumerians to create all sorts of documents from contracts and tax receipts to sales records.

Speaker 3:

In ancient Egypt, the written system of communication was called hieroglyphics. This form of writing consisted of picture symbols which represented ideas and sounds. The Egyptians used hieroglyphics for religious purposes and to keep a record of the activities of the royals. Only specially-trained individuals, called scribes, were allowed to use this writing system. At around the same time, the Egyptians developed hieratic writing, a system of writing which could be used for daily communication. This type of writing was a simplified version of hieroglyphics, and was used for letters and for keeping records and accounts.

Speaker 4:

Written Chinese has no alphabet and is made up of about 50,000 symbols or characters. According to legend, Chinese characters were invented by a man named Cangjie, who spent years studying nature and developing symbols that represented the individual characteristics of various plants and animals. The average Chinese person can recognise about 5000 frequently used characters, which is enough to be able to read a novel or a newspaper. To understand ancient Chinese documents, an individual would have to learn many more characters.

Speaker 5:

The many tribes that lived in North America hundreds of years ago, all spoke different languages. In order to communicate successfully with each other, the Native Americans developed a sign language system which consisted of numerous gestures and movements. They also used smoke signals to send messages to each other. This involved covering a fire with a blanket, and removing it quickly to allow a puff of smoke to rise up into the air. Senders were able to control the size, shape and timing of the smoke. The puffs of smoke were visible from a great distance, but the messages that were sent were usually very

simple and therefore quite limited.

MODULE 2 - ROUND-UP

1:

Man 1: You are coming to dinner tonight, aren't you?

Man 2: Sure, can you remind me of the time? Is it at 7:00?

Man 1: No, it is at 8:00. Originally we had planned it for 6:00, but nobody could make it.

What time is the dinner?

2.

Boy 1: I dropped Chemistry this year.

Boy 2: Well, that makes two of us.

Boy 1: But we'll be in Biology together, right?

Boy 2: Actually, I changed my mind about Biology, too. You are looking at the new student in your Art class. I've decided to get in touch with my creative side.

What subject are both boys taking?

3.

Man 1: Hey Nigel, are you coming to Tim's gallery opening next week?

Man 2: I'm not sure. Which day is it?

Man 1: Initially, he had planned it for Saturday, but his football team is playing that night, so he is having it on Sunday night.

Man 2: Oh, that's too bad. I don't think I can make it. I have to catch an early flight on Monday morning.

Which day would suit Nigel?

4.

Man 1: Here are the directions to John's house.

Man 2: I am not very good at reading maps. Can you help me?

Man 1: Sure, but it's really easy. You go east along Main Street towards Elm Street and it is on the south east corner of High Street and Main Street. But if you get to Elm Street, you have gone too far.

Man 2: Great, thank you! I will see you there.

Where is John's house?

5.

Boy 1: You were late for class today. Missed the bus again, Jake?

Boy 2: I didn't use public transportation this morning. I decided to drive for a change.

Boy 1: Got stuck in traffic, no doubt.

Boy 2: I wish. The car broke down and I had to walk. How does Jake usually go to college?

6.

Boy 1: All this studying has got me really stressed out!

Boy 2: You should take up an activity like swimming, for example. It'll take your mind off school for a while and help you relax.

Boy 1: You're right. You know, I used to cycle when I was younger but now I think I'd prefer to do something indoors like joining a gym.

What activity did the boy do in the past?

7.

Boy 1: I'm looking forward to the graduation.

Boy 2: So am I. It's on June 28th, right?

Boy 1: I think it's June 29th. Let me check my calendar.
Boy 2: Oh, you don't have to. Look at the bulletin board.
 It's on the last day of June.
 When is the graduation?

UNIT 5

2.

Interviewer: Good morning, today we are continuing with our series on the mind and intelligence. In our studio here today we have Gary Simpson, an educational psychologist who will tell us something about the secrets of being a genius. Welcome, Gary.

Gary: Thank you. Well, for many years, it has been said that a genius is born with special abilities and possesses high intelligence. For example, a genius is characterised by strong individuality, imagination and creativity in addition to extreme intelligence. We apply the term 'genius' to Leonardo da Vinci, Albert Einstein and many more.

Interviewer: Does a genius possess a superior talent in any specific field?

Gary: Yes, certainly. Einstein, for instance was a genius in physics and mathematics while Da Vinci was gifted in many areas such as art, engineering and philosophy.

Interviewer: How did Leonardo da Vinci enrich himself to develop greater intelligence? Isn't it estimated that his IQ was approximately 220 and that he possessed great skill and creativity?

Gary: Yes, that is a fact. Leonardo himself stated that there were seven secrets that could help you to become a genius. Firstly, he said that one must have an incredible curiosity about one's surrounding world as well as a burning desire to discover and achieve. Secondly, he insisted that knowledge must be constantly tested through experiences. Thirdly, he stated that the senses need to be constantly sharpened, so there can be an understanding of the true nature of things and not just the outer appearance of things we observe. The fourth secret is that we must accept vagueness and trust forces that can influence our lives. The fifth characteristic is that one must develop a balance between art and science, in order to live a varied and interesting life. His sixth secret was that one must lead a healthy lifestyle, because he felt health and fitness would boost mental power.

Interviewer: So should we be more aware of our diet in order to improve our IQs?

Gary: Most definitely! If we eat healthily, we will boost our energy levels and our ability to think clearly and creatively. Remember that creativity is essential to being a genius.

Interviewer: What was his final secret?

Gary: He felt that all the phenomena in the world are connected in some way, that is, energy, laws, nature and so on.

Interviewer: We know that a genius may come in many forms. Leonardo was artistic. What can you tell us about Albert Einstein? We know he was a mathematics and physics genius. But did his genius show itself in early childhood or did he develop it later in life?

Gary: Let me tell you about Einstein when he was young. When he was five years old, his father gave him a pocket compass. He immediately realised that there was something in the empty space that moved the needle. This observation left a lasting impression on his mind.

Interviewer: Do highly intelligent children have a clearer understanding of situations or some sort of superior memory? Is that what sets them apart?

Gary: Yes, they differentiate themselves from others with great originality of thought. For example, when Einstein was six years old, he began various creative activities and built models and mechanical devices for fun. When he was at school, he developed a strong liking for mathematics, but he hated the way it was taught by teachers using strict learning methods.

Interviewer: Is there any way that we can encourage our children to strive for higher goals?

Gary: There are many ways. I would advise families to switch off the TV, as it's not a creative activity. I also think that it's a good idea to encourage children to read a variety of books and do arts and crafts. These activities provide a stimulating environment for children and encourage them to think creatively.

Interviewer: So, it seems that creativity and the role of the environment are crucial in becoming a genius.

Gary: Certainly, but a positive self-image is very important too. These children often carry a little notebook or PDA to write down creative ideas and thoughts based on their observations. Yet, most importantly, these super-intelligent children ask many questions and they are extremely imaginative. But don't assume that it's all work and no play for them. They also have fun and enjoy life to the full.

Interviewer: Thank you for a most interesting discussion.

3.

1.

Daughter: Mum, I haven't been sleeping well the last few weeks because of my exams. I also drink a lot of coffee, which doesn't help. I've tried all sorts of things to make me sleep better. I tried drinking camomile tea, drinking warm milk,

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I even count sheep! Nothing helps. I just lay awake all night worrying about the exam I have in the morning.

Mother: That's terrible, dear. You shouldn't get so stressed about your exams.

Daughter: I know. But what can I do to get some sleep?

Mother: You know, since I started putting a few drops of lavender oil on my pillow, I've been sleeping like a baby.

Daughter: Really? I might try that.

Mother: Here, take this lavender oil and try it tonight. I'm sure it will help you.

Daughter: Thanks, Mum.

2.

The first point that must be emphasised is that feeling a little bit depressed when you are first away from home is a completely normal reaction. You should not think that you have a serious problem and that you need to see a specialist. We all miss our family and friends in such a situation. However, it is a mistake to think that this feeling will just go away. You must take some positive steps. Begin by calling or visiting home less often. Next, look for new friends...

3.

Son: But, Dad, I saw it with my own eyes.

Father: Calm down. I'm not calling you a liar. What I am saying is that you wanted to believe this and told yourself that it was true.

Son: Not at all. I am absolutely sure that our mind can control our body and that people can run across burning hot coals without getting hurt.

Father: Have you tried it yourself, son?

Son: Well, not exactly.

4.

Thank you for asking me that. Scientists and philosophers have been arguing for centuries about whether or not the mind can make the body sick. Such illnesses or disorders are known as psychosomatic, and the current debate focuses on the biochemical make-up of the mind. But here in a very, very busy hospital, I basically only have time to treat what I see. The exploration of deeper matters is more for research scientists...

5.

Man: I was told that I had nothing to worry about because it wasn't serious. The doctor explained that it had something to do with the nerve that controls sweating. I was advised to cut down on caffeine drinks, as they make the situation worse. I've already started drinking less coffee. I was given a cream to use three times a day, but it didn't help at all. Basically, I just have to learn to relax and that's the best way to control the sweating. If I manage to do that, I won't be embarrassed to shake hands with people. Recently a friend suggested that I try acupuncture. I'll give it some thought...

6.

Man: The mind is a muscle and, like all the other muscles in your body, it needs to be exercised regularly.

Woman: How do you suggest I exercise my mind?

Man: Well, there are all kinds of ways. Reading a book is a good one, doing crossword puzzles, sudoku, logic puzzles. Why don't you buy a puzzle book to do?

Woman: I do like reading when I have the time, but I don't really enjoy doing puzzles.

Man: Most people don't like exercising but they still do it because they know it's good for them.

Woman: Ooh well, when you put it like that... pass me the newspaper, I'll try the crossword...

7.

Man: After seven months of trying to pinpoint the mystery illness that has been afflicting six-year-old Kevin Roberts, doctors have finally diagnosed a rare chemical deficiency in the brain, which affects only a few people in the world. Research has shown that this condition is treatable. So, the fact that people have died from it should not be discouraging to the afflicted. Doctors are optimistic...

8.

Girl 1: Listen! Listen to this Emily. You won't believe your ears. 'Face life challenges with a strong belief in yourself. Improve your willpower, determination and stamina. Feel better about yourself, with ... wait for it, the Self Esteem CDs. You can accomplish anything you want with the proper use of your mind.'

Girl 2: Are they serious? Who would ever get persuaded into buying something like that!

UNIT 6

Host: Good evening and welcome to the show. Rick Mitchell is here today to talk about the use of aromatherapy to improve athletic performance. So Rick, tell us? What exactly is aromatherapy?

Rick: Thank you. Aromatherapy is the use of essential oils for health purposes. Essential oils are found in various plants, flowers and trees. These oils have important minerals, vitamins and antiseptics that are good for us.

Host: How long has aromatherapy been around?

Rick: Aromatherapy has been around for over 6000 years; the Greeks, Romans and Egyptians all used aromatic oils in medical treatments. In fact, the father of medicine, Hippocrates used essential oils to get rid of the plague in Athens. Modern aromatherapy came into effect in 1930, when a French chemist discovered the healing benefits of various essential oils. And during World War II, a French army surgeon used essential oils as antiseptics.

Host: These days, many athletes use all kinds of nutritional supplements, in the form of food or drinks to help

improve their performance. Is it true that essential oils can also be used for the same purpose?

Rick: Yes, it is. In fact, it's all to do with our noses! Out of the five different senses, smell is the most sensitive. Smells produce the quickest reaction from the brain. When we smell something, messages are transported from our nose to the part of the brain which controls emotions and memories. As a result, it is thought that certain smells produce emotional responses. It's well-known that what you eat or drink before and after you do exercise can affect how your body performs. But now researchers have discovered that certain scents can also affect your fitness. In particular, peppermint oil has been found to have a very strong impact on performance.

Host: Is there any scientific evidence to prove this?

Rick: In an experiment, athletes were asked to run on a treadmill while inhaling one of the following scents – peppermint, jasmine and a gas with no smell which was used as a control. It was found that the athletes who sniffed the peppermint experienced an increase in nasal and lung dilation. Also, they felt more motivated to keep running for longer than the athletes in the other groups. The peppermint put the athletes in a good mood, and when we feel good about doing something, we are more likely to do it better.

Host: And is peppermint the only scent that can improve performance?

Rick: Although the results with mint are very good, there are other options. Cinnamon, rosemary and basil are thought to improve concentration. Jasmine is an excellent muscle relaxant which can be used during the cool-down stage of your workout. Lavender is well-known for its relaxing effects on the body and mind; a drop of lavender on your pillow at night will help you sleep. A good night's sleep can help you perform better in sports.

Host: How do we use essential oils?

Rick: I recommend you just put a few drops on a tissue and simply inhale. If you are working out at home, you could put one or two drops into a bowl of water. The important thing to note is that only a few drops are needed because the oils are very strong and if you use too much you could have a bad reaction such as a headache or if you suffer from asthma it could bring on an attack. Also, it's important to make sure you are using good quality oils, so do your research before you buy.

Host: Well, that has been very useful. If you are just joining us, I'm talking to Rick....

MODULE 3 - ROUND-UP

Speaker 1:

A couple of years ago a friend of mine suggested that I try a new all natural diet that claimed I would lose 5 kilos in a week. Of course I jumped at the chance to lose weight quickly. What my friend didn't tell me was that I would have to eat cabbage soup twice a day for seven days, and didn't allow me to eat much else. Needless to say, I didn't make it

past the third day, and I never want to see cabbage again.

Speaker 2:

My sister thought it would be a good idea to go on a diet to lose the weight she had put on over the winter. She had read somewhere about a 'miracle fruit' that slims your waistline in no time. This miracle fruit was grapefruit and she would consume three per day either in juice, fruit salad or by itself. She also had to cut out snacks, complex carbohydrates and drink several glasses of water daily. She was pleasantly surprised with the results and recommends it to all her friends.

Speaker 3:

I'm currently on a diet that my doctor suggested I try. I have always been on the chubby side, so I decided that it was time I try a diet. My doctor had just returned from a weight loss conference in Canada and he told me to try drinking 2-3 teaspoons of apple cider vinegar before every meal. At first, I thought he was joking. But when he explained to me that the fermenting apples have pectin, which helps to speed up the digestion process, I tried it. So far I have lost 2 kilos, and I am really happy with the results.

Speaker 4:

My wife was trying to lose weight last year and she went to a new age dietician for some counselling. Well, this woman was right out of her head because she told my wife to try a new idea called Breatharianism. Its main belief is that eating is an acquired habit and that air and sunlight should be the primary form of nourishment. She told my wife to train her body to survive on little or no food and to breath very deeply. Well, the first day was surprisingly effortless, but the second day I could see my wife was eyeing my chicken dinner with envy. The third day, I came home to find my wife on the floor. She was so weak she had passed out from lack of food. I rushed her to the hospital, and since then she's been eating proper meals and exercising regularly.

Speaker 5:

I've tried many diets in my day, and I can honestly say that none of them have worked for me, with the exception of one. Technically speaking it isn't exactly a diet; it has to do with chewing. It is called the Multi Bite diet and it encourages you to chew all your food until it becomes liquid; this aids in the process of informing the brain that you are no longer hungry. It is said that the brain requires 20 minutes to get the signal from your stomach that it is full, and as such, the process of prolonged chewing doesn't allow for overeating. I still practise it to this very day.

UNIT 7

1.

Interviewer: How long have you been designing websites?

Steve: I made my own website when I was 11. I spent most of my free time in front of my computer. When my friends saw my site,

they asked me to make websites for them. Back then, my family was suffering from financial difficulties. It was very stressful. I was able to make some extra money on the side. This couldn't have happened at a better time. I had a great sense of pride that I was able to make a contribution. I would work after school; when most kids my age were hanging out, I was in my bedroom designing websites. It was exhausting but it didn't matter to me because I loved it.

Interviewer: How do you manage to study for a degree and manage your business?

Steve: It's tough, especially this year as I'm in my final year and I have a project and lots of exams. The business has been really challenging this year as well. Sometimes it's hard to do everything but I do my best. I'm studying Information Technology. It's been really helpful to me. There have been so many changes taking place in the computer world and I wanted to keep up to date with the technology. There are also modules in Business and Management in my degree which have helped me understand what companies need. I think at the end of the day it was worth going to university because the experience served to broaden my mind and challenge me. Unfortunately, because I've been so busy, I haven't really had the chance to do much socialising. That's something I regret.

2.

Jason: More and more universities are adopting Virtual Learning Environments. However, many feel this form of education is inadequate because it reduces face-to-face interaction between students and teachers. I believe that if e-learning is carried out correctly, it can enhance the learning experience. An e-learning course allows students to do self-study tutorials online and access multimedia course material. There are also enormous online libraries, forums, bulletin boards and chat rooms, which allow students and staff to discuss topics and get supplementary materials. Some universities are even able to provide counselling and study support services online. There are various advantages to e-learning. Firstly, distance learners with busy lifestyles are able to study any time, anywhere as long as they have access to the Internet. Self-paced tutorials can be done at the learner's own pace - I think this is particularly important for those trying to manage study with work. Various learning styles and abilities are catered for. The overall cost of learning is reduced for the institution and the student. However, there are some disadvantages worth considering. Students who are not disciplined enough to study on their own may fall behind. The lack of social interaction may cause some

students to become isolated. Problems with Internet connections can cause frustration and slow down the learning process. Overall, I think that the advantages outweigh the drawbacks. E-learning provides a wealth of information to students, and in using the software, learners gain an additional skill.

UNIT 8

Interviewer: The field of Forensic Science has gained a lot of popularity in the last decade. Here to provide us with an insight into forensic science as a career, is leading Forensic Scientist Dr Robert Saunders. Welcome to the show.

Dr Saunders: Good evening and thank you.

Interviewer: Dr Saunders, is forensic science a glamorous career, as some people imagine?

Dr Saunders: It depends how you see it. While our staff are certainly experts in their fields, they are not knowledgeable about every subject. Forensic scientists do not manage to solve crimes in a matter of minutes, as some people may think. Searching and examining the scene of a crime for clues to support a criminal case is a slow, painstaking process. Forensic scientists also often have to work very unsociable hours. For instance, you might be called to examine a crime scene at 2am on a freezing cold winter's night and have to spend hours outside going over the scene looking for anything that might help solve the crime.

Interviewer: How would you define forensic science?

Dr Saunders: Forensic science is the application of the field of science to the law. We use the science part to solve crimes; the evidence that we collect is analysed and then presented in a court of law so the jury can make a decision about the guilt or innocence of a person. This aspect of the job is the most satisfying because that's when you realise that all the hours of hard work you have spent on a case have really been worth it. As a forensic scientist, you are doing the public a service and that gives you a great sense of achievement.

Interviewer: OK, and what qualities does one need to be a forensic scientist?

Dr Saunders: To work in forensics you need to have a good background in science and a lot of patience and perseverance. Also, you need to be a good communicator both orally and in writing because you may have to appear in front of a jury and explain complex scientific ideas in layman's terms. You should be a team player, as you will work closely with the police, other forensic scientists and crime officers.

Interviewer: And what qualifications and experience are needed to become a forensic scientist?

Dr Saunders: The minimum qualification required is a science degree, you don't have to study a forensic science degree; however, many universities are now offering forensic science as an undergraduate course. Competition for forensic jobs is fierce. We had 500 applicants this year for entry level positions and we were only able to take on 10. What can make you stand out from the crowd is relevant work experience in a lab. I can't stress this enough. If you are serious about a career in this area and you don't already have some lab experience, you should be thinking about arranging to do this as soon as possible. A good option is to volunteer your services to a local scientific laboratory in your area.

Interviewer: And what about career prospects?

Dr Saunders: In terms of career prospects, forensic science encompasses many different areas and, due to its interdisciplinary nature, there are many career options available, you can work for the police force, in private labs or teach.... (fade out)

MODULE 4 - ROUND-UP

Presenter:

Bullying is one of the main causes of stress in both adults and children. Here with us today is Dr Scott Moore, who is going to give us some advice and tips on how to deal with bullying whether it be at school or in the workplace. Welcome to the show, Dr Moore.

Dr Scott Moore:

Thank you. Bullying is often a childhood problem so I'd like to start by talking about bullying and young people. First, let me define bullying for our listeners. Bullying can include teasing or name-calling, nasty gossip, abusive or threatening text messages, or e-mails, intimidation and violence. For some children, bullying is the most stressful experience of their lives. It can lead to absence from school, and health and behavioural problems which carry on into adult life.

Some children are more susceptible to bullying than others. For example, children who are different in some way to their peers; obese children or those with disabilities are usually targets for bullies. Those with shy or timid personalities are also vulnerable. Something that is very common among victims of bullying is that they feel very ashamed about what is happening and don't want to tell anyone. Fear of further bullying also prevents many children from talking. This is where parents and teachers play a crucial role. If your child is being bullied, help them understand that it's not their fault and that they don't deserve such treatment. Talk about what you can do together to stop the bullying. Make sure you record any incidences of bullying your child tells you about. If the bullying is taking place at school, book an appointment

to see the form teacher and try to discuss the matter in a calm manner. If we have any young listeners who are being bullied, my advice is talk to someone you trust; a parent, a teacher, an older relative or even a friend. You don't have to suffer in silence. When someone bullies you, try to act as confident as you can and tell them to stop; then try to calmly move away from them. Don't hit the people who bully you as this can be used as evidence against you.

Now, I've talked about the victims of bullying but what about the cause of the problem, what about the bullies themselves? Research has shown that bullies are often victims of bullying themselves, and they are just taking out their own frustration on others. Parents of bullies need to talk to their children and make them understand what effects their actions have on others. If it is a group of students who are carrying out the bullying, there might be peer pressure, and it could be helpful to talk to some of the parents of the other kids involved.

Now, let's look at bullying in the workplace. This happens when someone, a colleague or superior tries to intimidate or humiliate another worker usually in front of other colleagues. It can also include being blamed for problems caused by others and being treated unfairly. If you think you are being bullied, it is important you discuss it with a person that you trust so you can determine if you are being bullied. Sometimes what seems like bullying may not be. For example, if you have a lot more work to do and you feel this is unfair, think about what's behind your heavy workload; it could be due to a change in the way your organisation is run. Maybe you just need to be flexible about the way you work so you can adjust more easily to the change. If you are being bullied at work, then first talk to someone about how to resolve the problem informally; for example, someone from the Human Resources department. They should be able to give you advice about how to deal with the situation. If you feel you are able to talk to the bully, you might discover that the bullying is not intentional; the bully may not even realise that their behaviour is intimidating. Decide what you want to say in advance and describe specific incidents and how they made you feel. Again I can't stress this enough, keep a record of all incidents with dates. People are more likely to take you seriously if you have written evidence.

If the bullying still persists, then the next step would be to make an...(fade out)

UNIT 9

Speaker 1

As we tumbled along the river in our raft, I tried to ignore its deafening roar. I was using all my strength to row through the powerful rapids that seemed intent on capsizing our raft. At that moment I experienced a strange but not altogether unpleasant surge of fear. This must be what adrenaline junkies seek. It was quite invigorating. I was on the Franklin River in Tasmania, and my team consisted of seven other people including two guides. The

Listening Transcripts Student's Book

following day, after a morning of zipping through a forest of eucalyptus trees, we embarked on a hike up a snow-capped mountain. After an exhausting five-hour trek, those of us that could still stand were rewarded with a breathtaking view. I came back from my holiday fitter and wiser and with an intense desire to do it all again.

Speaker 2

I have a hectic lifestyle, I work long hours and I have little time for rest and recreation so when I go on holiday, all I want to do is laze by the beach with a good book. When my brother told me that he had discovered an idyllic island paradise, I was all ears. The paradise in question was Zanzibar, an island off the east coast of Africa. I stayed there with my brother in a lovely spa hotel. After a few days of spa treatments, healthy food, lying on the beach and swimming in azure-coloured water I was completely chilled out. I even went snorkelling one day; it was fascinating to watch the brilliant flashes of colour as the fish zipped past me. I felt happy and refreshed by the end of the holiday.

Speaker 3

On our 40th wedding anniversary, my wife and I decided to go on a trip down the Nile. My wife is very interested in ancient Egypt and when she discovered we would be visiting the Valley of the Kings, she was over the moon. We were very pleased with the facilities on the ship. I particularly enjoyed doing lengths in the Olympic-sized pool at the break of dawn, just as a pearly light broke over the horizon. The voyage would have been perfect if it were not for the quality of the food on board, which was to say the least, of a questionable standard. In fact, my wife took ill for three days after eating from the buffet.

Speaker 4

The very thought of this sport used to invoke feelings of dread. So when my friend, Steve suggested I join him on a beginners' course in the Alps, I refused point blank. Fortunately, Steve doesn't give up easily and after a few days I gave in. As the cable car made its jerky journey up the snow-covered mountain, I glared angrily at Steve. He flashed me a happy grin and pointed at a man expertly gliding down the mountain. Our first lesson was not as bad as I thought it would be; in fact, despite my initial terror, I quite enjoyed it. Actually, it's not as hard as it looks. Once I got over my fear of falling, I found myself smugly gliding down hills and at one point I was even able to look up and take in the beautiful snowy scenery.

Speaker 5

Every year we go on holiday to the Lake District. Staying in hotels is too expensive for a family of six so we prefer to find a nice site and pitch our tents. Anyway, the kids enjoy the sense of adventure that goes with sleeping outdoors. Last summer we stayed in Cartmel, which is famous for its racecourse. It's also home to the Cartmel Sticky Toffee Pudding Co, and there are plenty of opportunities to sample this at the numerous cafés and restaurants in the village. We were very pleased with the wealth of activities available to keep the kids happy including acres of fields and forests

to explore, trips by steamer boat across the lake and a kids' club. On wet days the World of Beatrix Potter Attraction is not far away and there's also the Lakeside Aquarium.

UNIT 10

Presenter: It is almost a century since his tomb was excavated, and Tutankhamun, the boy pharaoh, retains an enduring grasp on our popular imagination. Modern science is beginning to unravel the mysteries of the life and death of King Tut. Egyptologists Sean Wilson and Arnold Greene are here to give us some interesting facts about this fascinating topic. Doctor Wilson.

Sean: Let me begin by saying that the tombs and bodies of most of the 18th Dynasty kings had been discovered by the beginning of the 20th century. Just one king remained – archaeologists could read Tutankhamun's name in the hieroglyphic inscriptions that decorated ancient monuments and they realised that he, too, must have a tomb in the Valley of the Kings. Tutankhamun's tomb vanished off the cemetery map when builders, working on the tomb of Ramesses VI, allowed the rubble from their excavations to cover his tomb entrance and then built their huts on top of the mound. This, rather than security measures, saved Tutankhamun from tomb raiders and enabled archaeologists to excavate a tomb which was intact and packed with treasures.

Tutankhamun's tomb actually consisted of several rooms. The antechamber was effectively a small warehouse packed with all the goods a king might need, as they believed then, in an eternal afterlife. A second undecorated chamber, cut into the western hall, held more boxes and bundles. And in the northern wall was the sealed entrance to the burial chamber. There, Tutankhamun lay within three concentric coffins housed in a quartzite sarcophagus. The walls of this room were decorated with scenes which, in those days, were thought to help the dead king achieve rebirth and eternal life. Finally, there was the Treasury, an undecorated subsidiary room, holding, among other things, the mummified remains of two baby girls, who Egyptologists believe may have been Tutankhamun's daughters.

Presenter: Dr Greene, Tutankhamun was only 18 when he died; I guess there must be several theories about the cause of his death.

Arnold: Yes, in fact, there are. In 1923, for example, Egyptologist Arthur Mace speculated that Tutankhamun had been killed by his successor, Ay. Mace produced no evidence to support his theory, but the notion of an ancient murder was

put in place. In 1968, anatomist RG Harrison carried out X-rays and spotted a detached bone fragment within the skull. But this damage was caused by the postmortem. Murder-theorists focused on an area of thickening at the base of the skull. Was this a haemorrhage caused by a blow? Possibly. But the blow would not necessarily have been a fatal one. In 2005 a team led by archaeologist Zahi Hawass used CT scan analysis to study the body. They confirmed that, shortly before his death, Tutankhamun suffered a fracture to the lower left femur, which may have led to blood poisoning and death. They concluded that the king, an active man, died following a chariot or boating accident.

Presenter: Dr Greene, what exactly is facial reconstruction and how was it used in the case of King Tut?

Arnold: Well, facial reconstruction is a well-established technique and is a means of identifying skeletal remains. The technique relies on the relationship between the soft tissues of the head and face and the underlying bone. In 2005, three teams of experts – one Egyptian, one French and one American – used facial reconstruction to create three-dimensional models of Tutankhamun's head. The models were based on more than 1900 CT scan images taken by an Egyptian team led by Dr Zahi Hawass, who scanned Tutankhamun's body as he lay in his tomb. CT scans generate a 3D image from a series of X-ray images. While the French and Egyptian teams knew that they were working on Tutankhamun, the American team worked blind. Despite this, the three reconstructed heads proved to be strikingly similar in appearance.

Presenter: One final question for you, Dr Wilson? Does any evidence support the existence of a deadly curse?

Sean: The legend that the tomb was cursed was born in 1923, when Lord Carnarvon, the man who financed the excavations in Tutankhamun's tomb, died. A rumour was spread that a curse was engraved above the tomb's entrance warning: 'Death comes on swift wings to those who disturb the rest of the king.' Some believed Tutankhamun had set a biological booby trap. Others, that he had protected himself with elemental spirits. In 1934, Egyptologist Herbert Winlock studied the fates of all 26 people present at the tomb's opening – just six had died within a decade. However, according to Dr Zahi Hawass there is no such thing as ancient curses. His point is that the tombs remained closed for 3000 years, and mummies and organic material create germs. In the past, archaeologists were always in a hurry to enter a tomb, and the germs entered their bodies and killed them.

MODULE 5 - ROUND-UP

Extract 1

Boy: So how long did they say the flight will be delayed for, Dad?

Man: There's no expected time on the screen.

Boy: What shall we do?

Man: We can't do anything now, so it's best just to find something to occupy yourself with while we wait. Why don't you go and buy a magazine from the shop over there?

Boy: But we can't stay here all night!

Man: What else could we do?

Boy: Maybe we should go and get a train...

Man: It's minus 15 degrees outside. All the roads and tracks are covered in snow. Most trains aren't even running. Do you think that's a good idea?

Boy: I suppose you're right. It's just we are going to miss the wedding if we don't fly out tonight.

Man: Don't jump to conclusions. Look, some of the flights have started taking off now. We'll make it. Don't worry.

Extract 2

Man 1: So how was your trip, Ben?

Man 2: It wasn't what I expected. Somehow I imagined I would wake up to an exotic fruit breakfast, I would then slowly make my way down to the banana plantation, do a bit of work for a few hours, then sidle back to camp for lunch and a nap.

Man 1: Oh dear! These working holidays are hard.

Man 2: I certainly worked hard. On my first morning, I was woken up at the crack of dawn and driven down to the nearby banana jungle. I had to help pick bananas. It was hot and tiring work I tell you, but there was lots of variety! That made it interesting.

Man 1: That sounds exciting.

Man 2: I stopped at lunch time for a good hearty meal. My next task was to prune trees. That was tough going in the afternoon heat. By the end of the day I was ready to collapse.

Man 1: Did you have any days off to explore the island?

Man 2: Yeah, on my day off I went with some of the other volunteers to a clean sandy beach. We also went to a farmers market where I had delicious coconut muffins and guava shave ice which was really refreshing.

Man 1: So would you do it again?

Man 2: Definitely!

Track list for Class CD

CLASS CD TRACK LIST					
Track	Module/lesson	Exercise			
1	Titles		33	Unit 5 part 3	Listening / Question 3
2	Unit 1	Rubrics and Question 1	34	Unit 5 part 3	Listening / Situation 3
3	Unit 1	Situation 1	35	Unit 5 part 3	Listening / Question 4
4	Unit 1	Question 2	36	Unit 5 part 3	Listening / Situation 4
5	Unit 1	Situation 2	37	Unit 5 part 3	Listening / Question 5
6	Unit 1	Question 3	38	Unit 5 part 3	Listening / Situation 5
7	Unit 1	Situation 3	39	Unit 5 part 3	Listening / Question 6
8	Unit 1	Question 4	40	Unit 5 part 3	Listening / Situation 6
9	Unit 1	Situation 4	41	Unit 5 part 3	Listening / Question 7
10	Unit 1	Question 5	42	Unit 5 part 3	Listening / Situation 7
11	Unit 1	Situation 5	43	Unit 5 part 3	Listening / Question 8
12	Unit 1	Question 6	44	Unit 5 part 3	Listening / Situation 8
13	Unit 1	Situation 6	45	Unit 6	Rubrics
14	Unit 1	Question 7	46	Unit 6	Listening (interview)
15	Unit 1	Situation 7	47	Module 3 Round-up	Rubrics
16	Unit 1	Question 8	48	Module 3 Round-up	Listening (5 speakers)
17	Unit 1	Situation 8	49	Unit 7	Rubrics
18	Unit 2	Rubrics and radio interview	50	Unit 7	Extract 1
19	Module 1 Round-up	Rubrics	51	Unit 7	Extract 2
20	Module 1 Round-up	Radio Interview	52	Unit 8	Rubrics
21	Unit 3	Listening	53	Unit 8	Listening (interview)
22	Unit 4 part 2	Rubrics	54	Module 4 Round-up	Rubrics
23	Unit 4 part 2	Listening (Talk)	55	Module 4 Round-up	Listening
24	Unit 4 part 4	Rubrics	56	Unit 9 part 2	Rubrics
25	Unit 4 part 4	Listening (5 speakers)	57	Unit 9 part 2	Listening (5 speakers)
26	Module 2 Round-up	Listening (short conversations)	58	Unit 9 part 3	Rubrics
27	Unit 5 part 2	Rubrics	59	Unit 9 part 3	Listening (5 speakers)
28	Unit 5 part 2	Listening (interview)	60	Unit 10	Rubrics
29	Unit 5 part 3	Listening / Question 1	61	Unit 10	Listening (Radio programme)
30	Unit 5 part 3	Listening / Situation 1	62	Module 5 Round-up	Rubrics
31	Unit 5 part 3	Listening / Question 2	63	Module 5 Round-up	Extract 1
32	Unit 5 part 3	Listening / Situation 2	64	Module 5 Round-up	Extract 2

Suggested Pacing Charts for Traveller 6

Four Sessions per week (Modules 1-3)

The weekly pacing charts on pages 136 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 (4 sessions) 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.

20 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening & vocabulary)
- 1 session (vocabulary & grammar)
- 1 session (speaking and examination practice)
- 2 sessions (writing)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening & vocabulary)
- 1 session (vocabulary & grammar)
- 1 session (speaking and examination practice)
- 2 sessions (writing)
- 2 sessions (round-up + self-assessment)
- 1 session (test)

Five Sessions per week (Modules 1-3)

The weekly pacing charts on pages 141 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.

If you choose not to teach the optional modules, you have 16 weeks x 5 sessions per week = 80 sessions minus 1 week (5 sessions) 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.

25 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 2 sessions (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary)
- 1 session (vocabulary & grammar)
- 1 session (speaking)

- 1 session (examination practice)
- 2 sessions (writing)
- 2 sessions (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary)
- 1 session (vocabulary & grammar)
- 1 session (speaking)
- 1 session (examination practice)
- 2 sessions (writing)
- 3 sessions (round-up + self-assessment)
- 1 session (test)

Five Sessions per week (Modules 1-5)

The weekly pacing charts on pages 146 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.

If you choose to teach all the modules, you have 16 weeks x 5 sessions per week = 80 sessions minus 1 week (5 sessions) 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.

15 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary & grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary & grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 2 sessions (round-up + self-assessment)
- 1 session (test)

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 (Modules 1-3)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Get to know each other. Introduce the books to the Ss. Have them flick through the modules. • Module 1 Culture, cover page p. 7. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • Unit 1 Visual arts, reading pp. 8-9. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words and post-reading in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 4. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, vocabulary & grammar p. 10. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 5. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, vocabulary & grammar p. 11. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts pp. 5-6. Assign exercises C, D and E for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, listening p. 12. Do listening in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 7. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, vocabulary & grammar p. 13. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 7. Assign exercises B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, speaking, examination practice pp. 14-15. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts, p. 8. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, writing, pp. 16-17. Do writing 1-5 in class. 	<ul style="list-style-type: none"> • Unit 1, Visual arts, p. 10. Have Ss complete the writing plan in class.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Unit 1 Visual arts, writing, pp. 16-17. Do the writing task in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 9. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, reading pp. 18-19. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 12. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Unit 2 The written word, reading p. 19. Check homework and do post-reading. • Unit 2 The written word, vocabulary & grammar p. 20. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 13. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, vocabulary & grammar p. 21. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 2 The written word pp. 13-14. Assign exercises C, D and E for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, listening p. 22. Do listening in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 15. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, vocabulary & grammar p. 23. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 15. Assign exercises B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, speaking, examination practice pp. 24-25. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 16. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, writing pp. 26-27. Do writing 1-4 in class. 	<ul style="list-style-type: none"> • Unit 2 The written word, p. 18. Have Ss complete the writing plan in class.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Unit 2 The written word, writing p. 27. Do the writing task in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 17. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Module 1 round-up pp. 28-29. Do exercises A, B and C in class. Assign exercise D for homework. 	<ul style="list-style-type: none"> • Module 1 round-up pp. 20-21. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Module 1 round-up p. 30. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 1. 	
Session 4	Test on Module 1	

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 2 Get the message, cover page p. 31. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> Unit 3 Education, reading pp. 32-33. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 3 Education p. 22. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 3 Education, reading p. 32. Check homework and do post-reading. Unit 3 Education, vocabulary & grammar p. 34. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 23. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework Unit 3 Education, vocabulary & grammar p. 35. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 Education pp. 23-24. Assign exercises C, D, E and F for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 3 Education, listening p. 36. Do listening in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 25. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 3 Education, vocabulary & grammar p. 37. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 25. Assign exercise C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 3 Education speaking, examination practice pp. 38-39. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 26. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 3 Education, writing pp. 40-41. Do writing 1-4 in class. 	<ul style="list-style-type: none"> Unit 3 Education, p. 28. Have Ss complete the writing plan in class.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 3 Education, writing p. 41. Do the writing task in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 27. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 4 Communication, reading pp. 42-43. Do pre-reading, reading for gist, reading for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 4 Communication p. 30. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 4 Communication, reading p. 42. Check homework and do post-reading. Unit 4 Communication, vocabulary & grammar p. 44. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 4 Communication p. 31. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 4 Communication, vocabulary & grammar p. 45. Do grammar in class. 	<ul style="list-style-type: none"> Unit 4 Communication pp. 31-32. Assign exercises C, D and E for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 4 Communication, listening p. 46. Do listening in class. 	
Session 2	<ul style="list-style-type: none"> Check homework. Unit 4 Communication, vocabulary & grammar p. 47. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 4 Communication p. 33. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 4 Communication, speaking, examination practice pp. 48-49. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 4 Communication p. 34. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 4 Communication, writing pp. 50-51. Do writing 1-5 in class. 	<ul style="list-style-type: none"> Unit 4 Communication, p. 36. Have Ss complete the writing plan in class.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 4 Communication, writing p. 51. Do the writing task in class. 	<ul style="list-style-type: none"> Unit 4 Communication p. 35. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Module 2 round-up pp. 52-53. Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> Module 2 round-up pp. 38-39. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 2 round-up p. 54. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 2. 	
Session 4	Test on Module 2	

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 3 Body and mind, cover page p. 55. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> Unit 5 The mind, reading pp. 56-57. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 5 The mind p. 40. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Unit 5 The mind, reading p. 56. Check homework and do post-reading. Unit 5 The mind, vocabulary & grammar p. 58. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 5 The mind, p. 41. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, vocabulary & grammar p. 59. Do grammar in class. 	<ul style="list-style-type: none"> Unit 5 The mind pp. 41-42. Assign exercises D, E and F for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, listening p. 60. Do listening in class. 	<ul style="list-style-type: none"> Unit 5 The mind p. 43. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, vocabulary & grammar p. 61. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 5 The mind p. 43. Assign exercise C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, speaking, examination practice pp. 62-63. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 5 The mind p. 44. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, writing pp. 64-65. Do writing 1-4 in class. 	<ul style="list-style-type: none"> Unit 5 The mind, p. 46. Have Ss complete the writing plan in class.

Week 13

Sessions	Student's Book	Workbook
Session 1	• Unit 5 The mind, writing pp. 65. Do the writing task in class.	• Unit 5 The mind p. 45. Assign exercises A and B for homework.
Session 2	• Check homework. • Unit 6 The body, reading pp. 66-67. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again.	• Unit 6 The body p. 48. Assign exercises A, B and C for homework.
Session 3	• Unit 6 The body, reading p. 67. Check homework and do post-reading. • Unit 6 The body, vocabulary & grammar p. 68. Do vocabulary in class.	• Unit 6 The body p. 49. Assign exercises A and B for homework.
Session 4	• Check homework. • Unit 6 The body, vocabulary & grammar p. 69. Do grammar in class.	• Unit 6 The body pp. 49-50. Assign exercises C, D and E for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	• Check homework. • Unit 6 The body, listening p. 70. Do listening in class.	• Unit 6 The body p. 51. Assign exercises A and B for homework.
Session 2	• Check homework. • Unit 6 The body, vocabulary & grammar p. 71. Do vocabulary & grammar in class.	• Unit 6 The body p. 51. Assign exercises C and D for homework.
Session 3	• Check homework. • Unit 6 The body, speaking, examination practice pp. 72-73. Do speaking and examination practice in class.	• Unit 6 The body p. 52. Assign exercises A and B for homework.
Session 4	• Check homework. • Unit 6 The body, writing pp. 74-75. Do writing 1-4 in class.	• Unit 6 The body, p. 54. Have Ss complete the writing plan in class.

Week 15

Sessions	Student's Book	Workbook
Session 1	• Unit 6 The body, writing p. 75. Do the writing task in class.	• Unit 6 The body p. 53. Assign exercises A and B for homework.
Session 2	• Check homework. • Module 3 round-up pp. 76-77. Do exercises A, B, C and D in class. Assign exercises E and F for homework.	• Module 3 round-up pp. 56-57. Assign exercises A, B and C for homework.
Session 3	• Check homework. • Module 3 round-up p. 78. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 3.	
Session 4	Test on Module 3	

Five Sessions per week (Modules 1-3)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Get to know each other. Introduce the books to the Ss. Have them flick through the modules. • Module 1 Culture, cover page p. 7. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • Unit 1 Visual arts, reading pp. 8-9. Do pre-reading, reading for gist in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 4. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, reading, pp. 8-9. Do scanning for specific information, guessing the meaning of unknown words and post-reading in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 4. Assign exercises B and C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, vocabulary & grammar p. 10. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 5. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, vocabulary & grammar p. 11. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts pp. 5-6. Assign exercises C, D and E for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, listening p. 12. Do listening in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 7. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, vocabulary & grammar p. 13. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 7. Assign exercises B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, speaking p. 14. Do speaking in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts, p. 8. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, examination practice p. 15. Do examination practice in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts, p. 8. Assign exercise B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, writing, pp. 16-17. Do writing 1-5 in class. 	<ul style="list-style-type: none"> • Unit 1, Visual arts, p. 10. Have Ss complete the writing plan in class.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Unit 1 Visual arts, writing, pp. 16-17. Do the writing task in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 9. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, reading pp. 18-19. Do pre-reading, reading for gist, reconstructing a gapped text in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 12. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, reading pp. 18-19. Do guessing the meaning of unknown words and post-reading in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 12. Assign exercise C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, vocabulary & grammar p. 20. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 13. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, vocabulary & grammar p. 21. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 2 The written word pp. 13-14. Assign exercises C, D and E for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, listening p. 22. Do listening in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 15. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, vocabulary & grammar p. 23. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 15. Assign exercises B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, speaking p. 24. Do speaking in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 16. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, examination practice p. 25. Do examination practice in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 16. Assign exercise B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, writing pp. 26-27. Do writing 1-4 in class. 	<ul style="list-style-type: none"> • Unit 2 The written word, p. 18. Have Ss complete the writing plan in class.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Unit 2 The written word, writing p. 27. Do the writing task in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 17. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Module 1 round-up p. 28. Do exercises A and B in class. 	<ul style="list-style-type: none"> • Module 1 round-up pp. 20-21. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Module 1 round-up p. 29. Do exercises C and D in class. 	<ul style="list-style-type: none"> • Module 1 round-up p. 21. Assign exercise C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Module 1 round-up p. 30. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 1. 	
Session 5	Test on Module 1	

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Correct the test Ss have taken during the previous session. • Module 2 Get the message, cover page p. 31. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> • Unit 3 Education, reading pp. 32-33. Do pre-reading, reading for gist, scanning for specific information in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 3 Education p. 22. Assign exercise C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework • Unit 3 Education, reading pp. 32-33. Do guessing the meaning of unknown words and post-reading in class. 	<ul style="list-style-type: none"> • Unit 3 Education p. 22. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework • Unit 3 Education, vocabulary & grammar p. 34. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 3 Education p. 23. Assign exercises A and B for homework
Session 5	<ul style="list-style-type: none"> • Check homework • Unit 3 Education, vocabulary & grammar p. 35. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 3 Education pp. 23-24. Assign exercises C, D, E and F for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 3 Education, listening p. 36. Do listening in class. 	<ul style="list-style-type: none"> • Unit 3 Education p. 25. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 3 Education, vocabulary & grammar p. 37. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 3 Education p. 25. Assign exercise C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 3 Education, speaking p. 38. Do speaking in class. 	<ul style="list-style-type: none"> • Unit 3 Education p. 26. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 3 Education, examination practice p. 39. Do examination practice in class. 	<ul style="list-style-type: none"> • Unit 3 Education p. 26. Assign exercise B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 3 Education, writing pp. 40-41. Do writing 1-4 in class. 	<ul style="list-style-type: none"> • Unit 3 Education, p. 28. Have Ss complete the writing plan in class.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Unit 3 Education, writing p. 41. Do the writing task in class. 	<ul style="list-style-type: none"> • Unit 3 Education p. 27. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, reading pp. 42-43. Do pre-reading, reading for gist, reading for specific information in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 30. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, reading pp. 42-43. Do guessing the meaning of unknown words and post-reading in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 30. Assign exercise C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, vocabulary & grammar p. 44. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 31. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, vocabulary & grammar p. 45. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 4 Communication pp. 31-32. Assign exercises C, D and E for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, listening p. 46. Do listening in class. 	
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, vocabulary & grammar p. 47. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 33. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, speaking, p. 48. Do speaking in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 34. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, examination practice p. 49. Do examination practice in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 34. Assign exercise B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, writing pp. 50-51. Do writing 1-5 in class. 	<ul style="list-style-type: none"> • Unit 4 Communication, p. 36. Have Ss complete the writing plan in class.

Week 10

Sessions	Student's Book	Workbook
Session 1	• Unit 4 Communication, writing p. 51. Do the writing task in class.	• Unit 4 Communication p. 35. Assign exercises A and B for homework.
Session 2	• Check homework. • Module 2 round-up p. 52. Do exercises A and B in class.	• Module 2 round-up p. 38. Assign exercise A for homework.
Session 3	• Check homework. • Module 2 round-up p. 53. Do exercises C and D in class.	• Module 2 round-up p. 39. Assign exercise B for homework.
Session 4	• Check homework. • Module 2 round-up p. 54. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 2.	
Session 5	Test on Module 2	

Week 11

Sessions	Student's Book	Workbook
Session 1	• Correct the test Ss have taken during the previous session. • Module 3 Body and mind, cover page p. 55. Discuss cover page.	
Session 2	• Unit 5 The mind, reading pp. 56-57. Do pre-reading, reading for gist, reading for details in class. Ask Ss to read the text at home again.	• Unit 5 The mind p. 40. Assign exercise A for homework.
Session 3	• Check homework. • Unit 5 The mind, reading pp. 56-57. Do guessing the meaning of unknown words and post-reading in class.	• Unit 5 The mind p. 40. Assign exercise B for homework.
Session 4	• Check homework. • Unit 5 The mind, vocabulary & grammar p. 58. Do vocabulary in class.	• Unit 5 The mind, p. 41. Assign exercises A, B and C for homework.
Session 5	• Check homework. • Unit 5 The mind, vocabulary & grammar p. 59. Do grammar in class.	• Unit 5 The mind pp. 41-42. Assign exercises D, E and F for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	• Check homework. • Unit 5 The mind, listening p. 60. Do listening in class.	• Unit 5 The mind p. 43. Assign exercises A and B for homework.
Session 2	• Check homework. • Unit 5 The mind, vocabulary & grammar p. 61. Do vocabulary & grammar in class.	• Unit 5 The mind p. 43. Assign exercise C for homework.
Session 3	• Check homework. • Unit 5 The mind, speaking p. 62. Do speaking in class.	• Unit 5 The mind p. 44. Assign exercise A for homework.
Session 4	• Check homework. • Unit 5 The mind, examination practice p. 63. Do examination practice in class.	• Unit 5 The mind p. 44. Assign exercise B for homework.
Session 5	• Check homework. • Unit 5 The mind, writing pp. 64-65. Do writing 1-4 in class.	• Unit 5 The mind, p. 46. Have Ss complete the writing plan in class.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 5 The mind, writing pp. 65. Do the writing task in class. 	<ul style="list-style-type: none"> Unit 5 The mind p. 45. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The body, reading pp. 66-67. Do pre-reading, reading for gist, scanning for specific information in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 6 The body p. 48. Assign exercise C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 6 The body, reading pp. 66-67. Do guessing the meaning of unknown words and post-reading in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 48. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 6 The body, vocabulary & grammar p. 68. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 49. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 6 The body, vocabulary & grammar p. 69. Do grammar in class. 	<ul style="list-style-type: none"> Unit 6 The body pp. 49-50. Assign exercises C, D and E for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 6 The body, listening p. 70. Do listening in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 51. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The body, vocabulary & grammar p. 71. Do vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 51. Assign exercises C and D for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 6 The body, speaking, p. 72. Do speaking in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 52. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 6 The body, examination practice p. 73. Do examination practice in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 52. Assign Exercise B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 6 The body, writing pp. 74-75. Do writing 1-4 in class. 	<ul style="list-style-type: none"> Unit 6 The body, p. 54. Have Ss complete the writing plan in class.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 6 The body, writing p. 75. Do the writing task in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 53. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Module 3 round-up pp. 76-77. Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> Module 3 round-up p. 56. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 3 round-up pp. 77-78. Do exercises E and F in class. 	<ul style="list-style-type: none"> Module 3 round-up p. 57. Assign exercises B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 3 round-up p. 78. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 3. 	
Session 5	Test on Module 3	

Five Sessions per week (Modules 1-5)

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Get to know each other. Introduce the books to the Ss. Have them flick through the modules. • Module 1 Culture, cover page p. 7. Discuss cover page. • Unit 1 Visual arts, reading pp. 8-9. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 4. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • Unit 1 Visual arts, reading, p. 9. Check homework and do post-reading. • Unit 1 Visual arts, vocabulary & grammar p. 10. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 5. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, vocabulary & grammar p. 11. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts pp. 5-6. Assign exercises C, D and E for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, listening, vocabulary & grammar pp. 12-13. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts p. 7. Assign exercises A-C for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, speaking, examination practice pp. 14-15. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 1 Visual arts, p. 8. Assign exercises A and B for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 1 Visual arts, writing, pp. 16-17. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 1, Visual arts, p. 10. Have Ss complete the writing plan in class. • Unit 1 Visual arts p. 9. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, reading pp. 18-19. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 12. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Unit 2 The written word, reading p. 19. Check homework and do post-reading. • Unit 2 The written word, vocabulary & grammar p. 20. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 13. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, vocabulary & grammar p. 21. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 2 The written word pp. 13-14. Assign exercises C, D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 2 The written word, listening, vocabulary & grammar pp. 22-23. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 2 The written word p. 15. Assign exercises A-C for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 2 The written word, speaking, examination practice pp. 24-25. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 2 The written word p. 16. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 2 The written word, writing pp. 26-27. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 2 The written word, p. 18. Have Ss complete the writing plan in class. Unit 2 The written word p. 17. Assign exercises A-C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 1 round-up pp. 28-29. Do exercises A, B and C in class. Assign exercise D for homework. 	<ul style="list-style-type: none"> Module 1 round-up pp. 20-21. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 1 round-up p. 30. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 1. 	
Session 5	Test on Module 1	

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 2 Get the message, cover page p. 31. Discuss cover page. Unit 3 Education, reading pp. 32-33. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 3 Education p. 22. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Unit 3 Education, reading p. 32. Check homework and do post-reading. Unit 3 Education, vocabulary & grammar p. 34. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 23. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework Unit 3 Education, vocabulary & grammar p. 35. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 Education pp. 23-24. Assign exercises C, D, E and F for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 3 Education, listening, vocabulary & grammar pp. 36-37. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 25. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 3 Education speaking, examination practice pp. 38-39. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 3 Education p. 26. Assign exercises A and B for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 3 Education, writing pp. 40-41. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 3 Education, p. 28. Have Ss complete the writing plan in class. • Unit 3 Education p. 27. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, reading pp. 42-43. Do pre-reading, reading for gist, reading for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 30. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Unit 4 Communication, reading p. 42. Check homework and do post-reading. • Unit 4 Communication, vocabulary & grammar p. 44. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 31. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, vocabulary & grammar p. 45. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 4 Communication pp. 31-32. Assign exercises C, D and E for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, listening, vocabulary & grammar pp. 46-47. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 33. Assign exercises A, B and C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, speaking, examination practice pp. 48-49. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 4 Communication p. 34. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 4 Communication, writing pp. 50-51. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 4 Communication, p. 36. Have Ss complete the writing plan in class. • Unit 4 Communication p. 35. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Module 2 round-up pp. 52-53. Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> • Module 2 round-up pp. 38-39. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Module 2 round-up p. 54. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 2. 	
Session 5	Test on Module 2	

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 3 Body and mind, cover page p. 55. Discuss cover page. Unit 5 The mind, reading pp. 56-57. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 5 The mind p. 40. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Unit 5 The mind, reading p. 56. Check homework and do post-reading. Unit 5 The mind, vocabulary & grammar p. 58. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 5 The mind, p. 41. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, vocabulary & grammar p. 59. Do grammar in class. 	<ul style="list-style-type: none"> Unit 5 The mind pp. 41-42. Assign exercises D, E and F for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, listening, vocabulary & grammar pp. 60-61. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 5 The mind p. 43. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, speaking, examination practice pp. 62-63. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 5 The mind p. 44. Assign exercises A and B for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 5 The mind, writing pp. 64-65. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 5 The mind, p. 46. Have Ss complete the writing plan in class. Unit 5 The mind p. 45. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The body, reading pp. 66-67. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 6 The body p. 48. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 6 The body, reading p. 67. Check homework and do post-reading. Unit 6 The body, vocabulary & grammar p. 68. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 49. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 6 The body, vocabulary & grammar p. 69. Do grammar in class. 	<ul style="list-style-type: none"> Unit 6 The body pp. 49-50. Assign exercises C, D and E for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 6 The body, listening, vocabulary & grammar pp. 70-71. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 51. Assign exercises A, B, C and D for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 6 The body, speaking, examination practice pp. 72-73. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 6 The body p. 52. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The body, writing pp. 74-75. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 6 The body, p. 54. Have Ss complete the writing plan in class. Unit 6 The body p. 53. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 3 round-up pp. 76-77. Do exercises A, B, C and D in class. Assign exercises E and F for homework. 	<ul style="list-style-type: none"> Module 3 round-up pp. 56-57. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 3 round-up p. 78. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 3. 	
Session 5	Test on Module 3	

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 4 Getting ahead, cover page p. 79. Discuss cover page. Unit 7 Success, reading pp. 80-81. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 7 Success p. 58. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Unit 7 Success, reading p. 81. Check homework and do post-reading. Unit 7 Success, vocabulary & grammar p. 82. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 7 Success p. 59. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 7 Success, vocabulary & grammar p. 83. Do grammar in class. 	<ul style="list-style-type: none"> Unit 7 Success p. 59. Assign exercise C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 7 Success, listening, vocabulary & grammar pp. 84-85. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 7 Success p. 60. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 7 Success, speaking, examination practice pp. 86-87. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 7 Success p. 61. Assign exercises A and B for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 7 Success, writing pp. 88-89. Do writing 1-5 in class. Assign the writing task (5C) for homework. 	<ul style="list-style-type: none"> Unit 7 Success, p. 63. Have Ss complete the writing plan in class. Unit 7 Success p. 62. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 8 Work and money, reading pp. 90-91. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 8 Work and money p. 65. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Unit 8 Work and money, reading p. 90. Check homework and do post-reading. Unit 8 Work and money, vocabulary & grammar p. 92. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 8 Work and money p. 66. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 8 Work and money, vocabulary & grammar p. 93. Do grammar in class. 	<ul style="list-style-type: none"> Unit 8 Work and money p. 66. Assign exercise C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 8 Work and money, listening, vocabulary & grammar pp. 94-95. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 8 Work and money p. 67. Assign exercises A and B for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 8 Work and money, speaking, examination practice pp. 96-97. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 7 Success p. 58. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 8 Work and money, writing pp. 98-99. Do writing 1-6 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 7 Success p. 59. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 4 round-up pp. 100-101. Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> Unit 7 Success p. 59. Assign exercise C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 4 round-up p. 102. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 4. 	<ul style="list-style-type: none"> Unit 7 Success p. 60. Assign exercises A and B for homework.
Session 5	Test on Module 4	

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 5 Around the globe, cover page p. 103. Discuss cover page. Unit 9 Travel, reading pp. 104-105. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 9 Travel p. 72. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Unit 9 Travel, reading, p. 105. Check homework and do post-reading. Unit 9 Travel, vocabulary & grammar p. 106. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 9 Travel p. 73. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 9 Travel, vocabulary & grammar p. 107. Do grammar in class. 	<ul style="list-style-type: none"> Unit 9 Travel p. 73. Assign exercise C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 9 Travel, listening, vocabulary & grammar pp. 108-109. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 9 Travel p. 74. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 9 Travel, speaking, examination practice pp. 110-111. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 9 Travel, p. 75. Assign exercises A, B and C for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 9 Travel, writing, pp. 112-113. Do writing 1-3 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 9 Travel p. 77. Have Ss complete the writing plan in class. Unit 9 Travel p. 76. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 10 Culture, reading pp. 114-115. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 10 Culture p. 79. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 10 Culture, reading p. 115. Check homework and do post-reading. Unit 10 Culture, vocabulary & grammar p. 116. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 10 Culture p. 80. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 10 Culture, vocabulary & grammar p. 117. Do grammar in class. 	<ul style="list-style-type: none"> Unit 10 Culture p. 80. Assign exercise B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 10 Culture, listening, vocabulary & grammar pp. 118-119. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 10 Culture p. 81. Assign exercises A and B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 10 Culture, speaking, examination practice pp. 120-121. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 10 Culture p. 82. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 10 Culture, writing pp. 122-123. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 10 Culture p. 83. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 5 round-up pp. 124-125. Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> Module 5 round-up pp. 84-85. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 5 round-up p. 126. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 5. 	
Session 5	Test on Module 5	

Traveller 6**Teacher's Manual**

H. Q. Mitchell - Marileni Malkogianni

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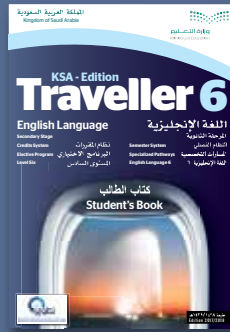
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Traveller

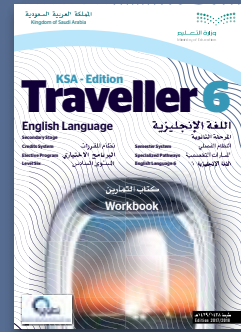
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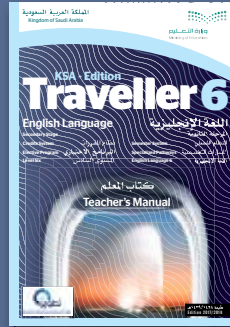
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- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging personal response
- Practical tips helping students to become autonomous learners
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- A grammar reference section



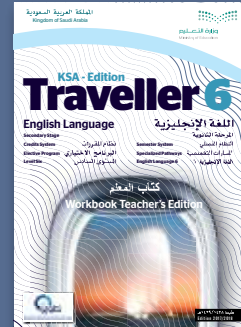
Student's Book



Workbook



Teacher's Manual



Workbook Teacher's Edition

Digital Material:

- Student's CD
- Class CD
- Tests
- Model lesson
- Interactive Whiteboard Material



CEFR

A1

A2

B1

B2

C1

C2



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