



**Academic Year
2020-2021**

The background of the cover features a grayscale image of a modern, multi-tiered building with a glass facade, situated on a body of water. In the foreground, there are blue and white ripples in the water. The title "10A" is written in large, bold, black letters with a white outline. Below it, "PORTAL TO ENGLISH" is written in large, bold, purple letters with a white outline. At the bottom, "TEACHER'S BOOK" is written in bold, white letters on a black background.

10A

PORTAL TO ENGLISH

TEACHER'S BOOK

H. Q. Mitchell
Marileni Malkogianni



GRADE **10**

SEMESTER 1



10A

PORTAL TO ENGLISH

TEACHER'S BOOK

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Academic Year
2020-2021


mm
publications



حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد القطري

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ	قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبْقَى حُرَّةً	تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الْأَلَى	وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ	عِزٌّ وَأَمْجَادُ الْإِبَاءِ
قَطْرُ الرِّجَالِ الْأَوَّلِينَ	حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحُمَائِمُ يَوْمَ السَّلَامِ	جَوَارِحُ يَوْمِ الْفِدَاءِ

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Student's Book with Teacher's Notes

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OUTLINE OF THE COURSE

Objectives

This course has been designed with careful consideration of Ss' particular needs and interests at each stage of their development. The main concern of the writers has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. Thus learners build their ability to communicate their ideas fluently, accurately and confidently in a wide range of social situations and environments. Furthermore, the New Curriculum Standards for the State of Qatar are integrated into the course content.

Goals

The course follows the requirements of the Common European Framework of Reference for Languages (CEFR) and focuses on the systematic development of key competencies. It aims at achieving the following goals:

- **Communicative** – to help Ss establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** – to help Ss grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Systematic development of the Qatar National Curriculum Framework (QNCF) competencies** – to promote creative and critical thinking, communication, cooperation and participation, problem-solving and inquiry and research.
- **Learning how to learn** – to help Ss plan their work over a time span and set themselves realistic objectives.

Syllabus

The course follows the modular approach, which enables Ss to deal with a variety of 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, intonation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised, enabling Ss 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

Portal to English 10 brings Ss to B1 Mid level of the CEFR. The book is organised into ten topic-based modules. The modules are well organised within a steady framework. Each module is twelve pages long and is divided into two parts, **a** and **b**.

Throughout the module, Ss are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and, by the end of the course, Ss will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete this course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

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

- Motivating and contemporary topics with multi-cultural and cross-curricular information
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- A variety of communicative tasks
- A step-by-step approach to writing
- An integrated approach to the development of the four skills
- Activities designed to develop the QNCF competencies

- Personalisation activities
- Opportunities for promoting learner autonomy with learning tips, self-assessment (*Now I can...*) sections, learning objectives on the cover pages, etc.
- The use of IT (Information Technology) (e.g. Student's CD-ROM, Interactive Whiteboard Material)

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- a table of contents presenting the topics, vocabulary, structures, functions, pronunciation/intonation focus as well as the language skills practised in each module. The main Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.
- ten modules, each twelve pages long, divided into two parts **a** and **b** and including a cover page and a review page.
- a speaking activities section including pair and group work activities.
- a writing reference section.
- a grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- a list of irregular verbs.
- a wordlist containing the active vocabulary in alphabetical order per lesson.

THE STRUCTURE OF THE MODULES

Modules 1-10 (an overview)

Each module is twelve pages long and is divided into two parts, **a** and **b**. In both parts, the target language (vocabulary, grammar, functions) is presented and practised extensively, while at the same time the four basic skills (reading, listening, speaking and writing) and micro-skills are developed.

The structure of each module is as follows:

- Cover page (one page)
- Part **a**: reading, vocabulary, grammar, intonation/pronunciation, listening, speaking, writing (four pages)
- Part **b**: reading, vocabulary, grammar, listening, speaking, writing (six pages)
- Review (one page)

Lastly, the Review page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been presented in the preceding lessons and offers a unique opportunity for self-evaluation.

Cover page

The cover page is the first page of each module. Ss are introduced to the topic of the module through visual prompts and a discussion. In some cases, Ss are also presented with some new topic-related vocabulary. The purpose of this discussion is to activate Ss' background knowledge and create a sense of anticipation. There is also a set of learning objectives on the cover page. Ss read about what they will learn in the module, which increases motivation and helps them become autonomous learners.



introduction to the topic of the module through brief discussion and/or activities

objectives of module clearly presented

Vocabulary

There are two or three vocabulary sections in each module. The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language which have the same function as single words. Different lexical areas are covered, such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc.

However, this section is not just a list of lexical items which are presented to be memorised. Ss are often asked to do a task and/or hold a discussion, which requires them to retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world, to think critically, and make educated guesses. Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

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

• Pre-reading

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

• Reading for gist

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

• 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 or answering multiple choice questions, 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 choices and compare their answers in pairs or small groups before they discuss them in class. Teachers should always ask students to justify their answers and say why they have eliminated the other options. Students are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of **tips**.

• Guessing the meaning of unknown words

This activity 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 activity may be beyond the level of B1 students. However, the aim of the activity is to have students guess the

meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

• Post-Reading

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

Grammar

The aim is to present grammatical structures gradually (building-block strategy). Examples of these structures may appear in the preceding reading texts. The use of the grammatical structures is illustrated in context through example sentences. Ss are actively involved in their understanding 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, Ss develop strategies that 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 lesson is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

The grammar section ends with a simple activity which allows Ss to use the structures they have learnt in context, while teachers are able to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

Pronunciation / Intonation

It is important to sensitise Ss to the different sounds of the foreign language, as well as to different intonation patterns and give them as much practice as possible. The aim is not for Ss to acquire native-like pronunciation, but to enable them to speak intelligible English. The pronunciation and intonation sections deal with significant aspects of spoken English in an organised manner and, wherever possible, are linked to the language of each module. These sections present and provide controlled practice of individual sounds, as well as sentence stress and intonation patterns.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have Ss read through the questions / gapped text, etc. first and make predictions about the possible answers using prompts such as pictures, tables, etc. It is always important to stress that Ss do not need to understand every word that they hear. After making sure that Ss have understood the instructions and the language included in the activity, play the recording two or more times if necessary. Elicit answers from Ss and ask them to justify their answers. Then, if necessary, play the recording again and clarify any points that have not been understood.

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

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented. Ss are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role-plays, guessing games, surveys, questionnaires, information-gap activities, etc.). They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve a communicative goal. By working in pairs or groups, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition,

pair work or group work helps to lessen students' communicative stress. Verbal and/or visual prompts are provided to facilitate the students' task. For most speaking activities, support is provided through boxes including phrases and expressions related to the topic/function of the speaking activity in order to help students carry out the task successfully.

During the activity, the teacher should go around the classroom, listen to the discussions taking place and make sure that Ss speak only in English. Whenever necessary, help and support should be provided. It is recommended that teachers should not interrupt in order to correct Ss' errors. It is preferable for the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity. To achieve optimum results, it is advisable to set a time limit for the activity and stick to it.

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

Writing

Writing is perhaps one of the most difficult skills for Ss to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. The book helps Ss build up their writing skills through the integration of all skills, as the writing activities are thematically linked to the lesson and the module. Most importantly, Ss are provided with a model text, so they are exposed to a sample of what they have to produce later. There are different activities focusing on content, layout, brainstorming, register, style, text organisation, linking words/phrases, planning, cohesion/coherence, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks.

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

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

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation. Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Lesson 4a

warm-up activities introducing the topic and encouraging personal response

activities promoting critical thinking and personal response

activities focusing on reading for details

4a Brian's Borneo Blog
About Gallery Contact

Reading 4)

• Discuss in pairs/groups.
• Have you ever done any volunteer work?
• If yes, what did you do and why?
• If not, would you like to?

• Read the blog quickly. What is the purpose of the text?
• a. to inform people about Borneo and its people
• b. to encourage people to visit Borneo
• c. to explain what it's like to be a volunteer in Borneo
• d. to advise people who are planning to travel to Borneo

Key in Search

Hi I'm Brian Callaghan from Killybegs, Ireland. I studied English Literature, but somehow found myself working in an office. My income was fairly good, but I wasn't satisfied. I had long working hours and my job was stressful. One day I had enough, so I made the decision to take a career break and do something I would enjoy. That's when I learnt about the volunteer programmes in Borneo, and I was willing to try. So here I am, in Borneo, trying to make a difference to the lives of these people as a volunteer teacher. So far, it's been rewarding, and I've made plenty of friends along the way! If you wish to sponsor me, you should subscribe to this blog.

At last, I got an Internet connection and I can write about my experience in Tawau, where I'm teaching English to twenty-four local teens. I think they really needed me at the school here because, as soon as I got off the bumpy bus from Kota Kinabalu, the headteacher put me in a classroom! 'You can't be serious,' I said to him, but he was. After a sleepless night on a crowded bus, teaching was the last thing on my mind, but I made an effort to do my best. In return, the students immediately made me feel at home. 'Welcome, Sir! You are our family now,' they sang together. The best thing was the smiles on their faces. They made me feel so important!

When they greeted me into their 'family,' they sure meant it! We are all one big family here as we study, cook, eat, clean, play sports and share happy moments together even when not in school. Also, because we interact in English, they're benefiting even more. These young cheerful teens are great teachers as well as enthusiastic students. They are always so eager to teach me about their culture and customs.

Being in a classroom with students who are so motivated to learn is a wonderful experience. It's not all work, work, work, though. A few days ago, the headteacher encouraged me to take a trip to Sepilok Orangutan Centre. I was delighted! Orangutans are fascinating creatures, and I was allowed to feed a baby orangutan!

My first two weeks in Tawau have passed by quickly, and I'm sure the next three will fly by. I really don't want to leave so soon, but I have to, so I'm going to try to make the most of my short stay. When I leave, I'm going to miss the school, the students, the other teachers, and the wonderful sounds of the mynah birds singing when the sun rises in the morning. I still don't know my plans for next year, so hopefully I may be able to come back again soon.

[Leave a comment](#) [Click here to read all 32 comments](#)

1 Read the text again and answer the questions. Choose a, b, c or d.

1. What can we infer about Brian?
a. He stresses out easily.
b. He is difficult to please.
c. He considers money important.
d. He gets satisfaction from helping people.

2. What made Brian think that they really needed him at the school?
a. He was asked to teach at night.
b. He had a lot of students to teach.
c. He had to teach upon getting there.
d. The headteacher did not understand him when he spoke in English to him.

3. What is true of the trip to the centre?
a. It was the headteacher's idea.
b. It took a long time to get there.
c. It required a lot of work to organise.
d. The writer was forced to take the trip even though he didn't want to.

4. How long is Brian's stay in Tawau?
a. a year
b. two weeks
c. five weeks
d. three weeks

• Answer the following questions. Justify your answers with details from the text.
• What can be inferred about Brian's students?
• What emotion does Brian express at the end of his blog?

• Discuss in pairs/groups.
• Would you consider travelling abroad to be a volunteer? Why? / Why not?
• Would you become a volunteer teacher? Why? / Why not?

Vocabulary
Complete with make or do to form phrases. Some of the phrases appear in the blog.
Do emphasises the process of performing an action, whereas make focuses more on the result of the action.

1. _____ a decision/guess
2. _____ my best
3. _____ up my mind
4. _____ as you please
5. _____ sb a favour
6. _____ a difference
7. _____ an effort
8. _____ a project
9. _____ the most of sth

10. _____ research
11. _____ a suggestion / an arrangement
12. _____ a mistake
13. _____ my hair
14. _____ some exercise
15. _____ sense
16. _____ well/badly
17. _____ a good/bad impression
18. _____ an experiment

activities focusing on reading for gist

systematic development of vocabulary skills

Lesson 4a

grammar reference section
at the back of the book

pre-listening activities
encouraging students to activate
their background knowledge and
generating expectations

systematic
development of
speaking skills

active
involvement of
students in the
explanation of
the grammatical
structures

4a Grammar Modals (must / have to / need, should / ought to / had better) → pp. 61-62

8. Match the functions in the box with the modal verbs in blue in the sentences below.

lack of obligation/necessity in the present/future	necessity in the past absence of necessity in the past prohibition in the present/future
--	--

1. You must be a native speaker to teach in Borneo.
2. You don't need to stay for the whole summer. It isn't necessary.
3. You can't take the students on a trip without asking the headteacher. You're not allowed.
4. I needed to send them a CV before they accepted me.
5. You didn't have to bring warm clothes with you. It's very warm in Borneo.

9. Which of the verbs in the box can we use to replace the ones in blue in the sentences above so that the sentences have a similar meaning?

needn't have to had to need to mustn't didn't need to don't have to

10. Read the examples and find the modal verb that expresses a stronger piece of advice or threat/warning.

1. You should be on time for the staff meeting.
2. You ought to be at the staff meeting at seven.
3. You had better not be late for the staff meeting.

11. Complete the sentences with the words in the box. Sometimes more than one answer is possible.

have shouldn't had to ought had better

1. You _____ to talk to the headteacher before you arrange a football match at the school.
2. Hassan was happy to hear that he doesn't _____ to finish the project by Thursday.
3. Frank is a very _____ person. He never lets his feelings affect his decisions.
4. We _____ be late, because we will miss the train.
5. He _____ finish his work before he left the office.

Vocabulary
Circle the correct words.

1. I quit my job because the **income / salary** was getting too low.
2. Our only **income / salary** at the moment is the rent we receive from our flat in the city centre.
3. Mr Edison **hired / rented** three graphic designers this week.
4. Mr Edison **hired / rented** a flat near his office.
5. The company I work for always looks for the best person to fill the **position / job**.
6. Roger is not very experienced, so he doesn't always do his **position / job** correctly.
7. Unfortunately, I don't have any **knowledge / experience** of history.
8. Peter has no previous **knowledge / experience** as an accountant.

Listening 4a
1. Discuss in pairs/groups.
a. Have you ever had a part-time job? If yes, what was it and what did you like about it? If no, would you like to get one?

2. Listen to Peter Wilson, an employee trainer at Yum Cha Chicken restaurants, talking to a group of people. For questions 1-4, choose the best answer a, b, c or d.

1. Why has Peter Wilson called the meeting?
a. to prepare the young people for the job interview
b. to speak to employees about the history of YCC
c. to give training to employees
d. to invite young people to apply for a job at YCC

2. Why were the current employees chosen?
a. They are teenagers.
b. They are well-trained.
c. They have got the qualities required.
d. They can work part time.

3. Why does Peter think that his audience is nervous?
a. They don't trust him.
b. They don't know if they'll be able to balance school and work.
c. They may not trust the training programme.
d. They have never worked before.

4. What point is Peter making when he mentions YCC's manager?
a. that the staff also run the restaurant
b. that the YCC rewards the staff's dedication with promotion
c. that managers at YCC also need to be able to wait tables
d. that when waiters are away the managers wait tables

5. Discuss in pairs/groups.
a. How important do you think training for a job is?
b. Do you believe experience in a job is more important than qualifications? Why? / Why not?

Speaking
1. Discuss in groups of three.
Student A: Choose one of the situations below and tell Students B and C what happened. Discuss what you think went wrong. Use some of the phrases in the box.

You've just lost your job because you were late every morning.
Your boss told you off for taking too many breaks.
You left your job without finding a new one and are now unemployed.
Your boss offered you a more important position but you refused it.
You went to a job interview but you didn't get the job.
You complained about a colleague at work and they got fired.
You were playing online games at work, and your computer got a virus.

Expressing regret
I regret (not) doing...
That was thoughtless/careless of me...
I don't know what I was thinking.
I've got no excuse for my behaviour.
I didn't mean to...

Students B and C: Listen to Student A and give him/her advice on what he/she can do now. Use some of the phrases in the box.

Expressing disapproval and criticism
You did what?
That wasn't very wise of you.
What were you thinking?
You know better than that!
Why on earth did you do that? That wasn't very wise of you.
How thoughtless of you!

Giving advice
If I were you, I'd...
You'd better...
I suggest you...
You should definitely...
I would strongly advise you to...
It might be a good idea to...
You ought to...

6. What's the matter, Paul? You seem worried.
Well, I just got back from a job interview and things didn't work out well for me.
Why? What happened?
Well, I started pulling at the guy who was interviewing me when he commented negatively on my qualifications and my previous work experience.
Why on earth did you do that? That wasn't very wise of you.
I don't know what I was thinking.
Well, if I were you, I'd call and apologise to him.

Writing
1. Imagine you have a problem. Write an email to a friend asking for advice. State your problem, describe how you feel and ask for advice.
2. Swap emails with your partner and write a reply expressing disapproval/criticism and giving advice. Use some of the phrases in the tables above.

speaking
activities
practising
useful language
functions

sample
dialogues
functioning
as a model

systematic
development of
listening skills

a variety of
writing activities

Lesson 4b

systematic development
of reading skills through
various types of activities

motivating task types
arousing Ss' interest

4b Vocabulary & Speaking

1. Read the sentences. What do the adjectives in bold mean? Match them with the definitions a-j.

1. Mark is such a **social** young man. He can easily start a conversation with a complete stranger.
2. You need to be **imaginative** to create something unique.
3. Frank is a very **reliable** person. He never lets his feelings affect his decisions.
4. Abdullah was very **energetic**. He ran into the burning house to save the girl.
5. Olivia is the most **spontaneous** person I know. She doesn't think twice about anything.
6. Karen is a very **honest** young lady. You should believe her.
7. Whenever I'm in trouble, I go to my sister. She's the most **reliable** person I know.
8. I have an **ambitious** young man who will do anything to achieve what he wants.
9. Liv is too **disorganised** to become a successful accountant.
10. Our teacher is **patient**. She never gets angry with us.

a. really wanting to become successful
b. able to think calmly and make decisions that are not based on emotions only
c. always telling the truth
d. able to stay calm for a long time
e. good at thinking of new and interesting ideas
f. enjoying meeting and talking with other people outgoing
g. brave, showing courage
h. doing things without planning them first
i. can be trusted when needed for help or support
j. bad at arranging or planning things

2. Talk in groups. Use some of the phrases in the boxes and some of the adjectives from the vocabulary activity above and answer the questions.

What characteristics do you need for the jobs in the pictures below? Why?
What are the advantages and disadvantages of each job? Would you like to do any of these jobs in the future? Why? / Why not?

Reading 4b
1. Do the quiz to find out what kind of job you are best suited for.

Find the Perfect Job for You

Introvert or Extrovert?

1. Working as part of a team feels:
a. uncomfortable. I prefer working alone. (I)
b. good. I feel more confident when others can help me with my ideas. (E)

2. Your idea of a perfect evening is:
a. staying in with a book. (I)
b. going out with friends and meeting new people. (E)

3. When you communicate:
a. you take your time to think before you speak. (I)
b. you express yourself freely without thinking too much. (E)

I or E? Which do you have more of?

Creative or Rational?

1. If a device or appliance breaks down:
a. you are the person people call to fix it. (C)
b. you're useless. You have to call a technician. (R)

2. At work, you prefer tasks to be:
a. clear with rules and instructions. (R)
b. without rules so that you have the freedom to be creative. (C)

3. You prefer to learn through:
a. reading and research. (R)
b. trying things out for yourself. (C)

C or R? Which do you have more of?

Organised or Spontaneous?

1. You've made plans to meet a friend at 4 p.m. You're:
a. on time, as always. (O)
b. ten minutes late. Never mind. (S)

2. Your desk or the area in which you work is usually:
a. well-organised and neat. (O)
b. a mess. (S)

3. When you travel, how do you usually prepare?
a. At the last minute. (S)
b. I always know all the details for the entire trip before I leave. (O)

O or S? Which do you have more of?

RESULTS

Which personality type are you?

I or E? I types are social, confident and comfortable working with other people. They are honest and organised. They usually like structure and working with rules and instructions.
Possible careers: lawyer, scientist, engineer, doctor, accountant

C or R? C types are usually confident, patient people who express themselves well and get along well with lots of different people. They have routine and are more interested in complex tasks than ever get bored.
Possible careers: graphic designer, politician, marketing manager

O or S? O types enjoy being in a variety of social situations. They are usually artistic. They are reliable and organised, and they work well with deadlines.
Possible careers: graphic designer, politician, marketing manager

I or E? I types are usually pretty quiet and shy. They like to follow instructions and are practical. They prefer to learn by reading. Newswriters, and like to plan ahead. They are good at finding solutions to problems without having strict rules. They like testing new ideas.
Possible careers: writer, performer, public speaker, doctor

C or R? C types are usually shy people who are happier working alone. They have a creative imagination, but are often considered kind of disorganised by others because of the way they work.
Possible careers: artist, interior designer, researcher, academic, scientist

8. Talk in groups. Find out which personality type your classmate is. Do you agree or disagree with the results? Why? / Why not? Discuss in pairs/groups.

9. Choose one of the jobs suggested in the possible careers. Discuss in groups. Then discuss in groups.

10. Talk in groups. Use some of the phrases in the boxes and some of the adjectives from the vocabulary activity above and answer the questions.

What characteristics do you need for the jobs in the pictures below? Why?
What are the advantages and disadvantages of each job? Would you like to do any of these jobs in the future? Why? / Why not?

11. Write an email to a friend asking for advice. State your problem, describe how you feel and ask for advice.

12. Swap emails with your partner and write a reply expressing disapproval/criticism and giving advice. Use some of the phrases in the tables above.

activities
promoting
critical
thinking and
personal
response

Lesson 4b

intonation activities enabling
students to speak intelligible English

- various types of listening activities
- exposing Ss to spoken language

grammar
practised in
context

4b

Grammar *Modals It may/might/could/mustn't + p. 82*

1. Read the example. Which statement correctly describes the situation? Choose a or b.

Example Learning a foreign language *may/might/could* help you get a better job.

a. It is likely to happen. **b.** It will certainly happen.

2. Read the examples. What do they mean? Choose a or b.

1. Salem must be good at his job, because he got a pay raise. **a.** Salem has to be good at his job. **b.** I believe Salem is good at his job.

2. She can't be the manager of the company. Look at how young she is! **a.** I'm sure she isn't the manager. **b.** She isn't able to be the manager.

3. Choose A, B, C or D.

Some people think that I 1 _____ be crazy to do the job I do. Well, OK, it 2 _____ not be the safest way to earn a living, but when I'm hundreds of metres in the air, looking down at the beautiful view, I know it's the right choice. I know that I 3 _____ make the same or more money by working in an office, but isn't an office job either boring? Clearing the windows of skyscrapers 4 _____ seem like a difficult and dangerous job, but for me it's fun and enjoyable. People often tell me: "It's _____ be that perfect! Isn't it terrific?" Of course, it's pretty tiring at times but, like every job, it has its advantages and disadvantages.

1. a. can't **b.** must **c.** could **d.** may not
2. a. can **b.** must **c.** could **d.** might
3. a. can't **b.** must **c.** could **d.** may not
4. a. may **b.** can't **c.** might **d.** may not

4. Work in pairs. Look at the pictures of Andy's and Gary's bedrooms and, in turn, make sentences about each of the boys. Use *may/might/could/mustn't*.

ANDY'S BEDROOM

GARY'S BEDROOM

Intonation (4)

1. Listen and repeat. Notice the intonation.

1. Natalie might come with us.
2. You mustn't talk in the classroom.

3. Albert can't become a paramedic. He hasn't got the qualifications.
4. I have to be at work very early tomorrow.

Listening (4)

1. Talk in pairs. Look at the following problems which are related to work. Say which problem you think is the most serious and which is the least serious, giving reasons for your choices.

1. losing information an important document
2. having an argument with the boss
3. having to work overtime
4. giving a bad presentation
5. working long hours
6. not being able to make a deadline

2. Listen to four people talking about their work. Match the speakers with the statements a-e. There is one extra statement which you do not need to use.

Speaker 1 **Speaker 3**
Speaker 2 **Speaker 4**

a. This person does not enjoy their job because they have to work long hours.
b. This person is bored at work and is thinking of a career change.
c. This person likes their job because they enjoy working with people.
d. This person is disappointed because their career does not have good prospects.
e. This person did not like their job at first but now enjoys it very much.

3. Discuss in pairs/groups.

1. Which do you enjoy more, working alone or working with other people? Why?
2. Would you prefer to work in a variety of outdoor locations or would you prefer to work indoors in the same surroundings? Why?

Speaking Role-play

1. Talk in pairs.

Student A: You work for an agency that helps young people find work during the summer holidays. A young person (Student B) has come to register as a job seeker. Student to register as a job seeker. Student to register as a job seeker. Student to register as a job seeker. Student to register as a job seeker.

Student B: You are looking for temporary work over the summer holidays. You have gone to an agency that helps match job seekers with suitable employers. Speak to a member of staff (Student A) and provide any information you think will help them to match you with a suitable employer and then set up an interview. Use notes of the phrases in the boxes.

I'm looking for a job that involves... I would be interested in working in... I have some experience in...

Well, let me see... How shall I put it? Let me try!

I've never actually given it a lot of thought. You see...

Something else I'd like to say is that... Something else I'd like to mention is that...

Let me repeat that.

I said 'xxx' (xxx spoken slowly and clearly) I said...

pair-work activities helping Ss to develop their communication and collaboration skills while practising the language presented

Lesson 4b

systematic
development of
writing skills

sample text
functioning as a model

useful guidance
enabling students
to develop their
writing skills

4th

Writing *Answer each model asking for and giving information*

- 1. **Write a letter of application.**
 • Have you ever been to a job fair?
 • Do you think they are useful for finding a job?
- 2. **Read the flyer about a job fair. Then answer the questions.**

Overseas Workforce and Development Teams invite you to
Riverdale Community

JOB FAIR

Cosby Youth Development Centre
 (corner), 29 October
 8 a.m.

- Showcasing 50+ companies
- Representatives of all ages and experience levels welcome
- Companies will be looking to fill positions or offer internship opportunities
- Please come prepared with CVs and dress professionally
- Guest speaker:** John Fitzpatrick giving a talk on: 'Tips for finding a job'

For information and to reserve a place contact:
info@riverdalecommunity.net

1. How can you contact the organisers?
2. What kind of style would you use?

- 3. **Read the email that John wrote in response to the flyer. Then answer the questions.**

To: info@riverdalecommunity.net
 Subject: Request for extra information

Dear Sir or Madam,

I am interested in attending the Riverdale Community job fair as advertised in your flyer, and I am sure you can provide useful information on the event.

My name is Tony Richards and I am in the final year of an Economics degree at Riverdale Community. I am interested in starting in Riverdale after graduation, and am looking for ideas about the range of career advice that you are looking forward to the fair, and write to you.

However, in order to be fully informed, I would like some information about the following issues. Firstly, I would like to know what time the fair takes place, could you tell me whether companies will be promoting any full-time positions, or part-time options as well? Finally, the flyer mentions 'professional dress', is this the case that a suit and tie are necessary?

Thank you for your assistance.

Yours faithfully,
 Tony Richards

How does...

- 4. **Below is another email someone wrote in response to the flyer in activity 3. Divide it into part 1 and 2 and improve the underlined sections.**

Dear Sir/Madam,

I saw the flyer for the Riverdale Community Job Fair on my school notice board and I am very interested in attending. My name is Kelly White and I am 20 years old. I am a full time high schooler so I was very excited to read about the job fair. As I have never attended something similar before, it will give me the chance to learn what career I would really like to pursue in my degree. So, I would really like to reserve a place. However, but I do not know how to make a reservation. First of all, I am interested in the full-time positions on the flyer. Furthermore, but I don't know exactly what time the fair is taking place. I would need to know a place for me, but I don't know how to make a reservation.

Could you please let me know how to make a reservation?

Yours faithfully,
 Kelly

- 5. **You have seen the following flyer. You are interested in taking part but you need more information before you decide. You want to ask:**

- how much the cost
- if accommodation is provided
- how long the exchange programme lasts
- Write an email requesting information about ILEP.

SIGN UP FOR AN UNFORGETTABLE SUMMER EXPERIENCE!
 Summer Language Exchange Programme

Each term, ILEP connects thousands of students from all over the world so they learn more about languages, cultures and customs. ILEP is a great way to learn a new language you have already learnt or to learn a new one.

To sign up, contact us, giving name, age and saying which country you are interested in going to.

Registration starts on 7th June

Contact information:
info@summerexchange.net

- Read the flyer and the TIP below. Then go to the Workbook pp. 47-50 to plan and write your email.

A formal letter.

It is written in a person you don't know or when you write to a public and respectful.

It is written in a person you don't know or when you write to a public and respectful.
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writing activities which help students become independent writers

useful tips enabling students to develop skills and strategies and become autonomous learners

Review

The Review section consists of activities revising the vocabulary, grammar and functions dealt with in the module. There are also self-assessment charts at the end of each Review page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

vocabulary, grammar and communication revision activities

4
REVIEW

1. Choose a, b or c.

1. Derek is a(n) _____ person and he doesn't usually plan things ahead.
a. spontaneous b. rational c. ambitious

2. What do you do to _____ a living?
a. earn b. rise c. get

3. Salman immediately got the job because he _____ a good impression.
a. made b. had c. did

4. Mona is new at work, but she is very _____ to learn new things.
a. delighted b. eager c. honest

5. Olga is never afraid to _____ her feelings, whether she is happy or sad.
a. greet b. express c. interact

6. It's difficult to find _____ and hard-working employees nowadays.
a. rewarding b. courageous c. reliable

7. A colleague at work got _____ because he was never on time.
a. hired b. rented c. fired

8. Fred studied to be a(n) _____.
a. accountant b. appliance c. candidate

2. Complete the sentences with the words in the box.

trust	registration	fair	incomes
deadline	promotion	knowledge	

1. Don't worry. You can _____ me to keep your secret.

2. A: Martin is looking for a job.
B: He should attend next week's job _____ then.

3. I have been in this company for three years and I soon hope to get a _____.

4. I have just a few days to finish this project; the _____ is on Monday.

5. I was amazed at Saeed's _____ of English literature.

6. To attend the seminar, you need to pay a _____ fee.

7. There are lots of people living on low _____ nowadays.

3. You don't have to / shouldn't forget to make an appointment with the doctor.

4. Rewrite the sentences using the words given.

1. It's a good idea to dress professionally for the job interview. (**better**)

2. It isn't necessary to call a technician for the printer. (**need**)

3. I suggest you look for a job near your house. (**should**)

4. I'm pretty sure Liam is still at home. (**must**)

5. Complete the dialogue with the phrases a-d.

A: You should definitely apologise for your behaviour.
B: That wasn't very wise of you.
C: I don't know what I was thinking.
D: You did what?

A: What's the matter, William?
B: I feel horrible. I got into a really bad argument with my colleague Robert.
A: 1 _____
B: You can say that again.
A: What exactly happened?
B: I asked him a question about a project we're working on together and he didn't answer me.
A: And what did you do?
B: Well, I started shouting at him.
A: 2 _____
B: I know, but it's too late now! He's really angry with me. 3 _____ It was so thoughtless of me.
A: That's true. 4 _____ Maybe he'll forgive you.

Self-assessment
Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

express obligation, lack of obligation, and prohibition	<input type="checkbox"/>
express strong advice, threat and warning	<input type="checkbox"/>
express regret, disapproval and criticism	<input type="checkbox"/>
talk about jobs and employment	<input type="checkbox"/>
express possibility or certainty about the present/future	<input type="checkbox"/>
make deductions about the present	<input type="checkbox"/>
write a formal email asking for and giving information	<input type="checkbox"/>

Now I can...

☐ express obligation, lack of obligation, and prohibition

☐ express strong advice, threat and warning

☐ express regret, disapproval and criticism

☐ talk about jobs and employment

☐ express possibility or certainty about the present/future

☐ make deductions about the present

☐ write a formal email asking for and giving information

a self-evaluation section promoting learner autonomy

Culture Pages

The Culture pages consist of texts which are related to the topics of the modules and serve to familiarise Ss with certain aspects of Qatari culture through the use of the English language. These pages are accompanied by activities in order to facilitate Ss' understanding. Note that the unknown vocabulary Ss encounter in the Culture pages is considered passive and Ss will not be tested on it.

texts giving cultural information about Ss' own culture

CULTURE PAGE

Pearl Diving in Qatar

When visiting the impressive cities of Qatar, one would not believe that up until the late 19th century, the coastal regions around Doha were mostly by fishing for pearls. The amazing structures that line the coast do not tell us anything about its past nor do they tell us anything about the difficulties the Qatari people experienced before the discovery of oil. The truth, however, is that before oil was discovered, pearl diving was a major industry and an important feature of the Qatari culture – a culture that had been around since ancient times. Natural oyster pearls were fished in the Persian Gulf from as early as the first millennium BCE. It would be possible for a large majority of Qatari to survive and provide for their families. The water in the Gulf is rich in minerals and salt and it does not vary much. It is very clean, clear for pearl diving.

Each year during the four months of summer, the Gulf would become the destination for a large number of pearling boats recruited by crews consisting of sailors, divers and junks. These crews would spend months at a time out in the open sea. The conditions on the boats were terrible, and the men on these pearling expeditions would meet many difficulties. They did not have access to fresh food and water, so their diet was very poor and consisted mainly of very little, only of fish. As a result, they were often very weak and in bad health. The pearl divers themselves faced additional risks. Being a pearl diver was not only physically challenging, but also extremely dangerous. They faced the real risk of drowning or being attacked by sharks or other big fish. Besides this, many suffered from a serious medical condition called 'the bends'. The bends resulted from the divers diving to great depths and being pulled out of the water too quickly. Collecting oysters, then, required a lot of skill, strength and courage.

The equipment that was used was very basic and consisted of ropes, a large stone, a new dip, a knife and a leather bag. The diver would free-dive into the water, often to depths of up to 50, or even 60 metres, with the assistance of a stone which was tied to his feet. It helped him reach the bottom, but was pretty on his back. He had to collect some oysters before he ran out of breath. He wore a nose clip, which prevented water from getting into his nose, and carried a stick, which he used to remove the oysters from the rocks. The leather bag, which hung from his neck, was used to store the oysters that he collected. After diving to great depths, the diver would take a short rest on the surface. The leather bag, which hung from his neck, was used to store the oysters that he collected. After diving to great depths, the diver would take a short rest on the surface. The leather bag, which hung from his neck, was used to store the oysters that he collected.

Natural pearls do not form in every oyster, but occur at a rate of one in ten thousand, so expeditions were not always a success. However, the men were lucky enough to find pearls and make their way back home alive, they could survive in comfort until the next pearling season.

1. Pearl diving had existed in Qatar for thousands of years before oil was discovered.

2. The Qataris who lived further inland did not go on pearl-diving expeditions.

3. Pearl-diving expeditions took place throughout the year.

4. Most divers lost their lives after being attacked by very big fish.

5. The bends was a condition that only the divers suffered from.

6. Divers held a rock in their hands.

7. Divers would pull at a rope to signal that they wanted to be pulled out of the water.

8. A rock was used to break open the oysters.

9. The success of an expedition was determined by how many oysters had been collected.

Tasks

This section focuses on the systematic development of key competencies, the promotion of critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration skills. First, the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and speaking), which are usually done in pairs or groups. These activities require Ss to negotiate, make a decision, etc. At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active participation of the teacher.

The final stage of the task is a real-life meaningful task requiring Ss to produce a spoken or written text which serves as performance evidence and links the English language with real-life needs. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions.

competence-based tasks promoting critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration

TASK

THE NETHERLANDS

Welcome to an amazing tour in the Netherlands

Day 1: Learn the rich history of the city of Amsterdam, from its walking tour, our guides will take you over centuries of different styles. Finally, the walking tour finishes in the cultural district of Amsterdam – the world's only floating flower market. After an early lunch, it's on to Utrecht. Our first stop is De Haar Castle – the largest castle in the Netherlands. You will learn all about the unusual history of this fascinating castle and find out all about the famous guests who stayed there. Then, we'll spend the afternoon exploring the streets of Utrecht. Utrecht is a beautiful city with a lot of history.

Day 2: We'll go to Dordrecht, a town famous for its cheese. You may find that you have gone back in time when you visit the Cheese Market where farmers and local cheese just the day here for hundreds of years. After walking around the city, we'll head to Rotterdam. There, you'll see Rotterdam's amazing architecture of places like the Erasmus Bridge, the Cube Houses and the Maritime Museum in Amsterdam at about 9 PM.

Price: €125 per person
What's included:
 - Transportation (one night in a four-star hotel, breakfast included)
 - Entrance fee to castle
 - Transport to coach
 - Time is limited availability, only 30 places, so book your place soon.
 - Tel: 020 665 3333
 - Email: info@thenetherlands.com

Work in pairs to modify the tour. First, look at all the information below, discuss the different places and decide what changes you would like to make to the tour. Use some of the phrases in the box.

Amsterdam - Home to many world-class museums, such as the Van Gogh and Rembrandt. Great for walking along the canals, or renting a bike to explore the fascinating architecture and historic buildings. Excellent restaurants, cafes and shops.
 4-star hotel from €120
 3-star hotel from €85

Bleiswijk - One of the Netherlands' largest national parks. Near Dordrecht. Take a walking tour to explore the large river network to see many different species of birds.
 Accommodation from €80

Utrecht - Only a short drive with a beautiful traditional and modern city. Lots of lovely cafes and restaurants, as well as plenty of shops. Close to several interesting castles such as De Haar Castle.
 4-star hotel from €120
 3-star hotel from €85

Hoge Veluwe National Park - Large nature area with trees and gardens. Great for cycling, horse riding and guided walks. Home to lots of wildlife.
 Accommodation from €70

Gouda - Historic town with attractive architecture. Interesting cheese museum and excellent cheese market every week during the summer. Beautiful 16th-century city hall.
 4-star hotel from €120
 3-star hotel from €85

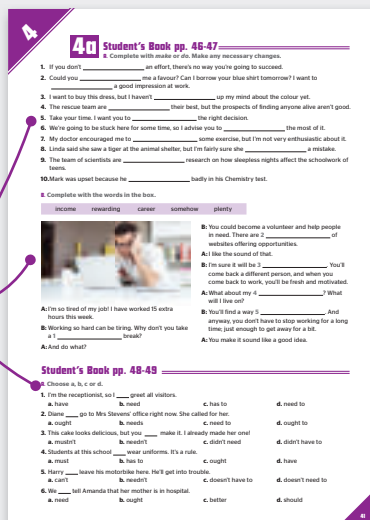
Rotterdam - Busy city with rich history and the largest port in Europe. Excellent art museums and large cultural area with lots of galleries. Regular art festivals throughout the year.
 4-star hotel from €120
 3-star hotel from €85

I think the tour should include...
 We can also include a visit to... because...
 The type of tour would be more suitable for...
 I think that... would be more fun for travellers...
 This would be more popular with...
 Travellers will be able to...
 ...is famous for... so travellers will have the opportunity to...
 I don't think the tour should last longer than...
 I don't think travellers will want to spend...
 Work in pairs to design a leaflet of your country/city.

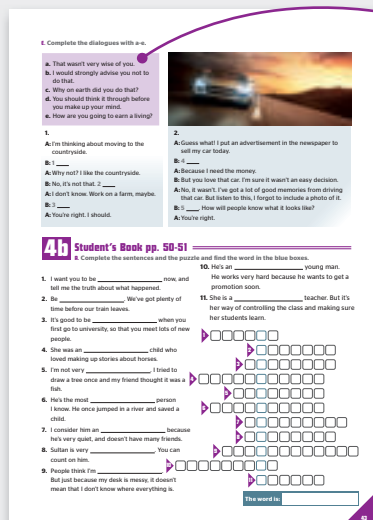
Workbook

The Workbook is in full colour and is closely linked to the Student's Book, comprising vocabulary, grammar, communication, listening, reading and writing development tasks. It provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class, but that most of them should be assigned for homework.

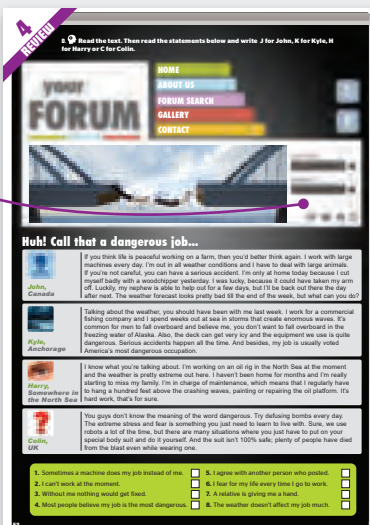
extra vocabulary and grammar practice for each lesson



communication activities practising key language functions in the lesson



various types of reading texts



Teacher's Book

The Teacher's Book is a useful tool with a step-by-step guide to teaching each lesson. In each lesson plan, the active vocabulary and the target structures and functions are clearly laid out. Each lesson plan includes a step-by-step guide on how to approach each activity. Additional comprehension questions along with motivating optional activities result in Ss' reinforcing and developing the language as a whole. Classroom strategies for differentiated instruction also feature in this series.

Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual Ss.

This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.

For this reason, the *Portal to English* series provides strategies and additional activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but in a different way.

Strategies - Techniques for Differentiated instruction

To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated either in the Student's Book or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge **higher-performing Ss** (e.g. by modifying a reading / listening multiple choice activity to one with open-ended questions, by asking students to correct the false sentences, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, by encouraging students to do research on a topic before it is presented in class, in order to stimulate their interest, etc.).
- A range of activities, depending on the level of students, to help **lower-performing Ss** to consolidate the content taught (e.g. by eliminating one or two options in a reading / listening multiple choice activity, by providing them with prompts in order to help them to use what has been taught in context, by encouraging students to do research on a topic before it is presented in class, in order to build their confidence, as they will have already been exposed to what is going to be discussed, etc.).
- Scaffolding instruction** - teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide 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 Ss' needs, use of graphic organisers, such as Venn Diagrams and mind maps, etc.).
- Flexible grouping** - students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests (mainly in the Speaking activities).
- Ongoing or formative assessment** - it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs. There are various forms of formative assessment, such as student self-assessment (*Now I can...* checklist).

Interleaved Teacher's Book

The Teacher's Book contains:

- an introduction including the module structure and a description of the QNCF Key Competencies, as well as some suggested ways on how teachers can integrate them in the classroom.
- a table of contents as it appears in the Student's Book.
- a table including the learning standards and the QNCF competencies that are linked with the activities in the Student's Book and Workbook for each module, as well as a description of these learning standards.
- teacher's notes interleaved with the pages of the Student's Book. Each lesson includes tables of the learning standards, functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs. Answers to all activities are also included.
- the learning standards for every activity in the Student's Book along with the symbols for the QNCF competencies.
- ideas for optional activities which help Ss get a better

understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.

- additional activities or adaptations of already-existing ones for mixed ability classes (higher-performing/lower-performing Ss).
- background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes, which give more detailed information about the new linguistic items presented in each lesson.
- suggested answers to all activities where oral and written production is required.
- the pair-work activities, the writing reference section, the grammar reference section, the list of irregular verbs, and the wordlist as they appear in the Student's Book.
- the transcripts of the listening activities in the Student's Book.
- the key to the Workbook activities, and the transcripts of the listening activities included in the Workbook.
- a glossary of key words and abbreviations used in Teacher's Book.

Learning Standards, functions and structures presented along with a list of active vocabulary

further comprehension questions to enhance Ss' understanding of the text

Reading A

Discuss in pairs/groups.

- What unusual places can you think of to live in?
- What makes a home unusual?
- Would you like to live somewhere unusual? Why? / Why not?

Read the texts A-C. What is the three people's overall attitude/opinion about their homes? Choose a, b, c or d.

- They regret moving into their unusual home.
- They don't want to change anything in their home.
- They aren't satisfied with their home but they have to stay.
- They are satisfied with their home but are facing certain difficulties.

Read again and answer the questions below. Write A, B or C.

- Who doesn't find his home comfortable or easy to live in? ☐
- Who mentions that the place will be his home for a short time? ☐
- Who has to spend more money than before? ☐
- Who has more space than he really needs? ☐
- Who has to sometimes cope with loneliness? ☐
- Who wants other people to know about his experiences? ☐
- Who mentions making changes to the place? ☐

Answer the following questions.

- What makes the place in text A recreational?
- To what extent are the people living in the houseboat satisfied with their choice?

Reading B

People usually wonder why I chose to live in a lighthouse. The truth is I wanted first-hand experience as I'm currently writing a book about living in a lighthouse. So I chose it as my temporary residence. I settled in very quickly and I try to enjoy every minute of it. I'm a long way away from shops and restaurants but I don't mind, though. I love being so near the sea. Every morning I climb the spiral staircase to the top of the tower and drink my coffee while admiring the view. That's when I remember how fortunate I am at the moment. Of course, there are days when it seems like the loneliest and most isolated place in the world, but at least I have access to the Internet and I can stay in touch with my friends and family.

Reading C

A few months ago my wife and I bought a houseboat. In the beginning, we only stayed for a few days at a time, but now we've decided to make it our permanent home and we're moving in at the end of this week. The truth is that we face many difficulties and we're still trying to get used to it. For one thing, it's a little bit cramped, and we have to use space wisely. Also, we don't have electricity all the time and when we go shopping, we can't buy a lot, because it's a long walk to the boat with heavy bags. We might be far from shops, but we're in a great location and we still have our peace and quiet. Not many people wake up and see swans outside their window or 'float away' if they get tired of the view!

Learning Standards

SB: R1.1, R2.1, R2.2, R4.1, S1.1, S2.3, R4.2

Functions

Talking about one's home
Guessing the meaning of unknown words

Vocabulary

access (n.) admire belongings cope with cramped currently drawback drop by expenses face (v.) fill up furnished get tired of get used to go shopping heating houseboat inviting isolated lighthouse location loneliness luxurious narrow out of one's mind peace and quiet permanent recreational regret (v.) residence settle in spacious stairway temporary tower wisely

Reading

A. S1.1

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

Suggested answers

- tree houses, boats, aeroplanes, warehouses, tents, etc.
- A home can be considered unusual when its design, decoration or location are out of the ordinary.
- Yes, I would because it would be something out of the ordinary and would make my house look unique. / No, I wouldn't because it wouldn't be convenient or practical.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (an article) and where it can be found (in a magazine).
- Ask Ss to look at the pictures accompanying the short texts and tell you what they show.
- Elicit answers.
- Draw Ss' attention to the title of the reading activity and help them deduce that the places shown in the pictures are the three people's unusual homes.
- Ask Ss to read through the article.
- Ask Ss to read through the statements a-d and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answer with the class.

The correct answer is **d**. They are satisfied with their homes, but are facing certain difficulties.

Ask Ss to tell you what difficulties each person faces (text A: life is more expensive since he moved to his new house - text B: the second person sometimes feels lonely - text C: there isn't much space in the houseboat, they don't have electricity all the time, they're far from the shops). This will challenge higher-performing Ss. Tell Ss how many difficulties they are expected to find in each text (text A: one difficulty; text B: one difficulty; text C: three difficulties). This will help lower-performing Ss. Have Ss read the article again and underline any unknown words at the same time.

Ask Ss some comprehension questions:

Text A

Where does he live? He lives in an old fire station.
What did his friends think when he moved into his new house? They thought he was out of his mind.

Text B

How do they feel about his house now? They love it. Does he ever get lonely living there? No, he doesn't. Why not? Because his friends often drop by. Why does he need more furniture? To fill up the space. Does he use the fire pole? Yes, he does.

Text C

Where does he live? In a lighthouse.
What do people usually wonder? They usually wonder why he chose to live there.
Why did he choose to live in a lighthouse? Because he wanted first-hand experience of what it's like to live in a lighthouse.
Why is that? Because he is writing a book about living in a lighthouse.
Did it take him a long time to settle in? No, it didn't. Is he close to shops and restaurants? No, he isn't. Has he got a problem with that? No, he hasn't. What is he close to? The sea.
What does he do every morning? He climbs the spiral staircase to the top of the tower and drinks his coffee while admiring the view.
What does he remember then? how fortunate he is. How does he stay in touch with his family and friends? over the Internet.

Text D

What did they buy a few months ago? a houseboat. Did they move in straight after they bought it? No, they didn't.
When are they moving in? at the end of this week. Have they got a lot of space on their houseboat? No, they haven't.
Why can't they buy a lot of shopping? Because it's difficult to store some food without electricity, and it's a long walk to the boat with heavy bags.
Do they like the location they are in? Yes, they do. What are some of the advantages of living on a houseboat? You have your peace and quiet, you wake up and see swans outside your window and you can float away if you get tired of the view.

C. R2.1, R2.2

- Ask Ss to read through the questions 1-7 and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1. C 2. B 3. A 4. A 5. B 6. B 7. A

D.

- Draw Ss' attention to the questions.
- Ask Ss the first question and elicit answers. Have Ss justify their answers by providing information from the text.
- Do the same for the second question.

- What makes the place in text A recreational is that it has got a gym and entertainment room, where the writer can exercise and spend time with his friends.
- The people living in the houseboat really enjoy the location and the view from their new house, but they are not completely satisfied with it as they have many difficulties to face. First of all, they don't have much space and they don't have electricity all the time. Also, they are far from the shops, so they cannot buy many things, as it is not easy to carry them to the houseboat. All these things make life in the houseboat a bit difficult for them.

the Learning Standards covered in each activity, as well as the symbols corresponding to each QNCF competency


step-by-step guide to teaching

suggested answers to activities where oral production is required

strategies to support differentiated instruction

Components

Class Audio Material (Online)

This includes all the recorded material from the sections in the Student's Book where the symbol  appears. It also includes the recorded material corresponding to the listening activities in the Workbook.

Student's CD-ROM

This includes the recorded material from the Reading section and Culture pages in the Student's Book, and is meant to give Ss extra practice at home.

Resources for Teachers (Online)

This contains:

• Tests

- 10 tests corresponding to the modules of the book
- a test for Modules 1-5
- a test for Modules 6-10
- keys and transcripts

• Audio

This section contains the recorded material for the tests.

• Supplementary material for extra practice

Interactive Whiteboard Material

The Interactive Whiteboard Material includes all the textual, visual and audio material in the Student's Book as well as in the Workbook. It also includes one game per module and a vocabulary list.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss 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 Ss to do by doing the first item together. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- Regarding the vocabulary lists that appear in the TB, they serve merely as a reference for teachers so that they are aware of the new lexical items that feature in each lesson. At this level, these words are not meant to be pre-taught. Exposing students to new words in context is essential in that it teaches students to develop not only a tolerance for unknown words, the meaning of which can often be inferred from the surrounding text, but also an understanding of which words affect comprehension and which do not. In addition, exposure in context is key in developing students' word consciousness, which is defined as their awareness of words and their meanings. Teachers may assist in building students' word consciousness by creating an interactive learning environment and instilling simple classroom rituals that draw students' attention to key vocabulary items. Such rituals may involve underlining unknown words in a text and inferring the meaning of unknown words using contextual clues. Ss should also be encouraged to discuss/negotiate the possible meaning of unknown words, think of alternative words and phrases to replace unknown words and look up the definition of unknown words. When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, enumeration and/or translation. Note that the vocabulary in this box is considered active and is recycled and also tested in the Workbook, which increases students' exposure and facilitates consolidation.

- 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 Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.

Using a language-learning notebook

A language-learning notebook is a valuable and necessary tool in the classroom. The use of a language-learning notebook enables students to keep a record of their work in an organised manner and also helps them to track their progress. Moreover, it allows students to develop a sense of responsibility for their learning and serves as good learner training.

As students, especially young students, may not be familiar with how to use a notebook and may also lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use it. The notebook should be used regularly in the classroom, and teachers should give students instructions on how to use it.

Organising a language-learning notebook

- Help Ss to separate their notebook into logical sections, depending on the level of the Ss and the material. For example, possible sections could be: *Grammar activities*, *Vocabulary activities*, *Writing activities*, etc. Or alternatively, each module could be a section of the notebook.
- Decide how many pages to devote to each section and help Ss to count out and separate the sections.
- Suggest ways for Ss to label the different sections in their notebook. For example, the sections could be colour-coded and they could be separated using index tabs.
- Help Ss to take pride in their notebooks by encouraging them to make them visually appealing. For example, Ss may want to decorate them, or illustrate them.

QNCF Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCF learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCF, five of which are integral to learners in Grade 10. Below we focus on each of these five competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

It is significant that in the *Portal to English* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.



Creative and critical thinking

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking – the ability to think creatively or ‘outside the box’, and on the other hand evaluating, interpreting and synthesising information, and applying creative thought to form an argument, reach a conclusion or solve a problem.

There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

- Give emotional support to students. Ensure that the classroom environment is warm, positive and sharing. Encourage all students to feel free to express their feelings and ask questions.
- Help students to make the proper use of information, and to prioritise and recognise the facts that are most useful and important.
- Help students to realise that they can challenge assumptions and request evidence.
- Incorporate role-playing activities in the classroom. Playing a role requires students to use both analytical and creative skills.
- Use classic works of literature as an opportunity to have students predict the plot and discuss issues such as theme and character motivation.
- Ask students to express a feeling or an idea through a sketch, without using words.
- Encourage students to brainstorm when posed with a question and write responses on the board.



Communication

This refers to the ability to convey information and express oneself. It involves the effective use of listening and speaking skills as well as an openness to the thoughts and ideas of others.

Ways to integrate communication into the classroom

- Establish clear standards for acceptable norms of interaction among students. Stress the significance of listening to others, taking turns to speak, expressing agreement or disagreement appropriately, helping each other, etc. in order to accomplish a task. Point out the importance of respecting the opinions of others, even though we may not agree with them.
- Structure activities and provide guidance. Organise students suitably in pairs/groups depending on the activity. Pair work and group work significantly increase student speaking time in comparison to whole class activities. Allow students to take responsibility for carrying out the activity, but indicate the right direction and be ready to intervene to facilitate students when necessary.
- Encourage all students to contribute to discussions initiated in pre-reading/warm-up and post-reading activities. Help shy students to participate by addressing questions to them even though they may not raise their hand to participate. Accept all students’ responses/opinions as unique and valuable contributions.



Cooperation and participation

This refers to the ability and the desire to work on a cooperative basis with others, or to participate in a group or in a team in order to achieve a common goal. It involves listening to the ideas of others and responding constructively, expressing disagreement constructively and offering support and assistance. It reinforces polite behaviour and respect towards others.

Ways to integrate cooperation and participation into the classroom

- Provide students with tasks and/or projects that enable them to work in pairs or groups to prepare and present their work. Encourage active participation of all students and explain that all members of the group have valuable insights to contribute.
- Point out the significance of working collaboratively to achieve a common goal. Explain to students that they should be confident and express their opinions freely, but they also have a responsibility to be respectful of other points of view.
- Help students to understand that in case of disagreements/conflict they need to be open to new ideas and negotiate to reach an agreement, or maybe they can agree to disagree.
- Monitor students as they work in pairs/groups to make sure they are carrying out the activity satisfactorily and that they are speaking in English. Intervene when students appear to be stuck by prompting them in the right direction.



Inquiry and research

This refers to the ability to conduct research and inquiry into a range of issues. It involves interrogative questioning (what, where, when, who, why, how), the collection and analysis of data/information, synthesising this information and reporting findings.

Ways to integrate inquiry and research into the classroom

- Structure activities and provide guidance. Explain the stages involved in this type of activity – formulating relevant questions to keep focus, collecting information from reliable sources, analysing the information to understand it, synthesising information from different sources and then reporting findings in an organised manner.
- Suggest reliable sources of information learners can refer to.
- Incorporate an element of choice. When possible allow students to decide on a topic for research. Ask them if they would like to present their work to the rest of the class. Ask for students to volunteer to present their work.



Problem-solving

This refers to the ability to identify and solve problems. It involves identifying the cause of a problem, analysing facts and situations, comparing data, asking relevant questions, drawing conclusions and applying creative thinking to develop a solution. Aspects of problem-solving can apply to various activities in different ways, depending on the level of the students.

Ways to integrate problem-solving into the classroom

- Introduce a structured approach. Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given. Direct them to ask relevant questions (see interrogative questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.

In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings. Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.
- Help students to become autonomous learners. One way of doing this would be, for example, to end the lesson by giving them further questions that expand on the topic of the lesson. These questions will be discussed in the next lesson. Explain that students need to think about the questions, if necessary, to find relevant information, and be prepared to discuss them in the next lesson.

Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.

The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.

In the *Portal to English* series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.

Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

Islamic values and Arabic and Qatari cultural heritage

Opportunity for learning experiences should be provided in the context of Islamic values and appreciation of Qatari culture and traditions.

Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.
- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.

- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

A positive attitude towards learning is essential to enable students to understand that success is achieved through hard work and perseverance. Students should feel confident that they can achieve their goals, but also that a certain commitment to the effort is required on their part.

Ways to instill these values in the classroom

- Ask students to visualise and express their long-term goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

Personal rights, responsibility and integrity


























Key values in Qatari society are those of citizenship and the corresponding rights and responsibilities, as well as the recognition of the unifying value of human dignity, or in other words, the recognition of the fact that all individuals deserve to be respected and honoured irrespective of their differences. As such, these values must be promoted in the classroom through raising students' awareness of and actively demonstrating the Islamic principles of integrity, honour and truthfulness which are salient features of ethical behaviour.

Ways to instill these values in the classroom

- Familiarise students with the concept that rights and responsibilities go hand in hand by demonstrating that as students they have rights in the classroom (e.g. to express their opinion, to participate, the right to safety and well-being, the right to information and privacy) as well as responsibilities (e.g. to follow classroom rules, to participate and contribute, to show an interest in the well-being of others, to use information wisely and respect the privacy of others, to accept responsibility for their actions).
- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/ friends, families, communities, the environment).
- Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information. Sensitise students to the proper use of information found on online sources and how to search for information online safely.

CONTENTS

	Vocabulary	Grammar	Functions
1 p.7 Feels like home	<ul style="list-style-type: none"> Phrases related to homes Adjectives describing homes and houses Different ways to say where you live Phrasal verbs Phrases and expressions with <i>get</i> 	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative verbs Question words Subject-Object questions Indirect questions 	<ul style="list-style-type: none"> Distinguishing between permanent and temporary situations Making plans and future arrangements Guessing the meaning of unknown words/phrases Forming different types of questions Asking for and giving information formally and informally Asking for and giving opinion Expressing agreement and disagreement Giving news Responding to news by showing enthusiasm
2 p.19 Endurance	<ul style="list-style-type: none"> Words/Phrases related to survival Words easily confused Words describing the weather Adjectives describing feelings, character and appearance 	<ul style="list-style-type: none"> Past Simple <i>used to</i> Past Progressive Past Simple vs Past Progressive 	<ul style="list-style-type: none"> Locating important facts in newspaper clippings Distinguishing between easily confused words Guessing the meaning of unknown words Talking about past habits Narrating past events and experiences Reporting incidents Sequencing events Describing people's feelings, character and appearance Responding to bad news and showing concern
	Culture page: Moataz Barsham: an amazing athlete p. 31 Task 1 & 2: Analysing and interpreting bar graphs p.32		
3 p.33 Globetrotting	<ul style="list-style-type: none"> Words/Phrases related to travelling Words easily confused Word building: nouns ending in <i>-ion</i>, <i>-ation</i>, <i>-ment</i> Synonyms and antonyms Idioms Colourful adjectives 	<ul style="list-style-type: none"> Present Perfect Simple vs Past Simple Adjectives - Adverbs of manner Comparisons 	<ul style="list-style-type: none"> Linking past and present time Guessing the meaning of unknown words/phrases Distinguishing between easily confused words Comparing and contrasting people and situations Talking about holiday preferences and travelling experiences Making recommendations and suggestions Agreeing or disagreeing with a suggestion Expressing preference Using descriptive language
4 p.45 Job seeking	<ul style="list-style-type: none"> Words/Phrases related to jobs and employment Collocations with <i>make</i> and <i>do</i> Words easily confused Personality adjectives 	<ul style="list-style-type: none"> must / have to / need should / ought to / had better may / might / could must / can't 	<ul style="list-style-type: none"> Talking about employment and volunteering Expressing obligation, lack of obligation, and prohibition Expressing opinion and giving advice Expressing threat or warning Expressing regret, disapproval and criticism Distinguishing between easily confused words Expressing possibility, certainty and making deductions Confirming understanding of what a speaker has said
	Culture page: Pearl diving in Qatar p. 57 Task 3 & 4: Designing a leaflet p.58		
5 p.59 Get the message	<ul style="list-style-type: none"> Words/Phrases related to communication Collocations with <i>say</i> and <i>tell</i> Verbs easily confused Verbs related to computers, devices and the Internet Words/Phrases used in signs 	<ul style="list-style-type: none"> Relative pronouns: who, which, that, whose Relative adverbs: where, when Passive Voice (Present Simple - Past Simple) 	<ul style="list-style-type: none"> Defining people, places, things and ideas Guessing the meaning of unknown words/phrases Taking time to think when talking Interrupting politely Getting back to the topic of discussion Understanding warning signs Saying whether something is permitted or not Expressing opinion

Reading	Listening (Pronunciation/Intonation*)	Speaking	Writing	QNCf Competencies
<ul style="list-style-type: none"> • A magazine page with three short texts: <i>My unusual house</i> • A magazine article about the four phases of culture shock 	<ul style="list-style-type: none"> • People talking in different situations • Three people talking about their experiences abroad * Intonation of direct and indirect questions 	<ul style="list-style-type: none"> • Presenting an unusual home • Pair work: Talking about how one behaves in different situations • Pair work: Talking about where you live • Pair work: Role play requesting information • Pair work: Talking about living abroad • Pair work: Discussing and making a decision: Matching a person to a city 	<ul style="list-style-type: none"> • A semi-formal email • An informal email Developing skills: • Focusing on the features of an informal letter/email (layout, language, content) 	    
<ul style="list-style-type: none"> • Three newspaper clippings describing survival stories • An extract from a novel 	<ul style="list-style-type: none"> • A radio interview about a survival story • A live radio report of a cycling endurance race * Using stress to emphasise important facts 	<ul style="list-style-type: none"> • Pair/Group work: Talking about survival stories • Pair work: Talking about the weather • Presenting summaries of events • Pair work: Narrating a bad experience and responding by showing concern 	<ul style="list-style-type: none"> • A paragraph about a rescue event • A story Developing skills: • Focusing on the features of a story (plot development, tenses, tips to make it more exciting, etc.) • Using 'strong' adjectives • Brainstorming and organising ideas with the help of an outline 	    
<ul style="list-style-type: none"> • An article about a journey to Babylon • Short descriptions of apps 	<ul style="list-style-type: none"> • A radio documentary about ecotourism • A conversation about travelling apps 	<ul style="list-style-type: none"> • Pair/Group work: Talking about travelling • Group work: Comparing three different types of holidays • Pair/Group work: Talking about apps • Pair work: Discussing and making a decision: Choosing between two tours 	<ul style="list-style-type: none"> • A post for a travel blog • An article describing a place Developing skills: • Focusing on the features of an article • Using different ways to attract the reader's attention (e.g. descriptive language) 	    
<ul style="list-style-type: none"> • A volunteer teacher's blog • A quiz: <i>Find the perfect job for you</i> 	<ul style="list-style-type: none"> • An employee trainer talking to a group of young people • Four people talking about their work * Intonation of modal verbs in sentences 	<ul style="list-style-type: none"> • Pair/Group work: Talking about volunteer work • Group work: Role play situations related to employment • Group work: Discussing different professions • Pair work: Role play an interview at a job agency 	<ul style="list-style-type: none"> • An informal email asking for advice • An informal email expressing disapproval/criticism and giving advice • A formal email asking for and giving information Developing skills: • Focusing on the content and stylistic features of a formal letter/email 	    
<ul style="list-style-type: none"> • A magazine article: <i>Whistled Languages</i> • Three warning signs 	<ul style="list-style-type: none"> • A news bulletin • People talking in different situations * Intonation of relative clauses 	<ul style="list-style-type: none"> • Group work: Discussing different means of communication and their impact • Pair work: Talking about the meaning of different signs • Group work: Talking about communication and communication practices 	<ul style="list-style-type: none"> • A post on a forum • A report Developing skills: • Focusing on the content and features of a report 	    

QNCf Competencies



Communication



Creative and critical thinking



Cooperation and participation



Inquiry and research



Problem-solving

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 8
R1.1	Cooperation and participation	Reading B p. 8
R2.1	Creative and critical thinking	Reading C p. 8
R2.2	Creative and critical thinking	Reading C p. 8
R4.1	Communication	Reading E p. 9
S1.1	Cooperation and participation	Speaking A p. 9
R1.1	Cooperation and participation	Speaking A p. 9
S2.3	Inquiry and research	Speaking B p. 9
R4.1	Communication	Vocabulary A p. 9
R4.2	Problem-solving	Vocabulary A p. 9
R4.1	Communication	Vocabulary B p. 9
R4.2	Problem-solving	Vocabulary B p. 9
S1.1	Cooperation and participation	Vocabulary A p. 11
R4.1	Communication	Vocabulary B p. 11
R4.2	Problem-solving	Vocabulary B p. 11
S1.1	Cooperation and participation	Listening A p. 11
L1.1	Communication	Listening B p. 11
L2.1	Communication	Listening B p. 11
S1.1	Cooperation and participation	Speaking p. 11
W1.1	Inquiry and research	Writing p. 11
S1.1	Cooperation and participation	Reading A p. 12
R1.1	Cooperation and participation	Reading B p. 12
R2.1	Creative and critical thinking	Reading C p. 13
R4.1	Communication	Reading D p. 13
R4.2	Problem-solving	Reading D p. 13
S1.1	Cooperation and participation	Reading E p. 13
R1.1	Cooperation and participation	Reading E p. 13
R2.2	Creative and critical thinking	Reading E p. 13
S1.1	Cooperation and participation	Listening A p. 15
L1.1	Communication	Listening B p. 15
S1.1	Cooperation and participation	Listening C p. 15
S4.1	Communication	Speaking A p. 15
S2.3	Inquiry and research	Speaking B p. 15
R2.3	Inquiry and research	Writing A p. 16
W4.1	Communication	Writing A p. 16
R1.1	Cooperation and participation	Writing B p. 16
R2.1	Creative and critical thinking	Writing B p. 16
W4.1	Communication	Writing C p. 17

W1.2	Creative and critical thinking	Writing D p. 17
W1.1	Inquiry and research	Writing E p. 17
W1.2	Creative and critical thinking	Writing E p. 17
W2.1	Problem-solving	Writing E p. 17
W4.1	Communication	Writing E p. 17

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
W1.2	Creative and critical thinking	Activity B p. 10
W2.3	Communication	Activity C p. 10
L2.1	Communication	Activity C p. 15
R2.1	Creative and critical thinking	Activity D p. 16

When students complete this module, they will be able to:

1a (pp. 8-9)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer more complex texts (R2.2)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

1a (pp. 10-11)

- communicate with a little support a personal response to real and fictional events (S1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- communicate with a little support a personal response to real and fictional events (W1.1)

1b (pp. 12-13)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)

- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)

1b (pp. 14-15)

- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- use formal, neutral and informal registers appropriately in most familiar contexts (S4.1)

1b (pp. 16-17)

- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- use formal, neutral and informal registers appropriately in most familiar contexts (W4.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- express and respond with a little support to common feelings such as surprise, interest and regret (W1.2)
- communicate with a little support a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- punctuate with support written work on an increasing range of text types with moderate accuracy (W2.3) WB

1 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB



Vocabulary

(A) home away from home Feels like home
Have a roof over your head Home is where the heart is
Home sweet home Live out of a suitcase
Make yourself at home There's no place like home

- Draw Ss' attention to the title of the module and help them deduce its meaning by asking them to tell you when we can say this phrase (*when we want to show that we are at a place where we feel comfortable and relaxed as if we were in our own home or when we are in a situation which feels familiar*).
- Draw Ss' attention to the content of the picture on the page and ask them to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss to read through the phrases and ask them the first question in the *Discuss* section.
- Help Ss deduce the meaning of the phrases and initiate a short discussion.

Suggested answers

KEY

Home is where the heart is = a home is where the people you love are

Home sweet home = used to say how pleasant it is to be in your home (it is often used ironically)

Live out of a suitcase = to travel a lot (so that you have no time to unpack your belongings)

Make yourself at home = used to tell someone who is visiting you that they should relax and feel comfortable as if they were in their own home

(A) home away from home = a place that you find as pleasant and comfortable as your own home

There's no place like home = home is the most satisfying place to be; it is the best of all places

Have a roof over your head = to have somewhere to live

- Ask Ss the remaining questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- I do because they successfully communicate how important the feeling of home is.

- a sense of security, love, a nice and relaxing environment, etc.

- 'House' refers to the building where you live while 'home' refers to the place where you live and feel comfortable.

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

Feels like home 1

Discuss:

- Read the phrases. Do you understand what they mean?
- Do you agree with what they are trying to say?
- What things are important when making a home?
- What's the difference between a 'house' and a 'home'?

Home is where
the heart is

Live out of
a suitcase

MAKE
YOURSELF
AT HOME

A HOME
AWAY
FROM
HOME

HAVE
A ROOF
OVER
YOUR
HEAD


*There's no place
like home*

In this module you will learn...

- to distinguish between permanent and temporary situations
- different ways to say where you live
- to form different types of questions
- to ask for information formally and informally
- to give information
- to ask for somebody's opinion and express opinion
- to express agreement and disagreement
- to give news
- to respond to news by showing enthusiasm
- to write an informal email

Reading A.  Discuss in pairs/groups.

- What unusual places can you think of to live in?
- What makes a home unusual?
- Would you like to live somewhere unusual? Why? / Why not?

B.  Read the texts A-C. What is the three people's overall attitude/opinion about their homes? Choose a, b, c or d.

- They regret moving into their unusual home.
- They don't want to change anything in their home.
- They aren't satisfied with their home but they have to stay.
- They are satisfied with their home but are facing certain difficulties.

C.  Read again and answer the questions below. Write A, B or C.

- Who doesn't find his home comfortable or easy to live in? ☐
- Who mentions that the place will be his home for a short time? ☐
- Who has to spend more money than before? ☐
- Who has more space than he really needs? ☐
- Who has to sometimes cope with loneliness? ☐
- Who wants other people to know about his experiences? ☐
- Who mentions making changes to the place? ☐

D. Answer the following questions.

- What makes the place in text A recreational?
- To what extent are the people living in the houseboat satisfied with their choice?

My unusual house

A.



I live in an old fire station that I converted into a house last year, when I decided to leave my old house. My friends thought I was out of my mind at first, but now they love it, too. It's a spacious building, so I have plenty of room to put all my belongings. I even have my own gym and entertainment room! My friends often drop by, so I never get lonely living here. The only drawback is that I have more expenses than before, for heating during the winter and furniture to fill up the space. Most people want to know if I use the fire pole. The answer is: all the time!

B.



People usually wonder why I chose to live in a lighthouse. The truth is I wanted first-hand experience as I'm currently writing a book about living in a lighthouse. So I chose it as my temporary residence. I settled in very quickly and I try to enjoy every minute of it. I'm a long way away from shops and restaurants, but I don't mind, though. I love being so near the sea. Every morning I climb the spiral stairway to the top of the tower and drink my coffee while admiring the view. That's when I remember how fortunate I am at the moment. Of course, there are days when it seems like the loneliest and most isolated place in the world, but at least I have access to the Internet and I can stay in touch with my friends and family.

C.



A few months ago my wife and I bought a houseboat. In the beginning, we only stayed for a few days at a time, but now we've decided to make it our permanent home and we're moving in at the end of this week. The truth is that we face many difficulties and we're still trying to get used to it. For one thing, it's a little bit cramped, and we have to use space wisely. Also, we don't have electricity all the time and when we go shopping, we can't buy a lot, because it's a long walk to the boat with heavy bags. We might be far from shops, but we're in a great location and we still have our peace and quiet. Not many people wake up and see swans outside their window or 'float away' if they get tired of the view!

Learning Standards

SB: R1.1, R2.1, R2.2, R4.1, S1.1, S2.3, R4.2

Functions

Talking about one's home

Guessing the meaning of unknown words

Vocabulary

access (n.) admire belongings cope with cramped currently drawback drop by expenses face (v.) fill up furnished get tired of get used to go shopping heating houseboat inviting isolated lighthouse location loneliness luxurious narrow out of one's mind peace and quiet permanent recreational regret (v.) residence settle in spacious stairway temporary tower wisely

Reading

A. S1.1

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

Suggested answers

- tree houses, boats, aeroplanes, warehouses, tents, etc.
- A home can be considered unusual when its design, decoration or location are out of the ordinary.
- Yes, I would because it would be something out of the ordinary and would make my house look unique. / No, I wouldn't because it wouldn't be convenient or practical.

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*an article*) and where it can be found (*in a magazine*).
- Ask Ss to look at the pictures accompanying the short texts and tell you what they show.
- Elicit answers.
- Draw Ss' attention to the title of the reading activity and help them deduce that the places shown in the pictures are the three people's unusual homes.
- Ask Ss to read through the article.
- Ask Ss to read through the statements a-d and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answer with the class.

The correct answer is **d**. *They are satisfied with their homes, but are facing certain difficulties.*

- Ask Ss to tell you what difficulties each person faces (*text A: life is more expensive since he moved to his new house - text B: the second person sometimes feels lonely - text C: there isn't much space in the houseboat, they don't have electricity all the time, they're far from the shops*). This will challenge **higher-performing Ss**. Tell Ss how many difficulties they are expected to find in each text (*text A: one difficulty, text B: one difficulty, text C: three difficulties*). This will help **lower-performing Ss**.
- Have Ss read the article again and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Text A

Where does he live? He lives in an old fire station.

What did his friends think when he moved into his new house? They thought he was out of his mind.

How do they feel about his house now? They love it.

Does he ever get lonely living there? No, he doesn't.

Why not? Because his friends often drop by.

Why does he need more furniture? to fill up the space

Does he use the fire pole? Yes, he does.

Text B

Where does he live? in a lighthouse

What do people usually wonder? They usually wonder why he chose to live there.

Why did he choose to live in a lighthouse? Because he wanted first-hand experience of what it's like to live in a lighthouse.

Why is that? Because he is writing a book about living in a lighthouse.

Did it take him a long time to settle in? No, it didn't.

Is he close to shops and restaurants? No, he isn't.

Has he got a problem with that? No, he hasn't.

What is he close to? the sea

What does he do every morning? He climbs the spiral stairway to the top of the tower and drinks his coffee while admiring the view.

What does he remember then? how fortunate he is

How does he stay in touch with his family and friends? over the Internet

Text C

What did they buy a few months ago? a houseboat

Did they move in straight after they bought it? No, they didn't.

When are they moving in? at the end of this week

Have they got a lot of space on their houseboat? No, they haven't.

Why can't they buy a lot of shopping? Because (it's difficult to store some food without electricity, and) it's a long walk to the boat with heavy bags.

Do they like the location they are in? Yes, they do.

What are some of the advantages of living on a houseboat? You have your peace and quiet, you wake up and see swans outside your window and you can float away if you get tired of the view.

C. R2.1, R2.2

- Ask Ss to read through the questions 1-7 and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class

1. C, 2. B, 3. A, 4. A, 5. B, 6. B, 7. A

D.

- Draw Ss' attention to the questions.
- Ask Ss the first question and elicit answers. Have Ss justify their answers by providing information from the text.
- Do the same for the second question.

- What makes the place in text A recreational is that it has got a gym and entertainment room, where the writer can exercise and spend time with his friends.
- The people living in the houseboat really enjoy the location and the view from their new house, but they are not completely satisfied with it as they have many difficulties to face. First of all, they don't have much space and they don't have electricity all the time. Also, they are far from the shops, so they cannot buy many things, as it is not easy to carry them to the houseboat. All these things make life in the houseboat a bit difficult for them.

E. R4.1



- Ask Ss to read through the definitions 1-8 and make sure they do not have any unknown words.
- Have Ss refer to the respective texts and do the activity.
- Check the answers with the class.

- | | |
|---------------|--------------|
| 1. belongings | 5. tower |
| 2. drawback | 6. isolated |
| 3. currently | 7. permanent |
| 4. residence | 8. face |

KEY

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

Speaking

A. S1.1, R1.1



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

Suggested answers

- I'd like to live in the lighthouse because I love being by the sea and feeling like I'm all alone on the planet.
- I think the strangest home to live in is the houseboat because the space is limited and you haven't got electricity all the time.

KEY

B. S2.3



- Draw Ss' attention to the activity and ask them if they can think of unusual homes.
- Initiate a short discussion.
- Explain to Ss that they have to do some research about an unusual home and then present it to the class.
- Encourage Ss to find pictures as well and to write a few sentences with the relevant information underneath them. Allow Ss to write notes instead of sentences underneath the pictures. This will help **lower-performing Ss**.
- Allow Ss some time to do the activity in class, or assign the task as homework.
- Have Ss make a presentation in class.
- After each presentation, have Ss ask questions about the unusual house that has been presented. This will challenge **higher-performing Ss**.

Vocabulary

A. R4.1



, R4.2



- Ask Ss to read through the two sentences and draw their attention to the two adjectives in bold.
- Ask Ss to tell you what these adjectives describe.
- Elicit the answer that these adjectives describe places/buildings/houses.
- Ask Ss to say if the adjectives describe the place/house/building in a positive or a negative way.
- Elicit the answer that the adjective *cramped* has a negative meaning while the adjective *spacious* has a positive meaning.
- Ask Ss the question in the rubric.
- Elicit and check answers.

cramped = without enough space for people to move around in (... *we have to use space wisely.*)
 spacious = with plenty of space for people to move around in (... *I have plenty of room to put all my belongings.*)

KEY

B. R4.1



, R4.2



- Ask Ss to read through the three sentences and draw their attention to the adjectives in bold.
- Ask Ss to read through the definitions a-c.
- Have Ss do the activity.
- Check the answers with the class.

1. b, 2. c, 3. a

KEY

Optional activity

Ask Ss to describe the place where they live using some of the adjectives they have learnt.



E. Find words in the texts and match them with the meanings below.

1. the things that you own and can carry with you (text A)
2. disadvantage (text A)
3. at the present time (text B)
4. a place where sb lives (text B)
5. a tall narrow building or part of a building (text B)
6. far away from other buildings, towns, etc. and difficult to reach (text B)
7. lasting for a long time, not temporary (text C)
8. to have to deal with a problem or situation (text C)

Speaking

A. Talk in pairs. Discuss the following questions.

- Which of the three unusual homes would you like to live in? Why?
- Which home do you think is the strangest one to live in? Why?

B. Find information about another unusual home and present it to the class.

Vocabulary

A. Read the sentences below from the texts A-C. What do the adjectives in bold mean? Which clues in the text helped you guess the meaning? Check your answers in a dictionary.

*For one thing, it's a little bit **cramped**, and we have to use space wisely.*

*It's a **spacious** building, so I have plenty of room to put all my belongings.*

B. Read the sentences and match the adjectives in bold with the meanings a-c. Then check your answers in a dictionary.

1. I want to rent a **furnished** flat, because I don't have money to buy my own things. ☐
2. Our hotel room was very **luxurious**, with a large bed and bathroom and a breathtaking view. ☐
3. It was an **inviting** garden with beautiful flowers. ☐

- a. attractive, makes you feel welcome
- b. containing furniture
- c. comfortable, expensive and beautiful

Grammar Present Simple vs Present Progressive, Stative verbs → p. 78

A. Look at text B and answer the questions.

1. What does the writer do every morning? Which tense is used? Why?
2. What is the writer writing? Which tense is used? Why?
3. What do people usually wonder about this person? Which tense is commonly used with adverbs of frequency (e.g. usually, often)?

B. Read about the uses of the Present Simple and the Present Progressive and think of one more example for each use.

The Present Simple is used for:

1. permanent situations, e.g. *He **lives** in an old fire station.*
2. repeated habitual actions, e.g. *My friends often **drop by**.*
3. general truths, e.g. *Birds **fly** south in the winter.*

The Present Progressive is used for:

1. actions happening now, e.g. *He **is having** breakfast right now.*
2. temporary situations, e.g. *I **am currently writing** a book about my experiences.*
3. future arrangements, e.g. *We're **moving in** at the end of this week.*

C. Read the examples from the texts A-C. Which tense is used and why? Can you find more examples in the texts?

- I even **have** my own gym...
- ...now they **love** it, too.
- Most people **want** to know if...
- We **don't have** electricity...
- ...it **seems** like the loneliest...

Stative verbs (see, notice, like, need, believe, know, belong, etc.) are not usually used in the Present Progressive.

D. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. A: Whose coat is this?

B: It's Olivia's. She **1** _____ (stay) with us for the weekend.

A: Really? Where is she? I really **2** _____ (want) to talk to her and find out how she **3** _____ (cope) in London.

B: She's fine. I **4** _____ (think) she **5** _____ (get) used to her new life.

She also **6** _____ (have) a part-time job. Anyway, you can ask her for yourself. She

7 _____ (make) chocolate cake with Patricia in the kitchen. The two of them

8 _____ (always / like) to spend time together.

2. A: So, when **9** _____ you _____ (visit) your friend in Doha?

B: Next week. I **10** _____ (leave) on Sunday afternoon. Are you sure you **11** _____ (not want) to come with me?

A: Positive. You **12** _____ (know) how much I **13** _____ (hate) travelling by plane.

B: It's only a short flight. Come on!

A: No, thanks. Anyway, I'm pretty busy this week. Jack and I **14** _____ (paint) the flat.

B: You are? I **15** _____ (hope) you do a good job. I'll drop by to see it when I come back.

E. Talk in pairs. Go to the Speaking Activities section on page 71.

Learning Standards

SB: S1.1, R4.1, R4.2, L1.1, L2.1, W1.1

Functions

Distinguishing between permanent and temporary situations

Asking for and giving information

Making plans and future arrangements

Guessing the meaning of unknown words

Structures

Present Simple vs Present Progressive

Stative Verbs

Vocabulary

bungalow campus check in check out cottage
county lane (= street) move in move out outskirts
put sb up rural suburb suburban university urban

- Ask Ss the first question in the rubric.
- Elicit the answer that *the Present Simple* is used.
- Read out and explain the rule in the box. Point out that we usually use the Present Simple with stative verbs although the situations they describe are true at the moment of speaking.
- Ask Ss the second question in the rubric.
- Allow Ss some time to find more examples of stative verbs in the texts A-C.
- Check the answers with the class.

I love being so near the sea.

That's when I remember how fortunate I am at the moment.

Not many people... see swans outside their window... we still have our peace and quiet.

- Refer Ss to the Grammar Reference (p. 78) to study the categories of stative verbs.

D.

- Have Ss read the first exchange in dialogue 1 and underline the time expression (*for the weekend*).
- Ask Ss which tense they should use in the first blank. Explain to them that the time expression will help them decide which the correct tense is.
- Have Ss do the rest of the activity.
- Check the answers with the class.

1. is staying 2. want 3. is coping 4. think
5. is getting 6. has 7. is making 8. always like
9. are... visiting 10. am leaving 11. don't want
12. know 13. hate 14. are painting 15. hope

E.

- Ask Ss to go to the Speaking Activities section on page 71.
- Ask Ss to read through the rubric and the sentences in Grammar section 1a, and check their understanding.
- Allow Ss some time to complete the sentences.
- Have Ss ask and answer questions in pairs.
- Go around the class helping Ss when necessary. Encourage Ss to swap roles.
- Choose some Ss to report their partner's most interesting answers.

For suggested answers, see 1a Grammar E on page 100.

Grammar

A.

- Ask Ss to read through the questions 1-3 and check their understanding.
- Refer Ss to text B and have them answer the questions.
- Check the answers with the class.

- 1.** Every morning he climbs the spiral stairway to the top of the tower and drinks his coffee while admiring the view.
The Present Simple is used to describe a repeated habitual action.
- 2.** He is currently writing a book about living in a lighthouse.
The Present Progressive is used to describe a temporary situation.
- 3.** They usually wonder why he chose to live in a lighthouse.
The Present Simple is commonly used with adverbs of frequency.

B.

- Ask Ss to read through the uses and the examples of the Present Simple and the Present Progressive respectively and check their understanding.
- If necessary, elaborate on the use of the Present Simple to describe *general truths*.
- Ask Ss to think of one more example for each use. You can ask Ss to think of more than one example. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. permanent situations: *father / work*).
- Check the answers with the class.
- Refer Ss to the Grammar Reference (p. 78).

Suggested answers

Present Simple

1. My father works as an accountant.
2. I leave for work at 7.30 every morning.
3. The Earth goes around the Sun.

Present Progressive

1. The baby is sleeping.
2. I am learning to drive.
3. I am having a get-together next week.

C.

- Ask Ss to read through the examples from the texts A-C and draw their attention to the verbs in blue.

Vocabulary

A. S1.1

- Draw Ss' attention to the map of part of the United States of America and Qatar in the top right-hand corner of the page.
- Ask Ss to look at the list of symbols with their explanations indicating different geographical regions within a country.
- Help Ss deduce that the United States of America is a *country*, New Mexico is a *state*, Bernalillo is a *county* and Albuquerque is a *city*.
- Ask Ss to read through the lists of expressions used with the prepositions of place *in*, *on* and *at* when saying where we live and provide any necessary explanations and/or clarifications.
- In pairs, Ss take turns to tell each other where they live.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues in class.

Suggested answer

A: I live in a flat in Doha. What about you?

B: I also live in a flat in Doha, in Al Khalidiya Street.

B. R4.1, R4.2

- Check Ss' background knowledge of what a phrasal verb is and then draw their attention to the definition in the note. If necessary, provide Ss with any further explanations and/or clarifications.
- Ask Ss to read through the sentences 1-7 and draw their attention to the phrasal verbs in bold.
- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- Have Ss do the activity and check answers.
- Have Ss provide clues from the sentences to justify their answers.

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

- Ask Ss to write three sentences using the phrasal verbs. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the phrasal verbs.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

Listening

A. S1.1

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

For suggested answers, see **1a Listening A** on page 100.

B. L1.1, L2.1

- Ask Ss to read through the situations and the questions 1-5 and the corresponding answer options. Make sure that Ss do not have any unknown words.
- Play the recording and have Ss listen to the first dialogue carefully and choose the option which best answers the first question.
- Play the recording again and have Ss listen to the first dialogue again and check their answers.
- Follow the same procedure with the rest of the dialogues.
- Alternatively, play the recording and have Ss listen to the five dialogues carefully and choose their answers. Play the

recording again and have Ss listen to the five dialogues and check their answers.

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

Speaking S1.1

- Refer Ss to the Speaking Activities section on page 71.
- Have Ss read through the rubric, the ideas given in the boxes and the example exchange and check their understanding.
- Have Ss use the ideas in the boxes and ask them to write questions which they can use in the dialogue. This will help **lower-performing Ss**. Allow Ss to use their own ideas and ask questions about things which are not included in the boxes. This will challenge **higher-performing Ss**.
- In pairs, have Ss act out the dialogue. Encourage Ss to swap roles.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Suggested answer

A: Hello?

B: Hi. I'm calling about the ad you put up. You're looking for a flatmate, right?

A: That's right! What do you do?

B: I'm a student. My name's James Taylor.

A: Hi, James. I'm Tim Philips. What are you studying?

B: Computer Science. And you?

A: Political Science. Now, tell me, what are you like?

B: Well, I suppose I'm easy-going. I grew up in a large family, so I know what it's like to live under the same roof as lots of other people.

A: That's good to know! What do you do apart from study?

B: I work as a waiter at a café in the city centre, so I usually get home at around eight o'clock.

A: That must be really tiring! Have you got any free time between study and work?

B: Sometimes. When I'm not exhausted, I get together with my friends. Don't worry about me bringing them to the flat, though. We usually watch DVDs at a friend's house. Now, could you tell me some things about the flat? For starters, where is it?

A: It's very close to the National Museum.

B: Great! So, it's really close to the underground, then?

A: That's right!

B: And how big is it?

A: Well, it's a two-bedroom flat with a spacious living room, a kitchen and a bathroom.

B: I see. Is the second bedroom furnished?

A: There's a bed and a desk, but you'll have to buy anything else you might want.

B: OK! It sounds interesting. Could I drop by to take a look? Let's say, 8.30 tonight?

A: Sure! I'll text you the address.

B: Great. See you later!

A: Take care!

Writing W1.1

- Ask Ss to read the rubric, and check their understanding.
- Allow Ss some time to write their emails, using the ideas from the speaking activity above (Student B).
- Choose some students to read out their emails.

For suggested answers, see **1a Writing** on page 100.

Vocabulary

A. Read and talk in pairs. Tell each other about where you live.

I live...

in

Qatar / the US (country)

Florida (state)

Yorkshire (county)

Doha/London (city)

the suburbs of....

a suburban/rural/urban area

the country(side)

a flat in the city centre

a cabin/cottage/bungalow

Rainbow Street/Road/Avenue/
Lane, etc.

at

56 Webster St.
(address)

on

the outskirts of...

the third floor

campus



B. Read the sentences and match the phrasal verbs in bold with their meanings. Then check your answers in a dictionary.

A phrasal verb consists of a verb (e.g. *get*, *break*) and an adverb (e.g. *back*) and/or one or more prepositions (e.g. *for*, *on*, *with*). The meaning of the phrasal verb is different from the meaning of the verb and the adverb/preposition(s) it includes.

1. They **settled in** quickly at their new school.

2. Could you **put me up** when I come to Rome?

3. All guests should **check out** by noon.

4. Tyler doesn't live with his parents any more. He **moved out** a long time ago.

5. We **checked in** at a luxurious hotel by the beach.

6. My friend was in the neighbourhood, so she **dropped by**.

7. A: I found a new flatmate!

B: Really? When is he **moving in**?

☐
☐
☐
☐
☐
☐
☐

a. to get used to a new place, job, etc.

b. to make a short visit

c. to let sb stay in your house

d. to start living in your new home

e. to report that you have arrived at a hotel or airport

f. to leave a hotel after paying the bill

g. to leave your home for another one

Listening

A. Discuss in pairs/groups.

• Would you rather live in a house or a flat?

• Do you prefer life in the city or in the countryside? Why?

B. You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b, c or d.

1. You will hear two friends talking about accommodation. Where does Will live?

a. on campus

b. near the university

c. in a house in the suburbs

d. in a flat in the city centre

2. You will hear a telephone conversation between two friends. Where is Julie going to go next?

a. to the bank

b. to Susie's house

c. to the supermarket

d. to Susie's neighbourhood

3. You will hear a brother and a sister talking. How long did it take Pam to get used to living in the countryside?

a. one year

b. one month

c. 2-3 months

d. less than a month

4. You will hear a conversation taking place at a hotel reception. What is the man doing there?

a. checking in

b. complaining

c. checking out

d. making a reservation

5. You will hear a telephone conversation about a flat advertisement. What is NOT true about the flat?

a. It's fully-furnished.

b. It's on the fifth floor.

c. It's got two bedrooms.

d. It's got a view of the park.

Speaking

Talk in pairs. Go to the Speaking Activities section on page 71.

Writing

Imagine you are looking for a place to live. Write an email to someone who is looking for a flatmate, requesting information about the house/flat. Use the ideas from the Speaking Activities section on page 71 (Student B).

Reading

A.  Discuss in pairs/groups.

- Would you like to move to another country?
- What kind of problems do you think you would come across?

B.  Read the first paragraph of the text and the box showing the four phases of culture shock.

What do you think people should do to get over the problems caused by culture shock?

Read the rest of the text and compare your answers. Then choose the best title for the text a, b or c.

- There's no place like home
- Disadvantages of living abroad
- Feeling at home when living abroad

When people decide to move abroad for work or study, they might experience culture shock at first. This is the phenomenon of disorientation people feel when they move to a country with a different lifestyle and culture. Studies have shown that there are four phases a person goes through when they have to **adjust** to an unfamiliar environment.

The 4 phases of culture shock

Honeymoon phase

(0→3 months): This phase occurs when you first move to a new culture. You **observe** your new environment and make new discoveries. You are **fascinated** by everything – the food, the lifestyle, the language and the cultural differences.

Negotiation phase

(3→6 months): The **initial** enthusiasm turns into **anxiety**. You become aware of the differences between the old and new culture as well as the difficulties in the language, and you often get **frustrated**. Feelings of loneliness and homesickness are common.

Adjustment phase

(6→12 months): Things start to feel normal, and you start thinking positively. You get used to the new culture, which you can now understand and appreciate.

Mastery phase

(12 months+): This phase occurs when you start feeling like a 'local.' You finally feel comfortable and you no longer have communication problems. You can participate in more aspects of the new culture without forgetting your own.



HELPFUL TIPS

Keep in mind that there are many new and positive experiences waiting for you in the new culture. Culture shock can cause problems, however, remember that there are things you can do to **get over these problems.**

MAKE YOURSELF AT HOME: Decorate your new home with familiar things that remind you of your old culture. This can include furniture, paintings and photographs of friends and family.

KEEP IN TOUCH: It can sometimes be difficult to stay in touch with loved ones if you're in a different time zone. However, phone calls, email and Skype are all ways that can help you catch up on their news and make you feel like you are not missing out on important events in other people's lives.

EXPLORE NEW SURROUNDINGS: After finishing with the sightseeing, go out and explore your new neighbourhood. Walk around or ride a bike to discover every corner of it and get to know it better.

DEVELOP A NEW ROUTINE: This helps you get used to the new lifestyle in a shorter period of time. Go to a café that you like every morning for breakfast or visit the same bakery. Small things like this can make you feel less 'foreign'.

GET INVOLVED IN THE LOCAL COMMUNITY: Join the local library or book club. Find out about any interesting entertainment events. Sign up for classes or sports that will help you meet new people and discover new hobbies. Also, take classes to learn the language if it is different from your **native** one.

Learning Standards

SB: R1.1, R2.1, R4.1, R4.2, S1.1, R2.2

Functions

Discussing experiences

Expressing opinion

Guessing the meaning of unknown words

Vocabulary

adjust anxiety appreciate bakery become aware of
catch up on community discovery enthusiasm
fascinated frustrated get down to business
get involved get over get rid of get to know
homesickness impatient initial loved ones
miss out on native (language) no longer observe
obtain occur period of time phase remind shock
sign up surroundings turn into

Reading

A. S1.1

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

Suggested answers

- Yes, I'd like to because it would be an interesting change and I've always been fascinated by such a prospect. / No, I wouldn't like to because I like my life the way it is now.
- I'd miss my family and friends, I'd feel lonely, I'd have communication problems and I'd have problems dealing with the different lifestyle and culture.

KEY

B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*an article*) and where it can be found (*in a magazine, on the Internet*).
- Ask Ss to look at the picture accompanying the text and tell you what it shows (*two young men, the man on the left is standing in front of a fruit stall in an open-air market, the man on the right is in a supermarket*).
- Ask Ss to read the first paragraph of the text and the four phases of culture shock. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss to read the rest of the text.
- Ask Ss the question in the rubric again and elicit answers (*to get over the problems caused by culture shock, you can do the following: try to make yourself feel at home, keep in touch with family and friends, explore the surroundings of your new neighbourhood, develop a new routine and try to get involved in the local community*).
- Ask Ss to read the three titles, and check their understanding.
- Allow Ss some time to choose the best title for the text.
- Check the answer with the class.

The most appropriate title is **c.**
Feeling at home when living abroad.

KEY

- Have Ss read the text again and underline any unknown words at the same time.

- Ask Ss some comprehension questions:

What are the four phases of culture shock? the honeymoon phase, the negotiation phase, the adjustment phase and the mastery phase

How long can the honeymoon phase last? up to 3 months

When does this phase occur? when you first move to a new culture

What does a person do during this phase? He/She observes the new environment and makes new discoveries.

How does a person feel during this phase? fascinated by everything

What are the things that a person finds fascinating during this phase? the food, the lifestyle, the language, the cultural differences

How long can the negotiation phase last? from 3 to 6 months

What does a person become aware of during this phase? He/She becomes aware of the differences between the old and new culture as well as the difficulties in the language.

How do things start to feel during the adjustment phase? They start to feel normal.

How do people start thinking during this phase? They start thinking positively.

When does the mastery phase occur? when the person starts feeling like a 'local'

When does a person start feeling like a 'local'? when he/she feels comfortable and no longer has communication problems and participates in more aspects of the new culture without forgetting his/her own

What should a person keep in mind when moving to a new country? that there are many new and positive experiences waiting for him/her in the new culture
How can a person make himself/herself at home? by decorating his/her new home with familiar things that remind him/her of his/her old culture

What can these things be? furniture, paintings and photographs of friends and family

Why can it sometimes be difficult to stay in touch with loved ones? Because you can be in a different time zone.

How can a person keep in touch with loved ones? by phone calls, email and Skype

What should a person do after finishing with the sightseeing? He/She should go out and explore the new neighbourhood.

What are some of the things a person can do to develop a new routine? Go to a café you like every morning for breakfast or visit the same bakery.

What can joining the local library or book club help a person achieve? It can help him/her get involved in the local community.

C. R2.1 

- Have Ss do the activity. For certain questions, indicate in which part of the text Ss can find the answer (Q1: *introduction*, Q4: *The 4 phases of culture shock*, Q5-8: *HELPFUL TIPS*). This will help **lower-performing Ss**.
- Check the answers with the class. Ask Ss to provide justifications for their answers.

- KEY**
1. culture shock or a feeling of disorientation
 2. during the negotiation phase
 3. during the adjustment phase
 4. from 6 to 12 months
 5. No, it doesn't because it makes you feel like you're not missing out on important events in other people's lives.
 6. Because these kinds of activities can help people discover every corner of their new neighbourhood and get to know it better.
 7. They can help you get used to the new lifestyle in a shorter period of time.
 8. by signing up for classes or sports

D. R4.1  , R4.2 

- Ask Ss look at the highlighted words in the text.
- Ask Ss to read through the meanings a-i and make sure they do not have any unknown words.
- Draw Ss' attention to the TIP and explain it.
- To provide Ss with an example of how to guess the meaning of unknown words from context, follow these steps:
 - Find the word *adjust* in the text, read the sentence the word is in and underline key words (underline: *to an unfamiliar environment*).
 - Decide what part of speech *adjust* is (it is a verb because it comes after the semi-modal *have to*).
 - Go to the right column in activity D and find the possible answers (*The possible answers are e, g, h because they all refer to verbs as they start with the full infinitive*).
 - Finally, choose the correct answer with the help of the key words you have underlined (*The word means something you have to do in an unfamiliar environment and from that we are led to choose e which contains the words familiar and new situations*).
- Have Ss follow the same steps and do the rest of the activity.
- Check the answers with the class.

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

- Explain any unknown words.

E. S1.1, R1.1  , R2.2 

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

Suggested answers

- KEY**
- I think it does because it explains the problem and offers some practical advice on how to deal with culture shock.
 - I'd follow all the advice given in the text because it is practical, easy to follow and seems effective.

Vocabulary

- Read out and explain the NOTE. Point out to Ss that the verb *get* is commonly used in English to form a number of phrases, expressions and phrasal verbs.
- Ask Ss to read the sentences 1-6 and do the activity.
- Check the answers with the class.

- KEY**
1. to become
 2. to become / start to be
 3. to obtain
 4. to move
 5. to move
 6. to become, to obtain

Optional activity

- Ask Ss to think of more examples of phrases, expressions and phrasal verbs with *get*.
- Write them on the board and discuss how *get* is used in these examples (e.g. *get the message* = to understand, *get together* = to meet, *get up* = to leave one's bed, *get married* = to receive a husband/wife, etc.).

C. Read again and answer the questions.

1. What can contact with an unfamiliar lifestyle cause some people to feel?
2. During which phase do people have the most negative feelings?
3. During which phase do people start recognising the good qualities of a new culture?
4. How long does it take for people to get used to a new culture?
5. Does keeping in touch with family and friends make people feel more homesick? Why? / Why not?
6. Why does the writer suggest doing activities like riding a bike in the new neighbourhood?
7. What does the writer mean by *Small things like this can make you feel less 'foreign'?*
8. How can you make new friends when living abroad?

D. Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

- | | | |
|-----------------|--------------------------|---|
| 1. adjust | <input type="checkbox"/> | a. very interested |
| 2. observe | <input type="checkbox"/> | b. related to the place where you were born |
| 3. fascinated | <input type="checkbox"/> | c. happening at the beginning |
| 4. initial | <input type="checkbox"/> | d. annoyed or impatient because you can't achieve what you want |
| 5. anxiety | <input type="checkbox"/> | e. to become familiar with a new situation by changing the way you think and behave |
| 6. frustrated | <input type="checkbox"/> | f. everything that is around a person; the environment |
| 7. get over | <input type="checkbox"/> | g. to find a way to deal with sth difficult |
| 8. surroundings | <input type="checkbox"/> | h. to watch sth carefully and learn more about it |
| 9. native | <input type="checkbox"/> | i. a worried feeling you have about sb or sth |

TIP

When trying to guess the meaning of an unknown word, always look for clues in the context (the words before and after it, as well as the previous and following sentences). Also look for clues in the word itself. See if it is similar to any other words that you know and try to analyse it into its parts - root, ending, prefix, suffix. Then try to determine:

- what part of speech it is (verb, noun, adjective, etc.).
- if it has a positive, negative or neutral meaning.
- what general topic it is related to.
- what it means approximately.

E. Discuss in pairs/groups.

- Do you think the text gives useful advice? Why? / Why not?
- Which advice would you follow if you had to move abroad? Why?

Vocabulary

Read the note and the sentences. What does 'get' mean in these examples?

The verb '**get**' can be found in a variety of phrases, expressions and phrasal verbs and has many different meanings. Below are four broad categories to help you remember what it means:

OBTAIN: buy, receive, bring, begin to have, etc.

(*get some milk, get an invitation, get the kids, get a cold*)

BECOME / START TO BE

(*get frustrated, get ready, get older, get in trouble*)

MOVE: arrive, reach, leave, enter, rise, etc.

(*get to, get home, get off, get into, get up*)

IDIOMS

(*get rid of, get down to business*)



1. It is also a good idea to **get involved** in the local community.
2. Walk around or ride a bike to discover every corner of your new neighbourhood and **get to know** it better.
3. I accepted the job because I want to **get** some teaching **experience**.
4. When you **get out of** the underground station, turn right and go down Maple Road. My house is number 48.
5. Please call me when you **get there**.
6. I always **get excited** when I **get email** from family and friends now that I'm living abroad.

Grammar Question words, Subject-Object questions, Indirect questions → pp. 78-79

A. Complete the questions below with question words.

- A:** To _____ are you going to give this gift?
B: My cousin.
- A:** _____ can arrange the doctor's appointment for Mr Smith?
B: The secretary.
- A:** _____ was it you wanted me to bring you?
B: My keys.
- A:** Just _____ far do you intend to go running every morning?
B: About ten kilometres.
- A:** _____ car is parked in the garage?
I don't recognise it.
B: It's Martin's. He's just arrived.
- A:** Under _____ circumstances will the flight be cancelled?
B: If it snows heavily.
- A:** _____ is it like to take part in such an important event?
B: It's quite amazing!
- A:** _____ did you decide to look for a job during the school holidays?
B: I needed the money.

B. Read the examples and answer the questions 1-3.

- A:** Who **lives** on campus?
B: Leslie (lives on campus).
- A:** Who **does** Leslie **live** with?
B: (She lives with) Karen, her flatmate.

- Which question asks about the subject of the verb?
- Which question asks about the object of the verb?
- In which question is the verb in question form?

C. Write questions. The words in bold are the answers.

- A:** What _____?
B: I ordered **a milkshake and a doughnut** at the café.
- A:** Which _____?
B: Greg bought **the red** jacket.
- A:** Who _____?
B: **Mohammed** is going bowling with Khalifa.
- A:** Who _____?
B: I want to visit **Ali** tomorrow afternoon.
- A:** What _____?
B: **A motorbike** crashed into that tree.

D. Read the examples and answer the questions.

Direct Questions	Indirect Questions
What time does the train leave?	Would you tell me what time the train leaves ?
Can we check out later than 12 p.m.?	I'd like to know if/whether we can check out later than 12 p.m.

- What is the difference in word order between direct and indirect questions?
- How are indirect questions formed when the direct question does not begin with a question word?



E. Read the direct questions and form indirect questions.

- How long will the meeting last?
Excuse me, do you know _____?
- Where does Miss Davis live?
Could you _____?
- Is the flat furnished?
I'd like to _____.
- When did you graduate?
Can you _____?
- Do I need to buy any books for the French course?
I was wondering _____.

Learning Standards

SB: L1.1, S1.1, S4.1, S2.3

Functions

Forming different types of questions

Asking for and giving information formally and informally

Discussing experiences

Asking for and giving opinion

Asking and giving information

Expressing agreement and disagreement

Structures

Question words

Subject-Object questions

Indirect questions

Vocabulary

ideal inform suitable

Phrases/Expressions

Personally, I believe... Very true, but...

You have a point.

Grammar

A.

- Ask Ss to tell you what question words are and what they are used for.
- Elicit the answer that *question words are used to form questions; that is why they are put at the beginning of questions*.
- Ask Ss to tell you all the question words they can think of.
- Elicit answers and make a list on the board.
- Have Ss do the activity.
- Alternatively, write the questions on the board and have Ss complete them without knowing the answers to the questions. This will challenge **higher-performing Ss**. You can give Ss two options to choose from (1. a. *whom* b. *which*, 2. a. *how* b. *who*, 3. a. *what* b. *whose*, 4. a. *where* b. *how*, 5. a. *whose* b. *which*, 6. a. *why* b. *which/what*, 7. a. *what* b. *how*, 8. a. *why* b. *when*). This will help **lower-performing Ss**.
- Check the answers with the class.
- Refer Ss to the Grammar Reference (p. 78).

1. whom, 2. Who, 3. What, 4. how, 5. Whose, 6. which/what, 7. What, 8. Why

B.

- Ask Ss to read through the examples in the box and draw their attention to the verbs in blue in the respective examples.
- Ask Ss the questions 1-3.
- Elicit answers.

1. The first question asks about the subject of the verb.
2. The second question asks about the object of the verb.
3. in the second one

- Help Ss deduce that when we use the question words *Who*, *Which*, *What* to ask about the subject of the verb, we form the question without auxiliary verbs (*Who/Which/What + verb in the affirmative form*) while

when we ask about the object of the verb, we form the question with auxiliary verbs (*Who/What/Which + verb in the question form*).

- Ask Ss to come up with their own examples. This will challenge **higher-performing Ss**.
- Refer Ss to the Grammar Reference (p. 79).

C.

- Remind Ss that when a sentence includes an auxiliary verb, we invert the subject and the auxiliary verb to form the question. However, when a sentence does not include an auxiliary verb, we use the correct form of *do* (*do*, *does*, *did*) in the question form.
- Have Ss do the activity. You can have Ss close their books. Then you can write the answers on the board and have Ss write the questions. This will challenge **higher-performing Ss**. Tell Ss which questions are subject questions and which are object questions (*subject questions: 3, 5 - object questions: 1, 2, 4*). This will help **lower-performing Ss**.
- Check the answers with the class.

1. did you order at the café
2. jacket did Greg buy
3. is going bowling with Khalifa
4. do you want to visit tomorrow afternoon
5. crashed into that tree

D.

- Ask Ss to read through the examples in the box.
- Ask Ss to tell you how the two indirect questions have been introduced and elicit the answer that they have been introduced with the phrases *Would you tell me...* and *I'd like to know...* respectively.
- Draw Ss' attention to the words in blue in the indirect questions.
- Ask Ss the questions 1-2.
- Elicit and check answers.

1. Direct questions have question word order while indirect questions have affirmative word order.
2. When the direct question does not begin with a question word, the indirect question is formed with *if/whether*.

- Refer Ss to the first example in the box and point out to them that when the direct question begins with a question word, the indirect question is formed with the same question word.
- Point out that indirect questions are more formal and polite than direct questions.
- Refer Ss to the Grammar Reference (p. 79).

E.

- Have Ss do the activity. Remind them that indirect questions have affirmative word order.
- Check the answers with the class.

1. how long the meeting will last
2. tell me where Miss Davis lives
3. know if/whether the flat is furnished
4. tell me when you graduated
5. if/whether I need to buy any books for the French course

Intonation

- Play the recording and pause after each question.
- Ask Ss to repeat each question, determine whether the intonation is rising or falling and write the appropriate symbol next to it.
- Check the answers with the class and make sure that Ss can distinguish between the falling intonation of direct questions and the rising intonation of indirect questions.
- Point out to Ss that direct and indirect questions have the same meaning regardless of intonation, but we use indirect questions when we want to be polite and formal.

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

KEY

Listening

A. S1.1

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

- Yes, I have. I lived in the UK for a year. / No, I haven't but I'd love to.
- I felt lonely and homesick and I missed my country's food. Once I started getting to know new people and making new friends, I stopped feeling lonely. I also started cooking recipes from my country for my new friends.
- I think I'd have problems with the new language. I would feel isolated if I didn't know the language, so I'd sign up at a language school to learn it. In this way, I'd be able to communicate with the locals more easily.

KEY

B. L1.1

- Ask Ss to read through the statements a-e and make sure they do not have any unknown words.
- Play the recording and have Ss listen to the first monologue carefully and choose the statement which best describes speaker 1's problem when he moved abroad.
- Play the recording again and have Ss listen to the first monologue again and check their answers.
- Follow the same procedure with the rest of the monologues.
- Alternatively, play the recording and have Ss listen to the three monologues carefully and choose their answers.
- Check the answers with the class.

Speaker 1: d Speaker 2: e Speaker 3: a

KEY

C. S1.1

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

Suggested answer

I would advise him/her to learn the language and some things about the culture of the place where he/she is planning to live.

KEY

Speaking

A. S4.1

- Divide Ss into pairs and allow them to choose roles.
- Refer Ss to the TIP and explain it.
- Ask Ss who have selected the role of Student A to turn to page 71 and read through Pierre Clermont's profile.
- Take the role of Student B and choose one student to take the role of Student A. Ask Student A one or two questions to demonstrate a model exchange to the class (**SB**: *Could you tell me how old Pierre Clermont is?* **SA**: *He's 24.*).
- Have Ss do the activity, and go around the class helping them when necessary.
- Choose some pairs to act out the dialogues.

For suggested answers, see 1b Speaking A on page 100.

KEY

B. S2.3

- Ask Ss to read through Pierre's profile.
- Ask Ss to read through the information about the three cities.
- Ask Ss to read through the example dialogue, and check their understanding.
- Ask Ss to read through the suggested phrases in the box on page 71, and check their understanding.
- Refer Ss to the TIP, and explain it.
- In pairs, Ss take turns to talk about which place is the most suitable for Pierre, giving reasons for their choices and using the phrases in the box on page 71.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Suggested answer

- A:** I think the most suitable city for Pierre is Bath because he's interested in art and he'll have many options to choose from, from theatres and festivals to museums and galleries.
- B:** Very true, but Pierre is also into sports, so I think the ideal place for him is Bournemouth, because there are fantastic sports facilities. He also likes cycling and reading, so he can enjoy both of these activities in the peaceful parks in Bournemouth.
- A:** You have a point, but we need to keep in mind that Pierre dislikes swimming and Bournemouth is well known for its beaches. So, the way I see it, there's no point in him going there if he doesn't like swimming! What do you think?
- B:** You're right about that. So, what about Brighton? Pierre also likes eating out and I see that there is a huge variety of restaurants there.
- A:** Well, I don't think so. Don't forget that Brighton is also known for its great beaches and shopping centres. Pierre hates shopping! If you ask me, Brighton is definitely not the place for him.
- B:** You're right. So, I'll agree with you that Bath is the most suitable place for Pierre. After all, there are many fascinating sights to visit in Bath and I'm sure he'll be able to find everything he needs there, plus there are parks where he can enjoy being outside and possibly do some sport, too.
- A:** I couldn't agree with you more!

KEY

Intonation 🗣️

Listen and repeat. Is the intonation rising ↗ or falling ↘?

1. Could you inform me what time the lesson starts?
2. Can you tell me how I can get to Green Avenue?
3. Where's the new café?
4. Do you know if Andy has changed his mobile number?
5. Who lives in that cottage?

Listening 🗣️

A. 🗣️ Discuss in pairs/groups.

- Have you ever lived abroad?
- If yes, what problems did you face and how did you get over them?
- If not, what problems do you think you'd have abroad? What would you do to get over them?

B. 🗣️ Listen to a radio programme about the problems three people had when they moved abroad. Match the speakers with the statements a-e. There are two extra statements which you do not need to use.

- Speaker 1** ☐ a. I didn't expect to like my new life.
b. I had difficulty understanding the language.
- Speaker 2** ☐ c. I didn't get much help from my friends in the beginning.
d. Learning about the culture helped me settle in.
- Speaker 3** ☐ e. I discovered ways to stop feeling homesick.



C. 🗣️ Discuss in pairs/groups.

- What advice would you give to a friend or relative who is planning to live abroad?

Speaking

A. 🗣️ Talk in pairs.

Student A: Go to the Speaking Activities section on page 71.

Student B: Ask Student A questions to complete Pierre Clermont's profile.

When asking for information, indirect questions are usually more polite and appropriate for formal situations. Begin your indirect questions with some of the following phrases:

Can/Could/Would you tell me...?
Can/Could/Would you inform me...?
Can/Could/Would you let me know...?
Do you know...?
I'd like to know...
I was wondering...

TIP

Pierre Clermont

Age:	_____
Nationality:	_____
Likes:	_____, _____ _____, _____ _____
Dislikes:	_____, _____

B. 🗣️ Talk in pairs. Pierre Clermont has decided to study in one of the three cities below. Read his profile and the information about the three UK cities. Discuss the cities and decide which is the most suitable for him. Give reasons for your choices. Use the phrases in the box on page 71.

Bath

- museums and galleries
- fascinating sights and parks to visit
- lots of theatres & festivals

Bournemouth

- great beaches
- fantastic sports facilities
- peaceful parks

Brighton

- great beaches and activities
- lots of shopping opportunities
- huge variety of restaurants

🗣️ I think the most suitable city for Pierre is... because he's interested in...

I disagree. I think the ideal city for him is... because...

Very true, but he'll probably enjoy... more because...

Yes, but don't you agree that...? 🗣️

- Express your opinion giving reasons. Don't worry if you disagree with your partner. Remember, no answer is right or wrong as long as it is justified.
- If one of you gets stuck, help each other by asking a question, for instance.

TIP

Writing An informal email

A.   Read the two emails and find:

1. features that make them informal.
2. set phrases used to begin and end them.

Inbox

Hello John,

How's life? Guess what! I was accepted by the University of Brighton, so I'm coming to study in the UK too. However, I'm still trying to get organised and I have a few questions for you.

As I don't want to live on campus, I'll have to rent a place of my own. Which area do you consider convenient? I'm also thinking about bringing my bike. Do you think it's safe to travel by bike in the city? And can you tell me if there are any good places to ride it in my spare time?

Thanks for your help!

Bye for now,
Hamad

Hey Hamad!

I've been meaning to get back to you since yesterday, and I finally managed today. Anyway, that's great news! I'm really glad you're going to study here.

If you ask me, I think you should live in Hanover or Preston Park. These areas are great for students as they're both close to the city centre as well as the university. Don't worry about anything! I'll show you around and you'll soon get the hang of it.

Of course, you should definitely bring your bike. Brighton is a bicycle-friendly city with lots of bicycle lanes that allow you to ride safely. There are also lots of parks and a beautiful beach. When the weather's nice, I go riding along the beachfront, so I'm sure you'll love it too! Cycling is difficult in the winter, but don't worry. There are lots of buses that run all day and a few night buses as well.

I'm really excited about you coming here. Keep me posted!

See you soon,
John

Send

B.   Read the emails again and answer the questions.

1. What's the relationship between Hamad and John?
2. Why is Hamad writing to John?
3. Does John answer all his questions?
4. Does he give him extra information?
5. In which email are the following functions expressed? Write 1 or 2.

a. giving information	<input type="checkbox"/>	d. expressing enthusiasm	<input type="checkbox"/>
b. expressing opinion	<input type="checkbox"/>	e. asking for information	<input type="checkbox"/>
c. asking for an opinion	<input type="checkbox"/>	f. giving news	<input type="checkbox"/>



Learning Standards

SB: R2.3, W4.1, R1.1, R2.1, W1.2, W1.1, W2.1

WB: W1.2, W2.3

Functions

Asking for and giving opinion

Giving information

Giving news

Responding to news by showing enthusiasm

Vocabulary

as well (= too) beachfront bicycle lane
get the hang of sth option pleased run (for buses)
town centre

Phrases/Expressions

All the best. Best wishes. Drop me a line.

Email me when you get the chance.

Get back to me soon. How are you keeping?

I haven't told you the latest, have I?

I'd better finish off here. It's taken me ages to reply.

I've been meaning to... Just thought I'd drop you a line.

Keep me posted. Let me fill you in.

Writing

A. R2.3  **, W4.1** 

- Ask Ss to look at the layout of the two texts and tell you what they are (*emails*).
- Ask Ss to read through the two emails. Tell them to underline any unknown words at the same time.
- Ask Ss to tell you how these two emails are related.
- Elicit the answer that *the second email is a response to the first*.
- Ask Ss to read through the rubric.
- Have Ss do the activity.
- Check the answers with the class.

Suggested answers

1. a friendly and informal tone which shows the relationship between them, use of informal greetings (*Hello John, Hey Hamad!*), use of short forms (e.g. *How's, I'm, don't, I'll, I've, they're*), use of exclamations to show their feelings (e.g. *Guess what!, Keep me posted!*), informal expressions (e.g. *Anyway, See you soon*), signature ending (*use of first name*)
2. set phrases for opening paragraph: *How's life? Guess what! / I've been meaning to get back to you...*
set phrases for closing paragraph: *Thanks for your help! / I'm really excited about... Keep me posted!*

B. R1.1  **, R2.1** 

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

1. They are friends.
2. to tell him that he was accepted by the University of Brighton and to ask him some questions about life in Brighton
3. Yes, he does.
4. Yes, he does (e.g. about cycling in winter, about day and night buses).
5. **a. 2, b. 2, c. 1, d. 2, e. 1, f. 1**

Background knowledge

Brighton is a city on the south coast of England. It is regarded as a popular resort for day-trippers from London. One of its most famous landmarks is the Brighton Marine Palace and Pier, which is a pleasure pier featuring an amusement park, restaurants and video arcades.

- Ask Ss some comprehension questions:
Which university was Hamad accepted by? He was accepted by the University of Brighton.
Has he organised everything about living in the UK? No, he hasn't.
Does he want to live on campus? No, he doesn't.
What will he do instead? He'll rent a place of his own.
Does he know which areas in Brighton are considered convenient? No, he doesn't.
What is he thinking about bringing with him? his bike
What else does he want to find out about Brighton? if it's safe to travel by bike in the city and if there are any good places to ride his bike in his spare time
- *Did John write to Hamad the same day he received the email? No, he didn't.*
Is he happy about Hamad? Yes, he is.
Where does John believe Hamad should live? in Hanover or Preston Park
Why? Because these areas are great for students as they are both close to the city centre as well as to the university.
How will John help Hamad once he moves to Brighton? He'll show him around.
Does John believe that it'll take Hamad a long time to settle in? No, he doesn't.
Does John think that Hamad should bring his bike? Yes, he does.
Why? Because Brighton is a bicycle-friendly city.
What makes Brighton a bicycle-friendly city? It has lots of bicycle lanes that allow people to ride safely.
Where does John advise Hamad to ride his bike when the weather's nice? along the beachfront
Is cycling easy in winter? No, it isn't.
Are there many buses during the day? Yes, there are.
Are there any night buses? Yes, there are.
- Explain any unknown words.

C. W4.1



- Ask Ss to read through the model layout of an informal email on page 76, and give them any necessary explanations about the different parts of an informal email.
- Draw Ss' attention to John's email.
- Ask Ss the question in the rubric. Remind them to provide justifications for their answers.
- Check the answers with the class.

Yes, John's email has an appropriate layout. He starts his email with an appropriate greeting on the left-hand side of the page. He also divides his email into paragraphs, leaving a line between them. Finally, he signs off the letter appropriately, placing the signature ending on the left-hand side of the page.

KEY

D. W1.2



- Refer Ss to the expressions/phrases used to give news and express enthusiasm in the respective boxes and explain them.
- Ask Ss to read through the situations 1-4 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

Suggested answers

1. Wow! That's great news! But I think you should be very careful when riding it!
2. How exciting! If you ask me, we should go skiing. It's great fun!
3. I'm really happy to hear that you got the job! The best way to get there is by bus.
4. I couldn't believe it when I read that you've decided to move out! In my opinion, you shouldn't rent a furnished flat. You don't need to spend a lot of money on furniture and I can give you some of my old furniture if you want.

KEY

E. W1.1



, W1.2



, W2.1



, W4.1



- Ask Ss to read through the given email and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 11-14.
- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan on the next page.
- Allow Ss enough time to write their emails.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

KEY

Hi Alex!

Sorry I didn't reply sooner, but I've been really busy these days. Anyway, I think it's fantastic that you're going to study here.

The way I see it, it's not difficult to study and work at the same time if you are well-organised. If you ask me, the best place to look for a part-time job is near the university. There are lots of restaurants there and they always need waiters and receptionists. Also, it won't take you long to go to classes after work.

Don't worry about getting bored. There are lots of things you can do here. You can visit lots of museums and art galleries, and when you settle in, I'll take you to the aquarium. However, my favourite place to hang out is at one of the amazing shopping centres we have here. I'm sure you'll love them too.

Anyway, I have to go now. I'm looking forward to seeing you when you come here.

Take care,
Yousef

C. Read John's email again and compare it to the model layout on page 76. Does John's email have an appropriate layout? Justify your answer.

D. Read the expressions/phrases below and the situations 1-4. How would you reply?

Giving news

Guess what! I've recently...
Did I tell you about...? Let me fill you in.
You won't believe what happened to me!
I haven't told you the latest, have I?
Just thought I'd drop you a line to let you know that...

Expressing enthusiasm

Wow! That's great/fantastic news!
How exciting/wonderful!
I am/was happy/glad/pleased to hear that...
I couldn't believe it when I read that...

1. I haven't told you the latest, have I? I bought a motorbike!

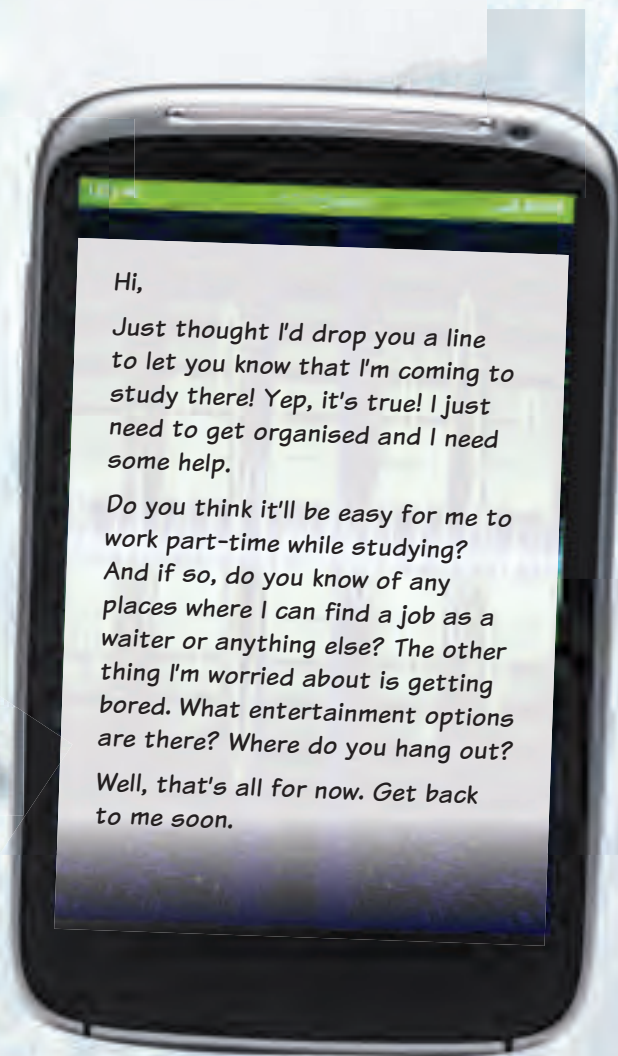
2. Guess what! I have some time off work and I was thinking of going hiking or skiing. What do you think?

3. Guess what! I got a job at the Chinese restaurant in the town centre. I know where it is, but can you tell me the best way to get there from our area?

4. I'm finally moving out! Can you believe it? I only have one problem. Should I rent a furnished flat or not?



E. Imagine you have received the following email from a friend. Read the TIP. Then go to the Workbook pp. 11-14 to plan and then write your reply.



When writing an informal email:

- use the appropriate layout (see Writing Reference Section).
- organise it into paragraphs and use set phrases as shown in the plan.
- use informal language and expressions (e.g. *well, of course, anyway, you know, you see, actually, by the way*).
- use standard grammar and spelling conventions. Don't use forms such as *wanna, CU L8R*, etc.
- use short forms (e.g. *I'm, don't*).
- use exclamations (e.g. *Guess what!*) and direct questions (e.g. *What have you been up to?*).
- read the rubric and the email you are replying to carefully. Make sure you understand why you are writing (to give information, to express your opinion, etc.) and respond to all the requests suitably.
- use appropriate expressions/phrases to express enthusiasm, give news, express your opinion, etc.

TIP

A. Circle the correct words.

1. She lives in a nice cabin in the forest. However, sometimes she feels kind of **cramped** / **isolated** because she's far from town.
2. It took Billy a few months to **adjust** / **occur** to his new school, but now he loves it.
3. Mary went out with Anna and they **missed** / **caught** up on each other's news.
4. One of the **surroundings** / **drawbacks** of living in a city is the traffic and noise.
5. I don't have a big suitcase, so I will have to pack my things **currently** / **wisely**.
6. Don't be so **impatient** / **fascinated**. Dinner will be ready in twenty minutes!
7. I live in a city that has many bicycle **lanes** / **avenues**, so I use my bike all the time.

B. Complete the sentences with the correct preposition (in, out, up, of, with, on).

1. I really want to get rid _____ all our old furniture.
2. Liam's flatmate moved _____ because they didn't get along.
3. I don't think you're aware _____ the expenses of living alone.
4. It took us a few months to settle _____, but now we love our new flat.
5. Carl put me _____ for the night, because I didn't have anywhere else to stay.
6. Tracy finds it difficult to cope _____ the stress at work.
7. Our house is _____ the outskirts of the city.
8. I'm going to sign _____ for the creative writing course at college.

C. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. **A:** This weekend we _____ (have) a barbecue at our house. _____ you _____ (want) to come?
B: Sure, that sounds great! Is it a special occasion?
A: Not really. We just _____ (like) inviting friends over. We _____ (do) it often.
2. **A:** So, when _____ you _____ (leave) for France?
B: Next month. I _____ (enjoy) taking trips in the autumn. I am very excited about it.
3. **A:** I heard about your new job. _____ you _____ (live) in Toronto now?
B: Well, yeah. I _____ (stay) at my cousin's house for a few days but I _____ (look) for a flat in the city centre.
4. **A:** Where's Dan? Don't tell me he _____ (work) again this weekend!
B: No, he _____ (shop) for some furniture.
A: He should go to *Happy Home*. It's a furniture shop that _____ (sell) nice and cheap furniture.

D. Write questions. The words in bold are the answers.

1. **A:** _____
B: I'm moving **next Saturday**.
2. **A:** _____
B: I took a picture of **the lighthouse**.
3. **A:** _____
B: **Ahmed** dropped by this morning.
4. **A:** _____
B: My new flat is **spacious**.
5. **A:** _____
B: Well, it takes me **about half an hour** to get to work.
6. **A:** _____
B: We usually invite **our neighbours** to our barbecues.

E. Match. Choose from the responses a-h. There are two extra responses which you do not need to use.

- | | |
|---|--------------------------|
| 1. Could you tell me what happened at the meeting yesterday? | <input type="checkbox"/> |
| 2. I'd really like to live in a location with some peace and quiet. | <input type="checkbox"/> |
| 3. Guess what! I got accepted by the University of Chester! | <input type="checkbox"/> |
| 4. The car is filthy! When are you going to clean it? | <input type="checkbox"/> |
| 5. I was wondering how far the art gallery is from here. | <input type="checkbox"/> |
| 6. If you ask me, this coffee maker is useless! | <input type="checkbox"/> |
- a. I couldn't believe it when I heard it.
 b. Wow! That's fantastic news.
 c. You'll soon get the hang of it.
 d. Well, then I suppose somewhere in the suburbs will suit you.
 e. I think living on the outskirts of the city is boring.
 f. It's about ten minutes by bus.
 g. OK. Let me fill you in.
 h. I know. I've been meaning to do it.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- | | |
|---|--------------------------|
| <input type="checkbox"/> distinguish between permanent and temporary situations | <input type="checkbox"/> |
| <input type="checkbox"/> say where I live in different ways | <input type="checkbox"/> |
| <input type="checkbox"/> form different types of questions | <input type="checkbox"/> |
| <input type="checkbox"/> ask for information formally and informally | <input type="checkbox"/> |
| <input type="checkbox"/> give information | <input type="checkbox"/> |
| <input type="checkbox"/> ask for somebody's opinion and express opinion | <input type="checkbox"/> |
| <input type="checkbox"/> express agreement and disagreement | <input type="checkbox"/> |
| <input type="checkbox"/> give news | <input type="checkbox"/> |
| <input type="checkbox"/> respond to news by showing enthusiasm | <input type="checkbox"/> |
| <input type="checkbox"/> write an informal email | <input type="checkbox"/> |

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

Self-assessment

- 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.

A.

1. isolated
2. adjust
3. caught
4. drawbacks
5. wisely
6. impatient
7. lanes

B.

1. of
2. out
3. of
4. in
5. up
6. with
7. on
8. up

C.

1. are having
Do... want
like
do
2. are... leaving
enjoy
3. Do... live / Are... living
'm staying
'm looking
4. 's working
's shopping
sells

D.

1. When are you moving?
2. What did you take a picture of?
3. Who dropped by this morning?
4. What's your new flat like?
5. How long does it take you to get to work?
6. Who do you usually invite to your barbecues?

E.

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

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 20
R1.1	Cooperation and participation	Reading C p. 20
R2.1	Creative and critical thinking	Reading D p. 21
S5.1	Creative and critical thinking	Reading E p. 21
W2.1	Problem-solving	Reading F p. 21
R4.1	Communication	Reading G p. 21
R4.2	Problem-solving	Reading G p. 21
R1.1	Cooperation and participation	Reading H p. 21
S1.1	Cooperation and participation	Reading H p. 21
S1.1	Cooperation and participation	Speaking p. 22
S1.1	Cooperation and participation	Listening A p. 23
L1.1	Communication	Listening B p. 23
L2.1	Communication	Listening C p. 23
S1.1	Cooperation and participation	Listening D p. 23
S5.1	Creative and critical thinking	Speaking B p. 23
W1.1	Inquiry and research	Writing p. 23
S1.1	Cooperation and participation	Reading A p. 24
R2.1	Creative and critical thinking	Reading B p. 24
R2.1	Creative and critical thinking	Reading C p. 25
S1.1	Cooperation and participation	Reading E p. 25
R2.1	Creative and critical thinking	Reading E p. 25
S1.1	Cooperation and participation	Listening A p. 27
L2.1	Communication	Listening B p. 27
L3.1	Creative and critical thinking	Listening C p. 27
S1.1	Cooperation and participation	Listening D p. 27
S1.1	Cooperation and participation	Speaking A p. 27
S1.2	Cooperation and participation	Speaking A p. 27
S1.1	Cooperation and participation	Speaking B p. 27
S1.2	Cooperation and participation	Speaking B p. 27
R2.3	Inquiry and research	Writing A p. 28
R4.1	Communication	Writing B p. 29
R4.1	Communication	Writing C p. 29
W3.2	Creative and critical thinking	Writing D p. 29
S1.1	Cooperation and participation	Writing F p. 29
W1.2	Creative and critical thinking	Writing G p. 29
W2.1	Problem-solving	Writing G p. 29
S1.1	Cooperation and participation	Culture page A p. 31
R2.1	Creative and critical thinking	Culture page B p. 31

R1.1	Cooperation and participation	Task A p. 32
R2.1	Creative and critical thinking	Task B p. 32
S1.1	Cooperation and participation	Task E p. 32
S2.3	Inquiry and research	Task E p. 32

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Communication	Activity C p. 27
R2.1	Creative and critical thinking	Activity D p. 28

When students complete this module, they will be able to:

2a (pp. 20-21)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

2a (pp. 22-23)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- summarise the main ideas or arguments in a longer factual or fictional text (S5.1)
- communicate with a little support a personal response to real and fictional events (W1.1)

2b (pp. 24-25)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)

2b (pp. 26-27)

- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- guess independently the meaning of unknown words important for comprehension from available clues in longer more complex texts (L3.1)

- communicate with a little support a personal response to real and fictional events (S1.1)
- express and respond with a little support to common feelings such as surprise, interest and regret (S1.2)

2b (pp. 28-29)

- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- plan and draft a longer complex text and modify the draft independently (W3.2)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- express and respond with a little support to common feelings such as surprise, interest and regret (W1.2)
- communicate with a little support a personal response to real and fictional events (S1.1)

Culture Page (p. 31)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)

Task modules 1 & 2 (p. 32)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)

2 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB

Vocabulary

bungee jump endurance go without food hold
hold one's breath rope run a marathon

- Ask Ss to look at the pictures and read through the accompanying captions.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Draw Ss' attention to the title of the module and help them deduce its meaning by relating it to the content of the pictures.
- Ask Ss to tell you what they think the module will be about.
- Elicit answers.
- Ask the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- The only activity I think I can do is climb up a rope. The rest require a lot of endurance.
 - I think the hardest is to do a bungee jump.
 - No, I'm not because I'm not very sporty so I don't believe that I'm in good shape. / Yes, I am because I like all sorts of activities which test both my physical and mental endurance.
- Alternatively, ask Ss to write a number from one to five next to each activity to indicate how hard they would find it to do in relation to the other activities. Explain to them what the numbers from one to five mean (**1:** *I can't do it*; **2:** *I think it's too hard for me*; **3:** *Perhaps I could do it*; **4:** *It's not easy, but I think I could do it*; **5:** *I'm sure I could do it*). Then have Ss share their ideas with their partner.
 - Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

2 Endurance



**climb up
a rope**



**hold
a tarantula**

Discuss:

- Can you do any of the things shown in the pictures?
- Which do you think is the hardest?
- Are you good at endurance activities?



**bungee
jump**



**hold your
breath
underwater
for one
minute**



**run
a marathon**


In this module you will learn...

- to read and locate facts in newspaper clippings
- to distinguish between words easily confused
- to talk about past events and habits
- to describe weather conditions
- to emphasise facts when speaking
- to narrate past events/experiences
- to report incidents
- to describe people's character and appearance
- to talk about feelings
- to respond to bad news and show concern
- to recognise how the plot develops in a story
- to make your stories interesting with the use of 'strong' adjectives
- to write a story



**go without
food for
24 hours**

Reading

- A.  Read 'The Rule of 3' and discuss in pairs/groups.
- How important is it to prepare for trips in the wild?
 - What are the most important things to have with you?
 - Do you think you would be good at surviving in the wild?

B. Read the headlines of the newspaper clippings below. What do you think happened?

- C.  Skim through the newspaper clippings and find information to complete the table below. Then read the clippings more carefully and check your answers.

	A	B	C
Who?			
Where?			
How long?			

THE RULE OF 3

In extreme conditions you cannot survive for more than...

- 3 minutes without oxygen
- 1 hour without shelter
- 3 days without water
- 3 weeks without food

B

19 Feb 2012

MAN SURVIVES 2 MONTHS IN SNOW-COVERED CAR

Doctors treating a Swedish man who survived two months in a snow-covered car say he is awake and able to communicate. But they are **stunned** he is alive at all. Peter Skyllberg, 44, was found by **passers-by** near the northeastern town of Umeå. They thought his vehicle was an **abandoned**, crashed car, and dug down through about three feet of snow. To their surprise, they found Skyllberg lying on the back seat. He could barely move or speak. His car had broken down on 19 December and during the time he was trapped, temperatures dropped to -30 °C. He only ate snow and stayed inside his warm clothes and sleeping bag. Doctors believe that the only reason Skyllberg managed to survive against all odds was because his car formed a natural igloo. This kept his body temperature high enough to prevent him from freezing to death. Police are interested in finding out why nobody reported Skyllberg's disappearance. It is extremely rare for someone to be missing for such a long period of time without friends and family alerting the police.

16 September 2011



HIKER CRAWLS THROUGH DESERT WITH BROKEN LEG FOR 4 DAYS

Amos Richards, 64, from Concord, North Carolina, was rescued on Monday after spending four days **crawling** through the Utah Desert with a broken leg. Richards was camping in Canyonlands National Park and went for a day hike in Little Blue John Canyon, an area that is about a five-hour drive from the national park. While he was climbing, he fell and broke his leg in several places. With no one around to help him and no one knowing his location, he was forced to drag his body through the desert. He had neither warm clothing for the cold nights nor a map, and only ten pints of water and two power bars. Richards tried to follow his footprints back to his car and managed to cover five miles before he was found. Fortunately, national park **rangers** realised he was missing on 9 September when they discovered his abandoned camp. Search parties were sent out and two days later his car was discovered. Richards was spotted a few hours later by a helicopter a couple of miles from the car. Richards used the flash on his camera to get the pilot's attention. He was taken to Moab Regional Hospital, where he's expected to **recover** very soon.

C

4 January 2005

TSUNAMI SURVIVOR FOUND OUT AT SEA

It has been over a week since the catastrophic tsunami in the Indian Ocean, but rescue teams are still finding survivors. An Indonesian man, Rizal Shahputra, 23, was found yesterday floating on a tree branch 100 miles off the coast. When the tsunami **struck** on 26 December, he was working on a building site in Banda Aceh on the northern tip of Sumatra. He was swept out to sea along with several others, but, one by one, they **drowned**. Rizal survived by eating floating coconuts and drinking rainwater. At least one ship passed by but didn't notice Rizal, who was waving frantically. Eventually, a Japanese ship **spotted** him and took him to Port Klang in Malaysia.

Learning Standards

SB: S1.1, R1.1, R2.1, S5.1, W2.1, R4.1, R4.2

Functions

Locating important facts in newspaper clippings

Vocabulary

abandoned against all odds barely branch breathe catastrophic coconut cover (= travel a distance) crawl damage (v./n.) dig drag drop (temperature) drown eventually extreme conditions float (v.) footprint force (v.) form (v.) harm (v./n.) hiker igloo injure one by one oxygen passer-by prevent ranger recover ruin (v.) several shelter signal (v.) spot (v.) strike (tsunami) stunned supplies survivor trapped treat (v.) (in hospital) wave (v.)

Reading

A. S1.1

- Draw Ss' attention to 'The Rule of 3' and check their understanding.
- Ask Ss to read through the questions and initiate a short discussion.

Suggested answers

- It is very important to prepare for trips in the wild because they can be very dangerous and life-threatening.
- water and food supplies, suitable clothes, a small first aid kit, a Swiss Army knife, etc.
- No, I don't think I would be good at surviving in the wild because I'm not very adventurous. / Yes, I think I would be good at surviving in the wild because I'm adventurous and I've got high endurance levels.

Key

B.

- Draw Ss' attention to the layout of the three texts and ask them to tell you what kind of texts they are (*newspaper articles*).
- Point out to Ss that these are newspaper clippings and draw their attention to the headlines.
- Ask Ss the question in the rubric, but do not correct Ss at this stage.

C. R1.1

- Have Ss skim through the newspaper clippings and complete the table as requested.
- Ask Ss to read the clippings more carefully. Tell them to underline any unknown words at the same time.
- Have Ss check their answers.
- Check the answers with the class.

	A	B	C
Who?	Amos Richards	Peter Skyllberg	Rizal Shahputra
Where?	Utah Desert	near Umeå	Indian Ocean
How long?	4 days	2 months	(over) a week

Background knowledge

Canyonlands National Park is a US National Park in southeastern Utah, US. The canyons, mesas and buttes which are found in the landscape were eroded by the Colorado River, the Green River, and their respective tributaries.

Umeå is a university town in northern Sweden.

Indonesia and **Malaysia** are in south-east Asia. **Sumatra** is an island in western Indonesia.

- Ask Ss some comprehension questions:

How old is Amos Richards? 64

Where was he camping? in Canyonlands National Park

Where did he go for a day hike? He went for a day hike in Little Blue John Canyon.

Where is it? It's an area about a five-hour drive from the national park.

What happened to him? He fell and broke his leg in several places while he was climbing.

Was there anyone around when the accident happened? No, there wasn't.

What was he forced to do? to drag his body through the desert

What did he try to do? He tried to follow his footprints back to his car.

How far did he manage to get? He managed to cover five miles before he was found.

Who noticed that he was missing? the national park rangers who discovered his abandoned camp

Where did a helicopter take him? to Moab Regional Hospital
Is he expected to recover soon? Yes, he is.

Where is Peter Skyllberg from? He's from Sweden.

How old is he? He's 44.

Who was he found by? He was found by passers-by.

Where did they find him? They found him lying on the back seat of his car.

Was he unconscious? No, he wasn't.

When did his car break down? on 19 December

What happened during the time he was trapped? Temperatures dropped to -30°C.

What did he eat? snow

According to the doctors, how did he manage to survive? Because his car formed a natural igloo.

How did that help him to survive? It kept his body temperature high enough to survive.

When did the tsunami occur? on 26 December

How long has it been since then? over a week

Have rescue teams found all the survivors? No, they haven't.

Where is Rizal Shahputra from? He's from Indonesia.

How old is he? He's 23.

Where was he found? He was found floating on a tree branch 100 miles off the coast.

What was he doing when the tsunami struck? He was working on a building site in Banda Aceh.

Where is Banda Aceh? on the northern tip of Sumatra

Where was he swept? He was swept out to sea.

How did he survive? He survived by eating floating coconuts and drinking rainwater.

How was he saved? He was spotted by a Japanese ship and taken to Port Klang in Malaysia.

D. R2.1

- Ask Ss to read through the statements 1-8 and check their understanding.
- Have Ss do the activity and check answers.

1. A 2. C 3. B, C 4. B 5. C 6. A 7. C 8. A

KEY

E. S5.1

- Write the phrase *When the tsunami struck, I...* on the board and tell Ss that they have to retell the story from text C in first person singular. Point out to Ss which words should change to first person singular (subject/object pronouns, possessive adjectives/pronouns).
- Have Ss do the activity.
- Choose some Ss to retell the story in class.

Suggested answer

When the tsunami struck, I was working on a building site in Banda Aceh on the northern tip of Sumatra. I was swept out to sea along with several others, but one by one, they drowned. I survived by eating floating coconuts and drinking rainwater. At least one ship passed by but didn't notice me, although I was waving frantically. Eventually, a Japanese ship spotted me and took me to Port Klang in Malaysia.

KEY

F. W2.1

- Refer Ss to the story map used for the writing plan on page 23 of the Workbook.
- Have Ss read through the story map and check their understanding.
- Ask Ss to create a similar story map in their notebooks.
- Have Ss read through text A.
- Have Ss do the activity in pairs. You can have **lower-performing Ss** work with **higher-performing Ss**. Have the **higher-performing Ss** help the **lower-performing Ss** with the comprehension of the text.
- Have the pairs share their answers.

Suggested answer

Introduction

Setting

Where: Utah Desert, Canyonlands National Park, Little Blue John Canyon

When: on Monday after spending four days crawling in the desert

Major character: Amos Richards, 64

Main part

Rising action: While he was climbing, he fell and broke his leg in several places. With no one around to help him and no one knowing his location, he was forced to drag his body through the desert. He had no warm clothing for the cold nights nor a map, and only ten pints of water and two power bars.

Climax: Richards tried to follow his footprints back to his car and managed to cover five miles before he was found.

Falling action: Fortunately, the national park rangers realised he was missing on 9 September when they discovered his abandoned camp. Search parties were sent out and two days later his car was discovered. Richards was spotted a few hours later by a helicopter a couple of miles from the car. Richards used the flash on his camera to get the pilot's attention.

KEY

Conclusion

End of action: He was taken to Moab Regional Hospital, where he's expected to recover very soon.

G. R4.1, R4.2

- Refer Ss to the highlighted words/phrases in the texts.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-i and check their understanding.
- Have Ss do the activity and check answers.

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

KEY

- Explain any unknown words and if necessary, ask Ss to read out the texts for fluency practice.

H. R1.1, S1.1

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

Suggested answers

- I think the most difficult situation to survive in would be the third one because it would be very dangerous and tiring to try to stay alive in the middle of the ocean.
- Open answers.
- I think I would wave my hands until somebody saw me.

KEY

Vocabulary

- Ask Ss to read through each set of sentences and draw their attention to the words in each box.
- Do the first one or two sentences as an example.
- To help **lower-performing Ss**, you may provide the full form of the verbs in this activity.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

1. hurt, 2. harm, 3. injured/hurt, 4. ruined,
5. destroyed, 6. damage/ruin, 7. pulled/dragged,
8. carry, 9. pulled

KEY

Language plus

harm = to have a bad effect on sb/sth

hurt = to cause physical pain to sb/yourself; to injure sb/yourself

injure = to harm yourself or sb else physically, especially in an accident

damage = to cause physical harm to sth

destroy = to damage sth so badly that it no longer exists, works, etc.

ruin = to damage sth in such a way that it still exists, but has lost all its value, beauty, pleasure, etc.

carry = to support the weight of sb/sth as you take them/it somewhere in your hands/arms

pull = to hold sth firmly and make it move towards you

drag = to pull sb/sth along the ground with effort and difficulty

D. Read the newspaper clippings again and the statements below. Which clipping do they refer to? Write A, B or C.

- | | | | |
|---|---|--|--------------------------|
| 1. He had supplies with him. | <input type="checkbox"/> | 5. In the beginning, he wasn't alone. | <input type="checkbox"/> |
| 2. He survived a natural disaster. | <input type="checkbox"/> | 6. He was injured. | <input type="checkbox"/> |
| 3. He was discovered by accident. | <input type="checkbox"/> <input type="checkbox"/> | 7. He was fortunate enough to find food. | <input type="checkbox"/> |
| 4. He had appropriate clothes with him. | <input type="checkbox"/> | 8. He tried to signal for help, and it worked. | <input type="checkbox"/> |

E. Imagine you are Rizal and retell the story. Start with 'When the tsunami struck, I...'.

F. Represent the development of events of the story in text A in the form of a story map (see Workbook page 23).

G. Look at the highlighted words in the texts and match them with their meanings. Then check your answers in a dictionary.

- | | | |
|---------------|--------------------------|---|
| 1. crawl | <input type="checkbox"/> | a. to die from being underwater and unable to breathe |
| 2. ranger | <input type="checkbox"/> | b. people who are walking past sb/sth by chance |
| 3. recover | <input type="checkbox"/> | c. a person whose job is to look after a park or forest |
| 4. stunned | <input type="checkbox"/> | d. to happen suddenly and cause harm or damage |
| 5. passers-by | <input type="checkbox"/> | e. extremely surprised or shocked |
| 6. abandoned | <input type="checkbox"/> | f. to notice sb/sth especially when it is not easy to do so |
| 7. strike | <input type="checkbox"/> | g. left by the people who owned or used it |
| 8. drown | <input type="checkbox"/> | h. to move on hands and knees |
| 9. spot | <input type="checkbox"/> | i. to get better after an illness, accident, shock, etc. |



H. Discuss in pairs/groups.

- Which of the three situations do you think would be the most difficult to survive in?
- Have you heard of any other survival stories?
- If you were Richards in text A and you didn't have a camera flash, how would you attract the attention of the pilot?

Vocabulary

Complete the sentences with the correct form of the words in the boxes. In some cases, there may be more than one answer.

harm hurt injure

- I was skiing all day and now my knees _____.
- Pollution can _____ our health.
- Only two people were seriously _____ in the accident.

damage destroy ruin

- The bad weather _____ our plans to go on a picnic in the countryside.
- Several buildings were completely _____ by the fire.
- Don't put that hot pot on the table. You'll _____ the surface.

carry pull drag

- We couldn't lift the bookcase, so we _____ it to the other side of the room.
- A complete stranger helped me _____ the shopping bags to my car.
- The scuba diver _____ the rope to show that he wanted to go back up to the surface.

Grammar Past Simple, *used to* → p. 79

A. Read the examples below from the text and answer the questions.

They **thought** his vehicle **was** an abandoned, crashed car.
He **could** barely move or speak.
At least one ship **passed** by but **didn't notice** Rizal...

1. How do we form the Past Simple of regular and irregular verbs? How do we form the negative and question forms?
2. What's the Past Simple of the verbs *be* and *can*? How do we form questions with these verbs?
3. What kind of actions does the Past Simple describe?

B. Read the example below. What does it mean? In which cases can we use either the Past Simple or *used to*?

I **used to go** rock climbing a lot when I was younger.

C. Complete the dialogues with the Past Simple of the verbs in brackets. Use *used to* where possible.

1. A: 1 _____ (you / know) that Mark 2 _____ (go) hiking every weekend before he 3 _____ (move) to the city?

B: Yes. Don't tell me that you 4 _____ (not know) that!

2. A: I 5 _____ (not mind) driving in extreme weather conditions before I 6 _____ (have) the accident. Now, I never drive if the weather is bad.

B: Good for you.

3. A: 7 _____ (your uncle / live) in an igloo when he 8 _____ (be) in Alaska?

B: Don't be silly. Inuits don't live in igloos. My uncle 9 _____ (stay) in an igloo for a couple of days during his hunting trips.

A: Wow! It sounds like a great experience.

B: It is. When I 10 _____ (visit) him last winter, we 11 _____ (go) hunting together once and we 12 _____ (spend) a night in an igloo. It 13 _____ (be) amazing!

D. Write four sentences about yourself using *used to* / *didn't use to*.

When I was younger, ...



Vocabulary

A. Read through the groups of weather words in the table below and label them using the words in the box.



SUN

RAIN

STORM

TEMPERATURE

CLOUD

WIND



mild chilly freezing boiling	shine clear skies	shower drizzle pour wet	blow breeze	foggy overcast dull	thunder lightning blizzard
---------------------------------------	----------------------	----------------------------------	----------------	---------------------------	----------------------------------



B. Circle the correct words.

1. You don't need an umbrella. It's only **pouring** / **drizzling**.
2. It will be **overcast** / **mild** all day tomorrow without any sunshine, with the possibility of showers in the afternoon.
3. We were sitting outside and a light **blizzard** / **breeze** was blowing. It was very pleasant.
4. There was a violent storm during the night and lots of trees were struck by **lightning** / **thunder**.
5. Winters here are usually mild, but you sometimes get some **boiling** / **freezing** cold days in January.



Speaking

✿ Talk in pairs. Discuss the following questions.

- What different types of weather do you have in your country?
- What's the weather like today?
- Is it normal for this time of year?
- What's your favourite type of weather?
- What's the worst weather you've ever experienced? Where were you? What did you do?

Learning Standards

SB: S1.1, L1.1, L2.1, S5.1, W1.1

Functions

Talking about past events and habits
Describing weather conditions
Summarising events

Structures

Past Simple
The verb *used to*

Vocabulary

ambulance block (v.) bystander emergency services
jungle land (v.) overturn possibility resident
skid slide (v.) violent

Words related to the weather

blizzard blow boiling breeze chilly clear skies
drizzle (v.) dull foggy freezing icy lightning mild
overcast pour (v.) shine shower snowstorm
thunder

Grammar

A.

- Ask Ss to read through the examples in the box and draw their attention to the verbs in blue.
- Ask Ss to read through the questions 1-3 and check their understanding.
- Ask Ss the questions 1-3.
- Elicit and check answers.

Suggested answers

1. The Past Simple of regular verbs is formed by adding -ed to the base form of the verb. Irregular verbs do not form the Past Simple by adding -ed.
2. was/were, could. We start with *was/were* or *could* respectively followed by the subject.
3. actions that happened at a specific time in the past

- Ask Ss to find more examples of the Past Simple in the texts.
- Refer Ss to the Grammar Reference (p. 79).
- Ask Ss to provide extra examples of the uses of the Past Simple. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *I / not go to school / yesterday*).

B.

- Ask Ss to read through the example in the box and draw their attention to the words in blue.
- Ask Ss the questions in the rubric.
- Elicit and check answers.

Suggested answers

It means that when I was younger, I was in the habit of going rock climbing a lot, but now I don't. We can use either the Past Simple or *used to* to talk about past habits or repeated actions in the past that no longer happen or no longer exist. However, point out that *used to* is **NOT** used for isolated actions or events that happened in the past.

- Refer Ss to the Grammar Reference (p. 79).

C.

- Do the first exchange yourself as an example.
- Have Ss do the activity.

1. Did you know 2. went / used to go
3. moved 4. didn't know
5. didn't mind / didn't use to mind 6. had
7. Did your uncle live / Did your uncle use to live
8. was 9. stayed / used to stay 10. visited
11. went 12. spent 13. was

D.

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

Suggested answers

When I was younger, I used to go swimming every day.
When I was younger, I used to play tennis a lot.
When I was younger, I didn't use to go to the mall very often.
When I was younger, I didn't use to eat apples.

Vocabulary

A.

- Ask Ss to read through the words in capitals in the box.
- Point out to Ss that these words describe some general weather categories.
- Ask Ss to read through the groups of weather words.
- Have Ss do the activity.
- Check the answers with the class. Help Ss deduce the meaning of any unknown words from the context of the corresponding category they fall into and provide them with any further clarifications and/or explanations.

TEMPERATURE: mild, chilly, freezing, boiling

SUN: shine, clear skies

RAIN: shower, drizzle, pour, wet

WIND: blow, breeze

CLOUD: foggy, overcast, dull

STORM: thunder, lightning, blizzard

B.

- Have Ss do the activity and check answers.

The following words should be circled:

1. drizzling 2. overcast 3. breeze
4. lightning 5. freezing

Speaking S1.1

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

Suggested answers

- The weather is generally mild in my country. Winters are not very cold and summers are not very hot.
- It's warm and sunny today.
- Temperatures are slightly higher than normal.
- I like the weather in spring when it's warm but not too hot and you can enjoy the sunshine.
- I think the worst weather was when I experienced a snowstorm while I was up in the mountains. It was snowing badly and we couldn't see anything and it was very windy and freezing. I found shelter and stayed there till the storm was over.

Listening

A. S1.1

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

Suggested answer

- Yes, I have heard stories of people surviving a plane crash. Actually, some years ago a plane crash took place almost immediately after the plane took off. Fortunately, the emergency services managed to rescue all the passengers. / No, I haven't heard of any such story.

KEY

B. L1.1

- Ask Ss to read the three newspaper headlines A-C and check their understanding.
- Play the recording and have Ss listen to the radio interview carefully so as to choose the correct newspaper headline.
- Check the answer with the class.

The correct newspaper headline is

B. JUNGLE PLANE CRASH SURVIVOR DISCOVERED.

KEY

C. L2.1

- Ask Ss to read through the questions 1-6 and the corresponding answer choices and check their understanding.
- Play the recording again and have Ss listen to the radio interview carefully and answer the questions.
- Check the answers with the class.

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

KEY

D. S1.1

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

Suggested answers

- I think that what helped Conrad survive was the fact that he had spent of lot of time in the jungle and he knew the dangers he was going to face and how to deal with them.
- In my opinion, the most serious danger that he faced was the fact that he did not eat much food except for some fruit, which made him very weak.

KEY

Intonation

A.

- Draw Ss' attention to the extract from the listening activity.
- Play the recording and have Ss underline the words that the speaker stresses the most.
- Check the answers with the class.

The following words are stressed:

Three, aeroplane, ten, jungle

KEY

- Ask Ss the question in the rubric and elicit answers (*to emphasise specific information*). Read out and explain the note.

B.

- Ask Ss to read through the sentences 1-5 and ask them the question in the rubric.

- Elicit answers but do not correct Ss at this stage.
- Play the recording and have Ss listen to the sentences and underline the stressed words in them.
- Check the answers with the class.
- Point out to Ss that these are merely suggested answers since there could sometimes be more than one answer, depending on the context, etc.

1. I was driving through a terrible storm.
2. We didn't go swimming because the water was freezing.
3. Twenty houses were completely destroyed in the earthquake.
4. We were walking through the forest for three hours.
5. The accident happened in Bell Avenue, not in Clyde Avenue.

KEY

Speaking

A.

- Refer Ss to the Speaking Activities section on page 72.
- Ask Ss to read through the news article and make sure they do not have any unknown words.
- Divide Ss into pairs and allocate roles.
- Ask Ss to read through the prompts and the words/phrases in the boxes respectively.
- Make sure that Ss understand what they have to do. Point out to them that they will have to use the Past Progressive and the Past Simple to ask and talk about the events of the accident.
- Have Ss do the activity as instructed.
- Go around the class helping Ss when necessary. For further practice, tell them to swap roles.
- Choose some pairs to act out the dialogues in class.

For suggested answers, see 2a Speaking A on page 100.

KEY

B. S5.1

- Read out and explain the TIP.
- Allow Ss some time to search the Internet to find information about a rescue story. They can use the questions from the previous activity (page 72, Student A) to take notes. You can assign this for homework.
- Choose some Ss to present their summaries to the class.

See KEY to the Writing Activity below.

KEY

Writing W1.1

- Tell Ss that they should write a paragraph about a rescue event like the one in Speaking activity A (p. 72).
- Allow Ss some time to think of a rescue event they have experienced, seen or heard of. If Ss cannot think of one, allow them to search the Internet for ideas. They can use the questions from Speaking Activity A (p. 72) to take notes.
- Have Ss search the Internet to find information.
- Encourage Ss to find pictures and interesting facts, as well.
- Allow Ss some time to do the activity in class, or assign it for homework.

For suggested answers, see 2a Writing on page 100.

KEY

Listening

A.  Discuss in pairs/groups.

- Have you ever heard any stories of people surviving a plane crash? If yes, what happened?

B.  Listen to a radio interview and choose the correct newspaper headline.


A **TWO MEN DISCOVER
CRASHED PLANE IN JUNGLE**

B **JUNGLE PLANE CRASH
SURVIVOR DISCOVERED**

C **NO SURVIVORS
AFTER JUNGLE PLANE CRASH**

C.  Listen again and answer the questions.

- Where did the plane crash?
a. in Peru
b. in Brazil
c. in Bolivia
d. in the USA
- Why did the plane crash?
a. The engine caught fire.
b. There was too much turbulence.
c. The plane was struck by lightning.
d. The pilot couldn't see in the storm.
- What was the first thing Conrad found?
a. a river
b. the plane
c. some fruit
d. other survivors
- Who found Conrad?
a. a rescue boat
b. two fishermen
c. a rescue helicopter
d. a man from a village
- How many people initially survived the plane crash?
a. 1
b. 8
c. 9
d. 89
- How does Conrad feel about going back to the crash site?
a. He's excited.
b. He's terrified.
c. He doesn't really want to.
d. It doesn't mean anything to him.

D.  Discuss in pairs/groups. • What do you think helped Conrad survive?
• What was the most serious danger that he faced?

Intonation

A. Listen to the following extract from the listening activity above and underline the words that the speaker stresses. Why do you think he does this?

'Three years ago, a young man survived an aeroplane crash and then lived ten days in the jungle before he was rescued.'


We stress words in a sentence usually when we want to emphasise, compare, correct or clarify something. The words we stress are important because they make the meaning of the sentence clear.

B. Read the sentences below. Which words would you stress? Listen and compare your answers.

- I was driving through a terrible storm.
- We didn't go swimming because the water was freezing.
- Twenty houses were completely destroyed in the earthquake.
- We were walking through the forest for three hours.
- The accident happened in Bell Avenue, not in Clyde Avenue.

Speaking **Role play**


A. Talk in pairs. Go to the Speaking Activities section on page 72.

B.  Think of a rescue story and find out more information about it. Then present a summary of what happened to the class.

- When summarising events, be sure to include the main points in chronological order.
- Use your own words as far as possible. Do not give any unnecessary information or express your personal opinion.
- When you make a presentation, use short and simple sentences. Also, speak clearly and confidently.


TIP

Writing

 Write a paragraph about a rescue event you have experienced, seen or heard of.

Reading A.  Discuss in pairs/groups.

- What classic novels have you read or heard of?
- What features make a novel/story interesting?
- What aspects of the main character(s) are usually described?

B.  Below is an extract from an adapted version of the novel *Great Expectations*. Read the extract quickly. Which of the following are included in this extract?

1. how Pip feels
2. what Pip looks like
3. how the stranger feels
4. what the stranger looks like
5. Pip's character when he was a young boy



Great Expectations

When he was a young boy, Pip met a strange man out on the marshes. The man asked for his help and Pip, terrified, brought him food and tools from his family's house. Years passed, and Pip almost forgot about the meeting. His life went well; one day, a lawyer named Jaggers contacted him to tell him that he had been chosen to receive a large amount of money and property. With this fortune, Pip moved to London and started his education and his life as a wealthy gentleman.

CHAPTER XXXIX

One cold and stormy evening, Pip was alone reading when he heard footsteps upon the stairs. For a moment, he thought he had imagined it, but then he heard the sound again. He picked up his reading lamp and went out to the top of the stairs. Whoever was there stopped when they saw the light. There was no sound from below.

5 'Is there anyone there?' called Pip, trying to see into the darkness.

'Yes,' came a voice from below.

'Who are you looking for?'

'Mr Pip,' came the reply.

'That's my name,' said Pip. He started to feel a little anxious.

10 The footsteps started again, and eventually a man stepped out into the light of Pip's reading lamp. He was dressed in travelling clothes, and had long, iron-grey hair. He seemed to be around sixty, but he was tall and strong, and well-built, although he looked as though he had spent much of his life outside. When he reached the top of the stairs, he approached Pip and held out his hands to him.

Pip backed away. 'What is your business?' he asked.

15 'My business?' the man repeated. 'Yes, I will explain, if you let me.'

'Come in then,' said Pip, and he led him inside and put the lamp down on the table.

The man looked around the room at the rich furniture and he seemed pleased by what he saw. He took a chair by the fire and sat down. Pip stared at him closely, but he couldn't recognise him at all. Then, suddenly, he knew. The man's face was still strange to him, but he remembered being back in windy marsh country when he was a child, and he remembered a most unpleasant, unfriendly man asking for his help – and he somehow knew that this was the same man that sat in front of him now. The man took Pip's hands. 'You acted nobly, my boy,' he said. 'You were a good, kind child. I have never forgotten it.'

25 Looking horrified, Pip pushed him away. 'Keep away from me,' he said. 'If you are here to thank me for helping you when I was a child, it isn't necessary.'

The man looked at the room again. 'You've done well for yourself, my boy. May I ask how? You were a poor boy... your family had no money.'

Pip told him that he had been chosen to receive some property.

'What property? Whose?'

30 'I don't know,' said Pip uncertainly.

'I see. Let me make a guess. You've been receiving a good income for many years now. You have a lawyer... a man by the name of Jaggers, perhaps?'

Pip stared at him. He was so surprised that he started to feel dizzy. He grabbed the back of the chair, and the man caught him and helped him onto the sofa. Then he sat next to him and continued:

35 'Pip, my dear boy, I made a gentleman of you. I promised, after you helped me, that if I ever made enough money, I would send it to you and make you rich – and Pip, my boy, I did it.'

Learning Standards

SB: S1.1, R2.1

Functions

Referring to feelings, character, appearance

Vocabulary

although anxious expectation fortune gentleman
grab hold out horrified lawyer nobly stormy
uncertainly well-built whoever

Character

arrogant devoted reserved witty

Appearance

bald handsome pale underweight

Feelings

discouraged irritated offended overjoyed

Reading

A. S1.1

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

Suggested answers

- I have heard of several of Dickens' novels but I have only read Dickens' *Great Expectations*. Of course, I have read some stories from *One Thousand and One Nights*.
- For me, a story is interesting when it has a lot of suspense. I also like stories with fascinating characters.
- the physical appearance, character and feeling

B. R2.1

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (*an extract from a novel*).
- Refer Ss to the picture and ask them to tell you who the people in the picture are, where they are and what they are doing (*Pip and the man he had helped when he was a boy, at Pip's house, they're talking*). During the discussion, present words (e.g. *expectation, fortune, horrified*).
- Refer Ss to the picture and ask them to tell you how it is related to the text (*it refers to a scene from the extract*).
- Ask Ss to read through the text underlining any unknown words at the same time.

Background knowledge

- **Charles Dickens** was a 19th-century English author. He was very successful during his lifetime and his works are still widely read by people everywhere. He is considered by many as the greatest Victorian novelist. Some of his most notable works include: *A Tale of Two Cities*, *Great Expectations*, *Bleak House*.
- **Great Expectations** is Dickens' thirteenth novel. It tells the story of Pip, an orphan, and depicts the events contributing to his personal growth. It was a very popular novel at the time of its publication. Today it is considered to be one of the best British novels.

- Ask Ss what the purpose of the passage is and elicit answers (*to tell us who gave Pip the money and property*).
- Ask Ss to read through the list of topics 1-5 and check their understanding.

- Have Ss do the activity in pairs. You can have **lower-performing Ss** work with **higher-performing Ss**. Have the **higher-performing Ss** help the **lower-performing Ss** with the comprehension of the text.
- Check the answers with the class.

1. He started to feel a little anxious., Looking horrified..., He was so surprised that...
4. He was dressed in travelling clothes, and had long, iron-grey hair. He seemed to be around sixty, but he was tall and strong, and well-built, although he looked as though he had spent much of his life outside.
5. 'You acted nobly, my boy,' he said. 'You were a good, kind child.'

- Ask Ss some comprehension questions:

Who did Pip meet when he was a young boy? a strange man

How did Pip feel when he met the man? terrified

What did Pip do to help the man? He brought him food and tools from his family's house.

Who contacted Pip years later? a lawyer named Jaggers

What did he want? to tell Pip that he had been chosen to receive a large amount of money and property

What did Pip do with this fortune? He moved to London and started his education and his life as a wealthy gentleman.

What did Pip do when he heard the sound a second time?

He picked up his reading lamp and went out to the top of the stairs.

Who was looking for Pip? a man

What did the man do when he saw Pip? He held out his hands to him.

What did Pip do? He backed away.

Did Pip recognise the man immediately? No, he didn't.

What did Pip think the man wanted? to thank Pip for helping him when he was a child

What did the man want to know? how Pip had managed to make money

How did Pip feel when he realised that the man knew his lawyer's name? He felt dizzy because he was very surprised.

C. R2.1 

- Ask Ss to read through the questions 1-5 and the corresponding answer choices and check their understanding.
- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-5 on the board (without the options) and ask Ss to cover Activity C in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

D.

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

Suggested answers

- The direct speech creates a sense of immediacy in the reader and makes him/her feel as if they are taking part in the story.
- In my opinion, Pip will start feeling grateful to the man who gave him money and property.

E. S1.1 , R2.1 

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

Suggested answers

- I think the man is hoping Pip will help him now, by giving him money and somewhere to live.
- I think that Pip tries to pay the man back and they take a long trip together, but at the end of the trip the man dies.

Vocabulary

A.

- Read out and explain the NOTE.
- Ask Ss to read through the sentences from the text and do the activity.
- Check the answers with the class.

Feelings: surprised

Character: unpleasant, unfriendly

Appearance: tall, strong, well-built

B.

- Ask Ss to read through the text again and do the activity.
- Check the answers with the class.

Feelings: terrified, anxious, pleased, horrified

Character: good, kind

C.

- Draw Ss' attention to the adjectives in the box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

Feelings: irritated, offended, overjoyed, discouraged

Character: arrogant, devoted, witty, reserved

Appearance: bald, pale, underweight, handsome

D.

- Ask Ss to read through the sentences 1-8 and check their understanding.
- Explain to Ss that they should complete the sentences with words from activity C.
- Choose three sentences and give Ss clues to help them complete them (**sentence 3:** *weak: the meaning of 'weak' relates to appearance, so the missing adjective must also relate to appearance*, **sentences 5, 6:** *felt: the missing adjective must relate to feelings*). This will help **lower-performing Ss**.
- Have Ss do the activity.
- Check the answers with the class.

1. devoted

2. reserved

3. underweight

4. overjoyed

5. offended/irritated

6. discouraged

7. witty

8. arrogant

- Then, ask Ss to make an extra sentence using one of the adjectives from activity C. This will challenge **higher-performing Ss**.
- Write some of these sentences on the board without writing the adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

C.  Read the extract again and answer the questions. Choose a, b, c or d.

1. Which of the following is the first thing Pip does when he hears the footsteps?
 - a. He asks who it is.
 - b. He stands still and waits.
 - c. He puts out his reading lamp.
 - d. He goes to the top of the stairs.
2. What is NOT true of the stranger?
 - a. He is older than Pip.
 - b. He acts politely to Pip.
 - c. He wants Pip to help him.
 - d. He seems to be a healthy man.
3. When Pip realises who the stranger is, he feels
 - a. guilty that he couldn't help him more.
 - b. horrified by how different he looks now.
 - c. worried that he wants to ask him for money.
 - d. scared because he remembers how unpleasant he was.
4. What do we learn about the property Pip received?
 - a. It does not really exist.
 - b. It came from Pip's family.
 - c. Pip didn't know who it belonged to.
 - d. It will be worth a lot more money soon.
5. How does the stranger know that Jaggers is Pip's lawyer?
 - a. Jaggers helped him a long time ago.
 - b. He is the one who employed Jaggers.
 - c. Jaggers sent him there to look for Pip.
 - d. He is also receiving money from Jaggers.

D. Answer the following questions.

- What effect does the use of direct speech have on the readers?
- How do you think Pip's attitude towards the stranger will change now that he knows who he is?

E.  Discuss in pairs/groups.

- Why do you think the man came to see Pip? What do you think he wants?
- What do you think happens next in the story?

Vocabulary

A. Read the sentences below from the extract. Decide whether the adjectives in bold express feelings, character or appearance.

He seemed to be around sixty, but he was **tall** and **strong**, and **well-built**.
 He remembered a most **unpleasant**, **unfriendly** man asking for his help.
 He was so **surprised** that he started to feel dizzy.

Character descriptions usually provide information about a character's traits, appearance and feelings. They are an important feature of writing because they help readers create a picture in their minds of the character they are reading about. This makes the reading experience more real, and helps the reader connect with the characters they are reading about.

B. Read the extract again and find additional adjectives that refer to the characters in the story. Decide whether they express feelings, character or appearance.

C. Put the adjectives in the box in the correct category in the table below.

bald arrogant devoted irritated offended witty pale overjoyed
 underweight reserved discouraged handsome

Feelings	Character	Appearance
• _____ • _____ • _____ • _____	• _____ • _____ • _____ • _____	• _____ • _____ • _____ • _____

D. Use some of the adjectives in the previous activity to complete the sentences.

1. He was a(n) _____ husband and father, and did his best to provide for his wife and children.
2. Jane is very _____ and feels terribly uncomfortable when she has to speak to people she doesn't know.
3. The boy was terribly weak and _____; it was obvious that he had not eaten in days.
4. I was _____ to hear that my brother who lives in Canada is visiting us in July.
5. I felt _____ when Brian spoke to me so rudely the other day.
6. I had really made an effort, so when my boss criticised my work, I felt really _____.
7. James is really _____; his comments are not only clever but also funny.
8. I don't like working with Derrick; he has a big idea of himself and is terribly _____.

Grammar Past Progressive; Past Simple vs Past Progressive → pp. 79-80

A. Read the examples and notice the words in blue. Then match them with the rules about the uses of the Past Progressive a-c.



1. The men **were working** on a building site when the tsunami struck. ☐
2. I **was holding** the ropes while my friend **was climbing**. ☐
3. It **was pouring** and we couldn't find shelter. ☐

The Past Progressive is used:

- a. to give background information
- b. for an action in progress in the past which was interrupted by another action
- c. for actions that were happening at the same time in the past



B. Read the examples and answer the questions.

- a. Richards **was climbing** when he **fell**.
- b. When the rescue team **found** Richards, they **took** him to hospital.

1. In which example did the two actions happen one after the other?
2. In which example did one action happen while another action was in progress?

C. Choose a, b, c or d.

A Trip to Remember

When I was younger, I 1 _____ camping with my father all the time. Once, though, things 2 _____ as planned. While we 3 _____ dinner outside our tent, the weather suddenly 4 _____ and strong winds started blowing. We knew that a sandstorm 5 _____, so we ran towards our car. We got into the car, and for a few minutes we could see absolutely nothing. The sandstorm didn't last long, but it was a frightening experience. We spent the night in the car and the next day we 6 _____ up very early in the morning and 7 _____. As we 8 _____ home, my father looked at me and said, 'This is the first and last time that we go camping without checking the weather forecast!'

- | | | | |
|------------------------------|------------------------|--------------------|--------------------|
| 1. a. used to go | b. use to go | c. go | d. was going |
| 2. a. didn't use to turn out | b. weren't turning out | c. not turning out | d. didn't turn out |
| 3. a. had | b. were having | c. used to have | d. was having |
| 4. a. were changing | b. used to change | c. changed | d. was changing |
| 5. a. was coming | b. came | c. used to come | d. coming |
| 6. a. used to get | b. got | c. was getting | d. were getting |
| 7. a. was leaving | b. were leaving | c. left | d. leave |
| 8. a. was driving | b. drive | c. are driving | d. were driving |

Learning Standards

SB: L2.1, L3.1, S1.1, S1.2

Functions

Narrating past events/experiences

Narrating past events

Responding to bad news and showing concern

Structures

Past Progressive

Past Simple vs Past Progressive

Vocabulary

amateur annual be fortunate be in shock be over cliff compete competitor cyclist devastated edge hang hold on professional (n.) race (n.) relieved shake with fear trainer (person)

Grammar

A.

- Ask Ss to read through the examples 1-3 in the box and draw their attention to the verbs in blue.
- Make sure that Ss understand that the verbs in blue are in the Past Progressive.
- Ask Ss to read through the rules about the uses of the Past Progressive a-c in the second box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide extra examples of the uses of the Past Progressive. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make the examples (e.g. *I / read a book / my brother / ride his bike*).

1. b, 2. c, 3. a

KEY

- Refer Ss to the Grammar Reference (pp. 79-80).

B.

- Ask Ss to read through the examples and draw their attention to the verbs in blue.
- Make sure that Ss understand that the first verb (*was climbing*) is in the Past Progressive while the rest (*fell, found, took*) are in the Past Simple.
- Ask Ss to read through the questions 1-2 and check their understanding.
- Ask Ss the questions.
- Elicit and check answers.

1. In example b the two actions happened one after the other (*found, took*).

2. In example a one action happened (*fell*) while another action was in progress (*was climbing*).

KEY

- Refer Ss to the Grammar Reference (pp. 79-80).
- Ask Ss to come up with their own examples.

C.

- Have Ss do the activity (guided practice).
- Check the answers with the class.

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

KEY

Listening

A. S1.1

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

Suggested answer

- I think that a cycling endurance race is a long-distance cycling race.

KEY

B. L2.1

- Read out and explain the TIP.
- Ask Ss to read through questions 1 and 2 and the corresponding answer choices and check their understanding.
- Play the recording and have Ss listen to the first part (Before the race) carefully so as to answer the questions.
- Play the recording again and have Ss listen to the first part again and check their answers.
- Follow the same procedure with the rest of the parts.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-6 on the board (without the options) and ask Ss to cover Activity B in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.

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

KEY

C. L3.1

- Explain to Ss that they are going to listen to two extracts from the listening activity above and decide what the words in bold mean.
- Ask Ss to read the words 1 and 2.
- Ask Ss to read through the definitions underneath the words and make sure they understand everything.
- Play the recording and have Ss listen to the first extract carefully and choose the correct definition.
- Play the recording again if necessary.
- Follow the same procedure with the second word.
- Check the answers with the class.

1. b, 2. b

KEY

D. S1.1

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

Suggested answer

- Yes, I would like to take part in a cycling endurance race because I would like to test my limits. / No, I wouldn't like to take part in a cycling endurance race because I am not fit.

KEY

Speaking

A. S1.1, S1.2

- Divide Ss into pairs and allocate roles. You can have **lower-performing Ss** work with **higher-performing Ss**.
- Tell them that if someone in the group cannot find the

word they want to use, the other Ss can help them. This will build **lower-performing Ss'** confidence to take part in the discussion.

- Have Ss go to the Speaking Activities section on page 72.
- Read out and explain the TIP.
- Ask Ss to read through the prompts and the words/phrases in the respective boxes and check their understanding.
- Draw Ss' attention to the example dialogue including the first exchange (pp. 27, 72) and make sure they understand what they have to do.
- Have Ss do the activity as instructed. The first time Ss do the activity, have a **higher-performing student** be Student A and have a **lower-performing student** be Student B.
- Go around the class helping Ss when necessary. For further practice, tell them to swap roles.
- Choose some pairs to act out the dialogues in class.

Suggested answer

B: What's up with you? You don't look very well.

A: You won't believe what happened to me yesterday. As I was walking in the woods, a snake suddenly appeared and tried to bite me!

B: What? Are you serious?

A: Yeah. I'm still in shock!

B: How terrible! What did you do?

A: I was shaking with fear and started running frantically. But as I was running, I slipped and fell off the edge of a cliff!

B: You're kidding, aren't you?

A: I'm not! I was terrified because I thought I was going to die! Luckily, I managed to hold on to the edge of the cliff!

B: That's so scary! What did the snake do?

A: Luckily, it went away.

B: Oh, dear! And then what? Didn't you try to climb back up?

A: No. You see, I was too tired and scared to try to climb back up, so I started shouting and calling for help.

B: What a frightening experience! Who rescued you?

A: Luckily, a group of hikers heard me and came to my rescue. I was so relieved when they pulled me up!

B: Were you hurt?

A: Not really. I had just sprained my ankle! But I was in shock!

B: Don't worry. It's over now.

KEY

B. S1.1, S1.2

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

Suggested answers


- Some years ago I almost drowned because I decided to go for a swim in bad weather. As soon as I got in the water, I realised how dangerous it was. The waves kept splashing all over me. I swallowed some seawater and I couldn't breathe! I wanted to swim back to the shore but I couldn't.
- I tried to keep my face above the surface of the water. I also started waving for help. Thankfully, a man dived in and dragged me to the shore.
- I was terrified, but also felt stupid for putting my life at risk. When I was rescued, I was relieved.

KEY

Listening

A. Discuss in pairs/groups.

- What do you think a cycling endurance race is?

B.  You are going to listen to a live radio report of the final stage of a cycling endurance race in three parts. The first part is before the race, the second one is during the race and the third one is after the race. Listen to each part and answer the questions.

Before the race

- How many miles do competitors have to cover on the last day of the race?
 - 10
 - 80
 - 800
- Why couldn't Alex take part in the Extreme Bicycle Race last year?
 - He was injured.
 - He was in a race in Australia.
 - He didn't have time to train for it.

During the race

- What is true about Michael Phillips?
 - He is a doctor.
 - He is an amateur cyclist.
 - He is a professional cyclist.
- Who has won the race?
 - Alex Tyler
 - Daniel Kent
 - Michael Phillips

After the race

- How many cycling races has the winner won?
 - 3
 - 4
 - 5
- What is he going to do in the future?
 - become a cycling trainer
 - train for the Tour de France
 - take part in more competitions

C.  Listen to two extracts taken from the live radio report. What do the following words mean?

- | | |
|------------------------------------|--------------------------------|
| 1. amateur | 2. devastated |
| a. doing an activity as a job | a. very excited and happy |
| b. doing an activity for enjoyment | b. very disappointed and upset |

D. Discuss in pairs/groups.

- Would you like to take part in a cycling endurance race? Why? / Why not?

Speaking

A. Talk in pairs.

Student A

Imagine you found yourself in a dangerous situation, but fortunately you managed to survive. Tell Student B about your experience, explaining what happened, what you did and how you felt. Answer any questions he/she may have. Use some of the words/phrases in the box.

hiking snake step on shake with fear slip hang off hold on edge cliff terrified panic shout be fortunate rescue pull up relieved

Student B

Go to the Speaking Activities section on page 72.

B. Discuss in pairs/groups.

- What's the most dangerous or unusual situation you have ever been in?
- How did you react?
- How did you feel?

6 What's up with you? You don't look very well.

You won't believe what happened to me yesterday. As I was walking in the...

What? Are you serious?

Yeah, I'm still in shock! 9



- Read the options quickly before you hear each part.
- Don't work on a question when the next part is being spoken.

TIP



Writing A story

1. Read the story below and answer the questions.

An international magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must begin with the following words:

The fog hung low over the water.

The fog hung low over the water. Even on a clear mild night, keeping watch for danger was a difficult task, and the freezing wind and foggy weather only made it worse. The darkness played tricks on Devin's eyes, making him see strange shapes that weren't there.

The boat moved gently from side to side, and he began to feel sleepy. He was completely exhausted. He closed his eyes for a second... only a second, before he opened them again. He had to stay awake; the safety of the boat depended on him. He turned back to look at the sea – and froze in shock. Even through the fog, he could see that something was floating on the water up ahead, moving towards the boat.

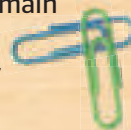
'There's something in the water!' His panicked shout woke the rest of the crew. All around him, men began to pour out onto the deck. They grabbed torches and shone them into the water, searching. Devin felt sick with fear. Was it too late? It could be ice ahead, and even a small amount could cause enormous damage to their fishing boat. He had closed his eyes for one second and because of that, he hadn't seen it in time. Had he put the crew in danger? Then he heard a shout from the other end of the ship: 'That's a man down there!'

Everyone rushed over to the side. 'He must be from another boat. Is he still alive?' asked one of the crew. The man in the water didn't react as the light from the torches fell on him. When they pulled him onto the boat, he was still breathing, but he didn't move or give any sign that he understood that he was rescued. The crew members moved quickly to find a first aid kit and get him out of the dreadful cold.

Devin returned to his position. After a while, the captain passed by with news that the survivor had recovered enough to tell his story: he had been at sea for nearly four days after his boat hit a piece of sea ice and sank. 'It's incredible that he endured so long,' the captain said. 'I don't know how you spotted him down there in this weather, but it's a very good thing you did.' He clapped Devin on the back. 'You did well,' he said. 'Go and get some sleep'.



1. In which paragraph is the main character of the story introduced?
 2. Where does the story take place?
 3. What tenses does the writer use throughout the story?
 4. Which event do you think forms the climax of the story? In which paragraph does it take place? How does the main character feel?
 5. Does the atmosphere of the story change after the climax? How?
 6. Why does the writer use direct speech?
 7. Which adjectives or adjective phrases does the writer use to describe the characters' feelings?
8. The table shows the five different stages of the story in order. Read the story again and complete the table with the functions a-d of each stage.
- a. shows the main event of the story
 - b. gives extra detail and builds towards a problem
 - c. shows how the characters react after the event
 - d. shows how everything goes back to normal



Plot Development	
Introduction	presents the main character and sets the scene
Rising action	
Climax	
Falling action	
Conclusion	

Learning Standards

SB: R2.3, R4.1, W3.2, S1.1, W2.1, W1.2

Functions

Narrating past events

Vocabulary

astonished clap (v.) darkness deck distance
dreadful endure enormous filthy fog furious gently
gorgeous in time keep watch play tricks on rush (v.)
sick with fear sink (v.)

Phrases/Expressions

be/freeze in shock I couldn't believe my eyes/ears.
I nearly jumped out of my skin.

Writing

A. R2.3

- Ask Ss to read through the writing task and check their understanding.
- Ask Ss to read through the story and underline any unknown words at the same time.
- Ask Ss to read through the questions 1-8 and check their understanding.
- Have Ss answer the questions.
- Check the answers with the class.

Suggested answers

1. in the first paragraph
2. on a boat
3. Past Simple, Past Progressive, Past Perfect Simple.
4. The event forming the climax of the story is when the main character sees something in the water and the other members of the crew gather on the deck to see what it is. It takes place in the third paragraph. The main character panics.
5. Yes, the atmosphere of the story changes after the climax. The characters calm down.
6. The writer uses direct speech to make the story more interesting.
7. in shock, panicked, sick with fear
- 8.

Plot Development	
Introduction	<i>presents the main character and sets the scene</i>
Rising action	<i>gives extra detail and builds towards a problem</i>
Climax	<i>shows the main event of the story</i>
Falling action	<i>shows how the characters react after the event</i>
Conclusion	<i>shows how everything goes back to normal</i>

weren't there.

How did Devin feel? He felt sleepy.

Why did he feel sleepy? Because he was completely exhausted.

Why did he have to stay awake? Because the safety of the boat depended on him.

How did Devin feel when he turned back to look at the sea? He froze in shock.

Why did he feel that way? He saw that something was floating on the water up ahead, moving towards the boat.

How did the rest of the crew wake up? They heard Devin's panicked shout.

What did the rest of the crew do when they woke up? They began to pour out onto the deck.

What did they do after that? They grabbed torches and shone them into the water, searching.

How did Devin feel? He felt sick with fear.

What was he afraid of? That what he saw was ice

Why was he afraid of it being ice? Because even a small amount could cause enormous damage to their fishing boat.

Why was he so afraid? Because he thought that he hadn't seen that thing in time because he had closed his eyes for one second.

What was it that Devin saw? a man

What was the man's condition? He didn't react as the light from the torches fell on him. When they pulled him onto the boat, he was still breathing, but he didn't move or give any sign that he understood that he was rescued.

What did the crew members do? They moved quickly to find a first aid kit and get him out of the dreadful cold.

What did Devin do after that? He returned to his position.

What was the man's story? He had been at sea for nearly four days after his boat hit a piece of sea ice and sank.

- Explain any unknown words.

Optional activity

- Have Ss work in pairs or small groups.
- Explain to them that they have to come up with a different ending for the story.
- Encourage them to write it in the form of a dialogue. This will challenge **higher-performing Ss**. Allow **lower-performing Ss** to write notes.
- Have Ss present their endings in pairs or groups. Ask them to listen carefully to each other's endings.
- As soon as they have finished, have Ss vote for the most interesting ending.

- Ask Ss some comprehension questions:
What is Devin's job? to keep watch for danger
What makes it even more difficult? the freezing wind and the foggy weather
What effect did the darkness have on Devin's eyes? It played tricks on his eyes, making him see strange shapes that

B. R4.1

- Ask Ss to read through the first paragraph of the story again.
- Ask Ss the question in the rubric and elicit answers.
- Check the answers with the class.

It means *very cold*.

- Point out to Ss that *freezing* is a 'strong' adjective while *cold* is a 'weak' adjective.
- Ask Ss how the two adjectives differ in meaning and elicit the answer that 'weak' adjectives are less impressive/descriptive than 'strong' adjectives.
- Draw Ss' attention to the following phrases from the text: *He was completely exhausted, ... it's a very good thing you did.*
- Draw Ss' attention to the adjectives *exhausted* and *good* and ask them which adjective is 'strong' and which is 'weak'.
- Elicit the answer that *exhausted* is a 'strong' adjective whereas *good* is a 'weak' adjective. Then point out to Ss that we use different adverbs with 'strong' and with 'weak' adjectives to intensify their meaning.
- Draw Ss' attention to the note and explain it.

C. R4.1

- Ask Ss to read through the meanings 1-5.
- Ask Ss to read through the story again and find 'strong' adjectives which correspond to the meanings 1-5.
- Have Ss do the activity and check answers.

- | | |
|--------------|---------------|
| 1. exhausted | 4. dreadful |
| 2. panicked | 5. incredible |
| 3. enormous | |

- Ask Ss to make sentences using 'strong' adjectives. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

D. W3.2

- Ask Ss to read through the adjectives in the box and make sure that they understand that these are 'weak' adjectives.
- Have Ss do the activity and check answers.

- | | |
|-----------------------|-----------------------|
| 1. incredibly angry | 5. terribly surprised |
| 2. extremely hot | 6. extremely dirty |
| 3. really interesting | 7. very hungry |
| 4. very beautiful | |

- Ask Ss to make sentences using 'strong' adjectives. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

E.

- Ask Ss to read through the writing task and the questions following it and check their understanding.
- Have Ss do the activity and check answers.

The following should be underlined: short stories, adventure, survival, a tent, a car

1. I am writing the story to entertain the readers.
2. The readers of the magazine will read the story.
3. The story should be about adventure and survival.

F. S1.1

- Ask Ss to read through the writing task again.
- Draw Ss' attention to the questions of the outline for the story and check their understanding.
- Have Ss do the activity in pairs.
- Go around the class helping Ss when necessary.

G. W1.2

- Ask Ss to read through the writing task in the previous activity and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 23-25.
- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan.
- Point out to Ss that as a rule of thumb they should try to organise their stories using the plan as a guide. However, sometimes they may not be able to follow it strictly and they may, for example, need to introduce a character or change the setting in the main part.
- Allow Ss enough time to write their stories.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

After several hours of hiking through the forest, two friends, Arthur and Dan, found a long line of dry ground, lower than the rest of the land and sheltered by trees on both sides.

'It looks like this used to be a river,' said Arthur.

Dan nodded. 'It's out of the wind - let's camp here for the night'.

They put up their tent and went to sleep. Arthur woke up when Dan shook him by the shoulder. 'Do you hear that? Is it thunder?' he asked. Arthur listened then closed his eyes again. 'Yeah, but don't worry; it's miles away,' he said sleepily.

Moments later, he shot up, wide awake as a noise filled the tent. It sounded like a train approaching - fast. Something was very wrong. He tore open the entrance to the tent, looked out into the early light, and his eyes grew wide with fear.

'Get out, get out!' he yelled, and Dan struggled out of his sleeping bag as well. They crawled out of the tent as fast as they could and pulled themselves onto the higher ground.

Seconds later, a huge wave of water crashed down the dry river, throwing up mud and plants. They watched as it tore their tent out of the ground, carrying it along with the water before smashing it against a rock several feet away.

They stood there, too shocked to move. Eventually, they heard a sound of a car.

'Are you kids all right?' the driver asked.

'I think so,' said Arthur. He explained what had happened.

'Come on,' said the driver. 'I'll give you a ride home.'

- B. 🗣️ Read the first paragraph of the story again. What does 'freezing' mean?

STRONG AND WEAK ADJECTIVES

- 'Strong' adjectives are a stronger version of other more common adjectives, often called 'weak' adjectives, e.g. *freezing* means *very cold*.
- Before 'weak' adjectives, we often use adverbs such as *very, really, extremely, incredibly, terribly* and *a little (bit)* to describe their intensity.
- To describe the intensity of 'strong' adjectives, we use adverbs such as *really, completely, absolutely* and *totally*.

- C. 🗣️ Read the story again and find 'strong' adjectives with the following meanings.

1. very tired (paragraph 2) _____
2. very scared (paragraph 3) _____
3. very big (paragraph 3) _____
4. very bad (paragraph 4) _____
5. very surprising (paragraph 5) _____

- D. 🧠 Replace the 'strong' adjectives in the sentences 1-7 below with an appropriate adverb and the 'weak' adjectives in the box.

surprised interesting hungry dirty hot
beautiful angry

1. I was **furious** with myself when I lost my mobile phone.
2. It's **boiling** outside. We should go for a swim.
3. I watched a **fascinating** documentary about dolphins last night.
4. My cousin Stephanie has **gorgeous** blue eyes.
5. I was **astonished** to hear that Frank got fired.
6. Your hands are **filthy**. You'd better wash them before dinner!
7. I haven't had anything for breakfast and I'm **starving**.

- E. Read the writing task and underline the key words. Then answer the questions.

GO THE DISTANCE

Our magazine is looking for new short stories about adventure and survival. Your story must include:

- a tent
- a car

1. Why are you writing the story?
2. Who will read it?
3. What should the story be about?

- F. 🗣️ Think about the following questions. Then talk in pairs.

INTRODUCTION

Who is the main character?
Where is the story set?
What is the place/weather like?

RISING ACTION

What is the main character doing?
Is anyone with him/her?

CLIMAX

What is the main event / highest point of tension in the story?
What do the characters do/say/think/feel?
How is the event resolved?

FALLING ACTION

How do the characters respond to what happened?
What do they do to try to get everything back to normal?

CONCLUSION

What happens in the end?
How do the characters feel afterwards?

- G. 🗣️ Read the TIP below. Then go to the Workbook pp. 23-25 to plan and write your story.

When writing a story:

- use past tenses.
- keep the plot simple and divide your story into one paragraph for each stage.
- try to make your story interesting by using
 - direct speech, questions, exclamations
 - a variety of adverbs and 'weak' or 'strong' adjectives
 - figurative language (idioms, expressions, metaphors, etc.) such as:
 - ...froze in shock/fear.
 - ...nearly jumped out of his/her skin.
 - ...couldn't believe his/her eyes/ears.

TIP

A. Choose a, b or c.

- I fell down the stairway and I ____ my ankle.
a. injured b. harmed c. damaged
- There is a ____ of rain, so don't forget your umbrella.
a. safety b. fortune c. possibility
- After searching for a while, we found ____ in a cave.
a. shock b. side c. shelter
- Don't be ____ if you don't get it right the first time. It's quite difficult, you know.
a. discouraged b. reserved c. overjoyed
- The sky was ____ and it began to drizzle.
a. wet b. overcast c. clear
- The temperature ____ ten degrees today.
a. dropped b. dragged c. drowned
- After a week in the hospital, George ____ from his illness.
a. recovered b. endured c. treated
- It's ____ hot outside today, so we should go to the beach.
a. mild b. freezing c. boiling

B. Complete the sentences with the words in the box.

ranger amateur chilly spotted
offended devoted landed

- It's quite ____ tonight, so you should put on a coat before you go out.
- The manager told Mr Spencer that he was the most ____ employee in the company, and that they were sorry to see him leave.
- Saud won a photography competition and he's only a(n) ____ photographer.
- You know he didn't mean what he said, so please don't feel ____.
- As we were walking, we ____ a bear in the distance.
- The aeroplane ____ at the nearest airport due to an engine problem.
- The park ____ told us not to light a fire.

C. Complete the dialogues with the Past Simple of the verbs in brackets. Use *used to* where possible.

- A: When I ____ (be) younger, I ____ (play) basketball on the school team.
B: Really? I ____ (not know) that! I never ____ (like) basketball that much.
- A: When I was a student, I ____ (camp) with my friends on this beach every summer.
B: That's nice. I ____ (not go) to the beach very often, because it ____ (be) pretty far from where I ____ (live).

- A: ____ you ____ (participate) in the marathon that ____ (take) place last weekend?
B: Yes, and I also ____ (manage) to reach the finish line!

D. Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

- The police officer ____ (stop) me because I ____ (talk) on my mobile phone while I ____ (drive).
- The baby ____ (crawl) on the floor while Mary ____ (cook) in the kitchen.
- The car ____ (hit) the side of the bridge and immediately ____ (overturn).
- We ____ (try) to find our way through the fog when we ____ (hear) someone calling for help.
- As soon as the ambulance ____ (arrive), the paramedics ____ (take) care of the injured.

E. Put the dialogue in order. Write 1-8.

- ☐ Tom, what are all those scratches on your arm?
- ☐ Poor thing? I'm the one with all the scratches!
- ☐ A cat attacked me.
- ☐ Yeah. It was stuck in a tree and I climbed up to save it.
- ☐ What? Are you serious?
- ☐ You're right. But why did it scratch you? Didn't it want to get down?
- ☐ The poor thing!
- ☐ I think it was scared. That's why it started scratching me.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- ☐ locate important facts in newspaper clippings
- ☐ talk about past events and habits
- ☐ describe weather conditions
- ☐ emphasise important facts when speaking
- ☐ narrate past events/experiences
- ☐ report incidents
- ☐ describe people's character and appearance
- ☐ talk about feelings
- ☐ respond to bad news and show concern
- ☐ recognise how the plot develops in a story
- ☐ make your stories interesting with the use of 'strong' adjectives
- ☐ write a story

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

A.

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

KEY

B.

1. chilly
2. devoted
3. amateur
4. offended
5. spotted
6. landed
7. ranger

KEY

C.

1. was
used to play
didn't know
liked
2. used to camp
didn't go / didn't use to go
was
lived / used to live
3. Did... participate
took
managed

KEY

D.

1. stopped, was talking, was driving
2. was crawling, was cooking
3. hit, overturned
4. were trying, heard
5. arrived, took

KEY

E.

- 1: Tom, what are all those scratches on your arm?
- 2: A cat attacked me.
- 3: What? Are you serious?
- 4: Yeah. It was stuck in a tree and I climbed up to save it.
- 5: The poor thing!
- 6: Poor thing? I'm the one with all the scratches!
- 7: You're right. But why did it scratch you? Didn't it want to get down?
- 8: I think it was scared. That's why it started scratching me.

KEY

Self-assessment

- 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.

Learning Standards

SB: S1.1, R2.1

A. S1.1

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

Suggested answers

- Moataz Barsham is a high jumper from Qatar. He holds the national and Asian record in high jump. In 2016, he won a silver medal at the Olympic Games in Rio de Janeiro. He has won gold medals at several athletics events.
- I think that people say that Moataz Barsham is amazing because he has won several medals and he has jumped as high as 2.40 metres, which only very few people have managed to do.

Key

B. R2.1

- Ask Ss to read through the text and underline unknown words at the same time.

- Ask Ss some comprehension questions:

What does 'moataz' mean? It means 'proud'.

Why is it the perfect name for Barsham? Because as one of the best high jumpers of all times, he is definitely the pride of Qatar and the Arab world in general.

Where was Moataz Barsham born and raised? in Doha

Why did he become active in the field of athletics? Because of his father, who was also an athlete.

Which is one moment from his father's career that he never forgets? He never forgets sitting in front of the TV and watching his father cross the finish line first in a Gulf Championship.

How did Moataz feel about that? He felt very proud.

Where did Moataz try the sports his father did? at the local club where his father was the coach

What sports did he try there? race walking and running

Did he like them? No. He found them boring.

What did he decide to try then? He decided to try jumping - long, triple and high jumping.

What does he specialise in? high jumping

Did he like it? Yes, it was fun - like jumping on a trampoline.

Was he good at it first? No, he wasn't.

Who encouraged him to be patient and not give up? his father

At what age did he begin attending Aspire Academy? at the age of 16

How high could he jump by 17? two metres

When did Barsham graduate from Aspire Academy? in 2009

What did he do after he graduated? He began studying at Qatar University.

What else happened in Barsham's life in 2009? That same year he won a bronze medal at a Gulf Championship and met his current coach, Stanislaw, 'Stanley', Szczyrba.

When did Stanley understand that Barsham was a natural talent? when he saw him playing basketball and saw how high he could jump

What did Barsham decide to do then? He decided to concentrate on his sport.

When did Barsham become the Junior World Champion? in 2010

How high did he jump? 2.30 metres

How many medals has he won? He has won four medals.

When did he win gold medal? in 2014

What does he plan to do? He plans to break the world record of 2.45 m.

- Ask Ss to read through the questions and the options and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. c, 2. b, 3. a

Key

- Explain any unknown words.

A. Discuss in pairs/groups.

- What do you know about Moataz Barsham?
- Why do you think people say he's an amazing athlete?

B. Read the text and answer the questions. Choose a, b, c or d.

Moataz Barsham: an amazing athlete

Moataz Barsham was given the perfect name. Moataz means proud and, as one of the best high jumpers of all times, he is definitely the pride of Qatar and the Arab world in general.

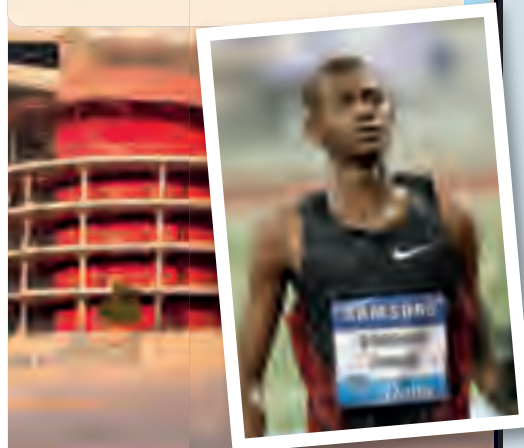
Moataz Barsham was born and raised in Doha. Like his four brothers, he became active in the field of athletics because of his father who was also an athlete. He never forgets sitting in front of the TV and watching his father cross the finish line first in a Gulf Championship and how proud he felt. His father later became the coach of a local club and would take Moataz with him to the club. There, he tried the sports his father did - race walking and running - but found them boring. So he decided to try jumping - long, triple and high jumping - finally specialising in high jumping. He enjoyed it. It was fun - like jumping on a trampoline - but he wasn't very good at it. Again it was his father who encouraged him by telling him to be patient and not give up. At age 16, he began attending Aspire Academy, the secondary school for athletes, and by 17 he began clearing 2 metres. That's when he decided to take the sport more seriously.

After graduating from the Aspire Academy in 2009, Barsham began studying at Qatar University. That same year he won a bronze medal at a Gulf Championship and met his current coach, Stanislaw, 'Stanley', Szczyrba. One day, when Stanley saw Barsham playing basketball and saw how high he could jump, he told him he had a natural talent and could become great. It was then that Barsham decided to concentrate on his sport.

It proved to be a good choice. In 2010, Barsham cleared 2.30 m and became the Junior World Champion. In 2012, despite a back injury, he won a bronze medal at the 2012 Olympics in London. In 2014, he completed the second highest jump in history at 2.43 m to become the World Indoor Champion. It was the first time any Arab had won a gold medal for high jump at the world level. He won a silver medal at the 2016 Olympics in Rio de Janeiro and a silver medal at the 2018 World Indoor Championships in Birmingham.

Moataz Barsham has achieved so much, and his success has inspired Arab athletes to believe in themselves and dream bigger. He recognises this and constantly works to remain at the top. He even plans to break the world record of 2.45 m.

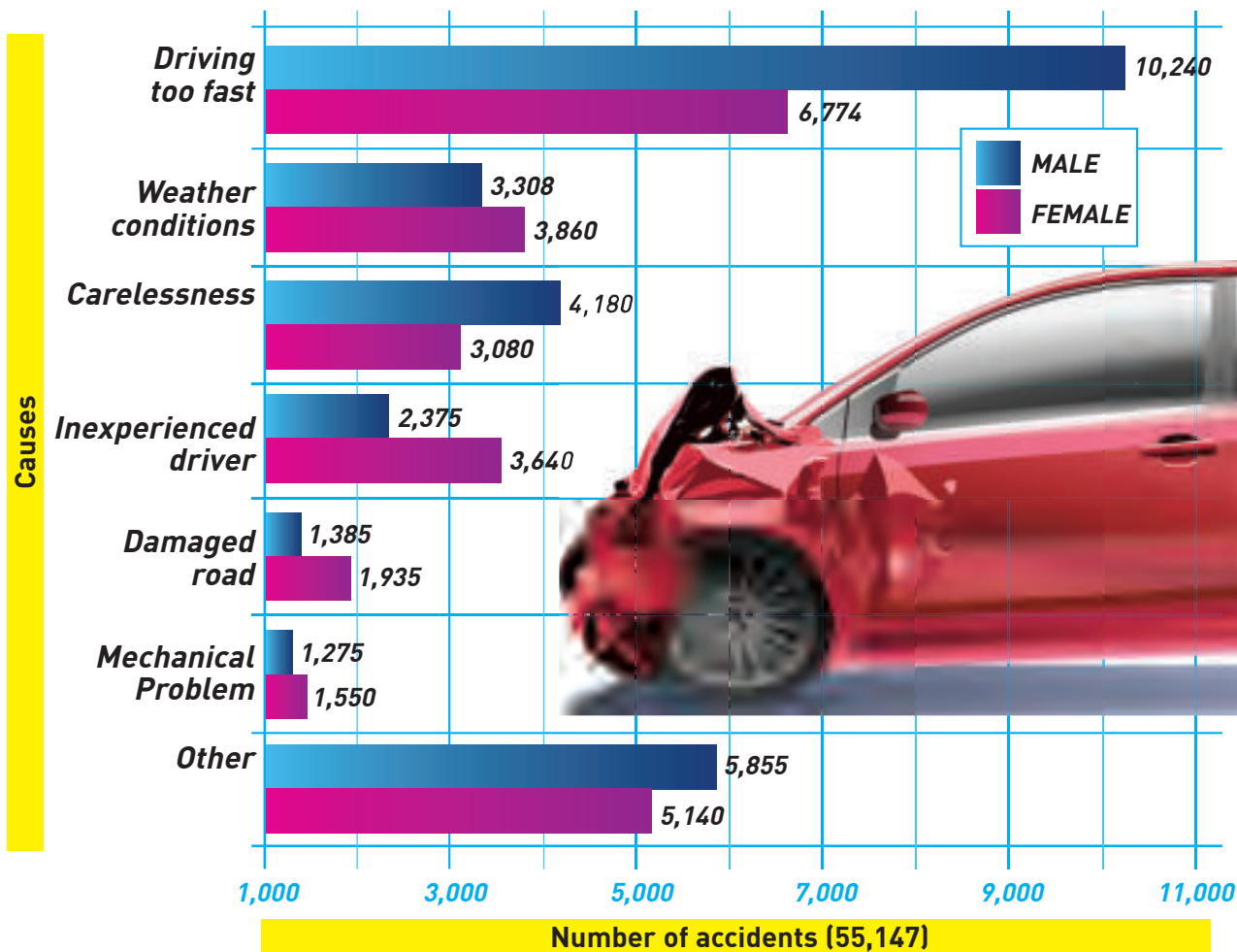
1. When did Moataz Barsham try high jumping for the first time?
 - a. when he saw his father win a race on TV
 - b. when his father took him to the local club
 - c. when he got bored of the sports his father did
 - d. when his father encouraged him to take up this sport
2. What did Stanley tell Barsham?
 - a. that he should try to jump higher
 - b. that he could become a high jumping champion
 - c. that he wasn't good enough to become a great high jumper
 - d. that he should become a basketball player rather than a high jumper
3. What has Barsham not won yet?
 - a. a gold Olympic medal
 - b. a silver Olympic medal
 - c. a bronze Olympic medal
 - d. a gold medal at the World Indoor Championships



A. How much do you know about bar graphs? Look at the bar graph below and answer the questions.

CAR ACCIDENTS

according to gender in South Dakota, USA (2010-2012)



1. What is the subject the bar graph presents?
2. What data is presented on the x-axis (horizontally)?
3. What data is presented on the y-axis (vertically)?
4. How many bars are there per category?
5. What data does the key provide?

B. Look at the bar graph again. Are the statements below True or False?

1. Driving too fast caused the most accidents. ☐
2. More accidents were caused by damaged roads than by weather conditions. ☐
3. More accidents were caused by inexperienced women drivers than by inexperienced men drivers. ☐

C. Talk in pairs. Discuss the data in the bar graph above using some of the phrases in the box.

This bar graph shows that...
 Fewer/More women drivers... than men...
 Not many accidents...
 The most/least common cause of accidents was...
 The fewest/most accidents were caused by...
 Another interesting fact is that...
 It suggests that men/women are more likely to...

D. Write a short analysis of the data in the bar graph using your ideas in the previous activity.

E. Discuss.

- Which piece of information in the bar graph was the most interesting or surprising for you? Why?
- What are the main causes of car accidents in your country?
- Do you think bar graphs are a good way of presenting data? Why? / Why not?
- Where have you seen a bar graph before?
- Do you think bar graphs are useful for project work or presentations? Why? / Why not?

Learning Standards

SB: R1.1, R2.1, S1.1, S2.3

Task Modules 1&2

A. R1.1

- Draw Ss' attention to the bar graph. Ask them the question in the rubric and initiate a short discussion.
- Ask Ss to read through questions 1-5 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. The bar graph shows the causes and the number of car accidents according to gender in South Dakota, USA, between 2010 and 2012.
2. the number of car accidents
3. the causes of car accidents
4. two
5. The blue bars refer to men drivers, the purple bars refer to women drivers.

KEY

Background knowledge

South Dakota is a state located in the Midwestern region of the United States.

B. R2.1

- Ask Ss to read through the statements 1-3 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. T, 2. F, 3. T

KEY

C.

- Ask Ss to read through the suggested phrases in the box and check their understanding.
- In pairs, have Ss discuss the data in the bar graph in activity A using some of the phrases in the box.
- Monitor Ss from a distance at this stage. Do not interrupt.
- Choose Ss to present some of the information.

Suggested answer

A: This bar graph shows that 55,147 car accidents were caused by both men and women drivers in South Dakota between 2010 and 2012 and analyses the causes of these accidents. More specifically, the most common cause of car accidents is driving too fast. In fact, men drivers caused 10,240 car accidents because of speeding while women drivers caused 6,774.

B: On the other hand, the fewest accidents were caused by mechanical problems. 1,275 and 1,550 accidents were caused by men and women drivers respectively because of mechanical car problems.

A: Another interesting fact is that a lot of accidents were caused by both men and women drivers due to carelessness. To be more specific, men drivers caused 4,180 car accidents whereas women drivers caused 3,080 accidents. This suggests that carelessness is a major factor in car accidents. All drivers should be more careful when they sit behind the wheel.

KEY

B: The bar graph also shows that weather conditions can cause a lot of car accidents. For example, 3,308 and 3,860 car accidents were caused by men and women drivers respectively due to bad weather conditions. Another factor is the condition of the roads. More specifically, 1,385 accidents were caused by men drivers due to damaged roads while 1,935 accidents were caused by women drivers for the same reason.

D.

- Explain to Ss that they should use their ideas from the previous activity to write a paragraph analysing the data presented in the bar graph.
- Encourage Ss to use all the phrases from Activity C to write their analysis. This will challenge **higher-performing Ss**. Allow **lower-performing Ss** to use some of the phrases from Activity C.
- Have Ss do the activity.
- Choose some Ss to read out their analysis.

See KEY to Activity C above.

KEY

E. S1.1, S2.3

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

Suggested answers

- In my opinion, the most interesting piece of information in the bar graph is that women drivers cause more accidents than men drivers because of their inexperience, while men drivers cause more accidents than women drivers because of carelessness.
- speeding, carelessness and damaged roads
- I think they are because you present data visually which helps people understand facts better. / I don't think bar graphs are a good way to show your data when the analysis is more complicated or has many sub-categories which need to be shown. It gets too complicated for the reader.
- in articles/textbooks/journals, on the Internet, etc.
- I think they are because they add to the presentation and speakers can communicate their messages in a clear way. Also, bar graphs are interesting to look at and keep the reader's or the audience's attention.

KEY

Recap:

- Ask Ss the following questions:
 - 1) What have you learnt to do in this specific task? (to analyse and interpret bar graphs and discuss the findings, to compare and contrast car accidents according to gender)
 - 2) What language features did you need to use? (the Present Simple to talk about bar graphs, the Past Simple to discuss the data in a bar graph, the Passive Voice, comparisons)
- Ask Ss to provide you with examples of each case and, if necessary, provide them with further practice.
- 3) Where will this task help you in life? (for project work and presentations at university or at work, to understand and interpret the data shown in bar graphs in textbooks/journals, etc.)

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 34
R1.1	Cooperation and participation	Reading B p. 34
R2.1	Creative and critical thinking	Reading C p. 34
R2.2	Creative and critical thinking	Reading D p. 35
R4.1	Communication	Reading E p. 35
R4.2	Problem-solving	Reading E p. 35
S1.1	Cooperation and participation	Reading F p. 35
R4.2	Problem-solving	Vocabulary p. 35
S1.1	Cooperation and participation	Listening A p. 37
L1.1	Communication	Listening B p. 37
L2.1	Communication	Listening C p. 37
L2.4	Cooperation and participation	Listening D p. 37
S2.3	Inquiry and research	Listening D p. 37
S1.1	Cooperation and participation	Speaking A p. 37
S2.4	Creative and critical thinking	Speaking B p. 37
S2.3	Inquiry and research	Speaking B p. 37
W1.1	Inquiry and research	Writing p. 37
S1.1	Cooperation and participation	Reading A p. 38
R1.1	Cooperation and participation	Reading B p. 38
R2.3	Inquiry and research	Reading B p. 38
R2.1	Creative and critical thinking	Reading C p. 38
R4.1	Communication	Reading F p. 39
R4.2	Problem-solving	Reading F p. 39
S1.1	Cooperation and participation	Reading G p. 39
W1.1	Inquiry and research	Reading H p. 39
L1.1	Communication	Listening A p. 40
L2.1	Communication	Listening B p. 40
S1.1	Cooperation and participation	Grammar E p. 41
S1.1	Cooperation and participation	Speaking p. 41
R1.1	Cooperation and participation	Writing B p. 42
R2.1	Creative and critical thinking	Writing B p. 42
R2.3	Inquiry and research	Writing C p. 42
W3.2	Creative and critical thinking	Writing D p. 43
S1.1	Cooperation and participation	Writing E p. 43
W2.1	Problem-solving	Writing F p. 43
W1.1	Inquiry and research	Writing F p. 43
WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
W3.2	Creative and critical thinking	Activity B p. 34
W3.2	Creative and critical thinking	Activity C p. 34
L2.1	Communication	Activity C p. 39
R2.1	Creative and critical thinking	Activity D p. 40

When students complete this module, they will be able to:

3a (pp. 34-35)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)

3a (pp. 36-37)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- follow and respond independently to longer, more complex questions (L2.4)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- explain advantages and disadvantages of plans and ambitions (S2.4)
- communicate with a little support a personal response to real and fictional events (W1.1)

3b (pp. 38-39)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (W1.1)

3b (pp. 40-41)

- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)

3b (pp. 42-43)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- plan and draft a longer complex text and modify the draft independently (W3.2)
- communicate with a little support a personal response to real and fictional events (S1.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- communicate with a little support a personal response to real and fictional events (W1.1)

3 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB

Vocabulary

broaden the mind globetrotting

- Ask Ss to look at the picture on the page and tell you what it shows (*a map*).
- Ask Ss to tell you what the words on the map refer to (*various countries around the world*).
- Ask Ss to tell you where these countries are.
- Elicit answers (*Morocco – North Africa, Poland – Central Europe, China – East Asia, Mexico – North America, Qatar – Southwest Asia, Peru – South America*).
- Ask Ss if they have ever been to any of these countries.
- Elicit answers.
- Draw Ss' attention to the title of the module in connection with the countries on the map and help them deduce the meaning of the word *globetrotting* (= *travelling to many countries around the world*).
- Ask Ss to tell you what they think the module will be about.
- Elicit answers.
- Ask the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

- Casablanca – Morocco, Warsaw – Poland, Shanghai – China, Acapulco – Mexico, Doha – Qatar, Lima – Peru.
- Warsaw, Doha and Lima are capital cities. (*The capital cities of the rest of the countries are: Rabat – Morocco, Beijing – China, Mexico City – Mexico*)

Suggested answers

- I wouldn't mind travelling anywhere in the world because I just love travelling. In particular, I'd like to travel to Peru because of its ancient civilisation and the numerous historical sights.
- It means that travelling helps you understand other people's customs, habits, culture and lifestyle. I totally agree with it because in this way you become more knowledgeable and experienced and you can appreciate the world around you better.

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

KEY

Globetrotting 3

Discuss:

- Look at the map and match the cities below with the countries.
- Which of them are capital cities?
- Where would you like to travel in the world? Why?
- What does the phrase below mean? Do you agree with it?

Casablanca
Acapulco

Warsaw
Doha

Shanghai
Lima

Travel broadens the mind.

Poland

Morocco

Qatar

China

Mexico

Peru

In this module you will learn...

- to talk about holidays and travelling experiences
- to use appropriate tenses to link the past with the present
- to distinguish between words easily confused
- to form nouns (ending in *-ion*, *-ation* and *-ment*) from verbs
- to compare and contrast people and situations
- to express preference and make suggestions
- to use descriptive language
- to write an article describing a place

Reading A.  Discuss in pairs/groups.

- Is there somewhere in the world that you have always wanted to visit? Where?
- Why do you want to go to this particular place?

B.  Read the text quickly and choose the most appropriate title a, b or c.

a. Reaching Babylon at last

b. In the footsteps of Ibn Battuta

c. Journey to an unknown destination

Since high school I have been interested in ancient history. We had a history teacher who was fascinated by the ancient Babylonians and would describe in detail their culture and civilisation. I remember listening in wonder to him speak about kings like Nebuchadnezzar and Hammurabi, about early forms of writing made on **clay tablets**, and about the famous *Epic of Gilgamesh*, a poem dating back over four thousand years.

So when I was sent by my boss to Basra in southern Iraq for a month, I knew I had to find a way to get to Hillah, a town 500 km away, and from there to make the short car journey to the famous ruins of Babylon. And fortunately, it just so happened that one of my colleagues had an uncle in Hillah, who was, believe it or not, also a history teacher. As it turned out, he had just as much enthusiasm for ancient Babylon as my teacher in high school!

One week after my colleague had spoken to his uncle, Mr Rasheed, and made the necessary arrangements for our visit, we were on a plane to Al Najaf International Airport, from where Mr Rasheed took us straight to the ruins of the ancient city. As we crossed a bridge over a wide river, he started to speak. 'This is the Euphrates River,' he said. 'It was water from here that fed the Hanging Gardens of Babylon, one of the seven wonders of the ancient world!' We passed fields growing vegetables. 'And,' he said, 'we still use its water on our fields to this day'.

We drove straight through Hillah town, which is larger than I expected, then over a bridge across another part of the Euphrates. It was already hot, and the air conditioning in the car had stopped working. 'Ibn Battuta stopped in Hillah on his way to Baghdad' said Mr Rasheed. 'I think he liked it here.' He continued, 'They say that over three thousand years ago the Babylonians built a tunnel almost one kilometre long **underneath** the Euphrates. No other civilisation tried to do anything like that until 1824, when the British built a tunnel under the River Thames. The Babylonians were way ahead of their time!'

Finally, we turned, parked and stepped out into the intense heat. The first thing we saw was the copy of the famous Ishtar Gate with its blue **tiles**, which forms the entrance to the site. Then we walked along a wide street which is part of the ancient city and still has many of the original **paving stones** in place. We walked for two hours around the whole area and I took photos of the landscape, huge walls, animal designs and pieces of ancient writing. I returned to the car hot, thirsty and **sunburnt**, but very satisfied.

When we returned to Hillah, we went to one of the nice cafés people have built beside the river and drank fresh juice, before going to Mr Rasheed's house, where we spent the night. Mr Rasheed has a large collection of books, but also a large collection of very loud cats, and the **combination** of heat and noise made it difficult to sleep, so I spent most of the time until the sun came up reading more about ancient Babylon.

C.  Read again and choose a, b, c or d.

- How did the writer react to his history teacher's lessons about the ancient Babylonians?
 - a. He was bored.
 - b. He was amazed.
 - c. He was confused.
 - d. He was frightened.
- What does the word 'there' in paragraph two refer to?
 - a. Hillah
 - b. Basra
 - c. Babylon
 - d. southern Iraq
- Who drove the writer to ancient Babylon?
 - a. his boss
 - b. his uncle
 - c. his colleague's uncle
 - d. his old school teacher
- What does the text say the Babylonians did much earlier than anyone else?
 - a. They created a system of writing.
 - b. They built a bridge over the Euphrates.
 - c. They constructed a tunnel under a river.
 - d. They used river water for growing plants.
- What is mainly discussed in paragraph five?
 - a. how the ancient Babylonians lived
 - b. the copy of the famous Ishtar Gate
 - c. what the writer took photographs of
 - d. the time the men spent at the ruins of ancient Babylon
- Based on paragraph 6, what type of person do you think Mr Rasheed is?
 - a. a cat lover
 - b. an art lover
 - c. a good driver
 - d. an adventurous person



Learning Standards

SB: S1.1, R1.1, R2.1, R4.1, R4.2, R2.2

Functions

Talking about travelling experiences

Vocabulary

air conditioning area arrangement article
be ahead of one's time believe it or not civilisation
clay colleague combination construct copy (n.)
countryside date back directly intense
in the footsteps in wonder landscape nature original
paving stone progress site skin southern sunburnt
tablet tile turn out under construction wonder (n.)

Reading

A. S1.1

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

Suggested answers

- I have always wanted to visit China.
- I want to go there because I like this country's history and culture.

B. R1.1

- Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they can see.
- Elicit answers (*the Hanging Gardens of Babylon, the Ishtar Gate*).
- Activate Ss' background knowledge by asking them the following questions:
What do you know about ancient Babylon?
Do you know any cities in Iraq?
Who was Ibn Battuta?
- Ask Ss to guess what the text will be about.
- Elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss to read through the three titles and check their understanding.
- Allow Ss some time to choose the best title for the text.
- Check the answers with the class.

The most appropriate title is
a. Reaching Babylon at last.

- Ask Ss some comprehension questions:
What has the writer been interested in since high school?
ancient history
Who was the writer's history teacher fascinated by?
the ancient Babylonians
Who were Nebuchadnezzar and Hammurabi?
kings of Babylon
What is the Epic of Gilgamesh?
a famous poem dating back over four thousand years
Where was the writer sent by his boss?
to Basra in southern Iraq
Where did the writer want to go from Basra?
He wanted to go to Hillah and from there to make the short car journey to the famous ruins of Babylon.
Where did the water that fed the Hanging Gardens of Babylon come from?
the Euphrates River

What were the Hanging Gardens of Babylon? one of the seven wonders of the ancient world
Who stopped at Hillah on his way to Baghdad? Ibn Battuta
Underneath which river did the Babylonians build a tunnel? the Euphrates River
How long was the tunnel? almost one kilometre long
Who else built a tunnel under a river? the British
When did the British built a tunnel? in 1824
What forms the entrance to the site of ancient Babylon? the Ishtar Gate
What does it look like? It's got blue tiles.
What did the three men do when they returned to Hillah?
They went to one of the nice cafés people have built beside the river and drank fresh juice.
How did the writer spend most of the time until the sun came up in Mr Rasheed's house? He spent it reading more about ancient Babylon.

Background knowledge

Hammurabi and Nebuchadnezzar II were kings of Babylonia. Hammurabi is famous for his set of laws known as the Code of Hammurabi and **Nebuchadnezzar II** is said to have built the Hanging Gardens of Babylon.

The **Epic of Gilgamesh** is the oldest epic poem. It tells the story of Gilgamesh, the king of Mesopotamian Uruk.

Basra is the main port of Iraq.

Hillah is a city in central Iraq south of Baghdad.

Babylon was one of the most important cities of ancient Mesopotamia. It was built along the Euphrates River in modern-day Iraq.

The **Euphrates River** is the longest river in southwestern Asia. The Euphrates along with the Tigris river are the two rivers which define Mesopotamia.

Ibn Battuta was one of the most important travellers and explorers of all times. He visited many places, including Africa, India and China. A book called *Rihla*, meaning *Journey*, narrates his travels.

Baghdad is the capital of Iraq.

The **Ishtar Gate** was the entrance to the city of Babylon. It was built during King Nebuchadnezzar II's reign. It was built using blue enamelled bricks.

C. R2.1

- Ask Ss to read through the questions 1-6 and the options and check their understanding.
- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-6 on the board (without the options) and ask Ss to cover Activity C in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

D. R2.2 

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

Suggested answers

Yes, the writer enjoyed his trip to Babylon very much. We can understand this from the fact that he spent two hours at the site of the ruins of ancient Babylon despite the heat and took photos of almost everything he saw there (lines 30-35). Also, at the end of the visit, the writer says he was 'very satisfied' (line 36).

KEY**E. R4.1**  , **R4.2** 

- Refer Ss to the highlighted words/phrases in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-f and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

F. S1.1 

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

Suggested answers

- Yes, I enjoyed the article because I learnt interesting things about Babylon.
- Yes, I want to go to this particular place because I like history very much and Babylon is a place with a rich history.

KEY**Vocabulary** **R4.2** 

- Ask Ss to read through the sentences 1-3 and 4-6 and the words in the respective boxes.
- Have Ss do the activity.
- Check the answers with the class.

1. site 2. area 3. location
4. nature 5. countryside 6. landscape

KEY

- Provide Ss with any necessary explanations.

Language plus

location (n.) = a place or exact position

site (n.) = a piece of ground on which something is built or something happens

area (n.) = a specific part of a place, town, country or the world

landscape (n.) = everything you can see in an area of land

countryside (n.) = land which is outside a town or city

nature (n.) = all the animals, plants, etc. and all the events and processes which exist or take place independently of people

- Ask Ss to write three sentences using the words from this activity. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the nouns.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

D. Answer the following questions.

- Did the writer enjoy his trip to Babylon? What makes you think so?

E. Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

- | | | |
|------------------|--------------------------|--|
| 1. clay tablets | <input type="checkbox"/> | a. directly below sth else |
| 2. underneath | <input type="checkbox"/> | b. a mixture of different things |
| 3. tiles | <input type="checkbox"/> | c. thin flat pieces of pottery used to cover walls or floors |
| 4. paving stones | <input type="checkbox"/> | d. reddening of the skin from spending too much time in the sun |
| 5. sunburnt | <input type="checkbox"/> | e. flat objects that have been written on and then baked in an oven |
| 6. combination | <input type="checkbox"/> | f. large flat pieces of stone used as part of an outdoor floor or pavement |

F. Discuss in pairs/groups.

- Did you enjoy the article? Why? / Why not?
- Is ancient Babylon a place you would like to visit? Why? / Why not?



Vocabulary

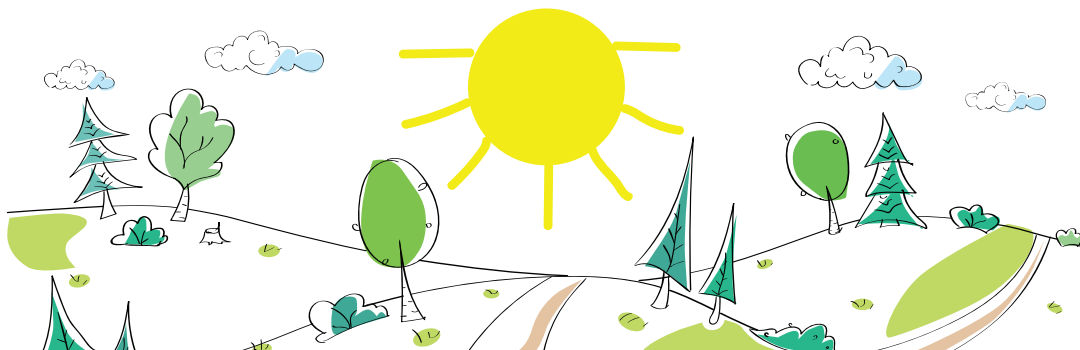
Complete the sentences with the words in the boxes. Use your dictionary to find examples of the usage of these words.

location site area

1. Mr Brown went to the building _____ to check the progress of the housing complex that was under construction.
2. How many parks are there in your _____?
3. If you want to open a restaurant, you should make sure that its _____ is close to public transport.

landscape countryside nature

4. Ian is a _____ lover; when he is not working he often goes to the forest and spends hours studying plants and animals.
5. I prefer to live in the _____; it's much safer and quieter than the city.
6. Hills and trees were the main features of the _____ as we drove through the beautiful village.



Grammar Present Perfect Simple vs Past Simple → p. 80

A. Read the examples from the text, refer to the text and answer the questions.

...one of the nice cafés people **have built** beside the river...
 ...over three thousand years ago the Babylonians **built** a
 tunnel almost one kilometre long underneath the Euphrates.

1. What's the difference between *have built* and *built*?

Since high school I **have been** interested in ancient history.

2. Is the writer still interested in history? Which tense is used?

B. Read the examples again and complete the rules with the correct tenses.

- Use the _____ for an action which happened in the past, but the exact time is not mentioned.
- Use the _____ for an action or state which started in the past and continues up to the present.
- Use the _____ for an action which happened in the past, and the exact time is mentioned.

C. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

I 1 _____ (always / like) travelling and experiencing new things, which is why, two months ago, I 2 _____ (decide) to try something different. Five years ago, Mark, a friend of mine, 3 _____ (have) the idea of travelling to different countries while working at the same time. So far, he 4 _____ (visit) ten different countries, including countries like Finland and Argentina. I 5 _____ (like) the idea and so I 6 _____ (decide) to do the same thing. I 7 _____ (choose) to go to New Zealand. I 8 _____ (start) working here two months ago and I feel like it's a unique way to learn about a different culture without spending a lot of money. I'm working on a horse farm, so I 9 _____ (learn) how to take care of horses as well as how to ride a horse, of course! I 10 _____ (never / live) on a farm before, so this experience 11 _____ (be) very educational for me. Now I'm thinking about where to go next year. I think that both South America and India sound pretty interesting, but I 12 _____ (not decide) yet.

Vocabulary

A. Find nouns in the text in the reading activity which derive from the verbs below. Which suffixes are added to the verbs?

arrange _____
 collect _____
 combine _____

Many nouns are formed by adding a suffix such as *-ion*, *-ation* and *-ment* to a verb. Pay attention to spelling irregularities:
 decide - decision describe - description
 introduce - introduction explain - explanation

Learning Standards

SB: S1.1, L1.1, L2.1, L2.4, S2.3, S2.4, W1.1

Functions

Linking the past with the present
Talking about holidays

Structures

Present Perfect Simple vs Past Simple

Vocabulary

accommodation advertise announce announcement
application beauty benefit cancellation combine
connection description educate environmentally friendly exotic explanation
exploration improvement inexpensive introduction
on board relaxing reservation reserve scenery
stress-free wildlife

- | | |
|----------------------|----------------------|
| 1. have always liked | 7. chose |
| 2. decided | 8. started |
| 3. had | 9. have learnt |
| 4. has visited | 10. have never lived |
| 5. liked | 11. has been |
| 6. decided | 12. haven't decided |

Vocabulary

A.

- Draw Ss' attention to the given verbs and ask them if they can work out the nouns which derive from them.
- Refer Ss to the text in the reading activity and ask them to find the nouns which derive from the given verbs.
- Elicit answers (*arrangement, collection, combination*).
- Ask Ss the question in the rubric.
- Elicit answers (*-ment, -ion, -ation*).
- Draw Ss' attention to the note and explain it.
Then point out to Ss the following spelling rules:
 - When a verb ends in *-e*, we drop the *-e* when we add the suffix *-ation*. This is not the case when we add the suffix *-ment*.
 - When a verb ends in *-l*, we double the *-l* when we add the suffix *-ation*.
- Ask Ss to write five sentences using verbs and nouns from this activity. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the verbs or the nouns.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

Grammar

A.

- Ask Ss to read through the two examples in the first box and draw their attention to the verbs in blue.
- Ask Ss the first question.
- Elicit answers.
- Follow the same procedure with the second box and the corresponding question.
- Provide Ss with further examples demonstrating the difference between the Present Perfect Simple and the Past Simple.
- Refer Ss to the Grammar Reference (p. 80).

1. *have built* refers to an action which happened in the past but the exact time is not mentioned whereas *built* refers to an action which happened in the past and we say when it happened.
2. Yes, he is. The Present Perfect Simple is used.

B.

- Ask Ss to read through the rules and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Refer Ss to the Grammar Reference (p. 80).
- Ask Ss to match the examples in activity A with the rules.
- Ask Ss to provide extra examples of the uses of the Present Perfect Simple and Past Simple. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *I / know / my best friend / primary school*).

- Present Perfect Simple (*have built*)
- Present Perfect Simple (*have been*)
- Past Simple (*built*)

C.

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

B.

- Ask Ss to read through the sentences 1-8.
- Draw Ss' attention to the words in bold capitals at the end of each sentence and make sure they do not have any unknown words.
- Have Ss do the activity and check answers.

- | | |
|------------------|------------------|
| 1. improvement | 5. advertisement |
| 2. cancellations | 6. reservation |
| 3. connection | 7. announcement |
| 4. exploration | 8. application |

KEY

Listening

A. S1.1

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

See KEY to activity B below.

KEY

B. L1.1

- Draw Ss' attention to the questions in the previous activity.
- Play the recording and have Ss listen for the answers to these questions.
- Check the answers with the class.

Suggested answers

- Ecotourism is all about creating long-term benefits from tourism, not about simply avoiding environmental damage.
- Ecotourism protects local cultures and wildlife, including rainforests, and educates the tourists.

KEY

C. L2.1

- Ask Ss to read through the questions 1-4 and the corresponding answer choices and check their understanding.
- Play the recording again and have Ss listen to the radio documentary carefully and answer the questions.
- Ask Ss to take notes to justify their answers.
- Check the answers with the class.

1. d, 2. d, 3. b, 4. d

KEY

D. L2.4

S2.3

- Draw Ss' attention to the questions. Read through them and make sure Ss haven't got any unknown words.
- Have Ss search the Internet to find the information they need.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I'd like to go on an ecotourism holiday because this type of holiday not only helps the traveller learn more about a place but also benefits the local community.
- I think it's important to take care of places you visit because in this way you show that you respect the people and the culture of the place you're visiting.
- They sometimes pollute the places they visit.

KEY

- It is important to educate people about the environment because in this way they are more likely to protect it.

Speaking

A. S1.1

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

For suggested answers, see 3a Speaking A on page 101.

KEY

B. S2.4

S2.3

- Refer Ss to the Speaking Activities section on page 73.
- Ask Ss to look at the three pictures showing three different types of holidays.
- Ask Ss to read through the questions and check their understanding.
- Ask Ss to read through the words and phrases in the two boxes and make sure they do not have any unknown words.
- Have Ss think of answers to the questions individually first.
- Then divide Ss into small groups and have them work in groups and exchange opinions. Make sure that there is a mix of both **higher-performing Ss** and **lower-performing Ss** in each group.
- Also, tell them that if someone in the group cannot find the word he/she wants to use, the other Ss can help them. This will build **lower-performing Ss'** confidence to take part in the discussion.
- Go around the class helping them when necessary.
- Have each group share their ideas in class.

For suggested answers, see 3a Speaking B on page 101.

KEY

Writing

W1.1

- Ask Ss to think of a holiday or day trip that they have been on and initiate a short discussion.
- Explain to Ss that they have to write a post for a travel blog about such a holiday or trip.
- Draw Ss' attention to the bullet points and explain to Ss that they should include information about these points in their post.
- Have Ss do the activity.
- Choose some Ss to read out their posts

Suggested answer

I still remember the first time I went camping with my family two years ago as I was really excited during the whole trip. We arrived very early in the morning and we unpacked immediately. During the time we stayed there, we did lots of things we'd never done before. Early in the mornings, we went exploring the surroundings and at nights we had barbecues. The best thing we did, however, was watching the night sky before we went to bed. It was amazing! The only thing I didn't like about the trip was the intense heat during the day and the insects. But I definitely want to go camping again very soon.

KEY

B. Complete with the correct form of the words in capitals.

1. I've noticed a great _____ in your work.
2. There were many flight _____ due to extreme weather conditions.
3. I'm having problems with my Internet _____. Who should I call?
4. The lecture I attended was on space _____.
5. I want to put an _____ to sell my car in the local paper.
6. Please call the restaurant and make a _____ for tonight.
7. I would like to make an important _____. Jane and I are getting married.
8. Please complete the _____ form and send it to us by next Monday at the latest.

IMPROVE

CANCEL

CONNECT

EXPLORE

ADVERTISE

RESERVE

ANNOUNCE

APPLY

Listening

A. Discuss in pairs/groups.

- What do you think ecotourism is?
- What are its advantages?

B. You will hear part of a radio documentary about ecotourism. Listen and check your answers in activity A.

C. Listen again and answer the questions.

1. Before ecotourism existed, how were things different?
 - a. Natural beauty was not considered important.
 - b. Travellers were not interested in learning about the places they visited.
 - c. There was less food, water and wood for the people living in areas of tourism.
 - d. People didn't care about how tourism might cause damage to the environment.
2. Who benefits from ecotourism?
 - a. wildlife
 - b. tourists
 - c. local people
 - d. all of the above
3. What did some local people in Kenya use to do?
 - a. teach tourists about the wildlife
 - b. earn money by killing wild animals
 - c. learn how to protect animals in danger
 - d. help tourists hunt elephants and rhinos
4. Why is ecotourism getting more popular?
 - a. More people are choosing not to travel by car.
 - b. Accommodation and transport have improved a lot.
 - c. There is a greater choice of incredible holiday destinations now.
 - d. People care more now about the negative effects humans are having on the world.

D. Search the Internet and find more information about ecotourism holidays. Then discuss in pairs/groups.

- Would you like to go on an ecotourism holiday? Why? / Why not?
- Why do you believe it is important to take care of places you visit?
- How do some people harm places they visit when on holiday?
- Why is it important to educate people about the environment?

Speaking

A. Discuss in pairs/groups.

- Where do you usually go on holiday?
- What type of holiday do you usually go on?
- What type of accommodation do you usually choose?
- What type of holiday have you never tried but would like to? Why?

B. Talk in groups. Go to the Speaking Activities section on page 73.

Writing

Think of a holiday or day trip that you went on. Write a post for a travel blog about this holiday or day trip. Include the following:

- where, when and who you went with
- what you saw and did
- what you liked and didn't like




Reading

A. Discuss in pairs/groups.

- Do you download apps for your mobile phone or tablet?
- What sort of apps do you use?
- What is the most useful app you know of?

B. Discuss in pairs/groups.

- Where can you find the texts below?
- What is the purpose of these texts?
- Who is the target audience?

C.  Read the information about the five people below. Match each person with one of the apps on the right that you think would suit him/her the most and give reasons for your choice. Write a-f. There is one extra app which you do not need to use.

TIP
First read the descriptions of the people carefully. Then scan each text and look for the specific information mentioned in each of the descriptions.

1 ☐

Wendy is studying to be a reporter and travels abroad frequently to find topics to write about. She enjoys keeping a digital record of her experiences.

2 ☐

Roger takes a lot of domestic flights because of his job. His company pays for all his travel expenses but he prefers to use public transport to get around and rarely takes a taxi or rents a car. It's important for him to arrive on time for meetings.

3 ☐

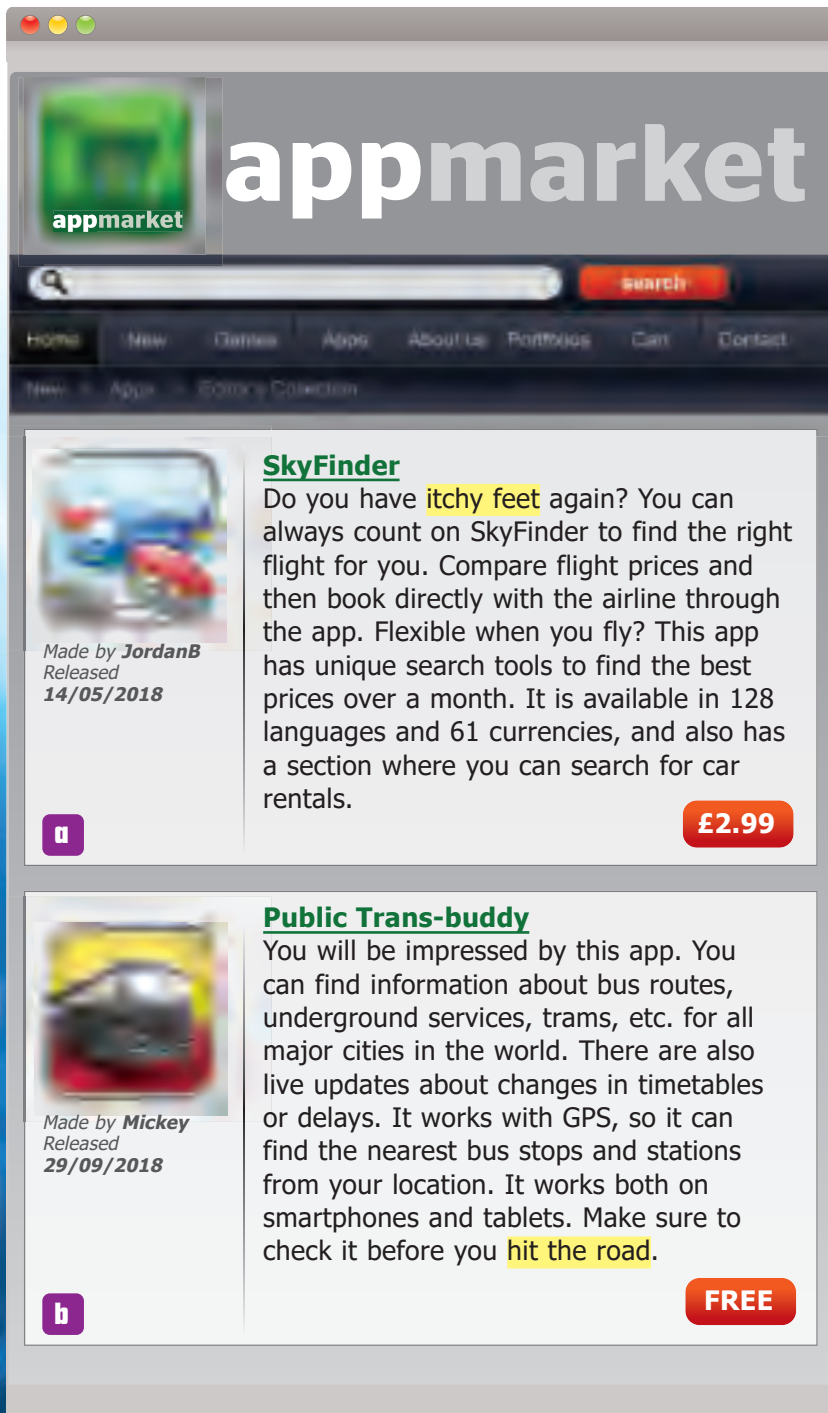
Jessica loves travelling and whenever she can afford to, she books a trip. She has travelled to lots of cities and is now looking for more unusual places to visit. Since she's unemployed at the moment, she has no time restrictions. Anytime she comes across a bargain, she can take it.

4 ☐

John has read lots of books about other cultures but finds travelling a hassle. The only times he has travelled abroad was to stay with friends. He really enjoyed this because he felt safe and relaxed. He would like to start seeing the world on his own, but feels anxious about it.

5 ☐


Natasha used to be a tour guide. She loves going abroad with her family, but it can be a struggle as she has four children. Just trying to remember everything each of them needs and packing it all makes her exhausted! As a result, she often has a lot of anxiety before a trip but once she's away, she has a great time.



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New Apps Editors' Collection




Made by **JordanB**
Released
14/05/2018

SkyFinder
Do you have **itchy feet** again? You can always count on SkyFinder to find the right flight for you. Compare flight prices and then book directly with the airline through the app. Flexible when you fly? This app has unique search tools to find the best prices over a month. It is available in 128 languages and 61 currencies, and also has a section where you can search for car rentals.

£2.99

a



Made by **Mickey**
Released
29/09/2018

Public Trans-buddy
You will be impressed by this app. You can find information about bus routes, underground services, trams, etc. for all major cities in the world. There are also live updates about changes in timetables or delays. It works with GPS, so it can find the nearest bus stops and stations from your location. It works both on smartphones and tablets. Make sure to check it before you **hit the road**.

FREE

b

Learning Standards

SB: S1.1, R1.1, R2.3, R2.1, R4.1, R4.2, W1.1

Functions

Talking about technology

Vocabulary

access (v.) bargain (n.) car rental come across
come up compare do without sth domestic flight
essential fed up with frequently handy hassle (n.)
hit the road interactive itchy feet journal landmark
leisure major offline once (sth happens) ordinary
private record (v.) seldom store (v.) struggle (n.)
the highways and byways timetable tram unique
update (n.)

Reading

A. S1.1

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

Background knowledge

An **application** (or **app**) is a software application designed to run on smartphones, tablet computers and other devices. Applications are usually available through application distribution platforms. Some apps can be downloaded for free, while others must be bought. The term 'app' has become popular, and in 2010 was listed as 'Word of the Year' by the American Dialect Society. Mobile phone apps were originally offered for general productivity and information retrieval, including email, calendar, contacts, and stock market and weather information. However, public demand and the availability of developer tools drove rapid expansion into other categories, such as games, factory automation, GPS and location-based services, banking, order-tracking and ticket purchases.

Suggested answers

- I often download apps for my smartphone because they are very useful and I don't think I could do without them. I download only free apps. / I don't need to download any apps because my mobile phone does not have Internet access.
- game / Quran / GPS navigation apps
- GPS navigation apps are the most useful and helpful because they provide terrific mapping, search, and turn-by-turn navigation features.

B. R1.1, R2.3

- Draw Ss' attention to the layout of the text and ask them to tell you what it is about (a website for downloading free or paid apps).
- Ask Ss the questions and elicit answers.
- Check the answers with the class.

Suggested answers

- on a website for travel apps
- The purpose of these texts is to inform the readers about the services these apps offer to people who download them.
- The target audience is travellers.

C. R2.1

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

- Ask Ss to read through the descriptions of the five people and underline any unknown words at the same time.
- Have Ss identify key words in each text which suggest what each person would need an app for. This will help **lower-performing Ss**.
- Ask Ss to read through the descriptions (a-f) of the apps and underline any unknown words at the same time.
- Have Ss do the activity. Point out to them that there is one extra app which they do not need to use.
- Check the answers with the class. Ask Ss to justify their answers.

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

KEY

Language plus

In *Local M8*, *M8* is the short form of *mate*.

B4 U go is read as *Before you go*.

In *Landmarx*, *marx* is an alternative way of spelling *marks*.

- Ask Ss some comprehension questions:

What does SkyFinder help you do? It helps you find the right flight for you. You can compare flight prices and then book directly with the airline through this app.

What does this app have? It has unique search tools to find the best prices over a month.

In how many languages and currencies is it available? It is available in 128 languages and 61 currencies.

What can you find through Public Trans-buddy? information about bus routes, underground services, trams, etc. for all major cities in the world

What kind of updates can you get through it? live updates about changes in timetables or delays

What can the GPS help you find? the nearest bus stops and stations from your location

Does it work on all mobile phones? No, it doesn't.

What can you do with MyJournal through GPS? You can record your location when a picture is taken.

What else can you do through this app? You can easily take notes, record voice messages and even videos and store them on a daily schedule.

What can you do with your journal? You can upload it to social media sites to show to your friends.

What can you create through Local M8? your own personalised travel guide

What kind of information do you need to enter? your destination and how long you plan to stay

What will the app recommend? places, things to do and how to get around

What else can you do through this app? You can share info and photos directly with social media sites.

What does B4 U go help you with? It helps you get organised, makes sure you pack everything and creates useful 'to do' lists.

Does it remember previous trips? Yes, it does.

What will it also remind you? It'll also remind you when to do things.

Who is Landmarx ideal for? It's ideal for globetrotters. / for those who want to explore the world.

What does this app include? a complete list of 900 famous landmarks, information, over 650 photographs and an interactive map

What does it help you do? It helps you check the landmarks you have visited and save your photos in the photo gallery.

Does it work with a GPS? Yes, it does.

Why is it useful? Because it can inform you about landmarks that are nearby.

D.

- Ask Ss to read through the words 1-6 and check their understanding.
- Have Ss do the activity. Tell Ss in which text they can find the answer. This will help **lower-performing Ss**.
- Have Ss work in pairs to write sentences that contain a missing word. The missing words should be from this activity. Pairs then exchange sentences with other pairs, complete the sentences they have been given and check answers with the pairs who created the sentences. This will challenge **higher-performing Ss**.

- | | |
|---------------|------------|
| 1. frequently | 4. rarely |
| 2. domestic | 5. unusual |
| 3. public | 6. anxious |

KEY

E.

- Ask Ss to read through the words 1-5 and check their understanding.
- Have Ss do the activity.

- | | |
|---------------|--------------|
| 1. search for | 4. essential |
| 2. handy | 5. ideal |
| 3. recommend | |

KEY

F. R4.1  , R4.2 

- Draw Ss' attention to the highlighted idioms.
- Explain to Ss that they should try to guess the meaning of the idioms from the context.
- Have Ss do the activity.
- Check the answers the class.

itchy feet: *a desire to travel*
hit the road: *to start a journey*
the highways and byways: *the roads and streets of a place*

KEY

- Explain any unknown words.

G. S1.1 

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

Suggested answer
 • I would like to have SkyFinder, Local M8 and Landmarx because I travel a lot, so they'll come in very handy.

KEY

H. W1.1 

- Have Ss work in pairs to do the activity in class or assign it for homework. You can have **higher-performing Ss** work with **lower-performing Ss**.
- Tell them that if someone cannot find the word they want to use, the other student can help them. This will build **lower-performing Ss'** confidence to do the activity.
- Choose some Ss to read out their descriptions.



Made by **Vicky**
Released
25/01/2018



MyJournal

This is a handy app for keeping a journal while travelling. Through GPS you can record your location when a picture is taken. You can easily take notes, record voice messages and even videos and store them on a daily schedule. Then, you can upload your journal to social media sites to show to your friends. It's an app you simply can't do without!

£0.79



Made by **OfficeBox**
Released
16/11/2018



Local M8

Have you ever wanted to create your own personalised travel guide? Just enter your destination and how long you plan to stay and Local M8 recommends places, things to do and how to get around. This app will help you explore **the highways and byways** of any place. It's just like staying with a local. What's more, you can share info and photos directly with social media sites. You can even access this app offline if you're somewhere without a signal.

£0.99



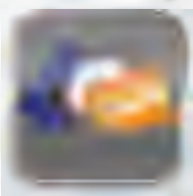
Made by **Norman Colt**
Released
12/12/2018



B4 U go

Are you fed up with forgetting things when going on a trip? Well, this app helps you get organised, makes sure you pack everything, and creates useful 'to do' lists. It also remembers previous trips and uses them as templates. Or you can choose from business, leisure, family holiday, etc. It will also remind you when to do things. If you have a trip coming up, it's an essential app to download B4 U go.

£1.99



Made by **AppTribe**
Released
28/06/2018



Landmarx

With a complete list of 900 famous landmarks, this app is ideal for globetrotters. It includes information and over 650 photographs. There's an interactive world map and you also have the ability to check the landmarks you have visited. Have pictures of your own? Save them in the photo gallery. This app works with GPS so it can inform you about landmarks that are nearby. Perfect for those who want to explore the world.

£4.99

D. Read texts 1-5 again and find antonyms for the following words.

1. seldom
2. international
3. private
4. often
5. ordinary
6. relaxed

E. Read texts a-f again and find synonyms for the following words.

1. look for
2. useful
3. suggest
4. necessary
5. perfect

F. Look at the highlighted idioms in the texts a-f and try to guess their meaning. Then check your answers in a dictionary.

G. Discuss in pairs/groups.

- Which of these apps would you like to have? Why?

H. Search the Internet for more information about travel apps and choose one you like. Then write a short description of its main features and how useful it is.

Listening

A.  Listen to a conversation between a brother and a sister. Which three apps did the man download for his trip?

B.  Listen again and write T for True or F for False.

1. Tony is meeting some friends in Beijing. ☐
2. Tony travelled to Moscow last year. ☐
3. Tony's app finds a restaurant that his sister has heard of. ☐
4. Tony's sister is worried that using the app on the plane may be dangerous. ☐

5. Tony says that he has always planned the details of his trips very carefully. ☐
6. Tony's sister doesn't think that Tony's apps are very useful. ☐



Grammar Adjectives, Adverbs of Manner, Comparisons → pp. 80-81

A. Read the examples below. Which of the words in blue is an adjective and describes a noun and which is an adverb of manner and describes how something happens?

- Mr Rasheed has a large collection of very **loud** cats.
- My history teacher speaks **loudly** so we can all hear him.

B. Read the examples and answer the questions.

- The journey lasted **longer than** we expected.
- I think that ancient history is **more interesting than** modern history.
- The day we visited Babylon was **the hottest** day of the month.
- **The most difficult** part of the trip was when we ran out of water.

1. How are the comparatives and superlatives of one-syllable adjectives and adverbs formed?
2. How are the comparatives and superlatives of multi-syllable adjectives and adverbs formed?
3. Which form is used to compare two people, things or actions?
4. Which form is used to compare one person, thing or action with several of the same kind?

C. Read the examples and answer the questions. Choose a, b or c.

- In my opinion, travelling by train is **as tiring as** travelling by car.
- It was raining this morning but now the weather is getting **better and better**.

1. What does **as... as...** mean?
a. more than
b. less than
c. the same as
2. What does **better and better** indicate?
a. a continual change
b. a comparison between two actions
c. the result of an action

D. Choose a, b, c or d.

Desert Safari

I was tired of the same old holidays, so last year I decided to try something **1** _____. I searched the Internet but I couldn't find anything **2** _____. I was getting **3** _____ annoyed when I finally came across a site advertising a competition to win a desert safari in Qatar. Qatar was a destination that I always wanted to go to, so I entered the competition. Usually, I'm not the **4** _____ person in the world, but **5** _____, I won! The next day, I went to the travel agency and they presented me with the prize tickets. They also gave me a full description of what would happen on the safari. It sounded **6** _____ than I thought. And I have to say, it was the **7** _____ experience I have ever had. I will never forget it.

- | | |
|---------------------|----------------------|
| 1. a. excitingly | b. as exciting |
| c. most exciting | d. more exciting |
| 2. a. interesting | b. as interesting |
| c. most interesting | d. more interesting |
| 3. a. more | b. mostly |
| c. the most | d. more and more |
| 4. a. lucky | b. luckier |
| c. luckiest | d. more lucky |
| 5. a. surprising | b. surprisingly |
| c. most surprising | d. more surprisingly |
| 6. a. the best | b. the better |
| c. much better | d. better and better |
| 7. a. amazing | b. as amazing as |
| c. most amazing | d. more amazing |

Learning Standards

SB: L1.1, L2.1, S1.1

Functions

Comparing and contrasting people and situations
Expressing preference
Making suggestions/recommendations
Agreeing/Disagreeing with a suggestion

Structures

Adjectives
Adverbs of Manner
Comparisons

Vocabulary

educational enjoyable get seasick magnificent
opportunity recommendation spectacular suggestion

Phrases/Expressions

I'd prefer (not) to... I'd rather (not)...

Listening

A. L1.1

- Ask Ss to look at the picture showing the five apps and refer them to the corresponding texts in the reading activity.
- Play the recording and have Ss listen to the conversation and tick the three apps that the man downloaded for his trip.
- Check the answers with the class.

The following should be ticked:
Landmarx, Local M8, B4 U go

KEY

B. L2.1

- Ask Ss to read through the statements 1-6 and check their understanding.
- Play the recording again and have Ss listen and do the activity.
- Check the answers with the class.

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

KEY

Grammar

A.

- Ask Ss to read through the two examples in the box and draw their attention to the words in blue.
- Ask Ss to tell you which of the words in blue is an adjective and which is an adverb of manner.
- Point out to Ss that an adjective describes a noun while an adverb of manner describes how something happens.
- Elicit and check answers.
- Refer Ss to the Grammar Reference (pp. 80-81).

The word **loud** is an adjective and describes the noun **cats**. The word **loudly** is an adverb of manner and describes how something is done (i.e. how the history teacher speaks).

KEY

- Ask Ss if they can come up with their own set of examples demonstrating the difference between an adjective and an adverb of manner. This will challenge **higher-performing Ss**.

- Elicit answers (e.g. *He's a very quiet person. – Please, speak quietly. The baby is sleeping.*).

B.

- Ask Ss to read through the four examples and draw their attention to the words in blue.
- Ask Ss the four questions.
- Elicit and check answers.

1. The comparatives and superlatives of one-syllable adjectives and adverbs are formed with the endings **-er + than** and **the + -est** respectively (*longer + than, the + hottest*).
2. The comparatives and superlatives of multi-syllable adjectives and adverbs are formed with **more + adjective/adverb + than**, and **the + most + adjective/adverb** respectively (*more interesting than, the most difficult*).
3. The comparative form is used to compare two people, things or actions.
4. The superlative form is used to compare one person, thing or action with several of the same kind.

KEY

- Refer Ss to the Grammar Reference (pp. 80-81).
- Ask Ss to provide extra examples using the comparative and superlative form of adjectives and adverbs. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *I / good at maths / my best friend*).

C.

- Ask Ss to read through the first example in the box and draw their attention to the words in blue.
- Ask Ss to read through the first question and the three options and check their understanding.
- Elicit and check answers.
- Ask Ss to read through the second example in the box and draw their attention to the words in blue.
- Ask Ss to read through the second question and the three options and check their understanding.
- Elicit and check answers.

1. c, 2. a

KEY

- Refer Ss to the Grammar Reference (pp. 80-81).

D.

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

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

KEY

E. S1.1



- Draw Ss' attention to the table.
- Read out the rubric and explain it to the Ss. Point out to them that they should use the comparative and superlative form of the adjectives.
- Allow Ss some time to complete the table with the numbers 1-4. Then allow Ss to make notes comparing the means of transport. This will help **lower-performing Ss**.
- Choose a student and act out the dialogue as an example.
- In groups, Ss take turns to talk about how they have rated each means of transport, giving reasons for their opinion.
- Go around the class helping Ss when necessary.
- Choose some groups to act out the dialogues.

Suggested answer

A: I think we will all agree that the plane is the most expensive means of transport.

B: Yes, definitely. However, I find it the most comfortable one.

A: Well, I find the train more comfortable than the plane, but for me the plane is the most exciting means of transport. What about you?

C: I agree that the plane is not as cheap as the other means of transport, but it is the safest and the least tiring for me.

B: Right. What about the car?

C: Well, for me the car is probably the least safe means of transport considering all the accidents that happen every year.

A: I agree, but I must admit I like travelling by car. I find it more exciting than travelling by ferry, for example.

B: Really? I love travelling by ferry. I know it's not very exciting, but for me it's more comfortable than the car.

Suggested answer

A: I think we should go on tour A because it is cheaper and takes less time than the other tour. Also, taking a boat ride on Regent's Canal will be an unforgettable experience, and then we'll be able to enjoy a fantastic view of London from Primrose Hill. Don't you think so?

B: Well, you definitely have a point but don't you think we'd enjoy the London bus tour more? After all, if we really want to have a nice view of London, we should definitely visit the London Eye. I'm sure the view from there will be breathtaking.

A: You're right, but the London bus tour lasts nine hours. I think it'll be too tiring.

B: Oh, come on! You aren't afraid of the London Eye, are you?

A: Don't be silly! I'd rather go on the first tour because it offers more things to do and see! For example, besides the boat ride, we'll also have the chance to visit London Zoo, which is one of the oldest zoos in the world.

B: But we can do and see just as many things on the London tour bus since we can stop at Trafalgar Square, Buckingham Palace and Hyde Park.


A: OK. I suppose you're right.

B: I am. We can't go back home without taking a tour of London.

Speaking S1.1




- Ask Ss to read through the information about the two tours offered and check their understanding.
- Ask Ss to read through the words/phrases in the box and make sure they do not have any unknown words.
- Explain to Ss that while discussing the two tours offered, they will need to make recommendations/suggestions and express their personal preference, while agreeing or disagreeing with each other.
- Ask Ss to read through the phrases in the respective boxes and check their understanding.
- In pairs, Ss take turns to talk about which tour they should go on, giving reasons for their choices and using the phrases in the boxes. You can have **higher-performing Ss** work with **lower-performing Ss**.
- Also, tell them that if someone in the group cannot find the word they want to use, the other Ss can help them. This will build **lower-performing Ss'** confidence to take part in the discussion.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

E.  **Talk in groups.** Look at the table below and give each means of transport a rating from 1 to 4. Give 1 to the least cheap/safe/comfortable/tiring/exciting means of transport and 4 to the cheapest/safest/most comfortable/most tiring/most exciting means of transport. Then discuss and find out how much you have in common with the rest of your group.

	cheap	safe	comfortable	tiring	exciting
plane					
car					
train					
ferry					

*'I think we will all agree that the... is... means of transport of all.
Yes, definitely. However, I find it...
Well, I find the...'*

Speaking

A.  **Talk in pairs.** Imagine that you and your partner are in London, England and have enough time to go on only one of the tours below. Discuss and decide which one, using the information you have and giving reasons. Use some of the words/phrases in the boxes.

historic ideal enjoyable
adventurous impressive
educational
spectacular/magnificent/
breathtaking views
unforgettable experience
great opportunity
get seasick too tiring

Making recommendations/ suggestions:

I think we should go...
because...
Let's choose...
If we choose..., we can/will
see/enjoy...
Why don't we...?
Why not visit...?
What/How about...?
What if we...?
We can/could... What do you
say?

Agreeing/Disagreeing with a suggestion:

I agree. It'll be fun.
Yes, let's...
Why not?
(That's a) good idea!
Don't you think we'd enjoy...
more?
I don't think so.
I think we'd enjoy going to...
more because...

Expressing preference:

I'd prefer (not) to... because...
I'd rather (not)... because...

A

Discovering Camden Town on foot

Duration: 6 hours
Price: £30 per person

Tour includes:

- English tour guide and audio guide in Arabic, Spanish, French, etc.
- Visit to Camden Market
- Boat ride and walk along Regent's Canal
- Lunch at one of the many popular restaurants
- Visit to London Zoo, one of the oldest zoos in the world
- A fantastic view of London from Primrose Hill

B

Hopping on & off a London tour bus

Duration: 9 hours
Price: £50 per person

Tour includes:

- English tour guide and audio guide in Arabic, Spanish, French, etc.
- Stops at Trafalgar Square (see Nelson's Column and pigeons), Buckingham Palace (see where the royal family lives), Hyde Park (one of the largest parks in the UK), etc.
- Visit to the London Eye (enjoy spectacular views)

Writing An article describing a place

A. The following announcement was published in an international magazine. Read it and underline the key words.

Write an article for worldsights.com!



Tell us about a sight or interesting place you have visited. Describe the place, say what attracts visitors to it and refer to any other special features of the place. The most interesting articles will be published in the next issue.

B.  Read the article one visitor to worldsights.com wrote and answer the questions.

- Which of the two titles below is more suitable? Why?
 - Discover the amazing Baladna Park
 - Baladna Park
- What kind of information does the writer give in each paragraph?


When I travel with my family, we like to visit places that are not typical tourist attractions. So, when we went to Qatar, we spent a day at Baladna Park. It was an unforgettable experience!

Baladna Park, in Al Khor, is part of Baladna Farm, a massive cattle farm of 2.4 million m². Baladna Park is a place where the whole family can enjoy themselves. Visitors of all ages can watch interesting cultural events and have lunch or dinner at one of the restaurants there. There is also a variety of entertainment options for children, from bumper boat rides and trampolining, to pedal car racing and zip wires. Have your children ever been bored on a family day out? Well, this won't be the case here!

In Baladna Park you can also learn lots of interesting things. There's a mini zoo with different species of animals and birds, and you can feed some of them. The children loved this opportunity. However, I believe the highlight of our visit was the milking of the cows. We got to watch the whole process from up close. It was a once-in-a-lifetime experience!

If you want to have an amazing time with your family, Baladna Park is the perfect place for you. Why not plan a trip there and see for yourself?



C.  When we write an article, we want to attract and keep the reader's interest. We can do that by:

- having a title that catches the reader's attention.
- using descriptive language, e.g. colourful adjectives.
- addressing the reader personally.
- asking rhetorical questions.

Find examples of these in the article and underline them.

Learning Standards

SB: R1.1, R2.1, R2.3, W3.2, S1.1, W2.1, W1.1

WB: W3.2

Functions

Describing a place

Vocabulary

from up close highlight (n.) massive once in a lifetime
publish species typical

Phrases/Expressions

See for yourself.

Writing

A.

- Ask Ss to read through the announcement and underline the key words in it.
- Elicit answers and explain any unknown words.

The following words should be underlined:
article, a sight, interesting place, you have visited,
Describe, what attracts visitors, any other special
features

KEY

- Ask Ss the following questions:
What are you asked to write? an article
Who is going to read it? the users of the website
What is the purpose of the article? to describe a place
How do the answers to the above questions affect the style of your writing? The style of my writing should correspond to the text type, audience and purpose of my writing, so the article should be written in a semi-formal style.

B. R1.1  **R2.1** 

- Ask Ss to read through the article and underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

1. The title which is more suitable for the article is **a. Discover the amazing Baladna Park** because it is more interesting than **b. which just refers to the name of the place being described.**
2. In **paragraph 1** the writer tells us which place he/she is going to describe and why he/she has chosen to write about it.
In **paragraph 2** the writer gives some information about the place (location, attractions).
In **paragraph 3** the writer gives some additional information about the things you can see and the activities you can do there and his/her impressions of the place.
In **paragraph 4** the writer makes a general comment about the place and recommends visiting it.

KEY

- Ask Ss some comprehension questions:
What does the writer and his/her family like to do when travelling? They like to visit places that aren't typical tourist attractions.
Which place did they visit when they went to Qatar? Baladna Park
What did they think of it? They thought that it was an unforgettable experience.

Where is Baladna Park? in Al Khor

What is it part of? It is part of Baladna Farm.

What is Baladna Farm? It is a massive cattle farm of 2.4 million m².

What can visitors of all ages do at Baladna Park? They can watch interesting cultural events and have lunch or dinner at one of the restaurants there.


What are some of the entertainment options for children? bumper boat rides, trampolining, pedal car racing and zip wires

What can you do at the mini zoo? You can see different species of animals and birds and feed some of them.

What was the highlight of the visit, according to the writer? the milking of the cows

What did the writer and his/her family get to watch from up close? the whole process of milking the cows

- Explain any unknown words.

C. R2.3 

- Draw Ss' attention to the point made in the rubric.
- Ask Ss to read through the points 1-4 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. Discover the amazing Baladna Park
2. an unforgettable experience / massive / a once-in-a-lifetime experience
3. Have your children ever been bored on a family day out? / In Baladna Park, you can also learn... / ... you can feed some of them. / If you want to have an amazing time with your family, Baladna Park is the perfect place for you. / Why not plan a trip there and see for yourself?
4. Have your children ever been bored on a family day out? / Why not plan a trip there and see for yourself?

KEY

Language plus

A **rhetorical question** is a question which does not expect an answer. It is used as a stylistic writing device.

D. W3.2 

- Draw Ss' attention to the note and explain it. Make sure that they do not have any unknown words. Point out to Ss that it is possible that several adjectives define one noun. In this case, adjectives come in the following order before the noun:

opinion-size-age-shape-colour-origin-material-purpose/use

e.g. *an old plastic shopping basket,*
a beautiful black Italian leather bag,
a big, square, wooden table

- Point out to Ss that it is important they use descriptive language when describing a place in order to make their description more lively and interesting.
- Ask Ss to read through the adjectives in the box and make sure they do not have any unknown words.
- Have Ss read through the sentences and underline the nouns for which they can give more details by using the adjectives in the box (e.g. *You can taste some local dishes at the market.*). This will help **lower-performing Ss**.
- Have Ss do the activity. Point out to them that there is more than one correct answer. Allow Ss to use adjectives which are not included in the box. This will challenge **higher-performing Ss**.
- Check the answers with the class.

Suggested answers

1. You can taste some impressive/mouth-watering local dishes at the noisy market.
2. The square is full of sweet-smelling/impressive flowers and noisy children running around.
3. In the middle of this town there's a spectacular/impressive/massive building with an impressive tower.
4. People visit this peaceful/spectacular/impressive place for the spectacular/impressive/fascinating view.
5. I spent an enjoyable afternoon walking by the peaceful river.
6. Beijing is a fascinating/an impressive city for anyone who is interested in Chinese culture.

KEY

- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

One of my favourite places in Doha is the busy Souq Waqif in the centre of the city. Souq Waqif is a well-known meeting point for both locals and tourists and it offers a variety of things to see and do.

Its history began about a century ago. During that time, the Souq was used by both the locals and Bedouins who bought and sold their products there. As the years passed by, people stopped using it as they preferred malls and other shopping places. However, in 2006 its restoration started and today, Souq Waqif looks like a traditional nineteenth-century souq.

In the Souq's narrow streets, you can find shops selling almost everything, from traditional clothes and bags to jewellery and sweets. Of course, you can't leave Souq Waqif without buying some spices from one of the spice shops you can find there. And when you get tired exploring the Souq's narrow streets, you can have lunch at one of its many restaurants and taste a variety of dishes.

I think Souq Waqif is definitely worth visiting. So, why not plan a trip there and see for yourself?


KEY

E. S1.1 

- Ask Ss to think of an interesting place they have visited and know well.
- Have Ss search the Internet to find the information they need.
- In pairs, Ss take turns to share the information they have found.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

F. W2.1 , W1.1 

- Ask Ss to read through the writing task in activity A and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 35-37.
- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan.
- Allow Ss some time to write their articles.

D.  **Read the note. Then rewrite the sentences 1-6 using the adjectives in the box to make them more lively. There is more than one correct answer.**

When describing something, think about the following:

- **sight:** colour, shape, size (e.g. *green, colourful, square, round, huge, tiny*)
- **sound:** type and volume (e.g. *quiet, peaceful, noisy, loud, soft*)
- **smell:** scent and strength (e.g. *sweet, pleasant, disgusting, strong*)
- **taste:** flavour and strength (e.g. *delicious, spicy, strong, tasteless*)
- **touch:** texture and temperature (e.g. *soft, hard, cool, cold, warm, hot*)
- **emotions:** (e.g. *fascinated, impressed, excited*)
- **general opinion:** (e.g. *ideal, magnificent, luxurious, isolated*)

spectacular peaceful sweet-smelling
impressive enjoyable noisy massive
mouth-watering fascinating

1. You can taste some local dishes at the market.

2. The square is full of flowers and there are always children running around.


3. In the middle of this town there's a building with a tower.


4. People visit this place for the view.

5. I spent an afternoon walking by the river.

6. Beijing is a city for anyone who is interested in Chinese culture.



E.  **Think of an interesting place you have visited or know well. Do research on the Internet to find more information about the history, sights/attractions of the place and about the things you can see and do there. Then talk in pairs and share your ideas with your partner.**

F.  **Read the announcement in activity A again and the TIP below. Then go to the Workbook pp. 35-37 to plan and write your article.**

When writing an article describing a place, you want to catch the reader's attention and interest. You should:

TIP

- use a catchy title.
- write about a place you are familiar with; for example, one you have been to.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal, informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- use lively colourful language (e.g. a variety of words/phrases/expressions, direct and indirect questions, exclamation marks).



A. Complete the sentences with the words in the box.

civilisations benefits
original essential seasick

- One of the many _____ of ecotourism is that it helps protect local wildlife.
- This is just a copy. You can see the _____ painting in the local art gallery.
- I don't like sailing, because I often get _____.
- I am fascinated by the history of ancient _____ like that of the Babylonians.
- Pieces of equipment like tents and sleeping bags are _____ when going camping.

B. Circle the correct words.

- The university is the oldest building in the **area / location**.
- We didn't spend much money this summer because we stayed at an **inexpensive / impressive** hotel.
- I **compared / arranged** the flight prices, and Express Airlines has the cheapest flights.
- Did you hear the **announcement / explanation**? There is going to be a delay!
- The best part of my trip to Qatar was that I got to enjoy the peace and quiet offered by the desert **countryside / landscape**.
- Mary had to change her hotel reservations due to the flight **connection / cancellation**.

C. Complete the sentences with the Past Simple or the Present Perfect Simple of the verbs in brackets.

- A:** _____ you ever _____ (travel) abroad?

B: Yes, I _____ (be) to many different places, and just last month I _____ (visit) Brazil.

A: Amazing! _____ you _____ (like) it?

B: It _____ (be) an unforgettable experience!
- A:** My cousin Jack _____ (arrive) from Houston last night. He _____ never _____ (come) to Australia before.

B: Interesting! _____ you _____ (go) sightseeing in the morning?

A: No, he _____ (feel) tired, but he _____ (already / decide) where he wants to go tomorrow!
- A:** _____ you _____ (finish) with the tablet? I want to download a new app.

B: Which one?

A: It's a travel app that keeps a record of all the places you _____ (be) to and organises all the photos that you _____ (take).

B: Oh, good! Gary _____ (tell) me about it yesterday, but I _____ (not download) it yet.

D. Choose a, b or c.

- Going on a safari was _____ exciting thing I have ever done.
a. the most b. more c. as
- Our house by the beach is _____ peaceful than the one we have in the city centre.
a. the more b. much more c. much
- Teenagers get bored _____.
a. very easy b. easier c. easily
- Alice's daughter is getting taller and _____ every day!
a. more tall b. tallest c. taller
- I don't think that travelling by ship is _____ frightening as travelling by plane.
a. as b. more c. so much
- Look at this diagram _____ and you will see that some of the lines are too short.
a. close b. closely c. closest
- I'll start with this one; I think it's the _____ difficult exercise of all.
a. much b. less c. least
- She is very kind and always speaks _____ of other people.
a. best b. good c. well

E. Complete the dialogue with the phrases a-e.

- a. You have a point.
b. This is a once-in-a-lifetime experience.
c. I think we should go tomorrow.
d. Why don't we go to the Louvre?
e. I'd rather not go today.

- A:** I'm so glad we chose to visit Paris this summer!
- B:** Me too. **1** _____
- A:** You can say that again! What are we going to do now?
- B:** **2** _____ We can't leave Paris without visiting it.
- A:** **3** _____ But it's 3 p.m. and the museum closes at six today.
- B:** So, let's go.
- A:** **4** _____
- B:** Why not?
- A:** **5** _____ That way, we'll have the whole day ahead of us and we'll get to see more.
- B:** That's a good idea!

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- ☐ talk about holidays and travelling experiences
- ☐ use appropriate tenses to link the past with the present
- ☐ form nouns ending in *-ion*, *-ation* and *-ment*
- ☐ compare and contrast people and situations
- ☐ express preference and make suggestions
- ☐ write an article describing a place

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

A.

1. benefits
2. original
3. seasick
4. civilisations
5. essential

KEY

B.

1. area
2. inexpensive
3. compared
4. announcement
5. landscape
6. cancellation

KEY

C.

1. Have...travelled
have been
visited
Did... like
was
2. arrived
has... come
Did... go
felt
has already decided
3. Have... finished
have been
have taken
told
haven't downloaded

KEY

D.

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

KEY

E.

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

KEY

Self-assessment

- 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.

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Cooperation and participation	Reading A p. 46
R1.1	Cooperation and participation	Reading B p. 46
R2.1	Creative and critical thinking	Reading C p. 47
R2.2	Creative and critical thinking	Reading D p. 47
S1.1	Cooperation and participation	Reading E p. 47
S1.1	Cooperation and participation	Listening A p. 49
L1.1	Communication	Listening B p. 49
L2.1	Communication	Listening B p. 49
L2.2	Communication	Listening B p. 49
S1.1	Cooperation and participation	Listening C p. 49
S1.1	Cooperation and participation	Speaking p. 49
S1.2	Cooperation and participation	Speaking p. 49
W1.2	Creative and critical thinking	Writing A p. 49
W1.2	Creative and critical thinking	Writing B p. 49
R4.1	Communication	Vocabulary & Speaking A p. 50
S1.1	Cooperation and participation	Vocabulary & Speaking B p. 50
S2.4	Creative and critical thinking	Vocabulary & Speaking B p. 50
R2.1	Creative and critical thinking	Reading A p. 50
S1.1	Cooperation and participation	Reading B p. 51
S1.1	Cooperation and participation	Reading C p. 51
S1.1	Cooperation and participation	Listening A p. 53
L2.2	Communication	Listening B p. 53
S1.1	Cooperation and participation	Listening C p. 53
S3.1	Communication	Speaking p. 53
S1.1	Cooperation and participation	Writing A p. 54
R2.3	Inquiry and research	Writing C p. 54
W3.2	Creative and critical thinking	Writing D p. 55
W4.1	Communication	Writing D p. 55
W1.1	Inquiry and research	Writing E p. 55
W2.1	Problem-solving	Writing E p. 55
W4.1	Communication	Writing E p. 55
R2.1	Creative and critical thinking	Culture page B p. 57
R2.3	Inquiry and research	Task A p. 58
S1.1	Cooperation and participation	Task B p. 58
S2.4	Creative and critical thinking	Task B p. 58
W1.1	Inquiry and research	Task C p. 58

WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Communication	Activity C p. 51
R2.1	Creative and critical thinking	Activity D p. 52

When students complete this module, they will be able to:

4a (pp. 46-47)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts (R2.2)

4a (pp. 48-49)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- understand and respond with a little support to attitudes and opinions in longer, more complex texts (L2.2)
- express and respond with a little support to common feelings such as surprise, interest and regret (S1.2)
- express and respond with a little support to common feelings such as surprise, interest and regret (W1.2)

4b (pp. 50-51)

- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- explain advantages and disadvantages of plans and ambitions (S2.4)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)

4b (pp. 52-53)

- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to attitudes and opinions in longer, more complex texts (L2.2)
- confirm understanding in discourse-level exchanges by repeating back what a speaker has said (S3.1)

4b (pp. 54-55)

- communicate with a little support a personal response to real and fictional events (S1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- plan and draft a longer complex text and modify the draft independently (W3.2)
- use formal, neutral and informal registers appropriately in most familiar contexts (W4.1)
- communicate with a little support a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)

Culture Page (p. 57)

- understand and respond with a little support to detail in longer, more complex texts (R2.1)

Task modules 3 & 4 (p. 58)

- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- communicate with a little support a personal response to real and fictional events (S1.1)
- explain advantages and disadvantages of plans and ambitions (S2.4)
- communicate with a little support a personal response to real and fictional events (W1.1)

4 Review

- understand and respond with a little support to the detail in longer, more complex texts (L2.1) WB
- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB

Vocabulary

balance (n) prospects salary

- Draw Ss' attention to the title of the module in relation to the pictures on the page and ask them to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss to look at the pictures on the page and read through the accompanying captions.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding picture.
- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- The salary and work/life balance are two of the most important issues when looking for a job.
 - Other important issues when looking for a job are how interesting the job is, whether it offers opportunities for further training and education, etc.
 - My ideal job would be one which would combine a good salary and job satisfaction.
- Read out the objectives listed in the *In this module you will learn...* section.
 - Explain any unknown words.

4 Job seeking

work environment



Discuss:

- Look at the pictures. Which do you think people consider important when looking for a job?
- Can you think of other things that are important?
- What would your ideal job be?

prospects



work/life balance



salary

colleagues



benefits




In this module you will learn...

- to express obligation, lack of obligation, and prohibition
- to express strong advice, threat and warning
- to express regret, disapproval and criticism
- to talk about jobs and employment
- to express possibility or certainty about the present/future
- to make deductions about the present
- to write a formal email asking for and giving information

Brian's Borneo Blog

[About](#)
[Gallery](#)
[Contact](#)

Reading

A.  Discuss in pairs/groups.

- Have you ever done any volunteer work?
- If yes, what did you do and why?
- If not, would you like to?

B.  Read the blog quickly. What is the purpose of the texts?

- to inform people about Borneo and its people
- to encourage people to visit Borneo
- to explain what it's like to be a volunteer in Borneo
- to advise people who are planning to travel to Borneo

Log in

Search

Hi! I'm Brian Callaghan from Killarney, Ireland. I studied English Literature, but somehow found myself working in an office. My income was fairly good, but I wasn't satisfied. I had long working hours and my job was stressful. One day I had enough, so I made the decision to take a career break and do something I would enjoy. That's when I learnt about the volunteer programmes in Borneo, and I was willing to try.

So here I am, in Borneo, trying to make a difference to the lives of these people as a volunteer teacher. So far, it's been rewarding, and I've made plenty of friends along the way! If you wish to sponsor me, you should subscribe to this blog.



At last, I got an Internet connection and I can write about my experience in Tawau, where I'm teaching English to twenty-four local teens. I think they really needed me at the school here because, as soon as I got off the bumpy bus from Kota Kinabalu, the headteacher put me in a classroom! 'You can't be serious,' I said to him, but he was.

After a sleepless night on a crowded bus, teaching was the last thing on my mind, but I made an effort to do my best. In return, the students immediately made me feel at home. 'Welcome, Sir! You are our family now,' they sang together. The best thing was the smiles on their faces. They made

me feel so important!

When they greeted me into their 'family', they sure meant it! We are all one big family here as we study, cook, eat, clean, play sports and share happy moments together even when not in school. Also, because we interact in English, they're benefiting even more. These young cheerful teens are great teachers as well as enthusiastic students. They are always so eager to teach me about their culture and customs.

Being in a classroom with students who are so motivated to learn is a wonderful experience. It's not all work, work, work, though. A few days ago, the headteacher encouraged me to take a trip to Sepilok Orangutan Centre. I was delighted! Orangutans are fascinating creatures, and I was allowed to feed a baby orangutan!

My first two weeks in Tawau have passed by quickly, and I'm sure the next three will fly by. I really don't want to leave so soon, but I have to, so I'm going to try to make the most of my short stay. When I leave, I'm going to miss the school, the students, the other teachers, and the wonderful sounds of the mynah birds singing when the sun rises in the morning. I still don't know my plans for next year, so hopefully I may be able to come back again soon.

[Leave a comment](#)

[Click here to read all 32 comments](#)

Learning Standards

SB: S1.1, R1.1, R2.1, R2.2

Functions

Talking about volunteering

Vocabulary

be willing to career break delighted eager emotion enthusiastic even though express (v.) fairly greet headteacher hopefully income infer interact motivated on one's mind plenty of require rewarding rise (v.) satisfaction sleepless somehow stress out teens

Collocations with 'make'

make a decision/guess make a difference
make a good/bad impression make a mistake
make a suggestion / an arrangement make an effort
make sense make the most of sth make up one's mind

Collocations with 'do'

do a project do an experiment do as you please
do my hair do one's best do research
do sb a favour do some exercise do well/badly

Reading

A. S1.1

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

Suggested answers

- As part of a school project on volunteer work, I once volunteered at a children's home for a day. I played with some of the kids and read stories to them. It was a nice experience which made me think how important volunteer work is and how all people can benefit from it.
- I would very much like to do some volunteer work but so far I've never had the chance or the time. I would like to work as a volunteer for a charity organisation or do some volunteer work for my community.

B. R1.1

- Draw Ss' attention to the layout of the text and the title and ask them to tell you what it is (a *blog*), what they can see in the accompanying pictures (a *young man*, a *village*), who the man in the picture is (*Brian*, the *writer of the blog*).
- Elicit answers.
- Ask Ss to tell you what they know about Borneo (see background note) and how it is related to the blog, how the village is related to the blog/Borneo, etc.
- Elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss to read through the sentences a-d and check their understanding.
- Have Ss do the activity.
- Check the answer with the class.

The purpose of the text is **c** (to explain what it's like to be a volunteer in Borneo).

Background knowledge

Borneo is the third largest island in the world and the largest island in Asia. It is located north of Java, west of Sulawesi, and east of Sumatra, at the geographic centre of Maritime Southeast Asia. The island is divided among three countries: Brunei, Indonesia and Malaysia. Borneo is home to one of the oldest rainforests in the world.

Kota Kinabalu is the capital city of Sabah, one of the thirteen member states of Malaysia, which is located in northern Borneo.

Tawau is a town located on the southeastern coastal lands of Sabah.

Sepilok Orangutan Centre is located about 15.5 miles west of Sandakan in the state of Sabah. The centre opened in 1964 as the first official orangutan rehabilitation project for rescued orphaned baby orangutans from logging sites, plantations, illegal hunting or kept as pets. It covers an area of 43 km², much of which is virgin rainforest. Today around 60 to 80 orangutans are living free in the reserve. It has become one of Sabah's tourist attractions.

Killarney is a town in County Kerry, southwestern Ireland, and is a popular tourist destination owing to its natural heritage, history and location. Killarney was bestowed the prestigious 'Best Kept Town' award in 2007 in a cross-border competition jointly organised by the Department of the Environment and the Northern Ireland Amenities Council. In 2011 it was named Ireland's tidiest town and the cleanest town in the country by Irish Business Against Litter.

- Ask Ss some comprehension questions:

Where is Brian from? He's from Killarney, in Ireland.

What did he study? English Literature

Where did he use to work? in an office

What didn't he like about his work? He had to work long hours and the job was stressful.

What did he decide to do one day? He decided to take a career break and do something he would enjoy.

What kind of volunteer work is he doing? He's working as a volunteer teacher.

What does he think of it? that it's been rewarding so far

Has he made any friends? Yes, he has.

If someone wishes to sponsor him, what should they do?

They should subscribe to the blog.

Where is Brian teaching English? at a school in Tawau

How many students is he teaching English to? to twenty-four local teens

Did he get any sleep on the bus? No, he didn't.

How did he feel about teaching once he got there? It was the last thing on his mind.

What did he do? He made an effort to do his best.

How did his students make him feel? They made him feel at home.

How did the smiles on their faces make him feel? They made him feel important.

What are his students always eager to teach him? about their culture and customs

What is a wonderful experience for him? being in a classroom with students who are so motivated to learn

What did the headteacher encourage him to do a few days ago? to take a trip to Sepilok Orangutan Centre

What does he think of orangutans? that they are fascinating creatures

What was he allowed to do? to feed a baby orangutan

What is he going to miss when he leaves? the school, the students, the other teachers, and the wonderful sounds of the mynah birds singing when the sun rises in the morning

What does he hope to be able to do soon? to go back there

C. R2.1 

- Ask Ss to read through the questions 1-4 and the corresponding answer choices.
- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover Activity C in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

KEY

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

D. R2.2 

- Draw Ss' attention to the questions.
- Have Ss think of answers to the questions individually first.
- Then have Ss work in pairs and exchange opinions.
- Have each pair share their ideas in class.

Suggested answers

- We can infer that Brian's students seem to have a happy and positive attitude to life (*The best thing was the smile on their faces, ... share happy moments together even when not in school, These young cheerful teens...*). Their emotions also seem to be sincere (*When they greeted me into their 'family', they sure meant it!*). Finally, Brian's students seem to be eager to learn (... *enthusiastic students*).
- At the end of the blog Brian expresses his sadness for leaving Tawau in three weeks (*I really don't want to leave so soon, but I have to, so I'm going to try to make the most of my short stay. When I leave, I'm going to miss the school, the students, the other teachers, and the wonderful sounds of the mynah birds singing when the sun rises in the morning.*).

KEY

E. S1.1 

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

Suggested answers

- I would definitely consider travelling abroad to be a volunteer because it would be a fascinating and rewarding experience. I'd be able to offer and learn a lot! / I wouldn't consider travelling abroad to be a volunteer because it would be a hassle. I would prefer to be a volunteer in my country.
- I would become a volunteer teacher because I like teaching and explaining things to people. I think teaching is all about offering something to other people. / I wouldn't become a volunteer teacher because I don't think I've got the right qualifications and personality.

KEY

Vocabulary

- Ask Ss to read through the incomplete phrases.
- Refer Ss to the blog and ask them to complete the phrases which they have already encountered there. This will help **lower-performing Ss**.
- Have Ss do the activity and check answers.

- | | |
|--------------------------|--|
| 1. make a decision/guess | 11. make a suggestion / an arrangement |
| 2. do my best | 12. make a mistake |
| 3. make up my mind | 13. do my hair |
| 4. do as you please | 14. do some exercise |
| 5. do sb a favour | 15. make sense |
| 6. make a difference | 16. do well/badly |
| 7. make an effort | 17. make a good/bad impression |
| 8. do a project | 18. do an experiment |
| 9. make the most of sth | |
| 10. do research | |

KEY

- For further practice, ask Ss to make their own sentences. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the verbs *do* and *make*.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

C. Read the text again and answer the questions. Choose a, b, c or d.

1. What can we infer about Brian?
 - a. He stresses out easily.
 - b. He is difficult to please.
 - c. He considers money important.
 - d. He gets satisfaction from helping people.
2. What made Brian think that they really needed him at the school?
 - a. He was asked to teach at night.
 - b. He had a lot of students to teach.
 - c. He had to teach upon getting there.
 - d. The headteacher did not understand him when he spoke in English to him.
3. What is true of the trip to the centre?
 - a. It was the headteacher's idea.
 - b. It took a long time to get there.
 - c. It required a lot of work to organise.
 - d. The writer was forced to take the trip even though he didn't want to.
4. How long is Brian's stay in Tawau?
 - a. a year
 - b. two weeks
 - c. five weeks
 - d. three weeks

D. Answer the following questions. Justify your answers with details from the text.

- What can be inferred about Brian's students?
- What emotion does Brian express at the end of his blog?



E. Discuss in pairs/groups.

- Would you consider travelling abroad to be a volunteer? Why? / Why not?
- Would you become a volunteer teacher? Why? / Why not?

Vocabulary

Complete with **make** or **do** to form phrases. Some of the phrases appear in the blog.

Do emphasises the process of performing an action, whereas **make** focuses more on the result of the action.

- | | |
|---------------------------|---|
| 1. _____ a decision/guess | 10. _____ research |
| 2. _____ my best | 11. _____ a suggestion / an arrangement |
| 3. _____ up my mind | 12. _____ a mistake |
| 4. _____ as you please | 13. _____ my hair |
| 5. _____ sb a favour | 14. _____ some exercise |
| 6. _____ a difference | 15. _____ sense |
| 7. _____ an effort | 16. _____ well/badly |
| 8. _____ a project | 17. _____ a good/bad impression |
| 9. _____ the most of sth | 18. _____ an experiment |

Grammar Modals I (must / have to / need, should / ought to / had better) → pp. 81-82

A. Match the functions in the box with the modal verbs in blue in the sentences below.

lack of obligation/necessity in the present/future
obligation in the present/future

necessity in the past
absence of necessity in the past
prohibition in the present/future

1. You **must** be a native speaker to teach in Borneo.
2. You **don't need to** stay for the whole summer. It isn't necessary.
3. You **can't** take the students on a trip without asking the headteacher. You're not allowed.
4. I **needed to** send them a CV before they accepted me.
5. You **didn't have to** bring warm clothes with you. It's very warm in Borneo.

B. Which of the verbs in the box can we use to replace the ones in blue in the sentences above so that the sentences have a similar meaning?

needn't have to had to need to mustn't didn't need to don't have to

C. Read the examples and find the modal verb that expresses a stronger piece of advice or threat/warning.

1. You **should** be on time for the staff meeting.
2. You **ought to** be at the staff meeting at seven.
3. You **had better not** be late for the staff meeting.

D. Complete the sentences with the words in the box. Sometimes more than one answer is possible.

have shouldn't had to ought had better

1. You _____ to talk to the headteacher before you arrange a football match at the school.
2. Hassan was happy to hear that he doesn't _____ to finish the project by Thursday.
3. You _____ take off those dirty boots before coming into the house.
4. We _____ be late, because we will miss the train.
5. He _____ finish his work before he left the office.

Vocabulary

Circle the correct words.

1. I quit my job because the **income / salary** I was getting was too low.
2. Our only **income / salary** at the moment is the rent we receive from our flat in the city centre.
3. Mr Edison **hired / rented** three graphic designers this week.
4. Mr Edison **hired / rented** a flat near his office.
5. The company I work for always looks for the best person to fill the **position / job**.
6. Roger is not very experienced, so he doesn't always do his **position / job** correctly.
7. Unfortunately, I don't have any **knowledge / experience** of history.
8. Peter has no previous **knowledge / experience** as an accountant.



Learning Standards

SB: S1.1, L1.1, L2.1, L2.2, S1.2, W1.2

Functions

Expressing obligation, lack of obligation and prohibition
Expressing strong advice, threat and warning
Expressing regret, disapproval and criticism

Structures

Modals I (must/have to/need, should/ought to/had better)

Vocabulary

careless CV (curriculum vitae) experience (work)
get fired hire knowledge position previous
qualifications quit rent tell sb off

Phrases/Expressions

I didn't mean to... I've got no excuse for my behaviour.

I would strongly advise you to...

That was thoughtless of you. That wasn't very wise of you.

Why on earth did you do that?

Grammar

A.

- Ask Ss to read through the sentences 1-5 and draw their attention to the verbs in blue.
- Ask Ss to read through the functions in the box and check their understanding.
- Ask Ss to tell you which of these sentences refer to the present/future (1, 2, 3) and which refer to the past (4, 5). This will help **lower-performing Ss**.

- | | |
|---|--------------------------------------|
| 1. obligation in the present/future | 3. prohibition in the present/future |
| 2. lack of obligation/necessity in the present/future | 4. necessity in the past |
| | 5. absence of necessity in the past |

- Refer Ss to the Grammar Reference (pp. 81-82).

B.

- Ask Ss to read through the sentences 1-5 again.
- Ask Ss to read through the verbs in the box.
- Ask Ss to tell you which of these verbs refer to the present (*needn't, have to, need to, mustn't, don't have to*) and which refer to the past (*had to, didn't need to*). This will help **lower-performing Ss**.
- Ask Ss the question in the rubric.
- Have Ss do the activity and check answers.

- | | |
|----------------------------|-------------------|
| 1. have to / need to | 4. had to |
| 2. needn't / don't have to | 5. didn't need to |
| 3. mustn't | |

- Ask Ss to provide extra examples using modals. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *You / not have to / get up early / tomorrow*).

C.

- Ask Ss to read through the sentences 1-3 and draw their attention to the modal verbs in blue in each example.
- Ask Ss which modal verb expresses a stronger piece of advice or threat/warning.

had better

- Ask Ss to tell you what the verb *should* is used for (*to give advice, express an opinion or make a suggestion depending on the speaker's intention*).
- Ask Ss to tell you what the verb *ought to* is used for (*to give advice or say what the right thing to do is depending on the speaker's intention*).
- Ask Ss to tell you what the verb *had better* expresses (*a stronger piece of advice than should or ought to and often expresses threat or warning*).
- Refer Ss to the Grammar Reference (pp. 81-82).

D.

- Have Ss do the activity and check answers.

- | | |
|----------------|--------------|
| 1. have, ought | 4. shouldn't |
| 2. have | 5. had to |
| 3. had better | |

Vocabulary

- Ask Ss to read through the sentences 1-8.
- Point out to Ss that each pair of sentences examines a different pair of words.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further explanations.

- | | |
|-----------|---------------|
| 1. salary | 5. position |
| 2. income | 6. job |
| 3. hired | 7. knowledge |
| 4. rented | 8. experience |

Language plus

income (n.) = money that sb receives for their work, or from investments or business

salary (n.) = money that employees receive for doing their job, especially professional employees or people working in an office, usually paid every month

hire (v.) = to employ sb to do a particular job for you

rent (v.) = to regularly pay money to the owner of sth in order to have and use it for a long period of time

position (n.) = employment for which one has been hired

job (n.) = the work sb does in order to earn money; employment

knowledge (n.) = the information, understanding and skills that you gain through education or experience

experience (n.) = the knowledge and skill that you have gained through doing something for a period of time

Listening

A. S1.1

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

Suggested answer

- Yes, last year, I worked as a summer camp leader. It was a very interesting experience. I particularly liked the fact that I had to work with young children. / No, I've never had a part-time job. I don't think I'd like to find one until I finish school.

B. L1.1, L2.1, L2.2

- Ask Ss to read through the questions 1-4 and the corresponding answer choices and check their understanding.
- Play the recording and have Ss listen carefully and answer the questions.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover Activity B in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

C. S1.1

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

Suggested answers

- I think that training for a job is very important because it helps employees increase their knowledge and improve the skills which are required for the job.
- The qualifications indicate that the person has the theoretical knowledge required for a job. At the same time, job experience helps people develop a practical understanding. So, I think that a combination of qualifications and experience in a job is ideal.

Speaking S1.1, S1.2

- Ask Ss to read through the situations and check their understanding.
- Divide Ss into groups of three and allocate roles. Make sure that Ss understand what they have to do. You can have **lower-performing Ss** work with **higher-performing Ss**. You can allocate the role of Student A to **lower-performing Ss** first. Alternatively, you can allow **higher-performing Ss** who have taken on the role of Student A to come up with their own situation.
- Ask Ss to read through the suggested phrases in the relevant boxes and check their understanding.
- In groups of three, Ss take turns to talk about one of the given situations expressing regret, disapproval and criticism, and giving advice.
- Go around the class helping Ss when necessary. For further practice, encourage Ss to swap roles and talk about a different situation.
- Choose some groups to act out the dialogue in class.

For suggested answers, see **4a Speaking** on page 101.

Writing

A. W1.2

- Ask Ss to think of a problem they may have and need advice on. Allow them to use ideas from the Speaking activity (Student A). This will help **lower-performing Ss**.
- Explain to Ss that they should write an email to a friend describing their problem and how they feel and asking for advice. Point out to them that they should write their emails in an informal style as they are writing to a friend.
- Encourage Ss to use phrases from the Speaking activity.
- Allow Ss some time to write the email.

Suggested answer

Hi Ed,

How are you? I've got a problem and I need your advice.

Yesterday I borrowed my brother's new bike and went for a ride in the park with my friends. We were riding our bikes and we were having a great time. At some point, a friend of mine asked for my bike and I let him take it. It was so thoughtless of me. When he returned it, there was a problem with the brakes. I haven't told my brother because I know he will get very angry with me and he may never lend me his bike again. What should I do?

Write back soon.

Yours,
Liam

B. W1.2

- Ask Ss to swap emails with their partner.
- Explain to them that they should write a reply to their friend expressing disapproval/criticism and giving advice.
- Encourage Ss to use phrases from the Speaking activity.
- Allow Ss some time to write the email.
- Choose some Ss to read out their emails.

Suggested answer

Hi Liam,

I'm fine. I read your email. That wasn't very wise of you. It was your brother's new bike. What were you thinking? I think you'd better tell him what happened. That way you will be able to fix the bike together with your brother. Also, when he sees that you're sorry, he will let you borrow it again. I'm sure everything will be OK in the end.

Write back to tell me how it went.

Bye for now,
Ed

Listening

A. Discuss in pairs/groups.

- Have you ever had a part-time job? If yes, what was it and what did you like about it?
- If no, would you like to get one?

B. Listen to Peter Wilson, an employee trainer at Yum Cha Chicken restaurants, talking to a group of people. For questions 1-4, choose the best answer a, b, c or d.

- Why has Peter Wilson called the meeting?
 - to prepare the young people for the job interview
 - to speak to employees about the history of YCC
 - to give training to employees
 - to invite young people to apply for a job at YCC
- Why were the current employees chosen?
 - They are teenagers.
 - They are well-trained.
 - They have got the qualities required.
 - They can work part time.
- Why does Peter think that his audience is nervous?
 - They don't trust him.
 - They don't know if they'll be able to balance school and work.
 - They may not trust the training programme.
 - They have never worked before.
- What point is Peter making when he mentions YCC's managers?
 - that the staff also run the restaurant
 - that the YCC rewards the staff's dedication with promotion
 - that managers at YCC also need to be able to wait tables
 - that when waiters are away, the managers wait tables

C. Discuss in pairs/groups.

- How important do you think training for a job is?
- Do you believe experience in a job is more important than qualifications? Why? / Why not?

Speaking

Talk in groups of three.

Student A: Choose one of the situations below and tell Students B and C what happened. Discuss what you think went wrong. Use some of the phrases in the box.

- You've just lost your job because you were late every morning.
- Your boss told you off for taking too many breaks.
- You left your job without finding a new one and are now unemployed.
- Your boss offered you a more important position but you refused it.
- You went to a job interview but you didn't get the job.
- You complained about a colleague at work and they got fired.
- You were playing online games at work, and your computer got a virus.

Expressing regret

I regret (not) doing...
 That was thoughtless/careless of me...
 I don't know what I was thinking.
 I've got no excuse for my behaviour.
 I didn't mean to...

Students B and C: Listen to Student A and give him/her advice on what he/she can do now. Use some of the phrases in the box.

Expressing disapproval and criticism

You did what?
 That wasn't very wise of you.
 What were you thinking?
 You know better than that!
 Why on earth did you do that?
 How thoughtless of you!

Giving advice

If I were you, I'd...
 You'd better...
 I suggest you...
 You should definitely...
 I would strongly advise you to...
 It might be a good idea to...
 You ought to...

6 *What's the matter, Paul? You seem worried.*

Well, I just got back from a job interview and things didn't work out well for me.

Why? What happened?


Well, I started yelling at the guy who was interviewing me when he commented negatively on my qualifications and my previous work experience.


Why on earth did you do that? That wasn't very wise of you.

I don't know what I was thinking.

Well, if I were you, I'd call and apologise to him. ➔

Writing

A.  Imagine you have a problem. Write an email to a friend asking for advice. State your problem, describe how you feel and ask for advice.

B.  Swap emails with your partner and write a reply expressing disapproval/criticism and giving advice. Use some of the phrases in the tables above.



Vocabulary & Speaking

A. Read the sentences. What do the adjectives in bold mean? Match them with the definitions a-j.

1. Mark is such a **sociable** young man. He can easily start a conversation with a complete stranger. ☐
2. You need to be **imaginative** to create something unique. ☐
3. Frank is a very **rational** person. He never lets his feelings affect his decisions. ☐
4. Abdulrahman was very **courageous**. He ran into the burning house to save the girl. ☐
5. Olivia is the most **spontaneous** person I know. She doesn't think twice about anything. ☐
6. Karen is a very **honest** young lady. You should believe her. ☐
7. Whenever I'm in trouble, I go to my sister. She's the most **reliable** person I know. ☐
8. Harry is an **ambitious** young man who will do anything to achieve what he wants. ☐
9. Liv is too **disorganised** to become a successful accountant. ☐
10. Our teacher is **patient**. She never gets angry with us. ☐

- a. really wanting to become successful
- b. able to think calmly and make decisions that are not based on emotions only
- c. always telling the truth
- d. able to stay calm for a long time
- e. good at thinking of new and interesting ideas
- f. enjoying meeting and talking with other people; outgoing
- g. brave; showing courage
- h. doing things without planning them first
- i. can be trusted when needed for help or support
- j. bad at arranging or planning things

B. Talk in groups. Use some of the phrases in the boxes and some of the adjectives from the vocabulary activity above and answer the questions.

- What characteristics do you need for the jobs in the pictures below? Why?
- What are the advantages and disadvantages of each job?
- Would you like to do any of these jobs in the future? Why? / Why not?



a teacher



a firefighter



a lawyer

be hard-working
be a role model
have good communication skills
like helping other people
deal with emergencies
provide medical care
work well as part of a team
be organised

If you want to become...
People who want to become...
In my opinion, you have to be able to...
I think/believe you must have the ability to...
You definitely need to...
This job involves being...

Reading

A. Do the quiz to find out what kind of job you are best suited for.

FIND THE

Extrovert or **I**ntrovert?

1. Working as part of a team feels:

- uncomfortable. I prefer working alone. (I)
- good. I feel more confident when others can help me with my ideas. (E)

2. Your idea of a perfect evening is:

- staying in with a book. (I)
- going out with friends and meeting new people. (E)

3. When you communicate:

- you take your time to think before you speak. (I)
- express yourself freely without thinking too much. (E)

E or **I**? Which do you have more of?

Creative or **R**ational?

1. If a device or appliance breaks down:

- you are the person people call to fix it. (C)
- you're useless. You have to call a technician. (R)

2. At work, you prefer tasks to be:

- clear with rules and instructions. (R)
- without rules so that you have the freedom to be creative. (C)

3. You prefer to learn through:

- reading and research. (R)
- trying things out for yourself. (C)

C or **R**? Which do you have more of?

Organised or **S**pontaneous?

1. You've made plans to meet a friend at 4 p.m. You're:

- on time, as always. (O)
- ten minutes late. Never mind. (S)

2. Your desk or the area in which you work is usually:

- well-organised and neat. (O)
- a mess. (S)

3. When you travel, how do you usually prepare?

- At the last minute. (S)
- I always know all the details for the entire trip before I leave. (O)

O or **S**? Which do you have more of?

Learning Standards

SB: R4.1, S1.1, S2.4, R2.1

Functions

Describing sb's personality

Talking about jobs and employment

Vocabulary

affect come up with concern (n.) deadline extrovert
freedom get along with introvert issue medical care
role model solution take one's time technician
trust (v.)

Jobs

academic accountant consultant detective engineer
interior designer marketing manager mechanic
politician public speaker researcher vet

Personality adjectives

ambitious artistic courageous disorganised honest
imaginative patient rational reliable sociable
spontaneous strict well-organised

Vocabulary & Speaking

A. R4.1

- Ask Ss to read through the sentences 1-10 and draw their attention to the words in bold.
- Ask Ss to tell you what part of speech these words are (*adjectives*) and who they describe (*the subject they refer to*).
- Elicit answers.
- Help Ss deduce the meaning of the words in bold from the context.
- Ask Ss to read through the definitions a-j and check their understanding.
- Have Ss do the activity.
- Check the answers with the class and explain any unknown words.

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

- Ask a few Ss to describe someone they know using some of the adjectives presented here.
- Ask Ss to write five sentences using the adjectives from this activity. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

B. S1.1, S2.4

- Ask Ss to look at the pictures and read the accompanying captions.
- Ask Ss to read through the phrases in the boxes and check their understanding. Point out to them that some of the phrases can be used to describe more than one profession.
- Draw Ss' attention to the questions.
- Have Ss think of answers to the questions individually first.
- Then divide the class into small groups and have Ss work in groups and exchange opinions.
- Get Ss to do the activity and go around the class helping them when necessary.
- Have each group share their ideas in class.

Suggested answers

- To become a **teacher**, you have to really like what you do and show an active interest in your work. You also need to be organised and hard-working because it takes a lot of hard work to prepare for your lessons. Furthermore, I believe you must have the ability to come up with interesting activities that can keep your students interested in your lesson.

You also need to keep in mind that you are a role model for young people who are still developing as individuals, which means that you have to be able to give them good advice and guidance. For this reason, you definitely need to be patient and have good communication skills.

People who want to become **firefighters** must be courageous and must like helping other people because this job involves rescuing people from dangerous situations and sometimes providing people with medical care. In my opinion, they must have the ability to perform well under pressure because dealing with emergency situations is very stressful. To deal with emergencies effectively they must be able to remain calm and work well as part of a team.

If you want to become a **lawyer**, you need to have good communication skills because you will talk with lots of different people and you may have to persuade them about something. You must also be creative because you will need to find solutions to problems, and be organised and hard-working because you will have many responsibilities.

- The job of a **teacher** can be very rewarding as it offers the opportunity to work with lots of different people and make a difference to their lives. However, it is a very stressful and responsible job because a teacher has a lot of work preparing lessons and not only teaches a subject but also needs to keep children quiet and motivated.

One of the main advantages of being a **firefighter** is the satisfaction you feel from doing your job right. However, working as a firefighter can be extremely dangerous and this, I think, is the main disadvantage. Being a **lawyer** means that you have the opportunity to help people and earn a good living at the same time. However, it is a stressful job as lawyers often have to work long hours and deal with lots of different kinds of people.

- I would like to become a teacher because I love working with children and I am a very patient person.

Reading

A. R2.1

- Ask Ss to look at the layout of the text and tell you what it is (*a quiz*) and where it can be found (*in a magazine*).
- Ask Ss if they do quizzes and if so, if they believe in the results they get.
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title of the quiz and ask them to guess what the quiz is about.
- Ask Ss to look at the quiz and explain to them that it is divided into three sections (*Extrovert or Introvert? - Creative or Rational? - Organised or Spontaneous?*). Each section consists of three questions which aim to show what kind of person they are.
- Introduce the following words from the quiz: *extrovert* - *introvert* and *organised* - *spontaneous*. Explain to Ss that each pair consists of words with opposite meanings.
- Explain to Ss that *extrovert* means *outgoing*. Ask Ss to tell you what *introvert* means (*shy*).
- Then ask Ss what *organised* means (*following a schedule*). Then ask them to guess what *spontaneous* means (*not doing things according to a schedule*).
- Tell Ss to read through each question carefully and then choose the answer which best describes them. Encourage Ss to deduce the meaning of any unknown words from the context.
- Explain to Ss that the point of the quiz is to find out which job they are best suited for.
- Have Ss do the quiz. Go around the class helping them when necessary.
- Alternatively, Ss can do the quiz in pairs and take turns to ask and answer the questions.
- Have Ss work out which personality type they are from the answers to the questions and read the results.

- Then divide Ss into small groups and have them work in groups and exchange ideas.
- Go around the class helping Ss when necessary.
- Have each group share their ideas in class.

B. S1.1

- Divide Ss into small groups and get them to discuss what the results say about each member of the group, if they agree or disagree with the results and the possible careers, etc.
- Go around the class helping Ss when necessary.
- Choose some Ss to read out the results of the quiz and provide justification for their opinions.
- Explain any unknown words.

Suggested answer

A: So, which personality type are you?

B: I'm an ERO.

A: That's true! You are sociable and you have lots of friends and you are very organised, too. / I don't think so. You have friends, but you also like spending time alone. You are honest, but you aren't very organised.

Key

C. S1.1

- Draw Ss' attention to the *Possible careers* sections in the quiz and ask them to choose one profession that they think matches their personality. Allow Ss to choose professions which are not included in the quiz. This will challenge **higher-performing Ss**.
- Have Ss do some brainstorming and think of more characteristics needed for the professions they have chosen individually first.

PERFECT JOB FOR YOU



RESULTS

Which personality type are you?

E R O types are sociable, confident and comfortable working with other people. They are honest and organised. They usually like structure and working with rules and instructions.

Possible careers: lawyer, scientist, engineer, doctor, accountant

E R S types are usually confident, patient people who express themselves well and get along well with lots of different people. They hate routine and are more interested in complex issues than everyday concerns.

Possible careers: consultant, online business manager, journalist, sales manager

E C O types enjoy being in a variety of social situations. They are usually artistic. They are reliable and organised, and they work well with deadlines.

Possible careers: graphic designer, politician, marketing manager

E C S types are usually outgoing and need to feel free to express themselves. They are spontaneous and don't like planning or rules. They often come up with original ideas. They can get bored with routine or in structured environments.

Possible careers: writer, performer, public speaker, director

I R O types are quiet and hard-working. They read a lot and enjoy learning about a variety of things. They are well-organised and practical, and like to plan ahead. They are good at finding solutions to problems.

Possible careers: politician, engineer, lawyer, computer programmer, scientist, editor

I R S types are usually pretty quiet and shy. They like to follow instructions and are practical. They prefer to learn by reading. However, they like variety in life and do not like to plan into the future very much.


Possible careers: police detective, accountant, vet, writer


I C O types are imaginative and usually good at working with their hands. They prefer to work on their own, in their own organised way, without having strict rules. They like testing new ideas.


Possible careers: architect, writer, artist, teacher, designer, mechanic

I C S types are usually shy people who are happier working alone. They have a creative imagination, but are often considered kind of disorganised by others because of the way they work.

Possible careers: artist, interior designer, researcher, academic, scientist



B.  Talk in groups. Find out which personality type your classmates are. Do you agree or disagree with the results? Why? / Why not? Discuss in pairs/groups.

C.  Choose one of the jobs suggested in the possible careers that match your personality, and think of other characteristics you may need for this profession. Then discuss in groups.

Grammar Modals II (may/might/could, must/can't) → p. 82

A. Read the example. Which statement correctly describes the situation? Choose a or b.

Learning a foreign language **may/might/could help** you get a better job.

- a. It is likely to happen.
b. It will certainly happen.

B. Read the examples. What do they mean? Choose a or b.

1. Salem **must be** good at his job, because he got a pay rise.

- a. Salem has to be good at his job.
b. I believe Salem is good at his job.

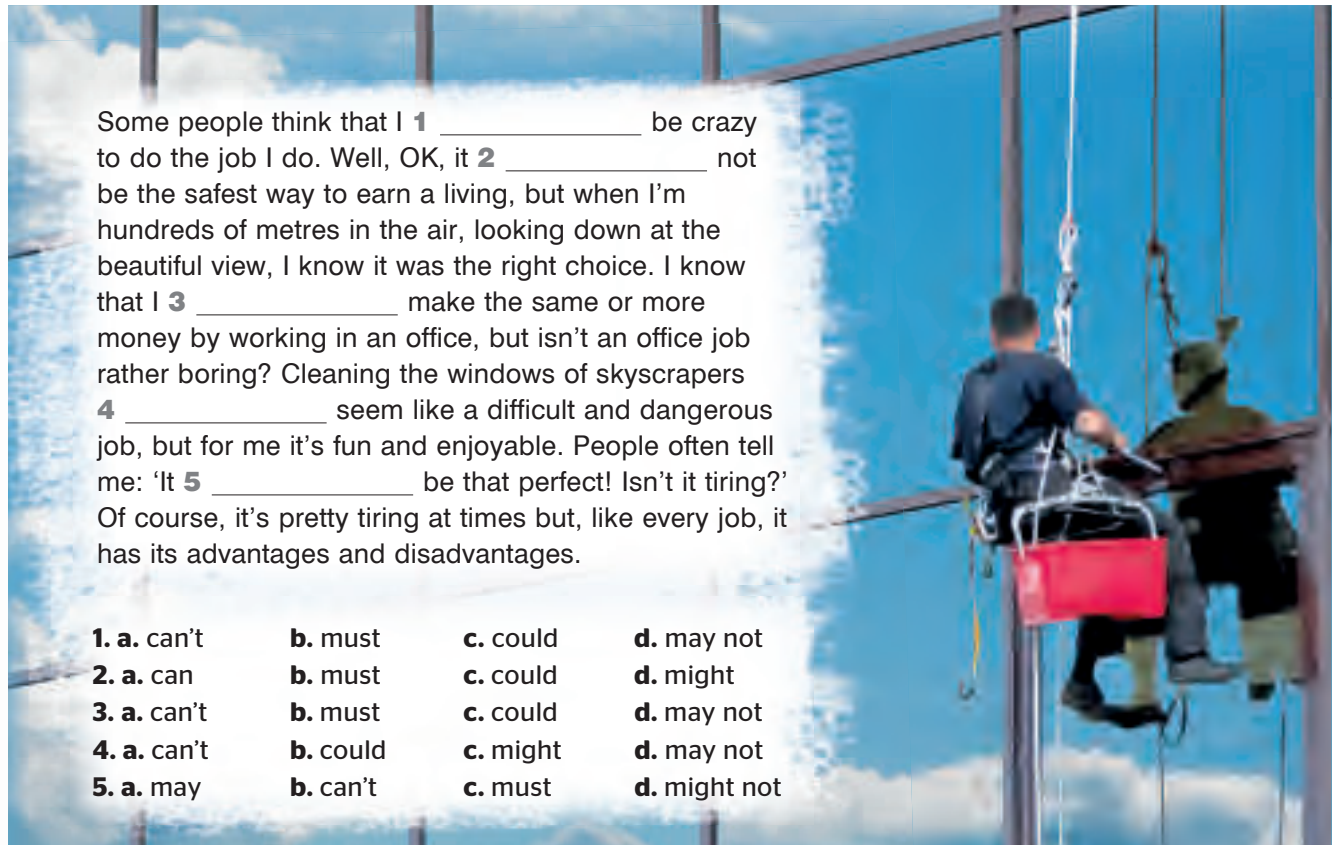
2. She **can't be** the manager of the company. Look at how young she is!

- a. I'm sure she isn't the manager.
b. She isn't able to be the manager.

C. Choose a, b, c or d.

Some people think that I **1** _____ be crazy to do the job I do. Well, OK, it **2** _____ not be the safest way to earn a living, but when I'm hundreds of metres in the air, looking down at the beautiful view, I know it was the right choice. I know that I **3** _____ make the same or more money by working in an office, but isn't an office job rather boring? Cleaning the windows of skyscrapers **4** _____ seem like a difficult and dangerous job, but for me it's fun and enjoyable. People often tell me: 'It **5** _____ be that perfect! Isn't it tiring?' Of course, it's pretty tiring at times but, like every job, it has its advantages and disadvantages.

- | | | | |
|-------------|----------|----------|--------------|
| 1. a. can't | b. must | c. could | d. may not |
| 2. a. can | b. must | c. could | d. might |
| 3. a. can't | b. must | c. could | d. may not |
| 4. a. can't | b. could | c. might | d. may not |
| 5. a. may | b. can't | c. must | d. might not |



D. Work in pairs. Look at the pictures of Andy's and Gary's bedrooms and, in turn, make sentences about each of the boys. Use may/might/could/must/can't.

ANDY'S BEDROOM



GARY'S BEDROOM



Learning Standards

SB: S1.1, L2.2, S3.1

Functions

Expressing possibility and certainty
Making deductions in the present/future
Talking about work-related situations

Structures

Modals II (may/might/could, must/can't)

Vocabulary

career change delete document earn a living
employer match (v.) pay rise

Phrases/Expressions

As I said... How shall I put it? I have some experience in...
I'm looking for a job that involves...
I've never actually given it a lot of thought.
I would be interested in working in...
Let me repeat that. Let me think/see.
Something else I'd like to mention is that...
Something else I'd like to say is that... You see...
Well, let's see now.

- Key**
1. b (must - to make a deduction)
 2. d (might - to express possibility)
 3. c (could - to express possibility)
 4. c (might - to express possibility)
 5. b (can't - to make a deduction)

D.

- Ask Ss to look at the pictures and tell you what they show.
- Elicit answers (*the bedrooms of two boys*).
- In pairs, Ss make sentences using *may/might/could/must/can't* about the two boys based on what they can see in the pictures.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues in class.

Suggested answers

Key

Andy must be a good student.
Andy may/might/could like reading books.
Andy must be very tidy.
Gary may/might not be good at maths.
Gary can't be very tidy.
Gary may/might/could like sports.

Grammar

A.

- Ask Ss to read through the example in the box and draw their attention to the words in blue.
- Help Ss deduce that *may/might/could* are modal verbs which can be followed by the base form of a verb and refer to the present/future.
- Ask Ss to read through the two answer choices a-b following the example and check their understanding.
- Ask Ss the question in the rubric.
- Elicit and check answers.

Key

The correct answer is a.

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

B.

- Ask Ss to read through the two examples and draw their attention to the modal verbs in blue.
- Ask Ss to read through the two answer choices a-b following each example and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

Key

1. b, 2. a

- Ask Ss to provide extra examples using modals. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *Ali has run 10 kilometres. He / be / very tired*).

C.

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

Intonation

- Play the recording and pause so that Ss can repeat the first sentence.
- Ask Ss to tell you which word is stressed (*might*) and why (*to express possibility in the present/future*).
- Elicit answers.
- Point out to Ss that we stress the words when we talk in order to convey our intentions.
- Do the same with the rest of the sentences.

Suggested answers

1. might - to express possibility in the present/future
2. mustn't - to express prohibition in the present/future
3. can't - to make a deduction about the present/future
4. have to - to express an obligation in the present/future

Listening

A. S1.1

- Ask Ss to read through the phrases in the box and check their understanding. Explain to them that all the phrases are problems that relate to work.
- Ask Ss to decide which of these they think is the most serious and which is the least serious.
- In pairs, have Ss discuss their ideas and explain them.
- Go around the class helping Ss when necessary.
- Choose some pairs to report their answers to the class.

Suggested answer

- A:** In my opinion, the most serious problem is to have an argument with your boss. Depending on the reason for your argument and your reaction, you could get fired.
- B:** I see your point. Fortunately, I don't fight with people easily, so this isn't a big problem for me. For me the most serious problem is when I cannot make a deadline. Deadlines are very stressful for me and I may even lose my sleep trying to make a deadline.
- A:** I see. Now, the least serious problem for me is to work overtime. I don't mind working hard to finish my work and you get paid when you work overtime, right?
- B:** That's right. Anyway, for me deleting a document is the least serious problem because you can always find it from somebody else.
- A:** You're right. I hadn't thought of that.

B. L2.2

- Ask Ss to read through the statements a-e and check their understanding.
- Play the recording and have Ss do the activity. If the Ss find it difficult to do the activity, you can indicate which the extra statement is. This will help **lower-performing Ss**. If, however, the Ss find the activity easy to do, you can add one extra statement (e.g. *This person regrets taking a relative's advice.*). This will challenge **higher-performing Ss**.
- Check the answers with the class.

1. d, 2. e, 3. b, 4. c

C. S1.1

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

Suggested answers

- I prefer working with other people because I am a sociable person and I think that when you work with others, you can exchange ideas and in this way you do a better job.
- I'd prefer to work in a variety of outdoor locations because I would enjoy the change of scenery and I would never get bored.

Speaking S3.1

- Divide Ss into pairs and allocate roles.
- Refer Student A to the Speaking Activities section on page 74.
- Have Ss read through the phrases in the boxes and check their understanding.
- Explain that Student A should ask his/her partner for personal details and information about the type of work he/she would like to do and should repeat back what he/she has written down to check that he/she has recorded it correctly. Also, explain that Student B should answer Student A's questions and provide any necessary information.
- In pairs, Ss take turns to ask and answer questions.
- Go around the class helping Ss when necessary. Encourage them to swap roles.
- Choose some pairs to act out the dialogues.

Suggested answer

- A:** Hello. First, let me begin by asking you your name, date of birth and email address.
- B:** My name's Karen Stevens. I was born on 19 April 2002 and my email address is ksteve1314@qtrmail.com.
- A:** Sorry, could you repeat your email for me, please? Is it k-s-t-e-v-e-14-13?
- B:** No, I said k-s-t-e-v-e-13-14-@-q-t-r-mail.com.
- A:** OK, thank you. Now, let's talk about the type of work you want and when you are available to work.
- B:** Well, I'm looking for a job that involves working with other people, but I wouldn't like to work in an office. Now, I'm available to work from 10 July to 10 August.
- A:** Right. Do you have any relevant qualifications or experience?
- B:** Well, I haven't got any relevant qualifications as I'm still a student, but I have worked as a camp leader before, so I know what's it's like to work with young children and I really enjoyed it.
- A:** OK. Now, how would you describe yourself?
- B:** Let me think. I'm very sociable and patient, which are both very good when you work with people.
- A:** Now, what languages do you speak and what's your level of proficiency in them?
- B:** I speak Spanish very well and I speak some Arabic, too.
- A:** Have you got any hobbies?
- B:** Yes, I like painting very much and I do arts and crafts in my free time.
- A:** That's very nice. Now, what are your future plans?
- B:** I want to go to university and study to become a doctor.
- A:** Is there anything else you'd like to add?
- B:** Something else I'd like to mention is that I wouldn't mind working a hospital.
- A:** Right. Do you have a driving licence and your own transport?
- B:** No, not really.
- A:** So, let's go through that again...

Intonation

Listen and repeat. Notice the stressed words.


1. Natalie might come with us.
2. You mustn't talk in the classroom.
3. Albert can't become a paramedic. He hasn't got the qualifications.
4. I have to be at work very early tomorrow.



Listening

A.  Talk in pairs. Look at the following problems which are related to work. Say which problem you think is the most serious and which is the least serious, giving reasons for your choices.

- | | |
|---|-------------------------------------|
| • losing/deleting an important document | • having an argument with the boss |
| • having to work overtime | • giving a bad presentation |
| • working long hours | • not being able to make a deadline |

B.  Listen to four people talking about their work. Match the speakers with the statements a-e. There is one extra statement which you do not need to use.

- | | | | |
|-----------|--------------------------|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> | Speaker 3 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> | Speaker 4 | <input type="checkbox"/> |

- a. This person does not enjoy their job because they have to work long hours.
- b. This person is bored at work and is thinking of a career change.
- c. This person likes their job because they enjoy working with people.
- d. This person is disappointed because their career does not have good prospects.
- e. This person did not like their job at first but now enjoys it very much.

C.  Discuss in pairs/groups.

- Which do you enjoy more, working alone or working with other people? Why?
- Would you prefer to work in a variety of outdoor locations or would you prefer to work indoors in the same surroundings? Why?



Speaking Role play

 Talk in pairs.

Student A: You work for an agency that helps young people find work during the summer holidays. A young person (Student B) has come to register as a job seeker. Student A go to the Speaking Activities section on page 74.

Student B: You are looking for temporary work over the summer holidays. You have gone to an agency that helps match job seekers with suitable employers. Speak to a member of staff (Student A) and provide any information you think will help them to match you with a suitable employer and then set up an interview. Use some of the phrases in the boxes.

I'm looking for a job that involves...
I would be interested in working in...
I have some experience in...

Well, let's see now.
How shall I put it?
Let me think/see.
I've never actually given it a lot of thought. You see...

Something else I'd like to say is that...
Something else I'd like to mention is that...

Let me repeat that.
I said 'xxx' (xxx spoken slowly and clearly)
As I said...



Writing A formal email asking for and giving information

A. Discuss in pairs/groups.

- Have you ever been to a job fair?
- Do you think they are useful for finding a job?

B. Read the flyer about a job fair. Then answer the questions.

Riverdale Workforce and Development Network invite you to

Riverdale Community

JOB FAIR

Coby Wayde Recreation Centre
Saturday, 29 October
9 a.m.

- Showcasing 50+ companies
- Candidates of all ages and experience levels welcome
- Companies will be looking to fill positions or offer internship opportunities
- Please come prepared with CVs and dress professionally

Guest speaker: **John Fitzwilliam**
giving a talk on: **'Tips for finding a job'**

For information and to reserve a place contact:
info@riverdalecommunity.net

1. How can you contact the organisers?
2. What kind of style would you use?

C. Read the email Tony wrote in response to the flyer.

Then answer the questions.

New mail

To: info@riverdalecommunity.net
Subject: Request for extra information

Dear Sir or Madam,

I am interested in attending the Riverdale Community job fair as advertised in your flyer, and I am hoping you can provide some more information on the event.

My name is Tony Richards and I am in the final year of an Economics degree at Riverdale University. I am interested in staying in Riverdale after I graduate, and am looking for ideas about the types of careers available. I am really looking forward to the fair and wish to reserve a place now.

However, in order to be fully prepared, I would like some information about the following issues. Firstly, I would like to know what time the fair closes. In addition, could you tell me whether companies will be promoting only full-time positions, or part-time options as well? Finally, the flyer mentions 'professional dress'. Is it the case that a suit and tie are necessary?

Thank you for your assistance.

Yours faithfully,
Tony Richards

B I A

1. How does Tony address the person he is writing to?
2. What information does Tony give about himself?
3. Do you find any of this information irrelevant?
4. What information does Tony ask for?
5. Does he use direct or indirect questions?
6. What is the topic of each of the paragraphs?
7. How does Tony sign off?
8. What features make this email formal? Compare it to the emails on page 16.

Learning Standards

SB: S1.1, R2.3, W3.2, W4.1, W1.1, W2.1

Functions

Asking for and giving information

Vocabulary

apart from that candidate dress (v.)
exchange programme final (year) furthermore
give a talk in addition internship job fair notice board
promote registration what is more

Writing

A. S1.1

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

Suggested answers

- Yes, I have and it helped me find a job. / No, I haven't but I'd like to.
- I think job fairs are very useful for finding a job because there you can meet and talk with many company representatives and as a result you have more employment opportunities and also you can form a clear idea of the demands of the job market.

Background knowledge

A **job fair** is a fair or exposition for employers and recruiters to meet with prospective employees. Fairs usually include company or organisation tables or booths where CVs can be collected and business cards can be exchanged. In a university setting, job fairs are commonly used for entry-level job recruiting. Often sponsored by career centres, job fairs provide a convenient location for students to meet employers and perform first interviews.

B.

- Ask Ss to read through the flyer about a job fair and underline any unknown words at the same time. Alternatively, choose a student to read out the flyer.
- Ask Ss some comprehension questions:
Who is organising the job fair? Riverdale Workforce and Development Network
Where is the job fair taking place? at Coby Wayde Recreation Centre
When is it taking place? on Saturday 29 October
What time does it start? at 9 a.m.
How many companies are taking part in the job fair? more than fifty
Who is the job fair aimed at? It is aimed at candidates of all ages and experience levels.
What will the companies be looking to do during the job fair? to fill positions or offer internship opportunities
What should candidates have with them? their CVs
How should candidates dress? They should dress professionally.
Who is the guest speaker? John Fitzwilliam
What is his talk going to be on? on tips for finding a job
- Have Ss read questions 1-2 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. I can contact the organisation through email.
2. I would use a formal style as I do not know the people I'm sending the email to.

C. R2.3



- Ask Ss to read through Tony's email and underline any unknown words at the same time. Alternatively, choose Ss to read out the email.
- Ask Ss to read through the questions 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. Tony addresses the person he is writing to as *Dear Sir or Madam*.
2. his full name, age, the fact that he is in his final year at university, the reason why he is interested in attending the job fair
3. No, I believe that all the information is relevant because he wants the organisers to form a clearer picture of him so as to secure a place in the job fair.
4. the time the fair closes, if companies will be promoting both full-time and part-time positions and what kind of clothes are appropriate for the job fair
5. He uses indirect questions.
6. **Opening paragraph:** the reason for writing
Main part: In the first paragraph he gives information about himself and in the second paragraph he asks for information
Closing paragraph: he thanks the person in advance for their help
7. *Yours faithfully* followed by his full name
8. no contractions are used (e.g. *I am*, not *I'm*); formal linking words are used (e.g. *in addition*, not *too*); formal expressions are used (e.g. *Thank you for your assistance*, not *Keep me posted*.)

- Explain any unknown words.

D. W3.2  , W4.1 

- Ask Ss to read through the email and underline any unknown words at the same time.
- Refer Ss' to Tony's email and have them divide the email into paragraphs.
- Check the answers with the class.

Opening paragraph: *I saw ... in attending.*

Main part - First paragraph: *My name is ... to reserve a place.*

Main part - Second paragraph: *However, here are ... to book a seat?*

Closing paragraph: *I look forward to hearing from you.*

KEY

- Explain to Ss that the underlined sections of the email are written in a rather informal style and therefore the register is inappropriate.
- Refer Ss to Tony's email and have them rewrite the underlined parts of the email in a more appropriate style. This will help **lower-performing Ss**.
- Check the answers with the class. Explain any unknown words.

Suggested answers

Dear Sir or Madam

However, I would like to ask you a few questions about the job fair.

Furthermore, could you tell me what time Mr Fitzwilliam's talk begins?

Yours sincerely/faithfully,
Kelly White

KEY

- Ask Ss some follow-up questions:
Why does Kelly want to attend the job fair?
What information does Kelly ask for?
This will challenge **higher-performing Ss**.

E. W1.1  , W2.1  , W4.1 

- Ask Ss to read through the flyer and check their understanding.
- Draw Ss' attention to the three points in bullets that they need to ask about in their email.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 47-50.
- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan on the next page.
- Allow Ss enough time to write their emails.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

Dear Sir or Madam,



I am interested in attending the International Language Exchange Programme as advertised in your flyer and I am hoping you can provide some more information on the programme.

KEY

My name is Jack Barnes and I am 20 years old. I am studying English at university and I am interested in going to Italy for the exchange programme as I am very interested in Italian culture. So, I would like to reserve a place.

However, I would like to ask you a few questions about the programme. First of all, I would like to know how much it costs to attend as it is not mentioned in the flyer. In addition, could you tell me if accommodation is provided or do I have to rent a flat? Finally, I was wondering how long the exchange programme lasts. I look forward to receiving your reply.



Yours faithfully,
Jack Barnes

D.   Below is another email someone wrote in response to the flyer in activity B. Divide it into paragraphs and improve the underlined sections.

Dear Riverdale,

I saw the flyer for the Riverdale Community Job Fair on my school notice board and I am very interested in attending. My name is Kelly White and I am 22 years old. I am a final year student so I was very excited to read about the job fair. As I have never attended something similar before, it will give me the chance to learn what career opportunities are available with my degree. So, I would really like to reserve a place. However, here are a few questions for you. First of all, I would like to know how much it costs to attend. This information is not mentioned on the flyer. Furthermore, why don't you mention what time Mr Fitzwilliam's talk begins? Do I need to book a seat? I look forward to hearing from you.

Bye for now,
Kelly

E.   You have seen the following flyer. You are interested in taking part but you need more information before you decide. You want to ask:

- about the cost
- if accommodation is provided
- how long the exchange programme lasts

Write an email requesting information about ILEP.

SIGN UP FOR AN UNFORGETTABLE SUMMER EXPERIENCE!
International Language Exchange Programme

Each term, ILEP connects hundreds of students from all over the world so they can help each other learn more about languages, cultures and customs. ILEP is a great opportunity to stay in touch with a language you have already learnt or to learn a new one.

To sign up, contact us, giving name, age and saying which country you are interested in going to.

Registration ends on 7 May.

Contact information:
info@languageexchange.net

Read the flyer and the TIP below. Then go to the Workbook pp. 47-50 to plan and write your email.

A formal letter/email:

- is written to a person you don't know or when you want to be polite and respectful.
- begins with **Dear Mr/Miss/Mrs/Ms/Dr + last name** or with **Dear Sir/Madam** and ends with **Yours sincerely** or **Yours faithfully**.
- is formal in style, e.g. formal greetings and signing offs, verbs not contracted.

When writing a formal letter/email asking for and giving information:

- use the appropriate layout (see Writing Reference Section).
- write in an appropriate style.
- read the information given carefully and cover all the points required.
- organise the information into paragraphs.
- use standard grammar and spelling conventions.
- avoid using direct questions too often.
- use formal linking words/phrases to list your questions

- *firstly, first of all, to begin with*
- *secondly, moreover, what is more, furthermore, in addition, apart from that*
- *finally, lastly*

TIP

A. Choose a, b or c.

- Derek is a(n) ____ person and he doesn't usually plan things ahead.
a. spontaneous b. rational c. ambitious
- What do you do to ____ a living?
a. earn b. rise c. get
- Salman immediately got the job because he ____ a good impression.
a. made b. had c. did
- Mona is new at work, but she is very ____ to learn new things.
a. delighted b. eager c. honest
- Olga is never afraid to ____ her feelings, whether she is happy or sad.
a. greet b. express c. interact
- It's difficult to find ____ and hard-working employees nowadays.
a. rewarding b. courageous c. reliable
- A colleague at work got ____ because he was never on time.
a. hired b. rented c. fired
- Fred studied to be a(n) ____.
a. accountant b. appliance c. candidate

B. Complete the sentences with the words in the box.

trust registration fair incomes
deadline promotion knowledge

- Don't worry. You can _____ me to keep your secret.
- A: Martin is looking for a job.
B: He should attend next week's job _____ then.
- I have been in this company for three years and I soon hope to get a _____.
- I have just a few days to finish this project; the _____ is on Monday.
- I was amazed at Saeed's _____ of English literature.
- To attend the seminar, you need to pay a _____ fee.
- There are lots of people living on low _____ nowadays.

C. Circle the correct words.

- I **may / must** go shopping later today. If I do, do you need anything?
- You **mustn't / don't have to** drive a car without a driving licence.
- Tony **ought to / can't** apologise for his behaviour.
- You **had better not / didn't have to** be late for work again.
- Brian **can't / mustn't** be asleep. I can hear him talking.
- Penny **ought / had better** to go on the volunteer programme. It's a great opportunity.

- You **don't have to / shouldn't** forget to make an appointment with the doctor.

D. Rewrite the sentences using the words given.

- It's a good idea to dress professionally for the job interview. **(better)**

- It isn't necessary to call a technician for the printer. **(need)**

- I suggest you look for a job near your house. **(should)**

- I'm pretty sure Liam is still at home. **(must)**

E. Complete the dialogue with the phrases a-d.

- a. You should definitely apologise for your behaviour.
b. That wasn't very wise of you.
c. I don't know what I was thinking.
d. You did what?

A: What's the matter, William?

B: I feel horrible. I got into a really bad argument with my colleague Robert.

A: 1 _____

B: You can say that again.

A: What exactly happened?

B: I asked him a question about a project we're working on together and he didn't answer me.

A: And what did you do?

B: Well, I started shouting at him.

A: 2 _____

B: I know, but it's too late now! He's really angry with me. 3 _____ It was so thoughtless of me.

A: That's true. 4 _____ Maybe he'll forgive you.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- express obligation, lack of obligation, and prohibition ☐
- express strong advice, threat and warning ☐
- express regret, disapproval and criticism ☐
- talk about jobs and employment ☐
- express possibility or certainty about the present/future ☐
- make deductions about the present ☐
- write a formal email asking for and giving information ☐

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.1, R2.1

A.

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

KEY

B.

1. trust
2. fair
3. promotion
4. deadline
5. knowledge
6. registration
7. incomes

KEY

C.

1. may
2. mustn't
3. ought to
4. had better not
5. can't
6. ought
7. shouldn't

KEY

D.

1. You had better dress professionally for the job interview.
2. You don't need to / needn't call a technician for the printer.
3. You should look for a job near your house.
4. Liam must still be at home.

KEY

E.

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

KEY

Self-assessment

- 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.

Learning Standards

SB: R.2.1

A.

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

Suggested answers

- In the past people in Qatar used to earn a living from pearl diving and fishing.
- Pearl diving used to be a major industry in Qatar. Pearl diving is a difficult and dangerous task, but pearl divers earned a good living. Today, pearl diving is an important part of Qatari culture.

Key

B. R2.1



- Ask Ss to read through the text and underline unknown words at the same time.
- Ask Ss some comprehension questions:

Until when did the residents near the coastal regions survive mainly by fishing for pearls? until the late 1940s

Why was the water in the Gulf ideal for pearl diving?

Because it is rich in minerals and salt and it is not very deep.

Who did the crews of the pearling boats consist of? sailors, divers and 'pullers'

What were the conditions on the boats like? They were terrible.

What difficulties did the men experience during pearl-diving expeditions? They did not have access to fresh food, so their diets were very poor and consisted mainly or, very often, only of fish.

What was the result of their poor diet? They were often weak and in bad health.

What did the bends result from? The bends resulted from the divers diving to great depths and being pulled out of the water too quickly.

What did the equipment used consist of? It consisted of ropes, a large stone, a nose clip, a knife and a leather bag.

To what depths did the divers free-dive? They often dived to depths of up to 50, or even 60 metres.

Why did the diver wear a nose clip? to prevent water from getting into his nose.

What did he use the knife for? to remove oysters from the rocks

What was the leather bag used for? to store the oysters that the diver collected

How long did most divers spend under the water? about a minute

How long could a skilled diver hold his breath for? for two minutes or more

Who would pull the diver up to the surface? an assistant, called a 'puller'

What is the rate at which natural pearls occur? at a rate of one in ten thousand

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

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

Key

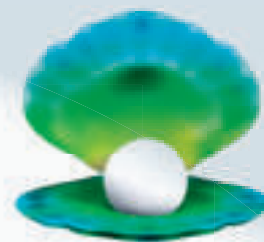
- Explain any unknown words.

A. Discuss in pairs/groups.

- What did people in Qatar do in the past to earn a living?
- What do you know about pearl diving?

B. Read the text and write T for True, F for False or NM for Not Mentioned.

Pearl Diving in Qatar



When visiting the impressive cities of Qatar, one would not believe that up until the late 1940s residents near the coastal regions survived mainly by fishing for pearls. The amazing structures that line its coast do not tell us anything about its past nor do they tell us anything about the difficulties the Qatari people experienced before the discovery of oil. The truth, however, is that before oil was discovered, pearl diving was a major industry and an important feature of the Qatari culture – a culture that had been around since ancient times. Natural oyster pearls were fished in the Persian Gulf from as early as the first millennium BCE. It made it possible for a large majority of Qataris to survive and provide for their families. The water in the Gulf is rich in minerals and salt and it is also not very deep. It was, thus, ideal for pearl diving.

Each year during the four months of summer, the Gulf would become the destination for a large number of pearling boats manned by crews consisting of sailors, divers and 'pullers'. These people used to spend months at a time out in the open sea. The conditions on the boats were terrible, and the men on these pearl-diving expeditions experienced many difficulties. They did not have access to fresh food and water, so their diets were very poor and consisted mainly or, very often, only of fish. As a result, they were often very weak and in bad health. The pearl divers themselves faced additional risks. Being a pearl diver was not only physically challenging but also extremely dangerous. They faced the real risk of drowning or being attacked by sharks or other big fish. Besides this, many suffered from a serious medical condition called *the bends*. The bends resulted from the divers diving to great depths and being pulled out of the water too quickly. Collecting oysters, thus, required a lot of skill, strength and courage.

The equipment that was used was very basic and consisted of ropes, a large stone, a nose clip, a knife and a leather bag. The diver would free-dive into the water, often to depths of up to 50, or even 60 metres, with the assistance of a stone which was tied around his foot. It helped him reach the bottom of the sea quickly so that he could collect some oysters before he ran out of breath. He wore a nose clip, which prevented water from getting into his nose, and carried a knife, which he used to remove the oysters from the rocks. The leather bag, which hung from his neck, was used to store the oysters that he collected. Most divers spent about a minute under the water, but a skilled diver could hold his breath for two minutes or more. When the diver began running out of breath he would pull at a rope which was tied around his waist and an assistant, called a 'puller', would pull him up to the surface. The diver would then take a short rest and dive a couple of minutes later.

Natural pearls do not form in every oyster, but occur at a rate of one in ten thousand, so expeditions were not always a success. If, however, the men were lucky enough to find pearls and make their way back home alive, they could survive in comfort until the next pearling season.

1. Pearl diving had existed in Qatar for thousands of years before oil was discovered. ☐

2. The Qataris who lived further inland did not go on pearl-diving expeditions. ☐

3. Pearl-diving expeditions took place throughout the year. ☐

4. Most divers lost their lives after being attacked by very big fish. ☐


5. The bends was a condition that only the divers suffered from. ☐

6. Divers held a rock in their hands. ☐


7. Divers would pull at a rope to signal that they wanted to be pulled out of the water. ☐

8. A rock was used to break open the oysters. ☐

9. The success of an expedition was determined by how many oysters had been collected. ☐

A.  Read the leaflet below. Which of the following are included in the leaflet?

- cost of the tour
- date of the tour
- contact information
- duration
- hotel address
- availability

B.  Work in pairs to modify the tour. First, look at the information below, discuss the different places and decide what changes you would like to make to the tour. Use some of the phrases in the box.

Amsterdam – Home to many world-class museums, such as the Van Gogh and Rijksmuseum. Great for walking along the canals, or renting a bike to admire the fascinating architecture and historic buildings. Excellent restaurants, cafés and shops.

4-star hotel from €120

3-star hotel from €105

Biesbosch – One of the Netherlands' larger national parks, near Dordrecht. Take a relaxing boat trip around the large river network to see many different species of birds.

Accommodation from €80

Utrecht – Lively student town with a beautiful traditional old town centre. Lots of lively cafés and restaurants, as well as plenty of shops. Close to several interesting castles such as De Haar Castle.

4-star hotel from €94

3-star hotel from €85

Hoge Veluwe National Park – Large sandy area with lakes and small forests. Ideal for cycling, horse riding and guided walks. Home to lots of wildlife.

Accommodation from €70

Gouda – Historic town with attractive architecture. Interesting cheese museum and excellent cheese market every week during the summer. Beautiful 15th-century city hall.

4-star hotel from €98


3-star hotel from €52

Rotterdam – Busy city with rich history and the largest port in Europe. Excellent art museums and large cultural area with lots of galleries. Regular art festivals throughout the year.

4-star hotel from €100

3-star hotel from €70

I think the tour should include...
 We can also include a visit to...
 I believe travellers may find this... because...
 This type of tour would be more suitable for...
 I think that... would be more fun for travellers...
 This would be more popular with...
 Travellers will be able to...
 ... is famous for... so travellers will have the opportunity to...
 I don't think the tour should last longer than...
 I don't think travellers will want to spend...

C.  Work in pairs to design a leaflet of your country/city.

THE NETHERLANDS

Welcome to an amazing tour in the Netherlands

Day 1: Learn the rich history of the city of Amsterdam. On this walking tour, our guides will take you over beautiful bridges and past interesting canal houses, explaining the different styles. Finally, the walking tour finishes in the colourful Bloemenmarkt – the world's only floating flower market. After an early lunch, it is on to Utrecht. Our first stop is De Haar Castle – the largest castle in the Netherlands. You will learn all about the unusual history of this fascinating castle and find out all about the famous guests who stayed there. Then, we'll spend the evening, exploring the streets of Utrecht.



Day 2: We will go to Gouda, a town famous for its cheese. You may feel like you have gone back in time when we visit the Cheese Market where farmers sell their cheese just like they have for hundreds of years. After walking around the city, we will head for Rotterdam. There, you'll see Rotterdam's amazing architecture at places like the Erasmus Bridge, the Cube Houses and the Markthal. Return to Amsterdam at about 9 p.m.

Price: €135 per person

What's Included

- Accommodation (one night in a four-star hotel, breakfast included)
- Entrance fee to castle
- Transportation by coach

There is limited availability, only 30 guests, so book your place soon.

Phone: 020 555 3333

Email: landtour@netherlands.com

Learning Standards

SB: R2.3, S1.1, S2.4, W1.1

Task Modules 3&4

A. R2.3

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (*a leaflet*).
- Ask Ss if they read leaflets advertising trips in their country or in other countries.
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title of the leaflet and the map and ask them if they know anything about the Netherlands.
- Ask Ss to read through the leaflet and check their understanding.
- Ask Ss to read the bullet points above the leaflet and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

The following are included in the leaflet:
cost of the tour, contact information, duration, availability

KEY

B. S1.1 , S2.4

- Ask Ss to read through the information about some places of interest in the Netherlands and check their understanding.
- Refer Ss to the map and ask them to locate the places on the map.
- Ask Ss to read through the suggested phrases in the box and check their understanding.
- In pairs, have Ss discuss the different places and decide what changes they would like to make to the tour.
- Monitor Ss from a distance. Do not interrupt or correct them.
- Choose some pairs to act out the dialogues.

Suggested answer

A: I think that starting our tour from Amsterdam is a good idea because there are many things to see and do there. What do you think?

B: I totally agree. However, I'm not interested in visiting the Bloemenmarkt. Instead of the Bloemenmarkt, I think we could include a visit to the Van Gogh Museum and admire the beautiful paintings.

A: Agreed! Next, I definitely think that...

KEY

C. W1.1

- Explain to Ss what they are required to do.
- Divide Ss into pairs according to their learning styles and needs.
- Allow Ss some time to do some brainstorming and note down some places in their country/city they've thought of.
- Ask them to choose three they would like to write about.
- Draw Ss' attention to Activity A. Point out to them that they should include the information presented in Activity A in their leaflets.
- Have Ss search the Internet to find the information they need.

- Encourage them to find pictures and interesting facts, as well.
- Have Ss decide on the way they are going to present the information (e.g. *make a leaflet on paper or on the computer*).
- Allow Ss to do the activity in class, or assign it for homework.
- Have Ss present their leaflets in class.

STUDENT'S BOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R2.3	Inquiry and research	Reading A p. 60
R2.1	Creative and critical thinking	Reading B p. 60
S1.1	Cooperation and participation	Reading C p. 60
R4.1	Communication	Reading D p. 61
R4.2	Problem-solving	Reading D p. 61
S1.1	Cooperation and participation	Reading E p. 61
R4.1	Communication	Vocabulary A p. 61
R4.1	Communication	Vocabulary A p. 62
R4.2	Problem-solving	Vocabulary A p. 62
S1.1	Cooperation and participation	Listening A p. 63
L1.1	Communication	Listening B p. 63
L2.1	Communication	Listening C p. 63
L3.1	Creative and critical thinking	Listening D p. 63
S1.1	Cooperation and participation	Listening E p. 63
S1.1	Cooperation and participation	Speaking p. 63
S2.3	Inquiry and research	Speaking p. 63
W1.1	Inquiry and research	Writing p. 63
R1.1	Cooperation and participation	Reading B p. 64
R2.1	Creative and critical thinking	Reading C p. 64
R4.1	Communication	Reading D p. 65
L1.1	Communication	Listening A p. 65
S1.1	Cooperation and participation	Speaking A p. 67
S2.3	Inquiry and research	Speaking B p. 67
S1.1	Cooperation and participation	Speaking C p. 67
S1.1	Cooperation and participation	Speaking D p. 67
S1.1	Cooperation and participation	Writing A p. 68
R2.3	Inquiry and research	Writing B p. 68
R1.1	Cooperation and participation	Writing C p. 69
R2.3	Inquiry and research	Writing D p. 69
W1.1	Inquiry and research	Writing F p. 69
W2.1	Problem-solving	Writing F p. 69
W4.1	Communication	Writing F p. 69
WORKBOOK		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R2.1	Creative and critical thinking	Activity C p. 56
L2.5	Communication	Activity C p. 62
R2.1	Creative and critical thinking	Activity D p. 63

When students complete this module, they will be able to:

5a (pp. 60-61)

- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- communicate with a little support a personal response to real and fictional events (S1.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)

5a (pp. 62-63)

- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding (R4.2)
- communicate with a little support a personal response to real and fictional events (S1.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)
- understand and respond with a little support to the detail in longer, more complex texts (L2.1)
- guess independently the meaning of unknown words important for comprehension from available clues in longer, more complex texts (L3.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)
- communicate with a little support a personal response to real and fictional events (W1.1)

5b (pp. 64-65)

- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- understand and respond with a little support to detail in longer, more complex texts (R2.1)
- guess independently the meaning of unknown words from available clues in longer, more complex texts (R4.1)
- understand and respond with a little support to the main ideas in longer, more complex texts (L1.1)

5b (pp. 66-67)

- communicate with a little support a personal response to real and fictional events (S1.1)
- develop with a little support a clear argument to support their opinions on an increasing range of familiar topics (S2.3)

5b (pp. 68-69)

- communicate with a little support a personal response to real and fictional events (S1.1)
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (R2.3)
- understand and respond with a little support to the main ideas in longer, more complex texts (R1.1)
- communicate with a little support a personal response to real and fictional events (W1.1)
- organise, sequence and develop ideas with a little support in longer, more complex texts (W2.1)
- use formal, neutral and informal registers appropriately in most familiar contexts (W4.1)

5 Review

- understand and respond with a little support to detail in longer, more complex texts (R2.1) WB
- recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types (L2.5) WB

- Draw Ss' attention to the title of the module and make sure that Ss understand the meaning of the phrase *get the message*. If necessary, use body language or make a sign or gesture and then ask Ss: *Did you get the message?*
- Ask Ss to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss to look at the pictures on the page and read through the accompanying captions.
- Ask Ss to tell you what these pictures show/have in common.
- Elicit answers (*different forms of communication / sending signals and messages*).
- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

- Sign language, Morse code, maritime flag signals and semaphore flags are still used today.
- Pigeon post was mostly used in military situations. Native North Americans relied greatly on smoke signals to communicate their messages from tribe to tribe. Semaphore flags are used to send signals by sea or by land. Maritime flag signalling is used in signals to or from ships. Morse code is used by amateur radio operators, pilots, air traffic controllers, aeronautical navigators and in telecommunications. Sign language is used by deaf people or by people who want to communicate with deaf people.
- They are used for signals of emergency, directions or classified information. However, sign language is a language which, instead of the spoken word, uses the hands and body language to get the message across.

KEY

Background knowledge

Pigeon post is the use of homing pigeons to carry messages, and was likely used as far back as the ancient Persians. Pigeons were carried to a destination in cages, where a message was attached to their legs. Then, by instinct, they would fly back home where the owner could read the message.

In ancient China **smoke signals** were used to communicate messages along the Great Wall up to half a mile away. Native North Americans also used smoke signals and each tribe had their own system. They used damp grass on the fire to create a lot of smoke.

The **semaphore flag signalling system** is an alphabet signalling system based on the waving of a pair of hand-held flags in a particular pattern. The flags are usually red and yellow. They are held, arms extended, in various positions representing each of the letters of the alphabet.

The system of **international maritime signal flags** is one system of flag signals representing individual letters of the alphabet in signals to or from ships. It is a component of the International Code of Signals (ICS). Semaphore flags are displayed in twos while maritime signal flags are displayed in groups.

Morse code is a type of code used to send telegraphic messages and is named after Samuel Morse, who helped to invent it. Morse code uses dots and dashes for letters of the alphabet, and can be sent using sound or light flashes.

A **sign language** is a way of communicating using hands and body movements. There isn't one single sign language for all deaf people around the world. In fact, linguists have identified at least 137. Some well-known sign languages are ASL (American Sign Language) and BSL (British Sign Language).

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

5 Get the message

pigeon post



Discuss:

- Look at the pictures. Do people still use these forms of communication?
- Where are/were they used?
- What sort of messages are/were sent with these forms of communication?

smoke signals



semaphore flags



maritime flag signals



Morse code



In this module you will learn...

- to define people, places, things and ideas
- useful phrases that help you gain time when you need more time to think
- useful phrases that help you when you want to politely interrupt someone or when you want to get back to the topic of discussion
- to understand warning signs
- how to say whether something is permitted or not
- to express an opinion
- to write a report

sign language



Reading A.  Read the text quickly. Where would you find this text?

- a. encyclopedia b. blog c. magazine d. travel guide

Whistled Languages

There are more than 6,500 different languages in the world which all have one thing in common: we use our voices to speak them. What many people are not aware of, however, is that there are some languages that do not require speech at all. **Sign language**, which uses hand gestures to communicate, is the most well-known of these. Less familiar are some other systems of communication found in small communities across the globe, whose origins still remain somewhat of a mystery.


On the Spanish island of La Gomera, off the coast of Africa, there is an unusual language that has been around since before the 15th century. As well as talking, people there whistle to communicate. The local landscape, which is hilly and mountainous and covered in mist, may explain why this whistling became so widely used. The sound created by whistling travels much further than the human voice, so it's an **effective** way to communicate quickly across valleys or long distances. Also, locals find that it can sometimes be convenient to be able to communicate in a secret way that outsiders cannot understand.

Whistled communities are also found in parts of Greece, Mexico, Turkey and France. In Turkey there is a village where it's difficult to tell the difference between humans 'talking' and birds 'tweeting'. At least, most foreigners would say so. It's called 'Kuskoy', which means 'village of the birds'. Here, like on La Gomera, whistling was used for communicating across mountainous regions and long distances, when telephones and other methods were not available. Even today, when phones are more **commonplace**, there are people from older generations who still prefer to whistle. They find it much simpler and, of course, it does not cost anything.

Education in the fine art of whistling begins at an early age with the older generations passing down their skills to the young. It's not easy of course; in Kuskoy, for example, there are 29 **separate** whistled noises, one for each letter of the Turkish alphabet. However, it's pretty much like learning to talk. Practice makes perfect and local children pick it up in the end.

On La Gomera, residents, who want to protect their tradition, have gone a step further and made learning whistling **compulsory** in schools. Unfortunately though, they complain that the everyday use of whistling is becoming rarer as modern technology **takes over** and younger generations move to towns and cities. We will have to wait and see if efforts by locals to protect their unusual culture can survive the many changes of the modern world.



B.  Read the text again and answer the questions. Write T for True and F for false.

1. Sign language is the only language in the world that does not require speech. ☐
2. Whistled languages can be used to communicate over greater distances than spoken languages. ☐
3. In Kuskoy, people used to send messages to one another using birds. ☐
4. In Kuskoy, only old people now understand the whistled language. ☐
5. Children on La Gomera must learn how to whistle at school. ☐

C.  Answer the following questions.

- Why do people use whistled language?
- How do people in some communities try to protect this kind of language? What's your opinion about it?

Learning Standards

SB: R2.3, R2.1, S1.1, R4.1, R4.2

Functions

Talking about unusual forms of communication

Vocabulary

accidentally be around commonplace compulsory effective encyclopedia foreigner generation gesture hilly method mist mountainous mystery origin pass down pick sth up (learn) practice makes perfect rare separate (adj.) sign language speech take control take over valley well-known widely

Collocations with 'tell'

tell a joke tell a lie tell a secret tell a story
tell the difference tell the truth tell the time

Collocations with 'say'

say hello say so say sorry say sth say thank you
say yes

Reading

A. R2.3

- Draw Ss' attention to the pictures on the page and ask them to tell you what they show (*two men in the mountains whistling*).
- Draw Ss' attention to the title of the text in relation to the two men and ask them to tell you what they are doing (*they're whistling*).
- Ask Ss to tell you what they think the text is about.
- Elicit answers.
- Ask Ss to read through the text. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

c. magazine

- Ask Ss some comprehension questions:
How many different languages are there in the world? more than 6,500
What have they got in common? We use our voices to speak them.
How are some languages different? They do not require speech at all.
Do we know the origins of these languages? No, we don't.
Where is the island of La Gomera? off the coast of Africa
Which country does it belong to? Spain
What is the local landscape like? It's hilly and mountainous and covered in mist.
According to some people, why did whistling become so widely used there? Whistling became so widely used there because of the landscape.
Why is whistling an effective way to communicate quickly across valleys or over long distances? Because the sound created by whistling travels much further than the human voice.
What do locals use whistling for? to communicate in a secret way that outsiders cannot understand
What is Kuskoy? It's a village in Turkey.
What does its name mean? village of the birds
What is it difficult to tell the difference between in Kuskoy? It's difficult to tell the difference between

humans 'talking' and birds 'tweeting'.

Why did people in Kuskoy start whistling? Because they needed to communicate across mountainous regions and long distances, when telephones and other methods were not available.

Do people from older generations in Kuskoy still prefer to whistle? Yes, they do.

Is it easy to learn to whistle? No, it isn't.

Why not? Because there are 29 separate whistled noises, one for each letter of the Turkish alphabet.

What helps local children learn to whistle? practice

Why is the everyday use of whistling in La Gomera becoming rarer? Because modern technology takes over and younger generations move to towns and cities.

B. R2.1

- Ask Ss to read through sentences 1-5 and make sure they do not have any unknown words.
- Have Ss do the activity. Ask them to justify their answers.
- Check the answers with the class.
- Ask Ss to correct the false sentences. This will challenge **higher-performing Ss**.

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

C. S1.1

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

Suggested answers

- People use whistled languages to communicate over long distances where the human voice cannot reach. Also, using whistled languages helps people communicate in a way that others will not understand. Finally, today, people use whistled languages because it is part of their culture.
- Older generations teach younger generations how to whistle. In some places, they teach whistling at schools. I think it's a very good idea that there are people who try to protect this kind of language because it is part of their culture.

D. R4.1  , R4.2 

- Refer Ss to the highlighted words/phrases in the text.
- Ask Ss to read through the meanings a-f and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words.
- To challenge **higher-performing Ss**, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

E. S1.1 

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

Suggested answer

I'd be very interested in learning a whistled language because it would be very challenging to learn all the whistled noises and be able to communicate in this way. Knowing a whistled language is something out of the ordinary and it would make me feel unique. /

I wouldn't be interested in learning a whistled language because I'd find it very difficult and of no practical value.

KEY

Vocabulary

A. R4.1 

- Ask Ss to read through the extracts and draw their attention to the phrases in bold.
- Point out to Ss that we can use the verbs *tell* and *say* to form various collocations.
- Ask Ss the question in the rubric.
- Elicit and check answers.

Suggested answers

tell the difference = distinguish, recognise the difference
say so = agree

KEY


B.

- Ask Ss to read through the sentences 1-10.
- Draw Ss' attention to the words in bold in each sentence and explain to them that they have to use the correct form of *tell* and *say* to complete them and form collocations.
- Have Ss do the activity.
- Check the answers with the class.

1. say	6. tell
2. say	7. Say
3. tell	8. tell
4. told	9. said
5. say	10. telling, telling

KEY

- Ask Ss to write three sentences using the phrases from this activity. This will challenge **higher-performing Ss**.
- Write some of the sentences on the board without writing the verbs *say* and *tell*.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

D.  Look at the highlighted words/phrases in the text and match them with their meanings. Then check your answers in a dictionary.

- | | | | |
|------------------|--------------------------|---------------|--------------------------|
| 1. sign language | <input type="checkbox"/> | 4. separate | <input type="checkbox"/> |
| 2. effective | <input type="checkbox"/> | 5. compulsory | <input type="checkbox"/> |
| 3. commonplace | <input type="checkbox"/> | 6. take over | <input type="checkbox"/> |

- a. a system of communication used by people who cannot hear
b. different
c. that must be done because of a law or rule
d. to take control of sth
e. successful; producing the result that is wanted
f. existing in many places

E.  Discuss in pairs/groups.

- Would you be interested in learning a whistled language? Why? / Why not?

Vocabulary

A.  Read the extracts from the text. What do the phrases in bold mean?

...it's difficult to **tell the difference** between humans 'talking' and birds 'tweeting'
At least, most foreigners would **say so**.

B. Complete the sentences with the correct form of **tell** or **say** to form collocations.

1. You should _____ **thank you** to Amanda for buying you such a nice gift.
2. I was in the neighbourhood so I decided to stop by and _____ **hello**.
3. Hessa would never _____ **a secret** that she promised to keep. You can trust her.
4. Tina _____ us **a joke** yesterday but I don't remember it.
5. I can't believe that Frank didn't _____ **sorry** after he accidentally pushed me. How rude!
6. Mohammed's going to buy his younger brother a watch now that he's learnt to _____ **the time**.
7. Don't just sit there. _____ **something!**
8. OK, children. Let me _____ you **a story**.
9. I asked my brother if I could borrow his car and he _____ **yes**.
10. I always know when Jack is _____ **lies** and when he's _____ **the truth**.

A. Read the examples and answer the questions.

- a. There are some languages **which** do not require speech at all.
 b. Aiden is a student **who** has to learn whistling at his school.
 c. Sign language is something **which** you can learn quite easily.
 d. In Mexico there is a region **where** people use whistling to communicate.
 e. I was at university with a girl **whose** grandfather was a professor of chemistry.
 f. The time **when** whistled languages were invented remains somewhat of a mystery.

1. Which of the words in blue refers to:
 • people?
 • places?
 • time?
 • things and ideas?
 • possession?
2. In which of the examples can we replace the word in blue with *that*?
3. In which of the examples can we omit the word in blue?

B. Complete with *who, which, that, whose, where* or *when*. If they can be omitted, put them in brackets.

A: Do you know a good language school 1 _____ I can learn Russian?

B: Yes. Actually, I have a colleague 2 _____ wife is a secretary at a very good language school in the city centre.

A: Great!

B: Hold on! Remember that day 3 _____ I had a barbecue at my house? I'm pretty sure you met him then. His name is George.

A: Is that the guy 4 _____ was making the sandwiches?

B: No, that was Brian. George is the one 5 _____ I was talking to about sports.

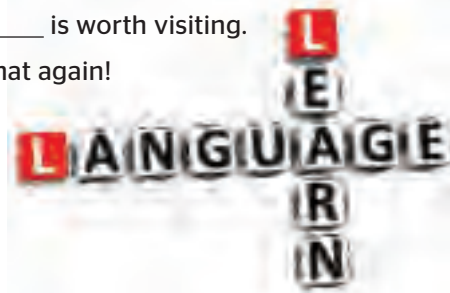
A: Oh, I remember him. The Manchester United fan.

B: Right! Well, I can give you his number and he can talk to his wife about the details. But why Russian?

A: It's a language 6 _____ might help my career. I can't stop thinking about the time 7 _____ I went to Moscow with some colleagues for a sales event and we couldn't speak a word of the language. It was embarrassing!

B: You've been to Moscow? Wow! It's certainly a city 8 _____ is worth visiting.

A: You can say that again!



Intonation 🗣️

Listen and repeat. Notice the intonation and rhythm.

- UNICEF is an organisation which helps take care of the health and education of children around the world.
- The country where my mother was born is Argentina.
- The man who is talking on his mobile phone works with my brother.
- The boy who had a problem with the site deactivated his account.

Vocabulary

A. 🗣️ 🔑 What do the verbs in bold in the sentences mean? Match them with the definitions a-h. Then use a thesaurus to find synonyms of the verbs in bold.

- | | |
|---|--|
| 1. I'm not sure where Ali is. He mentioned something about meeting Ahmed. <input type="checkbox"/> | 5. We need to discuss the problem with Maryam first. <input type="checkbox"/> |
| 2. My flatmate and I keep arguing about who will do the washing-up. <input type="checkbox"/> | 6. Hector and John spend all their spare time chatting on Skype. <input type="checkbox"/> |
| 3. Can you please explain to me how this washing machine works? <input type="checkbox"/> | 7. Mark is complaining about his computer. I think it crashed again. <input type="checkbox"/> |
| 4. 'Stop right there!' yelled the police officer. <input type="checkbox"/> | 8. It's not polite to gossip about other people. <input type="checkbox"/> |

- a. to shout
 b. to talk about other people and their private lives
 c. to talk informally, usually with a friend
 d. to say that you are not pleased with sth

- e. to speak angrily because you disagree
 f. to speak about or refer to sth without using many words
 g. to talk to sb about sth in order to come to a decision
 h. to make sb understand sth

Learning Standards

SB: R4.1, R4.2, S1.1, L1.1, L2.1, L3.1, S2.3, W1.1

Functions

Defining people, places, things and ideas
Discussing forms of communication today
Taking more time to think about a topic, interrupting politely, getting back to the topic of discussion

Structures

Relative pronouns (who, which, that, whose)
Relative adverbs (where, when)

Vocabulary

argue chat complain costly discuss explain gossip (v.) inconvenient instantly mention outdated place (v.) portable refer socialise time-consuming time-saving up to date user-friendly yell

Words/Phrases related to technology

account (e.g. email) attach crash data deactivate drag and drop function install instant messaging key keyboard press scroll select shut down tap (v.) touchscreen virus

Phrases/Expressions

Anyway, as I was saying... Can I add something?

Could I say something before you continue?

Hold on. Are you saying that...?

May I interrupt you for a second? Now, what was I saying?

Now, where was I? Sorry to interrupt, but...

Intonation

- Play the recording and have Ss listen to the first relative clause and repeat it.
- Ask Ss to notice the intonation and rhythm. Point out that there is a short pause at the end of the relative clause and that the intonation falls at the end of the whole sentence.
- Follow the same procedure with the rest of the sentences.

Vocabulary

A. R4.1 , **R4.2** 

- Ask Ss to read through the sentences 1-8 and draw their attention to the verbs in bold.
- Ask Ss to tell you what these verbs have in common.
- Elicit the answer that *they are all related to talking/expressing oneself*.
- Ask Ss to read through the definitions a-h and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

Grammar

A.

- Ask Ss to read through the examples a-f in the box and draw their attention to the words in blue.
- Check Ss' previous knowledge of the relative pronouns (*who, which*) and the relative adverbs (*where, when*) used to introduce relative clauses.
- Ask Ss to read through the questions 1-3 and check their understanding.
- Check the answers with the class.

- 1.** *who* refers to people, *where* refers to places, *when* refers to time, *which* refers to things and ideas, *whose* refers to possession.
- 2.** *That* can replace *which* in a. and c. and *who* in b.
- 3.** In example c. we can omit *which* because it refers to the object of the verb.

KEY

- Refer Ss to the Grammar Reference (p. 83).
- Ask Ss to provide extra examples using the relative pronouns and adverbs. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *The boy / ride my bike / be / my little brother*).

B.

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

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

KEY

B.

- Ask Ss to read through the sentences 1-8 and make sure they do not have any unknown words.
- Ask Ss to read through the verbs in the box.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|---------------|---------------|
| 1. shut down | 5. tap |
| 2. press | 6. attach |
| 3. drag, drop | 7. deactivate |
| 4. install | 8. scroll |

KEY

Listening

A. S1.1

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

Suggested answers

- Yes, I often listen to the news on TV or on the radio because I think it's important to know what's going on in the world. / No, I don't often listen to the news because there is often bad news and it makes me feel sad.
- The topics which are usually discussed are as follows: current affairs, politics and economy.
- newspapers, the Internet

KEY

B. L1.1

- Play the recording and have Ss listen to the news bulletin carefully so as to decide what each news item is about.
- Ask Ss to take notes to justify their answers. Allow **lower-performing Ss** to write down only key words.
- Check the answers with the class.

The first news item is about a young Qatari man who designed an app that helps people who cannot use a computer very well.

The second news item is about the rescue of two British tourists who went climbing in New Zealand.

The third news item is about the achievements of three athletes.

The fourth news item is about the opening of a new shopping centre.

KEY

C. L2.1

- Ask Ss to read through the questions 1-4 and the corresponding answer choices and make sure they do not have any unknown words.
- Play the recording again and have Ss listen to the news bulletin and do the activity.
- Alternatively, to challenge **higher-performing Ss**, you may change the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover Activity C in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check their answers.

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

KEY

D. L3.1

- Explain to Ss that they are going to listen to two extracts from the listening activity above and decide what the words in bold mean.
- Ask Ss to read the words 1 and 2.
- Ask Ss to read the definitions underneath the words and make sure they understand everything.
- Play the recording and have Ss listen to the first extract carefully and choose the correct definition.
- Play the recording again if necessary.
- Follow the same procedure with the second word.
- Check the answers with the class.

1. a 2. a

KEY

E. S1.1

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

For suggested answers, see **5a Listening E** on page 101.

KEY

Speaking S1.1, S2.3

- Refer Ss to the Speaking Activities section on page 75.
- Draw Ss' attention to the questions and check their understanding.
- Ask Ss to read through the suggested words/phrases in the box and check their understanding.
- Read out and explain the TIP.
- Ask Ss to read through the suggested phrases for *Taking time to think*, *Interrupting politely* and *Getting back to the topic* in the corresponding boxes.
- Have Ss think of answers to the questions individually first.
- Then divide Ss into small groups and have them work in groups and exchange opinions.
- Go around the class helping Ss when necessary. Point out to Ss that they should use relative clauses to elaborate on the points they are trying to make.
- Have each group share their ideas in class.

For suggested answers, see **5a Speaking** on page 102.

KEY

Writing W1.1

- Draw Ss' attention to the word *FORUM* and ask Ss if they know what it is (*an Internet forum is an online discussion site*).
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the question in the forum and check their understanding.
- Have Ss do the activity. Point out that we use a semi-formal style when we write a post. Allow Ss to use ideas from the Speaking activity. This will help **lower-performing Ss**. At the same time, encourage Ss to use their own ideas if they want to. This will challenge **higher-performing Ss**.

For suggested answers, see **5a Writing** on page 102.

KEY

B. Complete with the verbs in the box.

COMPUTER VOCABULARY install drop shut down scroll drag tap attach press deactivate

1. Another way of saying 'turn off' your computer is _____.
2. To make the keys on a keyboard or phone write letters, numbers, etc. you have to _____ them.
3. When you select part of a text or image, then move it and place it in its new position, you _____ and _____ it.
4. After you download a new program onto your computer, you need to _____ it.
5. The verb used instead of 'press' or 'click' on a touchscreen device is _____.
6. When you want to send an image or a separate document with an email, you have to _____ it.
7. When you want to stop using an email account, you _____ it.
8. When you move up or down a web page or document, you _____.

Listening

A. Discuss in pairs/groups.

- Do you ever listen to news bulletins on TV or the radio?
- What kinds of topics are often discussed?
- What other sources of news information exist?

B. Listen to a news bulletin. What is each news item about?

C. Listen again and answer the questions.

1. Who did Ahmad design his website for?
 - a. his neighbours
 - b. people who live in Al Wakra
 - c. people who make video calls
 - d. people needing help with technology
2. Why was it hard to rescue the two climbers?
 - a. The weather was very bad.
 - b. Nobody knew where they were.
 - c. The helicopter couldn't reach them.
 - d. There were no experienced climbers to help.
3. Which athletes broke a record?
 - a. Ashura and Jeff
 - b. Patricia and Jeff
 - c. Ashura and Patricia
 - d. Ashura, Patricia and Jeff
4. When did the Robert Burns Shopping Centre open?
 - a. today
 - b. last February
 - c. last December
 - d. six months ago

D. Listen to two extracts taken from the news bulletin. What do the following words mean?

1. **assistance**
 - a. help
 - b. communication
2. **incident**
 - a. something that happened
 - b. something that is impossible to happen

E. Discuss in pairs/groups.

- What do you think of the Qatari teenager's 'HelpMe' website?
- What mistake did the British climbers make?
- How do you think each of the athletes mentioned in the sports bulletin felt?
- What can people do in the Robert Burns Shopping Centre?

Speaking

  Talk in groups. Go to the Speaking Activities section on page 75.

Writing

Write a post on a forum on the following topic:

     <https://forum.wordreference.com/threads/post-in-on-the-forum>

FORUM

What's your opinion about electronic communication?

Discussion started by akat24, 24 April, 2019

Reading


A. Discuss in pairs/groups.




- What is a warning sign?
- Where are warning signs needed? Why?
- How do warning signs or labels get the message across?


B. Look at the signs below and read through them quickly. Where would you find these signs?


C. Read again and choose from the sentences (a-d) on the next page the one that is correct for each sign.


**ON-BOARD
EMERGENCY INSTRUCTIONS**

ALWAYS Use the passenger emergency intercom to contact a member of staff.
Listen for announcements. 

FIRE Move to an unaffected carriage.
Remain inside – tracks are electrified.
Follow instructions of emergency workers.
Fire extinguishers are located at the end of each carriage.   


MEDICAL If a passenger needs medical attention, notify a member of staff.
If you are medically qualified and able to assist, identify yourself to a member of staff. 

POLICE Notify a member of staff of any unlawful or suspicious activity on board - they can contact the police. 

EVACUATION Lift plastic cover above side door.
Pull red handle down.
Slide door open.
Evacuate only when instructed by the staff. 

Warning Flag Meanings:

 **LOW HAZARD:**
Calm conditions.
Normal care and caution required.

 **CAUTION!**
Moderate waves and/or currents.
Use extra care.

 **HIGH HAZARD!**
Large waves and/or strong currents.
Swimmers are strongly advised not to enter the water.

 **ATTENTION! DANGER!**
No swimming or surfing permitted.

SITE SAFETY

 All visitors and drivers must report to the site office and obtain permission before entering the site or any work area.

  
Wear protective equipment at all times on this site.

  
Wear eye, ear and hand protection where appropriate.

 **Caution! Construction work in progress.**
Beware of lorries.

 **Vehicles parked at owners' risk.**
Park only in the specified areas.

CAUTION
THIS SIGN HAS
SHARP EDGES
DO NOT TOUCH THE EDGES OF THIS SIGN

Learning Standards

SB: R1.1, R2.1, R4.1, L1.1

WB: R2.1

Functions

Understanding warning signs

Saying whether something is permitted or not

Vocabulary

against the law at all times be located
be supposed to behave beware of carriage caution
circle (n.) evacuate evacuation fire extinguisher
handle (n.) hazard (n.) in case of in progress keep off
keep out legal manner notify obtain permission
permit (v.) protection protective qualified required
strictly forbidden suspicious track unaffected warn
warning wave (n.)

Reading

A.

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

Suggested answers

- A warning sign is something like a notice that gives people a warning or instructions.
- in places where extra attention is required because of a potential hazard, obstacle or condition, in order to help people avoid the potentially dangerous situation
- through instructions, usually in a big font, with symbols, pictures, colours, etc. so as to attract people's attention

KEY

B. R1.1

- Ask Ss to read through the three signs and underline any unknown words at the same time.
- Point out to Ss that they should also pay attention to the symbols included in each sign.
- Ask Ss the question in the rubric.
- Elicit and check answers.

Sign A: on a train

Sign B: at a beach

Sign C: at a construction site

KEY

C. R2.1

- Ask Ss to read through the sentences a-d and make sure they do not have any unknown words.
- Ask Ss to read each sign again and choose the one correct statement from the corresponding set of statements for each of them.
- To **help lower-performing Ss**, you may eliminate one or two incorrect options.
- Have Ss do the activity. Ask them to justify their answers.
- Check the answers with the class.

Sign A: c

Sign B: a

Sign C: b

KEY

- Ask Ss some comprehension questions:

Sign A:

What should you do if you want to contact a member of staff? You should use the passenger emergency intercom.

What should you always listen for? You should always listen for announcements.

If there is a fire, where should you go? You should go to an unaffected carriage.

Why should you remain inside? Because the tracks are electrified.

Whose instructions should you follow? You should follow the instructions of emergency workers.

Where are fire extinguishers located? at the end of each carriage

If a passenger needs medical attention, what should you do? You should notify a member of staff.

Who should you notify if you notice any unlawful or suspicious activity on board? You should notify a member of staff.

Which handle should you pull down to slide the door open? the red one

Where is it located? above the side door

Sign B:

When there is a green flag, what are the conditions like? They are calm.

When there is a yellow flag, how should swimmers and surfers act? with extra care

Why? Because there are moderate waves and/or currents.

When there is a red flag, what are the conditions like? There are large waves and/or strong currents.

What are swimmers advised not to do? not to enter the water

What does the yellow flag with the black circle show? that people mustn't go swimming or surfing because it is dangerous

Sign C:

Where must all visitors and drivers report to before entering the site? They must report to the site office.

Do workers and visitors always have to wear a helmet on the site? Yes, they do.

When construction work is in progress, what should workers and visitors watch out for? They should watch out for lorries.

Where should visitors park their cars? in the specified areas

D. R4.1

- Ask Ss to read through the meanings 1-7 and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|-------------|----------------|
| 1. notify | 5. moderate |
| 2. unlawful | 6. obtain |
| 3. evacuate | 7. in progress |
| 4. caution | |

KEY

- Explain any unknown words.

Listening

A. L1.1

- Ask Ss to look at the signs a-g.
- Make sure that Ss are familiar with the meaning of the signs.
- Ask Ss to think of words they might hear in the recording and write them down.
- Play the recording and have Ss listen to the first conversation carefully and choose the correct sign.
- Play the recording again and have Ss listen to the first conversation again and check their answers.
- Follow the same procedure with the rest of the conversations.
- Alternatively, play the recording and have Ss listen to the five conversations carefully and choose the correct signs. Play the recording again and have Ss listen to the five conversations and check their answers.
- You can indicate to Ss which the two extra signs are. This will help **lower-performing Ss**.
- Check the answers with the class.

- a. -, b. 3, c. 1, d. 4, e. 2, f. 5, g. -**

KEY**B.**

- Ask Ss to look at the phrases in the box and make sure they do not have any unknown words.
- In pairs, have Ss discuss what the signs mean using the phrases in the box.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Suggested answers

- a.** You are not allowed to turn left.
b. It is strictly forbidden to park or stop here. If you do so, your car will be towed away.
c. You must not exceed the maximum speed limit of 55 mph.
d. People must keep off the grass. / It is not permitted to walk on the grass.
e. Taking pictures/Using a camera to take pictures is forbidden.
f. You must keep out because it is dangerous to enter this area.
g. People must be careful when driving because camels may appear in their way.

KEY

- For further practice, ask Ss to think of any signs they have seen / can remember / know of and have them discuss in pairs where they have seen them, what message they convey(ed), etc.
- Alternatively, find some signs, show them to Ss and discuss what message they convey.

Sign A

- In an emergency, always give instructions to other passengers to help them.
- In case of fire, evacuate the train immediately.
- If you are a doctor, you should inform a member of staff in an emergency.
- If you see someone behaving in an unusual or dangerous manner, call the police.

Sign B

- When there is a red flag, swimming is considered dangerous.
- When there are strong winds and waves, there is a green flag.
- Surfers are allowed in the water only when there is a yellow flag with a black circle.
- Swimmers are warned to keep out of the water when there is a yellow flag.

Sign C

- If you see someone entering the site, notify the site office.
- You can enter the work area only if you have permission.
- Parking is not permitted.
- Lorries are not permitted on this site.

11. Find words in the signs that mean the same as the following:

- to inform (sign A)
- not legal (sign A)
- to move out of a dangerous place to somewhere safe (sign A)
- extreme care and attention (sign B)
- not too big nor too small in amount or degree (sign B)
- to get (sign C)
- happening at this time (sign C)

Listening

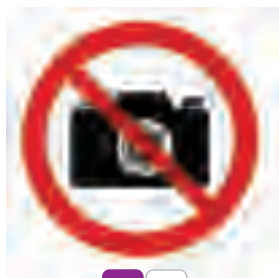
A. Listen to five conversations, take notes and match them with the signs a-g. Write 1-5. There are two signs which you do not need to use.



a ☐



c ☐



e ☐



f ☐



b ☐



d ☐



9 ☐

B. Look at the signs again and in pairs discuss what they mean. Use the phrases in the box.

Saying whether something is permitted or not

- ... is (not) allowed.
- You're (not) allowed to...
- ... is (not) permitted.
- ... is strictly forbidden.
- It's strictly forbidden to...
- It's (not) illegal to...
- ... is (not) against the law.
- People/You can/may/must/should (not)...
- People/You are (not) supposed to...

Learning Standards

SB: S1.1, S2.3

Functions

Emphasising an action using the Passive Voice
Discussing face-to-face communication and practices

Structures

Passive Voice (Present Simple - Past Simple)

Vocabulary

body language eye contact face-to-face
facial expression maintain means of communication

Grammar

A.

- Ask Ss to read through the two examples in the box and draw their attention to the verbs in blue.
- Make sure that Ss understand that the two verbs (*are located, were... advised*) in the respective examples are in the Passive Voice.
- Ask Ss to read through the questions 1-2 and the respective answer choices a & b, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. a 2. b

KEY

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 83) and provide them with any necessary explanations.
- Ask Ss to provide extra examples using the Present Simple Passive and the Past Simple Passive. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss**, give them prompts to make their examples (e.g. *The room / decorate / my sister / yesterday*).

B.

- Ask Ss to read through the sentences 1-8 and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

C.

- Draw Ss' attention to the headlines and the model answer and make sure they haven't got any unknown words.
- Point out to Ss that they should use the Passive Voice wherever possible to describe the events.
- Have Ss do the activity.
- Choose some Ss to read out their sentences.

Suggested answers

2. A three-year-old boy was saved by a camel last week when the camel scared away a snake which was approaching the little boy.
3. Rosendale's sports clubs decided to build a new swimming pool in the town about a year ago. Construction of the swimming pool was completed last month.
4. An accident took place on the roller coaster ride at Kid's Fun amusement park yesterday. Sadly, twenty-three people were killed in the accident.

KEY

Speaking

A. S1.1

- As a warm-up, do the following activities with the Ss:
 - a. Choose a student and have him/her show the following emotions on his/her face (*happy, sad, angry*). Have the rest of the class guess the emotions.
 - b. Ask Ss the following questions:
 - How often do you communicate with your friends?*
 - What forms of communication do you use more often?*
 - Which form of communication do you prefer to use when you want to share a problem you've got with your friends?*
- Draw Ss' attention to the questions.
- Have Ss think of answers to the questions individually first.
- Then divide Ss into small groups and have Ss work in groups and exchange opinions. Make sure that there is a mix of both **higher-performing Ss** and **lower-performing Ss** in each group.
- Also, tell them that if someone in the group cannot find the word they want to use, the other Ss can help them. This will build **lower-performing Ss'** confidence to take part in the discussion.
- Have each group share their ideas in class.

Suggested answers

- The advantages of face-to-face communication are that the speakers can understand each other's feelings better and build stronger relationships. Also, it's easier to persuade people when you talk to them face-to-face. All these make communication faster and more effective.
- Face-to-face is more effective than other means of communication because it makes it easier to explain the details of a problem and therefore solve it faster.
- Facial expressions and body language are the expressions we form and the gestures and movements we make, and they are an important part of our everyday communication because they contain information that we may not say to others. Being able to understand other people's facial expressions and body language might help us understand how the others feel or what they think about a topic.

KEY

At the same time, being able to form the right expressions and make the right gestures and movements can help us communicate our message more effectively.

- Some of the disadvantages of face-to-face communication are that it is not always easy to find the time to arrange a meeting with the people you want to talk with. Also, when face-to-face communication takes place in a large group of people, then it may not always be successful as some people might not be paying attention to the discussion.

B. S2.3

- Draw Ss' attention to the communication practices in the box and make sure they haven't got any unknown words.
- Ask Ss which of these practices they use when they communicate with people around them.
- Elicit answers and initiate a short discussion.
- Have Ss do the activity.
- Choose some groups to report their answers to the class.

For suggested answers, see **5b Speaking B** on page 102.

KEY

C. S1.1

- Draw Ss' attention to the pictures and ask them to tell you what they can see.
- Elicit answers and initiate a short discussion.
- Divide Ss into small groups. Make sure that there is a mix of both **higher-performing Ss** and **lower-performing Ss** in each group.
- Ask the questions in the rubric. Encourage Ss to take notes that will help them answer the questions. This will build **lower-performing Ss'** confidence to take part in the discussion.
- Have Ss do the activity.
- Choose some groups to report their answers to the class.

Suggested answers

In the first picture, we have an example of friendly and effective communication. We understand this from the fact that they're smiling. Also, their hand gestures and the fact that they maintain eye contact show that they are concentrating and are paying attention to each other. They are probably using all of the practices from activity B as all those practices promote effective communication.

On the other hand, in the second picture, the people aren't communicating successfully. Their facial expressions and hand gestures show that they are angry with each other. They are maintaining eye contact, but they probably aren't using any of the other practices as their communication is not effective.

KEY

D. S1.1

- Ask Ss the questions in the rubric and have them assess the other members of the group using the effective practices presented in Activity B.
- Elicit answers and initiate a short discussion.

C. Choose one of the headlines below and write a few sentences describing what happened. Use the Passive Voice wherever possible.

1

**LOST HIKERS
FOUND BY POLICE
ON GREENHOOD
MOUNTAIN**

2

**3-YEAR-OLD
SAVED
BY CAMEL**

4

**23 KILLED IN
ROLLER COASTER
ACCIDENT**

3

**NEW
SWIMMING POOL
BUILT
IN ROSEDALE**

1. A group of friends went hiking on Greenwood Mountain last Saturday and they got lost. Thankfully, a few days later, they were found by the police.

Speaking

A. 🗨️ Talk in groups. Discuss the following questions.

- What are some of the advantages of face-to-face communication?
- Why is face-to-face communication more effective than other means of communication?
- How do facial expressions and body language contribute to a person's ability to communicate?
- What are some of the disadvantages of face-to-face communication?

B. 📖 Read the communication practices in the box. Discuss how you think they can make communication more effective.

- | | |
|--|---|
| <ul style="list-style-type: none"> • maintaining eye contact • speaking slowly and clearly • speaking in a friendly way • using suitable hand gestures • sitting in a respectful way • showing the other person that you are listening to them | <ul style="list-style-type: none"> • accepting and encouraging questions • asking for an explanation when you don't understand something • giving someone enough time to answer without interrupting them • respecting the other person's opinion |
|--|---|

C. 🖼️ Look at the pictures. How are the people communicating in each picture? Which of the practices in the box above do you think the people in the pictures are using / not using?



D. 🗨️ Which of the practices in the box do the other members of your group do well? Which ones do they need to practise?

Writing A report

A. Discuss in pairs/groups.

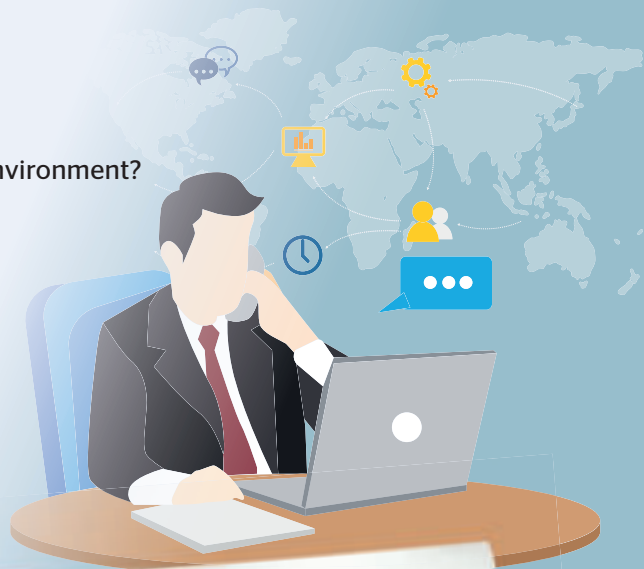
- What means of communication are used in a work environment?
- Which do you consider to be most effective? Why?

B. Read the writing task below and answer the questions that follow.

The manager of the company that you work for has asked you to write a report discussing communication within the company. In your report you should deal with:

- the means of communication in use
- who uses them and why
- what changes can be made to improve communication

1. Who do you have to write the report for?
2. Which of the following should you do in the report?
 - a. provide a detailed description
 - b. discuss advantages and disadvantages
 - c. provide information and express your opinion
3. What characteristics should the report have?
 - a. be descriptive
 - b. be brief and to the point
 - c. be lively and enthusiastic
 - d. be amusing and entertaining
 - e. be organised and well-structured
 - f. be clear and easily understandable
 - g. be written in a formal style



Learning Standards

SB: S1.1, R2.3, R1.1, W1.1, W2.1, W4.1

Functions

Asking for and giving directions
Asking for clarification and repetition
Asking if you have been understood

Vocabulary

amusing at times brief descriptive detailed efficient
entertaining importance in use informed involved
limited lively monthly over-the-phone to the point
topic workplace

Phrases/Expressions

As for... I am convinced that...

Writing

A. S1.1

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

Suggested answers

- emails, telephone calls, face-to-face communication, text messages
- I think that all forms of communication are effective in different situations. However, I find face-to-face communication more effective as it helps me solve problems faster and make decisions more easily.

KEY

B. R2.3

- Ask Ss if they know what a report is and if they have ever needed to write one.
- Elicit answers.
- Have Ss read through the writing task and check their understanding.
- Have Ss read through the questions 1-3 and the answer choices and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. the manager of the company

2. c

3. b, e, f, g

KEY

C. R1.1

- Have Ss read through the report and underline unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

- Purpose
- Means of Communication in Use
- Who Uses Them and Why
- Recommendations

HEY

- Ask Ss some comprehension questions:

What's the name of the company? ThinkTank Product Developers

What are the most important means of communication used at ThinkTank Product Developers? emails, letters, memos, notices, announcements and the company's monthly newsletter

What means of communication aren't used very much? face-to-face and over-the-phone communication

How do junior members of staff communicate among themselves? through electronic means of communication

How do junior members of staff communicate when something needs to be dealt with as soon as possible? They have a phone conversation.

How are the members of the staff informed about major decisions and important changes? through written means of communication

Who uses face-to-face communication? senior members of staff

When do they use it? when meetings are held to advise or instruct junior members of staff

How can the company benefit from face-to-face communication? It helps build stronger working relationships and get people more involved.

- Explain any unknown words.

D. R2.3

- Ask Ss to read through the questions 1-3 and check their understanding.
- Have Ss do the activity individually and then work in pairs to compare their answers. Make sure that you have **higher-performing Ss** work with **lower-performing Ss** to build **lower-performing Ss'** confidence. The **higher-performing Ss** can justify their answers or help the **lower-performing Ss** find the answers they didn't find on their own.
- Check the answers with the class.

1. The writer uses formal language: no contractions are used, formal linking words and expressions are used, passive voice is used (*This report discusses... can be strengthened and improved... Although different communication methods are used... I am convinced that the company would benefit from using more face-to-face communication.*)
2. The writer uses the following linking words/phrases: *such as, firstly, also, as for, although, thus.*
3. The paragraphs help with the organisation of the report as each paragraph addresses a different point regarding communication within the company. As for the headings, they give the reader an idea of the topic of each paragraph. These two aspects make it easier for the reader to read the report.

HEY

E.

- Have Ss read through the writing task and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

The following should be underlined: *educational publisher, foreign language learning, report, foreign language learning in your country, foreign languages people learn in your country, who, how foreign language learning can be improved*

HEY

F. W1.1, W2.1, W4.1

- Ask Ss to read through the writing task in the previous activity and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 59-61.
- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan.
- Allow Ss enough time to write their reports.
- Point out that they should refer to the checklist and the evaluation criteria.

Suggested answer

Foreign Language Learning in our country

Purpose

The purpose of this report is to discuss foreign language learning in my country and suggest what changes can be made to improve the situation.

What foreign languages people learn

The most popular foreign languages are traditionally Western European languages, such as English, French and German. In recent years, however, there has been an increase in the number of students who learn other languages, such as Chinese and Russian.


Who learns foreign languages and why

Both children and adults learn foreign languages. A very large number of schoolchildren learn at least one foreign language because it is compulsory in schools. Fewer children learn a second language as a second foreign language is not offered in all schools. Those, however, who learn a second foreign language seem to do it because they are interested in foreign languages in general. As for adults, it is observed that most of them learn foreign languages to improve their job prospects. Whether they are improving their knowledge of a language they started learning at school or they are learning a new language, it seems that people who speak foreign languages have better job opportunities both within their country and abroad.

Recommendations

Taking everything into consideration, I feel certain that foreign language learning in my country could greatly be improved if all schools offered a variety of foreign languages for students to choose from and if a second language was compulsory in all schools. This would improve everyone's job prospects.

HEY

C.  Now read the report and choose the most appropriate heading for each paragraph.

Workplace Communication at ThinkTank Product Developers

- The staff members
- Purpose
- Topic

This report discusses how members of staff at *ThinkTank Product Developers* communicate and provides recommendations as to how communication within the company can be strengthened and improved.

- The benefits of communication
- The importance of electronic communication
- Means of communication in use


Different means of communication are used at *ThinkTank Product Developers*. Electronic means of communication, such as email, play an important role, but so do written means of communication in the form of letters, memos, notices, announcements and the company's monthly newsletter. Face-to-face and over-the-phone communication are also used, but to a lesser extent.

- Where they are used and when
- Who uses them and why
- What is used and where

Firstly, junior members of staff communicate among themselves in the workplace mainly through electronic means of communication. They may also, at times, have a phone conversation if something is very important and needs to be dealt with as soon as possible. Written means of communication are usually used by the company to keep members of staff informed about major decisions and important changes. As for face-to-face communication, it is limited and is only really used among senior members of staff or when meetings are held to advise or instruct junior members of staff.

- Recommendations
- Key points
- Our company

Although different communication methods are used at *ThinkTank Product Developers*, I am convinced that the company would benefit from using more face-to-face communication. Face-to-face communication plays an important role in building stronger working relationships and getting people more involved. Increasing face-to-face communication could, thus, make our company more efficient and effective.




D.  Now read the report again and answer the questions.

1. Is the language in the report formal or informal? Give examples.
2. What linking words/phrases does the writer use?
3. How do the paragraphs and headings help the organisation of the report?

E. Read the writing task below and underline the key words.

An educational publisher is interested in foreign language learning in different countries. You have been asked to write a report about foreign language learning in your country. In your report you should deal with the following:

- the foreign languages that people learn in your country
- who learns foreign languages and why
- how foreign language learning can be improved in your country

F.    Read the TIP below. Then go to the Workbook pp. 59-61 to plan and write your report.

When writing a report:

- read the information given carefully and cover all the points required.
- organise your ideas into separate paragraphs for every major point.
- use headings to indicate what topic each paragraph focuses on.
- present the information in an impersonal, formal way.
- use standard grammar and spelling conventions.
- use linking words/phrases.

TIP

A. Choose a, b or c.

- Khalid might be at the shopping centre, because he ____ something about going shopping.
a. warned b. mentioned c. referred
- I ____ a new antivirus program on my computer today.
a. installed b. scrolled c. attached
- The younger ____ uses social media sites much more often than mine does.
a. generation b. origin c. progress
- It is ____ for all drivers to wear seat belts.
a. compulsory b. monthly c. protective
- Jack's no good at ____ jokes. Nobody laughs when he does.
a. saying b. telling c. explaining
- Warning signs are ____ at the entrance of the building site.
a. separate b. supposed c. located
- Everybody ____ the building because of the fire on the fifth floor.
a. deactivated b. obtained c. evacuated
- I ____ to the manager about the bad service at the restaurant.
a. complained b. gossiped c. notified
- The boy asked for his mother's ____ to go to the park.
a. gesture b. law c. permission
- We walked through the construction site with extreme ____.
a. warning b. hazard c. caution

B. Rewrite the sentences using the word given.

- It is illegal to talk on your mobile while driving. **law**

- Smoking in this building is not allowed. **permitted**

- You mustn't use the staff lift. **forbidden**

- I know I should be at home in bed, but I came to work anyway. **supposed**

C. Circle the correct words.

- The boy **whose / who** grandparents can use a whistled language is from Turkey.
- We can meet at the café **where / which** is in Grandview Avenue.
- I've got a classmate **who / which** can use sign language.
- The hotel **which / where** we stayed was a bit far from the beach.
- The lift **where / that** is next to the reception desk is out of order.
- 2017 is the year **which / when** I went to university.

D. Rewrite the sentences using the Present Simple Passive or the Past Simple Passive. Start with the words given.

- The company's employees send hundreds of emails every day.
Hundreds _____
- The teacher explained the exercises once more.
The exercises _____
- All workers wear protective equipment at the building site.
Protective equipment _____
- The creative team didn't discuss the new project in yesterday's meeting.
The new project _____
- Nasser posted a comment on the school blog.
A comment _____

E. Put the dialogue in the correct order. Write 1-6.

- ☐ So by tapping on it, I can do things that I normally do on my computer?
- ☐ Oh, dear! This tablet is too difficult for me to use! I can't even find the keyboard. How do I write on this thing?
- ☐ Exactly.
- ☐ First of all, this is a touchscreen. So, you tap on it if you want to do something...
- ☐ Right now, it's locked. You have to drag this bar to the right and then enter your password. Then you can send email, download and install applications...
- ☐ Well, I think that mine just doesn't work, because I've been tapping on it for...

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

now I can...

- ☐ define people, places, things and ideas
- ☐ use phrases to help me gain time when I need more time to think
- ☐ use phrases to politely interrupt someone or to get back to the topic of discussion
- ☐ understand warning signs
- ☐ say whether something is permitted or not
- ☐ express an opinion
- ☐ write a report

To be more effective, the exercises in the Review section should be completed and checked in class.

Learning Standards

WB: L2.5, R2.1

A.

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

KEY

B.

1. It is against the law to talk on your mobile while driving.
2. Smoking is not permitted in this building. / It is not permitted to smoke in this building.
3. It is forbidden to use the staff lift.
4. I know I'm supposed to be at home in bed, but I came to work anyway.

KEY

C.

1. whose
2. which
3. who
4. where
5. that
6. when

KEY

D.

1. Hundreds of emails are sent by the company's employees every day.
2. The exercises were explained by the teacher once more.
3. Protective equipment is worn by all workers at the building site.
4. The new project wasn't discussed by the creative team in yesterday's meeting.
5. A comment on the school blog was posted by Nasser.

KEY

E.

- 3, 1, 4, 2, 6, 5

KEY

Self-assessment

- 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.

1a Grammar

Complete the following sentences below about yourself. Then talk in pairs.

Student A: Ask your partner questions in order to find out how he/she behaves in different situations.

Student B: Answer Student A's questions.

Then swap roles. Finally, report your partner's most interesting answers to the class.

1. When I get up in the morning, _____.
2. When something scares me, _____.
3. The moment I hear the phone ring, _____.
4. As soon as I get home from work/school, _____.
5. When I meet a new person, _____.
6. Whenever I'm bored, _____.
7. Whenever I have some free time, _____.
8. As soon as I realise that somebody is angry with me, _____.
9. Whenever I feel stressed, _____.
10. When I can't have something I want, _____.

1a Speaking

 **Talk in pairs.**

Student A: Imagine that you are looking for a new flatmate. Student B is looking for a place to live and calls you. Ask him/her questions and hold a conversation to find out about him/her and see if he/she is suitable to become your new flatmate. Use the ideas in the box.

personal information (age, nationality, family, etc.) personality studies
job daily habits spare time

6 What do you do when you get up in the morning?
When I get up in the morning, I... 9

Student B: Imagine you are looking for a place to live. Student A is looking for a flatmate and you call him/her. Answer his/her questions requesting information about you and ask questions to find out about the house/flat. Use the ideas in the box.

type of accommodation exact location
number of rooms public transport nearby
if it's spacious/furnished, etc.

1b Student A

A. Look at Pierre Clermont's profile and answer Student B's questions.



Pierre Clermont	
Age:	24
Nationality:	French
Likes:	eating out, sports, art, reading, cycling
Dislikes:	shopping, swimming



Expressing opinion

I think...
Personally, I believe...
In my opinion,...
It seems that...
The way I see it,...
If you ask me, he should(n't)...

Agreeing/Disagreeing

I agree/disagree with you.
I think so, too. / I don't think so.
You're right/wrong about that.
You have a point.
I'm not so sure about that.
Very true, but...

Asking a question

What do you think?
What is your opinion?
Don't you think that...?
Don't you agree that...?

2a

A.  **Talk in pairs.**

BUS CRASHES INTO SHOP WINDOW

Kingston residents waiting at a bus stop in Market Road yesterday morning were shocked to see a bus slide right past them on the icy road and crash into a bookshop just a few feet away. Fortunately, there were no bystanders on the pavement and the shop had not opened yet. However, the bus overturned and landed on its side, blocking all the doors of the bus. Emergency services were quick to come and get all the passengers out safely through the windows. Luckily, very few were injured and only two of them seriously. According to the weather forecast, more icy weather is expected.



Student A: Imagine that you are a reporter. Interview Student B, an eyewitness, about the accident. Use the prompts below and keep notes.

Where / you / be / and / what / you / do?
 What / weather / be / like?
 What / exactly / happen?
 What / you / think / when / first / see / accident?
 How / people / rescue?
 What / you / think / cause / accident?

Student B

Imagine that you were an eyewitness to the accident. Student A is a reporter. Answer his/her questions using the information in the news article, your imagination and some of the words/phrases in the box.

snowstorm skid lose control panic
 helpless break windows ambulance

2b

A.  **Talk in pairs.**

Student B

You see your friend (Student A) who doesn't look very well. Ask him/her what is wrong, listen to him/her carefully and respond appropriately. Ask questions to find out more about his/her unfortunate experience. Use some of the phrases in the box.

Responding to bad news and showing concern

How awful!	And then what? Didn't you...?
Really? That's terrible!	Don't tell me you...!
What? Are you serious?	Are you all right?
Oh dear!	Is everything OK?
Poor you!	Is there anything I can do to help?
That's so scary!	You aren't hurt, are you?
What a frightening experience!	Don't worry. It's over.
You're joking/kidding, right?	

In conversation, it is important for the listener to respond to what the speaker is saying by showing interest, surprise, concern, sympathy, etc. You can respond by:

- making exclamations (*How awful!, Poor you!, That's so scary!*).
- asking different types of questions (*Is there anything I can do?, Who rescued you?*) as well as negative questions (*Wasn't anyone with you?*) and tag questions (*You aren't hurt, are you?*).

TIP

6 *What's up with you? You don't look very well. You won't believe what happened to me yesterday. As I was walking in the... What? Are you serious? Yeah, I'm still in shock! 9*



3a

B.   Talk in groups. Look at the pictures showing three different types of holiday. Compare them and discuss the questions. You can use the words/phrases in the box.



- What are the advantages and disadvantages of each holiday?
- What kind of people do you think prefer to go on each holiday?
- Which holiday would you prefer to go on?

Type of holiday

safari
camping
cruise

Advantages

exciting
observe wildlife
never get bored
beautiful scenery
environmentally friendly
inexpensive
luxurious
exotic destinations
explore nature
safe

relaxing
convenient
comfortable
stress-free
adventurous

Disadvantages

dangerous
expensive
uncomfortable
need your own equipment
run out of supplies
boring
spend a lot of time on board
exhausting

When going camping / on a safari / on a cruise,...

One of the best/worst things about... is that...

The main advantage/disadvantage of... is...

Another advantage/disadvantage is...

In my opinion, ... is better/worse than...

I think that... are ideal for...

I'd really like to go...

I'd prefer to go...

4b Role play

Student A

You work for an agency that helps young people find work during the summer holidays. A young person (Student B) has come to register as a job seeker. Ask him/her to provide you with his/her personal details and some information about the type of work he/she would like to do. Make sure to repeat back to the person what you have written down to check you have recorded it correctly. Use some of the phrases in the box.

Job Seeker Information Form

Name: _____

Date of Birth: _____

Email Address: _____

Availability for work: From ____/____/____ to ____/____/____

Type of work wanted: _____

Other things that will do: _____

Relevant qualifications/experience: _____

Personal qualities: _____

Languages spoken and level of proficiency: _____

Hobbies/Interests: _____

Future plans: _____

Other useful information: _____

Driving licence: yes / no

Own transport: yes / no

Introducing a subject

First, let me begin by...

One/Another thing we need to discuss is...

Now, let's talk about...

Let's move on to your...

Confirmation check

Could you repeat that for me, please?

Sorry, I didn't quite understand what you said.

Could you say that more slowly, please?

Repeating back information

OK, so that's....

So, you said your name / date of birth was..., is that right?

So, you have/own/speak etc..., correct?

Let's go through that again. So, you...

Let me see if I understood that correctly. You...

Sorry, did you say that you...?

New Career Agency

Check out the following positions available for teenagers who want to work during their summer holidays:

- Nursing assistants
- Camp leaders
- Customer service in the National Library
- Kindergarten teacher assistants
- Marketing interns

5a

  **Talk in groups. Use some of the words/phrases given.**

- How do you communicate with the different people in your life?
- What are some popular social networking sites people your age use and what do they use them for?
- What are the advantages and disadvantages of smartphones?
- How has electronic communication changed people's lives?
- What do you think the future of communication will be like?



Useful apps

instant messaging
Skype
video chat

Advantages

user-friendly
handy
practical
portable
time-saving
convenient
store huge amounts of data
know latest news instantly
help people keep in touch
have got all the functions of a computer
almost like face-to-face communication

Disadvantages

time-consuming
viruses
inconvenient
outdated
costly
need to keep up to date
not socialise
spend hours downloading apps

- When discussing a topic, take turns to speak.

Listen to what the other person is saying and try not to interrupt him/her frequently. If you need to interrupt, do it politely.

- When it's your turn to speak and you need more time to think about what to say, avoid long pauses. Use phrases which help you gain time.

TIP

Taking time to think

Well, let's see now...

Well, let me think...

Umm, give me a minute...

You know,...

Interrupting politely

Sorry to interrupt, but...

Can I add something?

Could I say something before you continue?

May I interrupt you for a second?

Hold on. Are you saying that...?

Getting back to the topic

Anyway, as I was saying...

Now, what was I saying?

Now, where was I?



1b An informal email

An informal email/letter is usually sent to a friend, a relative or an acquaintance.
Note the layout below:

Subject: a brief phrase that indicates what the content of the email is.

Greeting: on the left-hand side of the page. Put a comma after the name.

Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.

Signing off: on the left-hand side of the page. Use your first name.

The diagram shows an email interface with the following fields and content:

- To...** eileen728@mymail.com
- From...** karen341@freenet.com
- Subject...** Great news
- Greeting:** Dear Eileen,
- Body:** Multiple horizontal lines for writing.
- Signing off:** Hope to see you soon,
Karen

An informal letter

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance.
Note the layout below:

Greeting: on the left-hand side of the page. Put a comma after the name.

Indent paragraphs: start the first line of each paragraph under the comma.

Signing off: towards the right-hand side of the page (e.g. Yours, Best wishes). Don't forget the comma followed by your first name written underneath.

The diagram shows a letter layout with the following elements:

- Greeting:** Dear Betty,
- Body:** Multiple horizontal lines for writing.
- Signing off:** Keep in touch,
Jill
- Your address:** 92 Park Lane
Bidston, Lancs.
LA4 7PL
18 June 20...
- Date:** 18 June 20...

Your address: on the right-hand side of the page (not always necessary).

Date: below the address.



4b A formal letter

A formal letter is written to someone you don't know personally and it is usually of a business nature. Note the layout below:

Position of the person you are writing to and/or name of company (start one line below the date).

Address of the person or company you are writing to.

Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).

Signing off: on the left-hand side of the page, followed by a comma.

Your signature and your full name clearly written underneath.

92 Park Lane
Boston, MA
02215

18 June, 20....

Human Resources Manager
Jacksonville Swimming Pool
72 Albany Ave.
Chicago, IL 60616

Dear Sir or Madam, / Dear Mr Jones,

Yours faithfully, / Yours sincerely,



Gareth Thomas (Mr)

Your address: on the right-hand side of the page (without your name).

Date: below the address, leaving a blank line in between.

Paragraphing: You can indent or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.

In a formal letter/email, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam**. When you are writing to a woman and are unsure of her marital status, begin with **Dear Ms + last name**.

TIP

WRITING REFERENCE

Module 1

Present Simple vs Present Progressive

I work.	He sleeps.
Do you work?	Does she sleep?
They don't work.	It doesn't sleep.

Present Progressive

I'm working.	He's sleeping.
Are you working?	Is she sleeping?
They aren't working.	It isn't sleeping.

We use the Present Simple:	We use the Present Progressive:
<ul style="list-style-type: none"> for permanent states. <i>Harry works for an international company.</i> for habits or actions that happen regularly. <i>I visit my grandparents every weekend.</i> for general truths. <i>Water boils at 100 °C.</i> 	<ul style="list-style-type: none"> for temporary states. <i>I'm staying with my brother's family this week.</i> for actions happening at the moment of speaking. <i>Alice is talking on the phone right now.</i> for situations which are changing or developing around the present time. <i>Air pollution is increasing in our city.</i> for future arrangements. <i>Helen and I are going shopping tomorrow.</i>

Time Expressions	
Present Simple	Present Progressive
usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays / Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, right now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc., next week/year, etc.

Stative Verbs

The following verbs are usually **not** used in progressive tenses:

Verbs of the senses:

see, feel, hear, smell, taste, seem, look (=seem), notice, appear, etc.

Verbs of emotion:

like, dislike, love, hate, want, need, prefer, mind, etc.

Verbs of perception and opinion:

know, mean, think (=believe), understand, agree,

remember, forget, imagine, hope, believe, etc.

Other verbs:

be, have (= possess), own, belong, cost, etc.

The verbs *see, hear, smell, taste* and *feel* are commonly used with **can** to indicate an action happening now.

I can hear a strange noise coming from the kitchen.

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)

I'm thinking of buying a car.

- have (= drink, eat, taste)

Greg is having lunch at the cafeteria right now.

Question words

Question words	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend?</i> <i>Who are you talking to?</i>
Whom	people (object)	<i>With whom are you going to the celebration?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey?</i> <i>Which of these jumpers do you like best?</i>
What	things (unlimited choice) actions and activities general descriptions specific information	<i>What did you buy?</i> <i>What happened?</i> <i>What is your brother like?</i> <i>What kind of cars do you like driving?</i>
Whose	possession	<i>Whose are these trainers?</i>
Why	reason, purpose	<i>Why did she call you?</i>
When	time	<i>When are your parents coming?</i>
Where	place	<i>Where would you like to go tonight?</i>
How	manner specific information quantity someone's health frequency	<i>How did you fix this?</i> <i>How far is it to the station?</i> <i>How long are you staying?</i> <i>How much coffee is left?</i> <i>How's your sister?</i> <i>How often do you travel?</i>

Subject - Object Questions

- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb** in the **affirmative form**).

*Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).*

- **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who / which / what + verb** in the **question form**).

*Who did you see at the restaurant?
(I saw) Tom and June.*

*What are you eating?
(I'm eating) Chinese food.*

Indirect questions

We use indirect questions when we ask for information. Indirect questions begin with phrases like:

*Can/Could/Would you tell me...?
Can/Could/Would you inform me...?
Can/Could/Would you let me know...?
Do you know...?
I'd like to know...
I was wondering...*

Direct Question

Where is the post office?

Indirect Question

Can you tell me **where** the post office is?

Direct Question

Is the museum open today?

Indirect Question

Do you know **if/whether** the museum is open today?

- If the direct question begins with a question word, the indirect question also begins with **the same question word**.
- If the direct question does not begin with a question word, the indirect question begins with **if/whether**.
- In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

Module 2

Past Simple

I worked.	He slept.
Did you work?	Did she sleep?
They didn't work.	It didn't sleep.

Irregular verbs in the Past Simple don't take **-ed**.
For a list of irregular verbs go to page 84.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
My family and I went on a cruise last month.
- habitual or repeated actions in the past.
I went camping every summer when I was younger.
- completed actions that happened one after the other in the past.
Eddie got up at eight o'clock, had breakfast and left for school.
- permanent situations in the past.
I lived in London for 20 years.

The Past Simple of the verb **can** is **could**.
The Past Simple of the verb **to be** is **was/were**.

TIME EXPRESSIONS

yesterday / yesterday morning, etc.
in + years / centuries
last night / month / Friday / summer, etc.
two days / a week ago

used to

I used to work.	He used to sleep.
Did you use to work?	Did she use to sleep?
They didn't use to work.	It didn't use to sleep.

used to + base form is used:

- to describe permanent past states.
I used to be overweight when I was younger.
- to describe past habits.
My father used to drive to work, but now he walks.
- to describe repeated actions in the past, that no longer happen.
We used to go out every day, but we don't anymore.

Used to is **NOT** used for isolated actions or events that happened in the past.

Past Progressive

I was working.	He was sleeping.
Were you working?	Was she sleeping?
They weren't working.	It wasn't sleeping.

We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.

Mum was making dinner at four o'clock yesterday afternoon.

- to describe background scenes in a story.
The sun was shining and the birds were singing as we were having a picnic at the park.
- for actions that were happening at the same time in the past. In this case, we usually use **while** or **as**.
While Kate was ironing the clothes, Jane was tidying her room.

› Past Simple vs Past Progressive

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.

As/While I was watching TV, the telephone rang. We were walking in the street when it started to rain.

We can use **as soon as** with the **Past Simple** to express that one thing happened a short time after the first.

As soon as they left, we started cleaning up the house.

Module 3

› Present Perfect Simple

I have worked.	He has slept.
Have you worked?	Has she slept?
They haven't worked.	It hasn't slept.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've read this book twice.
- for a state which started in the past and continues up to the present.
Mark has had this car since September.
- for actions which happened in the past and finished, but their results are obvious in the present.
I can't get into my house. I've lost my keys. Look! Jerry has got a new bike.

For a list of irregular verbs go to page 84.

TIME EXPRESSIONS

always, ever, never, before, once, twice, many times, so far, just, recently, lately, for, since, already, yet, etc.

have been to = have visited and come back

have gone to = have not returned yet

Mum has been to the supermarket twice this week.

Mum isn't here; she's gone to the supermarket.

› Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
<ul style="list-style-type: none"> • for actions that happened in the past, but we don't say when exactly. <i>I have tasted Mexican food.</i> • for actions that started in the past and are still happening in the present. <i>Ted has worked as a waiter for two years. (=he is still working).</i> 	<ul style="list-style-type: none"> • for actions that happened at a definite time in the past. We say when. <i>I tasted Mexican food last night.</i> • for actions that started and were completed in the past. <i>Ted worked as a waiter when he was a student.</i>

We use **for** and **since** for actions that started in the past and continue up to the present.

for + a period of time

I've lived in this neighbourhood for ten years.

since + a specific point in time

I've known Jane since 2015.

Present Perfect Simple + since + Past Simple

Julia has changed jobs three times since she came to Lakewood.

› Adjectives / Adverbs

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding -ly to the adjective.	<i>quiet → quietly</i> <i>careful → carefully</i>
Adjectives ending in a consonant + -y , drop the -y and take -ily .	<i>easy → easily</i>
Adjectives ending in -le , drop the -e and take -y .	<i>terrible → terribly</i>

Irregular adverbs

good → well
fast → fast
hard → hard
late → late
early → early

Comparatives and superlatives of adjectives and adverbs

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
Jack is better at football than his brother.
Living with your family can be easier than living on your own.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.
That's the most interesting book I've ever read.
My brother drives the most carefully of all of us.

All one-syllable and most two-syllable adjectives take -er/-est	<i>short - shorter - the shortest</i> <i>happy - happier - the happiest</i> <i>big - bigger - the biggest</i>
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	<i>interesting - more interesting - the most interesting</i>
All one-syllable adverbs and early take -er/-est	<i>fast - faster - the fastest</i> <i>early - earlier - the earliest</i>
Adverbs with two or more syllables take: more + adverb / most + adverb	<i>carefully - more carefully - the most carefully</i>

Irregular Comparative and Superlative Forms

Positive Form	Comparative Form	Superlative Form
good/well	better	the best
bad/badly	worse	the worst
little	less	the least
far	farther/ further	the farthest/ furthest
many/much	more	the most

Some two-syllable adjectives form comparative and superlative forms in both ways.

clever - cleverer / more clever - cleverest / most clever

common - commoner / more common - commonest / most common

narrow - narrower / more narrow - narrowest / most narrow

simple - simpler / more simple - simplest / most simple

Other forms of comparison

- less + adjective/adverb + than** (to show inferiority)
The jumper is less expensive than the shirt.
Terry paints less terribly than his sister.
- the least + adjective/adverb + of/in** (to show inferiority)
This is the least interesting book in the world!
- as + adjective/adverb + as** (to show similarity)
The skirt is as colourful as the shirt.
Kevin runs as fast as Scott.
- not as/so + adjective/adverb + as** (to show difference)
The jumper isn't as expensive as the shirt.
Kevin doesn't run as/so fast as Scott.
- comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

To emphasise a comparative, we use the words **much, a lot, rather, a little, even** and **far**.
She's much prettier than her friend Sally.

Module 4

Modals I

must / have to / need

- We use **must + base form** to express **personal obligation** in the present/future.
I must finish this by tonight. (= I say so)
- We use **have to + base form** to express **external obligation** in the present/future.
You have to drive on the left when you're in England. (= it's the law)

We use **have to** to form all the other tenses, expressing either personal or external obligation.

When I was at school, I had to wake up at seven o'clock every morning.

We'll have to work really hard to finish this project.

- We use **need to + base form** to express **necessity** in the present or future.
I need to know how many people will be at the seminar.

► **mustn't / can't**

- We use **mustn't/can't + base form** to express **prohibition**.
You mustn't / can't park here. (= you aren't allowed to)

► **don't have to / don't need to / needn't**

- We use **don't have to / don't need to / needn't + base form** to express **lack of obligation/necessity** in the present or future.
You don't have to call us again. (= it isn't necessary)
She doesn't need to buy us presents.
You needn't worry. Everything is under control.
- We use **didn't have to / didn't need to + base form** to express **absence of necessity** in the past (something wasn't necessary, but it is not clear if it was done or not).
I didn't have to / didn't need to pick up the kids from school.

Need means that something is necessary. It is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by **to + base form** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **base form** and forms the negative and question form without auxiliary verbs.

Affirmative	Questions
I need to go. He needs to go.	Do I need to go? / Need I go? Does he need to go? / Need he go?
Negative	
I don't need to go. / I needn't go. He doesn't need to go. / He needn't go.	

► **should / ought to**

Should / Shouldn't + base form refers to the present or future and is used:

- to ask for or give **advice**.
Should I apologise to John for shouting at him?
You shouldn't eat so much sugar.
- to express an **opinion**.
He should be more careful when he drives.
- to make a **suggestion**.
You should go to that new restaurant. It's fantastic!
- to express mild **obligation**.
You should go to work on time.

Should can be replaced with **ought to** in all of the above examples.

You ought to go to that new restaurant. It's fantastic!
You ought not to eat so much sugar.

► **had better**

We use **had better + base form** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should / ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is commonly used (*I'd better, you'd better, etc.*).
You'd better ask a doctor about it.
You'd better not lie to me again.

Modals II

► **may / might / could**

- We use **may / might / could + base form** to express possibility in the present or future.
He could/may/might be at home now.
- We use **may not / might not + base form** to express improbability in the present or future.
We may not / might not go to the meeting tomorrow.

► **must / can't**

- We use **must + base form** to express a **positive deduction** about the present or future. We are almost certain that something is true.
My parents must be at work now.
- We use **can't + base form** to express a **negative deduction** about the present or future. We believe that something is impossible.
You can't be over 20 years old. You've just finished school!

Module 5

Relative pronouns (who, which, that, whose) Relative adverbs (where, when)

The relative pronouns *who*, *which*, *that*, *whose* and the adverbs *where* and *when* introduce relative clauses.

	Pronouns	Examples
PEOPLE	who/that	<i>The boy who/that is playing football in the park is my brother.</i> <i>The person (who/that) I admire the most is my grandfather.</i>
THINGS ANIMALS IDEAS	which/that	<i>The house which/that is next to the bakery is my aunt's.</i> <i>The smartphone (which/that) my brother bought last week was very expensive.</i>
POSSESSION	whose	<i>That's the woman whose son I go to school with.</i>

	Adverb	Examples
PLACE	where	<i>This is the town where I grew up.</i>
TIME	when	<i>I still remember the day when I graduated from university.</i>

Relative Clauses

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.

The book (which/that) you bought is on the desk.

- **Who, which** and **that** can be omitted if they refer to the object of the sentence. **Whose, where** and **when** cannot be omitted or replaced with **that**.

The man (who/that) you met at my house is my cousin.

- In **formal language** prepositions appear at the beginning of the relative clause.
- In **informal language** they appear at the end of the relative clause.

*The chair **on** which I'm sitting isn't very comfortable. (formal)*

*The chair (which/that) I am sitting **on** isn't very comfortable. (informal)*

Passive Voice

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

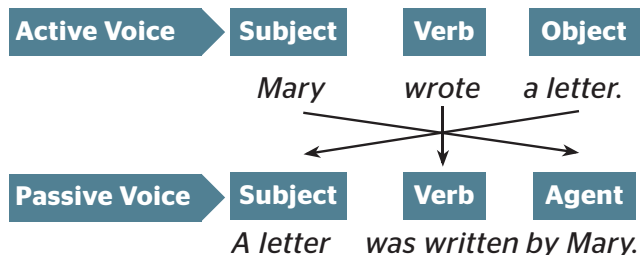
The Passive Voice is formed with the verb **to be** in the appropriate form and the **past participle** of the verb.

The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**. We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.

My bag was stolen! (by someone who we do not know)

BMW cars are made in Germany. (by factory workers)



Present Simple	Past Simple
I am called. Are you called? They aren't called.	I was called. Were you called? They weren't called.

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
bleed	bled	bled	meet	met	met
blow	blew	blown	mow	mowed	mowed/mown
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt/burned	burnt/burned	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone/shined	shone/shined
draw	drew	drawn	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt/smelled	smelt/smelled
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt/spelled	spelt/spelled
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spill	spilt/spilled	spilt/spilled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	withdraw	withdrew	withdrawn
leave	left	left	write	wrote	written
lend	lent	lent			
let	let	let			

Module 1

cover (p. 7)

(A) home away from home
Feels like home
Have a roof over your head
Home is where the heart is
Home sweet home
Live out of a suitcase
Make yourself at home
There's no place like home

1a (pp. 8-9)

access (n.)
admire
belongings
cope with
cramped
currently
drawback
drop by
expenses
face (v.)
fill up
furnished
get tired of
get used to
go shopping
heating
houseboat
inviting
isolated
lighthouse
location
loneliness
luxurious
narrow
out of one's mind
peace and quiet
permanent
recreational
regret (v.)
residence
settle in
spacious
stairway
temporary
tower
wisely

1a (pp. 10-11)

bungalow
campus
check in
check out
cottage
county
lane (=street)
move in
move out
outskirts
put sb up
rural
suburb
suburban

university
urban

1b (pp. 12-13)

adjust
anxiety
appreciate
bakery
become aware of
catch up on
community
discovery
enthusiasm
fascinated
frustrated
get down to business
get involved
get over
get rid of
get to know
homesickness
impatient
initial
loved ones
miss out on
native (language)
no longer
observe
obtain
occur
period of time
phase
remind
shock
sign up
surroundings
turn into

1b (pp. 14-15)

ideal
inform
suitable

Phrases/Expressions

Personally, I believe...
Very true, but...
You have a point.

1b (pp. 16-17)

as well (=too)
beachfront
bicycle lane
get the hang of sth
option
pleased
run (for buses)
town centre

Phrases/Expressions

All the best.
Best wishes.
Drop me a line.
Email me when you get the chance.
Get back to me soon.
How are you keeping?
I haven't told you the latest, have I?
I'd better finish off here.
It's taken me ages to

reply.
I've been meaning to...
Just thought I'd drop you a line.
Keep me posted.
Let me fill you in.

Module 2

cover (p. 19)

bungee jump
endurance
go without food
hold
hold one's breath
rope
run a marathon

2a (pp. 20-21)

abandoned
against all odds
barely
branch
breathe
catastrophic
coconut
cover (=travel a distance)
crawl
damage (v./n.)
dig
drag
drop (temperature)
drown
eventually
extreme conditions
float (v.)
footprint
force (v.)
form (v.)
harm (v./n.)
hiker
igloo
injure
one by one
oxygen
passer-by
prevent
ranger
recover
ruin (v.)
several
shelter
signal (v.)
spot (v.)
strike (tsunami)
stunned
supplies
survivor
trapped
treat (v.) (in hospital)
wave (v.)

2a (pp. 22-23)

ambulance
block (v.)
bystander
emergency services
jungle

land (v.)
overturn
possibility
resident
skid
slide (v.)
violent

Words related to the weather

blizzard
blow
boiling
breeze
chilly
clear skies
drizzle (v.)
dull
foggy
freezing
icy
lightning
mild
overcast
pour (v.)
shine
shower
snowstorm
thunder

2b (pp. 24-25)

although
anxious
expectation
fortune
gentleman
grab
hold out
horrified
lawyer
nobly
stormy
uncertainly
well-built
whoever

Character

arrogant
devoted
reserved
witty

Appearance

bald
handsome
pale
underweight

Feelings

discouraged
irritated
offended
overjoyed

2b (pp. 26-27)

amateur
annual
be fortunate
be in shock
be over
cliff
compete

competitor
cyclist
devastated
edge
hang
hold on
professional (n.)
race (n.)
relieved
shake with fear
trainer (person)

2b (pp. 28-29)

astonished
clap (v.)
darkness
deck
distance
dreadful
endure
enormous
filthy
fog
furious
gently
gorgeous
in time
keep watch
play tricks on
rush (v.)
sick with fear
sink (v.)

Phrases/Expressions

be/freeze in shock
I couldn't believe my eyes/ears.
I nearly jumped out of my skin.

Module 3

cover (p. 33)

broaden the mind
globetrotting

3a (pp. 34-35)

air conditioning
area
arrangement
article
be ahead of one's time
believe it or not
civilisation
clay
colleague
combination
construct
copy (n.)
countryside
date back
directly
intense

in the footsteps
in wonder
landscape
nature
original
paving stone
progress
site
skin
southern
sunburnt
tablet
tile
turn out
under construction
wonder (n.)

3a (pp. 36-37)

accommodation
advertise
announce
announcement
application
beauty
benefit
cancellation
combine
connection
description
educate
environmentally friendly
exotic
explanation
exploration
improvement
inexpensive
introduction
on board
relaxing
reservation
reserve
scenery
stress-free
wildlife

3b (pp. 38-39)

access (v.)
bargain (n.)
car rental
come across
come up
compare
do without sth
domestic flight
essential
fed up with
frequently
handy
hassle (n.)
hit the road
interactive
itchy feet
journal
landmark
leisure
major
offline
once (sth happens)

ordinary
private
record (v.)
seldom
store (v.)
struggle (n.)
the highways and
byways
timetable
tram
unique
update (n.)

3b (pp. 40-41)

educational
enjoyable
get seasick
magnificent
opportunity
recommendation
spectacular
suggestion

Phrases/Expressions

I'd prefer (not) to...
I'd rather (not)...

3b (pp. 42-43)

from up close
highlight (n.)
massive
once in a lifetime
publish
species
typical

Phrases/Expressions

See for yourself.

Module 4

cover (p. 45)

balance (n.)
prospects
salary

4a (pp. 46-47)

be willing to
career break
delighted
eager
emotion
enthusiastic
even though
express (v.)
fairly
greet
headteacher
hopefully
income
infer
interact
motivated
on one's mind
plenty of
require
rewarding
rise (v.)
satisfaction

sleepless
somehow
stress out
teens

Collocations with 'make'

make a decision/guess
make a difference
make a good/bad impression
make a mistake
make a suggestion / an arrangement
make an effort
make sense
make the most of sth
make up one's mind

Collocations with 'do'

do a project
do an experiment
do as you please
do my hair
do one's best
do research
do sb a favour
do some exercise
do well/badly

4a (pp. 48-49)

careless
CV (curriculum vitae)
experience (work)
get fired
hire
knowledge
position
previous
qualifications
quit
rent
tell sb off

Phrases/Expressions

I didn't mean to...
I've got no excuse for my behaviour.
I would strongly advise you to...
That was thoughtless of you.
That wasn't very wise of you.
Why on earth did you do that?

4b (pp. 50-51)

affect
come up with
concern (n.)
deadline
extrovert
freedom
get along with
introvert
issue
medical care
role model
solution

take one's time
technician
trust (v.)

Jobs

academic
accountant
consultant
detective
engineer
interior designer
marketing manager
mechanic
politician
public speaker
researcher
vet

Personality adjectives

ambitious
artistic
courageous
disorganised
honest
imaginative
patient
rational
reliable
sociable
spontaneous
strict
well-organised

4b (pp. 52-53)

career change
delete
document
earn a living
employer
match (v.)
pay rise

Phrases/Expressions

As I said...
How shall I put it?
I have some experience
in...
I'm looking for a job that
involves...
I've never actually given
it a lot of thought.
I would be interested in
working in...
Let me repeat that.
Let me think/see.
Something else I'd like to
mention is that...
Something else I'd like to
say is that...
You see...
Well, let's see now.

4b (pp. 54-55)

apart from that
candidate
dress (v.)
exchange programme
final (year)
furthermore
give a talk

in addition
internship
job fair
notice board
promote
registration
what is more

Module 5

5a (pp. 60-61)

accidentally
be around
commonplace
compulsory
effective
encyclopedia
foreigner
generation
gesture
hilly
method
mist
mountainous
mystery
origin
pass down
pick sth up (learn)
practice makes perfect
rare
separate (adj.)
sign language
speech
take control
take over
valley
well-known
widely

Collocations with 'tell'

tell a joke
tell a lie
tell a secret
tell a story
tell the difference
tell the truth
tell the time

Collocations with 'say'

say hello
say so
say sorry
say sth
say thank you
say yes

5a (pp. 62-63)

argue
chat
complain
costly
discuss
explain
gossip (v.)
inconvenient
instantly
mention
outdated
place (v.)
portable

refer
socialise
time-consuming
time-saving
up to date
user-friendly
yell

Words/Phrases related to technology

account (e.g. email)
attach
crash
data
deactivate
drag and drop
function
install
instant messaging
key
keyboard
press
scroll
select
shut down
tap (v.)
touchscreen
virus

Phrases/Expressions

Anyway, as I was saying...
Can I add something?
Could I say something
before you continue?
Hold on. Are you saying
that...?
May I interrupt you for a
second?
Now, what was I saying?
Now, where was I?
Sorry to interrupt, but...

5b (pp. 64-65)

against the law
at all times
be located
be supposed to
behave
beware of
carriage
caution
circle (n.)
evacuate
evacuation
fire extinguisher
handle (n.)
hazard (n.)
in case of
in progress
keep off
keep out
legal
manner
notify
obtain
permission
permit (v.)
protection
protective
qualified

required
strictly forbidden
suspicious
track
unaffected
warn
warning
wave (n.)

5b (pp. 66-67)

body language
eye contact
face-to-face
facial expression
maintain
means of communication

5b (pp. 68-69)

amusing
at times
brief
descriptive
detailed
efficient
entertaining
importance
in use
informed
involved
limited
lively
monthly
over-the-phone
to the point
topic
workplace

Phrases/Expressions

As for...
I am convinced that...

Module 1

1a

1. **A:** So, how's your new place, Will?
B: Well, it's a lot better than the room I had on campus, that's for sure.
A: Anywhere's better than that place. Are you near your parents?
B: No, I couldn't live there. The suburbs are full of big houses, and I needed somewhere small.
A: So, did you find somewhere near the university?
B: No, I'm right in the middle of the city. I live on the tenth floor and the view is amazing.
A: I'll drop by some day and see for myself.
2. **A:** Hi, Julie! Where are you?
B: Hi, Susie. Actually, I'm in your neighbourhood. I just went to the bank.
A: I was wondering if you would like to come over for a coffee.
B: OK, I can drop by before I go to the supermarket.
A: OK.
3. **A:** So Pam, how long have you been living in the countryside now?
B: A year.
A: Wow. Are you used to life out there now?
B: Definitely. The first month was difficult because it was a big change from city life, but after a couple more months, I was settled in, and now I can't imagine moving back to the city, to be honest.
A: Who would've imagined it?
4. **A:** Could you just sign here, sir?
B: Certainly. By the way, I'd like to speak to the manager, please.
A: I'm afraid he's not here at the moment.

- B:** Could you tell me when he'll be back?
A: At around six, I think.
B: That's no good. Our plane leaves at five. Anyway, could you pass on a message? Just tell him we've had a wonderful time here, and he runs an excellent hotel.
A: He'll be pleased to hear that. I'll also need your room key.
B: Of course. Here it is.

5. **A:** Hello?
B: Hello. I'm calling about the flat you're renting in Dale Street.
A: Actually, there are two, one on the first floor and the other on the fifth.
B: Well, I'm interested in the one on the fifth floor. Would you please tell me how many bedrooms there are?
A: There's a big bedroom and a smaller one, but they both have a beautiful view of the park.
B: Great. I'd also like to know if the flat is furnished.
A: Well, the person who was renting it left a sofa in the living room and a bookcase and some other stuff, but if that's a problem, I can empty it out completely for you.
B: Actually, I can't afford a lot of furniture at the moment, so I'd appreciate it if you'd leave the stuff.
A: Sure.

1b

Speaker 1

I came to Japan to work as an English teacher, but it was pretty difficult to adjust in the beginning. I had difficulty even in everyday situations. For instance, when you meet a person, you usually bow to show respect instead of shaking hands. And another thing, back home it's normal to use your mobile phone on the bus. In Japan, though, it's not considered polite. Also, you should never be late for an appointment, because it shows that you don't respect the other person. Anyway, I wasn't aware of these things in the beginning, but

now I feel like I know a lot about life in Japan.

Speaker 2

When my boss sent me to Venice to work for two years, I was full of enthusiasm. After a few weeks, though, I started missing my old life, my family and friends, and I didn't feel like doing much in my new city. When my friends back home asked me how things were, they didn't believe me when I told them how I felt. One day, though, a colleague of mine insisted we go for a coffee and I did. This helped me meet other colleagues, and I slowly started making friends. I also signed up at a language school to learn Italian, which is helping me socialise even more. Venice may not feel like home yet, but I think it's a unique experience.

Speaker 3

Being used to living in a big city you can understand how shocking it was to move to a small town in Sweden with my husband when he was offered a new job. It's a beautiful town, but I felt kind of isolated with no big supermarkets or shops around. So, to fill my spare time I took up a hobby. I started making jewellery. Whenever my husband's colleagues or neighbours came over, they were really fascinated by my creations and wanted to buy them. That is how I opened up a jewellery shop. Now, I know almost everyone in the town, I am doing something I like, and I actually prefer this place to the big city I used to live in.

Module 2

2a

- A:** Good evening. Three years ago, a young man survived an aeroplane crash and then lived ten days in the jungle before he was rescued. It's an incredible story, and here to tell it is the man himself, Conrad Mendez.
- B:** Hello, it's good to be here.
- A:** So, Conrad, tell us your story. You were on the plane to Peru, right?
- B:** Right. You see, my father, who is from the States, is a zoologist

and spends most of his time in Peru. That's where he met my mother. She is actually from Brazil, and I was flying from Rio to meet my father when the accident happened somewhere over the Bolivian rainforest.

A: So, what happened to the plane?

B: We were flying through a terrible storm. There was a lot of turbulence and I couldn't see outside; it was so dark. Suddenly I saw a flash of lightning and then the wing caught fire. Within minutes, it broke apart and the plane started going down. As you can imagine, I was terrified. Suddenly, I realised I was not on the plane anymore and I was flying down towards the jungle, still strapped to my seat. I thought I was going to die. What are the chances of surviving a plane crash, right? But I did! Luckily, the trees are very thick in that part of the rainforest and they broke my fall. Also, I was falling backwards so my injuries weren't that bad. I just had a broken collarbone and a bad cut on my arm.

A: That's amazing. But then, you still had to deal with the jungle.

B: I wasn't too scared of that. I've spent a lot of time in the jungle with my father, and I recognise the dangers. My first thought was to find other passengers, but I was unsuccessful. In fact, I couldn't find any survivors, or even the plane. They must have been miles away.

A: What about food or water?

B: I came across a river, so at least I had water to drink. As for food, I was able to find some fruit in the jungle. But after a few days, I was really weak. I was starting to give up hope when I heard rescue helicopters overhead. They were looking for the plane, I imagined, but the trees were so thick that they couldn't see me, so I wasn't rescued then. The following day, I decided to follow the river as far as I could. I thought that maybe I could find a village or something. A few miles down the river, I spotted a boat and decided to wait there. Later that day, two fishermen found me

unconscious, but alive, by their boat.

A: Where did they take you?

B: They took me to the nearest hospital, which was seven hours away. There, I found out that out of the eighty-seven passengers on the plane, I was one of the lucky survivors along with eight other people. Amazingly, they had survived the crash, too. But they were all badly injured and only lasted a couple of days. In the end, I was the only survivor.

A: That's just terrible. Have you been back there since?

B: Actually, I'm going back for the first time next month, as part of a documentary Channel 5 is making. I'm going to visit the site of the plane crash and meet up with the fishermen who saved me. It's strange, because it was such a terrifying experience for me, but for some reason, I can't wait to return. It's a part of my life that I just can't forget.

A: Well, it's a fascinating story, that's for sure. Now, we're going to...

2b

B.
Before the race

Tim Hello, this is Tim Carter reporting live from the Extreme Bicycle Race. It's another year at the exciting ultimate challenge for cyclists from all around the world, who ride a total of 800 miles in ten days. Today is the final day of the event and with us, just an hour before the race, is Alex Tyler, who came in second place two years ago.

Alex Hello, everyone.

Tim So Alex, only 80 more miles today to the finish line. How do you feel?

Alex What can I say? I'm thrilled to be here.

Tim You didn't participate last year, because of a knee injury, from what I've heard.

Alex That's right. Two months before the Extreme Bicycle Race, I was competing in a race in Australia. When

the unfortunate incident happened, I was devastated. You can't imagine how much I wanted to be here. After the surgery, I started training and practising again and here I am.

Tim Well, you seem to be in great shape, and there's a good chance you may be the winner this year.

Alex I hope so. It's my dream!

Tim Good luck, Alex! And now we are going over to

During the race

Tim This is Tim Carter and we're back from the break.

Patrick And this is Patrick Hunt. The race is almost over. In just a few minutes we'll know who the winner is.

Tim That's right. We can see the cyclists riding into the last mile. In the lead is last year's winner, Daniel Kent, who is one of the best bike riders in the world.

Patrick But will he be the winner today? Right behind him is Michael Phillips. It's hard to believe that he was an amateur rider two years ago, riding just for the fun of it.

Tim Yeah, wasn't he studying to become a doctor?

Patrick Yep. I guess he changed his mind. Wow! Look at Alex Tyler speeding up from fifth place!

Tim He's third now right behind Michael Phillips. What a race! There's just one last corner till the finish line, with Daniel Kent still leading.

Patrick What a surprising turn of events! Tyler just passed both of them! He's in the lead, just a few yards before the finish line! Unbelievable!

Tim And yes! He is now the new champion of the Extreme Bicycle Race, taking the title from Daniel Kent!

After the race

Tim Right next to me is the winner of the 10th annual Extreme Bicycle Race. So, how does first place feel?

Alex Much better than second place, that's for sure!

Tim And this is your first time winning in the ten years you've been competing, right?

Alex Actually, this is my first time winning in the Extreme Bicycle Race, but I've also won another two races; a local race back home in Ireland and a Road Bicycle Race in Canada.

Tim Oh yes, Canada. I remember that. That was about five years ago.

Alex Four to be exact, but it wasn't a very big event.

Tim So, what is your next step in your cycling career? The Tour de France?

Alex Well, I'm thinking of taking a break from competitions, at least for a while. My dream is to create a cycling club. A place where I can teach young cyclists everything I know about how to succeed in competitions and help them train.

Tim Sounds interesting, Alex.

C.

1. It's hard to believe that he was an amateur rider two years ago, riding just for the fun of it.
2. When the unfortunate incident happened, I was devastated. You can't imagine how much I wanted to be here.

Module 3

3a

For hundreds of years, people have enjoyed the adventure of travelling abroad to explore new countries and learn about different cultures. However, until recently, few have considered the negative effects they may be having on the places they visit. These effects include the destruction of areas of natural beauty when resorts are built, pollution caused by waste produced by large numbers of tourists and from the vehicles they drive, and the use of too many natural

resources. Local populations and wildlife suffer as a result.

The idea of ecotourism is to protect local cultures and wildlife, to involve and provide work for the people who live in the area and to broaden the minds of visitors by educating them about all aspects of the places they visit. Ecotourism is all about creating long-term benefits from tourism, not about simply avoiding environmental damage.

In Kenya, for example, there are now around fifty national parks where visitors can explore jungles and mountains and go on safaris while learning about the wildlife from local guides. In the past, many of these guides and park guards used to earn a living by hunting animals such as elephants and rhinos. Thanks to ecotourism, it has become clear that wild animals are worth much more alive, in their natural environments. In fact, there is no doubt that many endangered species have survived as a result of it.

Rainforests across the globe also benefit from ecotourism, especially in developing countries like Cambodia and Madagascar. When people become aware of how important the rainforests are both as sources of employment for local people and for the world in general, they are less likely to destroy them. Ecotourism is now the fastest-growing kind of tourism worldwide as people are starting to care more about the need to reduce their carbon footprint and protect the environment. Ecotourism encourages tour groups to be small and travel to the holiday destination to be either on foot or by local transport. Tourists mostly stay in eco-friendly accommodation where the staff are locals with knowledge of the surrounding area, and where renewable energy is used and recycling takes place. Visitors can have an unforgettable experience in amazing natural surroundings and return home knowing that instead of harming the planet, they have made it a better place.

3b

A: So, Tony, why did you decide

to go to Beijing? Are you going to get together with old friends from university?

B: No, I'm not. It's just somewhere I've always wanted to go.

A: I see. Well, there are lots of wonderful places you shouldn't miss in Beijing.

B: I know. I downloaded this app which has all the famous sights and it tells you where the closest tourist attraction to you is. I can even store my photos.

A: That's handy. Have you used it before?

B: Well, I used a similar one when I visited Moscow last year, and it worked great.

A: Well, there's much more to any city than just tourist sights, you know. If you have friends in a place, they can take you to the most fascinating places, like cafés and restaurants...

B: Well, I have an app for that, too.

A: Really?

B: Yes, look. I've entered information about when and where I'm staying and it's given me a list of places where I can go and eat.

A: Chao Ming's! I read an article about it the other day.

B: Well, there you go. It seems to be working. During the flight, I will search for more places of interest.

A: But is it safe to use that app on the plane?

B: It's OK, it works offline.

A: You certainly are very organised. Maybe I should get some apps, too.

B: You know, I'm not the kind of person who plans everything to the last detail, but since I got this smartphone, everything's changed. This app here has been the most useful. I downloaded it a month ago and it's helped me prepare for my trip so much. It's ideal for someone who travels a lot because it remembers previous trips they've gone on and they can use the reminders for their next trip.

A: I have to get that app for sure. What's it called?

B: Umm... Let me see...

Module 4

4a

Congratulations to you all on passing the interviews and welcome to Yum Cha Chicken. You have been invited here today because at YCC we believe that training and development of our waiters has been crucial to our success. Since we opened our first restaurant in 1989, we've been getting thousands of job applications from teens looking for a part-time job. We only accept a small number of applications. It's not just about being able to stay on your feet all day. We look for qualities like team spirit, enthusiasm, positive energy, responsibility and, of course, that special Yum Cha smile! The reason you have been chosen is because we believe you have all of them. All you need now is the training. Experience has never been important to us, and I know that most of you are still at school. Hands up all of you who have never worked before! Wow. Most of you! If you're nervous - don't be! We're a happy family at YCC. We recently received an international award for our training programme, so you're in good hands. We won't be breathing down your necks all the time, but we will be keeping a close eye on you! I should tell you that most of our managers have waited on tables at some stage. We believe in in-house promotion. Your dedication will be rewarded because YCC values its employees and believes that you are the best advertisement the restaurant has.

4b

Speaker 1

When I was a young girl, we used to go abroad on holiday every year and I always looked forward to flying to different places. My dream was to become a flight attendant one day. At school, I made a big effort in the foreign language classes and I'm sure that helped me do well in my interview with GoldenAir, the company I now work for. I've been a flight attendant for fifteen years so far and have travelled to destinations all over the world. At first, it was exciting to see so many

exotic places and meet lots of interesting people. However, after all these years, I'm beginning to feel frustrated, as there are really no opportunities to have better pay or more responsibilities. You see, I am quite an ambitious person.

Speaker 2

I work in a large hospital in the centre of town. It was a proud day for me when I graduated from medical school and got my first position here, ten years ago. I really wanted to make a difference and I felt enthusiastic about working with other hospital staff to improve the lives of patients. Things didn't turn out exactly as I'd expected, though. I found the first few years extremely challenging and there was no time to appreciate the work. I had to do a lot of overtime, which meant several sleepless nights each week. This was exhausting and I began to wonder if I'd made the right career choice. Eventually that initial stressful period ended and life as a surgeon became less hectic. I have no doubt at all now that this is the job I want to do until I retire.

Speaker 3

My brother is much older than me, so he'd started his first job while I was still in primary school. His careers advice to me was to do something I enjoyed and not think about the money, but I didn't listen to him. Instead, I got a job at a bank when I left school and have been there ever since. The income is good and the prospects are excellent. I'm just not willing to work there for the rest of my life - it simply isn't exciting enough for me. I'd prefer to do something like working with animals or mountain rescue. So, last week, I started applying for jobs in zoos and wildlife parks, not just here, but anywhere in the world. My brother was right - a job has to be rewarding and enjoyable to keep you motivated.

Speaker 4

I left school with few qualifications - I just wasn't into studying back then. Most of my friends went to university, but I was eager to start earning money as soon as possible. The first job I got was in a department store, where I made lots of great friends. I managed to save enough money to travel all over

Europe, which was amazing. When in Madrid, I worked for six months as a tour guide for British and American visitors - that was fun, and really sociable. When I came back home, I made up my mind to train for a job dealing with the public, as I'd learnt that this was something I both enjoyed and was good at. There was a hotel management course at the local college, so I enrolled in that five years ago. I'm currently working at a five star hotel and I love it.

Module 5

5a

1. Qatari teenager Ahmad Mohammed has won an award for the exciting new website called 'HelpMe', which he designed for the benefit of the community. Its purpose is to make life easier for older people by connecting them with school students who offer them help with computer and other technical skills. The seventeen-year-old, from Al Wakra, got the idea when an elderly neighbour asked him for assistance with his tablet. Ahmad installed some useful apps, deleted a lot of outdated software and explained to him how to make video calls. This experience made Ahmad realise that there must be people who need help but don't know how to find it. Another positive aspect of the 'HelpMe' website is that it has increased and improved communication between the generations to the benefit of everyone involved.
2. Two British tourists have been found alive after being reported missing two weeks ago in New Zealand. Gareth Webster and his brother, Clive, had both taken a month off work to explore the famous Southern Alps and take photographs of the wildlife. Despite being experienced climbers, they did not leave information about their route to anyone, which made the rescue operation especially challenging. However, late on Tuesday night, the men were spotted by another climber on Mount Cook, which

is the highest mountain in the region. A helicopter was called to lift them to safety at the hospital in Queenstown, where they are recovering after ten days without food. The men explained that strong winds had blown their backpacks, containing their supplies, over a cliff. Cold and hungry, they were soon too weak to continue and had no choice but to wait for assistance.

3. Now for sports... It is currently day four of the International Athletics Tournament in Stockholm, Sweden. Today, Kenya's Ashura Otieno won the 200 m race, with a time of exactly twenty seconds, which makes him the fastest runner of that distance in his country. The women's high jump event was won by the Irish athlete, Patricia O'Connell. At just fifteen years of age, she now holds the record for being the youngest female athlete to jump two metres. Jeff Turner from Canada was the winner in the long jump, but he didn't manage to make a new national record.
4. The citizens of our town will be delighted to hear that the Robert Burns Shopping Centre has finally opened to the public. Its opening is six months behind schedule as it was supposed to open on the first of February last year. The delay was caused by extreme weather conditions in the area. The worst incident was when the glass roof was seriously damaged by a snow storm in December. However, this morning, people were able to go in, admire the modern design and enjoy the many facilities spread over six floors. Apart from the huge variety of shops and restaurants you would expect to see, there is also a gym, a bowling alley and even a swimming pool in the shape of a star.

D.

1. Cold and hungry, they were soon too weak to continue and had no choice but to wait for assistance.
2. The worst incident was when the glass roof was seriously damaged by a snow storm in December.

5b

1.

- A: OK, when you see a post office, turn left.
- B: Are you sure? There isn't one around here.
- A: There! You missed it! You're going too fast.
- B: No, I'm not.
- A: Yes, you are. Look at the sign. The police will stop us, and we'll get a ticket.
- B: Maybe you're right. Let me turn here and we can go back.

2.

- A: I'm really glad we came to the museum today.
- B: Me too.
- C: Excuse me! I'm afraid that's not permitted in here.
- B: I'm sorry, I didn't know.
- C: Well, there are clear signs all over the museum.
- B: Is there anywhere where it is allowed?
- C: Not inside the building.
- B: Who wants to see a picture of the outside of the building?
- A: Just leave it, Steve.

3.

- A: There's the opera house, look. What a beautiful building!
- B: Where?
- A: Over there. Stop the car here so I can take a picture.
- B: I can't.
- A: Why not? There's plenty of room.
- B: Can't you see the sign?
- A: Oh. Then turn left here and stop somewhere so I can get out.

4.

- A: It's a nice day to be outside, isn't it?
- B: Yes, and it would be even nicer if you weren't smoking. We'd be able to breathe some nice fresh air.
- A: Come on, give me a break.

B: Let's go and sit over there.

A: We're not allowed, look.

B: That's a shame. Let's go and sit on that bench, then.

A: OK.

5.

- A: Excuse me! Where are you going?
- B: I'm looking for somewhere to park.
- A: Well, you can't enter this area. Didn't you see the sign?
- B: The sign?
- A: It's for your own safety. There's a car park not far from here.
- B: Really? Where?
- A: Just turn left here and it's at the end of the road near the park.
- B: OK, thanks.

Module 1

1a (Student's Book pp.8-9)

- A.**
 1. b 2. c 3. a 4. d
 5. a 6. c 7. a
- B.**
 1. drawback 2. temporary
 3. shopping 4. currently
 5. stairway 6. expenses

1a (Student's Book pp.10-11)

- A.**
 1. is coming
 2. is staying
 3. finds
 4. Does she like
 5. think
- B.**
 1. 'm writing
 2. hope
 3. don't mind
 4. 'm thinking
 5. 'm renting
 6. are
 7. 'm starting
 8. never have
 9. need
 10. Do... have/ Have... got
 11. want
 12. usually helps
 13. 's working
 14. doesn't have/ hasn't got
 15. do... say
- C.**
 1. in, at 2. at
 3. on 4. in, in
 5. on 6. in, in
 7. in, on
 8. in, in
 9. in
- D.**
 1. move in 2. moved out
 3. checked in 4. settle in
 5. put... up 6. check out
 7. dropped by

1b (Student's Book pp.12-13)

- A.**
 1. occurs 2. miss
 3. initial 4. native
 5. frustrated 6. reminds
 7. appreciate 8. catch
 9. surroundings 10. anxiety
- B.**
 1. b 2. e 3. d 4. c 5. a 6. f 7. g
- C.**
 1. discovery 2. location
 3. impatient 4. residence
 5. loneliness 6. luxurious

1b (Student's Book pp. 14-15)

- A.**
 1. c 2. a 3. b 4. f 5. d
 6. e 7. g
- B.**
 1. Who are you meeting at the park?
 2. What did you do at the gym?
 3. Which skirt suits me better, the black one or the white one?
 4. Why are you buying a new laptop?
 5. When are you leaving for Japan?
 6. Where did they go for the weekend?
 7. What did you have for dinner?
 8. Who ordered a milkshake?
- C.**
Suggested answers
 1. ... please tell me how much a double room costs?
 2. ... if/whether breakfast is included (in the price).
 3. ... like to know if/whether (all) the rooms have air conditioning.
 4. ... please tell me if/whether the hotel is close to the beach?

1b (Student's Book pp.16-17)

- A.**
 1. keeping, point, meaning, get
 2. dropped, hang, Very, Keep
- B. W1.2**
Suggested answers
 2. **A:** You won't believe what happened! My team won the championship.
B: How exciting!
 3. **A:** I haven't told

you the latest,
 have I? I'm buying
 a new car
 next week.

B: That's great news!

4. A: Just thought I'd drop you a line to let you know that we're going on holiday to Hawaii in the summer.

B: Wow! How wonderful!

C. W2.3

Hello Mubarak,
 How are you? Guess what! I've found a job at a pizza restaurant in your area. The only problem is I don't really know your part of town, so, I've got a few questions for you.
 My dad said I should come by car; other people said I should use public transport. What do you think? If I end up using public transport, there are two ways to get there: travel by bus or take the subway. Which one is the best? Also, there's a chance I'll have to work late some nights. Do you think I could stay at your place sometimes so that I don't have to travel across the city during the night?
 Email me when you get the chance.
 Best wishes,
 Robert

Review

- A.**
 1. d 2. b 3. d 4. b 5. c
 6. c 7. a 8. d 9. b 10. c
- B.**
 1. over 2. up
 3. used 4. and
 5. am/'m 6. in/near
 7. into 8. on
- C. L2.1**
 1. c 2. c 3. b 4. c 5. a
- D. R2.1**
 1. F 2. T 3. F 4. F
 5. T 6. T 7. T

Module 2

2a (Student's Book pp.20-21)

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

B.

1. trapped
2. drops
3. footprints
4. hurts
5. hold

2a (Student's Book pp. 22-23)

A.

1. did you injure
2. went
3. fell
4. couldn't
5. was
6. did you do
7. didn't know
8. was
9. took
10. treated

B.

1. used to go, didn't use to swim
2. Did... use to live, used to have
3. Did... use to work, used to be
4. didn't use to like, used to love
5. used to eat, didn't use to go

C.

1. clear skies
2. chilly
3. blowing
4. overcast
5. thunder
6. foggy
7. shining
8. mild

2b (Student's Book pp.24-25)

A.

1. fortune
2. expectation
3. uncertainly
4. gentleman
5. discouraged
6. nobly
7. handsome
8. Whoever

B.

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

2b (Student's Book pp.26-27)

A.

1. were
2. wasn't feeling / didn't feel
3. stayed
4. Did... feel
5. was watching
6. began
7. ran
8. were... doing
9. happened
10. was having
11. was

12. didn't know
13. recommended
14. finished
15. were waiting
16. fell
17. couldn't
18. left
19. wasn't paying
20. was driving
21. crashed
22. didn't get

B.

Suggested answers

1. While we were walking down the street, an ambulance sped by us.
2. I woke up when the phone rang.
3. As I was getting off the bus, I saw Mansoor.
4. While they were sitting in the park, they heard a loud noise.
5. She was walking down the street when she found a bracelet.
6. As we were leaving, Amanda and her friends arrived.

C.

1. went
2. were walking
3. heard
4. looked
5. saw
6. called
7. was talking
8. was trying
9. could
10. was looking
11. slipped
12. didn't fall
13. helped
14. arrived
15. saved

D.

1. bear
2. cliff
3. edge
4. shock
5. relieved

E.

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

2b (Student's Book pp. 28-29)

A.

- a. gorgeous
- b. furious
- c. filthy
- d. boiling
- e. fascinating
- f. astonished
- g. freezing
- h. starving
1. furious
2. filthy
3. boiling
4. starving
5. freezing

B.

Suggested answers

1. absolutely/really
2. absolutely/really
3. totally/absolutely/really
4. very/really/extremely
5. totally/absolutely/really
6. totally/absolutely/really
7. very/really

2review

A.

1. off
2. during/on
3. with
4. used
5. to
6. At
7. was
8. and

B.

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

C. L2.1

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

D. R2.1

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

Module 3

3a (Student's Book pp. 34-35)

A.

1. landscape
2. dates back
3. countryside
4. turned out
5. intense
6. civilisation
7. sunburnt

B.

1. southern
2. arrangements
3. entrance
4. original
5. collection
6. combination

3a (Student's Book pp. 36-37)

A.

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

B.

1. haven't done
2. wanted
3. didn't manage

4. was
5. Have... ever thought
6. have lost
7. started
8. got
9. 've cooked
10. (have) cleaned
11. haven't had
12. called
13. have never been
14. have just finished

C.

1. reservation
2. description
3. exploration
4. announcements
5. information
6. cancellations
7. explanation
8. accommodation

3b (Student's Book pp. 38-39)

A.

DOWN

1. bargain
2. leisure
3. domestic
5. unique

ACROSS

4. anxious
6. frequently
7. recommend

B.

- | | |
|---------------|-------------|
| 1. upload | 6. hassle |
| 2. domestic | 7. landmark |
| 3. essential | 8. section |
| 4. offline | 9. compare |
| 5. timetables | 10. major |

3b (Student's Book pp. 40-41)

A.

1. more... more expensive
2. the most popular
3. cheaper
4. more quickly
5. better
6. as exciting

B.

1. Hotel C is the cheapest of the three hotels.

2. Hotel B is not as expensive as Hotel A.
3. Hotel A is the newest of the three hotels.
4. Hotel C is older than Hotel B.
5. Hotel B has fewer rooms than Hotel C.
6. Hotel A has the most rooms of the three hotels.
7. Hotel A is the most luxurious of the three hotels.
8. Hotel A is the farthest from the beach of the three hotels.
9. Every year Hotel C opens earlier than Hotel B.

C.

1. ... send as many applications as...
2. ... longer and longer...
3. ... is much older...
4. ... the most interesting book in...
5. ... faster than...
6. ... less interested in football than...

D.

Suggested answers

1. good/great idea!
2. not to. Let's go see the snakes.
3. go to Ted's café.
4. it's a little expensive?
5. do something fun, such as going to the beach.
6. enjoy that. I've always wanted to go abroad!

3b (Student's Book pp. 42-43)

A.

1. magnificent
2. highlight
3. peaceful, seasick
4. close
5. typical, lifetime
6. species

B. W3.2

1st para: 'Last year... experience.'

2nd para: 'The shelter is well-known... family.'

3rd para: 'If you are ever... yourself.'

Suggested answers

1. unforgettable/wonderful
2. fascinating/beautiful/wonderful
3. fascinating/wonderful/unforgettable
4. beautiful/wonderful/peaceful
5. beautiful

6. enjoyable/peaceful
7. fascinating/enjoyable/beautiful/wonderful
8. fascinating/beautiful/wonderful

C. W3.2

1st para: 'Edinburgh is a city... where you'll see some buildings.'

2nd para: 'Of course, Edinburgh... cafés and restaurants.'

3rd para: 'Edinburgh's definitely... again one day.'

Suggested answers

One of the city's many *interesting* / *impressive* sights is Edinburgh Castle.

This *historic* building is in the centre of the city...

Another *well-known* / *interesting* building worth visiting is the Scott Monument.

You must also take a tour of Edinburgh's *historic* Old Town where you'll see some *attractive* / *fascinating* buildings.

There are many *fascinating* / *interesting* things to do there.

Edinburgh's definitely a place worth visiting and I hope to go to this *impressive* / *unforgettable* city again one day.

3review

A.

1. announcement
2. suggestions
3. explanation
4. enjoyable
5. educational
6. unforgettable

B.

- | | |
|---------|--------|
| 1. up | 5. the |
| 2. ever | 6. as |
| 3. more | 7. up |
| 4. most | 8. on |

C.

1. do/live without
2. for (the last)
3. count on / rely on / depend on
4. and more
5. up with
6. as small as
7. has never visited / hasn't visited
8. rather not travel

D. L2.1 

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

E. R2.1 

1. A 2. C 3. D 4. B 5. D 6. C
7. A 8. C

Module 4

4a (Student's Book pp.46-47)

A.

- | | |
|-------------|----------|
| 1. make | 6. make |
| 2. do, make | 7. do |
| 3. made | 8. made |
| 4. doing | 9. doing |
| 5. make | 10. did |

B.

- career
- plenty
- rewarding
- income
- somehow

4a (Student's Book pp.48-49)

A.

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

B.

- mustn't chew gum
- I have to come
- needn't go
- had better tell your parents
- can't take pictures

C.

- | | |
|-----------|---------------|
| 1. salary | 6. position |
| 2. income | 7. experience |
| 3. hired | 8. knowledge |
| 4. rent | 9. quit |
| 5. job | 10. fired |

D.

- qualifications
- strongly
- careless
- behaviour
- living

E.

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

4b (Student's Book pp.50-51)

A.

- | | |
|----------------|-----------------|
| 1. honest | 7. introvert |
| 2. patient | 8. reliable |
| 3. sociable | 9. disorganised |
| 4. imaginative | 10. ambitious |
| 5. artistic | 11. strict |
| 6. courageous | |

The word is: spontaneous

B.

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

C.

- | | |
|-----------------|-------------------|
| 1. public | 4. deadline |
| 2. emotions | 5. take your time |
| 3. come up with | 6. get along with |

4b (Student's Book pp.52-53)

A.

- | | |
|----------|------------|
| 1. can't | 4. may not |
| 2. might | 5. could |
| 3. must | |

B.

- She must be a very good student.
- He can't have a pet cat.
- She can't be hungry.
- She must have a terrible headache.
- He must speak Spanish fluently.

C.

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

4b (Student's Book pp.54-55)

A.

- | | |
|--------------|--------------|
| 1. guess | 4. programme |
| 2. more | 5. final |
| 3. promotion | 6. Apart |

B. Suggested answer

Dear Mr Wilson,

I saw the announcement about the internship which your organisation offers on my university notice board and **I am** very interested in participating.

My **name is** Ryan Jenkins and **I am** 23 years old. I recently graduated with a degree in English Literature and **I am** currently doing a Master's degree in English Teaching. This

internship is a great opportunity for me because I realise how much I need the practical experience and would benefit greatly from the advice of other experienced teachers.

However, **I would** like to have some more information about the internship. Firstly, **I would** like to know in which countries the programme is active; the flyer did not mention this. Also, **could you inform me how long the internship lasts? I'd like to know if it is a full-time or part-time programme lasting more than a couple of months.**

Lastly, I was wondering how much the internship programme costs and what exactly that covers.

I look forward to hearing from you.

Yours sincerely,
Ryan Jenkins

4review

A.

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

B.

- | | |
|-------|---------|
| 1. up | 4. of |
| 2. to | 5. make |
| 3. In | 6. did |

C. L2.1 

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

D. R2.1 

1. C 2. J 3. H 4. K
5. H 6. C 7. J 8. J

Module 5

5a (Student's Book pp.60-61)

A.

- | | |
|------------------------|------------------------|
| 1. say thank you | 7. said yes |
| 2. tell the difference | 8. tell the truth |
| 3. said sorry | 9. tell the time |
| 4. told... a joke | 10. telling... a story |
| 5. tell a secret | 11. say so |
| 6. said hello | 12. telling a lie |

B.

- | | |
|----------------|-----------------|
| 1. hilly | 5. speech |
| 2. mountainous | 6. Foreigners |
| 3. effective | 7. accidentally |
| 4. widely | |

C.

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

5a (Student's Book pp.62-63)**A.**

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

B.

- We stayed at a hotel in France which/that was very luxurious.
- That's my colleague whose sister is a vet.
- The Pasta House* is an expensive restaurant where lots of celebrities eat.
- You shouldn't miss the contemporary art exhibition which/that is held at the local gallery.
- I saw a girl at the supermarket who/that is an old classmate of mine.
- The summer when I travelled abroad for the first time was beautiful.
- The man (who/that) you met at the barbecue is a famous photographer.

C.

- | | |
|------------------|----------------|
| 1. user-friendly | 5. time-saving |
| 2. install | 6. select |
| 3. account | 7. socialise |
| 4. instantly | |

D.

- | | |
|----------------|------------|
| 1. complaining | 4. argue |
| 2. yell | 5. explain |
| 3. mention | 6. discuss |

E.

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

5b (Student's Book pp.64-65)**A.**

- | | |
|---------------|--------------|
| 1. warning | 4. forbidden |
| 2. evacuation | 5. strictly |
| 3. protection | |

B.

- hazards, qualified, protective
- evacuating
- permitted, supposed

C. R2.1 

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

D.

- | | |
|------------------|--------------|
| 1. in | 4. keep/stay |
| 2. to/which/that | 5. all |
| 3. of | |

5b (Student's Book pp.66-67)**A.**

- Hundreds of letters are sent every day.
- Rice is grown in water.
- Milk is kept in the fridge.
- Homework is always done at home.
- Our house is painted every five years.
- This museum is visited by two million people every year.

B.

- was sold
- wasn't fed
- was destroyed
- were planted
- was... invented
- was built
- was taken

C.

- was broken by Roger while he was playing basketball. / was broken while Roger was playing basketball.
- is delivered to the restaurant every day (by the bakery).
- were planted in the local park.
- was attended by all members of staff.
- are visited by many tourists every year.
- on the company's latest products was written by Brian last week.

D.

- means of communication
- eye contact
- Body language
- Face-to-face communication
- facial expressions

5b (Student's Book pp.68-69)**A.**

- are not looked after
- would be advisable to
- feel certain that
- will prove (to be) helpful

B.

- Introduction
Getting there
Things to do and see
The capital
Where to stay
Conclusion

- In fact
- In particular
- however
- Furthermore
- As well as
- such as
- All in all
- even though

5review**A.**

- which I finished reading yesterday
- whose sister is a
- tell the difference between
- got off work
- where I used to go
- should say sorry to Sheila
- to keep off

B.

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

C. L2.5 

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

D. R2.1 

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

1 review

A: I'm here on an isolated island in the Seychelles, a group of islands in the Indian Ocean. The island has one resident, Charlie Moorehouse, originally from Colchester, who has been living here for thirty years. Charlie, how did you make the decision to come and live here?

B: Well, I used to work for a newspaper, and I lived in a small flat in the centre of Colchester. I had a good job, but I was very unhappy. I used to come on holiday to the Seychelles almost every year, and I dreamt of living here. Then the opportunity came along and I took it.

A: When did you start living here?

B: I bought the island in 1985 for £15,000 and I started living here right away. At the time, there were very few trees, but lots of bushes, and I had to build a wooden hut to live in. Every day, I had to carry water from the main island in a small boat. It was extremely hard work in the beginning, and I made a lot of mistakes. For example, there weren't many birds on the island, so I bought ten from a neighbouring island, hoping they'd stay. They flew straight back the following day. However, I kept trying, and now there are lots of different kinds of birds here.

A: Is life easier now?

B: Definitely. I have water piped in from the main island and electricity and even contact with the outside world through a phone line. I've planted lots of trees and now I've got plenty of fruit to eat. I'm getting old now, but over the years I have learnt a lot about living on an island, and life in general. This has made life easy for me.

A: Do you get many visitors?

B: My brother often comes to stay for a few days, but he can't stand it for longer. Many people from

the main island visit, but I don't let anyone stay overnight. I let them watch the sunset, but then I have to ask them to leave. I get a lot of rich people dropping by, too. One Russian businessman even asked to buy my island, but I told him it wasn't for sale. I could be living in a luxurious flat somewhere, but I would miss all this.

A: Don't you miss your old life?

B: Not at all. I've been here for thirty years now, and I don't regret a single minute. A lot of people think I must get lonely here. But the only time I've ever felt really lonely in my life is when I lived in that small flat in Colchester.

2 review

1.

... and now for Monday's weather report. After a weekend of thunder and lightning, the storms are finally starting to pass. It will be overcast Monday morning, with a possibility of light showers, but it will soon clear up after noon. From then on, the sun will shine and the skies will remain clear up until nightfall.

2.

A: Hey, Bill. What happened to you? Are you all right?

B: Well, if I tell you what happened, you will wonder how I managed not to break my legs as well!

A: Don't tell me it happened on the hiking trip!

B: Yes, it did. As we were walking down the mountain trail, it suddenly started raining, and the ground got very slippery. I tripped on a rock and fell down head first, and hit my arm! After that, I kept rolling down until I crashed into a tree! I could tell it was broken right away.

A: Really? That's terrible!

B: It could have been worse. Fortunately, besides that, I just got a few bumps and bruises.

3.

A: ... and leave your message after the beep.

B: Ah, hi, Tony. It's me Martin. I can't make it today because unfortunately I got into an

accident! I stopped to get some petrol on my way over to your house and a few minutes after I left the petrol station a driver ignored a stop sign, skidded on some ice and hit me from behind. The worst part is that after that, he sped away! Luckily, I was wearing a seat belt. If not, I'd certainly be in hospital right now! I have to go. The police officers need me to fill out some forms. I'll call you tomorrow and we'll meet up. Bye!

4.

A: What an exciting race! Look at how fast they're going!

B: I know! Well, you know these aren't amateur riders. They're all professionals.

A: I can tell! Look! They are reaching the finish line!

B: Oh, no! Pittsburg Star just tripped. I hope the rider didn't get injured.

A: Me too. They're going pretty fast!

5.

A: I am not so sure about this!

B: Come on. It's amazing. You'll see. Don't worry about anything. The safety rope is going to hold you.

A: It's just that we've been climbing up for a couple of hours, and I just realised how high we are! The water is probably a little deep, too!

B: You're not going to reach the water! Don't think about it and jump!

6.

A: Did you see that documentary about extraordinary survival stories last night?

B: Yes, I did. I was amazed by the story about the two photographers who got lost.

A: Oh, yes, I think I remember. Was that the one with the men in the jungle or those who were climbing Mount Everest?

B: Neither! They were riding camels and wanted to take photos of the exotic landscapes, but accidentally got lost.

A: Now I remember! It's amazing how they survived in those boiling temperatures!

3 review

- A:** Good morning. How can I help you?
- B:** Hello. I'd like to book a trip to Peru, please.
- A:** Ah, I understand. You saw our TV commercial, am I right?
- B:** Which one?
- A:** The one about the special deals on trips to Peru.
- B:** No, I didn't, actually. But that sounds good.
- A:** Oh, OK then... Let's have a look at flights to Peru.
- B:** It's a dream holiday for me. I have dreamt about going there ever since I was a little boy. I used to read books about the Incas and Machu Picchu.
- A:** Our special offer is for trips in July. When did you want to travel?
- B:** Actually, I want to go in August. Will it be very busy then?
- A:** I'd say it's as busy as in July. But you won't get that special offer, that's all.
- B:** That's not a problem.
- A:** Would you be interested in a guided tour? We've got lots of interesting excursions to ancient ruins and historical sites.
- B:** Actually, I prefer to explore places on my own. You know, turn my trip into a bit of an adventure.
- A:** I see. And I guess you'd be interested in a trip to Machu Picchu.
- B:** Of course. That's the main reason I'm going.
- A:** Well, you will fly from here to Lima, the capital of Peru, and from there you can catch another flight to Cusco, which is near Machu Picchu.
- B:** Is there a bus I can take instead?
- A:** Yes, but it's a 20-hour journey.
- B:** That's OK. I'd like to get a look at Peruvian nature. I've heard it's magnificent.
- A:** Whatever you think is best.
- B:** Also, I haven't flown for a long time, so I'm already kind of worried about the flight to Peru. I'd rather avoid the stress of taking another plane, too.
- A:** That sounds logical. OK, let me show you which dates you can fly out on....

4 review

- Good afternoon. I'm here today to give you a few tips on performing well in job interviews.
- First of all, you need to be well prepared and informed before you go to your interview. This means knowing what you're going to say about yourself. Also, do research about the company that is offering the position. The Internet is so full of information that there's no excuse for you to show up at an interview and ask 'So, what do you people do here?'
- Make sure you know exactly where the interview is being held and arrive about twenty minutes before it starts. This makes a good impression, and at the same time it prevents you from being late. In addition, it gives you a moment to get ready, which helps if you're feeling a little nervous.
- It's good to ask questions, but it is best to wait till the end of the interview, when you are asked if you have any. However, there are some subjects you should avoid. For example, don't talk about the salary. Wait for your interviewer to bring up the subject. As for benefits, you are there to show what you can do for them, not what they can do for you. So avoid this topic.
- Don't be shy about your abilities. Be confident and give the impression that you are the best at what you do. However, don't overdo it. I've heard of one applicant who started off the interview by saying, 'I'm so well qualified that if you don't hire me, it means there is a problem with your company's management.' The interview ended very quickly after that.
- Finally, what interviewers really want to see is that you're active, and are involved in your area of expertise without getting paid for it. For example, if you go to an interview for the job of a journalist and you have a blog with lots of readers, this is a massive bonus. It shows that you love what you do, but also, that while you were unemployed you weren't waiting around doing nothing.

5 review

1. Thinking of buying a Smart TV? Well, we've got the perfect choice for you! The ABC 500 has been built with the latest technology and has got a large 100 cm screen. This allows you to fully enjoy watching your favourite TV programmes with friends and family. Because of its fast Internet connection, you will also have access to your email, social media and as many apps as you choose to download. It is available at the special discount price of just €250 for one week only. Order yours today at www.ABCsmart@hotprice.com
2. Hi, Mary. It's Lisa! My shift is almost over, so you can expect me to be at your house in about an hour. I'm going to stop by the supermarket on my way over, so if you need anything, let me know! I'll also stop by the chemist's if it's open. Bye!
3. Even before languages developed across the world, humans had the need to communicate with one another. In the beginning, people would use various signals and hand gestures to get their meaning across. Ancient cave paintings tell us a lot about life thousands of years ago and how people used to communicate through simple paintings on walls. Later on, once there were languages and paper had been invented, people could send messages long distances and no longer had to rely on word of mouth...
4. All passengers are required to remain seated and keep their seat belts fastened. In case of an emergency, emergency exits are located at the front, middle and back. If evacuation is necessary, the lighting on the floor will guide you to the nearest exit. Doors can be opened by moving the handle in the direction of the arrow.

1a Grammar E

Suggested answers

1. When I get up in the morning, I brush my teeth.
2. When something scares me, I scream.
3. The moment I hear the phone ring, I answer it.
4. As soon as I get home from work/school, I have a shower.
5. When I meet a new person, I introduce myself.
6. Whenever I'm bored, I read a book.
7. Whenever I have some free time, I hang out with my friends.
8. As soon as I realise that somebody is angry with me, I ask them to explain to me why they are angry with me.
9. Whenever I feel stressed, I go for a walk in the park.
10. When I can't have something I want, I don't mind.

KEY

B: He likes art, reading and eating out. He also likes cycling and sports in general.

A: What does he dislike doing?

B: He dislikes shopping and swimming.

2a Speaking A

Suggested answer

A: Hello, sir. We're from The Kingston Herald and we are doing a follow-up article on the bus accident in Market Road. You were an eyewitness to the accident, right?

B: Yes, I witnessed the whole accident!

A: Where were you and what were you doing?

B: It was eight fifteen in the morning and I was waiting for the bus at the bus stop.

A: What was the weather like?

B: It was freezing and the roads were icy because of the snowstorm during the night.

A: What exactly happened?

B: The bus skidded on the icy road, the driver lost control of the vehicle and it crashed into a bookshop just a few feet away. Then it overturned and landed on its side.

A: What did you think when you first saw the accident?

B: At first, I panicked because I thought that all the passengers were dead but then, when I saw that most of them were fine, I calmed down.

A: How were the people rescued?

B: Well, they were totally helpless as the doors of the bus were blocked. But, fortunately, emergency services came very quickly, broke the windows and got all the passengers out safely. Very few were injured and taken to hospital by the ambulances on the scene.

A: So, what do you think caused the accident?

B: Oh, I think it was the icy road which made driving really difficult. Fortunately, there were no bystanders on the pavement and the bookshop had not opened yet.

A: Thank you very much, sir!

B: You're welcome!

KEY

1a Listening A

Suggested answers

- I live in a flat, but I'd rather live in a house. I think it would be more comfortable. / I'd rather live in a modern flat with lots of rooms and a great view from the balcony.
- I prefer life in the city. There are so many things to do there and you never get bored. / I prefer life in the countryside because it's more quiet.

KEY

1a Writing

Suggested answer

Dear Tim,
I saw your advertisement looking for a flatmate and I am interested in finding out a bit more. My name is Oliver Harrison and I am twenty years old. I am a student at Richwell University and I am looking for a place to live near the university. I would like to ask you a few questions about the place. First of all, what type of accommodation is it, a house or a flat? Also, how many rooms are there and is the house/flat furnished? If it is furnished, is it fully-furnished or should I bring some of my own furniture? Finally, what's the exact location of the house/flat? Is there any public transport nearby? I'm looking forward to hearing from you.
Kind regards,
Oliver Harrison

KEY

1b Speaking A

Suggested answer

- A:** I'd like to know how old Pierre Clermont is.
B: He's 24.
A: Where is he from?
B: He's from France.
A: Can you also tell me what he likes doing in his spare time?

KEY

2a Writing

Suggested answer

Emergency services were called yesterday to an accident near Winnemucca, Nevada, USA, where a lorry had crashed into two cars. It seems the lorry driver had turned to avoid a pile of sand which was blown onto the road in the night. High levels of sand in the air made it difficult to see further than ten metres at the time, and this probably made things worse for the driver. Fortunately, ambulances took the lorry driver and two other people to hospital, but no one else was seriously harmed. According to the National Weather Service, the sandstorm will be over by the end of the week. Until then, they advise the public not to go outside unless absolutely necessary.

KEY

3a Speaking A

Suggested answers

- I usually go to places by the beach because I love swimming and water sports.
- backpacking holiday, cruise, hiking holiday, package tour, camping, sightseeing tour, adventure holiday, skiing holiday, holiday by the beach
- hotels, rented flats/studios, motels, campground, tents
- I'd like to go on a safari because it would be very adventurous and I would have a unique opportunity to see wild animals up close.

KEY

Which holiday would you prefer to go on?

- A:** I'd really like to go camping because I want to be close to nature. Camping gives you a sense of freedom, since you can put up your tent wherever you choose to.
- B:** I'd prefer to go on a cruise because it seems a very relaxing type of holiday.
- C:** Personally, I'd really like to have the chance to go on a safari as I'm really interested in wildlife and it would make me feel like I was taking part in one of the TV documentaries that I enjoy watching!

3a Speaking B

What are the advantages and disadvantages of each holiday?

One of the best things about going on a safari is that it is very exciting since you visit faraway destinations, and observe and photograph many wildlife species. Another important advantage is that you never get bored as there is a constant change of scenery. However, the main disadvantage is that it can be dangerous if the necessary safety measures are not taken. It can also be pretty expensive.

The main advantage about going camping is that it is an environmentally-friendly type of holiday since you practically live and sleep in nature. It is also pretty inexpensive compared to a safari or a cruise. However, sleeping in a tent can be uncomfortable or even dangerous if you don't choose an organised campground. You also need to have your own equipment and always make sure that you don't run out of supplies.

The main advantage of a cruise is that it is a luxurious and relaxing type of holiday as you just sit back and enjoy yourself without worrying about anything. Furthermore, you can visit many exotic and faraway destinations depending on the kind of cruise you choose to go on. However, it can turn out to be boring since you have to spend a lot of time on board the cruise liner. Another disadvantage worth considering is that it is very expensive compared to a safari or a camping holiday.

What kind of people do you think prefer to go on each holiday?

- A:** I think that a safari is ideal for people who are really adventurous and want to try something different.
- B:** I agree, but since it can be pretty expensive, I think that more and more people who want to be adventurous are choosing camping. Camping can promote an ecological sense of living and thinking, and it can be a beneficial experience, especially for children.
- C:** In my opinion, both a safari and a camping holiday can be very tiring and dangerous, so I think a cruise is ideal for people who want a stress-free type of holiday.

KEY

4a Speaking

Suggested answers

You went to a job interview but you didn't get the job.

- B:** What's the matter, Paul? You seem worried.
- A:** Well, I just got back from a job interview and things didn't work out well for me. In fact, it was a disaster!
- C:** Why? What happened?
- A:** Well, I started yelling at the guy who was interviewing me when he commented negatively on my qualifications and my previous work experience.
- B:** Why on earth did you do that? That wasn't very wise of you.
- A:** I don't know what I was thinking. Probably I was under a lot of stress and as a result I thought he was being rude.
- C:** Well, if I were you, I'd call and apologise to him for my behaviour. It might also be a good idea to go back and ask to see him and try to sort things out by explaining to him what you just told us.
- A:** Do you think he'll be willing to talk to me again?
- B:** Well, you'll never know unless you try, right? But this time, I suggest you ought to stay calm and not to take everything personally!
- A:** I know!

KEY

5a Listening E

Suggested answers

- I think it's very useful because there are lots of elderly people who need to use technology, but they don't know how.
- The British climbers didn't tell anyone their route, and that made rescuing them very difficult.
- I think they all felt very happy and proud of themselves.
- In the Robert Burns Shopping Centre people can admire the modern design, go shopping and have dinner at one of the many restaurants. They can also go to the gym, go bowling or go swimming in the swimming pool.

KEY

5a Speaking

Suggested answer

KEY

- A:** So, George, how do you communicate with the different people in your life?
- B:** Well, let me think; by phone, Skype, video chat, email, and of course, we meet face-to-face.
- C:** And don't forget Facebook and Twitter.
- B:** Thanks, Tony! I couldn't live without them! What about you, Tim?
- A:** Well, my friends and I usually try to get together but this is not always possible. So, we use Facebook a lot.
- C:** So, would you say that Facebook and Twitter are the most popular networking sites people our age use?
- B:** I think so. I stay connected to Facebook all day long and I also post tweets and follow my friends' tweets all the time.
- A:** Sorry to interrupt, but I think you are overdoing it. Social networking sites definitely help people keep in touch with each other and learn about events and news from all over the world, but nobody is interested in every little detail of our life.
- B:** Well, you've got a point, but I enjoy what I'm doing. Anyway, what about smartphones? Ever since I bought my smartphone, I'm hooked on it! There are so many useful apps that I can spend hours downloading them. Another advantage is that a smartphone is like a portable computer because it's got all the functions of a computer.
- A:** May I interrupt you for a second? Smartphones are pretty expensive and become outdated very easily since new models are always coming out.
- C:** Can I also add something? I think the greatest disadvantage of smartphones is that they are very distracting as you spend too much time on them.
- B:** Anyway, as I was saying, smartphones help us stay up to date and get all the latest news instantly. They have definitely changed the way we communicate.
- A:** In my opinion, the Internet and all the devices we use to communicate with each other have made communication easier. You get the feeling that the distances have also become shorter, since we can communicate with other people and learn about anything happening around the world at the click of a button, or better, at the touch of a screen.
- C:** What do you think the future of communication will be like?
- A:** Well, who can really tell? I don't think anybody can tell for sure how much communication will change in the future.
- B:** Maybe, in the future, we'll be able to travel through a vacuum to any place we choose in order to communicate with a friend and then travel back again.
- C:** That'd be fantastic!
- A:** Personally, I find that really frightening! Anyway, I think you should stop reading so many sci-fi novels!

5a Writing

Suggested answer

KEY

Electronic communication, such as instant messaging and video chat applications are very practical and convenient and they help people keep in touch as they're almost like face-to-face communication. Also, the fact that they're fast and allow communication with people from all over the world explains why they're so popular.

5b Speaking B

Suggested answers

KEY

- Maintaining eye contact** shows that you're interested in what the other person is saying and it also shows that you're telling the truth about something, which makes others more willing to trust you and talk to you.
- When you **speak slowly and clearly**, you make sure that your listeners catch the words and have enough time to understand what you're saying.
- Speaking in a friendly way** encourages others to talk to you and trust you.
- Using suitable gestures** makes others pay attention to you and helps them remember what you're saying.
- Sitting in a respectful way** shows the other people that you respect them, and that makes them more willing to talk to you.
- Showing the other person that you are listening to them** encourages them to continue talking.
- Accepting and encouraging questions** shows that you're really interested in and you understand what the other person is saying.
- When you **ask for an explanation when you don't understand something**, you show that you're interested in what the other person is saying, and this encourages conversation.
- Giving someone enough time to answer without interrupting** gives the other person the time to express themselves fully and shows respect, which helps keep the conversation going. Also, in this way, you can gather more information about a topic.
- Respecting the other person's opinion** promotes mutual respect, which helps keep the conversation going.

Glossary of key words used in Teacher's Book

act out: to take the role of a character in a dialogue or story and say his/her words

allocate: to give something to someone to be used for a specific purpose

brainstorming: an activity in which people work as a group and try to come up with ideas

context: the parts of a text before and after a specific word/phrase which enable the reader to understand the meaning of the word/phrase

deduce: to reach a conclusion by considering and analysing given information

definition: what a word, phrase or expression means

demonstrate: to show and explain how something should be done

draft: a piece of text including someone's original ideas, which has not been fully developed and taken its final form

edit: to improve a text by making corrections and adding or removing information and/or ideas

elicit: to do or say something to get a response from someone

extract: a part of a longer text

function: the communicative effect of a specific utterance

gist: the main idea in a text

higher-performing Ss: students whose level is above average

initiate: to start something

intonation: the rise and fall of the voice when speaking

layout: how a text and visual material accompanying it is arranged

lower-performing Ss: students whose level is below average

mind map: a diagram used to visually outline relevant information

monitor: to watch and make necessary comments to ensure that an activity is done in a proper way

objective: the goal which someone sets and the outcome they plan to achieve through an activity

prompts: words/phrases and/or pictures provided to students to facilitate spoken or written production

rubric: the instructions for a task or activity

scan: to read a text quickly in order to locate specific information

skim: to read a text quickly in order to understand its main idea(s), without paying attention to details

swap: to exchange

ABBREVIATIONS USED IN TEACHER'S BOOK

adj. — adjective

adv. — adverb

prep. — preposition

n. — noun

v. — verb

p. — page

pp. — pages

e.g. — for example

etc. — et cetera

sb — somebody

sth — something

Ss — students

SB — Student's Book

TB — Teacher's Book

Portal to English 10A

Teacher's Book

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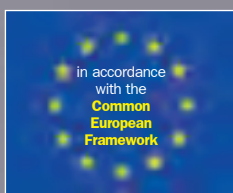
For students:

- Student's Book
- Full-colour Workbook
- Student's CD-ROM

For teachers:

- Interleaved Teacher's Book
- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material

CEFR	B1 Mid	B1 High	B2 Low-Mid
Portal to English	10	11	12



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